Objectives:

• Preparing for promotion and/or tenure (P&T) review
  • Candidate role in promotion and/or tenure review
  • Promotion and tenure review policies and processes
  • Criteria for promotion and/or tenure
  • P&T Dossier Requirements

• Writing an effective and meaningful candidate statement
Role of Faculty Member/Candidate:

- Take an active role in the review process
- What are the policies that govern P&T reviews?
- What are expectations of department, college, and university
- Respond to department/college requests in a timely manner
- Seek out information and resources to help you prepare your promotion/tenure materials

The Promotion Review Process & Timeline

Committee Review:

- Promotion and tenure committees will include at least three tenured faculty
- Equal or higher rank to the proposed rank of the candidate
- GIDP faculty of appropriate rank should be appointed to the dept. committee
- Committee members who have coauthored substantial publications or grants with a candidate should recuse themselves to avoid raising questions about the independence of reviews
- One person, one vote
Appeals of Promotion and Tenure Decisions

• The Provost’s decision may be appealed, as detailed in UHAP 3.3.02.e and UHAP 4A.3.02.

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

• Access to redacted dossier is provided following the Provost’s Office protocol.

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

Promotion and Tenure Review Schedule (Tenure-Track)

Assistant & Associate Professor (no credit for prior service):

3rd Year Retention Review (AsstProf)
• Retention Review as Assistant Professor to occur no later than end of 3rd year in rank

6th Year
• Assistant Professor = Mandatory promotion to Associate Professor with tenure to be effective beginning of 7th year
• Associate Professor = Award of Tenure to be effective beginning of 7th year

Professor (no credit for prior service):

3rd Year Award of Tenure
• Award of Tenure to be effective beginning of 4th year
Requesting Delays in Reviews

1. Birth or Adoption
2. Personal Reasons such as personal health or family and partner care
3. Adverse Professional Circumstances that are beyond a candidate's control
4. Prestigious External Commitments that take time away from research

For more information refer to UHAP 3.3.01

Requests for delays must be submitted to Office of Faculty Affairs and Development prior to July 1.

The P&T Dossier

http://facultyaffairs.arizona.edu/promotion-‐and-‐tenure#pt

Section 3: Criteria for Promotion/Tenure

Teaching

- Favorable student evaluations
- Favorable evaluation by faculty mentored by you
- Favorable peer-evaluation of teaching portfolio
- Educational presentations or workshops at national/international meetings

Service

- Mentoring of trainees and junior colleagues
- Committee membership within department or colleague
- Journal reviewer
- Grant review
- Public education and advocacy

(List is not inclusive. Please refer to the COM-P P&T Criteria for more examples)
Section 3: Criteria for Promotion/Tenure

Scholarship of Discovery
- Peer-reviewed articles – greater significant attributed to 1st and/or senior author papers
- Extramural support
- Demonstration of a sustained leadership role in an independent research program
- Invited scientific presentations at national/international meetings or at major institutions or research organizations
- Study section service and/or editorial board service

Educational Scholarship
- College level teaching awards
- Publication of teaching materials in peer-reviewed repositories
- Development of teaching materials or curricular approaches and adoption by other institutions
- Presentation of research on education and learning at national/international meetings

Criteria for Promotion/Tenure Associate Professor

• Evaluated on your body of work
• Demonstration of impact
• Emerging national or international reputation

Section 4: CV and list of collaborators

• Follow university CV format
• Publications must be in chronological order and numbered
• *left of title of any publication substantially based on work done as a graduate student
• Distinguish peer-reviewed publications from proceedings and other scholarly works
• Pending or funded grants - Include % effort, role, source and amount.
  • Organize grants by source of funding (federal, industry, foundations)
• Scholarly activities should be limited to time in rank at UA COM-P
• Include list of collaborators
Section 6: Teaching Portfolio

• Collection of selected instructional materials to demonstrate excellence in instructional innovations, curricular design, and outcomes assessment.

• Instructional materials will be reviewed by departmental committee and chair.

Section 6: Teaching Portfolio Examples

• The Teaching Portfolio from the University Center for the Advancement of Teaching at Ohio State University is a good introductory page that provides an accessible overview of the basics.

• The Teaching Portfolio by Hanna Rodriguez-Farrar provides an overview of the basics of a teaching portfolio and step-by-step advice on how to create one.

• Brown University’s Sheridan Center provides a survey of varied materials on teaching portfolios.

Section 7: Evaluation of Teaching and Advising

• Evaluations of teaching from students
  • May include letters from current or former students

• Departmental review and summary of teaching
  • Peer-observation of teaching and instructional materials
    • Assessment of syllabi, tests, assignments, course content
    • Review of success of candidate’s students or other evidence of effectiveness of instruction and mentoring
Section 8: Service and Outreach Portfolio

- Optional for candidates whose outreach and service are integral to their programs of work
- What to include?
  - Technical reports, research studies, and presentations
  - Articles for popular publications and instructional materials,
- What to include in the dossier to document impact?
  - Letters from community collaborators noting impact
  - Letters from university collaborators noting rigor and innovation
  - News reports on service contributions
  - Adoptions of programs and materials by other institutions

Candidates should consult UA resource page on the scholarship of engagement:
http://facultyaffairs.arizona.edu/content/promoting-inclusive-view-schol...

Section 9: GIDP Documentation and Evaluation

- Reviews of candidates who are members of Graduate Interdisciplinary Programs should follow the Guidelines of Acknowledgment and Evaluation of Faculty Participation in GIDP
- Candidates may also choose to discuss their GIDP participation in their Candidate Statement.

Section 10: Letters of Recommendation

External Letters:
- 3-8 external letters from outside the University of Arizona
  - Objective reviewers (may not be mentors or collaborators)
  - No more than half external letters will come from candidate’s list.
  - MUST be at or above candidate’s proposed rank.
  - Only department chair or department committee chair should contact reviewers.
Section 10: Letters of Recommendation

Collaborator Letters:
• Individuals who have coauthored on projects, books, articles, reports, abstracts, papers or grant proposals, including coeditors of journals, compendia, or conference proceedings within 5 years of submitting your dossier. Collaborators also include candidate’s dissertation advisor, supervisor, or close coworker in a lab, department, residency program.
• Solicited and unsolicited collaborator letters will be added to the dossier by the department.

Additions to the Dossier
• Additions may be made (i.e., major grant or publication)
   • An administrator or committee chair must recommend that the information be added to the dossier.
   • The candidate must be informed that the materials will be added.
   • Additions must be re-reviewed by all levels of reviewers.
• The candidate must be informed and given the opportunity to add a response if additional information is negative.
• Additions must be submitted to the Provost's office prior to February 1, 2016

Q&A
Section 5: Candidate Statement
Writing Workshop