

Overview of Criteria for Instructors, Lecturers, Senior Lecturers, and Principal Lecturers

November 25, 2017

Instructors

- Excellent, flexible classroom teacher at the first-semester calculus level and below.

Lecturers

- Excellent, flexible classroom teacher with the ability to teach courses at varied levels to varied populations.
- Evidence of leadership *either* in administering existing courses, with mathematically sound materials and the ability to lead a diverse group of faculty and graduate students *or* in shaping a component of a course, showing good mathematical judgement and the ability to include different points of view.
- At least 5 years as an instructor (can apply during the 5th year)

Senior Lecturers

- Exceptional, flexible classroom teacher with the ability to teach a range of courses at varied levels of varied populations.
- 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 a major component of a course (lab, assignments, project, in class work, online materials etc). Evidence of sound mathematical judgement and the ability to combine different points of view.
- At least 5 years as an lecturer (can apply during the 5th year)

Principal Lecturers

- Exceptional, flexible classroom teacher with the ability to teach a wide range of introductory courses to varied populations.
- 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 different points of view.
- Develop and lead professional development opportunities for faculty, post-doctoral, graduate and undergraduate students within the department, University, or discipline *or* Leadership at the University level or by presentations at conferences
- At least 5 years as an senior lecturer (can apply during the 5th year)

Detailed Application and Promotion Criteria

Application for Instructor

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

Overview of Criteria for Instructor

- Excellent, flexible classroom teacher at the first-semester calculus level and below.

Overview of Application Materials

The application will have two parts:

- A CV listing all relevant academic and work experience in outline form. (Up to two pages.)
- A teaching portfolio of no more than one page describing the applicant's teaching philosophy, with an appendix (if appropriate) containing evidence of successful teaching.

Duties and Responsibilities:

- The primary responsibility is to teach courses at the level of first-semester calculus and below, as needed by the department. This includes courses such as college algebra, pre-calculus, introductory statistics, and business calculus.
- Instructors are also expected to participate in various departmental activities, such as tutoring and mentoring programs. Full-time appointments usually require teaching 12 credit hours each semester.
- Additional responsibilities include attendance at all appropriate course meetings and related training sessions.
- This is an academic year position. There is a possibility of teaching in the summer for additional compensation, depending on availability of classes.

Minimum Qualifications:

- Compliance with HLC requirements: Master's degree in mathematics, mathematics education, statistics, or a closely related field with a significant component in mathematics is required.
- Experience teaching mathematics at the level of first-semester calculus and below.

Preferred Qualifications:

- Ability to teach the full range of 100-level math courses, including introductory statistics
- Experience teaching online courses.

Application for Lecturer

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 with the ability to teach courses at varied levels to varied populations.
- At least 5 years as an lecturer (can apply during the 5th year)
- 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 different points of view.
- At least 5 years as an instructor (can apply during the 5th year)

Overview of Application Materials

The application will have three 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 courses below calculus, 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 *either* by the **successful administration** of a course *or* by having **shaped a major component of a course** within an existing structure

- 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.

- Successfully **shaping a major course component** (lab, assignments, project, in class work, online materials, etc) involves a clear understanding of the mathematical requirements of the course and of the needs of the students in it, plus the ability to design activities to meet those needs. In particular:
 - The course component should reflect the way in which we want students to think about mathematics.
 - The course component should address a pedagogical or mathematical issue in the course.
 - The activity should be appropriate for the audience.
 - The choice of activity and technology should reflect the field, as well as the needs of the students and the faculty who send them to us.
 - The components should be practical for faculty of varying backgrounds and views.
 - Shaping a course component may involve piloting a new course and providing substantial feedback.
 - Constructive input from faculty should be encouraged.

Additional Criteria for Promotion: Service and Professional Development

In addition to teaching and leadership, successful 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 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 use bullets and headings and include:

- 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

Application for Senior Lecturer

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

Senior Lecturers

- Exceptional, flexible classroom teacher with the ability to teach a range of courses at varied levels to varied populations.
- 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 a major component of a course (lab, assignments, projects, in class work, online materials, etc). Evidence of sound mathematical judgement and the ability to combine different points of view.
- At least 5 years as a lecturer (can apply during the 5th year)

Overview of Application Materials

The application will have three 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 major components of 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 courses below calculus, 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 **shaped a major component of a course** within an existing structure.

- 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.
- Successfully **shaping a major course component** (lab, assignments, project, in class work, online materials, etc) involves a clear understanding of the mathematical requirements of the course and of the needs of the students in it, plus the ability to design activities to meet those needs. Specifically:
 - The course component should reflect the way in which we want students to think about mathematics.
 - The course component should address a pedagogical or mathematical issue in the course
 - The activity should be appropriate for the audience.
 - The choice of activity and technology should reflect the field, as well as the needs of the students and the faculty who send them to us.
 - The components should be practical for faculty of varying backgrounds and views.
 - Shaping a course component may involve piloting a new course and providing substantial feedback.
 - 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 to help solve classroom and student issues.
- Served on departmental or university committees.
- Be able to advise entry-level students and new faculty about 100-200 level mathematics courses

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:

3. Compliance with HLC requirements
4. 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 use bullets and headings and include:

- 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

Application for Principal Lecturer

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 Principal Lecturer

- Exceptional, flexible classroom teacher with the ability to teach a wide range of introductory courses to varied populations.
- 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 different points of view.
- Develop and lead professional development opportunities for faculty, post-doctoral, graduate and undergraduate students within the department, University, or discipline *or* Leadership at the University level or by presentations at conferences
- At least 5 years as a senior lecturer (can apply during the 5th year)

Overview of Application Materials

The application will have three 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 demonstrated 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.
 - Where appropriate, collaboration with other departments should be established to better meet students' needs.
 - Where possible, grants should be obtained to support course development.
 - 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 to help solve classroom and student issues.
- Served on departmental committees or university committees.
- Advised entry-level students and new faculty about 100-200 level mathematics courses
- Involved with outreach programs.

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:

- Compliance with HLC requirements
- Five years or more as Senior Lecturer. (May be considered for Principal 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.

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Appendix can include:

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Teaching Evaluations should include:

- All student evaluations from the past two years