Department of Hispanic Studies - University of Kentucky

Guidelines for Faculty Promotion & Tenure

Amended and Approved by the Faculty October 22 and 29, 2014
Approved by Dean March 10, 2015 (replacing the version approved September 29, 2010)
Amended and Approved by the Faculty September 29, 2010 (replacing the version from June 29, 2007)
Approved by Dean October 2010 (replacing the version approved July 2, 2007)

<u>REGULAR TITLE SERIES</u>

Faculty evaluation for promotion and tenure will be based upon a continuing record of high-quality, effective teaching and advising at multiple levels of instruction; substantive, original and innovative scholarship, and effective service. For criteria for tenure and promotion, please consult https://www.as.uky.edu/regular-title-series (College of Arts and Sciences) and https://www.as.uky.edu/provosts-memo-promotion-and-tenure-pdf (Provost's Office).

Evaluation of Faculty in the Area of Research

The Department of Hispanic Studies will maintain standards consistent with the University's classification as a Research I institution by encouraging faculty to sustain an active research agenda. The chief guideline for the evaluation of scholarship should be quality, originality and impact on the scholarly community. The successful candidate for promotion and tenure must demonstrate substantive, original, and innovative intellectual contributions to scholarship through publication or dissemination of research in appropriate peer-reviewed venues. Faculty must demonstrate that they have established an independent research agenda and a long-term trajectory for their research. The candidate must show evidence of a sustained, long-term commitment to scholarly research and publication. Research will be evaluated on the basis of

- the publication of books by foreign and/or domestic presses of reputable standing, which stipulate a review process by noted scholars in the field
- scholarly contributions in quality journals that have been subjected to professional review and validation
- the delivery of papers at professional conferences, insofar as a paper is, in principle, an important step toward completion of a scholarly publication.

Digital research productivity is possible in each of these categories as detailed throughout this document.

PROMOTION TO ASSOCIATE PROFESSOR

Assistant Professors are expected to provide tangible evidence of an active and sustained research agenda (e.g., books and articles in press or submitted, digital projects submitted to review or open to external validation, received or submitted grants, fellowships, awards honoring research. However, when external funding is used as an indicator of research achievement it should be validated through refereed publication. The applicant's scholarly record should consist primarily of work that is peer-reviewed in outlets (print or electronic) that are highly regarded within the discipline. Normally, all work published since the candidate received the Ph.D. will be considered.

Because Hispanic Studies is a diverse field that encompasses many specializations, and the department involves both Hispanic Literature & Culture and Hispanic Linguistics, the research record might take one of two forms designed to maintain a level of particularity for the two dominant areas of specialization in the department.

In one form (emphasis in <u>Hispanic Literature and Culture</u>), guidelines for the research portfolio for Assistant Professors include:
   a)   one major book:
   - a scholarly study of a critical or analytical nature, <u>or</u>
   - a major critical edition <u>or</u>
   - a major digital project;
   b)   a number of high quality full-length articles (the recommendation is five to six) either electronic or print (please note that "the chief guideline for the evaluation of scholarship is quality, originality and impact on the scholarly community" p. 1);
   c)   a number of papers presented at professional conferences.

The book must be published, or a complete manuscript accepted and under contract, with a respected press. Depending on their merit, chapters in books and article-length studies in anthologies and proceedings will be considered equivalent to full-length articles in major journals. Likewise, the evaluation committee will examine each critical edition or digital project in order to determine whether it constitutes a major contribution. If the candidate publishes a version of the dissertation in monograph or article form, s/he must demonstrate what additional research and writing has been done in the dissertation manuscript during the probationary period.

In the other form, (emphasis in <u>Hispanic Linguistics</u>), the guidelines include:
   a)   a series (three or more) of full-length articles within a coherent research program, or a comparable body of work <u>or a comparable body or work</u>:
   - one major book, or
   a scholarly study of a critical or analytical nature, <u>or</u>
   - a major critical edition, <u>or</u>
   - a major digital project, <u>or</u>
   - a textbook▪
   b)   a number of high quality full-length articles (the recommendation is five to six) in major journals either electronic or print;
   c)   a number of papers presented at professional conferences.

The book must be published, or a complete manuscript accepted and under contract, with a respected press. In some sub-fields a series of scholarly articles may be the preferred form of publication. The alternatives to the scholarly study should be demonstrated as being of equal research effort, scope, and contribution to the field. On the basis of merit, the evaluation committee will examine each critical edition, digital project, or textbook in order to determine whether it constitutes a major contribution. Critical editions are considered "major" when they include: 1) a substantial, ground-breaking introduction that draws new conclusions and new interpretations, 2) scholarly annotation, and 3) a critical apparatus. Textbooks of all types and for all levels must demonstrate an original, intellectual contribution to the field. Textbooks that provide didactic materials or that synthesize existing research, theories, and concepts must provide additional scholarly insight through a substantial and innovative recrafting or recontextualization of those materials, theories, and concepts. Criteria for consideration of digital projects as "major" scholarly contributions are covered below under "Digital Scholarship."

For either specialization, collaborative work and other kinds of publications, as well as digital scholarship, will be evaluated as follows:

Collaborations: Publications may be co-authored with the understanding that in all collaborative work the candidate should demonstrate the extent of his/her contribution to the project. While collaborative research with colleagues or students is encouraged, it is also important that one demonstrate scholarly independence and leadership through lead or single authorship.

Other publications and forms of scholarship: Such enterprises as translations, creative writing, compendia and interviews will be judged upon their relative merit. Candidates may also show evidence of sustained scholarly and/or creative activity in other forms of professional engagement such as editing books and special journal issues, writing textbooks and book reviews. In addition to publications, other forms of professional engagement such as delivering conference papers and refereeing professional publications are also relevant. Digital contributions of article-length materials (e.g., transcriptions, commentaries, translations) to scholarly sites or archives may be considered equivalent to conference papers. Scholarly blogs and wikis, which are gaining prominence as sites of expert participation in the profession, are, in general, more likely to be ranked alongside panel discussions and conference participation than presentations. Podcasts and digital recordings of conference proceedings are also in this category.

While contributions such as conference papers and fictional or autobiographical work amplify a candidate's file, they do not, however, substitute for scholarly work published by respected journals and presses.

Submitted applications for research grants and funding will be considered as further enhancements to a dossier that features a suitable quantity of published work, whether print or digital.

Digital scholarship: The department recognizes digital research and output as having significance to comprise the major element in the body of scholarship evaluated for promotion to Associate or Full Professor. They meet the criteria for recognition as substantive and original contributions to scholarship. For promotion to Associate or Full Professor, the candidate should be either Principal Investigator, one of multiple Principal Investigators, or in some instances Co-Principal Investigator in the digital projects being considered.

Digital projects that merit recognition as substantive and original contributions to scholarship are the following:

Book equivalency:

Digital projects of substantial scope that meet the criteria for having passed through rigorous external review mechanisms comparable to those of a book publication (e.g., included or accepted for inclusion in a peer-reviewed digital scholarly hub or portal, self-standing digital projects validated by an advisory/review board). These materials must be significant resources for a scholarly community, meet international standards for the preparation of the digital materials they contain, and be housed in a recognized repository with appropriate provisions for data protection, preservation, sustainability, and continued access.

Article equivalency:

Digital projects of a scope equivalent to the full-length article in a major journal, published in venues other than print journals and subject to rigorous review.

Individual projects outside those directly addressed in these guidelines, and the equivalencies of such projects to the portfolio guidelines, will be examined closely on a case by case basis and will be assessed on the basis of their quality, as reflected in peer review and peer recognition.

In cases where a digital project is mounted without undergoing peer review or external validation during its development and implementation, expert review and evaluation will be secured at the time of promotion.

PROMOTION TO FULL PROFESSOR

Associate Professors are expected to provide tangible evidence of an active and sustained research agenda (e.g., books and articles in press or submitted, digital projects submitted to review or open to external validation, received or submitted grants, fellowships, awards honoring research,). However, whenever external funding is used as an indicator of research achievement it should be validated by refereed publication.

Guidelines for the research portfolio for Associate Professors include the following achievements produced since promotion with tenure:

Hispanic Literature and Culture:
> a) a book published in a respected press:
> - a scholarly study of a critical or analytical nature, <u>or</u>
> - a major critical edition*; <u>or</u>
> - a major digital project**, <u>and</u>
>
> b) evidence of significant progress toward another book project or major digital project (for instance, several chapters or full draft manuscript of a book, or significant content and functionality for a digital project); or a number of full-length articles published in major journals (either electronic or print) that constitute a significant contribution to the field; <u>and</u>
>
> c) evidence of national and international recognition in the field (for example, invited talks, participation in international symposia, special honors, invitations to membership in editorial boards).

* The alternative to the scholarly study should be demonstrated as being of equal research effort, scope, and contribution to the field. On the basis of merit, the evaluation committee will examine each critical edition in order to determine whether it constitutes a major contribution. Critical editions are considered "major" when they include: 1) a substantial, ground-breaking introduction that draws new conclusions and new interpretations, 2) scholarly annotation, and 3) a critical apparatus.
** Concerning the evaluation of digital projects as major scholarly contributions, see the section on Digital Scholarship.

Hispanic Linguistics:
> a) a book or a comparable body of work published in respected outlets:
> - a scholarly study of a critical or analytical nature, <u>or</u>
> - a textbook,* <u>or</u>
> - a major digital project, <u>or</u>
> - a series of full-length articles within a coherent research program; <u>and</u>
>
> b) a number of full-length articles published in major journals (either electronic or print) that constitute a significant contribution to the field; <u>and</u>
>
> c) evidence of national and international recognition in the field (for example, invited talks, participation in international symposia, special honors, invitations to participate in editorial boards).

* Textbooks of all types and for all levels must demonstrate an original, intellectual contribution to the field. Textbooks that provide didactic materials or that synthesize existing research, theories, and concepts must provide additional scholarly insight through a substantial and innovative recrafting or recontextualization of those materials, theories, and concepts.

** Concerning the evaluation of digital projects as major scholarly contributions, see the section Digital Scholarship.

For either specialization, collaborative work and other kinds of publications, as well as digital scholarship, will be evaluated as follows:

<u>Collaborations</u>: Publications may be co-authored with the understanding that in all collaborative work the candidate should demonstrate the extent of his/her contribution to the project. While collaborative research with colleagues or students is encouraged, it is also important that one demonstrate scholarly independence and leadership through lead or single authorship.

<u>Other publications and forms of scholarship</u>: Depending on their merit, chapters in books and article-length studies in anthologies and proceedings will be considered equivalent to full-length articles in major journals. Likewise, the evaluation committee will examine each critical edition in order to determine whether it constitutes a major contribution. Such enterprises as translations, creative writing, compendia and interviews will be judged on their relative merit. Candidates may also show evidence of sustained scholarly and/or creative activity in other ways such as editing books and special journal issues, writing textbooks (for specialists in Hispanic Literature and Culture) and writing book reviews. In addition to publications, other forms of professional engagement such as delivering conference papers and refereeing professional publications are also relevant. Digital contributions of article-length materials (e.g., transcriptions, commentaries, translations) to scholarly sites or archives may be considered equivalent to conference papers. Scholarly blogs and wikis, which are gaining prominence as sites of expert participation in the profession, are, in general, more likely to be ranked alongside panel discussions and conference participation than presentations. Podcasts and digital recordings of conference proceedings are also in this category.

While contributions such as conference papers and fictional or autobiographical work amplify a candidate´s file, they do not, however, substitute for scholarly work published by respected journals and presses.

Submitted applications for research grants and funding will be considered as further enhancements to a dossier that features a suitable quantity of published work, whether print or digital.

<u>Digital scholarship</u>: The same guidelines as for promotion to Assistant Professor apply here.

Faculty who have attained the rank of full professor are expected to show evidence of continuing productivity.

Evaluation of Faculty in the Area of Teaching

The successful candidate for promotion will demonstrate a continuing record of high-quality and effective teaching. A balanced record of accomplished teaching at both the undergraduate and graduate level is expected. When evaluating a faculty member's performance, in-class effectiveness as gauged by student evaluations will be considered to be one indication among many. Excellence in this category will also be determined by course objectives and organization as reflected by syllabi; rigor in assessing student performance; the diversity of courses taught; contributions by the faculty member to the general educational structure of the university; participation of the faculty member in the continuing campus dialogue regarding teaching activities; peer evaluations of classroom performance. While the advising of Spanish majors may be assigned to specific faculty members, all faculty are expected to mentor, advise, and to assist undergraduate and graduate students to the successful completion of their degree by directing Hispanic Studies Honors, M.A. theses and dissertations, chairing and/or serving on doctoral committees and exams, and providing other mentoring to assist job placement.

In addition, achievements beyond the scope of normal classroom instruction may include the following:

      a) developing and teaching new courses, especially those added to the university catalogue;

      b) documenting achievements in the area of teaching that go beyond the scope of normal classroom instruction, such as the direction of independent studies courses, the adaptation of traditional courses for Honors credit, mentoring activities in recognized university programs, or directing Honors and M.A. theses and Ph.D. dissertations;

      c) teaching courses required for UK Core;

      d) teaching an exceptionally diverse slate of courses;

      e) directing three or more sections of a course, for which they impart pedagogical guidance to section leaders, and for which they design the syllabi and examinations;

      f) training and supervising graduate teaching assistants.

Evaluation of Faculty in the Area of Service

All faculty members are expected to perform significant service tasks that ensure the smooth operation and continued advancement of the department. Further, their service/administration performance should increase the department's visibility and collegial presence in all matters affecting the teaching and research missions of the university community. Although the service responsibilities assigned to Assistant Professors are generally modest, it is required that all faculty members contribute conscientiously to the collective growth and development of the department, college and University. The candidates for promotion to Full Professor are expected to contribute more to the service mission than probationary faculty, and it is expected that these contributions will extend beyond the department.

Assistant Professors are expected:

      a) to serve on at least two departmental committees or serve on at least one College-level committee, as elected or nominated;

      b) to assist in the organization of the annual Kentucky Foreign Language Conference and participate in the annual Kentucky World Language Showcase or comparable; and

      c) to participate in other university programs or community activities.

Associate Professors are expected:

      a) to assist in the organization of the annual Kentucky Foreign Language Conference and participate in the annual Kentucky World Language Showcase or comparable; and

      b) to assist with the mentorship of graduate students through participation in departmental workshops; and

      c) to demonstrate a leadership role in service within the department, including as Chair of one of the standing committees, or organizer of one of the KFLC divisions; and

      d) to demonstrate an increasing level of service to the College and/or the University, through membership on elected committees, University Senate, inter-departmental committees, College or University task forces, etc.; and

      e) to participate in other university programs or community activities.

Additionally, Associate Professors are expected to expand their activities by engaging in professional activities such as:

      a) taking leadership roles in research-related national and international organizations;

      b) organization-execution of a conference, symposium, or workshop;

      c) invitation-sponsorship of scholars and artists to campus for lectures or seminars;

      d) editorial responsibility for scholarly journals;

      e) peer evaluations of articles for publication in scholarly journals;

f) peer evaluations of book manuscripts for publication by scholarly presses or requested reviews of funding proposals or digital projects;

g) professional service to the community.

Faculty who have attained the rank of Full Professor are expected to show evidence of continuing service.

SPECIAL TITLE SERIES

Special Title Series in the Department of Hispanic Studies are faculty members with a significant administrative role in the undergraduate program and a teaching load commensurate with administrative and service responsibilities. Depending on the faculty member's subfield and professional interests, a percentage of the DOE can be assigned to Professional Development and/or Research.

Successful candidates should demonstrate a continuous and quality record of administrative practices, effective teaching and advising, professional development/research, and service. Special Title Series faculty should show an awareness of pedagogical theory and practice.

PROMOTION TO ASSOCIATE PROFESSOR

Evaluation of Faculty in the Area of Administration

When evaluating a faculty member's administrative contribution, the following responsibilities may be factored in the assessment:

a) supervision of undergraduate language sequences;
b) participation in the training and assessment of Teaching Assistants and Part Time Instructors;
c) development of appropriate structures and mechanisms for implementing objectives for all the courses taught in the undergraduate instruction program;
d) preparation of teaching assignments for summer sessions;
e) preparation of requests for information and reports concerning the undergraduate program for the Department, the College of Arts and Sciences, or other units of the University;
f) collaboration with the Chair, the department, and other units to ensure that the undergraduate program runs smoothly;
g) evaluation and assessment of undergraduate program.

Evaluation of Faculty in the Area of Teaching

When evaluating a faculty member's performance, in-class effectiveness as gauged by student evaluations will be considered to be one indication among many. Excellence in this category will also be determined by course objectives and organization, as reflected by syllabi; rigor in assessing student performance; the diversity of courses taught; contributions by the faculty member to the general educational structure of the university; and participation of the faculty member in the continuing campus dialogue regarding teaching activities.

In addition, achievements beyond the scope of normal classroom instruction may include the following:

a) developing and teaching new courses, especially those added to the university catalogue;

b) documenting achievements in the area of teaching that go beyond the scope of normal classroom instruction, such as the direction of independent studies courses, the adaptation of traditional courses for Honors credit, mentoring activities in recognized university programs, or directing Honors theses;

c) teaching courses required for UK Core;

d) teaching an exceptionally diverse slate of courses;

e) directing three or more sections of a course, for which they impart pedagogical guidance to section leaders, and for which they design the syllabi and examinations;

f) training and supervising graduate teaching assistants.

Assistant/Associate Professors must receive satisfactory evaluations on their teaching performance. Faculty will provide copies of their syllabi in their teaching dossier. In addition, achievements beyond the scope of normal classroom instruction may include the following:

a) developing and teaching new courses, especially those added to the university catalogue;

b) teaching courses required of UK Core.

c) introducing and implementing novel teaching techniques or instructional technology into the undergraduate program.

Evaluation of Faculty in the Area of Professional Development or Research

Depending on the candidate's DOE, Professional Development and/or Research may be also part of the evaluation criteria for promotion. Professional development is defined as: active participation in professional organizations and in workshops that enhance professional enrichment. Research is defined as: publication or presentation of research in the candidate's field, including the candidate's chosen area of scholarship.

Based on the percentage assigned to Professional Development or Research, Assistant Professors may provide tangible evidence of professional development and/or an active and sustained research agenda by demonstrating participation in teaching workshops and conferences, evaluating and/or reviewing textbooks or articles for the profession, publishing books or textbooks, articles or digital projects, securing grants and fellowships, and receiving awards honoring research or professional achievement.

PROMOTION TO FULL PROFESSOR

Associate Professors are expected to provide tangible evidence of a continued and strong record in administration, a high-quality and effective teaching record, research/professional development, and service to the profession.

Evaluation of Faculty in the Area of Teaching

The successful candidate for promotion will demonstrate a continuing record of high-quality and effective teaching at the undergraduate level and advising of students**.** When evaluating a faculty member's performance, in-class effectiveness as gauged by student evaluations will be considered to be one indication among many. Excellence in this category will also be determined by course objectives and organization as reflected by syllabi; rigor in assessing student performance; the diversity of courses taught; contributions by the faculty member to the general educational structure of the university; participation of the faculty member in the continuing campus dialogue regarding teaching activities.

In addition, achievements beyond the scope of normal classroom instruction and the training and coordination of graduate teaching assistants may include the following:

a) developing and teaching new courses, especially those added to the university catalogue;

b) documenting achievements in the area of teaching that go beyond the scope of normal classroom instruction, such as the direction of independent studies courses, mentoring activities in recognized university programs, or directing Honors theses;

c) teaching courses required for UK Core;

d) directing multi-section courses, for which they impart pedagogical guidance to section leaders, and for which they design the syllabi and examinations.

Evaluation of Faculty in the Area of Professional Development and/or Research

In terms of professional development and research, candidates should present substantial contributions to the field beyond their promotion to Associate Professor.

Depending on their percentage assigned to professional development or Research, Associate Professors may provide tangible evidence of professional development and/or an active and sustained research agenda by demonstrating participation in teaching workshops and conferences, evaluating and/or reviewing textbooks or articles for the profession, publishing/submitting books or textbooks, articles or digital projects to review or external validation, applying for and securing grants and fellowships, and receiving awards honoring research or professional achievement.

In addition to such enterprises as textbooks, translations, creative writing, compendia and interviews, candidates may also show evidence of sustained scholarly and/or creative activity in other ways such as editing books and special journal issues, and writing textbooks in print or digital venues. Other forms of professional engagement such as delivering conference papers and refereeing professional publications are also relevant.

Evaluation of Faculty in the Area of Service

Assistant Professors are expected:

a) to serve on at least two departmental committees or serve on at least one College-level committee, as elected or nominated; and

b) to assist in the organization of the annual Kentucky Foreign Language Conference and participate in the annual Kentucky World Language Showcase or comparable; and

c) to participate in other university programs or community activities.

Associate Professors are expected:

a) to assist in the organization of the annual Kentucky Foreign Language Conference and participate in the annual Kentucky World Language Showcase or comparable; and

b) to assist with the mentorship of graduate students through participation in departmental workshops; and

c) to demonstrate a leadership role in service within the department, including as Chair of one of the standing committees, or organizer of one of the KFLC divisions; and

d) to demonstrate an increasing level of service to the College and/or the University, through membership on elected committees, University Senate, inter-departmental committees, College or University task forces, etc.; and

e) to participate in other university programs or community activities.

Additional professional activities at any level may include:

a) a position in a national/international organization;

b) organization-execution of a conference, symposium, or workshop;

c) invitation-sponsorship of scholars and artists to campus for lectures or seminars;

d) editorial responsibility for scholarly journals;
e) peer evaluations of articles for publication in scholarly journals;
f) peer evaluations of book manuscripts for publication by scholarly presses or requested reviews of funding proposals or of digital projects;
g) participation in a campus committee that requires an extensive commitment;
h) professional service to the community;
i) professional engagement in other programs such as LAS, MATWL, FLIE or in Education Abroad.

End of document

UNIVERSITY OF KENTUCKY

DEPARTMENT OF HISPANIC STUDIES

GUIDELINES FOR LECTURERS AND SENIOR LECTURERS

(NON-TENURABLE APPOINTMENTS)

Approved by the Faculty: April, 2008; Amended: August, 2008; October, 2010

Appointment at the rank of **Lecturer** will require a Ph.D. degree in a field of study appropriate to the teaching of Spanish language, literature, linguistics, and/or culture. Lecturers' Faculty Performance Review will be based on demonstrated excellence in classroom teaching, and, in any combination of the following three categories depending on the nature of the appointment: service to the department, research or professional development activities, administrative duties. This review will take place annually and must include evidences from relevant categories listed below for Senior Lecturers.

Appointment at or promotion to the rank of **Senior Lecturer** will require five years of continuous and full-time service to the department. Similar to the evaluation criteria for lecturers, appointment or promotion to Senior Lecturer will also require demonstrated excellence in teaching, departmental service, research or professional development, and/or administration, in accord with the agreed upon division of effort (DOE). Potential evidences to corroborate excellence in regard to (1) teaching, (2) service, (3) research and/or professional development, and (4) administration are listed below. Senior Lecturers shall undergo Faculty Performance Review biannually.

(1) Teaching:
- Quantitative ratings and qualitative responses provided by students on the standard TCE form or departmental evaluation forms;
- Solicited or unsolicited written comments from students, teaching assistants, and/or peers who have observed the candidate's teaching, advising and their impact on student performance, engagement, or attitude;
- Other evidence of teaching excellence such as curricular or pedagogical innovation.

(2) Service:
- Active participation in departmental or college-level committees;
- Efforts in organizing departmental or interdepartmental events;
- Proposals that enhance the mission of the department.

(3) Research/Professional Development:
- Publication or presentation of scholarly research in the candidate's field or of pedagogical innovation;
- Active participation in conferences and other public venues pertinent to the candidate's chosen area of scholarship;
- Active participation in professional organizations and in workshops that enhance professional development.

(4) Administration:
- Rating forms (such as "Academic Language Coordinator Evaluation") submitted by Teaching Assistants and Part-Time Instructors;
- Reports from the Director of Elementary Language Instruction or other tenured/tenure-track course supervisors.

PROCEDURAL STEPS
PROMOTION TO SENIOR LECTURER
HISPANIC STUDIES

March 02, 2015	Chair met with Dr. Campbell-Speltz to discuss the process to promotion to Senior Lecturer based on the Hispanic Studies Departmental Guidelines for Lecturers and Senior Lectures as well as the documents for Procedure for Promotion to Senior Lecturers and the Dossier Format and Checklist for Promotion to Senior Lecturer posted on the College of Arts and Sciences' webpage.
March 25, 2015	Chair informed in faculty meeting that dossiers to discuss the readiness for promotion to Senior Lecturer of Drs. Campbell-Speltz and Medina were due on April 03, 2015.
April 09, 2015	Chair notified by email to all faculty that dossiers to discuss the readiness for promotion to Senior Lecturer of Drs. Campbell-Speltz and Medina were ready for review on Sharepoint. At the same time reminded of the confidentiality of these materials.
April 15, 2015	Chair reminded to all faculty during faculty meeting that discussion on the readiness for promotion to Senior Lecturer of Drs. Campbell-Speltz and Medina would be on the April 29.
April 29, 2015	Faculty met in Executive session during the second portion of the faculty meeting to discuss the readiness for promotion to Senior Lecturer of Drs. Campbell-Speltz and Medina.
May 06, 2015	Chair and Dr. Campbell-Speltz met to discuss the results of the meeting. Sept. 01 was agreed as the date to submit the dossier for promotion to the Chair.
Sept. 02, 2015	Chair notified during faculty meeting that meeting to discuss the promotion to Senior Lecturer of Drs. Campbell-Speltz and Medina was going to take place on Sept. 23, 2015.
Sept. 15, 2015	Chair notified by email to all faculty that dossiers to discuss the promotion to Senior Lecturer of Drs. Campbell-Speltz and Medina were ready for review on Sharepoint and that printed copies were available at the Chair's office. At the same time, they were reminded of the confidentiality of these materials.
Sept. 21, 2015	Dr. Ana Rueda, Chair of the Promotion and Tenure Committee of the Department reminded all faculty of the upcoming promotions in the Department of Hispanic Studies. Attached to her memo were the Provost's memo on Promotion and Tenure (Aug. 2015) as well as email message from HS's Chair on the same matter.
Sept. 23, 2015	Departmental faculty required to write letters in these promotion cases met to discuss in confidentiality the candidates' dossiers. This portion of the meeting was presided by Dr. Ana Rueda, Chair of the Promotion and Tenure Committee of the Department.

Sept. 25, 2015	Written recommendations of the faculty were received by the Chair.
Sept. 28, 2015	Chair met with Dr. Campbell-Speltz to go over minor corrections on her dossier.
Sept. 30, 2015	The Chair's letter was added to the dossiers which were checked for completeness, and were forwarded to the Associate Dean of Faculty in the College.