



Understanding the Promotion Process

Presented by

**The Faculty Appointment, Promotion, &
Tenure (FAPT) Committee**



THE UNIVERSITY OF ARIZONA

College of Nursing

Latest version

4/17/2026

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Faculty dossier due date: DEPENDS ON TRACK

June 1st:

- **TT faculty going up for third year review**
- **TT faculty going up for promotion and/or tenure**

July 31st:

- **CT faculty (both lecturer and professorial) going up for promotion**



**TALK TO YOUR DIVISION HEAD FAR IN
ADVANCE!**

I want to explore promotion, how do I start?

How many years in service do I need?

- **Career Track:** minimum of 3 full years in Assistant Clinical Professor rank at the CON before promotion to Associate.
- **Tenure Track:** Assistant Professor required to engage in 3-year review; submit materials for tenure and promotion to Associate Professor in Year 5. ([Clock delays can be requested.](#))
- For both tracks, promotion timeline to Full is variable.

TALK TO YOUR DIVISION HEAD FAR IN ADVANCE!



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I want to explore promotion, how do I start?

COLLEGE OF NURSING GUIDELINES FOR PROMOTION

<https://nursing.arizona.edu/resources/appointment-promotion-guidelines>

Links to CON Appointment, Promotion, and Tenure
criteria for CON Faculty

Links to University Office of Faculty Affairs

All colleges have their own criteria!

The criteria drive the process!

**TALK TO YOUR DIVISION HEAD FAR IN
ADVANCE!**



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I want to explore promotion, how do I start?

BOOKMARK THE UNIVERSITY FACULTY AFFAIRS WEBSITE!

<https://facultyaffairs.Arizona.edu/about-promotion>

Links to upcoming workshops and archived resources

DOSSIER TEMPLATES

NOTE: Use the correct template for your track! CT and TT are similar but not identical.

NOTE: Lecturer track promotion is a College process, consult CON promotion website for information

TALK TO YOUR DIVISION HEAD FAR IN ADVANCE!

I want to explore promotion, how do I start?

Before engaging in the promotion process

- **Self evaluation**: At hire, annually, and at least one year before you want to go up, review the promotion guidelines and evaluate your readiness for promotion. Consider time in rank. Discuss with Division Chair.
- **Attend the workshops for promotion** preparation offered by the Office of Faculty Affairs (live, virtual, or recorded)
- **Meet with your Division Chair** to discuss readiness for promotion (often done at the annual report discussion), submit intent to submit dossier form to your chair by March 15
- **Send your intent to engage in the promotion process** to Evella Jones by April 1
- **Collaborate with your Division Chair** to obtain a peer review of teaching (must be within the year prior to submitting your dossier, which is why you want to plan ahead!)
- **Engage a mentor** to support your process
- **Update your Curriculum Vitae**
- **Work on your statement** as soon as possible – this may take several iterations and should not be left until the end! (Tips for crafting statements to follow...)

I want to explore promotion, how do I start?

**Preparation
and mentors
are the key to
successful
promotion**



- Ask your Division Chair and/or your Program Director who might be a good promotion mentor
- Ask a person who has recently gone through the promotion process or has previously served on FAPT
- Mentors can:
 - Critique your promotion packet
 - Help you shape your personal statement
 - Advise you about the process
- **NOTE: FAPT committee members can consult with you about general process but can't review your promotion materials in detail.**

**TALK TO YOUR DIVISION HEAD FAR IN
ADVANCE!**

I am preparing for promotion. What is the process?

The sections of the dossier are completed by different parties. The University website outlines who is responsible for what.

Dossier Team:

- Candidate
- Division Chair
- CON Faculty Affairs Team (ADAFA and Administrative Support)
- FAPT is not involved in constructing the dossier!



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I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 1 – Summary Data Sheet

CAREER TRACK PROMOTION 2024-2025

SECTION 1: SUMMARY DATA SHEET

DATE: _____

NAME: _____

PREFERRED PRONOUNS: _____

CURRENT TITLE: _____

HOME DEPARTMENT: _____

COLLEGE: _____

CAMPUS ADDRESS: _____

UA BUILDING: _____ ROOM # _____ PO BOX# _____

TERMINAL DEGREE: _____ MONTH/YEAR OF TERMINAL DEGREE: _____

YEARS IN CURRENT RANK: _____

TITLE FOR WHICH YOU ARE APPLYING: _____

TITLE SERIES:

LECTURER CLINICAL PROFESSOR RESEARCH PROFESSOR PROFESSOR OF PRACTICE

REVIEW TYPE AND TITLE:

<input type="checkbox"/> PROMOTION TO SENIOR LECTURER	<input type="checkbox"/> PROMOTION TO ASSOCIATE CLINICAL PROFESSOR	<input type="checkbox"/> PROMOTION TO ASSOCIATE RESEARCH PROFESSOR	<input type="checkbox"/> PROMOTION TO ASSOCIATE PROFESSOR OF PRACTICE
<input type="checkbox"/> PROMOTION TO PRINCIPAL LECTURER	<input type="checkbox"/> PROMOTION TO FULL CLINICAL PROFESSOR	<input type="checkbox"/> PROMOTION TO CT FULL RESEARCH PROFESSOR	<input type="checkbox"/> PROMOTION TO CT FULL PROFESSOR OF PRACTICE

CT TRACK TRANSFER TO:

<input type="checkbox"/> CT LECTURER	<input type="checkbox"/> ASSISTANT CLINICAL PROFESSOR	<input type="checkbox"/> ASSISTANT RESEARCH PROFESSOR	<input type="checkbox"/> ASSISTANT PROFESSOR OF PRACTICE
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EMPLOYMENT ELSEWHERE AFTER TERMINAL DEGREE

INSTITUTION	DATES	RANK/TITLE
_____	_____	_____
_____	_____	_____
_____	_____	_____

EMPLOYMENT AT THE UA

INSTITUTION	DATES	RANK/TITLE
_____	_____	_____
_____	_____	_____
_____	_____	_____

Reviewed and revised 2/17/2024

Prepared by Department/Unit Head

I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 2 – Summary of Candidate's Workload Assignment

SECTION 2: SUMMARY OF CANDIDATE'S WORKLOAD ASSIGNMENT – CAREER-TRACK FACULTY

FOR:

DEPARTMENT/SCHOOL OF:

Period is current rank only. Duties for the period 2017-2018 through 2024-2025 have been distributed as follows:

Academic Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
FTE Each Year								
Teaching%								
Research, Scholarship and Creative Activity%								
Service% <small>Internal and External</small>								
Administrative Service%								
Clinical Service%								
Extension%								
Other Professional Activities%								
Leave(s)*								
Total	100%	100%	100%	100%	100%	100%	100%	100%

*Do not include percentages for years in which candidates were on leaves without pay and did not have assigned duties. List leaves without pay as "LWOP." This table can be modified if there is a need to include more years within rank.

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/unit. Do not list specific course numbers, student names, etc. This section is non-evaluative.

Requirements to meet departmental expectations for RESEARCH, SCHOLARSHIP or CREATIVE ACTIVITY:

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. This section is non-evaluative.

Requirements to meet departmental expectations for SERVICE:

Example: 20% service, which includes service to the department/unit 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. This section is non-evaluative.

Requirements and description for ADMINISTRATIVE SERVICE, CLINICAL SERVICE, EXTENSION and OTHER PROFESSIONAL ACTIVITIES:

Use [Appendix A](#) for Shared Appointments or appointments in more than one unit and [Appendix C](#) for participation in GIDPs and other interdisciplinary units. This section is non-evaluative.

Candidate's Signature

Department Head's Signature

Date

Additional Pages Attached

Revised 2/19/2024

Prepared and Signed by Department/Unit Head. Signed by the Candidate.

I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 2A – Work Context* statement by candidate (required for TT, optional for CT)

*Formerly the Covid impact statement

SECTION 2A: WORK CONTEXT STATEMENT - TENURE-TRACK AND CONTINUING TRACK

Candidates are to use this subsection of the dossier to describe the influence of extenuating circumstances on any aspect of their position (e.g., impacts on research, scholarship, creative activities, teaching, service, outreach, clinical service, employment conditions, etc.). Please provide a description (up to two pages, single-spaced, minimum 11-pt font) for this subsection.

To provide a fair review of the quality and impact of work, we will ask reviewers to consider the different work circumstances that faculty have been operating under, and adapting to, during their time in rank. It is important that reviewers are provided with sufficient information to carefully consider fluctuations in the candidate's workload, productivity, impacts and achievements.

Circumstances may include, but are not limited to the following:

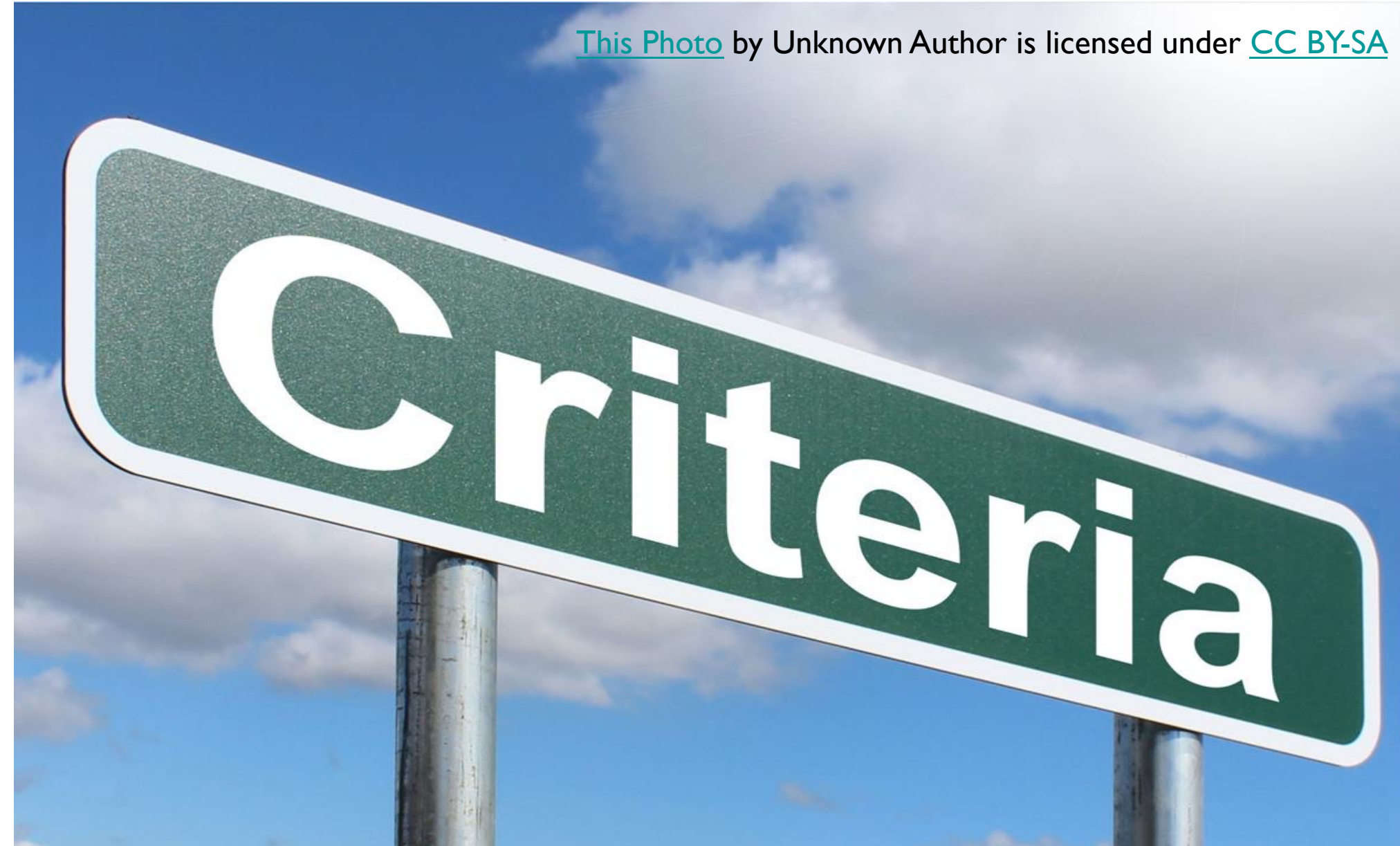
- Changes to teaching modes.
- Additional training for online teaching.
- Mentoring students through crises.
- Access to research labs, facilities, or sites.
- Impacts on anticipated timelines for planned activities.
- Access to research participants and consequences for methodologies or timelines.
- Participation in activities related to COVID-19 pandemic.
- Response times of reviewers for books, journals, or funding.
- Adjustment of teaching or service duties, or other workload changes.
- Additional time spent on teaching, mentoring, student support, service, etc.
- Disruptions to scholarly and creative work.
- Disruptions due to working from home.
- Changes to or pivots in research agenda.
- Changes to research funding.
- Cancellations of seminars, conferences, performances, and/or collaboration visits.
- Lack of available work hours due to external factors.
- Quantity and quality of work time and access to work-related resources.
- Working more hours.

I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 3 – College Criteria for Promotion

Get very familiar with the appropriate criteria for your track and rank!



*Guidelines for Appointment, Reappointment and Promotion and Tenure of
Tenure Track Faculty*

*College of Nursing Criteria for Appointment, Reappointment and Promotion of
Career Track Faculty*

I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 4 – Curriculum Vitae

- Make sure it corresponds to dossier template
- Seek out critique from your mentor(s)



I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 4A – Collaborator List

- Complete this template early in the process
- identify any conflicts of interest with review committee members
- identify any conflicts of interest with outside reviewers.
- Collaborator letters of support to articulate contribution and leadership

SECTION 4A: LIST OF COLLABORATORS

Collaborators and their Organizational Affiliations

Collaborators include all individuals who you have worked **closely and directly** with in the last five years or 60 months preceding the submission of this dossier. This includes individuals who have co-authored books, articles, publications, reports, abstracts, papers, or awarded grant proposals and projects.

Use table to list the name (first and last), institution or organization name, and collaboration type of individuals described in the bulleted points below. Click [here](#) to download table template.

- Collaborators on grants and co-authors on publications, articles, abstracts, and manuscripts from last five years. This does NOT include co-authors of a non-research publication (e.g., review or commentary) or a mega-multi-authored publication with a person with a major role on the project.
- Collaborators on technology transfer, start-up companies, or other entrepreneurial activities.
- Advisors (Thesis, Dissertation and/or Postdoctoral), Mentors or Sponsors (*Advisors are lifetime collaborators without a time limit. Lifetime collaborators also include individuals who have been a candidate's dissertation advisor, mentor, supervisor, co-instructor, or close coworker in a lab, department, or residency program, even if this relationship occurred more than five years prior to the review.*)

I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 4B –

Representative Work

*Optional for Career Track candidates who do not have a research component in their workload.

*Career Track candidates are not reviewed externally

SECTION 4B: REPRESENTATIVE PUBLICATIONS, SCHOLARSHIP AND/OR CREATIVE ACTIVITIES – TENURE TRACK AND CONTINUING TRACK

THIS WILL BE SENT TO EXTERNAL REVIEWERS

Please follow the guidance from the college, department, or unit to upload the **top three to five** items that represent work which was *accepted and/or published* during the current rank. This can include, but is not limited to articles, abstracts, brochures, chapters, manuals, publications, slides, and recordings. Please choose **no more than five** representations.

- Include a **cover page** with a list of the items chosen, as well as a brief summary (3-5 sentences) describing why you chose to highlight this work.
- Upload representative work (top three to five items) to Review, Promotion and Tenure (RPT) system.
 - This section should be limited to **no more than 100 pages combined**.
 - There is a system limit of 100 MB for each file, if uploading separately. Please follow guidance from college, department or unit.
 - PDF is the preferred format for printed materials in RPT.
 - YouTube or Vimeo hosted videos (via URL) can be added. See further instructions on [Add Links to Webpages and YouTube Vimeo Videos to Your Packet](#).
- Please note that student work is FERPA-protected and **cannot** be shared unless it was part of a public performance.

I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 5 – Candidate Statement

- 5 page maximum, 11 pt font minimum, no margin specifications (must be readable in Faculty Portfolio)
- This is an iterative process. Plan time to write, review, and revise often with input from your mentor.
- Ask mentors and colleagues to share their statements.
- Must address all three major domains: teaching, scholarship, service

SECTION 5: CANDIDATE STATEMENT

Candidate Statement of Accomplishments and Objectives (3-5 pages)

For advice on the Candidate Statement, see the *Guide to the Promotion Process for Continuing and/or Tenure Track*: <https://facultyaffairs.arizona.edu/content/guide-promotion-process> or, download the latest pdf for the *Guide to the Career-Track Promotion Process*. Also, view our [Promotion Workshop Schedule](#) for the recorded workshop video for creating a Candidate Statement.

Candidates may also wish to consult the "Inclusive View of Scholarship" in the University's promotion criteria: <https://facultyaffairs.arizona.edu/content/universitys-inclusive-view-scholarship>.

- Signed Statement by Candidate on the **CAREER Track**
The candidate's signature should appear on the last page of Section 5 with the following statement: *Sections 4 and 5 are true and accurate statements of my activities and accomplishments. I understand that misrepresentation in securing promotion on the career track may lead to dismissal or suspension under ABOR Policy 6-201 J.*
- Signed Statement by Candidate on the **CONTINUING Track**
The candidate's signature should appear on the last page of Section 5 with the following statement: *Sections 4 and 5 are true and accurate statements of my activities and accomplishments. I understand that misrepresentation in securing promotion on the continuing track may lead to dismissal or suspension under ABOR Policy 6-302 I.*
- Signed Statement by Candidate on the **TENURE Track**
The candidate's signature should appear on the last page of Section 5 with the following statement: *Sections 4 and 5 are true and accurate statements of my activities and accomplishments. I understand that misrepresentation in securing promotion on the tenure track may lead to dismissal or suspension under ABOR Policy 6-201 J.*

Prepared by candidate

I am preparing for promotion. What is the process?

“The University values an inclusive view of scholarship”

Type	Description
Discovery	Generating new knowledge
Integration	Interdisciplinary connections to synthesize knowledge in new ways
Application	Knowledge application or testing theories
Teaching	Transforming, extending, & transmitting knowledge
Engagement	Translating expertise into policies, practices, and programs

I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 5 – Candidate Statement

- This is not just a recitation of CV items.
- Contextualize your work, Craft a compelling narrative
- **EVERYONE USES THE CRITERIA TO ASSESS YOUR DOSSIER:** external reviewers, FAPT, the Dean, the University committee
- Help them by using the promotion criteria as writing prompts

Teaching/Learning
Clinical Associate Professor
Same as Clinical Assistant Professor, plus evidence of: <ol style="list-style-type: none">1. <u>Demonstrates excellence as an educator</u>, implements innovative teaching/learning strategies and engages in new knowledge acquisition in teaching/learning strategies.2. <u>Demonstrates leadership in College's teaching/learning</u> and quality improvement activities.3. Synthesizes, <u>implements</u>, evaluates and disseminates <u>innovative teaching/learning strategies.</u>

“I demonstrate excellence as an educator by....”

“I have implemented innovated teaching strategies. For example....”

“As the Director of the XYZ Program, I demonstrated leadership in the College’s teaching mission by implementing....”

I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 6 –

Teaching Portfolio and Resources

- “Candidates have the opportunity in the teaching portfolio to represent their teaching through a wide range of information and supporting documentation that demonstrates their teaching quality, outcomes assessment, scholarship in teaching, and innovations in course design. Portfolios may include a statement of teaching philosophy (no more than 3 pages) that is additional to the candidate statement.”

SECTION 6: TEACHING PORTFOLIO AND RESOURCES – TENURE TRACK AND CONTINUING TRACK

Candidates have the opportunity in the teaching portfolio to represent their teaching through a wide range of information and supporting documentation that demonstrates their teaching quality, outcomes assessment, scholarship in teaching, and innovations in course design. Portfolios may include a statement of teaching philosophy (**no more than 3 pages**) that is additional to the candidate statement. The teaching philosophy may include reflection on teaching goals, pedagogical approach, as well as course development or design changes over time. Candidates may use the Leadership Portfolio in Section 7 to document their administrative leadership in curricular reforms beyond their own classes, if applicable. Questions may be directed to facultyaffairs@arizona.edu.

There are two parts to the Teaching Portfolio. Each subsection is submitted separately. Please note, you must use the SCS-Dashboard in UAccess Analytics to download the Instructor | **Promotion and Tenure** summary report formatted for the P&T dossiers.

- **Section 6A - Information on Teaching and Advising** will be forwarded to college/university committees. Please limit to period in rank at the University of Arizona, **except** for **teaching awards and teaching grants**.
 - This section will include SCS/TCE **summary** reports.
 - Please view the brief video tutorial that details [how to download the Student Course Surveys \(SCSs\) reports formatted for P&T dossiers](#). Please note, this Analytics dashboard is different than the dashboard used for Annual Review reports.
- **Section 6B - Supporting Documentation (this section is optional)** will **NOT** be forwarded to college/university committees; this material is summarized in the departmental letters by the department committee and department head.
 - This section will include open-ended SCS/TCE student responses.
 - Section 6B is limited to **no more than 100 pages total**.
 - Please view the brief video tutorial that details [how to download the Teacher Course Evaluations \(TCEs\) reports](#) and open-ended comments collected before Fall 2019.

More information on portfolios is available on [Faculty Affairs' Creating Teaching Portfolios](#).

I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 7 – Portfolio for Leadership, Extension, Service, and Innovation

- **7A – Overview and assessment of service, position effectiveness, innovation or administrative leadership**
- **7B – Supplementary documentation (evidence of impact)**

SECTION 7: PORTFOLIO FOR LEADERSHIP, EXTENSION, SERVICE, & INNOVATION

Candidates can use this section to document the impact of their leadership, service activities, instructional programs, professional activities or applied/translational research activities. This section is for work such as major education programs or activities that demonstrate position effectiveness. While the Portfolio is *optional in career and tenure track reviews*, it is **required in continuing status reviews** to demonstrate position effectiveness. Candidates may consider [The University's Inclusive View of Scholarship](#) and service for examples of activities and methods of documentation for impact, innovation and effectiveness.

Supplementary documentation is for departmental reviews and only includes information for the time period in current rank at the University of Arizona, up to 10 years. Please note supplementary items are not automatically forwarded to college/university committees. *Candidates may request that the department head or committee chair send the Portfolio to independent external reviewers.*

- Leadership activities in any area of work, evidence of impact, effectiveness, or new programs associated with this activity.
- Administrative leaders with high workloads in administrative service can document their impact and effectiveness in their academic department, unit or college.
- Candidates with significant impact and effectiveness in service activities may provide descriptions, evaluations, or examples of work.
- Candidates can document collaborations with business and community partners, tech transfer and commercialization activities, and other forms of innovations in translational research highlighted in the inclusive view of scholarship.
- Examples of new technology, websites, apps, or other forms of tech transfer may be included here.
- Development of new materials may also be included such as courses, on-line materials, guides, instructional guides, binding guides, assessment reports, and documentation of use and impact of materials (access, cost, etc.)
- Exhibits, companion pieces, or companion guides may also be included here.

I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 8 – GIDP

(Graduate Interdisciplinary Departmental Program)

SECTION 8: MEMBERSHIPS IN GRADUATE OR OTHER INTERDISCIPLINARY PROGRAMS

Reviews of candidates who are members of Graduate Interdisciplinary Programs (GIDPS) or involved with other interdisciplinary programs should follow the *Guidelines of Acknowledgment and Evaluation of Faculty Participation in Graduate Interdisciplinary Programs and other Interdisciplinary Units* ([Appendix C](#)). Candidates may also choose to discuss their GIDPs or other interdisciplinary participation in their Candidate Statements.

Description of candidate's membership(s) and contributions to GIDPs or other Interdisciplinary Programs

- Please provide details of relevant activities relating to interdisciplinarity in teaching, research, and/or service.

Prepared by the Candidate

REMINDER – If the candidate completes Section 8, both documents in Section 8A are required.

I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 9A – Evaluation of Peer Observation of Teaching

- Division Chair assigns the reviewer – a faculty at a rank above the applicant’s current rank
- Use the appropriate evaluation form
- Must be within the year proceeding the dossier submission
- Courses can be evaluated only once, no repeats

Section 9B –Provost Award for Innovations in Teaching Nomination (Completed by the departmental review committee)

SECTION 9: PEER OBSERVATION AND PROVOST AWARD FOR INNOVATIONS IN TEACHING NOMINATION

Section 9 is comprised of two parts.

Section 9A: Evaluative Peer Observation

At least one evaluative peer observation of teaching must be conducted during the year before or semester of the promotion review. This observation will be done by a faculty member in the same track, *at least one rank above* the candidate. This evaluative peer observation for promotion will be set up by the *department head*, not the candidate.

Reviewers observing the teaching for candidates undergoing a promotion review will use one the following Classroom Observation Tools from the University Center for Assessment, Teaching & Technology (UCATT):

1. For majority in-person teaching, please use this [Classroom Observation Tool](#).
2. For majority on-line teaching, please use the [Online Course Review Tool](#).

Please include the report from the classroom or online class observation conducted for promotion review in this section. Please provide specific examples for evidence of criteria under each category. For assistance with peer observations, please contact Dr. Lisa Elfring in the University Center for Assessment, Teaching & Technology: elfring@arizona.edu.

There is no need to meet with the candidate after completing the observation for the promotion review.

Solicited and turned in by Division Chair

I am preparing for promotion. What is the process?

Complete the dossier using the templates provided.

Section 10A – Independent External Reviewers

- ONLY TT faculty going up for promotion require Independent External Reviewers (not third year review)
- Organized by Division Chairs in collaboration with Candidates
- Candidates have the option to suggest reviewers.
- List should be 10-12 for TT faculty; ultimately a minimum of 3 must be submitted to dossier (5 or more is better)
- No more than half of the reviewers can be candidate's suggestions.
- Reviewers must be at least one rank higher.

Section 10A – Collaborators

- Provide understanding regarding collaboration and contributions.
- Particularly important if a candidate has continued to collaborate with a dissertation or postdoctoral mentor

SECTION 10: LETTERS FROM INDEPENDENT EXTERNAL REVIEWERS AND COLLABORATORS – TENURE TRACK AND CONTINUING TRACK

Please pay special attention to potential conflicts of interest for external reviewers at this stage. **Individuals who have collaborated with the candidate in the last five-years, or have significant financial, personal, or other substantial interests with the candidate or their work, must recuse themselves from the selection process of external reviewers and the promotion review.** Please also confirm that all external reviewers do not have a conflict of interest.

As with the provisions used by the National Science Foundation, National Institutes of Health and other groups to ensure the impartiality of reviews, collaborators are defined as individuals who have co-authored books, articles, abstracts, or grant proposals within the last five-years. Collaborators also include individuals who have been a candidate's dissertation advisor, mentor, supervisor, co-instructor, or close coworker in a lab, department, or residency program, even if this relationship occurred more than five years prior to the review.

The following documents are completed and placed in order in section 10, before the contents in 10A.

Worksheet for the Selection of Independent External Reviewers Part 1

- Complete the worksheet with all suggested names from the separate lists of the candidate, committee and department head/director. For all suggested names, indicate title, institution, source of the suggested reviewer, if they were contacted, if they agreed to participate, reason for declination if relevant, if letter was received and what date. Once complete, please sort the worksheet to order the reviewers by the suggested column.
 - **Three to eight** (minimum of three, however, five are strongly encouraged) letters, signed and printed on letterhead from independent external reviewers must be included in the dossier.
- The candidate should suggest potential external reviewers to the department head, but **no more than half of the reviewers can come from the candidate.** If the candidate suggests the same reviewer as the head or committee, the reviewer should be counted as being from the candidate.
- Confirm that none of the suggested potential independent external reviewers are on the List of Collaborators.
- **Reviewers must be at least one rank higher than the current rank of the candidate.**
- Department head/director signs the completed worksheet.

Worksheet for the Selection of Independent External Reviewers Part 2

- Each step in the process of enlisting reviewers is documented.
- Carefully explain the selection of independent reviewers leading to a final solicitation list.
- Describe any specific criteria to select reviewers for the final list, preliminary communications (with exact language) with reviewers and strategies used to maintain a balance with the number of letters received from external reviewers on suggested lists.

Sample Solicitation Letter to Independent External Reviewers

- Provide a sample letter on letterhead and signed by the department head/director or committee chair using the required language in the template letter in Appendix D (choose the correct track).
- One sample letter is needed.

Independent External Reviewer Brief Biography Template

- Complete the brief biography - **only** for independent external reviewers who sent an evaluation

Collaborators are Solicited by the Department Head, Director, or Committee Chair.

Note: Unsolicited letters, or letters solicited by anyone other than the Department Head, Director, or Committee Chair **cannot** be included in the dossier. (i.e., Letters solicited by the candidate may not be included.)

Worksheet for the Solicitation of Collaborators

- Complete the worksheet with the information of **solicited** collaborators.
- Department head/director signs the completed worksheet.

I have uploaded my promotion documents. Now what?

Departmental Review (FAPT Committee)

- Full dossier review (all of your promotion documents) starts in August
- FAPT reviewers must be one rank above candidate.
- CT and TT faculty review CT candidates, only TT faculty review TT candidates (per University rules)
- FAPT writes recommendation letter and uploads into FacultyPortfolio (~November 1)

Dean review of dossier in late fall

- Dean writes recommendation letter and forwards to main campus
- Dates set by University, differ for TT and CT

Main Campus Review (tenure track, continuing review, career track)

- Recommendation made
- dates set by University

Provost review

- Approval or rejection of recommendation
- Dates set by University

***Exception:** Tenure Track 3-year review does not go to Provost; use University TT templates

***Exception:** Career Track Lecturer review does not go to Provost; check CON website for guidance

I have uploaded my promotion documents. Now what?

When do I know the results of the reviews?

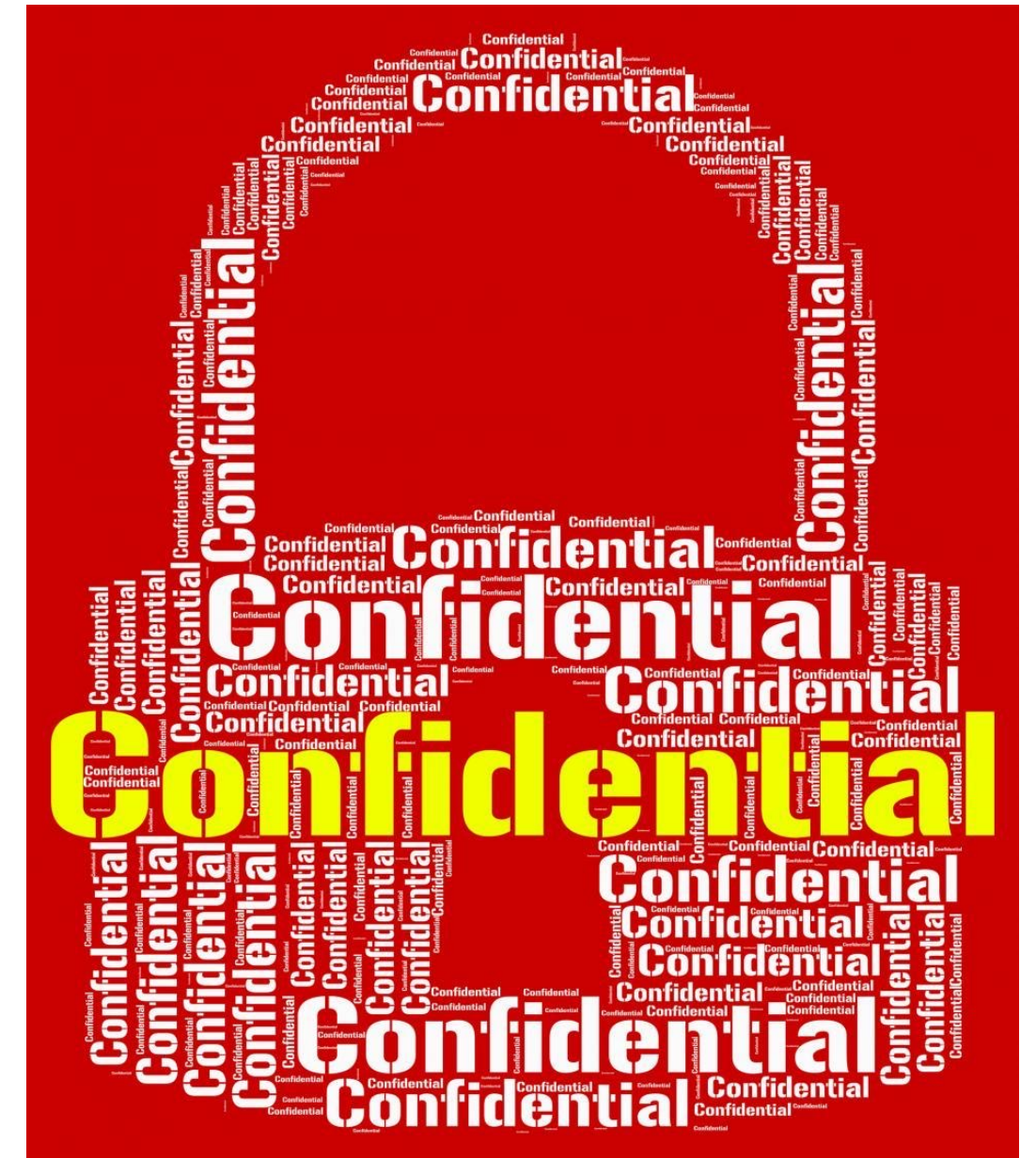
- Promotion applicants are notified via letter from the Provost approximately the last week of April.

Can I appeal the Provost's decision?

- Currently, only TT faculty can appeal decisions.
- Candidates may choose to appeal the outcome of their retention, mandatory, or promotion review by writing a letter to the President within thirty days of the notice of the Provost's decision, following the provisions in [University Handbook for Appointed Personnel 3.3.02.E](#) or [4A.3.02.E](#).

Note about confidentiality

- Confidentiality is a key to the integrity of the process.
- Members of FAPT who are supervisors, mentors, or collaborators are recused from reading, reviewing, and voting on cases
- Members of FAPT cannot speak to you or anyone outside of FAPT about your dossier.



GENERAL TIMELINE FOR DIVISION CHAIRS AND CANDIDATES

Year -1 = year before you submit

Year 0 = year you submit

Year +1 = year after you submit

Phase I: Getting Started

**Fall semester before
submission year**

(Fall -1)

- Division chairs assess who will be eligible for promotion, third year review, and/or tenure the FOLLOWING academic year and notifies candidates
- Candidates review college promotion guidelines
- Candidates start discussing their intent and strategy to submit with their division head and faculty mentors

**Spring semester
before submission
year**

(Spring -1)

- Interested candidates review the faculty affairs website and attend University promotion workshops one year in advance to fully understand the process:
 - <https://facultyaffairs.arizona.edu/promotion-workshops>
 - Note: the dossier instructions and forms are updated annually so be sure to check back next winter (usually February)
- Candidates and division chairs work together to schedule peer teaching evaluations, if needed; multiple evaluations of the same class are not allowed

**Fall semester of
submission year**

(Fall 0)

- Candidates and division chairs work together to schedule peer teaching evaluations, if needed; multiple evaluations of the same class are not allowed
- Candidates schedule monthly check-ins with division chair and/or faculty mentor(s) to stay on top of dossier progress
- Candidates update CVs
- Candidates develop strategy for a strong candidate statement addressing teaching, scholarship, and service:
 - University Guidance on Candidate Statements
 - University's Public and Community-Engaged Scholarship
- Candidates closely review College of Nursing criteria*:
 - Tenure track criteria
 - Career track criteria, lecturer and professorial tracks

*These criteria are subject to revision; faculty will be notified

Phase 2: Dossier Preparation

January-March of submission year (Spring 0)

- Office of the Provost posts updated dossier instructions for this cycle
- FAPT sends reminder email to faculty with links to updated dossier instructions on Office of the Provost website
- FAPT holds Dossier Preparation Information Session for Candidates planning to go up this cycle (once Office of Provost releases latest version of documents)
- Candidates should officially notify their division head of their intent to submit a dossier for promotion by **March 15th**

April- May of submission year (Spring 0)

- Candidates submit their intent to submit a dossier form to Evella Jones by **April 1st**.
 - Candidates refine their statements using College of Nursing criteria as writing guidance*:
 - Tenure track criteria
 - Career track criteria, lecturer and professorial tracks
- *These criteria are subject to revision; faculty will be notified
- Independent External Reviewers and Collaborators
- Tenure Track Candidates going up for promotion/tenure work with their Division Heads Chairs to draft a list of potential Independent External Reviewers
 - Division Chair submits worksheet to administrative support for Assoc Dean for Faculty Affairs
 - Over half of the letters received must come from Independent External Reviewers suggested by Division Head.
 - CT and TT Third Year candidates do NOT need letters from independent external reviewers or collaborators

June – July of submission year (Summer 0)

- **Dossiers due!**
 - **June 1: Internal deadline for TT candidate dossiers**
 - **July 31: Internal deadline for CT candidate dossiers**

Phase 3: Review and Decision

June (Summer 0)	<ul style="list-style-type: none"> • <u>FAPT administrative support collaborates with Associate Dean for Faculty Affairs and Dean to reach out to potential reviewers to secure agreement to review during the summer (due in August at start of academic year)</u> • After review for required components, dossiers are sent to Independent External Reviewers (by second week of June)
July (Summer 0)	<ul style="list-style-type: none"> • Fiscal contracts begin
August (Fall +1)	<ul style="list-style-type: none"> • Academic contracts begin (one week before the semester begins) • External review letters due at the start of academic contracts • CON Faculty Affairs Office confirms the dossiers are complete
September-October (Fall +1)	<ul style="list-style-type: none"> • FAPT committee convenes • FAPT reviewers are assigned (minimum of three reviewers per dossier) • Ad hoc members invited in case of recusals or to balance rank/track for voting requirements
November (Fall +1)	FAPT committee submits final letters to FacultyPortfolio for Dean review
December (Winter +1)	Deadline for Dean's letter submission to FacultyPortfolio for career track promotions
January (Winter +1)	Deadline for Dean's letter submission to FacultyPortfolio for tenure track promotions
February -March (Winter +1)	<ul style="list-style-type: none"> • Dean meets with all faculty who engaged in the promotion process and their Division Chairs to talk about final College-level recommendation letter. • University Committee reviews dossiers and submits reports
April (Spring +1)	Provost's decision is sent to candidate
May	<ul style="list-style-type: none"> • Appeal of Provost's decision must be sent to President within 30 days of decision

Ernest Boyer's *Scholarship Reconsidered*

The scholarship of discovery includes investigations inquiries that generate new knowledge.

The scholarship of integration makes interdisciplinary connections to synthesize knowledge in new ways.

The scholarship of application is concerned with applying knowledge to social issues, sometimes to test theories and ground knowledge making.

The scholarship of teaching includes transforming and extending as well as transmitting knowledge.

The scholarship of engagement extends these forms of inquiry by collaborative inquiries on social issues.

Based on *The Scholarship of Engagement*,
Center for Experiential Learning, Loyola University



Publicly Engaged Scholarship

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 Scholarship

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 Scholarship

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.

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.

