

# 2020 Promotion Review Process

Committee Members

Zoom

**Tuesday April 7<sup>th</sup> , 2020**

**3:00-4:30 p.m.**



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# Agenda

- Introductions
- Promotion Process
- Department Considerations
  - Review Committees
  - External Reviewers
- Promotion Dossier
  - Review of Teaching Evaluation
- Evaluation Considerations
  - Unconscious Bias
- Review, Promotion and Tenure System



# Introductions

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Vice Provost for Faculty Affairs
- **Asya Roberts**  
Executive Associate, Faculty Affairs



## Notes for 2020-2021 Reviews

- Deadlines are extended for promotion packet submissions to the Office of the Provost.
  - **Career-track dossier deadline is extended to January 15<sup>th</sup>, 2021.**
  - **Tenure-track and Continuing Track dossiers deadline is extended to February 15<sup>th</sup>, 2021.**
- Clock Delays for tenure-eligible or continuing-eligible candidates are available through a simple online opt-in process .
- Please be flexible and compassionate.

# Promotion Policy and Faculty Affairs Resources


- University Handbook for Appointed Personnel
  - Tenure-Track
    - [Chapter 3.3](#)
  - Continuing Status
    - [Chapter 4A.3](#)
- Faculty Affairs Website Resources
  - <https://facultyaffairs.arizona.edu/content/about-promotion>
    - Inclusive View of Scholarship
    - Guide to Promotion
    - Promotion Clock
    - Promotion Criteria
    - Continuing Status & Promotion
    - Promotion & Tenure
    - Promotion and Career-track Faculty
    - Promotion Workshops

# **The Promotion Review Process**



# The Promotion Process Starts Where the Hiring Process Ends

## Department Heads Should

- Encourage and help candidates to identify research/teaching/grant mentors.
  - Use annual reviews to help candidates set goals.
  - Help candidates prioritize service commitments.
  - Help limit new teaching preparations and align teaching and research interests.
  - Specify criteria and expectations.
  - Be precise on areas needing improvement.
  - Help candidates articulate their research/teaching goals and needs.
  - Keep good records.
- 

# The Promotion Process Starts Where the Hiring Process Ends

## Candidates Should

- Review and discuss promotion criteria for department and college.
- Set scholarship goals, and forms of accountability and feedback.
- Talk to senior faculty about how they assess impact, national standing, and quality.
- Solicit peer review of teaching and classroom observations
- Participate in national organizations and get familiar with work of individuals who could be external reviewers.
- Use annual reviews to
  - ✓ Discuss your program of work,
  - ✓ Set limits and priorities, and
  - ✓ Solicit frank assessments.

# Requesting Delays in Reviews

**Submit requests as early as possible after event. No requests after June 30<sup>th</sup> of year prior to mandatory review**

- Birth or Adoption or Foster
- Personal Reasons such as personal health or family or partner health and care
- Adverse Professional Circumstances that are beyond the candidate's control
- Prestigious External Commitments that take time away from research
- COVID-19



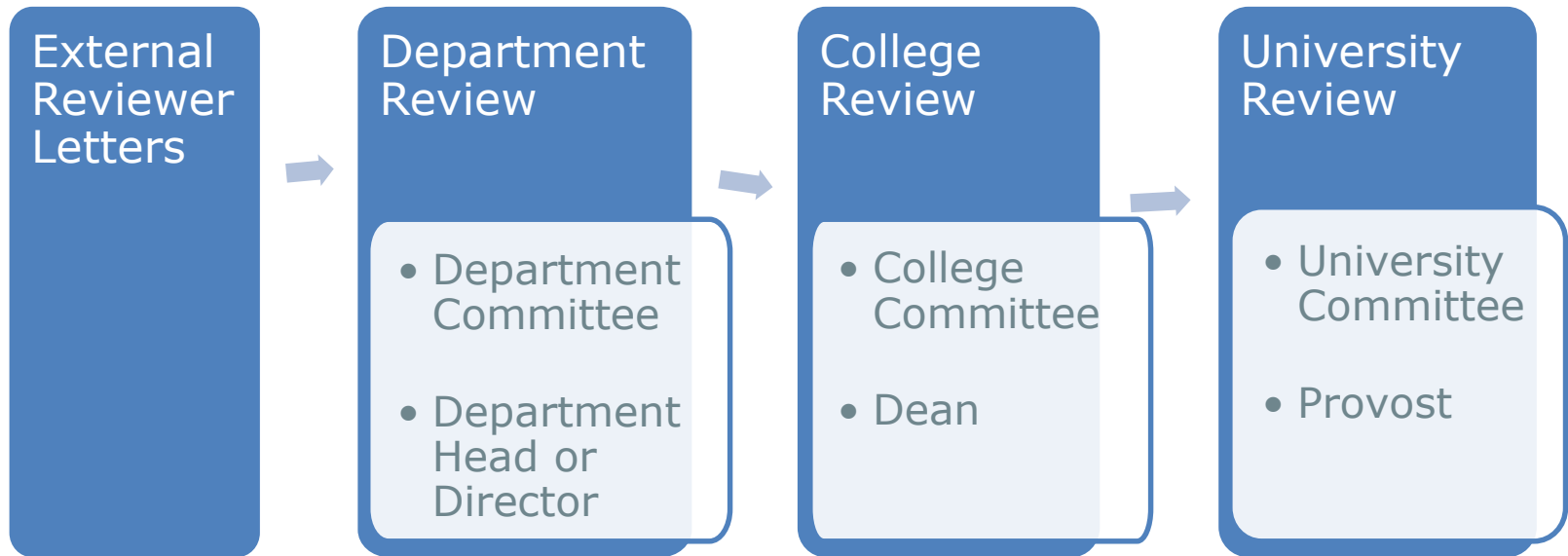
# The Promotion Process for Candidates

- Meet with Department Head Spring before
  - Confirm and discuss first page, workload page
  - Share candidate's list of external reviewers or those not to be contacted
  - Agree on deadline for submission of materials
- Attend Promotion Workshops
- Prepare Dossier
  - CV
  - Candidate Statement
  - Teaching Materials
  - Additional materials for department head (publications, teaching materials (syllabi, examples of student work), service materials (thank you, etc.))
- Receive letter from Department Head – Fall
- Receive letter from Dean –Early Spring
- Receive letter from University –last Friday of April



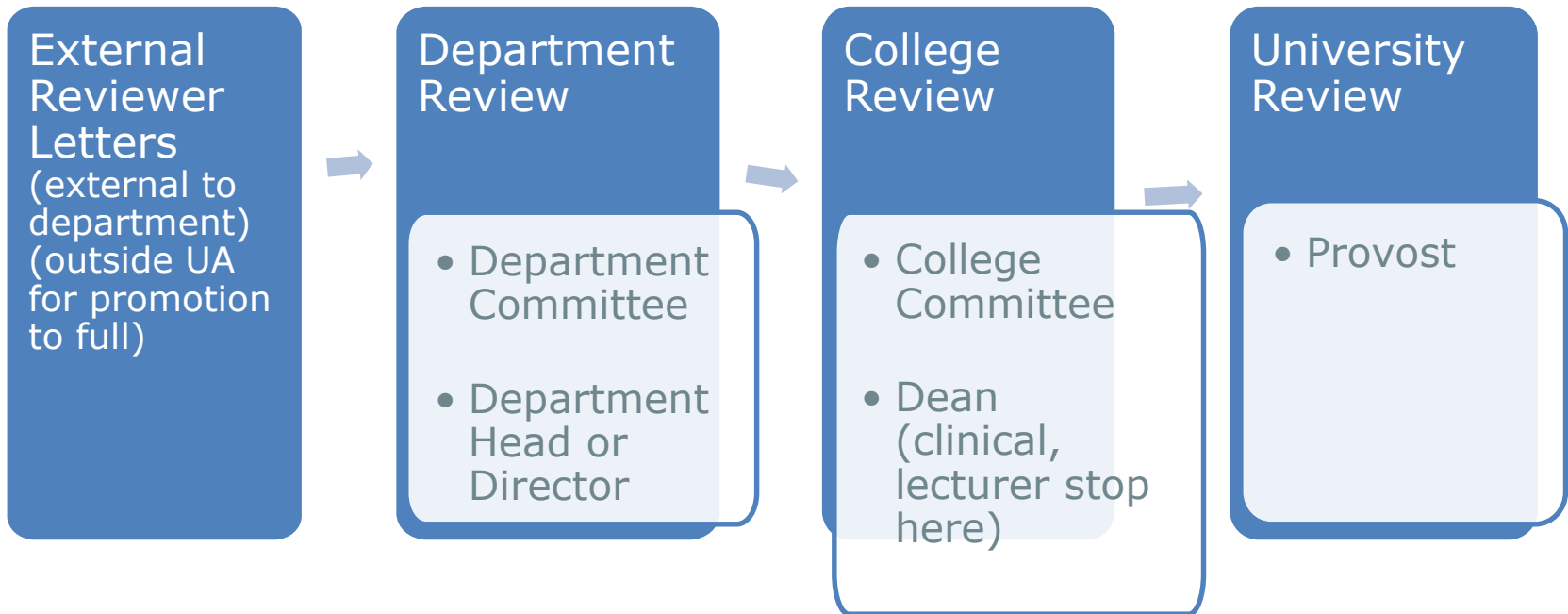
# The Promotion Review Process

## Levels of Reviews



# The Career-Track Review Process

## Levels of Reviews



# Voting and Letters

- Voting usually secret ballot
- Indicate number of votes for approval, denial or abstention, recusal,
  - Summarize reasons for recusals and abstentions,
- Letter
- Dates
- Signed by committee members
- **Clear indication of decision of committee**
- **Identify strengths and weaknesses in each area of workload with concrete examples**
  - Please describe all elements of teaching in the letter
- Summarize external reviewer recommendations and comments
- ***Committee votes with split opinions should be explained, and a minority opinion should be provided.***



# Administrator Notifications to Candidates

**Candidates are notified by the department head or director and dean** when their dossier has moved forward to the next level of the review.

- **This is required for candidates under review.**
- The written notifications to the candidate can be included in the dossier.
- Review the policy in the [University Handbook for Appointed Personnel \(UHAP\) 3.3.02C](#), for more information.



# Additions to Dossiers?

- Up to **one month after dossier submission**, additions may be made (for example, a major grant or publication).
- **However, the addition must be requested by an administrator or committee chair.**
- Additions require re-review at earlier levels.
- Candidate must be informed.
- Candidate must be given chance to respond if the information is negative (such as poor teaching evaluations).



# Appeals of Promotion 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.*



# Department Considerations



# The Promotion Process

- Department creates P & T Committee the Spring before review
  - Peer Observation of candidate using OIA form
  - Nomination for Provost Innovation in Teaching
- Develop list of external reviewers (with input from candidate and sometimes with input from review committee)
  - Check all suggested external reviewer lists **against** the list of collaborators in the candidate's CV. Eliminate any collaborators from the final list of independent, external reviewers.
  - Department Head contacts external reviewers early
  - No more than half of letters can be nominated by candidate
  - Must be arms-length
  - 3-8 external reviewer letters
- Department gives candidate deadline for submission of complete dossier.
  - First Page- Candidate and Department Head
  - Workload and summary – Department Head



## Putting Together the Review Committee

- ***At least three faculty members with a rank superior*** to the rank being considered for promotion.
- Deans and delegated Associate Deans **can appoint a surrogate outside of the department** to conduct the review to mitigate any issues of mentoring, internal collaborations or questions of maintaining a balanced review process.
- In appointing departmental standing committees, consideration should be given to candidates' involvement in GIDPs and other interdisciplinary units. When that involvement is significant, an outside faculty should be appointed to the committee.



# Conflict of Interest for Committee Members

- Committee members or administrators who have coauthored substantial publications or grants with a candidate within the last five years should recuse themselves to avoid raising questions about the independence of reviews.
  - If recusing committee members is not feasible because of the size of the department, the committee must address the concerns about conflicts of interest in its letter.
- Individuals who ***serve concurrently on departmental, college and/or University promotion and tenure committees*** must **recuse themselves from voting on any case they provided a vote in an earlier committee.**
- Review committees' assessments are to be independent of the administrators whom they advise. Standing committees normally will meet without the administrator whom they advise, as noted in UHAP.



## Committee Process


- Meet without the administrator whom they advise.
- ***Deliberations, evaluations, and recommendations of committees are confidential, as well as any evaluations or recommendations that they review from other committee/administrator levels.***

# Review Committees



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# Protect the Process to Ensure Fair Reviews

- Follow the *Guide to the Promotion Process*.
  - Consult with your dean or the Provost's Office on procedural variations or questions.
  - Confidentiality
  - External and internal reviewers cannot be collaborators.
  - Use **Collaborator Letters** from those who are not independent.
  - **Sign and date committee letters.**
  - **Explain votes, recusals and abstentions.**
- 

# Confidentiality

- Confidentiality is required and imperative.
- Confidentiality is core and critical to this process.
  - NEVER reveal votes or comments shared during deliberation
  - NEVER share letters
  - NEVER reveal external reviewer identity or content of letters or recommendations
- Votes never linked with names.
- Violations of confidentiality undermine decision making and have other negative impacts on units.
- Essential to sustain trust in the process.
- Reminders about confidentiality at the beginning of committee review are necessary.



## UHAP 7.01 Professional Conduct

- Inclusive & respectful
  - Value all voices
- Integrity and established standards
  - Fairness & honesty, avoid conflict of interest
- Good stewards of university resources
- Safe environment for all who work with us
  - No discrimination, harassment, intimidation, inclusive
- Academic freedom and freedom of speech
  - Opposing views, critical thinking, scholarly rigor
- Instructional commitment
  - Curiosity, student belief in their own ability
- Commitments to research, scholarship & creative activities
  - New knowledge that challenges our thinking
- Service and outreach commitments
- <http://policy.arizona.edu/sites/default/files/uploads/UHAP%207.01%20Professional%20Conduct.pdf>



# External Reviewers



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# External Reviewers

- Names submitted by candidate
  - Department head will ask candidate for any names to NOT put on the list
- ***No more than half of external reviewers can come from candidate list***
- Cannot be collaborators
- **Must be arms-length**
- 3-8 external reviewer letters
- STRONGLY suggested to include 5 independent letters



# Candidate Choice of External Reviewers

- Provide department head the name, rank, institution, email, short bio, and reason for choosing
- Experts in your field (3-4)
  - Leave some names for your department head to choose
  - Consider interdisciplinary representation
- Rank above your own current rank
- Peer institutions is a key consideration
- Arms-length
  - No co-authors (any published work, abstracts, grant proposals within 5 years before submission of dossier)
  - No co-investigators or consultants on grants
  - No previous mentors or advisors
  - Editors of journals or books are ok




# Independent Reviews & Collaborators

- As with the provisions used by NSF and other groups to ensure the impartiality of reviews,
  - *Committee members or administrators who have **coauthored substantial publications or grants with a candidate should recuse themselves to avoid raising concerns about their impartiality.***
  - If it is found that outside reviewers are *close friends, former co-workers, mentors, mentees of the candidate,* then additional independent letters must be solicited.
- Collaborators can provide letters that describe independent contribution of candidates.
  - *Collaborators are defined as individuals who have **co-authored books, articles, abstracts, or grant proposals within the last five years or 60 months.***
  - *Collaborators also include individuals who have been a candidate's dissertation/thesis advisor, supervisor, or close coworker in a lab, department, or residency program, **even if this occurred more than five years prior to the review.***
- Questions about this matter should be directed to the Vice Provost for Faculty Affairs.

# External Reviewers

*Solicited by the Department Head  
or the Committee Chair.*

- External Reviewers **MUST** be **independent** and **at or above the rank** the candidate is being reviewed for promotion.
  - **Only head or committee chair should contact** outside reviewers.
  - **No more than half** can come from candidate's list.
  - **Document the selection process.**
  - **Use the required template** for requesting letters.
  - Include **all** solicited letters.
  - Submit brief bios of external reviewers, not CVs.
  - **Experts at peer institutions.**
- 

# Peer Institutions:

<https://uair.arizona.edu/content/ua-peers>

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

# Collaborator Letters

- Department head reaches out to collaborators for letters – not candidates
- Collaborators include
  - Very helpful if engaged in collaborative work
  - Very helpful to represent view of non-academic partners
  - Collaborators include
    - Dissertation advisors,
    - Supervisors
    - Close co-worker in lab, department, or residency program
    - Collaborators on book editing or journal editing projects
    - Co-instructors
    - Teaching Assistants
    - Former Students



# External Reviewers for Career-Track Review

- \*please note that units may have specific criteria noted in their promotion criteria and guidelines\*
- Assistant to Associate
  - **External to unit & Internal to University of Arizona**
- Associate to Full
  - External to University of Arizona



# Career-track Candidate Choice of External Reviewers

- Department head is the one who reaches out to external reviewers – not the candidate
- Provide department head the name, rank, institution, email, short bio, and reason for choosing
- Comparable career-track position
- Rank above your own current rank
- Arms-length
  - No co-authors (any published work, abstracts, grant proposals within 5 years before submission of dossier)
  - No co-investigators or consultants on grants
  - No previous mentors or advisors
  - Editors of journals or books are ok



# **The Promotion Dossier**



# The Promotion Dossier

Section #	Title	Prepared By
Section 1:	Summary Data Sheet	Candidate
Section 2:	Summary of Candidate's Workload of Assignment	Candidate & Head/Director
Section 3:	Dept. & College Criteria (not the full guide)	Dept. Administration
Section 4:	Curriculum Vitae & List of Collaborators	Candidate
Section 5:	Candidate Statement	Candidate
Section 6:	Teaching Portfolio	Candidate
Section 7:	Evaluation of Teaching & Recommendation for Provost Award	Dept. Committee
Section 8:	Portfolio to Document Leadership in Service & Outreach	Candidate
Section 9:	Membership in Graduate Interdisciplinary Programs	Candidate & Dept. Committee
Section 10:	Letter from Outside Evaluators & Collaborators	Dept. Administration, Committee Chair & Head/Director
Section 11:	Recommendations ( <i>from Internal Reviewers</i> )	Dept., College & Univ. Levels

Refer to the [Guide](#) for tips on preparing dossiers



# SUMMARY DATA SHEET

[https://facultyaffairs.arizona.edu/sites/default/files/2019-20\\_01\\_PT\\_Summary%20Data%20Sheet.pdf](https://facultyaffairs.arizona.edu/sites/default/files/2019-20_01_PT_Summary%20Data%20Sheet.pdf)



## PROMOTION AND TENURE PROCESS 2019-2020

### SECTION 1: SUMMARY DATA SHEET

DATE:

NAME:

EMPLOYEE IDENTIFICATION NUMBER:

CURRENT TITLE:

HOME DEPARTMENT:

COLLEGE:

CAMPUS ADDRESS:

UA BUILDING:  ROOM #  PO BOX#

SHARED APPOINTMENT:

SHARED: FACULTY MEMBER'S BUDGET LINE IS SPLIT BETWEEN TWO OR MORE DEPARTMENTS. INCLUDE APPENDIX A: CHECKLIST FOR SHARED APPOINTMENTS

TERMINAL DEGREE:

MONTH/YEAR OF TERMINAL DEGREE:

FINAL YEAR OF TENURE ELIGIBILITY:

TE FACULTY ONLY

TITLE FOR WHICH YOU ARE APPLYING:

FACULTY TRACK:  TENURE ELIGIBLE     TENURED

REVIEW TYPE:  MANDATORY REVIEW     EARLY REVIEW     3<sup>RD</sup> YEAR RETENTION

PROMOTION (P) TO ASSOCIATE RANK WITH TENURE (T)  
(VOTES ON P&T ARE NOT SEPARATED FOR CANDIDATES CONSIDERED FOR PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE)

PROMOTION TO FULL PROFESSOR WITH TENURE  
(VOTES CAN BE SEPARATED FOR CANDIDATES CONSIDERED FOR PROMOTION TO FULL PROFESSOR WITH TENURE)

TENURE ONLY, NO PROMOTION IN RANK

FULL PROFESSOR RANK

TRACK TRANSFER (EX: FROM CAREER TRACK ASST. PROF. TO ASST. PROF. TENURE ELIGIBLE)

#### FACULTY SERVICE ELSEWHERE AFTER TERMINAL DEGREE

INSTITUTION	DATES	RANK/TITLE

#### FACULTY SERVICE AT THE UA

INSTITUTION	DATES	RANK/TITLE

# Section 2: Workload Assignment

*Prepared by the Department Head*

**The Workload Assignment should be kept current and accurate.**

- Use percentages and define meaning
  - 40% teaching, which means ... number of courses
  - 40% research, which means ...
  - 20% service, which means ...
- **Describe duties, do not praise achievements.**
- **Use the [template provided in the dossier.](#)**
- **Electronic signatures are acceptable.**

## SECTION 2: SUMMARY OF CANDIDATE'S WORKLOAD ASSIGNMENT

SUMMARY OF WORKLOAD ASSIGNMENT FOR: [REDACTED]

DEPARTMENT/SCHOOL OF: [REDACTED]

FTE: [REDACTED]

Duties for the period 2012-2013 through 2019-2020 have been distributed as follows:

Academic Year	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Teaching %	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Research %	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Service/Outreach % <i>Internal and External</i>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Administrative Service %	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Clinical Service %	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Extension%	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Other Professional Activities% <small>Name &amp; describe activity</small>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Clock Delays or Leave(s)*	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total	100%	100%	100%	100%	100%	100%	100%	100%

*\*Do not include percentages for years in which candidates were on leave without pay and did not have assigned duties, but do include percentages for years with clock delays to recognize candidates' assigned duties. Use an asterisk for years with delays.*

### Requirements to meet departmental expectations for **TEACHING**:

*Example: 40% teaching means approximately four 3-unit courses each academic year. This should correspond to general expectations in the department. Do not list specific course numbers, student names, etc.*

### Requirements to meet departmental expectations for **RESEARCH**:

*Example: 40% research, which means an active research program that produces publishable research and/or tools or instruments that contribute to such research and grants. Do not list research projects, grants, or any information that specifically relates to the candidate's activities, as opposed to general expectations in the department/unit.*

### Requirements to meet departmental expectations for **SERVICE**:

*Example: 20% service, which includes service to the department and university, participation or leadership in national or international scientific organizations or advisory groups, and outreach to schools and the general public. Do not list committees the candidate has served on or specific service duties.*

### Requirements and description for workload assignment in **ADMINISTRATIVE SERVICE, CLINICAL SERVICE, EXTENSION, and OTHER PROFESSIONAL ACTIVITIES**:

*Use Appendix A for Shared Appointments and Appendix C for participation in GIDPs and other interdisciplinary units.*

# Specify your Duties Accurately

Workload areas	CALS	CALS	Curator	Librarian
Research/scholarly /creative activity	30%	10%	40%	10%
Extension	50%	70%		
Teaching				
Service/Outreach	20%	20%	60%	10%
Position Effectiveness				80%

If you select "Other Professional Activities," list and specify the duties.

**NEW** – Continuing track candidates must include position descriptions for years in rank in section 2 of dossier.



# Section 2: Workload Assignment

*Prepared by the Department Head*

**The Workload Assignment should be kept current and accurate.**

- Use percentages and define meaning
  - 40% teaching, which means ... number of courses
  - 40% research, which means ...
  - 20% service, which means ...
- **Describe duties, do NOT praise achievements.**
- **This section should NOT include evaluative comments.**
- **Use the [template provided in the dossier.](#)**
- **Electronic pen signatures are acceptable. Not Adobe digital signatures.**

# Job Description Sets the Baseline

- **Include all job descriptions and note changes.**
- Often job descriptions include **statements of duties** that are used to assess position effectiveness.
- Duties *should be divided into four categories* (%s add up to 100 – may vary by year):
  - *Research/Scholarship/Creative Activity,*
  - *Outreach/Service,*
  - *Teaching/Educational Outreach, and*
  - *Position Effectiveness – for continuing status*
  - *Clinical*

# Distinctive Aspects of Continuing-Status Reviews

- **CS reviews consider *position effectiveness*** as well as *teaching, research & service*.
- Thus, the job description and allocation of time are even more important.



# **Section 3**

## **Department and College Promotion Criteria**

Set criteria for review for your discipline/unit



# Sections 4: CV

## Documenting Your Activities

- Follow the required CV format exactly.
- **TEMPLATES VARY BY TRACK**
  - PROMOTION & TENURE TRACK
  - CONTINUING STATUS AND PROMOTION TRACK
  - CAREER-TRACK PROMOTION
- Get models for CVs from others in your department and your field
- Review your records of service and teaching contributions.
  - Service – break out by subsections
  - Teaching
    - Mentoring and student outcome in tables



# 8: Service and Outreach Portfolio

- This section is an option for P&T candidates, but all candidates should discuss the impact of their service.
- This section may be required for continuing status reviews that include educational outreach.
- In P&T reviews, these materials remain in departments.
- 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 research collaborators noting rigor and innovation
  - News reports on service contributions
  - Adoptions of programs and materials by other institutions



## SECTION 8: PORTFOLIO TO DOCUMENT LEADERSHIP IN SERVICE AND OUTREACH

Candidates can use this section to document the impact of their leadership on outreach, service, and instructional programs. While the Service and Outreach Portfolio is optional in promotion and tenure reviews, it is required in continuing status reviews if a candidate is responsible for a major outreach program, as in Cooperative Extension or the University Libraries. The Service and Outreach Portfolio provides candidates with an opportunity to describe and document a program they have developed. This documentation is for departmental reviews and should only include information for the time in rank, or if that time is limited, the last five years. Please note some items are not forwarded to college/university committees. However, if a candidate has provided significant leadership in developing outreach, curricular or other initiatives, he or she may request that the department head or committee chair send the Service and Outreach Portfolio to external reviewers.

- Service and Outreach Portfolios can be used to document collaborations with business and community partners, tech transfer and commercialization activities, and other forms of translational research highlighted in the inclusive view of scholarship included in the University's promotion criteria:  
<https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship>
- Candidates should consult our resource page on the scholarship of engagement:  
<https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship>

**Program Overview** (*FORWARD* with the dossier for college and university review)

### Description of Program

- Provide a short description of the service or other educational programming provided by the candidate, including the program goals and objectives. Describe the needs that the program is intended to serve, the ways its components were developed, and the methods used to communicate to potential audiences.

### Assessment of Program

- Describe the assessments that have been developed for the program, including the feedback from collaborators and clients that is included below. Characterize the program's accomplishments and provide specific measures of the program's success and the ways they were obtained.

**Supplementary Documentation** (*DO NOT FORWARD* with the dossier for college and university review)

### Supporting Documentation

- Materials from seminars or workshops
- Technical reports, research studies, and presentations
- Newsletters, pamphlets, and articles for popular and special interest publications
- Online resources developed for community, business, agency, or disciplinary associations
- Expert testimony or consultations

### Documentation of Impact

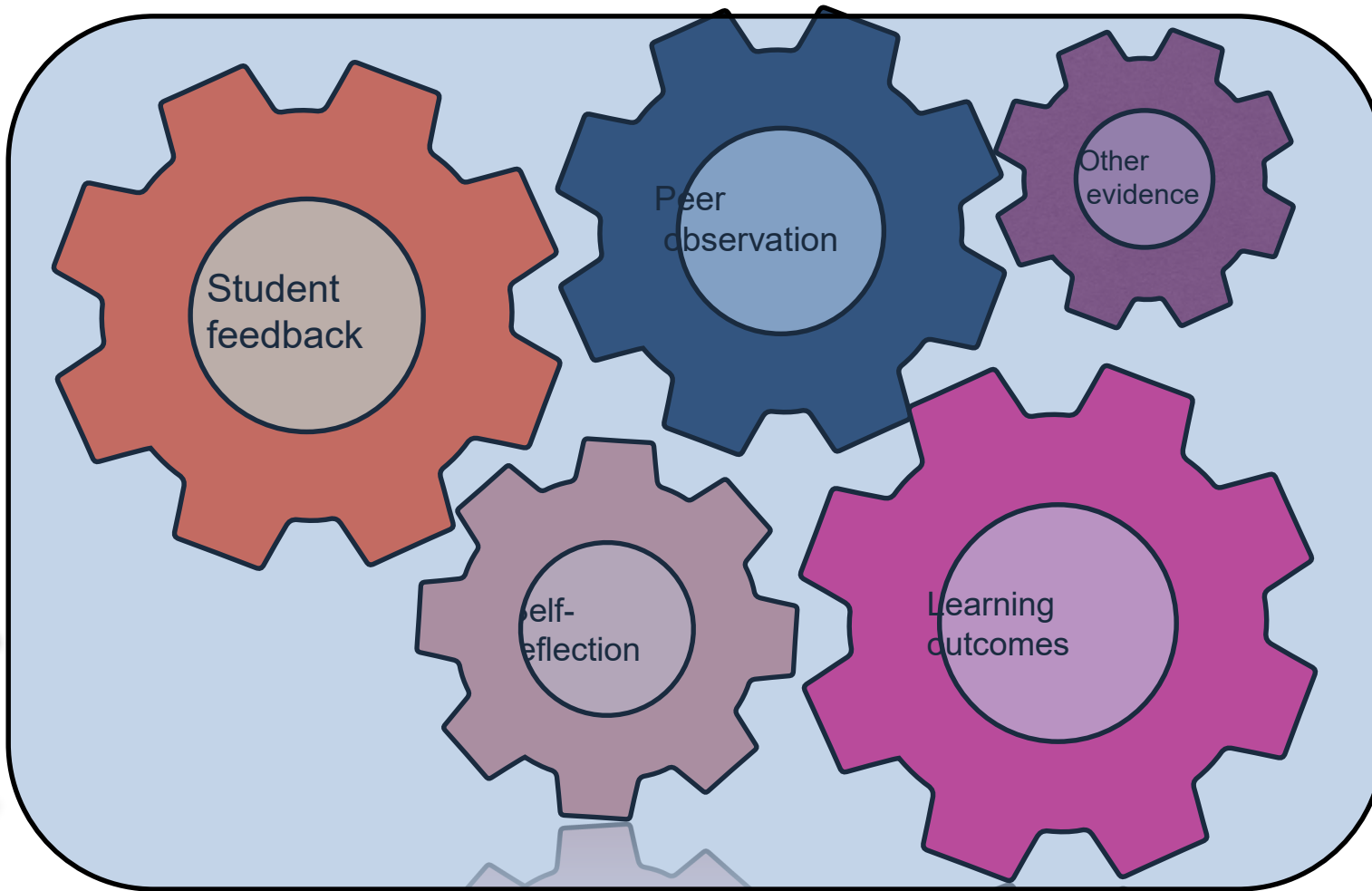
- Letters from community or business collaborators noting the impact of the programs or services Solicited letters from collaborators must be included in section 10.
- Letters from academic collaborators noting the impact and/or methodological rigor of the contributions Solicited letters from collaborators must be included in section 10.
- News reports on service contributions
- Grants secured to support or build on service contributions
- Contracts to support contributions
- Adoptions of programs and materials by other institutions or groups **Prepared by the Candidate**

# Review of Teaching



# Teaching Review

- Extent of teaching
- Course Descriptions
- Student Evaluations
- Individual Student Contact
- Contribution to Innovation & Collaboration
- Teaching Awards/Grants
- Teaching Philosophy (optional)
- Peer Observations (optional for candidate to submit)
- Supporting Docs
  - Syllabi, course content, student comments, student outcomes
- Inclusive curricula & classrooms
  - Universal design principles
  - <https://diversity.arizona.edu/creating-inclusive-classrooms>



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

# Holistic Evaluation of Teaching


- Best Practice focus on multiple sources of teaching quality
  - Student surveys
    - TCE reports generated by department coordinator and given to P & T Committee, candidates do NOT need to provide their TCE reports
    - Candidates may choose to summarize their TCE reports and student comments as part of their candidate statement
  - Peer observation
  - Course Materials
  - Teaching Statement (within candidate statement)
    - Evidence-based learning strategies
    - Inclusive curricula and classrooms
  - Extent of Teaching
    - Courses taught during time in rank
  - Individual Student contact
  - Instructional Innovation and Collaborations
  - Teaching Awards & Teaching Grants
  - Supporting Documentation
    - Syllabi and major assignments
    - Curricular reviews and other contributions



## What Do TCEs Measure?

- Student experiences, perceptions, feelings, self-reflections on their effort and learning, self assessment on performance and expected grade, self efficacy, etc.
- TCEs can measure students' perceptions of instructor and course effectiveness in support of their program completion and perceived learning.

## What Do TCEs NOT Measure?

- Student learning and grades.
  - Research has found that the gender, ethnicity and sexual orientation of faculty can have a significant impact on student evaluations.
- 

# TCE Consultation & Support Services

**Assistance to committees and faculty** accessing & interpreting TCEs.

**Consultation with heads or committees** on

- Using ratings in annual and performance reviews and
- Identifying additional TCE questions to assess curricula and student support.

**Contact:**

**Rebecca Pérez**

Assistant Director, Instructional Data  
Office of Instruction and Assessment


[rperez@email.arizona.edu](mailto:rperez@email.arizona.edu) and 520-626-0536

# **Section 7: Peer Observation DONE BY PEER REVIEW COMMITTEE**

- Separate memo to summarize teaching is **NOT** necessary – please include in your letter
- Use **[Peer Review of Teaching Protocol](#)** to conduct at least one (within 1 year) **teaching observation**.



# Section 7: Nomination for Provost Award DONE BY PEER REVIEW COMMITTEE

- Committees write a **separate memo** to recommend candidates for the **Provost Award for Innovations in Teaching**.
  - Award criteria:
    - innovative teaching strategies
    - active learning strategies and other evidence-based instructional practices
    - well-structured course syllabi with well-defined learning outcomes
    - inclusive teaching strategies and course content to address diverse learning styles and experiences
    - involvement in workshops and collaborative reforms of teaching
    - strong TCE and student comments
    - teaching awards, grants, and other recognized achievements in teaching
    - effective mentoring and advising, including collaborations with students from diverse backgrounds.
- 

# Evaluation Considerations



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# Evaluation

- **Workload Distribution**
- **Unit Criteria for Promotion**
  - Each unit has their own unique promotion guidelines that clarify what is considered of value within their field and what is typical in terms of workload, teaching, and service at each rank.
- **College Criteria for Promotion**
- **Inclusive Scholarship**
  - The University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching.
  - The University values collaboration among colleagues, both externally and internally, and the candidate's contributions to such collaborations will be considered in promotion reviews.
  - Depending on the assigned duties of individual candidates and the criteria of their departments and colleges, promotion reviews may consider original research contributions in peer-reviewed publications as well as integrative and applied forms of scholarship that involve cross-cutting collaborations with business and community partners, including translational research, commercialization activities, and patents.
  - <https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship>

# Publicly Engaged Scholarship

- Publicly Engaged Research and Creative Activities
  - **Type 1. Research—business, industry, commodity group funded.** Sponsored research or inquiry supported through grants or contracts from businesses, industries, trade associations, or commodity groups (e.g., agricultural or natural resources groups) that generates new knowledge to address practical problems experienced by public or practitioner audiences.
  - **Type 2. Research—nonprofit, foundation, government funded.** Sponsored research or inquiry supported through grants or contracts from community-based organizations, nonprofit organizations, foundations, or government agencies that generates new knowledge to address practical problems experienced by public or practitioner audiences.
  - **Type 3. Research—unfunded or intramurally funded applied research.** Community-responsive or community-based research or inquiry that is not funded by a community partner but instead is pursued by faculty through intramural support or as financially unsupported research or inquiry.
  - **Type 4. Creative activities.** Original creations of literary, fine, performing, or applied arts and other expressions or activities of creative disciplines or fields that are made available to or generated in collaboration with a public (non-university) audience.
- 

# Publicly Engaged Service

- Publicly Engaged Service
- **Type 10. Service—technical assistance, expert testimony, and legal advice.** Provision of university-based knowledge or other scholarly advice through direct interaction with non-university clients who have requested assistance to address an issue or solve a problem.
- **Type 11. Service—co-curricular service-learning.** Service-learning experiences that are not offered in conjunction with a credit-bearing course or academic program and do not include reflection on community practice or connections between content and the experience.
- **Type 12. Service—patient, clinical, and diagnostic services.** Services offered to human and animal clients, with care provided by university faculty members or professional or graduate students, through hospitals, laboratories, and clinics.
- **Type 13. Service—advisory boards and other discipline-related service.** Contributions of scholarly expertise made by faculty, staff, and students at the request of non-university audiences on an ad hoc or ongoing basis.
- Publicly Engaged Commercialized Activities
- **Type 14. Commercialized activities.** Translation of new knowledge generated by the university to the public through the commercialization of discoveries (e.g., technology transfer, licenses, copyrights, and some forms of economic development).



# Examining Implicit Bias

*Even the most well-intentioned person unwillingly allows unconscious thoughts & feelings to influence apparently objective decisions.*

-Dr. M. Banaji





**The human brain takes in  
11 million bits of information every second  
but is aware of only about 40bits**



**persistent**     *accidental*     **mental associations**  
Unconscious Choices  
hidden     **stereotyping**  
**blindspots**     *subtle*  
*unintended*     System 1  
“*I really* didn’t  
mean to say that.”     decisions     **short cuts**  
**snap judgements**



## Over 30 years of research

- White Resumes receive more callbacks in hiring (Bertand & Mullainathan, 2004)
- Faculty reviewers rate female applicants lower than male applicants even when their applications were identical (Moss-Racusin et al., 2012).
- Lawyers rated African American male writing with lower average score and identified more spelling and grammar errors compared to an identical application of a White male.
- Increase in female hires in orchestras when using full or partial blind auditions (Goldin & Rouse, 2000)
- Peer reviewers assumed that women had less scientific competence compared to males with same credentials and qualifications (Wenneras & World, 1997)
  - Females had to publish 3 extra papers in high impact journals or 20 extra papers in excellent but less prestigious journals.



# **Raise Your Own Awareness Implicit Association Test (IAT)**


The IAT measures the strength of associations between concepts (e.g. Males with Career, Women with Family) and evaluations (e.g. good, bad) or stereotypes (e.g. assertive, caring).

**YOU CAN TRY IT!**

(<https://implicit.harvard.edu/implicit/takeatest/html>)



# Clear Evidence of Implicit Bias

- Implicit biases form a cognitive short hand system; we do not have the brain power to make every decision from ground zero.
  - Implicit biases do not necessarily align with our declared beliefs, intentions or our actions.
  - We are good at noticing implicit bias in others; ourselves, not so much.
- 

# Biases in Descriptive Words & Phrases

- Words & Phrases Matter
  - Gendered adjectives: women: caring/compassionate vs. men: successful
  - Using first names for women and minorities but using titles for men
  - Doubt raisers/negative language for underrepresented groups (although . . . ; while not the best . . .)
  - Potentially negative language (“requires only minimal supervision”)
  - Faint praise (“worked hard on projects assigned”)
  - Hedges (“responds well to feedback”)
  - Irrelevancy (e.g. hobbies)
  - Unnecessarily invoking stereotypes




# **Common Cognitive Errors to Avoid Throughout the Hiring Process**

- Expedience Bias
- Prove-It-Again (PIAs)
- Cloning



# Expedience Bias

**Snap judgements** about the candidate and their work based on insufficient evidence.


- **Intuition:** “If it feels right, it must be true.” “I trust my gut on this.” “It’s a good fit!”
  - **Confirming:** Finding evidence that confirms one’s initial or unfounded beliefs and ignores evidence that does not support those beliefs.
  - **Availability:** Making a decision based on information most readily accessible (comes to mind quickly) instead of objective or evidence-based information
  - **Anchoring:** Relying too heavily on first impressions instead of objective or evidence-based information
- 

# Prove-It-Again (PIA)

- PIA is a common cognitive error that asks groups stereotyped as less competent to prove themselves over and over.
- Their work and behavior may be more closely scrutinized during the search process.
- In Higher Education, groups will typically include women, people of color, individuals with disabilities, older faculty, LGBTQ faculty.
- For those surrounded by a PIA negative stereotype, “far more evidence is required for a reviewer to be certain that an individual possesses an *unexpected* attribute.”



# Cloning Short Cuts


- Replicating oneself by favoring someone with similar attributes, background, race, gender, status, experience, age, etc.
  - Seeking safety in status quo
  - People are highly motivated to feel good about themselves and to see similar others in the best possible light.
  - Cloning biases are linked to protecting one's own group - *ingroup* favoritism.
  - Negative perception of those who are different from you - *outgroup* behavior.
- 

# Additional Biases

- Raising the Bar for underrepresented groups
- Halo Bias: One strength becomes overall positive rating for majority group
- Negatives may be written off or ignored for majority group and overemphasized for underrepresented group



# Tips: Minimizing Bias in the Review Discussions

- **Avoid snap judgements:** Slow down, question your thinking
  - **Be alert to the roles** of PIAs, Stereotyping, Cloning, Raising-the-Bar, Expedience biases, and other unconscious short cuts
  - **Activate egalitarian goals:** Align your behavior with your best intentions. Research shows that internal motivation to be fair can typically outperform our implicit biases
  - **Take the IAT,** ask committee members to take the test
  - **Maintain consistency** in the assessment and decision-making process for all promotion candidates. If you waive objective structures, so do consistently.
  - **Require evidence** to back up and defend decisions from yourself and from others. Take notes.
  - **Gather perspectives** from all committee members to add clarity.
  - **Remain humble**
- 

# Communication Tips

## Questioning one another as a matter of practice

- **Agree** to hold each other accountable through civil and respectful communication
- **Act** as a mirror for one another; e.g. Help me to understand what you meant by. . . I understood it this way . . .
- **Address** comments that perpetuate inequity. Consider the consequences of not speaking up.
- **Ask** questions to clarify misinterpretations or misunderstandings of others. Ask questions of yourself.



# Review Promotion and Tenure System

Asya Roberts



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# What is Interfolio Review, Promotion & Tenure?

## Review Promotion and Tenure (RPT)

Interfolio Review, Promotion & Tenure is an online system for carrying out formal faculty reviews in a shared governance context (including tenure, promotion, sabbatical leave, merit review, and any other sequential review), built to help academic institutions ensure that these processes are transparent, equitable, efficient, and well documented.

In addition, maintaining the integrity and consistency of the review process and increasing the visibility of reviews to better manage or eliminate common procedural errors.



Why?

## Review Promotion and Tenure (RPT)

- A need for a document sharing and evaluation tool to conduct online review with less paper output.
- Maintain a consistent and transparent process for all types of faculty promotion reviews.
- Management or elimination of procedural errors.
- Give back time to faculty and committee members after training and implementation of the systems for all reviews processes.
- Most efficient system that can closely imitate our current processes for promotion reviews from department or units through to the final decision.



## Timeline for Implementation

### Review Promotion and Tenure (RPT)

- Pilot with university-level review of dossiers for continuing status and tenure track faculty submitted in 2019-2020.
- Training for department, unit and college level coordinators, heads/directors and committee members to begin use of RPT for 2020-2021 reviews.
  - Career-track promotions, continuing and tenure track promotions (including 3<sup>rd</sup> year retention, 6<sup>th</sup> year mandatory reviews and promotion to full)
- Training for faculty candidates going up for 2021-2022 will begin in Fall 2020 to implement the candidate submission process directly to RPT.



# Review Promotion and Tenure (RPT)

## Implementation Timeline

Review Type / Year	Mar '20	Apr '20	May '20	Jun '20	Jul '20	Aug '20	Sep '20	Oct '20	Nov '20	Dec '20	Jan '21	Feb '21
P&T and Con't Status Reviews in 2019-2020	University Committee Training/ Implementation											
P&T, Con't Status, 3rd Yr, and Career Track Reviews in 2020-2021	Training for Department Unit / College Coordinators, Department, Unit/ College Committee Reviewers, Director and Heads					Training for Department, Unit / College Directors and Heads and Committee Reviewers						
P&T, Con't Status, 3rd Yr, and Career Track Reviews in 2021-2022						Faculty Trainings for Dossier Submission Process						



## More on Timeline

### Review Promotion and Tenure (RPT)

- **2020-2021 – Department, unit and college levels will conduct reviews of candidates in RPT.**
  - This includes departments and units uploading the candidates materials to begin the review process.
- **2021-2022 – Candidates will submit dossier materials directly into the RPT system.**
  - Departments, units, colleges and university level will continuing to conduct reviews of materials in RPT.



## Review Promotion and Tenure (RPT)

### Overview

## Login to RPT

**Once cases are available for review, login to view the case materials.**

Review Promotion and Tenure:

<http://www.data180.com/faculty180/arizona>

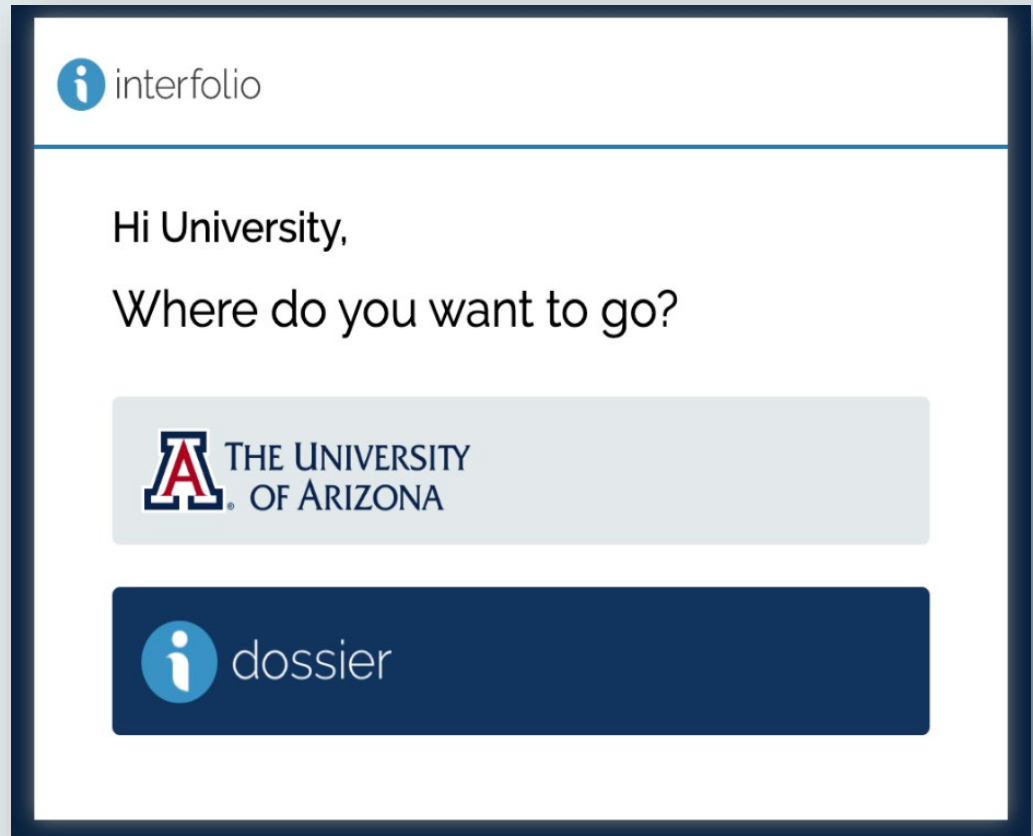
Login using your UA Net ID and password.



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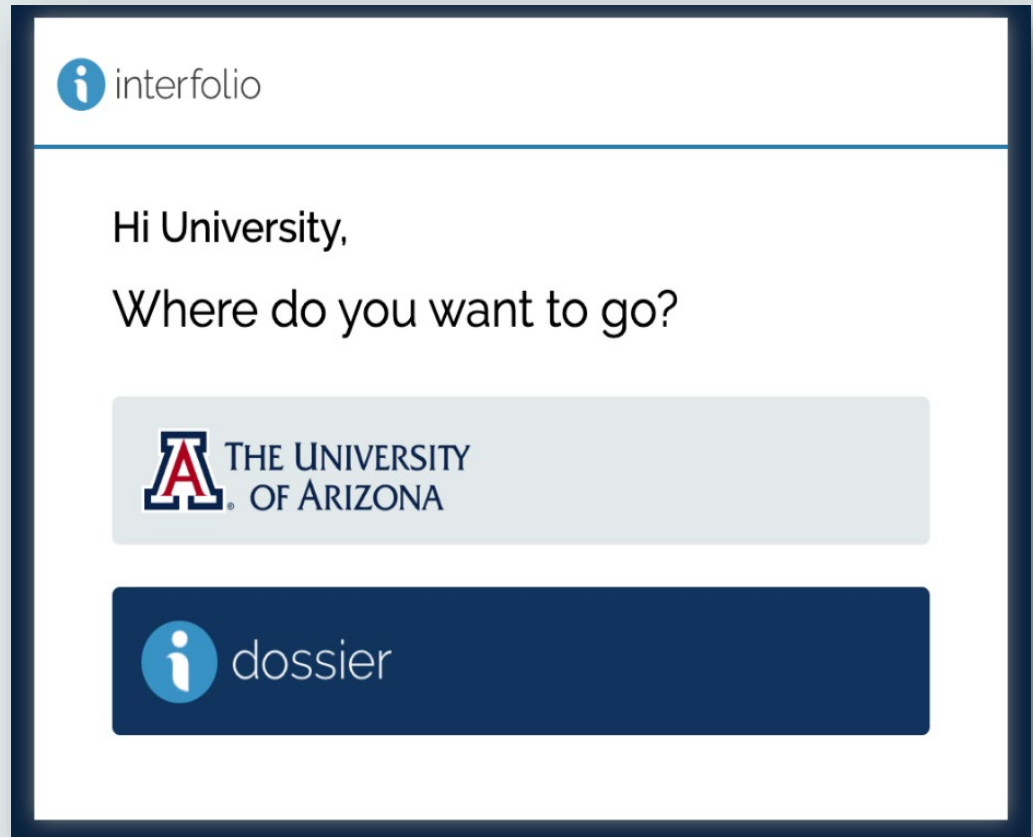
## Review Promotion and Tenure (RPT)

On your **first login**, you will be asked if you want to go to your **Dossier** account or to the institutional products from Interfolio.



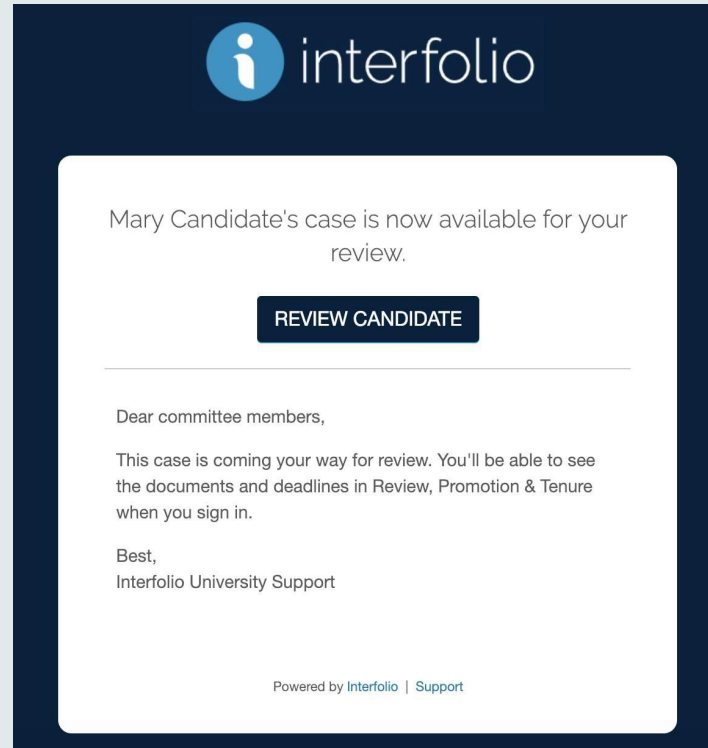
## Review Promotion and Tenure (RPT)

**Dossier** is a private and free space to store documents. Simply ***select*** the area you would like to proceed on this screen.



## Review Promotion and Tenure (RPT)

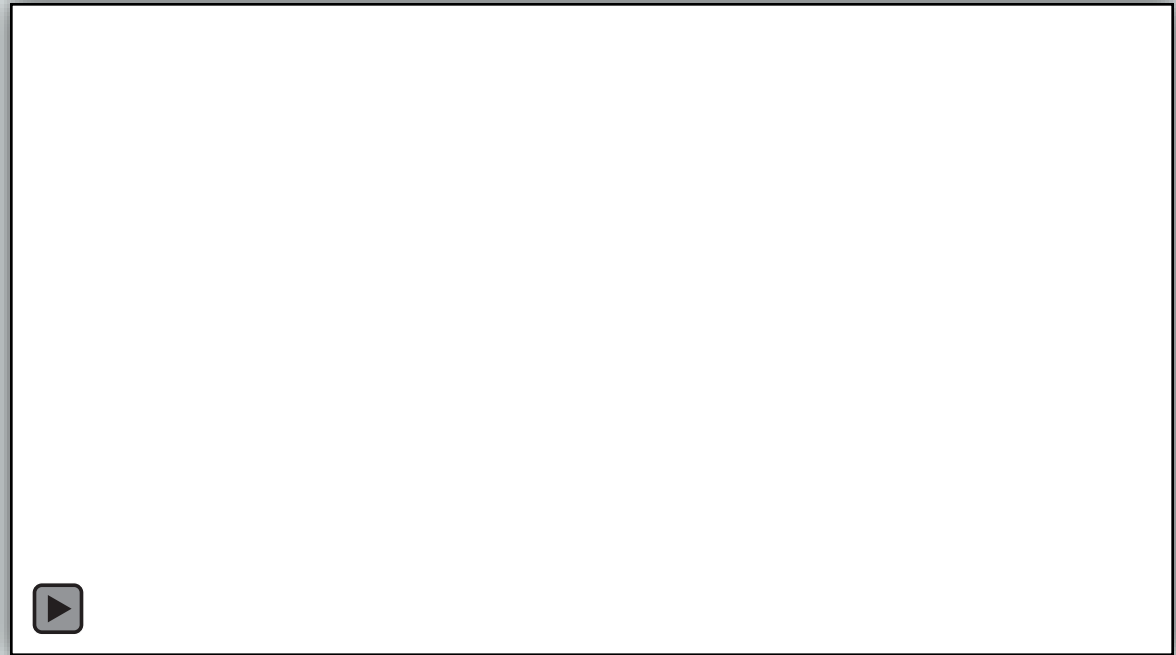
When cases are ready for review, you may receive an email notice.



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## Review Promotion and Tenure (RPT)

After login, you can access the dossier by selecting “Cases” or clicking the name of the candidate in “Your Action Items” menu.



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## Review Promotion and Tenure (RPT)

Case materials are organized into two main parts:

➤ **Candidate Dossier (or Packet)**

➤ **Internal Sections**

Welcome back, George Committee Member

### Your Action Items

Mary Candidate

School of Education | Review | 3rd Year Review (Tenure-Track) | Review, Promotion and Tenure



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## Review Promotion and Tenure (RPT)

Case materials are organized into two main parts:

➤ **Candidate Dossier (or Packet)**

➤ **Internal Sections**

For the 2020-2021 review period, under the 'Case Materials' or dossier sections will be organized as:

➤ **Candidate Dossier (or Packet)**

➤ Sections 01-06, 08 and 09

➤ **Internal Sections**

➤ **Sections 07, 10, and 11**

➤ University Committee Letter

➤ Provost Final Letter



## Review Promotion and Tenure (RPT)

When viewing a case, you will have access to some tools that will be helping for your review.

The '**Case Details**' tab is where you can:

- view the other members of your committee (1)
- view their other committee members comments (2), and
- create and leave your own comments (2)

The screenshot displays the 'Case Details' tab of the RPT system. It shows the user is reviewing as a 'Department Level Committee' member. The 'Required Documents' section indicates that 1 document is missing. The 'Departmental Review Summary' section is currently empty. The 'Committee Members' section lists five members: Frank Jens, Fran Jones (Manager), Randall Bach, Elizabeth Banks, and Robert Badas. The 'Conversation' section shows one comment by Elizabeth Banks regarding 'Michael's next book project L...'. The 'Voting Results' section is partially visible at the bottom.

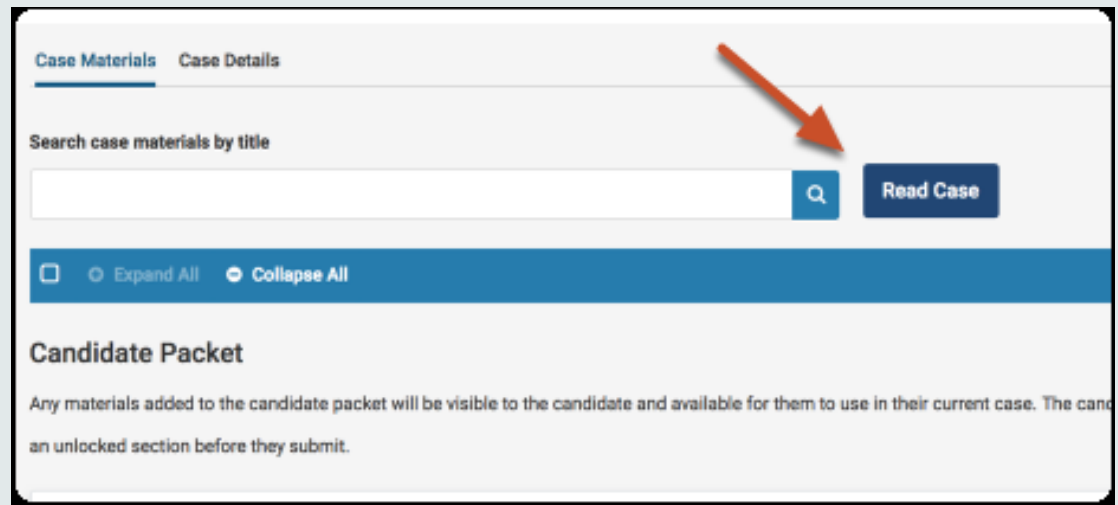
Name	Email	Role
Frank Jens	fjens@demo.edu	
Fran Jones	jones@demo.edu	Manager
Randall Bach	bil4short@mailinator.com	
Elizabeth Banks	lizbanks@interfolio.com	
Robert Badas	rbadas@mailinator.com	



## Review Promotion and Tenure (RPT)

On the '**Case Materials**' tab of the case page, you can **read** or **download** documents for the case.

Click the '**Read Case**' button to begin.



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## Review Promotion and Tenure (RPT)

The case materials are viewed in the **internal viewer** in RPT.

The screenshot displays a web interface for reviewing case materials. At the top, the name "Michael Bishop" is visible, along with a "Return to Case" button. Below the name is a navigation menu with options like "Packet" and "Annotations". A sidebar on the left lists categories: "CANDIDATE DOCUMENTS", "CV", "Publication", "Publication 2", "TEACHING EXPERTISE", "MIGRATED CASE MATERIALS", "COMMITTEE DOCUMENTS", and "EXTERNAL EVALUATIONS". The main content area shows a document titled "Sarah Black Ph.D." with contact information: "122 main St, Arlington, DC 20001", "202-223-3333", and "sblack@history.edu". The document is divided into sections: "EDUCATION", "TEACHING EXPERIENCE", and "PROFESSIONAL AFFILIATIONS". The "EDUCATION" section lists degrees from The Graduate Center, City University of New York, NY; Drew University, Madison, NJ; and College of St. Rose, Madison, NJ. The "TEACHING EXPERIENCE" section lists roles at Hunter College, New York, NY; Fashion Institute of Technology, New York, NY; and New Jersey City University, Jersey City, NJ. The "PROFESSIONAL AFFILIATIONS" section lists the Board of Directors, New York Military Affairs Symposium (NYMAS), and the American Historical Association. At the bottom of the viewer, there are navigation controls: "Previous Material", "1 / 3", and "Next Material".



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## Review Promotion and Tenure (RPT)

You can **add annotations** on the materials as you review.

The notes will appear on their own tab and can be exported.

Edward Angerer

☰

Packet Annotations

Search 🔍

CV 2013 MUSIC.docx Oct 26, 2016 at 8:23 PM  
These are from a joint appointment .

CV 2013 MUSIC.docx Oct 26, 2016 at 8:24 PM  
Bob was concerned about the service record. Need more information.

- ENWR 110: Acceler
- ENWR 110: Acceler
- MUSI 207B-1: The I
- ENWR 110: Acceler
- ENWR 110: Acceler

Graduate Teaching Assi

- MUSI 207: Roots M
- EDIS 287: Study Ski
- MUSI 208: African A
- MUSI 207: Roots M
- MUSI 212: The Histo
- MUSI 207: Roots M
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Guest Lectures and Sub

## Review Promotion and Tenure (RPT)

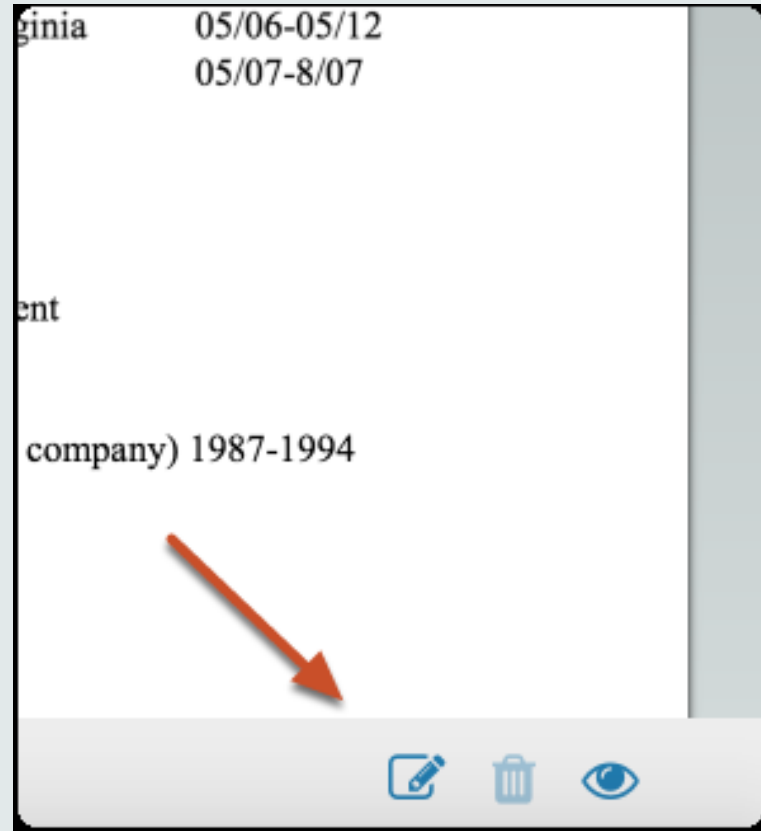
**Annotations** are added by clicking the lower right corner of the viewer.

Notes can be

- **Viewed**
- **Edited** and
- **Deleted**

by clicking the icons in the lower right corner

These are only available to the reviewer that created them. **No one else can view them in RPT.**



## Review Promotion and Tenure (RPT)

Training materials for **Reviewers (Heads/Directors and Committee Members)** using RPT can be accessed here:

<https://product-help.interfolio.com/m/33238>



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If you have any questions,  
please contact  
**Faculty Affairs.**

## Questions? Contact Us

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Asya Roberts

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