THE UNIVERSITY OF ARIZONA
College of Social & Behavioral Sciences

SBS INFORMATION FOR CAREER-TRACK LECTURER PROMOTION REVIEWS
(note: SBS has a different checksheet for Career Track Promotion Reviews for those in Professor titles, including Professor of Practice and Research Professor)

University of Arizona information regarding promotion reviews is available in UHAP 3.3.03 "Promotion Reviews of Career-Track Eligible Faculty."

TIMING OF PROMOTION REVIEWS: Promotion Reviews are generally conducted in the sixth year, though scheduling may vary if a prior university position was held. Since positive promotion reviews conclude with a new title and offer letter, such reviews are best conducted in late Fall and concluded in early Spring, so as to be completed prior to the start of a new academic year. Faculty should start putting together their materials in the Fall of their 6th year.

PROCEDURES FOR PROMOTION REVIEWS: Promotion reviews for Career-Track faculty with Lecturer titles in SBS utilize some (but not all) of the material used for promotion in Professor titles. Each of those sections is reviewed in the material that follows.

Lecturer reviews go through a unit-level committee, the unit head or director, and the college Dean. Promotion decisions are made at the college level.

SBS CHECKLIST FOR PROMOTION REVIEWS, BY SECTION, FOR CAREER TRACK FACULTY WITH LECTURER TITLES
(we skip section 1, which is a general data sheet)

Dossier Section 2: Summary of Candidate's Workload Assignment

- ❑ Only go back as many years as are on the chart (meaning, don't add extra pages for years prior)

- ❑ Only include time at the UA (meaning, don't go back further than your UA work)

- ❑ RE: "Requirements to meet departmental expectations" – these must be descriptive, NOT evaluative. **You can copy these from the unit or college criteria.**

Dossier Section 3: Departmental & College Promotion & Tenure Criteria

- ❑ If your unit has criteria, we include them.

- ❑ If your unit does not have criteria, SBS's are available and can stand in for 'unit-level'

Dossier Section 4: Curriculum Vitae & List of Collaborators

- ❑ Use what you have, until/unless we hear otherwise (this is a good thing)
- ❑ If you want to use the UA format for promotion and tenure, you can retrofit your CV to that format. But that can be a lot of work. Instead, consider reviewing that UA-CV to make sure you're including all the things you may want to include (whether or not they're in the UA-required order)
- ❑ Here is the UA format in Word, if that's helpful.
- ❑ Please include page numbers

Note: Teaching-related information – courses taught, number of students served, etc – should go into Section 6, which is all about teaching.

Dossier Section 5: Candidate Statement

- ❑ Discuss your teaching philosophy and how you measure impact
- ❑ Frame what it is that you do
    - o Consider how your work advances the mission of your unit and the university
    - o Feel free to cite related research, national trends, and/or best practices in your field
- ❑ Connect the different parts of your workload (e.g., teaching and service) into one narrative to communicate total impact
    - o For the purposes of this statement, best to focus on Service that relates, even tangentially, to your work at/with/for the UA and our students . The three main "branches" of service are **institutional, professional,** and **community/collaborative**
- ❑ **About Teaching:** How do you…
    - o organize the curriculum?
    - o help students learn?
    - o assess progress?
- ❑ **About Service:** How do you…
    - o Demonstrate a commitment to outreach, community collaborations and/or business partnerships? *(for community service)*
    - o See your work advancing the mission of your unit, SBS, and/or the UA? *(for **institutional service**)*
    - o See your work contributing to developments and best practices in your field? *(for **professional service**)*
- ❑ Plus:
    - o Make statement readable/free of jargon
    - o Avoid highly technical terms if possible
    - o Use 11pt font or bigger

Dossier Section 6: Teaching Portfolio

There are actually 4 different things happening in this section.

PART 1: INFORMATION on TEACHING and ADVISING (one document)

This piece is essentially a list divided into these sections:

❏ Individual Student Contacts

❏ Contributions to Instructional Innovations and Collaborations

❏ Teaching Awards and Teaching Grants

See Section 6 on the Faculty Affairs website for more on what goes under these three sets of information.

PART 2: TCEs (comments and comparison reports) **–** let Mika know you need them and I'll get them for you – mikagb@arizona.edu

PART 3: PEER OBSERVATION done in the past for any reason

PART 4: SUPPORTING DOCUMENTATION

❏ This is your demonstration of skills where the rubber hits the proverbial road.

❏ You do NOT need to include all your artifacts ever.

❏ Rather, pull together 3-4 sample syllabi; a few different grading rubrics; a few examples of assignments; some examples of course content (like lecture materials) – this should be enough for a committee to evaluate your course plans, examine your assessment materials' alignment with your learning outcomes, and determine if your readings and topics are organizationally and intellectually sound.

Dossier Section 7: Peer Observation and Nomination for Provost Award

☐ PEER OBSERVATIONS conducted this year are *OPTIONAL IN 2020-2021*.

☐ Provosts Awards as of 2020-2021 are not available for CT faculty, though others outside of the Promotion process certainly are (see UA Honors and Awards).

   o HERE, though, it's possible you'll have nothing in Section 7, or just a peer observation in Section 7.

Dossier Section 8: OPTIONAL Service & Outreach Portfolio

The optional Service & Outreach Portfolio process mirrors that of the Teaching Portfolio in that the documentation is for departmental committees to review. As such **the bulk of what is in portfolio itself will not generally be included** in the dossier. See Section 8 of the dossier on the Faculty Affairs website for types of documentation.

Those choosing to complete this optional section provide the following to the Unit committee to review:

❏ A brief overview document describing key points of outreach, including a description of the program(s)

❏ Assessments developed for the program(s), including specific measures/metrics and how they were obtained

❏ Feedback from collaborators and clients

Updated Fall 2020, SBS Faculty Affairs. Apologies for any oddball formatting.

3

Dossier Section 9: Membership in Graduate Interdisciplinary Programs

- ❑ If applicable, are there letters of evaluation on participation from others in GIDP?

Dossier Section 10: Letters from Outside Evaluators and Collaborators

NOT APPLICABLE in Career-Track PROMOTION REVIEWS

Dossier Section 11: Recommendations

The **Unit committee's Report** should be printed on letterhead and signed by all unit committee members. The letter should:

- ❑ Be addressed to Unit Head/Director

- ❑ Provide an evaluation of candidate in each of the areas of (a) teaching and advising; (b) service, and, if applicable, (c) research, scholarship, and creative activities

- ❑ Include a vote count on promotion, clearly indicating recusals, abstentions and absences

- ❑ Provide minority viewpoint (if there was a split vote)

- ❑ Indicate any collaboration between committee member(s) and candidate, including the nature of the collaboration

The **Unit Head or Director's Recommendation letter** should:

- ❑ Be printed on letterhead and signed by Unit Head/Director

- ❑ Be addressed to Dean

- ❑ Express own opinion, views and comments, including analysis of impact of candidate's professional activities and contributions

- ❑ Include the outcome of a faculty vote, if applicable

- ❑ Include a specific recommendation on promotion

- ❑ Indicate any collaboration with candidate and explain nature of collaboration

Updated Fall 2020, SBS Faculty Affairs. Apologies for any oddball formatting.

4