

BUREAU OF APPLIED RESEARCH IN ANTHROPOLOGY (BARA)

Promotion and Continuing Status: Criteria and Procedures

Revised
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Introduction

Academic professionals who hold continuing-eligible or continuing appointments in the Bureau of Applied Research in Anthropology are subject to continuing status and promotion procedures stipulated in Sections 4.09 and 4.10 of the University Handbook of Appointed Personnel. BARA academic professionals are asked to contribute significantly to the three basic activity areas of the BARA Mission and Charter. As applied anthropologists, they are responsible for the advancement of anthropological knowledge through applied research that enhances our understanding of the human condition. As members of the University community, they utilize the insights of their research, through teaching and mentoring, to fulfill the educational goals of University and to expand opportunities for students. As members of a wider society, BARA academic professionals, through outreach activities, seek to share their knowledge with the extramural non-academic community. Thus, continuing-eligible and continuing status professionals are expected to contribute significantly to the research, instruction, and service/training/outreach goals that constitute the BARA Mission. The specific distribution of responsibilities with respect to these three components is provided in the individual job descriptions of each academic professional.

At the same time, as integral members of BARA, academic professionals are expected to adhere to the highest standards of collegiality and professionalism as expressed in their willingness to share ideas, knowledge, and skills with colleagues, to participate in collaborative activities, to contribute to the administration of the unit in a constructive manner, and to demonstrate sensitivity toward the individual needs of others so as to enhance the attractiveness of the workplace. While difficult to assess objectively, this quality of professionalism ultimately affects the performance in all other areas of substantive activity.

Continuing Status and Promotion to Associate Research Anthropologist

Continuing status and the promotion from assistant to associate research anthropologist require that a BARA academic professional demonstrate continued excellence in the combination of research, instruction, and service that constitutes the individual job description. It is expected that at the time of review the BARA professional will have achieved national recognition as a professional applied anthropologist in his/her area of specialization, will have contributed significantly to the development of a BARA research program, and will have demonstrated an active commitment to advancing the goals of the unit, the University, and the profession. Specifically, BARA academic professionals should meet the following criteria for

promotion:

Research and Research Communication: All BARA academic professionals are expected to develop active research programs within their respective areas of interest and expertise. Such programs require an active record of research proposal development and grant-seeking, research project management, and the reporting of research results. In BARA, there are three major avenues of research reporting: (1) substantive research reports involving empirical data collection, analysis, interpretation within a theoretical framework, and review by either peers or the sponsoring agency; (2) peer-reviewed scholarly publications such as book-length manuscripts, chapters in edited volumes, articles in applied social science journals (including electronic journals); and (3) presentations prepared for conferences and symposia, including proceedings volumes. Research reports and refereed publications are the preferred channels of research reporting. Non-sponsored, individual research that results in scholarly output is also an important indicator of performance in this category.

Each BARA professional should demonstrate substantial activity in research grant preparation, project administration, or in research communication during each year of service. The principal criteria of proficiency will include the quantity of research-related activity, research performance as assessed by the successful completion of projects, and the quality of research communicated to peers through books, journals, reports, and presented papers.

Teaching and Mentoring: Unless specified differently in individual job descriptions or annual evaluation work plans, each academic professional is expected to allocate one quarter of annual effort to teaching, teaching-related activities, or the mentoring of students. BARA professionals are also expected to contribute to the development of the applied anthropology curriculum and to serve on instruction-related committees at departmental, college, and university levels. These criteria were established under the BARA Charter approved in April 1994 and were not in effect prior to that date.

The criteria for teaching proficiency are consistent with those of the Department of Anthropology and include both student evaluation (through formal course evaluations and evidence of demand for courses) and peer examination of course materials. BARA academic professionals are expected to maximize contact with students, both undergraduate and graduate, to serve on graduate committees, to involve students in their research, and to integrate their research insights effectively into teaching and mentoring activities.

Outreach and Service: Responsibilities for service and outreach are defined at several levels. BARA academic professionals are expected to participate--through service on committees--in the administration and decision-making of the unit, the College and the University; they are further expected to contribute actively to the profession of applied anthropology through participation in conferences, service to professional organizations, and the promotion of professional interaction; finally, BARA academics share a responsibility to represent applied anthropology to the wider non-academic

community through the development of informal and adult training opportunities, participation on service committees, the provisioning of technical assistance to extramural groups, and other forms of public interaction that enhance community well-being at local, state, national, and international levels.

The criteria of proficiency include regular, committed involvement in service-related activities at a level consistent with the fulfillment of research and instructional responsibilities.

Promotion from Associate to Research Anthropologist

The promotion to (full) research anthropologist requires a continuous record of research activity, including the development of research proposals, the management of research projects, and the regular publication of research results. It is expected that the research anthropologist in BARA enjoy a national reputation in his or her area of specialization based on peer recognition of scholarly work, conference invitations, professional awards, and other indicators of national visibility. At the same time, the advancement to research professor is based on continuous contribution to the teaching and mentoring component of the BARA Mission as evidenced by course load, participation on student committees, and curriculum development contributions. Advancement to research professor also entails an active record of service to the unit, the College, the University, and the extramural community. In addition, the research anthropologist, as a senior faculty member, is expected to provide constructed mentoring to junior faculty and to take a particularly active role in administrative matters of BARA, primarily through committee service.

Procedures for Promotion and Continuing Status

In every regard, the procedures for promotion and continuing status adhere to Chapter 4 of the UHAP, to the most current guidelines for dossier preparation from the Provost's office, and to promotion and continuing status procedures of the College of Social and Behavioral Sciences. The specific procedures not detailed in the UHAP regard the constitution of the standing committee for promotion and continuing status. The Director of BARA appoints SCOPCS before May 1, prior to the end of the semester. The constitution of the committee shall include at least one tenured faculty member from the Department of Anthropology of equivalent rank superior to the academic professionals under review. The committee members from BARA or from similar academic professional units must have continuing status and have a rank superior to the candidates under review. This committee evaluates all candidate dossiers and, following University stipulations, makes its recommendation to the Director of BARA. The Director reviews the committee findings and forwards his/her recommendation to the Dean of the College of Social and Behavioral Sciences prior to the indicated deadlines.

Promotion and Tenure Criteria
School of Anthropology

1. The School of Anthropology is seen as a body of professional scholars whose basic purpose within the University is the development and dissemination of knowledge in the field of Anthropology.
2. The major purpose of the School of Anthropology is to provide students with a balanced background in Anthropology and preparation for professional work in their areas of specialization appropriate to the degree levels of their programs.
3. It is in the interests of the School in meeting its education commitments to the University to maintain a balanced community of scholars reflecting the major viewpoints and areal interests that comprise the discipline of Anthropology.
4. Four basic criteria of personal qualification are recognized as contributing to the effectiveness of the School of Anthropology:
 - A. Proficiency within the profession of Anthropology. Accomplishments in this area are judged on the basis of the quality and extent of research, including both field work and analysis, and the quality and extent of professional publications. Specific evaluation is based on opinion from both outside and within the University of Arizona. Professional research is recognized as a stimulating factor in the education of the students and a path toward the continuing maturation of the scholar. Other aspects of recognition of professional proficiency may be based upon participation in national and regional professional organizations, as well as professional consultation and appointment to federal, state, or private agencies.
 - B. Proficiency as a teacher of Anthropology. While there are many compelling reasons to consider this the primary criterion for the evaluation of scholars in an educational institution, the practical problems of evaluating teaching effectiveness render this the most difficult area to appraise. Our considerations include formal evaluation programs, evidence of demand for services (class enrollments, particularly in non-required courses), and examination of teaching materials used in courses.
 - C. Extent and effectiveness of service within the University. Evaluation here recognizes the value of organizational and administrative talents to the University. Specific consideration is given to committee appointments at the University, College, and School levels, degree of responsibility implied by these appointments, and effectiveness in carrying through those responsibilities.
 - D. Exceptional individual abilities and background. Within anthropology it is particularly valuable to have the advantage of faculty of diverse cultural origins, since, in a sense, much of Anthropology can be viewed as a comparative study of human cultures. Here the relationships of the particular qualifications to the interests of other members of the School and to major areas of emphasis in School programs is a major consideration.
5. Throughout our evaluations we consider it of crucial importance to recognize that few scholars can present the highest level of qualification for all of our criteria. Our final evaluations are based upon an overall appraisal of the ways in which the strengths and weaknesses of each candidate can be balanced against the present strengths and needs of the School of Anthropology.

The Committee on Promotion and Tenure
of the School of Anthropology

Procedures for Promotion and Tenure
School of Anthropology

The Committee is composed of three or four tenured faculty members appointed by the Director after consultation with the solicited opinion from the total faculty of the School. Committee procedure follows these basic steps:

1. Initial committee discussion of appointments under consideration for the current year.
2. Assignment of compilation of dossiers and correspondence soliciting outside support for each candidate to particular committee members.
3. Consultation between the particular committee member and the candidate(s) for whom he/she is responsible for the purpose of assembling a vita and supporting publications and to discuss referees of the candidate's choice. Normally opinions from three referees suggested by the candidate are solicited.
4. Consultation with senior faculty in the appropriate sub-discipline to select referees beyond the choice of the candidate. It should be noted here that in fields as small as the sub-disciplines of Anthropology it is frequently not possible to find referees qualified to judge research who are not to some degree acquainted with the candidate.
5. Consultations with all tenured faculty in the larger sub-disciplines and with both tenured and non-tenured faculty in the smaller (four or fewer members other than the candidate) sub-disciplines by the appropriate committee member to determine the views of the candidate held by other members of his/her sub-discipline. In particular, opinions are solicited regarding effectiveness of teaching, place of the candidate's specialties in the overall curriculum, value of the candidate's research in the field, and other aspects of the candidate's research in the field, and other aspects of the candidate's performance in the School, including his/her compatibility as a colleague.
6. A review of the record of each candidate by the full committee; this record based on a preliminary evaluation by the responsible member of the committee, the candidate's vita, supporting letters, and publications.
7. A final vote by the committee on the tenure recommendation for each candidate.
8. Submission of the committee's evaluation to the Director with all supporting material. In the event of a disagreement within the committee on the recommendation a majority and minority evaluation are forwarded to the Director.

SECTION 3: DEPARTMENTAL AND COLLEGE PROMOTION AND TENURE CRITERIA

Criteria and Procedures for Faculty Promotion and Tenure Department of Communication The University of Arizona Spring, 2003

Preamble

Recommendations for promotion and tenure should be congruent with related practices prevailing in outstanding communication departments and general norms and practices in the field. Given that communication research is often interdisciplinary, and work may be published in diverse locations, the final evaluation of a candidate will be based on the *quality* of the work, independent of its disciplinary or substantive content. All faculty evaluation in the Department of Communication occurs in line with the guidelines set forth in the University Handbook for Appointed Personnel (henceforth UHAP), sections 3.10, 3.11 and Departmental bylaws. Probationary reviews will follow the same procedures, although the criteria for evaluation will reflect the individual faculty member's time in rank.

Collegiality is crucial to department life. Faculty should contribute to a positive departmental atmosphere including the sharing of responsibilities, the fostering of pleasant interpersonal relationships, and where necessary collaborating and interacting in a constructive fashion with other individuals within and outside the department. Specific behaviors relating to collegiality are covered in certain areas described below (i.e., teaching, research, service). However, collegiality is a more global requirement for departmental citizenship that spans the specific areas of evaluation outlined herein.

Procedures

The Department's *elected* Faculty Evaluation Committee (FEC) functions as the standing committee to *organize* and *administer* the process and communicate with the Department head and the faculty (see UHAP guidelines). All faculty of eligible rank (see UHAP guidelines) deliberate and vote on individual cases, and it is the faculty of eligible rank who ultimately determine the quality of the candidate's record. The FEC and individual faculty members are expected to make reasonable accommodations to allow participation in this process. Any disputes concerning contacting faculty members, obtaining their involvement, or any other matter will be adjudicated by the Department head and if necessary the Dean. The FEC ensures compliance with UHAP guidelines concerning timing of procedures, confidentiality, faculty involvement and all other matters.

Evaluation Criteria

Research and Publication

Scholarly activity is the *sine qua non* of 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. Evaluation of a candidate's research rests primarily on consideration of the quality of the work. Quality is assessed through direct examination of the work itself, as well as on its recognition by outside sources as reflected in grant or donor financial support, publication, scholarly comment, citation, re-publication, and/or its influence on subsequent research by other scholars. While the assessment of quality will be made on a case-by-case basis, some guidelines grounded in established disciplinary practices are provided in the next paragraph.

Work *most heavily weighted* includes the publication of authored scholarly books at highly reputed presses, publications in respected peer-reviewed journals (e.g., flagship journals of major scholarly organizations), other peer-reviewed publications that are widely read and respected, and significant external research grant funding. Also important, though *somewhat less heavily weighted*, are the publication of edited books, articles in other peer-reviewed journals, publication of books at lesser presses, publication of book chapters, and small external grants. Finally, the publication of non-peer-reviewed work, internal grant support, and conference presentations are valued and are reflective of scholarly engagement, but these will be given even *less weight* than work in the prior categories. Across all categories, work in which the candidate has played a primary role, and work that is part of his/her original and unique research program will be given greater attention.

All research activity will be examined in context to arrive at an evaluation of quality. The categories above constitute general guidelines, not an inflexible template. However, all faculty members should be striving to produce work that would fall into the first category.

In addition to quality, the *quantity* and *coherence* of the work will be evaluated. It is not possible to identify a single standard for quantity of publications that would apply appropriately to all candidates. However, the evaluation of a candidate will consider whether the quantity of work produced reflects a pattern of *engaged and active scholarship*. This judgment will occur in the context of the specific demands of each candidate's particular line of scholarly work. The judgment will also consider whether the work produced reflects a coherent and original research *program* that is adding to our understanding of human communication theory.

For promotion to Associate Professor, the faculty will look for significant publications that have received attention in the field, an ongoing presence at national and international conventions, and evidence of credible attempts to secure grant funding. 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, clear evidence of attempts to obtain grant funding, and the development of an identifiable and recognized scholarly identity in the field.

Teaching

Teaching is a fundamental aspect of our mission. We strive to provide our graduate and undergraduate students with interesting, highly relevant instruction reflecting contemporary communication research, and to mentor and advise our students wisely. In evaluating teaching performance we consider the following:

- (1) *Extent of Teaching* includes the number of courses taught and number of students served. At the graduate level, extent of teaching also includes the number of advisees on completed master's theses and doctoral dissertations, and degree of service on thesis and dissertation committees. While expectations for Assistant Professors to advise graduate students are lower than for senior faculty, it is nonetheless expected that junior faculty will at least supervise master's theses and serve on graduate student committees.
- (2) *Contribution to our students' needs and to the Department's instructional program* includes consideration of the extent to which courses taught contribute to the ability of graduate and undergraduate students to complete their degree programs in appropriate time frames, and the extent to which courses taught contribute to the Department's ability to deliver its intended program of instruction.
- (3) *Peer review of course designs, materials, and classroom performance* includes examination of syllabi, exams, and other course materials, and direct observation of classroom instruction. This

evaluation will take into account whether the instructor is addressing the Department's curricular objectives, serving the courses' stated learning objectives, and accommodating to our students' needs and abilities. Creative innovations that enhance learning for students will be viewed positively.

- (4) *Student perceptions of performance* will be measured using standard University evaluation forms completed by students. These will be interpreted in the context of Department 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 Department's learning outcome assessment processes will also be considered.
- (5) Receipt of university, college, and Department level teaching *awards* is evidence of teaching excellence.

In evaluating teaching performance, the Department 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, upper versus lower division courses, mass lecture versus seminar courses. Consideration of context allows the Department to evaluate a candidate's teaching of any course in light to the conditions and challenges confronted in that course.

Service

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, participation in functions such as graduation, awards ceremonies, receptions, or fund raising efforts, identifying problems and opportunities and seeking solutions as well as contributing to the community by offering *pro bono* consulting, providing public presentations, suggesting resources, and the like. It also includes editing, ad hoc reviewing, and other forms of service to the broader academic community. Service should occur at the level of the Department, 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 to, and not damaging, our collegial environment as an essential aspect of service.

Assistant Professors are not expected to contribute the level of service expected of tenured faculty. However, evidence of involvement in the Department and a willingness to serve at all levels should be present by the time of the tenure review.

DEPARTMENT OF ENGLISH
PROMOTION AND TENURE
CRITERIA

(Changes in Bold Italics. Approved by Department Promotion Tenure Committee on February 17, 2014. Approved by Department Council March 13, 2014.)

The Department of English supports the overall land-grant mission of the University through the pursuit of excellence in teaching, research/creative activity, and service/outreach. This mission includes especially: 1) contributing to the discovery of knowledge through research and creative endeavors; 2) fostering outstanding undergraduate and graduate instruction, including an appreciation of diversity; and 3) enhancing the quality of life in Arizona intellectually, aesthetically, and economically.

The Department of English includes four programs – Literature (Lit); Creative Writing (CW); English Language/Linguistics (EL/L); and Rhetoric, Composition, and the Teaching of English (RCTE). The unusual comprehensive nature of the Department is a source of strength and vitality and enables opportunities for intradepartmental program work and collaborations across the three traditional areas (see below) evaluated for promotion and tenure. Department members are also encouraged to participate in interdisciplinary programs across the University. This work will be recognized and evaluated as part of the review process.

Qualifications for reappointment, tenure, and promotion in the Department of English include strong performance in the three traditional areas of (1) scholarship/creative work, (2) teaching, and (3) service/outreach to the department, college, university, profession, and community. The relative importance of each area will vary with the particular function of the individual within a specific departmental program, although the department's commitment to effective scholarship or creative work and to excellence in teaching gives these two areas special significance.

Excellent scholarship/creative work should have a demonstrable impact on the discipline to which it contributes and should provide evidence of distinguished achievement as well as a presumption of future distinction. ***Such research can include collaborative, integrative, and applied forms of scholarship and can involve scholarly collaborations with other faculty and universities, as well as business and community partners.***

Excellent teaching is marked by the instructor's ability to engage students in the learning process and by the rigor and scope of the courses taught; effectiveness is measured by student and peer evaluations of the instructor and the courses taught.

Excellent service/outreach is expected through participation in activities within the university community, at the departmental, collegial, and university level, as well as in professional organizations ***and academic collaborations at university, local, national, and international levels.*** Outreach engages the faculty in extramural community activities that are related to their professional expertise.

The overarching criteria for granting tenure and promotion are the quality, quantity, and effectiveness of the candidate's scholarship or creative work, teaching, and service/outreach. Implicit in these criteria is the promise of continued excellence in all of these areas.

1. SCHOLARSHIP/CREATIVE WORK

The candidate's quality of performance is measured not by promise but by demonstrated accomplishment. Although scholarly rigor or literary excellence and originality of conception and insight will be more relevant than the number of pages produced, a capacity to make continuing and increasingly significant contributions to the candidate's chosen discipline must be evident.

For faculty in the Department of English scholarly/creative effort may be realized in diverse combinations of intellectual activities and products. Each program may have scholarly activities or products, primary or supplementary, which are valued, but not specifically listed below. Testimony of their value to the profession will be described by internal and external reviewers. Publications in languages other than English should be treated as of equal value to publications in English, provided the language of publication is accessible to and subject to departmental/program and external review. Determination of "reputable" publishers and other "respected" venues will be made within each program. Documentation of publishers' status in marginal cases is the responsibility of the candidate and department head and review committees, augmented by input from external reviews. In every case, candidates must provide evidence of sustained and significant contributions to their professional areas as judged according to criteria that include measures of both quality and quantity.

Procedure requires that each candidate be assured fair representation for review by specialists sharing the same or similar area of expertise. For faculty who are involved in interdisciplinary scholarship, which is valued and encouraged, review must represent the full scope of the candidate's work.

Evidence of Sustained Scholarship/Creative Work: Primary evidence of sustained scholarship/creative work includes (but may not be limited to) publication or acceptance for publication of the following products:

- Book(s) or monograph(s) by reputable publishers.
- Scholarly contributions to rigorously refereed professional venues or creative works in respected venues, including on-line publications.
- Editing, compiling, and translation which contribute substantively to intellectual development in the field.
- Applied scholarship (e.g., textbooks, software, and web-based work) that is firmly grounded in the candidate's own contributions to theory and research in the field.
- Collaborative works in peer-reviewed publications, or other reputable venues, will be considered as primary evidence when the candidate's contributions have been judged by specialists in the field to be significant.
- *Evidence of integrative and/or applied scholarship, which can involve collaborations with other UA faculty or programs or with business and community partners, including translational research connected to community, international, or commercial activity.*

Supplementary evidence of sustained scholarship/creative work may include (but may not be limited to) the following products and activities:

- Publication of book reviews in respected venues.
- Publication of articles or other scholarly products in non-refereed venues, including on-line publications that might not be rigorously reviewed, or creative works in alternative venues.
- Publication of reference works, such as encyclopedia entries.
- Scholarly papers or readings of creative work presented at local, regional, national, and international professional meetings.
- Participation in professional colloquia and panels of a scholarly or creative nature.
- Management of or contribution to professional web sites.
- Research grant proposals submitted or funded.
- Other editing, compiling, translation, and bibliography contributions.
- Other instances of applied scholarship.
- Work in progress.

Evidence of Significance and Quality: Primary evidence for scholarship or creative work must include stipulation of its significance and quality by not only departmental but national and international colleagues (especially external peer reviewers from other institutions), *as well as, where appropriate, collaborative or community partners.*

Supplementary evidence for significance and quality of scholarship or creative work may include (but may not be limited to) the following indicators:

- Major awards, grants, and fellowships.
- Invitations to review manuscripts for publication, grant applications, and candidates for promotion at peer institutions.
- Having one's work cited, reprinted, or translated into other languages.
- Invitations to present work to scholarly or artistic communities.
- Attraction of advanced students to work under one's direction and guidance.
- *Major research-based contributions to outside institutions, communities, or businesses.*

For promotion to ASSOCIATE PROFESSOR with TENURE: The candidate's quality of performance is measured not by promise but by demonstrated accomplishment. Although scholarly rigor or literary excellence and originality of conception and insight will be more relevant than the number of pages produced, a capacity to make continuing and increasingly significant contributions to the candidate's chosen discipline and an emerging national reputation must be evident. It is expected that scholars or creative writers who are selected to provide external review will recognize the significance of a candidate's professional contributions.

Evidence for promotion may include some or all of the publications by candidates prior to their appointment in current rank, such as publications during post doctoral and visiting appointments or post MFA creative activity. All work completed while a graduate student must be marked with an asterisk (*) in the dossier. Supplementary evidence of sustained scholarship or creativity is

taken into account, but does not replace the expectation for publication of original scholarly or creative work.

In a case where the candidate does not wish to present as the primary evidence of sustained scholarship/creative work single-authored book(s) or monograph(s) for publication, it is crucial that alternate plans are clearly described and discussed with the Head well in advance of promotion and tenure review. A candidate must present an alternate plan no later than during the 3rd-year review process. The Head, in consultation with expert(s) in the candidate's program, will determine if the stated plan represents an equivalent effort to the single-authored book(s) or monograph(s). The Head will provide timely written assessment and discuss the content with the candidate.

For scholars in LITERATURE, fulfillment of this requirement will normally mean the acceptance for publication by a reputable press of at least one single-authored major work of scholarship (such as a scholarly edition, a biography, or an annotated bibliography) that makes a significant contribution to the candidate's field. There should also be evidence of progress on a second major interpretive or scholarly project. In circumstances dictated by a candidate's particular field, a substantial and coherent body of articles in refereed journals may serve as the equivalent of a single-authored work of scholarship. Examples of primary, but not alternative, evidence of sustained scholarship are described above. Supplementary, but not alternative, evidence of sustained scholarship, and the significance and quality of scholarship are also described above.

For scholars in RHETORIC, COMPOSITION, AND THE TEACHING OF ENGLISH and in ENGLISH LANGUAGE/LINGUISTICS, fulfillment of this requirement will normally mean the acceptance for publication by a reputable press of at least one substantial work of scholarship that makes a significant contribution to the candidate's field (generally a single-authored book, a scholarly edition, a biography, or an annotated bibliography), or a significant number of single-authored articles in peer-reviewed journals, or other reputable venues, of such quantity and quality as to have made a major impact on the field. Examples of primary, but not alternative, evidence of sustained scholarship are described above. Supplementary, but not alternative, evidence of sustained scholarship, and the significance and quality of scholarship are also described above.

For CREATIVE WRITERS, fulfillment of this requirement will normally mean the acceptance for publication by reputable presses of at least two single-authored books, or their equivalent. If a candidate was hired with existing publications, evidence of continuing and vital publication is indeed expected. Examples of primary, but not alternative, evidence of sustained creative work are described above. Supplementary, but not alternative, evidence of sustained creative work, and the significance and quality of creative work are also described above.

For promotion to FULL PROFESSOR: The candidate will have attained a position of distinction in his or her field at this stage as attested to by letters from external reviewers, citations, and reviews. A national reputation is expected and an international reputation highly desirable. External reviewers will themselves be widely recognized as experts in the field,

nationally and internationally, and will recognize the significance of the candidate's professional contributions.

If through extensive intradepartmental program work and collaborations a faculty member's interests and expertise have diverged significantly from the program in which promotion and tenure was gained, a case may be made for the candidate to be reviewed under the alternate program's criteria. It is crucial that the faculty member discuss the possibility of review under alternate criteria with the Head well in advance of promotion review. The Head will determine if the request meets department needs. During promotion review, evidence of an established relationship with the alternate program in the areas of scholarship or creative work, teaching, and service/outreach must be presented. External reviewers will be selected from among experts in the alternate program.

Evidence of sustained and significant contributions to scholarly/creative engagement and production is expected. Requirements described are subsequent to appointment as associate professor.

For scholars in LITERATURE, fulfillment of this requirement will normally mean the acceptance for publication by a reputable press of a second single-authored major work of scholarship or a concentration of single-authored articles, in peer-reviewed journals, that reflects a coherent program of research and signals a significant contribution to the profession. Examples of primary, but not alternative, evidence of sustained scholarship are described above. Supplementary, but not alternative, evidence of sustained scholarship, and the significance and quality of scholarship are also described above.

For scholars in RHETORIC, COMPOSITION, AND THE TEACHING OF ENGLISH and in ENGLISH LANGUAGE/LINGUISTICS, fulfillment of this requirement will normally mean the acceptance for publication by a reputable press of an additional book or a further concentration of single-authored articles in peer-reviewed journals, or other reputable venues, of such quantity and quality as to have made a major impact on the field. Examples of primary, but not alternative, evidence of sustained scholarship are described above. Supplementary, but not alternative, evidence of sustained scholarship, and the significance and quality of scholarship are also described above.

For CREATIVE WRITERS, fulfillment of this requirement will normally mean the acceptance for publication by reputable presses of two additional single-authored books, or their equivalent. Examples of primary, but not alternative, evidence of sustained creative work are described above. Supplementary, but not alternative, evidence of sustained creative work, and the significance and quality of creative work are also described above.

2. TEACHING

The instructional function of the University requires faculty members who can effectively communicate the content of the current body of knowledge and the latest research results in the classroom and other learning environments, through individual student contact, and through professional modes of publication.

The assessment of TEACHING effectiveness will be conducted primarily with scrutiny of formal student evaluations and classroom visits. Student survey scores should be “good” or better, and not merely “satisfactory.”

Faculty members must show effectiveness within the classroom and other learning environments in organizing and presenting material and in stimulating intellectual response. Evidence of teaching effectiveness must come from student evaluation, peer review of the teaching portfolio, quality of feedback to students on their work, recognition of advising responsibilities, and participation in faculty development activities. *The Teaching Portfolio submitted by each candidate should include all the applicable material in the current Provost’s Guidelines for Teaching Portfolios.* Other evidence may include, but is not limited to, grants for teaching innovations, teaching awards, selection to teach in prestigious programs, achievements by students, and in-class peer evaluation. Evidence of efforts to improve teaching effectiveness (e.g., the appropriate use of technology) should be provided. Availability to students during office hours is an expectation.

Excellence in teaching includes, but is not limited to:

- Organizing and conducting courses appropriate to the level of instruction and the nature of the subject matter.
- Bringing to the classroom, and other learning environments, the most effective pedagogical approaches.
- Engaging the students, according to their capacities, in the current discourses and debates within a field.
- 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.

For promotion to ASSOCIATE PROFESSOR WITH TENURE, candidates must present evidence of successful teaching, including lower division, upper division, and graduate courses for programs involved at these levels. They should be engaged in educating individual students at the highest level of their discipline and, when appropriate, should be directing master’s and doctoral work.

For promotion to FULL PROFESSOR, candidates must present evidence of continued high quality teaching and mentoring. They should now be directing MA/ MFA and doctoral work (where appropriate) and be thoroughly engaged in training students at the highest level of their discipline. They should exercise leadership in curriculum development and faculty evaluation.

3. SERVICE/OUTREACH

Service activities include service on departmental, college, and University committees; service to professional associations; and service on public committees where faculty disciplinary knowledge is required. As a faculty member advances through the professorial ranks service becomes increasingly important. Outreach is a form of scholarship that cuts across teaching and research/creative activity. It involves delivering, applying, and preserving knowledge for the

direct benefit of external audiences in ways that are consistent with University, College, and department missions.

Procedure requires that care must be taken not to over-commit assistant or associate professors by demanding a level of service that interferes with their development of a coherent research program and teaching skills. While women and minorities are currently underrepresented on the faculty, it is particularly important not to overburden them with service obligations.

SERVICE/OUTREACH activities include, but are not limited to:

- Serving on campus committees and teams.
- Participating in faculty governance at unit, college or university levels.
- Participating in activities of professional societies or organizations in one's discipline.
- Applying one's expertise to address local, regional, national, or international issues.
- Providing non-credit courses, extension programs, or short courses to governmental agencies and professional organizations.
- Presenting community lectures or performances.
- *Technical reports to outside communities;*
- *Articles for popular and special interest publications;*
- *Online resources developed for communities, businesses, agencies, or disciplinary associations;*
- *Expert testimony or consultation inside or outside the University.*

For promotion to ASSOCIATE PROFESSOR with TENURE:

An important measure of quality service/outreach is the evaluation by independent internal and external reviewers. Evidence should indicate that the candidate has begun to develop a habit of service that is found to be professionally respected and valued, and that demonstrates the ability of the candidate to find linkages between their discipline and public interests, needs, and opportunities.

Evidence of service/outreach may include, but is not limited to the following:

- Contributing to academic planning at the department level and, perhaps, at the college and university levels, by effectively carrying out committee assignments.
- Participating in local, regional, and national meetings.
- Participating in professional societies.
- Participating in peer review processes.
- Sharing professional expertise with the public through outreach avenues such as local schools, *libraries, organizations*, agencies, commissions, consulting assignments or panels.

For promotion to FULL PROFESSOR:

Candidates must have accepted much more service responsibility than that required for lower ranks. An important measure of quality is the evaluation by independent internal and external reviewers.

Evidence of service/outreach may include, but is not limited to the following:

- Leadership in faculty governance, in mentoring of junior faculty, and in establishing department and college goals, objectives, and performance standards;
- Participation in professional associations, on professional review panels, and in the review of journal articles, grants and proposals;
- Provide various forms of outreach *to wider communities and organizations*, such as the presentation of lectures, giving performances, and organizing events that further interest in the discipline.

To achieve a fuller understanding of criteria, process, and procedures for 3rd-year, promotion and tenure, or promotion review, candidates must also refer to the Department of English Procedures document, the College of Humanities Promotion and Tenure Procedures and Criteria documents, the annual Promotion and Tenure Process and Preparation of Dossiers memorandum from the Executive Vice President and Provost, and the University Handbook for Appointed Personnel (UHAP), Chapter 3.

DEPARTMENT OF ENGLISH PROMOTION AND TENURE PROCEDURES

**(Changes in Bold Italics. Approved by Department Promotion Tenure Committee on February 17, 2014.
Approved by Department Council March 13, 2014.)**

The composition of the Promotion and Tenure Committee is designed to reflect the diversity of the department's faculty and programs and to ensure that each candidate is guaranteed fair representation by colleagues sharing his or her area of academic specialization. The Committee consists of a four-member Core, which is augmented by two ad hoc appointments appropriate to the specific qualifications of individual candidates. The Core Committee consists of four full professors, two elected in alternate years, and two appointed by the Head in order to ensure insofar as possible balance of programs and gender. At the beginning of the spring semester each year, the voting members of the Department of English elect one full professor to the Core Promotion and Tenure Committee, to serve for two years; then the Department Head appoints two full professors to the Core Committee, each to serve for one year. Ordinarily, the elected member serving the second year of his or her term chairs the Committee.

In February the Head distributes a memorandum to the faculty asking those who wish to stand for promotion and/or tenure during the coming fall semester to indicate their intentions. This list of candidates who choose to be reviewed is supplemented with the names of those who are subject to mandatory review; the resulting compilation is presented to the Core Committee.

In March the Head gives the Core Promotion and Tenure Committee its charge. Committee members and candidates are provided with copies of the Department's and College's Promotion and Tenure Procedures and Criteria documents, and the Provost's Promotion and Tenure Process and Preparation of Dossiers memorandum when it is issued in April.

For each case of reappointment, tenure, or promotion, two additional members of appropriate professional expertise and rank are appointed by the Head. By April 3, each candidate provides the Head with the names of up to five potential ad hoc members, from the English Department or other departments, who are especially well qualified to evaluate the candidate's work. Prior to appointment, the Head confers with the candidate and the P&T Committee.

In the case of a candidate who has integral professional responsibilities in a Graduate Interdisciplinary Program as a component of his or her formal workload, the Head may, with the candidate's written approval, invite one (or more) tenured faculty of appropriate rank from the Executive Council of that program to serve as an ad hoc voting member.

No one who is otherwise qualified is ever barred from service on the Department of English Promotion and Tenure Committee on the basis of age, religion, race, color, national origin, gender, physical ability, or sexual orientation. Should any questions regarding race, gender or other sorts of bias arise during the process, the Committee will consult with a representative from the University's Affirmative Action Office.

All committee members and candidates are strongly encouraged by the Head to attend the Provost's workshop on promotion and tenure held each spring.

Review of Candidates on Joint Appointment

When the Department of English is the primary academic unit and tenure home for a candidate on joint appointment, all department and College of Humanities guidelines, criteria and procedures will apply. At least one ad hoc member will be from the candidate's secondary unit. A single recommendation will be forwarded to the Dean.

Selection of Outside Referees to Evaluate the Candidate's Publications and Professional Standing

By April 3, each candidate will submit to the Head a list of at least six, but not more than ten, potential referees from outside the University of Arizona. The candidate should take care to include only the names of evaluators with whom he or she has no close association -- e.g., major professor, co-author, or dissertation advisor. The Head, in consultation with members of the Promotion and Tenure Committee, augments the candidate's list. The Head then discusses with the candidate the augmented list of potential referees, and gives the candidate an opportunity to state reasons for not asking one or more of the persons on the list to serve. If the Head thinks the reasons are legitimate, he or she will honor the candidate's wishes in this regard. In conformity with the College of Humanities Procedures, "A list of all potential reviewers to whom the candidate has objected will be kept as a part of the official promotion and tenure file" (II, C. 3). The function of outside evaluators is to provide independent assessments of the candidate's work and professional standing. At no point in the process will the candidate communicate directly or indirectly with any potential reviewer regarding the tenure or promotion process. All queries should be directed to the Head. Letters of recommendation will be treated with the greatest possible confidentiality permitted by Arizona Board of Regents' policy and applicable law.

By April 17, the Head, in consultation with the Promotion and Tenure Committee, selects from the list of potential referees at least three, but as a general rule five or six, persons who will be asked to serve as referees for each candidate. Some, but not more than half, of the referees will have been selected from the candidate's list. The Head and the Committee also select some potential referees to hold in reserve in case any of those first selected do not choose to serve.

By May 10, the Head writes a letter to each selected referee, following the form prescribed by the Provost, requesting an evaluation of the candidate's publications and professional standing. When someone has agreed to serve as a referee, he or she is provided with copies of the candidate's curriculum vitae; summary of workload assignment; statement of accomplishments and objectives in research/creative activity, in teaching, and in service/outreach; and a representative set of publications. All correspondence with referees is dealt with by the Head.

Evaluation of the Candidate's Work in Other Units

If within the last five years the candidate has taught courses based in another unit and/or served on committees in the other unit (not designated as an interdisciplinary graduate program), the Head asks the Head or Director of that unit to write an evaluative letter for the candidate's Promotion and Tenure file.

Participation in the activities of interdisciplinary programs or collaborations with community, international, or business partners, may comprise an ongoing and integral part of a faculty member's professional activities. To the extent that this is so, these efforts should be recognized, alongside other relevant activities, in the evaluation procedures for promotion and tenure.

If the candidate's formal workload includes a significant portion within graduate and/or undergraduate interdisciplinary programs, then it shall be evaluated according to the procedures outlined below, consistent with current Graduate College procedures. Moreover, if the candidate, in consultation with the department head, considers his or her informal or "overload" participation in teaching, research, or service within the framework of an interdisciplinary program or within a university or external collaboration to constitute a significant portion of his or her workload, the head of the home department shall seek a written evaluation of the candidate's performance from the director of the interdisciplinary program or the chief executive of a collaborative enterprise (or his/her designee) according to the procedures outlined below. These procedures are to be followed in addition to, not in place of, all the other procedures prescribed above.

The candidate will be asked to include, as part of her or his promotion and tenure dossier, a detailed statement of all teaching, research, and service activities that she or he has undertaken as a participant in the relevant interdisciplinary program.

The head of the candidate's home department shall request from the director or chairperson of the relevant interdisciplinary program an evaluation of the degree and quality of the candidate's contributions to the interdisciplinary program.

This evaluation will be written by the director or chairperson of the interdisciplinary program in consultation with an ad hoc committee comprising three tenured faculty of appropriate rank. The evaluation document will be sent to the head of the candidate's home department for inclusion in the candidate's promotion and tenure dossier.

Ordinarily, membership on such an ad hoc committee will be drawn from the interdisciplinary program's executive council and will include the director or chairperson of the interdisciplinary program. However, in the case of a candidate being considered for promotion to full professor in an interdisciplinary program the director or chairperson of which is not a full professor, that director or chairperson will join the ad hoc committee as a non-voting member (that is to say, he or she will participate in the discussion of the candidate's case but will not vote), and an additional full professor shall be added to the committee.

In cases in which the ad hoc committee mechanism appears unnecessary or redundant (e.g., when the candidate's involvement in the interdisciplinary program's activities is minimal, or when there is a large overlap between the membership of the home department's promotion and tenure committee and the interdisciplinary program's ad hoc committee), one or more tenured members of the interdisciplinary program's executive council may be invited by the head of the home department to serve as pro tempore and ad hoc voting members of the home department's promotion and tenure committee.

In the case of a member of a graduate interdisciplinary program, additional input may be solicited from the university's director of graduate interdepartmental programs whenever this is deemed appropriate by the candidate, by the head of the home department, or by the director or chairperson of the interdisciplinary program.

Once documentation of a candidate's interdisciplinary program activities has been incorporated into the candidate's dossier it will be considered - at all stages of review and by all reviewers - as integral to the evaluation of the candidate.

Preparation of the Candidate's Dossier

In April, when the Provost's Promotion and Tenure Process and Preparation of Dossiers memorandum becomes available, the Head consults with each candidate to review the content and format of the dossier and the timeline for the process. The dossier includes the vita, the statement of accomplishments and objectives in research, teaching, and service/outreach, and the evaluation of teaching and advising. *Such dossiers must be prepared using the outline form (headings and subheadings) from the most recent version of the Provost's Guidelines for Preparing Promotion and Tenure Cases issued each spring by the Provost. Such dossiers must include a Teaching Portfolio and should, in some cases, if mandated by the position description of the candidate or agreed on between the candidate and his/her department head, include a Service and Outreach Portfolio,*

both compiled according to the Provost's Guidelines. For further information, consult the current version of the Provost's Guidelines. These Guidelines indicate, where appropriate to the description of the candidate's position, the following documentations of scholarly and service or outreach impact:

- *letters from academic, community, or business collaborators*
- *letters from University collaborators noting the impact and rigor of the candidate's work*
- *verifiable news or media reports on service contributions*
- *grants secured, whether for research, teaching, or service contributions*
- *contracts for external contributions or translational research*
- *adoptions of programs and materials by other institutions*

It is the responsibility of the candidate to provide a copy, offprint, or preprint of each work published or accepted for publication. Each manuscript accepted for publication but not yet actually published must be accompanied by a letter from the publisher, journal editor, or other responsible person indicating its acceptance.

A candidate's teaching record must be documented, not merely asserted, by way of a Teaching Portfolio compiled according to Provost Guidelines. It is the responsibility of the department head and the candidate to provide an evaluation of teaching and advising, as directed in the current Provost's Guidelines.

Proof of professional honors or recognition and proof of professional service, both within and without the university, is the responsibility of the candidate. He or she should submit all pertinent documentation when citing such honors, awards, or service, e.g., letters of appointment to committees; letters of recognition from local, regional, national organizations; etc. These can, and in some cases should, be submitted within a Service and Outreach Portfolio.

In any case in which a professional honor or award is cited, the candidate should submit all pertinent documentation, e.g., letters of appointment to committees; letters of recognition from local, regional, national organizations; etc..

The candidate should discuss with the department head submission of any other documents that may be deemed pertinent to promotion or tenure action.

Significant new materials may be added to the candidate packet during the review process in accordance with the procedures described in the current Provost's Guidelines.

The department head shall ensure that the candidate's file remain intact and the identical file as was reviewed at the department level be forwarded intact to the dean's level.

By May 10, the candidate provides the Head with draft copies of these documents for review and suggestions for revision.

By May 30, the candidate submits the revised documents, which will be sent to all external reviewers. At the same time, the candidate submits a copy of all publications. Work accepted for publication and presented in manuscript form must include a letter from the publisher or journal editor indicating its acceptance. All published or forthcoming works listed on the curriculum vitae must include title, publisher, place, date, and number of pages. The candidate may provide copies of reviews and citations of his or her work.

Later, the Head prepares each candidate's dossier for transmittal to the College Committee. The Head is available throughout the process to answer questions.

Committee Procedures for Evaluating Teaching, Publications, and Service

The full Promotion and Tenure Committee for each candidate meets early in the fall semester to apportion the work. Members are selected to visit the candidate's classes and write reports on their visits. Ordinarily, there will be no more than two visits. All members are expected to familiarize themselves with the candidate's course evaluations and instructional materials. One member is selected to read all of the candidate's course evaluations and instructional materials and write a report including a quantitative summary and an assessment of the candidate's instructional preparation and planning. In the case of Assistant Professors this evaluation will be for the entire probationary period and in the case of Associate Professors this evaluation will be for the last five years. All members of the Committee are expected to familiarize themselves with the candidate's publications and the reviews of the publications. One or two members of the Committee who are specialists in the candidate's field are selected to read all the publications and reviews and write a report on them. A Committee member will be selected to write a brief statement on each external reviewer's national or international standing and affirm the reviewer's independence of the candidate.

Through this process, the departmental committee will summarize the relative importance of the candidate's scholarly and creative production. If the candidate is said to have national or international standing or his/her research is found to have community, business, or international impact beyond academia, this claim must be substantiated. In addition to judging the quality of the candidate's individual contributions, the departmental committee will also assess the coherence, quality, development, and potential value of the candidate's overall research program and will assess the relevance to that general program of all individual research products, including evidence of translational research.

At the decision meeting, in September, all aspects of the candidate's work, including service, are discussed, with due consideration being given to all of the reports that have been written on teaching and publications. After the discussion, a vote is taken by secret ballot. At least four votes (two-thirds) are needed for a positive recommendation. The Committee then discusses the substance of the letter that it will submit to the Head as part of the dossier. One member of the Committee subsequently writes a draft detailing the decision of the Committee and submits it for review and revision. The letter reports the vote in numerical terms only. In the case of a split vote, both opinions are explained in the Committee's letter. The Chair of the Committee sends the final draft of the letter to the Head no later than September 25.

The Department Head's Review of the Candidate's Performance

The Head reviews the candidate's teaching, scholarship and/or creative writing, and service independently of the Department Promotion and Tenure Committee and writes a separate letter which includes his or her recommendation. Both the Committee's and the Head's letters are forwarded with the candidate's dossier.

Confidentiality and Reporting

The identity of referees and the proceedings in all meetings of the Department Promotion and Tenure Committee are confidential. Members do not discuss the proceedings or evaluation with the candidate. Normally the Committee meets without the Head.

At the time the dossier is forwarded to the Vice-Dean's Office for the next level of review, the Head will provide the candidate with a written summary of the department recommendations. The candidate is not entitled to a statement of the reasons for the recommendation. (UHAP 3.15)

Two- and Four-Year Reviews

The Department's Core Promotion and Tenure Committee along with two appropriate ad hoc members functions in two- and four-year reviews as it does in reviews concerning tenure and promotion. The Head provides the Committee with a list of faculty members to be reviewed, and instructs the candidates about the process and about the dossier they are to present. The Committee evaluates teaching, scholarship and/or creative writing, and service by the same procedures used in tenure reviews; however, outside letters of evaluation are not sought. If the decision of the Committee and the Head is to renew the appointment of a faculty member under review, the Head so informs the faculty member and points out any area of performance that may need to be improved before the tenure review. If the decision is to recommend non-renewal, the steps presented in the University Handbook for Appointed Personnel (UHAP) 3.12.07 are followed.

Appeals

Should a candidate feel that procedures have not been followed at the departmental committee level, a written appeal may be directed to the department head. Should a candidate feel that procedures have not been followed at the level of the department head or of the College of Humanities promotion and tenure committee, a written appeal may be directed to the dean. For further information concerning the appeal process as stipulated in the University Handbook of Appointed Personnel, see UHAP 3.12.07 and 3.12.08.

In the case of a negative decision by the Provost, not to renew or deny promotion or tenure to a tenure-eligible faculty member, or promotion to a tenured faculty member, the faculty member may appeal to the President under UHAP 3.12.08. Such appeals must be filed in writing with the Office of the President within 30 days after notice of the Provost's decision.

GENDER & WOMEN'S STUDIES

PROMOTION & TENURE CRITERIA

	ASSOCIATE PROFESSOR	PROFESSOR
TEACHING	<p>Contributes to unit's teaching load. Contributes to unit's academic program as evidenced by development of curriculum and course syllabi. Receives favorable teaching evaluations from students and colleagues. Participates in student advising, including service on undergraduate independent studies and graduate students' theses committees.</p>	<p>Exercises leadership in unit's academic program development as evidenced by originating or revising courses as documented in course syllabi. Receives positive student and peer teaching evaluations. Outstanding record of student advising, including service as chair of graduate students' theses committees.</p>
RESEARCH, SCHOLARLY/CREATIVE ACTIVITY	<p>Engages in high quality original research/scholarly activity as evidenced by strong publication record of refereed journal articles, chapters in scholarly books, artistic productions, and/or publication of a book with a reputable press. Establishes the promise of sustained scholarly activity in one or more areas. Provides evidence of recognition at regional and national levels.</p>	<p>Demonstrates a continuing distinguished research record through outstanding publication activity, as evidenced by refereed journal articles, chapters in scholarly books, artistic productions, and/or publication of a book with a reputable press. Provides evidence of recognition at national and/or international levels.</p>
SERVICE/OUTREACH	<p>Contributes to department committees. Contributes to profession through service to professional organizations and/or professional journals. Participates in outreach activities by sharing expertise.</p>	<p>Exercises leadership in department through service as committee chairperson and/or outstanding continued service to department committees. Contributes to college and university committees. Contributes to profession through outstanding and continued service to professional organizations and/or professional journals, providing evidence of national and/or international impact.</p>

School of Geography & Development

CRITERIA FOR PROMOTION AND TENURE

November 2007

The faculty in Geography and Development acknowledges general professional competence, teaching ability, scholarly output, and service to the University and the public as the basic items to be considered in recommending faculty members for retention, promotion, and awarding of tenure. The faculty recognizes that objective measurement of performance in any of these areas is difficult to achieve, and that the judgment of the Director and the Personnel Committee that advises him or her must ultimately be somewhat subjective, allowing for individual differences in teaching loads, areas of responsibility, and particular talents. The faculty is particularly concerned that normal minimal standards of performance in one area not be so rigidly defined that the individual who is exceptional in another area might be denied promotion or tenure to the detriment of the overall program of the Department.

All faculty are expected to be effective teachers, and teaching effectiveness must be demonstrated for retention, promotion, and awarding of tenure. An effective teacher is able to stimulate and maintain the interest of students; he or she possesses a body of concepts and knowledge for effective presentation to serious students; is aware of new developments in his or her field and incorporates appropriate new materials into his or her teaching; provides adequate guidance to and supervision of his or her assistants; maintains reasonable office hours for consultation with students; grades fairly and openly; and accepts the responsibility for guiding graduate students and a for supervising advanced research in his or her area of competence. Assessments of teaching effectiveness are derived, among other means, from student course evaluations and ratings by fellow faculty members. Effective teaching, as judged by the Director and the Personnel Committee, is a minimal requirement for retention, promotion, and tenure; demonstration of truly exceptional teaching ability is required if promotion and the awarding of tenure are to be based primarily on this criterion.

Scholarly output may take many forms, including the presentation of papers at professional meetings and the publication of research reports, essays and journal articles, monographs, and books. In evaluating such output the faculty seeks evidence of solid intellectual accomplishment and recognition of merit by an impartial peer group rather than a particularly large number of publications or papers presented. The faculty places special emphasis on publications in the major national and international professional journals, although an obligation to communicate with colleagues by participation in national and regional scholarly meetings and in special seminars and by publication in lesser journals of merit is acknowledged. The faculty requires evidence of ability to produce scholarly works and of continuing efforts to do so for promotion for assistant to associate professor. The candidate for promotion from associate professor to professor is expected to have achieved scholarly recognition in his own field at the national level, usually through creditable publications. To some extent, deficiencies in scholarly output may be compensated for by exceptional teaching effectiveness and/or exceptional service to the University and the public, but professional visibility beyond the local University is the normal minimum.

All faculty members are obliged to participate in university affairs by serving on appropriate departmental, college, and university committees and sharing in routine and occasional duties; such activities will be reviewed in considering a candidate for promotion, but they will not be sufficient basis, of themselves, for promotion. Service of an exceptional nature in capacities critical to the welfare of the School, the College, or the University may be considered as a partial substitute for scholarly output if, in the judgment of the Personnel committee, the performance of those services was sufficiently demanding of time and energy as to hinder the faculty member in his or her pursuit of normal scholarly activities.

Similarly, the faculty views public service as one of its obligations, and recognizes that time and energy devoted to public service activities at the national, regional, state, county, or city level may restrict activities of a conventional scholarly nature. Therefore, the faculty may, in individual cases, partially substitute demonstrably exceptional public service for scholarly output, provided that the public service activity is appropriate to the professional qualifications of the individual and within the normal purview of Geography and Regional Development and provided that public service contribution is significantly above that which is normally performed by most members of the university community.

No person whose initial appointment to the faculty was based on the premise that the doctoral degree would be completed after appointment may be retained more than two years without completing the degree.

This statement replaces the Department statement of November 1984.

Section 3: School and College Promotion and Tenure Criteria

Philosophy and Principles

These guidelines were adopted on September 21, 2009 after the merger of the former University of Arizona School of Public Administration and Policy and Department of Political Science into the new School of Government and Public Policy (SGPP) on July 1, 2009. Because of the diversity of scholarly fields, subfields, disciplines, and the value the SGPP places on interdisciplinary work, the SGPP adopted a promotion and tenure philosophy that is supportive to the development of the candidate, that is inclusive of the different approaches to research, teaching, and service of the merging units, and that is based on a respect for this diversity of professional interests. As a result, the philosophy behind the SGPP's process for judging promotion and tenure is one that is based on a principle of deference to the standards of excellence in the candidate's subfield or discipline with an emphasis on the evaluation of the candidate through external letters. The SGPP is also committed to a philosophy of developing the talent and supporting the work of the candidate toward promotion (to Associate or Full) with yearly mentoring. The goal is a transparent and fair process that will allow faculty to make the best possible decision regarding promotion. The expectations of research, teaching, and service are defined by the norms of the subfield (internally and externally). See the University of Arizona Promotion and Tenure process at <http://facultyaffairs.arizona.edu/p&t/>

Criteria for Retention, Promotion and Tenure

The faculty in SGPP acknowledges scholarly output, teaching quality, and service to the University and the public as the primary criteria for recommending faculty members for retention, promotion, and awarding of tenure. Because of the breadth and diversity of the SGPP, the faculty recognizes that objective measurement of performance in any of these areas is difficult to achieve, and that the judgment of the Director and the Promotion Committee must ultimately be somewhat subjective, allowing for individual differences in workload and respect for norms in the candidate's area of specialization. The faculty recognizes that the fields, subfields, and disciplines in the School have differing norms for judging the work of successful faculty and that these drive retention, promotion, and tenure. The faculty believes that standards of performance in one area should not be so rigidly defined that exceptional work in another area might lead to the denial of promotion or tenure to the detriment of the School. While there is a primary emphasis on research, high quality teaching and service are also necessary parts of a candidate's case toward successful promotion.

The quantity and quality of scholarly performance may take many forms including publication of books, monographs, journal articles, essays, research reports, and awards of grants and prestigious fellowships. Peer-reviewed publications are valued higher than non-peer review publications. Typically, evidence of the visibility of work is also an important factor. In evaluating performance, the faculty seeks evidence of intellectual accomplishment and recognition of merit by an impartial peer group from the candidate's area of specialization. The faculty requires sustained evidence of high quality scholarly work and of continuing efforts to do so for promotion from assistant to associate professor. The candidate for promotion from

associate professor to professor is expected to have achieved scholarly recognition in their field at the national or international level.

All faculty are expected to be effective teachers, and teaching effectiveness must be demonstrated for retention, promotion, and awarding of tenure. Assessments of teaching effectiveness are derived, among other means, from student course evaluations, teaching honors and awards, contributions to pedagogy and curriculum development. There is awareness that student evaluations are imperfect measures shaped by course content, difficulty, and other matters. Effective teaching is a minimal requirement for retention, promotion, and tenure.

All faculty members are obliged to participate in university affairs by serving on appropriate School, college, and university committees and sharing in routine and occasional duties; such activities will be reviewed in considering a candidate for promotion, but they will not be sufficient basis, of themselves, for promotion. Service of an exceptional nature in capacities critical to the welfare of the School, the College, the University, the profession or the community may be considered as a partial substitute for scholarly output if, in the judgment of the Director and Promotion Committee, the performance of those services was sufficiently demanding of time and energy as to hinder the faculty member in his or her pursuit of normal scholarly activities.

**SCHOOL OF JOURNALISM SUMMARY OF CRITERIA
FOR PROMOTION AND TENURE BY RANK**

	Associate Professor	Full Professor
Teaching	Teaching is the most important factor, judged on diligence, ability, enthusiasm and the evaluations of students. Contributes new ideas to the periodic re-evaluations of teaching methods. Contributes to school's teaching load. Receives positive student evaluations. Contributes to development of school's academic program evidenced by contributions to course syllabi. Receives favorable peer teaching evaluations from senior colleagues. Serves on graduate students' thesis or project committees.	Exercises leadership in school's teaching load. Receives recognition as a teacher through awards or other documentation. Exercises leadership in school's academic program development as evidenced by experience in originating or revising courses as documented in course syllabi. Receives positive student and peer teaching evaluations. Outstanding record of student advising, including service as chair of graduate students' thesis
Research	Engages in quality original research/scholarly activity as evidenced by publication record. Establishes the promise of sustained scholarly activity in one or more areas. Provides evidence of recognition at regional and national levels. Contributes to grants and contract activities. Involves graduate students in collaborative research and scholarly activities.	Demonstrates record as a productive scholar through continuing publication activity over a period of years. Establishes a coherent line of inquiry. Provides evidence of recognition at national and international levels. Exercises leadership in seeking outside funding for research through grants. Exercises students in collaborative research and scholarly activities.
Service/Outreach	Contributes to school committees. Contributes to profession through service to professional organizations and/or professional journals. Contributes to local or state policy by sharing expertise.	Exercises leadership in the school through service as committee chairperson and/or outstanding and continued service to school committees. Contributes to college and university committees. Contributes to profession through outstanding and continued service to professional organizations and/or professional journals, providing evidence of national and international impact.

UNIVERSITY OF ARIZONA
SCHOOL OF JOURNALISM
FACULTY HIRING AND PROMOTION POLICIES¹

¹ Updated October 2011 by merging the previous “University of Arizona School of Journalism Policies” document with the “School of Journalism Policies for Promotion to Associate Professor of Practice or Professor of Practice” document. Content was unchanged.

OVERVIEW

The following policies provide the guidelines for hiring and promotion for faculty within the School of Journalism, including tenure-track faculty and professors of practice.

HIRING

Instructors

Usually a part-time position or full-time multi-year lecturers. Candidates shall be active in their field with a superior reputation among peers.

Assistant Professor (and higher)

Substantial professional experience as a reporter or editor is a preferred qualification, with an unquestioned reputation for excellence in journalism and a dedication to the goals of the school. Every new faculty member on this level should be a potential director of the school. Every member of the faculty can seek candidates, and is encouraged to do so. Candidates are considered by the faculty acting as a committee of the whole.

Director

The director is under contract in his or her administrative capacity. Traditionally, the director has been chosen by the faculty and recommended to the dean of the College of Social and Behavioral Sciences.

The normal term of the director is five years, renewable upon faculty and administration ratification. After each five-year period, a comprehensive review of school administration is conducted by an ad hoc committee consisting of three members elected by the faculty and two members designated by the dean of the College of Social and Behavioral Sciences. A review also may be initiated at any time upon request of one-third of the school faculty, or at the discretion of the dean. In each case, the review committee reports its findings and recommendations to the dean and the faculty of the school.

The director chooses such committee chairs, coordinators and assistants as he or she may deem advisable. The director prepares and administers the budget, as well as preparing the schedule and designating teaching assignments.

The director is responsible for the overall operation of the school, for the quality of its performance, and for its internal harmony and development. All administrative and educational policies of the director remain subject to review by the faculty. The ideas, goals, undertakings and achievements of the director should be a matter of personal satisfaction to each member, and publicly attributable not to an individual, but to the school.

GUIDELINES FOR FACULTY PROMOTION AND TENURE

Overall

The following four criteria apply to all faculty seeking promotion and tenure, whether tenure-track or professors of practice:

1. Success as a teacher

This is the most important factor, judged on diligence, ability, enthusiasm and the evaluations of students. A strong reputation for mentoring and general availability of faculty always has been a hallmark of this school. Every faculty member should contribute new ideas to the periodic re-evaluations of teaching methods.

2. Research and Publication

Publication is expected of a professional journalist and should be second nature. This can take two forms: Publication in the area of professional journalism as well as that type of publication involving research and criticism contributing in a practical manner to the understanding of the field. Every faculty member should be an active scholar in his or her specialty and achieve a national reputation among journalism peers.

3. Contributions to the School, the University and the Community

This involves initiative and imagination in developing new programs and participation in ongoing programs that serve the student, the school, the university, the profession and the community.

4. Excellence in Practice and Reputation

An indication that the faculty member can practice what he or she teaches, and has continued to enlarge the reputation that was brought to the university.

In the employment and promotion of journalism faculty members, there is one primary consideration: Is this person considered superlative on a national scale by his or her peers? Peers, in this case, mean both those engaged in the active practice of journalism and those persons in journalism education whose philosophy parallels our school philosophy. The school must have only those teachers with the capacity to command continuing respect from the news media.

Evidence of professional growth and development includes:

1. Consistent high evaluations of teaching performance.
2. Research, such as the following:
 - a. Writing for scholarly journals.
 - b. Writing substantive articles of merit for professional journals.
3. Service activities, including the following:
 - a. Periodically returning to the professional field as a consultant, editor or newsperson.

- b. Conducting or being otherwise involved as a leader in seminars, workshops and short courses for professionals.
 - c. Appearing on convention programs or otherwise working in a substantive, leadership capacity with professional or academic groups.
 - d. Participation in professional or academic organizations in a position of leadership and prominence.
4. It is not expected that each faculty member will excel in the same manner or in every direction. The *quality* of the activities shall be considered of greater importance than the quantity.

PROMOTION PROCEDURE

University policies are set out in Chapter 3 of the University Handbook for Appointed Personnel. On a school level, the tenured members of the faculty, acting as a committee, recommend candidates. The director acts as a separate reviewer. The recommendations of the committee and the director are forwarded to the dean of the College of Social and Behavioral Sciences, and the college promotion and tenure committee.

The college committee and dean may uphold or reject the recommendations from the school committee and director. The entire dossier is then submitted to the university promotion and tenure committee, which serves in an advisory capacity to the provost and the president.

The school sets its own standards for promotion and tenure, and these have been discussed. The university committee on promotion and tenure is expected to follow these standards, or inform the school that its standards do not meet university requirements.

Since the university promotion and tenure committee is insulated from outside appeal while considering recommendations, it is important that proper documentation be submitted. This, in large measure, is up to the individual faculty member. It might be of value for the person seeking promotion to ask those in the school who have been promoted previously for approval to review the materials they submitted.

PROFESSORS OF PRACTICE

The following are policies developed specifically by the School of Journalism regarding promotion to the ranks of associate professor of practice and professor of practice. These are nontenure-eligible faculty positions.

These policies initially were written by the School of Journalism Faculty Affairs Committee, which developed them after consulting similar policies utilized by the University of Arizona College of Medicine, and requesting and reviewing policies from the school's realistic and aspirational peers. The initial draft of these policies was reviewed by all faculty members, including the school director. Their suggestions were

incorporated into a final draft. The faculty then voted unanimously by secret ballot to send these proposed policies to the Dean's Office for approval.

Promotion to the Rank of Associate Professor of Practice

Promotion to the rank of associate professor of practice indicates that the individual makes teaching contributions at a more advanced level than those required of an assistant professor of practice. The individual must be able to demonstrate that she or he is recognized at the regional or national level for her or his expertise as a journalism educator, professional journalist, or expert consultant. Evidence may include, but is not limited to, any of the following:

- Ability to develop new instructional techniques and methods, and to revise and improve course materials.
- Presentations at professional meetings, workshops, or conferences at the local, state, or higher levels.
- Participation in events or programs related to teaching or the profession.
- Leadership in advising student organizations such as campus chapters of the Society of Professional Journalists or the National Association of Hispanic Journalists.
- Leadership in professional mentoring activities for students.
- Production of high-quality creative, scholarly, or professional work.
- Teaching, research, or professional grant activity.
- The individual who wishes to be promoted to this rank must show evidence of significant contributions to the teaching mission of the school. Teaching contributions will be considered as major factors supporting promotion to this level. Evidence of such contributions may include, but is not limited to, teaching evaluation scores, awards, or other special recognition. A nontenure-eligible assistant professor of practice is eligible for promotion to the rank of nontenure-eligible associate professor of practice when the candidate can demonstrate that she or he meets the criteria for the rank of associate professor. A dossier for promotion usually is submitted during a candidate's sixth year in rank as a nontenure-eligible assistant professor of practice. However, exceptions can be made based on professional accomplishments.

The promotion process begins with the candidate preparing a dossier that follows as closely as possible the format for a dossier for promotion and tenure. The dossier is submitted first to the school committee. The committee will comprise three tenured or nontenure-eligible faculty members at the rank of associate professor or professor. Two members of the committee will be elected by secret ballot by the faculty, and the third will be appointed by the school director. The committee may be interdisciplinary, depending on the nature of the work by the candidate.

The committee will review the promotion dossier and will deliver a recommendation to the school director. The head then will review the dossier and

make a recommendation to the Dean of the College of Social and Behavioral Sciences (or the Dean's designee), who will make a final determination about promotion.

Promotion to the Rank of Professor of Practice

Promotion to the rank of professor of practice signifies that the individual is recognized as a national or international figure in her or his field. The individual also must show evidence that she or he has made major contributions to the educational mission, professional reputation, and/or leadership of the school. Evidence of such contributions may include, but is not limited to, any of the following:

- Assumption of a leadership role related to the school's instructional mission.
- Creation of innovative approaches to teaching or professional practice. This may include creation of new courses or methodologies, or the revision of existing course content and materials.
- Leadership in curriculum development.
- Leadership in mentoring junior faculty and adjunct faculty.
- Leadership in special academic programs such as the Honors program, international study programs, or other interdisciplinary programs.
- Leadership in major regional or national journalism organizations.
- Presentations at regional, national, or international professional meetings, workshops, or conferences.
- Organization of significant events or programs related to teaching or the profession, such as a regional or national conference.
- Production of high-quality creative, scholarly, or professional work.
- Teaching, research, or professional grant activity.

The individual who wishes to be promoted to this rank must show evidence of teaching contributions that are of the highest quality. Evidence of such contributions may include, but is not limited to, teaching evaluation scores, awards, or other special recognition.

A nontenure-eligible associate professor of practice is eligible for promotion to the rank of nontenure-eligible professor of practice when the candidate can demonstrate that she or he meets the criteria for the rank of professor. A dossier for promotion usually is submitted during a candidate's sixth year in rank as a nontenure-eligible associate professor of practice. However, exceptions can be made based on professional accomplishments.

The promotion process begins with the candidate preparing a dossier that follows as closely as possible the format for a dossier for promotion and tenure. The dossier is submitted first to the school committee. The committee will comprise three tenured or nontenure-eligible faculty members at the rank of professor. Two members of the committee will be elected by secret ballot by the faculty, and the third will be

appointed by the school director. The committee may be interdisciplinary, depending on the nature of the work by the candidate.

The committee will review the promotion dossier and will deliver a recommendation to the school director. The head then will review the dossier and make a recommendation to the Dean of the College of Social and Behavioral Sciences (or the Dean's designee), who will make a final determination about promotion.

The Arizona Center for Judaic Studies Promotion and Tenure Guidelines (Revised and approved September 2005)

Second and Fourth Year Review Guidelines

The University of Arizona and the College of Social and Behavioral Sciences require review of tenure-eligible faculty at intervals between the time of their hire and their tenure and promotion review which usually occurs in the sixth year of employment. These reviews generally occur in the second and fourth years of employment.

An Assistant Professor is hired on the basis of promise in all facets of research, teaching, and service. To assess the candidate's professional progress, the Director of Judaic Studies will impanel a review committee in accordance with the guidelines in the University's Faculty Handbook consisting of three tenured faculty—at least two of which must be members of the Arizona Center for Judaic Studies—to review a portfolio submitted by the candidate that documents his or her activity in research, teaching, and service. At both the second and fourth year reviews the candidate will be informed specifically about the standards that will be used in deciding their tenure and promotion cases in the sixth year. The main purpose of the second and fourth year reviews is to determine that the candidate is making satisfactory progress toward levels of excellence in research, teaching, and service to ensure that the candidate's promotion and tenure case during the sixth year will be successful. Furthermore, should the candidate's progress be judged extremely poor in the second or fourth year review, the committee may recommend that the candidate be recommended for non-retention, a recommendation that will be reviewed by the Director of Judaic Studies, the Dean of the College, the College Promotion and Tenure Committee, the University Promotion and Tenure Committee, and the University President.

At the time of the second year review, the committee will examine the candidate's research record to determine that the candidate is making acceptable progress as an independent scholar. The committee expects that by the second year the candidate has submitted two scholarly articles for publication in refereed journals and/or prestigious edited volumes and has made measurable progress towards completing a scholarly monograph that demonstrates a substantial advance beyond the dissertation. The candidate is also expected to have begun presenting papers on his or her research before peers at professional conferences. The committee will examine the candidate's course syllabi and student evaluations to assess the quality of the candidate's teaching. The candidate must provide evidence of being well-prepared for classes, of well-designed and coherent syllabi, of the ability to communicate his or her knowledge of the subject matter clearly, and of working well with students. In addition, at least one member of the review committee will observe one or more of the candidate's course lectures. The candidate's service record will be examined to determine that the candidate, when called upon, willingly offers service to Judaic Studies, the College, and University by serving on committees; to the community by offering public lectures; and to the profession as appropriate.

The following more specific factors are considered in promotion and tenure evaluations at all levels.

Excellence in research/creative activity includes but is not limited to:

- Clear and sustained program of scholarly research/creative activity
- Publications/creative activity positively reviewed by outside referees
- Publications with prestigious presses and journals
- Presentations at scholarly conferences (regional, national, international)

- Postdoctoral awards and/or research grants
- Travel to foreign areas or special collections for research
- Contributions to developing the Library's collection in one's field
- Publishing an edited volume of scholarly essays/articles

Excellence in teaching includes but is not limited to:

- Scores on University-mandated teaching evaluations
- Meets instructional obligations (well-organized syllabi; orders textbooks; on time for classes; has materials prepared on time)
- Holds adequate and reliable office hours
- Effectively communicates understanding of the subject matter
- Enables students to articulate issues and/or solve problems on their own
- Deals effectively with students
- Advising and mentoring students at all levels
- Able to control class discussions
- Successfully directs graduate students
- Curricular innovations (revising existing courses and/or offering new ones)
- Teaching awards, including nominations

Excellence in service includes but is not limited to:

- Willingness to serve on departmental committees
- Contributes to department's mission
- Works effectively with office staff
- Advising students
- Service on College or University committees
- Service on boards of national and international professional organizations

In the fourth year the committee expects to see further evidence that the candidate is continuing to develop excellence as a scholar, teacher, and member of the academic community. The candidate's research record should show three scholarly articles published and/or submitted for publication and that a monograph has been accepted for publication by a distinguished university press or in some cases an otherwise reputable, peer-reviewed publisher. If the manuscript has not been accepted for publication, it should be in the process of being revised according to the recommendations of the publisher's reviewers. A letter of acceptance or, ideally, a signed contract will demonstrate evidence of acceptance for publication. By the fourth year review the candidate is expected to demonstrate continuing development in teaching excellence in the same areas listed for the second year review. A member of the review committee will once again observe one or more of the candidate's course lectures. The candidate is also expected to continue efforts in service to Judaic Studies, the College, University, community, and profession.

Guidelines for Promotion to Associate Professor and Tenure Promotions to Associate Professor, normally in the sixth year of employment, indicate that the candidate has demonstrated excellence in research, teaching, and service and offers promise of continuing to contribute in these areas. Moreover, promotion to Associate Professor indicates that the department believes that the candidate offers promise of continued growth and success as a scholar and teacher that will lead eventually to promotion to Professor. This promotion and tenure review is part of a much more rigorous review that

takes place also at the College and University levels. The Provost's office annually issues specific guidelines for this review and offers workshops to assist the candidate and their department in the process. Since awarding of tenure and promotion is a decision made at the University level, candidates must meet all the departmental, College, and University criteria for promotion and tenure as specified in the "University Guidelines, Criteria, and Evaluation Procedures for Promotion and Tenure."

The Arizona Center for Judaic Studies expects the candidates to provide evidence of a coherent program of scholarly achievement that has already resulted in the publication of several peer-reviewed articles as well as a book-length monograph that is at least in press with a distinguished university press or in some cases an otherwise reputable, peer-reviewed publisher. "In press" is here understood to mean that the book has undergone peer-review and has been accepted by the publisher, that a contract has been signed, that revisions have been completed, and that the publication process is well underway. The candidate will also provide evidence of regular invitations to present papers on his or her research at scholarly conferences. Effective Performance in teaching beyond the levels expected for the second and fourth year reviews will be demonstrated by a mature, pedagogically sound teaching statement in the candidate's tenure portfolio, student evaluations, teaching awards, and peer evaluations of syllabi and class lectures. The Candidate will demonstrate consistent commitment by serving on committees at the departmental, College, and University levels, as well as on committees for national and international professional organizations. The candidate is also expected to demonstrate willingness and success in speaking for public audiences or otherwise serving civic organizations.

Guidelines for Promotion to Professor

Promotion to Professor indicates that the candidate has become a mature scholar as recognized by national and international peers. As in the case in the review for promotion to Associate Professor and tenure, the Provost's office annually issues guidelines and offers workshops to guide the candidate and the department through this process. Judaic Studies expects that the candidate for promotion to Professor will have demonstrated continued excellence in research, teaching, and service beyond the levels expected for promotion to Associate Professor. The candidate should be able to demonstrate that he or she has attained a national and ideally an international reputation in the academy. Excellence in research will be demonstrated by the publication of a second monograph with a distinguished university press or other reputable publisher that uses peer review. The candidate is also expected to have published additional scholarly articles in peer-reviewed journals and edited volumes. The standard is not simply quantity but also quality of scholarship. The candidate should have had success in competing for national and/or international grants to support research. The quality of the candidate's research should also have led by this time to invitations to participate in international conferences and to initiatives to edit collections of scholarly articles into a volume for publication. Teaching excellence will be demonstrated by exceptional student evaluations and successful curricular innovations that have been accepted into the department's curriculum and/or into the University's general education curriculum. Further evidence of success in teaching is receiving teaching awards or being nominated frequently for such awards, and leadership on departmental, College and/or University curriculum committees. Excellence in service will be demonstrated by regular service as chair of departmental committees and by nominations or invitations to serve on College and University committees. Normally, by this stage of his or her career, a scholar should be serving regularly on the boards of national and/or international professional associations, journals, and/or institutions (e.g. presses, journals, learned societies, educational institutions, etc.).

Near Eastern Studies

Criteria for Promotion and Tenure: Approved April 2009

Definitions

1. **Excellence:** Excellence concerns quality, not just quantity. Listing the activities of the candidate and counting publications or grants are not enough. The degree of originality, size of contribution, and impact in advancing thought in a field are all important. Departments may base reviews and recommendations on a selected group of the candidate's most significant contributions rather than on quantitative indicators. Candidates and departments must still provide quantitative indicators for promotion and tenure or promotion and continuing status review.
2. **Teaching:** The instructional function of the University requires faculty members who can effectively communicate the content of the current body of knowledge and the latest research results in the classroom, in other learning environments, with individual student contact and through professional modes of publication (in its widest sense). Excellence in teaching may include, but not limited to:
 - a. organizing and conducting courses appropriate to the level of instruction and the nature of the subject matter;
 - b. bringing to the classroom, and other learning environments, the latest discoveries, techniques and pedagogical approaches;
 - c. engaging the students, according to their capacities, in the current discourse and debates within a field;
 - d. enabling students to articulate issues and solve problems on their own;
 - e. being available outside of the classroom for further instruction and advice;
 - f. when appropriate, successfully directing graduate, professional and post-doctoral students;
 - g. when appropriate, advising and mentoring students at all levels;
 - h. when appropriate, supervising undergraduate research, honors work, and independent studies.
3. **Research/Creative Activity:** The research function of the University requires faculty members to be actively engaged in the expansion of intellectual and creative frontiers, in the application of new knowledge, and/or in the integration of knowledge from various disciplines. Excellence in research may include, but is not limited to:
 - a. a sustained program of scholarly research and publication or creative contributions;
 - b. the receipt and sustained renewal of grants, contracts, awards and fellowships, where appropriate;
 - c. high quality as judged by independent peers both inside and outside the University; and
 - d. the responsibility and recognition achieved by being named to important professional positions.

4. **Service/Outreach:** Service includes: service on departmental (or unit), college, and University committees; service to professional associations and on public committees where faculty disciplinary knowledge is required. Service becomes an increasingly important part of a faculty member's activities as he or she advances through the professional ranks. Outreach is a form of scholarship that cuts across teaching and research/creative activity. It involves delivering, applying, and preserving knowledge for the direct benefit of external audiences in ways that are consistent with University and unit missions. The application of one's expertise to issues in the community is encouraged and often generates research ideas and contributions. Service/outreach activities may include, but are not limited to:
- a. serving on campus committees and teams;
 - b. actively participating in faculty governance at unit, college, or university levels;
 - c. participating in activities of professional societies or organizations in one's discipline;
 - d. applying one's expertise to address local, regional, national, or global issues;
 - e. providing non-credit courses, extension programs, or short courses to governmental agencies and professional organizations;
 - f. presenting community lectures or performances;
 - g. Participating in peer review activities; and working with local schools, agencies, commissions and other appropriate public venues.

Promotion to Associate Professor with Tenure or Continuing Status

At the time of the three-year continuation review, an Assistant Professor would be expected to have several articles published or under review in recognized journals in that person's areas of specialization as well as evidence of progress on a larger-scale research project. There should be evidence of accomplished teaching based on accepted measures of evaluation; and a record of service especially at the departmental level.

Candidacy for Promotion and Tenure.

Teaching

- a. Candidates must present evidence of successful teaching appropriate to the unit's mission, including lower division, upper division, and graduate courses (where appropriate) for units involved at these levels.
- b. Candidates should be engaged in educating individual students at the highest of their discipline and should be directing master's and doctoral work (where appropriate and to the degree deemed appropriate by the individual unit).
- c. The teaching performance of all faculty members, regardless of their academic rank or tenure or continuing status, must be subject to evaluation. The required evaluation of teaching for tenure or continuing status and promotion decisions must have two major components, peer review and students surveys. Candidates will be evaluated according to peer review, supplemented by information from student evaluations for all courses taught. Faculty peers should evaluate course objectives and syllabi, handouts, assignments and tests, where appropriate. Candidates should use the university TCE forms for student surveys unless the department has approved a separate form. In all cases, individuals teaching general education courses must use the university-approved student survey form.

- **Peer Review:** Academic units must make provision for faculty being considered for tenure and promotion or continuing status and promotion. This is to be supplemented by information from student evaluations of all their courses. Faculty peers must evaluate course objectives and syllabi, handouts, assignments and tests, which may include theses and dissertations. Peers must also assess the instructor's knowledge of the subject matter, contributions to unit teaching efforts (consistent with workload), and any other teaching contributions, such as development of new courses or innovative instructional materials, authorship of texts or laboratory manuals, or publications and presentations on discipline-specific teaching techniques. Peer review could also include assessment of student performance on certification exams (if appropriate to the discipline), survey of the extent of mentoring and participation in other activities related to instruction, or assessment of an instructor's classroom performance via personal visit or videotaping of the class. If classroom visitations are part of the assessment, we recommend that there be multiple visits to courses of different types. It is to faculty members' benefit to prepare and regularly update a teaching portfolio that contains materials that will be considered during their evaluation.
- **Student Surveys:** We strongly recommend that prior to achieving tenure or continuing status, candidates use the university TCE forms for student surveys. In all cases individuals teaching general education courses will use the university approved student survey form. If both the department and candidate wish to alter that protocol after achieving promotion with tenure or continuing status, then we recommend that the unit head and faculty member meet with the appropriate individuals to develop such a survey.

Research

Candidates should present evidence of having established a coherent and productive program of research appropriate to the candidate's areas of research specialization and the department's mission. Evidence of scholarly achievement that includes articles in peer-reviewed journals and, where appropriate, a scholarly book-length monograph in press with a reputable publisher that demonstrates progress beyond dissertation; "in press" means that the manuscript has been fully accepted with required revisions, if any, completed. In fields where scholarship is measured more by articles than monographs, a series of articles in respected journals in the candidate's field of specialization is required.

In cases where a candidate published his or her dissertation soon after receiving the Ph.D., he or she must give evidence of a new research project that has shown promise with the publication of scholarly articles on the subject.

In all cases, outside peer evaluation of the quality of the candidate's scholarly record and promise of sustained contribution into the future is required.

Service/Outreach

Faculty are expected to have contributed service and outreach where appropriate, consistent with their job description and departmental expectations. At this level, service should be expected more to the department than at higher levels, but candidates should also have participated in professional societies and have been active where appropriate, in local, regional, national and international meetings.

Promotion to Professor or Full Continuing Status

Teaching

The teaching performance of all faculty regardless of rank, tenure or continuing status, must be subject to evaluation. The major components of such evaluation are peer review and student surveys. Faculty peers must evaluate course objectives, syllabi, assignments, tests, and theses and dissertations supervised.

Candidates must present evidence of continued high quality teaching and mentoring as appropriate to the department's mission. This should include courses at the lower-division, upper division and graduate levels. Candidates are expected, especially once tenured, to be directing master's and doctoral theses where appropriate.

Research

The candidate should have evidence of an ongoing research agenda that has produced a second scholarly book-length monograph. This monograph will be either published or in press with the same understanding of status required for promotion to associate professor. As before, in fields where scholarship is measured more by articles than a monograph, candidates must provide similar evidence of an ongoing research agenda by means of published articles in respected journals. In all cases, outside peer evaluation of the quality of the candidate's scholarly record and promise will occur.

Evaluation of scholarly productivity measures quality as well as quantity. Here peer evaluation by independent internal where available, and external reviewers is essential. At this level more stress should be placed on recognition of the candidate's scholarship, where possible, via grants, citations, fellowships and other forms of acknowledgement. The record evaluated should include all accomplishments since promotion to tenure regardless of time elapsed.

Service/Outreach

Candidates for full professor or full continuing status must have accepted much more service responsibility than that required for lower ranks. Evidence should be provided that the candidate has a habit of service and that his or her judgments are professionally respected and valued. An important measure of quality is the evaluation by independent internal and external reviewers. Evidence of service/outreach may include, but is not limited to the following:

- a. Leadership in faculty governance, in mentoring of junior faculty, and in establishing academic unit and college goals, objectives and performance standards.
- b. Leadership in professional associations, on professional review panels, and in the review of journal articles, manuscripts, grants and proposals.
- c. Work with governmental and non-profit agencies that involve one's area of expertise.
- d. Presentation of community lectures or performances.

MEXICAN AMERICAN STUDIES & RESEARCH CENTER
CRITERIA FOR PROMOTION AND TENURE BY RANK

	Associate Professor	Professor
Teaching	Demonstrates effective teaching performance as shown by positive student evaluations and peer reviews of senior colleagues. Contributes to academic program through development of new courses and teaching materials. Demonstrates effectiveness in student advising and mentoring.	Demonstrates leadership in the Center's teaching mission. Receives recognition as a teacher through awards or other documentation that exemplifies excellence. Exercises leadership in the Center's academic program development by originating or revising courses as documented by course syllabi, and developing curricular reform in the area of Mexican American Studies. Must receive excellent student and peer teaching evaluations and show an outstanding record of student advising and mentoring..
Research, Scholarly/Creative Activity	Must engage in high-quality original research/scholarly activity as evidenced by publication record, and establish the promise of sustained scholarly activity. Contributes to grant contracts and/or other external research support activities. Initiates and maintains contact with funding agencies and foundations regarding research opportunities in own discipline. Participates in the coordination and conduct of research projects, though not at the exclusion of teaching. Writes annual status report on own research for submission to MASRC Director.	Demonstrates a record as a productive investigator/scholar through continuing high quality publication activity that establishes a national reputation. Must provide evidence of professional recognition at the national or international level -- illustrated through award, national competitive or review board appointments, or election to high-level professional/association boards. Exhibits leadership in obtaining outside funding for research through grants, contracts, and/or other external research support activities. Successfully involves students in collaborative research and scholarly activities.
Service/Outreach	Contributes to expertise to local and/or state policy, services, industry, and/or educational organizations. Contributes to the governance or service activities of the MASRC, the College of Social and Behavioral Sciences, or the University.	Must exercise leadership in the Center through service as a committee or program chairperson and/or outstanding and continued service to Center committees. Contributes to College and University committees. Contributes to the discipline through outstanding and continued service to professional organizations, academic/scientific journals, and/or education. Must have a sustained record of overlap of research activity with the needs of the Mexican American community.

PHILOSOPHY DEPARTMENT

CRITERIA FOR PROMOTION TO FULL PROFESSOR

Promulgated 11/11/88

The qualifications for promotion to full professor are the following:

1. Teaching. The candidate must show a strong commitment to undergraduate teaching. The candidate's teaching, both graduate and undergraduate, must be effective as judged by appropriate measures, and must contribute significantly to the curricular needs of the Department and the University.
2. Research. A candidate for full professor should have achieved a national and/or international reputation within their appropriate sub-discipline. The quality, extent, and impact of research, judged by publication record and participation in professional activities such as conferences, workshops, and public lectures should be of high distinction.
3. Service. Appropriate weight will be given to the extent and conscientiousness of service to the Department, College, University and/or profession.

University of Arizona

Department of Philosophy

P.O. Box 210027
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Promulgated 11/11/88
File name-Re-appt.doc

PHILOSOPHY DEPARTMENT

PROCEDURES FOR RE-APPOINTMENT

1. All procedures followed by the Philosophy Department shall be in accord with the procedures mandated by the Faculty Manual.
2. Tenure-eligible faculty shall undergo reviews, during the falls of their second and fourth years of appointment following receipt of the Ph.D., to determine whether or not they will be re-appointed for a subsequent term.
3. The procedures to be followed by the Department shall be as follows:
 - a. A Re-appointment Committee consisting of three tenured faculty members from the Philosophy Department shall be appointed by the Head. The Committee has the responsibility of directing the review process and presenting a recommendation to the Department.
 - b. The Committee shall collect a dossier of materials relevant to the review process. The dossier should include such materials as the following: (a) the candidate's curriculum vitae, (b) all published and forthcoming publications of the candidate, (c) student evaluations from the candidate's courses, (d) a record of the candidate's service to the University and profession, (e) a statement from the candidate concerning his or his teaching, research, and service, both past and projected. Other materials deemed relevant by the candidate or committee, e.g., works in progress, syllabi from past courses, past merit evaluations, etc., may also be included. If the Committee deems it advisable, it may solicit letters of recommendation from sources outside the Department. In such a case, the candidate has the right to name at least one external referee.
 - c. After the Committee has reviewed the materials in the dossier, it shall interview the candidate to clarify the record, ensure all relevant materials have been gathered, and provide the candidate with a chance to expand, correct, or discuss the dossier, excepting confidential letters.
 - d. The candidate's dossier shall then be made available to all tenured members of the Department for review.
 - e. Following collection of the dossier, and the meeting with the candidate, the Committee shall arrive at a recommendation regarding re-appointment, and convey this recommendation to a meeting of the tenured members of the Department. The candidate's performance and prospects shall be discussed, and the members present at the meeting shall vote on re-appointment. This vote (hereafter: the Department vote) is advisory to the Head.
 - f. The re-appointment decision shall be based on evaluation of the candidate's past and prospective research, teaching, and service. Relative weights given to these factors shall parallel the weights these factors

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receive during the tenure decision.

- i. At the second-year review, a decision not to re-appoint shall be made only if the candidate's prospects for a favorable tenure decision at the department level are remote.
 - ii. At the fourth-year review, a decision not to re-appoint shall be made only if the candidate's prospects for a favorable tenure decision at the department level are unlikely.
- g. The Department Head shall attend the meeting and may participate in the discussion, but may not vote. Subsequent to the advisory vote taken at the meeting, the Head shall make a final determination of whether to re-appoint the candidate. This determination must be communicated to the candidate no later than October 1.
- h. The Re-appointment Committee shall submit to the Head a letter stating the decision of the department and summarizing the considerations deemed relevant by the Department to the re-appointment decision. The Head shall submit to the candidate a letter stating the departmental recommendation, and summarizing the Head's decision and the considerations deemed relevant to that decision. The Head's letter should be made as helpful to the candidate as possible, for example by including recognition of the candidate's concrete achievements, suggestions for needed improvements, an estimation of the candidate's prospects in the department, etc. A copy of the committee's letter and the Head's letter shall be placed in the candidate's confidential personnel file.
- i. The candidate may request an interview with the Head to discuss the letter and the decision.
 - j. The Department Head shall submit to the Dean a copy of the Head's letter to the candidate reporting the final decision regarding re-appointment.

University of Arizona

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PHILOSOPHY DEPARTMENT

POLICY CONCERNING PROMOTION TO TENURE

1. The presumption in the department is that a person will be promoted to tenure in the event that he/she exhibits evidence of exceptional performance in teaching and research, those being the primary responsibilities of a member of the department.
2. Teaching. The department will use both peer group evaluation and student evaluation to attempt to find evidence of exceptional teaching skills. Some members of a departmental tenure committee will visit the classes of a candidate for promotion to tenure. Simple competence in teaching will not be considered adequate to justify recommendation for promotion.
3. Research. The department will attempt to use both external and internal evaluation of published work. There is no specific number of articles, books, or pages of publication that justifies recommendation to tenure. The recommendation must be based on a projection of what contribution the candidate will make throughout his/his career. As a result, publication in journals and by presses that have the highest reputation for quality will be especially important. Unpublished research in completed form will be seriously considered but may not replace the evidence of professional acceptance indicated by actual publication. There must be strong evidence of significant and continuing contribution.
4. Professional Activities. Presenting papers at professional meetings and before other departments is evidence of research effectiveness. Such evidence is, however, supplementary to that mentioned under (A) and (B).
5. Other Activities. It is expected that every member of the faculty will cooperate in carrying out the many essential activities of the department. Lack of cooperation may adversely affect chances of promotion. However, the candidate should be aware that recommendation for tenure will be based primarily on (A) and (B).
6. In general, the department does not consider the retention of an untenured faculty member a presumption in favor of promotion to tenure. The department may have reasons for retaining a faculty member for a short period that would not justify recommending that person for a tenure appointment. Any untenured member of the department may inquire as to his/his prospects for promotion to tenure at any time and shall receive a candid reply from the Head, in writing if that is preferred. The department will, moreover, make every effort to encourage outstanding faculty members to remain at the university and to support their teaching and research.

Criteria and Procedures for Faculty Promotion and Tenure
School of Information Resources and Library Science
The University of Arizona
Approved Spring 2007

Preamble

All faculty evaluation in the School of Information Resources and Library Science (SIRLS) occurs in line with the guidelines set forth in the University Handbook for Appointed Personnel (UHAP), sections 3.10, 3.11 and the College of Social and Behavioral Sciences (SBS) Promotion and Tenure/Continuing Status Guidelines. Probationary reviews will follow the same procedures, although the criteria for evaluation will reflect the individual faculty member's time in rank.

SIRLS is an academic unit founded on the interdisciplinary study of library and information science. It is also a professional school with responsibility for educating graduate library and information professionals for the twenty-first century. Recommendations for promotion and tenure should be congruent with related practices prevailing in outstanding library and information science (LIS) departments and general norms and practices in the field. Given that LIS research is often interdisciplinary, and work may be published in diverse locations, the final evaluation of a candidate will be based on the academic *quality, quantity, and impact* (see SBS Guidelines, discussed below) of the work, independent of its disciplinary or substantive content.

As per the SBS Guidelines, the overriding criteria for granting or not granting tenure or continuing status are 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 a research agenda 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 related to the candidate's research area when possible.

Additionally, faculty should contribute to a positive atmosphere including the sharing of responsibilities, the fostering of work-related interpersonal relationships, and where necessary collaborating and interacting in a constructive fashion with other individuals within and outside the School. Specific behaviors relating to School citizenship are covered in certain areas described below (i.e., research, teaching, service/outreach). However, School citizenship is a more global requirement that spans the specific areas of evaluation outlined herein.

Procedures

The School's *elected* Faculty Status Committee (FSC) functions as the standing committee to *organize* and *administer* the process and communicate with the School director and the faculty (see UHAP guidelines). All faculty of eligible rank (see UHAP guidelines) deliberate and vote on individual cases. The FSC and individual faculty members are expected to make reasonable accommodations to allow participation in this process. Any disputes concerning contacting faculty members, obtaining their involvement, or any other matter will be adjudicated by the School director and if necessary the Dean. The FSC ensures compliance with UHAP guidelines concerning timing of procedures, confidentiality, faculty involvement and all other matters.

Evaluation Criteria

Research and Publication

The research function of the University requires faculty members to be actively engaged in the expansion of intellectual frontiers, in the application of new knowledge, and/or in the integration of knowledge from various disciplines. Scholarly activity is the *sine qua non* of 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. Evaluation of a candidate's research occurs within the umbrella guidelines of the College of Social and Behavioral Sciences (see page 7). Quality, quantity, and impact of the research and creative activity are the three overriding criteria consistent with the College guidelines.

SIRLS is an academic unit; therefore, the primary audiences for a candidate's research and creative activity are the relevant academic and scholarly communities. Because we are a land grant institution, and because SIRLS is also a professional school, dissemination of research and creative activity to relevant practitioner communities is encouraged, although not required. It should be understood, however, that the practitioner audience is the secondary audience for research and creative activity. Activity and impact in the practitioner community is in addition to, but not a replacement for, activity and impact within the scholarly community.

SIRLS guidelines reiterate the College guidelines and apply them to the interdisciplinary field of library and information science.

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

- a sustained and coherent body of peer-reviewed scholarly publications,
- direct examination of the work itself by the school's peer review committee,
- external scholarly review of the body of research,
- external recognition by outside sources as reflected in grant, fellowship, or donor financial support,
- scholarly comment as reflected by invitations to contribute to scholarly publications, invitations to speak at scholarly and outreach activities,
- citation in both scholarly and practitioner publications,
- awards and re-publication of one's research and creative activity,
- being named to important professional positions,
- influence on subsequent research by other scholars documented through the above.

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. For example, journals of such standing include, but are not limited to, those that are highly ranked by the *Institute for Scientific Information* and those that are highly ranked "in terms of value for tenure and promotion ... by deans of ALA-accredited education programs" (Nisonger and Davis, *College & Research Libraries*, July 2005). These sources are not the only measures that will be used to assess impact.

Given the interdisciplinary nature of the field, appropriate journals may also be peer-reviewed journals in other fields, such as computer science, education, history, and philosophy (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 to reflect deeply on these issues when they write their own candidate statement for the review dossier. Finally, while journal articles are the main form of research communication in the field, the publication of authored scholarly books at university presses that utilize blind review are also considered to reflect quality and impact.

Work in which the candidate has played a primary role and work that is part of his/her original and unique research program will be given particular attention. Also, it should be noted that the critical issue is the quality of the publications, and not the format (e.g., electronic versus print). In order to facilitate evaluation, candidates are encouraged to explain the rationale for their publication choices.

In summary, the faculty will seek strong evidence of research productivity, generally gauged by high quality publications. All research activity will be examined in context to arrive at an evaluation of quality. 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.

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, 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, clear 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.

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 the physical and virtual learning environments, through interaction with students and through professional modes of publication (in its widest sense). Teaching is a fundamental aspect of the School's mission and peer review of teaching includes both an internal and external review process. We strive to provide our students with interesting, highly relevant instruction reflecting contemporary LIS and related research, and to mentor and advise our students wisely. In line with the College guidelines (see especially pages 7 and 10), 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 LIS and related fields; engaging the students, according to their capacities, in the current discourse and debates within from LIS 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 Masters and doctoral research.

- (2) *Extent of Teaching* includes, but is not limited to, the number of courses taught, the number of students taught, the number of formats used (e.g., Tucson-based, Phoenix-based, virtual, hybrid), the number of advisees on completed master's theses and doctoral dissertations, the degree of service on thesis and dissertation committees, the number of advisees, and engagement in other forms of student contact and mentoring.
- (3) *Contribution to our students' needs and to the School's instructional program* includes, but is not limited to, consideration of the extent to which courses taught contribute to the ability of students to complete their degree programs in appropriate time frames, and the extent to which courses taught contribute to the School's ability to deliver its intended program of instruction.
- (4) *Peer review of course designs, materials, and classroom performance* includes, but is not limited to, examination of syllabi, exams, 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 School's curricular objectives, serving the courses' stated learning objectives, and accommodating to our students' needs and abilities. Creative innovations that enhance learning for students will be viewed positively. Receipt of University, College, and School level teaching *awards* is also evidence of teaching excellence.
- (5) *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 School's learning outcome assessment processes will also be considered.
- (6) *Contribution to teaching in the discipline* includes presentations and publications on pedagogy in LIS. 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 School 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, and course format. Consideration of context allows the School 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.

For promotion to Associate Professor, candidates should be engaged in educating individual students at the highest level of the LIS field (as characterized above). For promotion to Full Professor, candidates should also be engaged in educating individual students at the highest level of the field. But in addition, candidates should be providing evaluation of the teaching effectiveness of other faculty, should have attained a leadership role in developing unit curricula, should be directing master's and doctoral work (where appropriate), and should be contributing to more effective unit teaching approaches for the School as a whole.

Service/Outreach

Service includes: service on school, college, and 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 LIS 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 School, 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 to, and not damaging, our collegial environment as an essential aspect of service.

Assistant Professors are not expected to contribute the level of service expected of tenured faculty. However, evidence of involvement in the School and a willingness to serve at all levels should be present by the time of the tenure review.

Schedule

The SIRLS schedule should coincide with that of the College of Social and Behavioral Sciences and the University of Arizona (see page 5 of the SBS Guidelines).

- by **Feb 1st** A Faculty Status Committee (FSC), consisting of three rank-eligible faculty, is elected. A chair is elected by the committee for each review taking place the next year.
- by **March 1st** The FSC reviews the department's P&T criteria. Candidates for promotion and tenure meet with director and with the FSC to plan the individual timetable for the completion of the dossier
- by **April 1st** Candidates for promotion and tenure submit dossiers (including a representative set of publications) and recommendations (both positive and negative) for external reviewers to the FSC. The chair of the FSC provides the director with a copy of the dossier.
- by **April 15th** The FSC requests letters from external reviewers of the candidates for promotion and tenure. Probationary candidates (e.g., those undergoing 3rd year reviews) meet with director and with the FSC.
- by **Sept. 1st** Probationary candidates submit dossiers (including samples of published work) to the FSC. Candidates for promotion and tenure have an opportunity to update their dossiers with any new information.

For candidates for promotion and tenure, the FSC adds the external letters to the dossier and makes them available to all rank eligible faculty.

- by **Sept. 15th** Rank-eligible faculty meet to deliberate and vote on all candidates. A letter is written incorporating the rank-eligible faculty's recommendations to accompany the dossier.
- by **Oct. 1st** The FSC sends the dossiers (which now include the recommendations of the rank-eligible faculty) to the Director. The Director writes a letter incorporating his/her recommendations.
- by **Oct. 12th** Director sends the dossiers (which now include the recommendations of the Director) to the Dean.

Other important dates: The Dean's Office forwards the dossiers to the college committee no later than December 15. Complete dossiers are due at the Provost's Office each year no later than January 15. A request to append additional information to the dossier should be made no later than February 15.

Note: These P&T policies assume that every candidate has been assigned mentors that in the ideal should include tenured faculty from the University of Arizona both inside the school and from outside the school. Candidates are encouraged to have their mentors and/or the Director look at preliminary drafts prior to submitting their dossiers.

The Southwest Center/Journal of the Southwest: Guidelines for Reviewing Candidates for Appointment or Promotion to rank of Associate or Full level Research Social Scientist (or equivalent academic professional title) with Continuing Status

The Southwest Center is an interdisciplinary research and publishing unit within the College of Social and Behavioral Sciences, staffed by continuing eligible or continuing status academic professionals who engage in research, publishing, and in cases of joint appointments, teaching in allied departments.

Background

In 1978, University President John Schaefer, with broad community participation, convened a special conference at San Xavier Mission to plan a Southwest Center. In 1986, Board of Regents approval and a legislative decision package established the Southwest Center as an academic unit that initiates, facilitates, and encourages research, publication, and public outreach among Southwest scholars, institutes, and departments linked historically, geographically, and intellectually to the greater Southwest (encompassing northwestern Mexico). In 1987 the Southwest Center and the quarterly scholarly publication Journal of the Southwest, a separate department since 1959, began a successful joint operation which is a model of the appropriate combining of related units into one efficient operation.

The Southwest Center provides a coherent and stable platform for cross-disciplinary regional studies through a vigorous publication program; support and creation of research initiatives on the greater Southwest; University teaching in anthropology, ethnoecology, architecture, and folklore; and public outreach and transborder programming, including field trips, cultural events, conferences, and an exceptional focus on the folklore of the US/Mexico border. Southwest Center initiatives are designed for their multiplier effects on the research and service mission of the University, creating new opportunities for interdisciplinary and binational scholarship. Publishing initiatives include the Southwest Center Book Series for the University of Arizona Press; an imprint ("A University of Arizona Southwest Center Book") for the University of New Mexico Press; "BorderLore," a web-based newsletter on regional folklore; and Journal of the Southwest, a scholarly regional quarterly.

The Southwest Center, although not a teaching unit, contributes significantly to the teaching mission of the University, through joint appointments in anthropology and English, teaching in geography, and "public teaching" through documentary collaborations with KUAT-TV. In addition, faculty serve as chairs and committee members of theses and dissertations and advise and mentor students, and the Center

regularly supports and sponsors research and field trips involving faculty and graduate students in a variety of departments.

Statement of Criteria

Each academic professional position within the Southwest Center is unique, ranging from ecology to public folklore. Because the job duties, expectations, responsibilities, and demands differ extensively from position to position, a uniform set of criteria can only be expressed at an abstract level without respect for the particularities of each position.

Therefore, our guidelines stress that the detailed written job description is the "master document" of a candidate's evaluation and promotion dossier. This job description is sufficiently detailed to reflect precisely the varying levels of teaching, research, outreach, and unit-specific academic duties expected for that position. It is imperative that the faculty job description control the promotion and continuing-status assessment.

Typically, each job description would include the following categories of responsibility:

1. Active and focused research program resulting in publications in refereed journals (including Spanish-language Mexican journals), books from academic and recognized publishers, and, as appropriate, contributions to a public sphere, including film and video, electronic media, news outlets and magazines. Of particular importance is demonstrating, in addition to a national and international academic community, scholarly effort and commitment to a broad regional, borderlands public.
2. Teaching of two courses per year in an allied department, with activities in curriculum design and development, instruction, and assessment coordinated by the allied department.
3. Effective, consistent outreach to and engagement with a regional, multinational, transborder community, through broad ranges of activities including public lectures, field trips, seminars, conferences, publications, media events, oral history projects, mentoring, and other kinds of partnerships.
4. Fundraising through gifts and grants, including participation in College-sponsored fundraising efforts.

A. Research or Scholarly Activity

In concert with our college guidelines, the Southwest Center requires that candidates present evidence of having established a program of scholarly research and activity. In the context of the history and mission of the Southwest Center, this scholarly activity is defined broadly to include employing intellectual and creative resources in the service of civic obligations. Where applicable, the published results of this broad activity must be

peer-reviewed and of sufficient quantity to establish an emerging regional and national reputation and ensure a sustained contribution into the future. The Southwest Center endorses a model of public service scholarship that stresses innovative educational practices beyond the classroom, sited in deep and meaningful partnership with community-based organizations locally, regionally, and nationally. Consistent with a broad definition of public scholarship, Southwest Center scholars will engage in the dissemination of knowledge to non-academic publics, publishing in trade publications specific to their fields, magazines and newsletters, electronic sites, and other media relevant to applied scholarship. Evaluation of these publications will be on the basis of their *strategic value to the field* and to the extent to which they represent Southwest Center scholars as experts in their distinct intellectual domains. Measures of achievement will include evaluation of independent reviewers; grants, contracts, and awards; active record of scholarly publications; invitations to deliver papers at professional meetings, university lecture series, and national or international workshops and conferences; and publications in Spanish in appropriate regional venues that represent the Mexican side of the greater Southwest.

B. Southwest Center in the World: Outreach

Of particular emphasis in the evaluation of faculty researchers is the weight placed on active engagement with our regional, multinational community. This engagement is understood to be something more than the common notion of *academic service*. The Southwest Center recognizes constitutive, programmatic strengths in outreach, and requires that its professionals understand outreach as an intrinsic part of their professional life and work. We expect participation in departmental and university planning, in professional societies and peer review processes, and in the kinds of public outreach appropriate, even unique, to each position. This habit of service and outreach is an integral component of the scholarly enterprise understood in a dynamic and community-based, regional and binational context. As an area center with deep relations and ties to regional communities and cultures on either side of an international border, it is understood that scholarship on the region will be intertwined with outreach and service and community engagement in ways consonant with our institutional identity and history and our involvement in relevant "communities of knowledge."

Appointment or Promotion to the Associate rank with continuing status

The Southwest Center requires evidence that distinction has been achieved in scholarly research and outreach as delineated above and as mandated in the pertinent job description. Accordingly, quantity of scholarly production and community outreach will vary as to position, discipline, and job description. Nonetheless, the candidate should have a sufficient quantity of scholarly publications accepted or in print, a sufficiently deep and wide engagement in community and academic programming and activities, and sufficient evidence of leadership in Southwest studies that would indicate an emerging *reputation of distinction* at the transborder regional and national level, and a promise of sustained contribution into the future.

Appointment or Promotion to the Full rank

Achievement of full rank indicates an intensification of the distinction required for associate status, and an expansion of the scholarship and leadership in Southwest studies that solidifies an emerging reputation into recognized leadership regionally, nationally, and internationally. This expansion would be demonstrated, without delimiting the indicators, by such evidence as additional publications, including monographs and refereed articles; by multimedia projects appropriate to the discipline and position; by grants and awards and invitations; by citation; by mentorship of students; and by the community and academic engagement that would indicate leadership and mastery.

Approved by the faculty of the Southwest Center, 2008. Revised and approved 2009.