

CESL Senior Instructor/Lecturer Documents and Process

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Summary Chart

Position Title	Adjunct Instructor	Instructor	Instructor, Senior	Lecturer	Lecturer, Senior
Requirements	- MA TESL or related - Experience teaching post-secondary ESL/EFL	- MA TESL or related - Experience teaching post-secondary ESL/EFL	- MA TESL or related - 5+ years' experience teaching post-secondary ESL/EFL - 3 years at CESL	- PhD TESL or related - 5+ years' experience teaching post-secondary ESL/EFL	- PhD TESL or related - 10+ years' experience teaching post-secondary ESL/EFL - 3 years at CESL
Programs to teach in	IEP, PM, Tutoring, possibly others	IEP, PM, Tutoring, possibly others	Any, including Teacher Training and Customized ESP	Any, including Teacher Training and Customized ESP	Any, including Teacher Training and Customized ESP
Benefits?	No	Yes	Yes	Yes	Yes
Hours/week	Up to 19.45	40	40	40	40
Scope of work	Teaching, office hours, limited meetings	Teaching, office hours, meetings, committee work, other service, professional development	Teaching, office hours, meetings, committee work, other service, professional development	Teaching, office hours, meetings, committee work, other service, professional development	Teaching, office hours, meetings, committee work, other service, professional development

Instructor

Working Title	Instructor
Actual Title	Instructor
Position Type	Full time, Academic
Distribution	100% Teaching
Supervisor	Program Coordinator and Associate Director

CESL Instructors teach primarily in CESL's Intensive English Program, Evening Program, and Tutoring program; possibly in other programs as well. Instructors should be available to teach 15 to 18 hours a week during Academic Year contract, as assigned, attend and teach a Bridge class as assigned up to 18 hours per week, and be available for an 8-hour shift between 8:00-6:45 M-F

Qualifications:

- MA in TESL or closely related field
- 5+ years' experience teaching multilingual classes in all areas of English language skills and at all levels of English proficiency in secondary or higher educational institutions, including full-time at CESL for 3 or more years.
- Non-native English teachers must submit documentation of score for at least a 60 on the ETS Speak or 30 Spoken iBT tests of English
- Experience living abroad and learning a foreign/second language
- Experience with CALL and teaching online

Teaching Duties

- Teach 15 to 18 hours a week during Academic Year contract, as assigned
- Attend and teach a Bridge class as assigned up to 18 hours per week
- Be available for an 8-hour shift between 8:00 AM – 6:45 PM M-F
- Be available to teach any skill, program and level at CESL during Academic Year contract
- Hold one office hour and two Student Hours per week in the SLC unless teaching an overload
- Submit e-syllabi for each class
- Be available to substitute teach as needed
- Demonstrate cordial, professional interaction with all faculty, staff, and students
- Develop supplemental course materials and courses as needed
- Use lab and online ESL resources regularly
- Complete administrative tasks, including but not limited to recording attendance, student evaluations, announcements, etc. in a complete timely manner
- If teaching an online course using D2L, which includes a CESL Bridge Course or teaching a TEFL course:
 - In D2L course area, update the following
 - Personal information in welcome page
 - Dates in Content – Program Description
 - Open and close dates for all modules, discussion, dropbox, and quizzes according to schedule
 - Check links in D2L course
 - Respond to student D2L questions and refer technical issues to the proper technical assistance person
 - Hold weekly chat session (if indicated in the course description)

Service to CESL

- Attend all Department meetings and center-wide events
- Limited classroom subbing as assigned by supervisor
- Available to be observed by teacher trainees, students and visiting guests or others approved by program coordinator
- Serve on an Annual Committee
- Serve as a Mentor to two new faculty members each year, as called upon
- Participate as one Administrative Coordinator assignment per semester
- Participate in CESL outreach events
- Assist with orientation/testing as needed
- Mentor UA graduate/TEFL students (optional)
- Be an advisor for a student club (optional)
- Be available during week prior to session start for testing and orientation duties

Professional Development

- Participate in departmental training
- Participate in Peer Coaching (not during first session of teaching at CESL)
- Participate in the Mentor system
- Create a professional academic year plan for professional development
- Be a member of a Professional Organization
- All employees are expected to remain current in their professional areas and to participate in professional development activities regularly.

Evaluation

- Evaluations as per process delineated in CESL-info/Faculty performance eval instructions/Lecturer self-summative portfolio instructions
- Course evaluations: 1 per class every session
- Full participation in Peer Coaching each year
- Observation by AD, ADAS, or Program Coordinator every 3 years
- Submit Self-reflection each semester (recommended)
- Submit eSelf-Summative evaluation each year
- Peer Collegiality Survey (assign 3 colleagues to evaluate your collegiality, when requested)

Lecturer

Working Title	Lecturer
Actual Title	Lecturer
Position Type	Full time, Academic
Distribution	100% Teaching
Supervisor	Program Coordinator and Associate Director

CESL Lecturers teach in any of CESL's English-language programs, all skills and levels, as well as CESL's Bridge Program, Teacher Training, and Customized/ESP programs. Instructors should be available to teach 15 to 18 hours a week during Academic Year contract, as assigned, attend and teach a Bridge class as assigned up to 18 hours per week, and be available for an 8-hour shift between 8:00-6:45 M-F

Qualifications:

- PhD in TESL or closely related field
- 5+ years' experience teaching multilingual classes in all areas of English language skills and at all levels of English proficiency in post-secondary or higher educational institutions, including full-time at CESL for 3 or more years.
- Non-native English teachers must submit documentation of score for at least a 60 on the ETS Speak or 30 Spoken iBT tests of English
- Experience living abroad and learning a foreign/second language
- Experience with CALL and teaching online

Teaching Duties

- Teach 15 to 18 hours a week during Academic Year contract, as assigned
- Attend and teach a Bridge class as assigned up to 18 hours per week
- Teach in Teacher Training and Customized ESP Programs.
- Be available for an 8-hour shift between 8:00 AM -6:45 PM M-F
- Be available to teach any skill, program and level at CESL during Academic Year contract
- Hold one office hour and two Student Hours per week in the SLC unless teaching an overload
- Submit e-syllabi for each class
- Be available to substitute teach as needed
- Demonstrate cordial, professional interaction with all faculty, staff, and students
- Develop supplemental course materials and courses as needed
- Use lab and online ESL resources regularly
- Complete administrative tasks, including but not limited to recording attendance, student evaluations, announcements, etc. in a complete timely manner
- If teaching an online course using D2L, which includes a CESL Bridge Course or teaching a TEFL course:
 - In D2L course area, update the following
 - Personal information in welcome page
 - Dates in Content – Program Description
 - Open and close dates for all modules, discussion, dropbox, and quizzes according to schedule
 - Check links in D2L course
 - Respond to student D2L questions and refer technical issues to the proper technical assistance person
 - Hold weekly chat session (if indicated in the course description)

Service to CESL

- Attend all Department meetings and center-wide events
- Limited classroom subbing as assigned by supervisor
- Available to be observed by teacher trainees, students and visiting guests or others approved by program coordinator
- Serve on an Annual Committee
- Serve as a Mentor to two new faculty members each year, as called upon
- Participate as one Administrative Coordinator assignment per semester
- Participate in CESL outreach events
- Assist with orientation/testing as needed
- Mentor UA graduate/TEFL students (optional)
- Be an advisor for a student club (optional)
- Be available during week prior to session start for testing and orientation duties

Professional Development

- Participate in departmental training
- Participate in Peer Coaching (not during first session of teaching at CESL)
- Participate in the Mentor system
- Create a professional academic year plan for professional development
- Be a member of a Professional Organization
- All employees are expected to remain current in their professional areas and to participate in professional development activities regularly.

Evaluation

- Evaluations as per process delineated in CESL-info/Faculty performance eval instructions/Lecturer self-summative portfolio instructions
- Course evaluations: 1 per class every session
- Full participation in Peer Coaching each year
- Observation by AD, ADAS, or Program Coordinator every 3 years
- Submit Self-reflection each semester (recommended)
- Submit eSelf-Summative evaluation each year
- Peer Collegiality Survey (assign 3 colleagues to evaluate your collegiality, when requested)

Instructor, Senior

Working Title	Instructor, Senior
Actual Title	Instructor
Position Type	Full time, Academic
Distribution	100% Teaching
Supervisor	Program Coordinator and Associate Director

CESL Senior Instructors teach in any of CESL's English-language programs, all skills and levels, as well as CESL's Bridge Program, Teacher Training, and Customized/ESP programs. Instructors should be available to teach 15 to 18 hours a week during Academic Year contract, as assigned, attend and teach a Bridge class as assigned up to 18 hours per week, and be available for an 8-hour shift between 8:00-6:45 M-F

Qualifications:

- MA TESL or closely related field, PhD preferred
- **5+ years' experience teaching multilingual classes in all areas of English language skills and at all levels of English proficiency in post-secondary or higher educational institutions including 3 years at CESL**
- **Experience teaching formal Teacher Training in an accredited program**
- Non-native English teachers must submit a recent score for at least a 28 on the TOEFL iBT speaking portion or an 8 on the IELTS speaking portion.
- Experience living abroad and learning a foreign/second language
- Experience with CALL and teaching online

Teaching Duties

- Teach 15 to 18 hours a week during Academic Year contract, as assigned
- Attend and teach a Bridge class as assigned up to 18 hours per week
- **Teach in Teacher Training and Customized ESP classes**
- Be available for an 8-hour shift between 8:00-6:45 M-F
- Be available to teach any skill, program and level at CESL during Academic Year contract
- Hold one office hour and two Student Hours per week in the SLC unless teaching an overload
- Submit e-syllabi for each class
- Be available to substitute teach as needed
- Demonstrate cordial, professional interaction with all faculty, staff, and students
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Service to CESL

- Attend all Department meetings and center-wide events
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Lecturer, Senior

Working Title	Lecturer, Senior
Actual Title	Lecturer
Position Type	Full time, Academic
Distribution	100% Teaching
Supervisor	Program Coordinator and Associate Director

CESL Senior Lecturers teach in any of CESL's English-language programs, all skills and levels, as well as CESL's Bridge Program, Teacher Training, and Customized/ESP programs. Lecturers should be available to teach 15 to 18 hours a week during Academic Year contract, as assigned, attend and teach a Bridge class as assigned up to 18 hours per week, and be available for an 8-hour shift between 8:00-6:45 M-F

Qualifications:

- **PhD in TESL or related field**
- **10+ years' experience teaching multilingual classes in all areas of English language skills and at all levels of English proficiency in post-secondary or higher educational institutions including 3 years at CESL**
- **Experience with formal Teacher Training in an accredited program**
- Non-native English teachers must submit a recent score for at least a 28 on the TOEFL iBT speaking portion or an 8 on the IELTS speaking portion.
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Teaching Duties

- Teach 15 to 18 hours a week during Academic Year contract, as assigned
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- **Teach in Teacher Training and Customized ESP Programs.**
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- Submit eSelf-Summative evaluation each year
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Application for Senior Instructor Position Overview and Procedures

Senior Instructor Position Benefits:

Instructors who attain senior-level status may receive the following benefits:

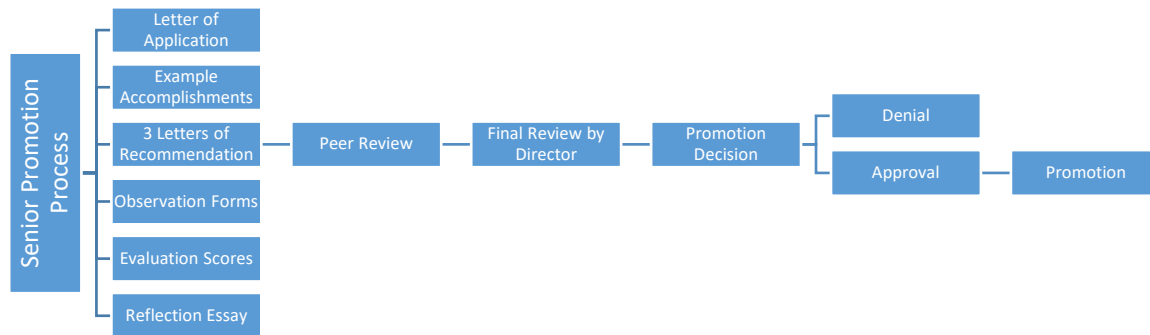
- Preferred choice of either skill and/or time for teaching in IEP classes
- Increased professional development funding
- Priority access to paid mentoring of TEFL and UA students
- Priority access to mentoring to prepare for online teacher training

Eligibility:

Instructors who have been teaching ESL/EFL for five or more years and have worked at CESL full-time for three years or more are eligible to apply. Work at previous institutions cannot be counted toward the years of CESL experience necessary for eligibility. All new faculty are hired in at the standard instructor level and can apply for senior level status after three years of full-time employment at CESL. Depending upon CESL's financial situation, the number of slots available for promotion may be limited.

Application Process:

1. Applicants compile self-summative evaluation documents as usual throughout the year; these documents can be copied into the application file during the application process.
2. Applicants submit a formal letter of application to the Assistant Director of Academic Support (ADAS) and upload the following documents to a separate "Senior Advancement Portfolio" folder to be shared with the ADAS, Associate Director, and Director (due March 1):
 - a. Example accomplishments from previous three years of teaching at CESL (to be organized according to categories found on self-summative rubric)
 - b. A reflection essay focusing on the applicant's classroom teaching
 - c. Spreadsheet of evaluation scores from all classes taught in previous three years (the actual evaluations from each class are not necessary)
 - d. All observation forms from previous three years
 - e. 1-2 letters of recommendation from CESL supervisors
 - f. 2 letters of recommendation from CESL faculty
3. By March 15, ADAS informs Associate Director that candidate will not be completing self-summative but rather Senior Advancement Portfolio for review instead. The Senior Advancement Portfolio will take the place of the annual self-summative.
4. Applications are reviewed by a team of three CESL faculty members who individually evaluate each application and assign a numerical score according to a rubric. Scores from each peer evaluator are averaged and forwarded, along with the full application portfolio, to the CESL Director by April 1.
5. The Director reviews the portfolios and scores from the evaluation team to approve or deny senior level status. Any status changes will go into effect the following academic year (pending enrollment).
6. Please also see UHAP 3.3 <http://policy.arizona.edu/employmenthuman-resources/promotion-and-tenure>.



Proposed Timeline:

January:

ADAS sends out recruiting email to CESL faculty for volunteers to serve on the Promotion Task Force. Only full-time faculty members who are not applying for senior level status that year are eligible to serve on the task force (two team members change each year; one member will serve on the task force for two consecutive years). ADAS assembles the task force based on faculty responses and selects a task force chair. CESL faculty members are notified of the opportunity, any limits on the number of promotion slots available, and the evaluation rubric for advancement so they may begin assembling their portfolio.

March:

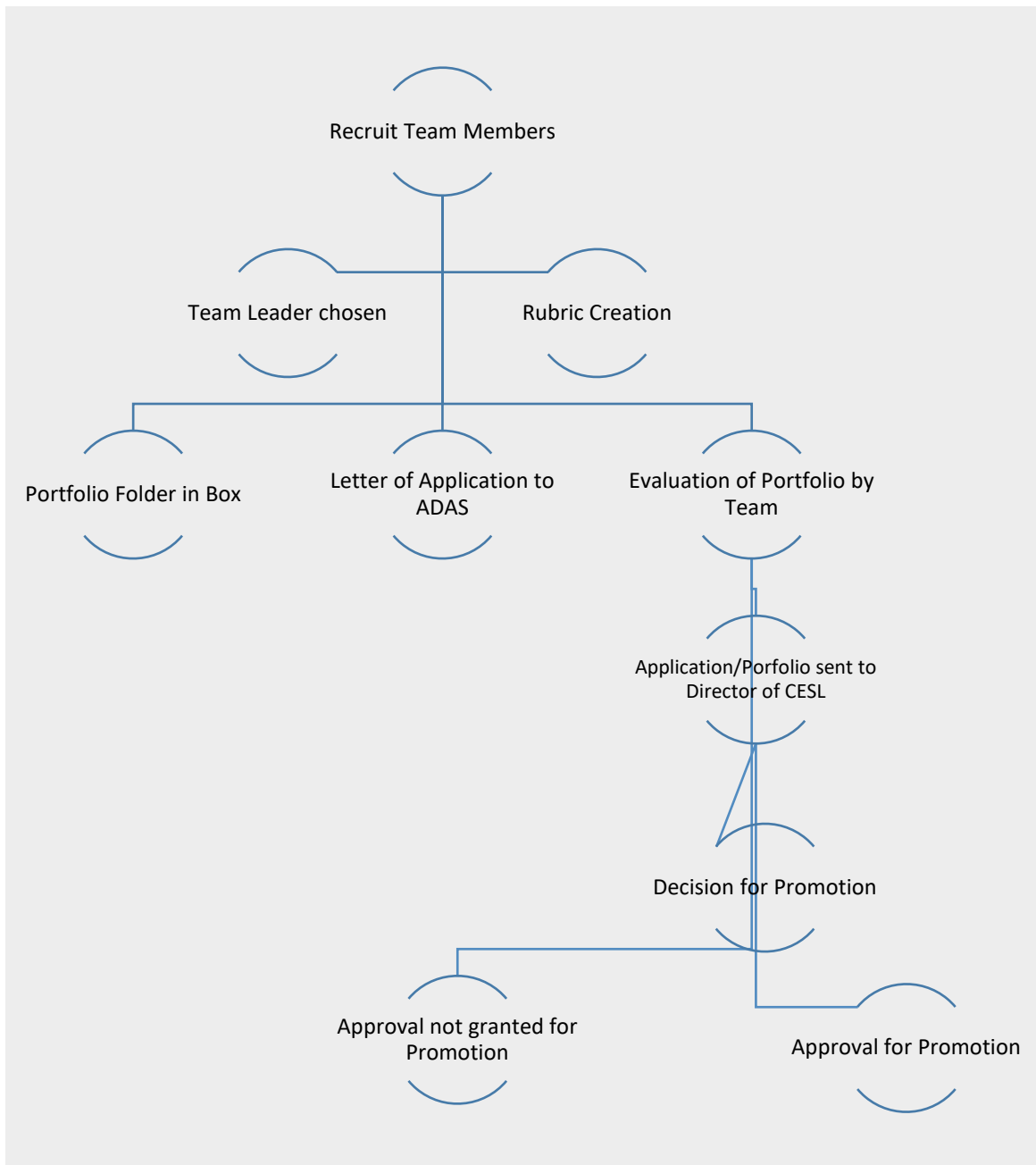
All letters of application and portfolio documents are due to the ADAS by March 1. Evaluation team works together to evaluate portfolios during this time. ADAS will supervise team as necessary.

April:

Evaluation team must conclude all evaluations and submit evaluation scores to the Director (copying ADAS) by April 1. Director will review all scores and portfolios and make a decision before the next academic year contracts are signed. Possible salary increases will be determined prior to new contracts.

Re-applying and Appeals:

Applicants not advancing may reapply the following year. HR oversees all matters of employment and promotion and considers issues of complaint as governed by UHAP.



Application for Senior Lecturer Position Overview and Procedures

Senior Lecturer Position Benefits:

Lecturers who attain senior-level status may be able to receive the following benefits:

- Guaranteed choice of skill and time for teaching in CESL classes (may vary by session; see footnote)¹
- Increased professional development funding
- Access to an individual professional membership in TESOL or AAAL
- Priority access to Teacher Training positions (formal paid teaching and informal colleague training) and paid mentoring of TEFL and UA students

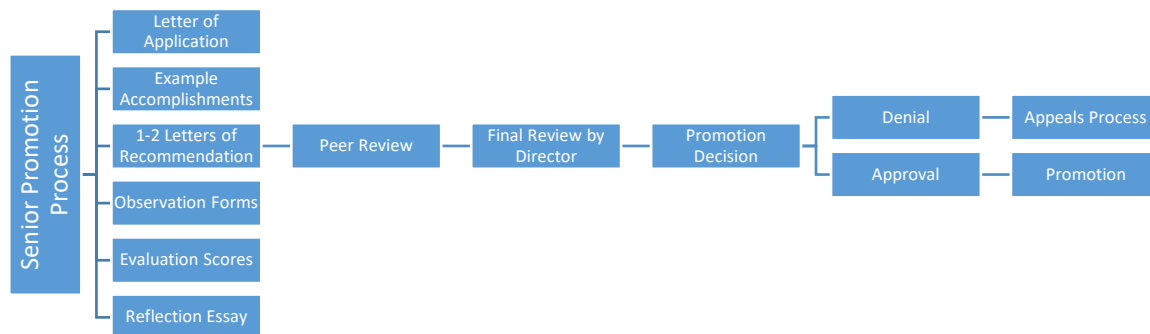
Eligibility:

Lecturers who have been teaching ESL/EFL for five or more years and have worked full-time at CESL for three years or more are eligible to apply; Lecturers must have a doctorate in the field to become Senior Lecturer. Work at previous institutions cannot be counted toward the years of CESL experience necessary for eligibility. All new faculty are hired in at the standard lecturer level and can apply for senior level status after three years of full-time employment at CESL. Depending upon CESL's financial situation, the number of slots available for promotion may be limited.

Application Process:

1. Applicants compile self-summative evaluation documents as usual throughout the year; these documents can be copied into the application file during the application process.
2. Applicants submit a formal letter of application to the Assistant Director of Academic Support (ADAS) and upload the following documents to a separate "Senior Advancement Portfolio" Box folder to be shared with the ADAS, Associate Director, and Director (due March 1):
 - a. Example accomplishments from previous three years of teaching at CESL (to be organized according to categories found on self-summative rubric)
 - b. A reflection essay focusing on the applicant's classroom teaching
 - c. Spreadsheet of evaluation scores from all classes taught in previous three years (the actual evaluations from each class are not necessary)
 - d. All observation forms from previous three years
 - e. 1-2 letters of recommendation from CESL supervisors
 - f. 2 letters of recommendation from CESL faculty
3. By March 15, ADAS informs Associate Director that candidate will not be completing self-summative but rather Senior Advancement Portfolio for review instead. The Senior Advancement Portfolio will take the place of the annual self-summative.
4. Applications are reviewed by a team of three CESL faculty members who individually evaluate each application and assign a numerical score according to a rubric. Scores from each peer evaluator are averaged and forwarded, along with the full application portfolio, to the CESL Director by April 1.
5. The Director reviews the portfolios and scores from the evaluation team to approve or deny senior level status. Any status changes will go into effect the following academic year (pending enrollment).
6. Please also see UHAP 3.3 <http://policy.arizona.edu/employmenthuman-resources/promotion-and-tenure>.

¹ Coordinator will attempt to schedule based on both time and skill preferences for Senior Lecturers, but can guarantee accommodation of either time or skill preference based on which consideration the Senior Lecturer gives more weight.



Proposed Timeline:

January:

ADAS sends out recruiting email to CESL faculty for volunteers to serve on the evaluation committee. Only faculty members who are not applying for senior level status that year are eligible to serve on the team (two team members change each year; one member will serve on the team for two consecutive years). ADAS assembles the team based on faculty responses and selects a team chair. CESL faculty members are notified of the opportunity so they may begin assembling their portfolio.

March:

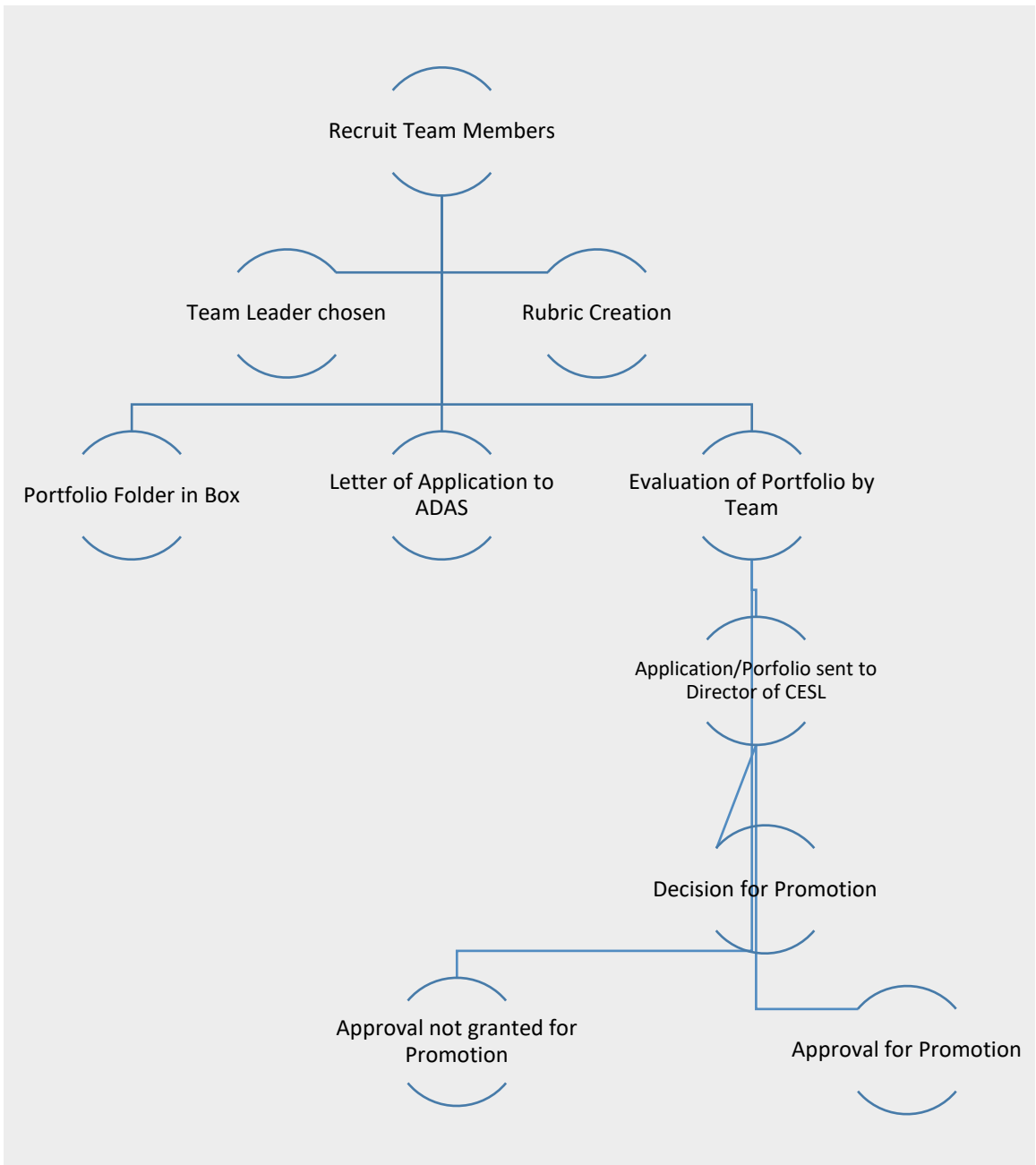
All letters of application and portfolio documents are due to the ADAS by March 1. Evaluation team works together to evaluate portfolios during this time. ADAS will supervise team as necessary.

April:

Evaluation team must conclude all evaluations and submit evaluation scores to the Director (copying ADAS) by April 1. Director will review all scores and portfolios and make a decision before the next academic year contracts are signed. Possible salary increases will be determined prior to new contracts.

Re-applying and Appeals:

Applicants not advancing may reapply the following year. HR oversees all matters of employment and promotion and considers issues of complaint as governed by UHAP.



Senior Instructor/Lecturer Rubric, 2016

		Excellent <i>Initiates, leads and consistently participates</i>	Effective <i>Leads and frequently participates</i>	Approaching <i>Participates as is required</i>
Teaching	<p><i>The candidate demonstrates an understanding of the CESL curriculum and strong teaching skills. For example their experience may include, but it is not limited to...</i></p> <ul style="list-style-type: none"> *creating materials, lesson plans, and class activities (field trips and guest speakers) that are creative, innovative and pedagogically effective. *incorporating what he/she has learned through professional development opportunities into their lessons. *receiving positive feedback from class observations. *accepting teaching assignments in various levels and in all subjects matter. *teaching in related programs (TEFL, ABP, CATT, Fulbright, Teen Program...etc.) 			
Mentoring	<p><i>The candidate participates in the professional development of their colleagues. For example their experience may include, but it is not limited to...</i></p> <ul style="list-style-type: none"> *presenting at CESL trainings, workshops and brown bag lunches. *serving as an official mentor, either in the visiting scholar or TEFL program or for new teachers at CESL. 			
Student Engagement	<p><i>The candidate builds positive relationships with their students by interacting with them outside of class. For example their experience may include, but it is not limited to...</i></p> <ul style="list-style-type: none"> *getting involved in student clubs *chaperoning student trips *attending CESL activities (graduation, international fair, picnic...etc.) 			

<p>Contributions in/to the field of ESL</p>	<p><i>The candidate goes above and beyond to seek out opportunities to lead, volunteer or contribute in/to the field of ESL. For example their experience may include, but it is not limited to...</i></p> <ul style="list-style-type: none"> *collaborating with colleagues to adapt, plan and create course materials. *coordinating a special program. *serving on a Task Force (endorsement, awards, or common finals...etc.) *presenting at and/or attending conferences, workshops, classes and/or, trainings. *reading and/or publishing articles or books. *participating in research projects. *volunteering with CEA, TESOL, AZTESOL, etc. 			
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