SIP Ad-hoc Committee on Procedures for Promotion to Senior Lecturer
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Spring 2023

In an effort to streamline and standardize the processes for promotion from lecturer to senior lecturer in the Department of Spanish, Italian, and Portuguese, our committee assembled the following resources for candidates and committees. We began by reading all available versions of policies from the department, College of Arts & Sciences, and University, including current and previous guidelines, and documents that are both publicly available and circulated through email. Then, we translated this large body of information into department-specific explanations of the process, organized below into 7 separate documents.

We were especially interested in consolidating information for candidates and committees so that every step of the process – from scheduled renewals leading up to promotion to the formal presentation of candidacy for promotion – was documented in one place. In some cases, we added requirements to the renewal process, such as 3-5 examples of stellar student work, so that renewals would more clearly become milestones on the path to promotion. Because candidates are asked to assemble these materials when they go up for promotion, including them in periodic stages of renewal ensures that no one will start from scratch when they make their dossier, and that faculty have multiple opportunities to reflect critically on the work that their students are doing.

When possible, we have aimed to use reader-friendly formats like bullets, tables, and checklists to communicate information on dates and formats. For reference, we link to multiple, complete versions of College and University policies below.

Documents in this Bundle:

1. Summary of Renewal and Promotion in SIP
2. Candidate Checklist of Materials for Renewal (Years 2 and 5)
3. Committee Checklist of Materials for Renewal (Years 2 and 5)
4. Candidate Checklist of Materials for Promotion
5. Committee Checklist of Materials for Promotion
6. Committee Reference: Template of Request for Student Letter Writers
7. Candidate Reference: Guidelines on Forms of Service
8. Candidate Reference: Dossier Summary Snapshot and Formatting Guidelines from A&S

Full copies of UVA's policies are available here:
Main site (https://as.virginia.edu/processes-and-opportunities), which links to:
- AGFM Case File Guidelines (16 pages):
  https://virginia.app.box.com/s/5paixvm6wfht4arbejc3cc84q45fij6a
- A&S Policies: https://as.virginia.edu/procedures-renewal-and-promotion-AGFM
- Provost's Policies: https://uvapolicy.virginia.edu/policy/PROV-004

SIP-Specific Summary of Renewal Reviews for AGFM on 3-year contracts (Year 2 and Year 5)
Full Policy: https://www.as.virginia.edu/procedures-renewal-and-promotion-AGFM-initial-renewal-reviews-year-two-and-year-five

Overview
Consistent with the above policy, the initial renewal reviews will focus on whether the faculty member should be renewed for a three-year term. These periodic check-ins are milestones on the path to promotion. They offer opportunities for candidates to organize their materials, assess their strengths as teachers and colleagues, and receive feedback on their work. We recommend that candidates meet with their IWL mentors in Year 1 to review these procedures and discuss the materials that they will submit for their 2nd year renewal.

Timeline and Procedures
In the Spring of Year 2 (1st contract) and Year 5 (after 1st renewal), SIP will form a renewal review committee to consider all materials relevant to the faculty member's performance of their duties. The committee will consist of at least two professors from SIP, at least one of whom will be a member of the Academic General Faculty (AGFM). The report will recommend renewal or non-renewal, and the chair will write a letter with their recommendation. The department does not vote on renewals for the 1st contract, but a vote will be taken for the 2nd renewal.

The department's recommendation will be reviewed by the College's Promotion and Renewal Committee for AGFM, which will make a recommendation to the Dean. The Dean will communicate their decisions to the department chair, who will then provide feedback on performance and expectations. The chair will record the content of this conversation in a memo that is reviewed by the AD, sent to the faculty member, and saved in their personnel file in the Dean's Office. The Dean will communicate their decision on renewal in a letter.

For faculty on three-year contracts, notification will be sent at least one year prior to the end of a three-year contract, providing a year of notice if the contract is not renewed. If an AGFM forgoes the opportunity to be considered for promotion after year six, subsequent renewal reviews will follow the same format describes for fifth year reviews above. As in all of these initial reviews, these subsequent reviews expect high levels of performance in all areas of responsibility, and may be non-renewed with one-year's notice if performance has not been at this level.

After six years of excellent performance, as evidenced by two successful renewals, members of the Academic General Faculty may apply for promotion, commensurate with their ranks and professional tracks (e.g., lecturer to senior lecturer, Assistant Professor to Associate Professor).

Materials
For a checklist of materials required for renewal on the teaching track, please see "Candidate Checklist of Materials for Renewal (Years 2 and 5)" in this bundle.

SIP does not currently have AGFM colleagues on the research track. If that changes, renewal committees will consider publications and grants in addition to the materials listed on the checklist for teaching-track faculty.

Candidate Checklist for AGFM 3-year contract renewal

Item and Timeline	Details and Timeline
☐ Contract Renewals **(Years 2 and 5: Before Promotion)**	See "AGF Renewal & Promotion" guidelines in part #1 of this packet.
☐ Teaching observation reports	Arrange to have an immediate supervisor conduct a teaching observation of one of your classes and write a report. Make sure that past teaching reports are accessible; the Renewal Committee will review them for comparison purposes.[1]
☐ Complete, updated CV	Include teaching and service, participation in administration at the department level and higher, and professional development activity in addition to other relevant information.
☐ Personal statement	Describe your approaches to teaching, curricular innovations, future teaching plans, and service to SIP, A&S, and UVA. See "Forms of Service" for guidelines. We encourage you to work with your IWL mentor or a CTE consultant on the statement.[2]
☐ Course syllabi	From both semesters of the most recent academic year
☐ Student evaluations	From all courses taught since hire or since last renewal review
☐ Spreadsheet of student evaluation data	Statistical summary of select questions for courses taught since hire or since last review. Typically, instructors select questions that highlight their teaching techniques, daily classroom activities, encouragement of participation, creation of a positive environment, and support for student learning.
☐ 3-5 examples of stellar student work ☐	These should be pieces of work rather than an entire semester portfolio or a section of a DMP project rather than an entire thesis. Contextualize the examples in your personal statement.
☐ PEC reports	PEC feedback on annual reports since hire or since last review.
☐ Annual reports	Since hire or since last review

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[1] AGFM in SIP will have two Teaching Reports from their first year of teaching in their records. After their first year, lecturers are encouraged to schedule an observation at least once every two years, either with the CTE, with the Director of the Language Program in which they teach (instructors at the 1000-2000 level of Spanish), or with an AGFM who has been promoted.

[2] UVA's Writing Center is not currently available for faculty.

Committee Checklist for AGFM 3-year contract renewal

For guidelines on naming conventions for documents, please see the orange grid called "File Labels" in part #8 of this bundle.

✓ Make sure it's there!	Details
☐ Complete, updated CV	Provided by the candidate
☐ Personal Statement describing approaches to teaching, curricular innovations, future teaching plans, and service	Provided by the candidate
☐ Course syllabi	Provided by the candidate (Both semesters of most recent academic year)
☐ Annual Reports	Provided by the candidate (Since hire or since last renewal review)
☐ Student evaluations	Provided by the candidate (Since hire or since last renewal review)
☐ Spreadsheet averaging data from student evaluations	Provided by the candidate (Since hire or since last renewal review)
☐ 3-5 examples of stellar student work	Provided by the candidate (Since hire or since last renewal review) These items should be specific projects, like a presentation, podcast, or written work, not an entire e-portfolio. The candidate's statement should explain what these specific examples reveal about their teaching and mentorship.
☐ Teaching observation reports	Provided by candidate (Since hire or since last renewal review)
☐ Recent teaching observation report	Provided by the committee (One member will observe a candidate's course and submit observation report. If this is not possible, past reports may be summarized.)
☐ Peer Evaluations (PEC reports)	Provided by the department (Since hire or since last renewal review)
☐ Chair letter	Provided by the department
☐ Memo of conversation with Chair	Provided by the department

Candidate Checklist for AGFM Promotion to Senior Lecturer

For guidelines on file naming conventions, please see "File Labels" in part #8 of this bundle.

Item and Timeline	Details and Timeline
☐ Contract Renewals (Years 2 + 5)	See "AGF Renewal & Promotion" in part #1
☐ Teaching evaluation (Year 6)	Arrange for a supervisor to observe a class. Send previous reports to the committee for review.[1]
☐ Decision to seek promotion (By Sept. 1 of Year 7/Promotion Year)	Inform SIP Department Chair of your intention to go up for promotion
☐ Names of former students (By Sept. 1 of Year 7/Promotion Year)	Submit to Dept. Chair (and cc staff) names of 5-10 former students who can write letters attesting to teaching, advising, and/or mentorship in significant activities like study abroad or service learning
☐ Complete, updated CV (By Sept. 1 of Year 7/Promotion Year)	Submit to Dept. Chair (and cc staff)
☐ 2-3 page personal statement (By Oct. 1 of Year 7/Promotion Year)	Describe your approaches to teaching, curricular innovations, future teaching plans, and service (see "Forms of Service" in part #7 for help). Emphasize how you incorporated feedback and made changes since 2nd and 5th year renewals. We encourage you to work with your IWL mentor or a CTE consultant on the statement.[2]
☐ Student evaluations (By October 1 of Year 7/Promotion Year)	From all courses taught in the past 5 years
☐ Spreadsheet of student evaluation data (By October 1 of Year 7/ Promotion Year)	Statistical summary of questions from 5 years of student evaluations. Candidates can choose which questions to summarize. A typical dossier includes questions about teaching techniques, classroom activities and environment, and student participation and support.
☐ 3-5 examples of stellar student work (By October 1 of Year 7/ Promotion Year)	Select 3-5 items, not an entire e-portfolio, that highlight students' learning and your pedagogy. Your statement should contextualize each item and explain what it shows about your approaches to teaching and promotion of student learning.
☐ Course syllabi (By October 1 of Year 7/ Promotion Year)	From the most recent academic year
☐ PEC reports (By October 1 of Year 7/ Promotion Year)	Previous 2 years of PEC feedback on annual reports. The department provides the documents.
☐ Annual reports (By October 1 of Year 7/ Promotion Year)	From the past 5 years

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[1] Lecturers will have two Teaching Reports from their first year of teaching in their records. After their first year, lecturers are encouraged to schedule an observation at least once every two years, either with the CTE, with Kate Neff (1000-2000 level of Spanish), or with an AGFM who has been promoted.

[2] UVA's Writing Center is not currently available for faculty.

Committee Checklist of Materials for Promotion to Senior Lecturer

For guidelines on naming conventions, please see "File Labels" in part #8 of this bundle.

Make sure it's there!	Item(s)
☐ CV and Names of Students	Provided by the candidate by Sept. 1, as they inform the chair and staff they are going up for promotion.
☐ Letters from 3-5 students describing experiences in courses, advising, or an activity with significant mentorship	Provided by the committee. A template is included in this packet. We suggest contacting students as soon as possible and specifying when you need to collect the letters.
☐ 2-3 pg. personal statement on approaches to teaching, curricular innovations, future teaching plans, and service	Provided by the candidate. The statement should show how the candidate has expanded, enriched, and improved their teaching and mentorship since 2nd and 5th year renewals.
☐ 5 years of student evaluations	Provided by the candidate.
☐ A spreadsheet averaging data from evaluations, usually on techniques, activities, classroom environment, communication, student support	Provided by the candidate.
☐ 2 recent reports from classroom observations and all previous teaching reports	Provided by the committee, who arranges for one member to observe a class. If this is not possible, past reports may be summarized. The committee's report (or summary) should accompany the observation by a supervisor during the candidate's 5th year renewal and reports from all previous renewals.
☐ 3-5 examples of stellar student work	Provided by the candidate. These should be pieces of work or a section of a thesis rather than an entire e-portfolio or DMP. The candidate's statement should contextualize each item.
☐ Syllabi for the past year	Provided by the candidate.
☐ 2 most recent years of Peer Evaluation Committee reports	Provided by the department.
☐ 5 years of annual reports	Provided by the candidate.
☐ The committee report, with a recommendation for or against promotion	Provided by the committee. Key components: 5-year summaries of courses taught, enrollments, advising data; summaries of evaluation data, reports on teaching evaluations, service; details from student letters; if relevant, assessments of professional development (conference presentations, invited talks, publications, grants).

Sample Letter to Students:

UNIVERSITY of VIRGINIA
DEPARTMENT of SPANISH, ITALIAN and PORTUGUESE LANGUAGES and LITERATURES

Dear _____,

Professor X, a full-time Lecturer in the Department of Spanish, Italian and Portuguese is being considered for promotion to the rank of Senior Lecturer at The University of Virginia this academic year.

As the members of the departmental promotion committee for Prof. X, we are charged with seeking letters of support from current or past students, such as yourself who can tell us about your learning experiences with Prof. X.

In your letter, we would be interested in reading about which courses you took with Prof. X, any aspects of them that you found particularly useful or innovative, if you have also worked with her/him/them during any co-curricular activities or projects, and any other information that you believe will help us to better assess her/his/their application for promotion.

If you are able to provide a letter of support, we would need to receive it by _/_/__. You can return it to us via email any time by or before that date.

Thank you very much for considering this request. Please let us know whether you can write a letter of support by __/__/____.

Sincerely,

Wonder Woman   Captain Marvel
Associate Professor of Superpowers   Senior Lecturer of Super Heroics

What Counts as Service for Renewal and Promotion?

A typical contract for Academic General Faculty in SIP stipulates that faculty should dedicate 90% of their effort to teaching and 10% to service. Forms of service vary widely from school to school, department to department, and faculty are often unsure about how to define service, how to record it, and how to count it for promotion.

Below is a general overview of recognized forms of service that will be legible to colleagues serving on promotion and renewal committees. Core job responsibilities that are associated with teaching should not appear in your service record on annual reports or in your packet for promotion.

This list is not a definitive guide to service, or the final say on the matter. The list will change over time and in response to specific cases. We recommend using it and the AGFM service rubric for annual reports as starting points for periodic conversations with your mentor, colleagues who have been promoted to Senior Lecturer, and department leadership (especially your preceptor, language coordinator, DEI committee, department chair, associate chair).

Forms of Service
Committees:
- SIP: https://spanitalport.as.virginia.edu/contacts
- A&S: https://facultystaff.as.virginia.edu/committees
- UVA: https://provost.virginia.edu/faculty-handbook/university-committees
- Institute of World Languages

Faculty Senate
Course preceptor
Language level coordinator
Collaborating on events on campus and/or community (including Casa Bolívar + SHEA House)
Supporting graduate student onboarding at orientation sessions
Writing, researching, and/or editing for department publications (newsletter, social media, etc.)

Job Responsibilities Beyond the Classroom
Holding office hours
Meeting with students one-on-one or in small groups outside of office hours
Writing letters of recommendation or serving as a reference
Providing language assessment/certification, if requested by language program leadership (https://spanitalport.as.virginia.edu/proficiency-certification)
Connecting students with campus resources (fellowships, mental health, Women's Center, LGBTQ+ services, Multicultural Student Services, etc.)

AGFM Dossier Summary Requirements

Section	Document	Lecturer — Lecturer to Sr Lecturer	Lecturer — Sr Lecturer to Dist Lecturer	Teaching — Assistant to Associate	Teaching — Associate to Full	Research — Assistant to Associate	Research — Associate to Full	Practice — Assistant to Associate	Practice — Associate to Full
		Track Type							
		Lecturer	Lecturer	Teaching	Teaching	Research	Research	Practice	Practice
		Promotion Type							
1	**CV**	yes	yes	yes	yes	yes	yes	yes	yes
	Personal Statement								
2a	Re: Teaching, Advising & Service	yes	yes	yes	yes	n/a	n/a	yes	yes
2b	Re: Work in Progress and Research Plans	n/a	n/a	n/a	n/a	yes	yes	If applicable	If applicable
3	**Course (Student) Evaluations**	5 years	5 years	5 years	5 years	5 years if also teaching	5 years if also teaching	5 years	5 years
4	**Course Syllabi**	Most Recent Year	Most Recent Year	Most Recent Year	Most Recent Year	if teaching	if teaching	Most Recent Year	Most Recent Year
5	**Annual Reports**	5 years	5 years	5 years	5 years	5 years	5 years	5 years	5 years
6	**Peer Review**	2 years	2 years	2 years	2 years	2 years	2 years	2 years	2 years
7	**Student Performance Data**	where available	where available	where available	where available	n/a	n/a	where available	where available
8	**3-5 Student Letters**	yes	yes	yes	yes	n/a	n/a	yes	yes
9	**Publications & Conference Papers**	n/a	yes	n/a	yes	yes	yes	if scholarship is required	if scholarship is required
	Reviews of Published Work	n/a	n/a	n/a	n/a	yes	yes	n/a	n/a
10	**Internal/External Letters**	n/a	6-8 Evenly Mixed Int/Ext	4-6 Can be Internal Only	6-8 Evenly Mixed Int/Ext	6-8 External Only	6-8 External Only	4-6 Can be Internal Only	6-8 Evenly Mixed Int/Ext

Section	Document	Lecterer Lecturer to Sr Lecturer	Lecturer Sr Lecturer to Dist Lecturer	Teaching Assistant to Associate	Teaching Associate to Full	Research Assistant to Associate	Research Associate to Full	Practice Assistant to Associate	Practice Associate to Full
	Spreadsheet Summary of Reviewers	n/a	yes	yes	yes	yes	yes	yes	yes
	letter sent to prospective reviewers	n/a	yes	yes	yes	yes	yes	yes	yes
	Prospective reviewer correspondence	n/a	yes	yes	yes	yes	yes	yes	yes
11	**Department Report**								
	Re: Teaching, Advising & Service	yes	yes	yes	yes	n/a	n/a	yes	yes
	Re: Published work and future research	n/a	n/a	n/a	n/a	yes	yes	n/a	n/a
12	**Chairs Report**	yes	yes	yes	yes	yes	yes	yes	yes
13	**From Last Renewal:**								
	Department Report	yes	yes	yes	yes	yes	yes	yes	yes
	Chair's Letter	yes	yes	yes	yes	yes	yes	yes	yes
	Memo of Conversation	yes	yes	yes	yes	yes	yes	yes	yes

Note: Track Type headers across the top are: Lecturer, Lecturer, Teaching, Teaching, Research, Research, Practice, Practice. Promotion Type is the secondary header row.

File Labels

Each document should be labeled starting with the departmental four-letter organization code followed by the candidate's last name, first name initial, and the abbreviated name of the document, as noted below. For documents across multiple years, include the year at the end. Each part of the label should be separated with a period. See examples below:

Document Description	Abbreviated Document Name	Example
Chair Letter	ChairLtr	ANTH.Jones.R.Chairltr
Curriculum Vita	CV	ANTH.Jones.R.CV
Personal Statement on Teaching and Research	PersonalStmt	ANTH.Jones.R.PersonalStmt
Department Report on Teaching, Research & Service	DeptRpt	ANTH.Jones.R.DeptRpt
Annual Reports since hiring	AnnualRpt.Year	ANTH.Jones.R.AnnualRpt.2020 or ANTH.Jones.R.AnnualRpt.2020-22
Peer Evaluations since hiring	PeerEval	ANTH.Jones.R.Peer Eval
*Course (Teaching) Evaluations since hiring. Submit these in **one folder** as multiple documents (including the course number and year in the file names). The folder must be labeled following this example: ANTH.Jones.R.CourseEvals*		
Course (Teaching) Evaluations since hiring	CrseEval.####.Year	ANTH.Jones.R.CrseEval.8710.2020
Course Syllabi	CrseSyl	ANTH.Jones.R.CrseSyl
Student Performance Data	StudentPerf	ANTH.Jones.R.StudentPerf.2020
Student Letters	StudentLtr	ANTH.Jones.R.StudentLtr
Internal/External Reviewer Letters	ReviewLtr	ANTH.Jones.R.ReviewLtr
Publications and Conference Papers	Pubs.Title	ANTH.Jones.R.Pubs.SampleTitle
Memo of Conversation	MemoConv	ANTH.Jones.R.MemoConv
Prior Renewal Documents	PriorDocs.Year	ANTH.Jones.R.PriorDocs.2020

Dossier Detailed Requirements (see chart above for documents required by promotion and track type)

1. **Curriculum Vitae** to include:
   a. Teaching and service (specifying courses taught; advising activities; undergraduate and graduate supervised thesis research)
   b. Participation in administration at the departmental level and higher
   c. Bibliography dividing publications into the following categories:
      i. Books;
      ii. Articles in refereed journals, un-refereed publications, specified other;
      iii. Digital projects;
      iv. Popular articles and other publications; and
      v. Project reports.

   NOTE: Work accomplished since the initial hire or last review/promotion should be separated from the work that preceded it. In the case of a dissertation that has been readied for publication, information is requested concerning the extent and nature of

the revisions.

2. **Personal Statement on Teaching, Research, and Service** – Based on the official responsibilities of the faculty member, a prose statement from the candidate describing teaching, research, and service, preferably not more than two or three single-spaced pages.
    *   **Lecturer, Teaching, & Practice Tracks**: Include the approach to teaching, curricular innovations, and teaching plans for the future. Also include service to the department, school, or university. If scholarship is required, the Practice Track may cover the candidate's approach to research that integrates professional experience with the academic mission of Arts & Sciences.
    *   **Research Tracks**: Include work in progress, and current and future research plans.

3. **Course Evaluations:** Teaching evaluations separated by course and the year taught, covering the last five years. This only applies to the Research Track if teaching is required as part of the position.

    We ask that you compile data in a consistent format, using this template: [Course Evals Spreadsheet Template](#), that makes it easier for review committees to see trends over time and how scores compare to department means.

4. **Course syllabi:** Course syllabi from the most recent year. This only applies to the Research Track if teaching is required as part of the position.

5. **Annual Reports:** Include annual reports for the last five years either one inclusive or three separate documents. These may be downloaded from the Arts & Science Annual report system [here](#). If you need access, please contact Aimee Steussy at ans5a@virginia.edu.

6. **Peer Evaluations:** Include peer evaluations for the last three years as one inclusive document compiled by the Chair of the department, recording the messages provided to the candidate after each of the reviews.

7. **Student Performance Data**: data on student performance (e.g., language competency exams, measures of student progress, examples of stellar work, etc.), where available.

8. **3-5 Student Letters:** maximum of one page per letter.

9. **Publications and Conference Papers:** Digital copies of publications and conference papers. Two hard copies of published books.
    *   **Lecturer, Teaching & Practice Tracks:** Include publications, conference papers, and books that help demonstrate the impact of the candidate's curricular and pedagogical innovations on teaching in the field.
    *   **Research Track:** Include all publications for promotion from assistant to associate. For promotion to full, include only publications since promoted to associate professor. Selective articles published prior to that may be included to give reviewers an opportunity to gauge progress and trajectory since the early-career-stage, but no comprehensive submission of such materials is expected.

10. **Internal/External Reviewer Letters:** solicited from internal and external experts. A sample solicitation letter is provided [here](). All reviewer lists should include a balanced group of those nominated by the candidate and those chosen by the department committee. In addition to the letters, please provide the following:
    a. **Letter summary**: A summary of the letters should be provided following [this template](). Columns for (1) Divisional Associate Dean approval of letter writer (yes/no); (2) whether the letter writer accepted or declined an invitation to write (and reasons for declining, when applicable); (3) whether the letter writer was nominated by the candidate or chosen by the department committee; (4) credentials of the letter writer; (5) whether the letter writer is internal or external.
    b. **All correspondence** with letter writers: Include a copy of all email and paper correspondence from prospective reviewers, including those who accepted and those who declined.

    Additional information about letter requirements by promotion and track type:
    - **Sr Lecturer to Distinguished Lecturer:** 6-8 letters with an even mix of internal and external experts competent to assess the candidate's impact on pedagogy in the field and professional standing.
    - **Assistant to Associate; Teaching & Practice Tracks**: 4-6 letters can be internal OR external experts competent to assess the candidate's local or regional reputation as a superior educator. (External letters are not required.)
    - **Associate to Full; Teaching & Practice Tracks**: 6-8 letters, of which some must be external experts competent to assess the candidate's regional, national, or international reputation as a superior educator.
    - **Assistant to Associate or Associate to Full; Research Track:** 6 to 8 letters, all solicited from external experts competent to assess the whether the candidate has demonstrated: (1) the ability to do independent research or research support as defined in the appointment letter or position statement; (2) a sustained record of scholarship appropriate to the position; and (3) has received national or international recognition for contributions to the field.

11. **Department Report on Teaching, Research, and Service -** an analysis made by the department committee assessing, where applicable:
    - **Lecturer, Teaching & Practice tracks** (and Research track, if teaching is part of the responsibilities). The candidate's teaching performance based on the department's established procedures for course/teaching evaluation. Include reports on classroom observations as well as analysis of course evaluations, syllabi, and student performance data when available. Teaching includes advising duties, so please do not omit an assessment of advising when you address this category. Specify number and kinds of advisees.
    - **Research track**: The merit of the candidate's published work and career trajectory, including the promise of future research. This analysis should include thorough discussion of the specific strengths and weaknesses of each major work of scholarship and its contribution to the candidate's national or international stature. If a proper assessment cannot be made within the department, an independent evaluation should be sought from outside in consultation with the Dean's Office.
    - **All tracks**: The report will also assess the candidate's service to the department, the school, the University, the profession, and the Commonwealth and a discussion of the candidate's record in other areas in which the position requires contributions.

12. **Chair's letter**: A letter that includes a summary of the evaluation process and department deliberations, including the recorded vote on promotion. The Chair will state the major reasons why the department voted as it did, explaining and summarizing the discussion during the promotion review meeting. The Chair will also provide their own assessment of the candidate, including the candidate's strengths and weaknesses and the Chair's reasons for voting one way or the other.

13. **Prior renewal documents:** Include the following documents from the most recent faculty renewal:
    - **Department Report**
    - **Chair's Letter**
    - **Memo of Conversation**