

In April 2013, the Faculty Senate at the University of Arizona approved the revision of the university's criteria for promotion and tenure and for promotion and continuing status. These revisions were developed in collaboration with the University P&T committee co-chaired by **Professors Peter Lance and Marie-Pierre Le Hir and the University Continuing-Status Committee chaired by Professor E. Charles Adams. The revisions were proposed to the Faculty Senate by the Academic Personnel Policy Committee chaired by Michael Brewer.**

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# University of Arizona

## Promoting an Inclusive View of Scholarship

Promotion & Tenure

<http://facultyaffairs.arizona.edu/content/promoting-inclusive-view-scholarship>

Promotion Dossier Templates ([P&T](#) or [CS&P](#))

[Guide to the Promotion Process](#) (PDF)

[Cover memo initiating 2013-14 P&T/CS&P process](#) (PDF)

[Promoting an Inclusive View of Scholarship](#)

[Suggested Format for CV](#) (PDF)

[The Promotion Dossier Workshop](#) (Video)

[Workshop Presentation](#) (PDF)

[Teacher Course Evaluations Guide](#) (PDF)

[Find Out More](#)

In April 2013, the Faculty Senate at the University of Arizona approved the revision of the university's criteria for promotion and tenure and for promotion and continuing status. These revisions were developed in collaboration with the University P&T committee co-chaired by Professors Peter Lance and Marie-Pierre Le Hir and the University Continuing-Status Committee chaired by Professor E. Charles Adams. The revisions were proposed to the Faculty Senate by the Academic Personnel Policy Committee chaired by Michael Brewer.

These revised promotion criteria set out an "inclusive view of scholarship":

Promotion and tenure require excellent performance and the promise of continued excellence in 1) teaching, 2) service, and 3) research, creative work, and scholarship. The University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. Given this perspective, promotion and tenure reviews, as detailed in the criteria of individual departments and colleges, will recognize 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.

Parallel revisions were also made to our criteria for promotion and continuing status:

Continuing status requires excellent performance and the promise of continued excellence in the candidate's assigned duties, which may include teaching, outreach, service, and research, creative work, and scholarship. The University values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. Given this perspective, continuing status and promotion reviews, as detailed in the criteria of individual units, departments, and colleges, will recognize a wide range of original research-based 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.

These revisions are discussed in the university's *Guide to the Promotion Process*: <http://facultyaffairs.arizona.edu/promotion>

**Promoting an Inclusive Vision of Scholarship** is the proposal from the Academic Personnel Policy Committee of the Faculty Senate to revise the University's promotion and tenure criteria to advance the innovations set out in [President Hart's Inaugural Address](#).

**Models for revising P&T to include the scholarship of engagement** have been developed by these Campus Compact resources:

1. [Rationales for Giving Engaged Scholarship Standing in Research University P&T Processes](#)
2. [Policies for Encouraging and Assessing Engaged Scholarship in P&T Processes](#)
3. [Evaluation Criteria for Assessing Engaged Scholarship in P&T Processes](#)
4. [Demonstrating Quality and Impacts of Engaged Scholarship](#)
5. [Tenure and Promotion Portfolio Exemplars](#)

[Models for campus conversations on revising P&T to include the scholarship of engagement](#) are set out in this presentation on “Convening Constructive Conversations about Engaged Scholarship in Promotion and Tenure”

*Faculty members improve their engaged scholarship through conversation, collaboration, and reflection with other engaged scholars. By working together, faculty members learn from one another the techniques needed to collaborate effectively and respectfully with their public(s), the strategies for publishing engaged scholarship in peer-reviewed journals, and other community and academic skills needed to be successful engaged scholars.*

[A model for a Community-Engaged Scholarship Review, Promotion & Tenure Package](#) has been developed by the Community-Engaged Scholarship for Health Collaborative.

[Evaluation Criteria for the Scholarship of Engagement](#) are available on Scholarship of Engagement Online.

Thomas Miller, “The Academy as a Public Works Project, ” *Academe* (2012). ([PDF](#)) [AAUP Online](#)

## **Selected Research Universities that Have Revised P&T to Integrate the Scholarship of Engagement**

[Texas A&M Tenure Criteria Boosts Flow of Inventions](#)

*Tenure-track professors and researchers at the University of Texas A&M are finding they can get more than royalty payments by commercializing their innovations: it can ultimately help lead to the tenured position they covet.*

[University of Illinois at Chicago](#). (2000). Report of the Task Force on the Scholarship of Engagement

[Michigan State University](#) study of impact of the revisions of P&T in 2001 MSU’s revisions of P&T

[North Carolina State University](#) (2006). Reappointment, Promotion, and Tenure

## Imagining America's Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University

*The Imagining America Tenure Team Initiative was inspired by faculty members who want to do public scholarship and live to tell the tale. Publicly engaged academic work is taking hold in American colleges and universities, part of a larger trend toward civic professionalism in many spheres. But tenure and promotion policies lag behind public scholarly and creative work and discourage faculty from doing it.*

### **Summary Recommendations**

1. Define public scholarly and creative work.
2. Develop policy based on a continuum of scholarship.
3. Recognize the excellence of work that connects domains of knowledge.
4. Expand what counts
5. Document what counts
6. Present what counts: use portfolios.
7. Expand who counts: Broaden the community of peer review.
8. Support publicly engaged graduate students and junior faculty.
9. Build in flexibility at the point of hire.
10. Promote public scholars to full professor.
11. Organize the department for policy change.

## **Engaged Scholarship: Types and Definitions**

Types and Definitions of Publicly Engaged Scholarship are included A Typology Developed by Doberneck, Glass, and Schweitzer (2009):

### **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 Instruction

**Type 5. Instruction—for credit—nontraditional audiences.** Classes and instructional programs that offer student academic credit hours and are designed and marketed specifically to serve those who are neither traditional campus degree seekers nor campus staff.

**Type 6. Instruction—for credit—curricular, community-engaged learning.** Classes and curricular programs where students learn with, through and from community partners, in a community context, under the guidance and supervision of faculty members.

**Type 7. Instruction—noncredit—classes and programs.** Classes and instructional programs marketed specifically to those who are neither degree seekers nor campus staff.

**Type 8. Instruction—noncredit—managed learning environments.** Scholarly resources designed for general public audiences that are often learner-initiated and learner-paced (e.g., museums, galleries, libraries, gardens, exhibits, expositions).

**Type 9. Instruction—noncredit—public understanding, events, and media.** Scholarly resources designed for the general public that are accessible through print, radio, television, or web media. General examples include self-paced educational materials and products (e.g., bulletins, pamphlets, encyclopedia entries, educational broadcasting, CD-ROMs, software, textbooks for lay audiences); dissemination of scholarship through media (e.g., speakers' bureaus, TV appearances, newspaper interviews, radio broadcasts, web pages, and podcasts, if scholarly and readily available to the public); and popular writing in newsletters, popular press, or practitioner-oriented publications.

### 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).

Doberneck, D. M., & Schweitzer, J. H. (2012). *Disciplinary Variations in Faculty Expressions of Engaged Scholarship during Promotion and Tenure*. IARSCLE Conference.

#### Promotion and Tenure

University of Arizona faculty that are tenure eligible faculty are hired as tenure-track faculty and must demonstrate a promise of excellent performance in teaching, service and research to receive tenure.

#### Continuing Status & Promotion

University of Arizona professionals that are continuing eligible require excellent performance and the promise of continued excellence to receive continuing status.

#### Off-cycle Review of Promotion and Tenure & Continuing Status and Tenure

In exceptional circumstances it may be necessary for departments and colleges to review cases for promotion and tenure/continuing status and promotion outside the normal University review schedule.

#### Tenure Clock

A tenure-eligible appointment is for one year and shall not be renewed as a tenure-eligible appointment more than six successive times.

#### Probationary Faculty

Probationary Faculty are faculty on the Tenure Eligible or Continuing Eligible tracks prior to receiving tenure or continuing status.

## Promotion & Tenure

The Promotion and Tenure policies and procedures are supervised by the Associate Provost for Faculty Affairs. University of Arizona faculty that are tenure-eligible faculty are hired as tenured track faculty. A [Guide to the Promotion Process](#) is provided for tenure-track faculty, mentors, directors, and heads. The [Guide](#) provides practical advice on matters such as drafting candidate statements and using annual reviews to prepare for P&T. The Guide also provides essential information on basic policies, for example, [applying for delays in the promotion time clock](#).

### Process

- Each April the Associate Provost for Faculty Affairs initiates the promotion and tenure process by conducting a workshop and updating the [Guide to the Promotion Process](#) and the templates for dossiers. A [PowerPoint Presentation](#) (PDF) is created for faculty and staff in preparation of the following year's Promotion & Tenure and process.

### Instructions

- It is essential that faculty and staff carefully follow their departmental and college level guidelines to ensure a seamless Promotion and Tenure process and a complete and accurate dossier.

### Policies

#### [Promotion & Tenure Policies UHAP3.11](#)

- Each department and college establish a standing committee on faculty status to advise the department head and dean before the recommendations are routed to the University standing committee and the Office of the Provost. Promotion and tenure decisions of tenure-eligible faculty shall involve the following levels of review:
  - Departmental Standing Advisory Committee on Faculty Status (where the department contains sufficient personnel to warrant such a committee)
  - Department Head
  - College Standing Advisory Committee on Faculty Status
  - Dean of College
  - University Standing Advisory Committee on Faculty Status
  - Provost

**P&T Forms (PDF)** For faculty with "Professor" in their titles.

- [Dossier Sections 1-11](#)
- [Dossier Section 1](#): Summary Data Sheet
- [Dossier Section 2](#): Summary of Candidate's Workload Assignment
- [Dossier Section 3](#): Departmental & College Promotion & Tenure Criteria
- [Dossier Section 4](#): Curriculum Vitae & List of Collaborators

- [Dossier Section 5](#): Candidate Statement
- [Dossier Section 6](#): Teaching Portfolio
- [Dossier Section 7](#): Evaluation of Teaching & Advising
- [Dossier Section 8](#): Optional Service and Outreach Portfolio
- [Dossier Section 9](#): Membership in Graduate Interdisciplinary Programs
- [Dossier Section 10](#): Letters from Outside Evaluators and Collaborators
- [Worksheets](#) for Outside Evaluators [Additional Pages: [Page 3](#), [Page 4](#)]
- [Dossier Section 11](#): Recommendations for Promotion and/or Tenure
- [Appendix A](#): Checklist for Shared Appointments
- [Appendix B](#): Sample of Department Criteria for Promotion and Tenure
- [Appendix C](#): Guidelines for Acknowledgment and Evaluation of Faculty Participation in Graduate Interdisciplinary Program Activities in the Promotion and Tenure Process ([doc](#))
- [Appendix D](#): Sample Letter to Outside Evaluators
- [Appendix E](#): Sample Letter for Research Collaborator and Professional Client, or Other Community Collaborator

## Appeals

### [Appeals UHAP 3.12.08](#)

In cases where the faculty member has not been renewed and/or his or her promotion and tenure decision has been denied, the faculty member may appeal the decision to the President. Appeals must be filed in writing with the Office of the President within 30 days after notice of the Provost's decision.

A faculty member or professional employee who receives an adverse decision from the Provost relating to either tenure or promotion or continuing status may have access to his or her promotion and tenure or file at a time and place designated by the Office of the Executive Vice President and Provost. The names and any information that would reveal the identity of any outside reviewers or students will be redacted from the file prior to being presented for review. No copies may be made of any of the contents of the file. The faculty member or professional employee may take handwritten notes, but may not transcribe, copy, photograph, scan or otherwise record verbatim any document in the file. The faculty member or professional employee must sign a pledge of confidentiality in which he or she agrees to protect the confidentiality of the contents of the file prior to receiving access.

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## Continuing Status & Promotion

Continuing status requires excellent performance and the promise of continued excellence.

### Process

- Each April the Associate Provost for Faculty Affairs initiates the continuing status and promotion process by conducting a workshop and updating the [Guide to the Promotion Process](#) and templates for dossiers. A [PowerPoint Presentation](#) (PDF) is



created for faculty and staff in preparation of the following year's Continuing Status & Promotion process.

### **Instructions**

- It is essential that faculty and staff carefully follow their departmental and college level guidelines for a seamless Continuing Status and Promotion process.

### **Policies**

#### [Continuing Status and Promotion UHAP 4.10](#)

Each department and college establish a standing committee on faculty status to advise the department head and dean before the recommendations are routed to the University standing committee and the Office of the Provost.

**CS&P Forms (PDF)** For faculty without "Professor" in their titles (Examples: Agents, Librarians, & Scientists)

- [Dossier Sections 1-11](#)
- [Dossier Section 1](#): Summary Data Sheet
- [Dossier Section 2](#): Summary of Candidate's Workload Assignment
- [Dossier Section 3](#): Departmental & College Continuing Status & Promotion Criteria
- [Dossier Section 4](#): Curriculum Vitae & List of Collaborators
- [Dossier Section 5](#): Candidate Statement
- [Dossier Section 6](#): Teaching Portfolio (Revised 2013)
- [Dossier Section 7](#): Evaluation of Teaching & Portfolio (New 2013)
- [Dossier Section 8](#): Service and Outreach Portfolio (New 2013)
- [Dossier Section 9](#): Documentation for Interdisciplinary Candidates (Revised 2013)
- [Dossier Section 10](#): Letters from Outside Evaluators
- [Worksheets](#) for Outside Evaluators. [Additional Pages: [Page 3](#), [Page 4](#)]
- [Dossier Section 11](#): Recommendations for Continuing Status and/or Promotion
- [Appendix A](#): Checklist for Shared Appointments
- [Appendix B](#): Sample of Department Criteria for Promotion
- [Appendix D](#): Sample Letter to External Evaluator
- [Appendix E](#): Sample Letter to Collaborator

### **Appeals**

#### [Appeals UHAP 4.16](#)

A faculty member or professional employee who receives an adverse decision from the Provost relating to either tenure or promotion or continuing status may have access to his or her promotion and tenure or file at a time and place designated by the Office of the Executive Vice President and Provost. The names and any information that would reveal the identity of any outside reviewers or students will be redacted from the file prior to being presented for review. No copies may be made of any of the contents of the file. The faculty member

or professional employee may take handwritten notes, but may not transcribe, copy, photograph, scan or otherwise record verbatim any document in the file. The faculty member or professional employee must sign a pledge of confidentiality in which he or she agrees to protect the confidentiality of the contents of the file prior to receiving access.

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## **Off-cycle Review of Promotion and Tenure & Continuing Status and Tenure**

In exceptional circumstances, due to retention or pre-emptive situations, it may be necessary for department and colleges to review cases for promotion and tenure/continuing status and promotion outside the normal University review schedule. The Department Head, with the endorsement and approval of the College Dean must seek permission from the Executive Vice President and Provost or his/her designee to initiate a candidate's promotion and tenure review outside the normal University review cycle. The Department Head and College Dean must articulate the circumstances prompting the request for an off-cycle review.

Having received permission to conduct an off-cycle review, both the Department and the College must follow their normal review process for reviewing promotion and tenure/continuing status and promotion. This includes requesting and providing the requisite number of letters from external reviewers as set forth in the University of Arizona P & T and CS & P guidelines.

The College forwards the recommendations and appropriate documentation to the Associate Vice Provost for Faculty Affairs. The Associate Vice Provost for Faculty Affairs, together with the Executive Vice President and Provost will determine the final outcome of the review.

The agreement to offer Expedited Reviews is not to be included in letters of offer to potential hires. Only the Executive Vice President and Provost or his/her designee can approve the initiation of a candidate's promotion and tenure review outside of the normal University review cycle.

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## **Tenure Clock**

The University Handbook for Appointed Personnel, Section 3.06 provides that the period of tenure eligibility does not include leaves of absence without pay unless specifically provided otherwise by the Provost. For example, a faculty member who takes a full year leave of absence during the third year would not be reviewed for tenure until the seventh year at the University thereby creating a change to the tenure clock.

On rare occasions an individual may wish to take a leave of absence without pay during his or her sixth year, when the tenure review would normally take place. The review focuses on the candidate's achievements prior to the beginning of the sixth year, and the candidate's preparation of tenure packet materials must normally be completed prior to the beginning of the sixth year. Hence, there is usually no reason to defer the tenure review beyond the sixth year even though the candidate is on leave during that year.

The Provost normally will not extend the period of tenure eligibility for faculty members who are on leave of absence without pay during the year in which they are scheduled for tenure review. The department and the dean must ensure that the tenure candidate receives a timely notification of actions taken at the various stages of review as provided by UHAP Section 3.15.

[Tenure Clock Delay](#)

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## **Probationary Faculty**

- The [third-year review](#) is mandatory for all probationary tenure-eligible and continuing-eligible faculty.
- There is an [additional component required](#) in the annual performance reviews for all probationary faculty.