

## **Application for Senior Lecturer**

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

December 1, 2016

### **Overview of Criteria for Promotion to Senior Lecturer**

- Exceptional, flexible classroom teacher in the full calculus sequence.
- Substantial experience successfully administering existing courses, with mathematically sound materials and the ability to lead a disparate group of faculty and graduate students.
- Evidence of leadership in 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 five pages.)
- A teaching portfolio of no more than five pages describing up to five significant accomplishments in the last ten years, with at least two in the last five years. This portfolio can have up to ten 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:

- Exceptional teaching
- Demonstrated leadership in shaping and administering courses

These qualities can be demonstrated in multiple ways.

Evidence of **exceptional 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, statistics, and 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** is demonstrated both by the **successful administration** of courses and by having the ability **to shape a course**.

- 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.
- 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.

#### **Recommended Qualifications for Promotion:**

The following qualifications are generally expected but not required.

1. Master's degree in Mathematics or closely related discipline (e.g., Applied Math, Stats).
2. Five years or more as Lecturer. (May be considered for Senior 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. Five 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 five accomplishments and illustrated (where appropriate) by material referenced in the appendix. Five page limit for the portfolio and ten 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 Senior 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, outcome assessments, and course design.
- Leadership contributions in administering courses or designing materials
- 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