



SBS INFORMATION FOR CAREER-TRACK **LECTURER** PROMOTION REVIEWS

(note: SBS has a different check-sheet 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

(skip Section 1, Summary 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)
- Change from previous* - Also include commensurate service from elsewhere if it's counting toward your time in rank
- RE: "Requirements to meet departmental expectations" – these must be descriptive, NOT evaluative. **You can copy these from the unit or college criteria.**

(skip Section 2a, Pandemic Impact Statement, unless you want to complete it)

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
 - Consider how your work advances the mission of your unit and the university
 - 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
 - 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...
 - organize the curriculum?
 - help students learn?
 - assess progress?
- About Service:** How do you...
 - Demonstrate a commitment to outreach, community collaborations and/or business partnerships? (*for community service*)
 - See your work advancing the mission of your unit, SBS, and/or the UA? (*for institutional service*)
 - See your work contributing to developments and best practices in your field? (*for professional service*)
- Plus:
 - Make statement readable/free of jargon
 - Avoid highly technical terms if possible
 - Use 11pt font or bigger

Dossier Section 6: Teaching Portfolio

There are actually multiple things happening in this section.

6A: 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 6A](#) on the Faculty Affairs website for more on what goes under these three sets of information.

PLUS:

- TCE and SCS's (comments and reports) **NOTE – the SBS Faculty Affairs office is pulling all of these for you since it's kind of a bear to get them**
- OPTIONAL:** Peer observations NOT done specifically for promotion (like, if you've had any done for any reason in the past).

PART 6B: 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: Portfolio for Leadership, Extension, Service or Innovation

This is OPTIONAL. Most of what can go here can also go into your Candidate Statement in Section 5 so this section need not be completed at all. If you'd like, however, you can use this section to document the impact of leadership, including activities that demonstrate position effectiveness..

Section 7 has two parts:

- [Part 7A](#): this the narrative piece
- [Part 7b](#). here you can put artifacts (similar to 6B). This section is is typically only shared with the unit-level committee and unit head, and doesn't move up the ladder with the rest of the materials.

Dossier Section 8: GIDP Membership and Description of Contributions

- GIDPs are programs out of the Graduate College (scroll to [Academic Programs](#) on the left). **This section will not apply to the majority of Career Track faculty.**

Dossier Section 9: Peer Observations

- PEER OBSERVATIONS **conducted this year; these must use ~10-20 questions of your choice from this [Classroom Observation Tool](#) or the [Online Course Review Tool](#)**

(skip Section 10, Letters from Independent External Reviewers and Collaborators)

Dossier Section 11: Internal Evaluations

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



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