

**Guidelines for Promotion of Full-Time Lecturers**  
**Center for Latin American Studies**  
(Approved March 2019)

**Overview**

Full-time Lecturers in the Center for Latin American Studies at the University of Florida share all of the rights and responsibilities of tenure track faculty members, but are not eligible for tenure. The primary responsibilities of Lecturers are in the area of teaching and related activities. Lecturers in the Center for Latin American Studies are generally assigned duties in two areas: teaching and professional service (a portion of which may include administration). Lecturers will be evaluated for promotion based on their specific assignments.

The performance of candidates seeking promotion who hold Lecturer titles requires *distinction* in the area or areas of the primary assignment and at least satisfactory performance in any other assigned areas. *Distinction* is characterized by performance that is well above the expected, typical performance of a candidate of similar rank and assignment in the candidate's field. Furthermore, activities that contribute to the mission of the Center and the advancement of the candidate's discipline are important considerations. Different criteria are applied depending on the level of the promotion involved (see below). Candidates complete the university's standard promotion packets and follow the university's promotion guidelines. Candidates whose assignments have been solely in teaching and service may substitute letters of evaluation from within the University for the outside evaluations. Faculty voting on promotion of Lecturers shall be in accordance with University guidelines governing promotional candidates. Candidates determine the timing of promotion applications in collaboration with the Center Director. Accomplishments required for promotion are typically achieved across six or more years of continuous, in-rank, full-time service.

**Criteria for Promotion for Lecturers**

I. Overall Criteria

Promotion of lecturers is based on demonstration of distinction in the area of primary assignment and acceptable performance in all other assigned areas. *Distinction* is characterized by performance that is well above the expected, typical performance of a candidate of similar rank and assignment in the candidate's field.

A. A candidate applying for promotion from Lecturer to Senior Lecturer is expected to have demonstrated distinction in the primary assigned area, and at least emerging leadership with respect to assigned duties.

B. A candidate applying for promotion from Senior Lecturer to Master Lecturer is expected to demonstrate a continuing level of productivity that merits distinction in the primary assignment, as well as a high level of leadership in the other area(s) of assigned duties.

Quality of performance will be judged more important than quantity in evaluating contributions.

## II. Major Sources of Evidence

### *Teaching*

Depending on the nature of the candidate's teaching assignment, possible sources of evidence to demonstrate *distinction* in teaching may include, but are not limited to:

- Student evaluations of teaching and advising indicating exemplary performance.
- Peer evaluations of teaching and advising indicating exemplary performance.
- Evidence of self-reflection, study, and development/improvement of teaching performance, including participating in professional development opportunities.
- Nomination or receipt of awards for teaching and/or advising.
- Evidence of exemplary development of new courses, instructional materials, technological innovations, and syllabi.
- Evidence of professional mentoring of students and/or colleagues.
- Evidence of leadership roles related to teaching in one's discipline.
- Publications related to teaching and professional practice.
- Engagement in international activities, such as study abroad programs or other international education initiatives.

### *Service/Administration*

Depending on the nature of the candidate's service/administrative assignment, possible sources of evidence to demonstrate *distinction* in service/administration may include, but are not limited to:

- Program evaluation reports, technical reports, monographs, accreditation reports.
- Presentations/publications about service activities or programs.
- Supervisor or peer evaluations or other evaluative evidence indicating exemplary performance in service.
- Evidence of efforts for continued professional development and improvement in service/administrative performance.
- Awards for service.
- Evidence of exemplary service or consultation to center, college or university committees; community-based organizations, and the profession.
- Leadership roles in professional organizations as evidenced by election or appointment to offices or committees.
- Demonstrated service in an editorial capacity for the profession (e.g., journals, textbooks).
- Engagement in international activities, such as participation/leadership in international organizations and professional associations; participation in/organization of international workshops/panels.