

Application for Lecturer February 8, 2017

The following guidelines shall be implemented in a way consistent with all relevant ABOR and UHAP policies and procedures.

Overview of Criteria for Promotion to Lecturer

Excellent, flexible classroom teacher at the calculus level.

Evidence of leadership in *either*

- Administering existing courses, with mathematically sound materials and the ability to lead a disparate group of faculty and graduate students, *or*
- Shaping or creating courses, showing good mathematical judgement and the ability to include and balance disparate views.

Overview of Application Materials

The application will have two parts:

An extended CV listing all relevant academic and work experience in outline form. (Up to three pages.)

A teaching portfolio of no more than three pages describing up to three significant accomplishments in the last five years. This portfolio can have up to six pages of appendices illustrating the accomplishments, excluding student evaluations

Teaching evaluations for all courses taught in the last two years. (No page limit.)

Details of Application Materials

Criteria for Promotion:

The most important criteria for promotion are:

- Excellent teaching
- Demonstrated leadership in administering courses or in shaping courses

These qualities can be demonstrated in multiple ways.

Evidence of **excellent teaching**, and a commitment to teaching in a way that encourages and promotes student learning, can be demonstrated, for example, by

- Student course/teaching evaluations
- Reviews of teaching by other faculty and staff
- Evidence of the ability, flexibility, and willingness to teach a wide range of courses of different kinds and at different levels, including both "sub-calculus" courses, and statistics or courses beyond first-semester calculus
- Evidence of ability to adapt to change—changes in technology, changes in teaching methods, changes in courses taught and in course content
- Student input in addition to formal teaching evaluations.
- Student performance on common exams.
- Student performance in subsequent classes.
- Evidence of ability to respond to feedback about teaching and to adapt appropriately

Leadership can be demonstrated by the **successful administration** of courses.

- A **well-administered course** runs smoothly and meets the needs of students and instructors. In particular:
 - Materials are available promptly and of high quality mathematically and in presentation.
 - A community is created for those instructors interested in expanding their teaching repertoire.
 - Appropriate flexibility is provided for instructors with varied approaches to the course.
 - Constructive feedback is welcomed.

Leadership can be demonstrated by the **successful shaping** of courses.

- Successful **shaping of a course** involves being able to make the many judgment calls about the focus of the course and the details of its execution. In particular:
 - The materials should reflect the way in which we want students to think about mathematics.
 - The level of the materials should be appropriate for the audience.
 - The choice of material and technology should reflect the field, as well as the needs of the students and the faculty who send them to us.
 - The course design should be practical for faculty of varying backgrounds and views.
 - Constructive input from faculty should be encouraged

Additional Criteria for Promotion: Service and Professional Development

In addition to teaching and leadership, successful senior lecturer applicants will have provided **service to the department and university**. In particular:

- Served as a GTA supervisor
- Served as source of advice for other instructors and to help solve classroom and student issues.
- Service may include participation in academic and nonacademic outreach projects, work with faculty-led research or educational projects, and involvement in student centered activities like advising, tutoring, or recruiting

Involvement in **professional development**, e.g., by attendance at, presentation at or organization of on-campus or off-campus seminars, workshops or conferences will also be considered.

Other Qualifications for Promotion:

The following qualifications are required:

1. Compliance with HLC requirements
2. Five or more years as full-time instructor, not counting time spent as a graduate teaching assistant. (May be considered for Lecturer in fifth year.) Time in an equivalent position at another institution can be included in the five-year guideline.

Guidelines for Application Materials:

The CV should list all relevant academic relevant work and teaching experience, giving dates and locations. Three-page limit.

The teaching portfolio should be constructed as one coherent narrative document, providing clear evidence that the criteria for promotion have been met. The portfolio should be based on up to three

accomplishments and illustrated (where appropriate) by material referenced in the appendix. Three page limit for the portfolio and six page limit for the appendices.

Complete student **teaching evaluations** for the past two years should be included in a separate packet. No page limit.

The University P&T Guidelines for promotion to tenure provide guidance on preparing an application for promotion. Complete materials are at <http://facultyaffairs.arizona.edu/promotion-and-tenure>. Below are check lists for preparing an application to Lecturer based on University documents 4, 6, 8.

CV should include, using bullets and headings:

- All colleges and universities attended.
- Degrees awarded with dates and institutions
- Employment history
- Prizes and recognition
- Service: Outreach, committee membership

Teaching Portfolio should be well organized and include, where appropriate, descriptions and documentation of

- Teaching philosophy
- Lists of courses taught and coordinated
- Teaching effectiveness, and outcome assessments
- Leadership contributions in administering courses
- Individual student contact: Undergraduate research, advising, honors programs,
- Innovation: Online or other new formats
- Role in educational outreach programs

Appendix can include:

- Representative instructional materials from a range of courses
- Feedback from students or colleagues
- Reports of class visits

Teaching Evaluations should include:

- All student evaluations from the past two years