

210-3 **Instructions to Review Committees ~~Which That~~ Advise on Actions Concerning the  
~~Lecturer with~~ Security of Employment Series**

a. The Bylaws of The Regents provide: “No political test shall ever be considered in the appointment and promotion of any faculty member or employee.” This provision is pertinent to every stage in the process of considering appointments and advancements.

b.

The policies and procedures set forth above in APM - 210-1-a, -b, -c, and -e, shall govern the committee in the confidential conduct of its review and in the preparation of its report. The committee should refer to APM - 285 ~~both~~ for policies ~~and procedures~~ on ~~appointments in the Lecturer with~~ Security of Employment series, including use of the working title Teaching Professor.

c. The review committee shall ~~judge-evaluate~~ the candidate with respect to the proposed rank and duties considering the record of the candidate’s performance in (1) Teaching excellence, (2) Professional and/or scholarly achievement and activity, including creative activity, and (3) University and public service.

Superior intellectual attainment, as evidenced particularly in excellent teaching as well as in professional and/or scholarly achievement and activity, is an indispensable qualification for appointment or promotion to security of employment. This standard for appointees in the Security of Employment series is necessary for maintaining the quality of the University as an institution dedicated to education. The review committee must further evaluate whether the candidate has a record of excellence in teaching while engaging in a program of professional and/or scholarly activity that is appropriate for this series.

When evaluating the candidate's qualifications within these areas, the review committee shall exercise reasonable flexibility, and balancing, when the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. Consideration should also be given to changes in professional emphasis and interest that may occur in an academic career. The review committees must take exceptional care to apply the criteria with sufficient flexibility. However, flexibility does not entail a relaxation of high standards.

The University of California is committed to excellence and equity in every facet of its mission. Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel

process, and they should be evaluated and credited in the same way as other faculty achievements. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or teaching that is particularly sensitive to diverse populations. Mentoring and advising of students and faculty members, particularly from underrepresented and underserved populations, should be given due recognition in the teaching or service categories of the academic personnel process.

- d. The candidate is expected to submit for the review file a presentation of his or her activity in all three areas of teaching excellence, professional and/or scholarly achievement and activity, and University and public service. Evidence may be relevant to evaluation of achievement in more than one category and the review committee will assign the evidence to the appropriate category. Campus guidelines may include separate requirements, expectations, or guidelines for various schools or departments. The criteria set forth below are intended to serve as guides for minimum standards by which to ~~judge-evaluate~~ the candidate, not to set boundaries to exclude other elements of performance that may be considered, ~~as agreed upon by the candidate and the department.~~

(1) **Teaching Excellence**

Clearly demonstrated evidence of excellent teaching is an essential criterion for appointment, advancement, or promotion. Lecturers in the Security of Employment series are expected to maintain a continuous and current command of their disciplinary subjects while demonstrating the ability to foster an inclusive and stimulating learning environment. ~~Under no~~  
~~—circumstances will security of employment be conferred unless there is~~  
~~—clear documentation of outstanding teaching.~~

~~—In judging~~ When evaluating the effectiveness of a candidate's teaching, the committee should consider ~~such points as~~ the following objectives for individuals in this series: ~~the candidate's command~~ display evidence of ~~of the subject;~~ continuous growth and mastery in of the subject field; emphasize the connections between ~~ability to organize material and to~~ present it with force and logic; capacity to awaken in ~~students an awareness of the relationship of~~ the subject ~~to~~ and other fields of ~~knowledge~~ study; fostering an environment that supports ~~of~~ student independence and capability to reason; ~~ability to arouse~~ curiosity, independent evaluation of evidence, and capacity to reason; ~~in students and to encourage high standards;~~ personal attributes as they affect teaching and students; extent and skill

~~of the candidate's participation in the general~~ provide guidance, mentoring, and advising ~~of to~~ students, teaching assistants, and other staff and faculty with teaching responsibilities; ~~and effectiveness in creating~~ an academic environment that facilitates active participation and learning by all students with a focus on developing effective strategies to advance learning by students in various underrepresented groups; contribute to the development and adoption of effective evidence-based pedagogical strategies including instructional units, materials, and resources; incorporate and promote significant curricular revisions informed by current pedagogical knowledge; and apply and advocate for effective teaching techniques.

~~is open and encouraging to all students.~~ The committee should pay due attention ~~attend~~ to the variety of demands placed on Lecturers ~~the Security of Employment series~~ by the types of teaching called for in various disciplines and at various levels; and should judge ~~evaluate~~ the total performance of the candidate with proper reference to assigned teaching responsibilities. The committee should clearly indicate the sources of evidence on which its appraisal of teaching competence ~~excellence~~ has been based. ~~In those exceptional cases of an initial appointment where no such evidence is available, the candidate's potential as a teacher may be indicated in closely analogous activities.~~ In preparing its recommendation, the review committee

should keep in mind that the report ~~may be is~~ an important ~~means record~~ of ~~informing~~ the candidate's of ~~the evaluation of his or her~~ teaching and ~~of serves as~~ the basis for ~~that evaluation~~ additional recommendations and the final decision.

It is the responsibility of the department chair to submit meaningful ~~statements evaluation~~, accompanied by supporting evidence, of the candidate's teaching effectiveness.

~~Among significant types of~~ The following is a broadly defined, non-exclusive list of evidence ~~that may be presented concerning of~~ teaching excellence ~~effectiveness are the following:~~

(a) ~~opinions of~~ Peer review assessments from other faculty members based on knowledge ~~able~~ in the candidate's field; ~~particularly if based on~~ class visitations; ~~on~~ attendance at the -candidate's public lectures ~~or lectures~~ before professional societies or in public; given by the candidate, or ~~on~~ the performance of students who have studied with in course taught by the candidate ~~that are prerequisite to those of the informant;~~

(b) ~~opinions of~~ Evaluations or comments solicited from students in courses  
taught since the candidate's last review;

~~(a)(c) a quarter-by-quarter~~

~~or semester-A term-by-semester~~ term enumeration of the number and types of  
courses and tutorials taught since the candidate's last review ~~which~~  
~~includes~~ including:

(i) the level of courses and tutorials taught;

~~;~~ (ii) the enrollments of courses and tutorials taught; ~~and~~

(iii) ~~for each course,~~ the percentage of student course evaluations in relation  
to the total number of students in ~~the~~ each  
course;

(iv) brief explanations for abnormal course loads;

(d) Identification of any new courses taught or of ~~old~~ previously-taught courses  
for which the candidate has substantially reorganized ~~in the~~ the approach or  
content; ~~opinions of graduates; and~~

- (e) Documentation of the introduction of new substantive developments in the field or of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are underrepresented in the field of instruction;
- (f) Documentation of success as a positive role model or effective mentor for students at all levels, including those serving as teaching assistants;
- (g) Results from studies conducted to measure changes in student understanding of the subject material from the beginning to the end of the course;
- (h) Written testimony from former students on the impact and effectiveness of the candidate's teaching and mentorship;
- (i) Awards or other acknowledgements of ~~distinguished~~ excellent teaching;
- (j) A self-evaluation of the candidate's teaching.

~~-(f) when the faculty member under review wishes, a self-evaluation of his or her teaching; and (g) commentary by other faculty on teaching effectiveness. When any of the information specified in this paragraph is not provided, the department chair will include an explanation for that omission in the candidate's dossier. If such information is not included with the letter of recommendation and its absence is not adequately accounted for, it is the review committee chair's responsibility to request it through the Chancellor.~~

Initial appointment to the Assistant Lecturer with Potential for Security of Employment title requires clear evidence of the potential for teaching excellence.

Appointment or promotion to the Associate Lecturer with Security of Employment title requires clear documentation of consistent and sustained excellence in effective teaching. Under no circumstances will security of employment be conferred unless there is clear documentation of consistent and sustained excellence in teaching.

Appointment or promotion to the Lecturer with Security of Employment title requires evidence of consistent and sustained excellence in effective teaching and demonstrated distinction in the special competencies appropriate to teaching the particular subject.

(2) **Professional and/or Scholarly Achievement and Activity**

Clearly demonstrated evidence of professional and/or scholarly achievement and activity, including creative activity, is one of the criteria for appointment or promotion. Professional and/or scholarly activities may be related to the underlying discipline itself or to pedagogy. Such activities should provide evidence of achievement, leadership, and/or influence on the campus or beyond. Certain

administrative activities (e.g., of learning centers and teaching programs) and community outreach activities are also relevant, as would be presentations of seminars or lectures at other institutions or professional societies, or participation in scholarly activities (e.g., summer seminars) designed to enhance scholarly expertise in relevant fields. Other records of participation in intensive programs of study - in order to be a more effective teacher and scholar, with the goal of enhancing one's teaching and scholarly responsibilities - are also relevant evidence of professional and/or scholarly activity.

Creative activities count as relevant professional and/or scholarly activities in appropriate disciplines. In certain fields, such as art, architecture, dance, music, literature, and drama, an accomplished creation should receive consideration as an example of professional and/or scholarly achievement and activity. In evaluating creative activities, an attempt should be made to define the candidate's merit in the light of such criteria as originality, scope, richness, and depth of creative expression.

The following are broadly defined, non-exclusive examples of evidence that may be presented:

(a) Documentation of the development of or contributions to:

(i) original materials designed to improve learning outcomes;

(ii) evidence-based design and evaluation of educational curricula or  
pedagogy;

(iii) administration and evaluation of a teaching program or a learning center;

(iv) systematic quality improvement programs and evaluation of their  
implementation;

(v) discipline-specific information systems;

(vi) development and evaluation of community outreach or community-  
oriented programs.

(b) First, senior, or collaborative authorship of scholarly or professional  
publications;

(c) Accomplished performance, including conducting and directing;

(d) Accomplished creation;

(e) Accepted invitations to present seminars or lectures at other institutions or before professional societies.

Initial appointment to the Assistant Lecturer with Potential for Security of Employment title requires evidence or promise of productive and creative contributions to professional and/or scholarly activity that would support excellent teaching.

Appointment or promotion to the Associate Lecturer with Security of Employment title requires evidence of sustained professional and/or scholarly achievement and activity in support of excellent teaching.

Appointment or promotion to the Lecturer with Security of Employment title requires evidence of consistent and sustained professional and/or scholarly achievement and activity in support of excellent teaching that have made the candidate a leader in the professional field and/or in education.

~~A demonstrated distinction in the special competencies appropriate to teaching the particular subject is one of the criteria for appointment or promotion. The candidate's professional activities should be scrutinized for evidence of achievement and leadership. Intellectual leadership must~~

~~be documented by materials demonstrating that the candidate has, through publication (either in traditional forms or in electronic format), creative accomplishments, or other professional activity, made outstanding and recognized contributions to the development of his or her special field and/or of pedagogy.~~

(3) **University and Public Service**

The review committee should evaluate ~~both~~ the quantity and ~~the~~ quality of service ~~by the candidate~~ to the department, the campus, the University, and the public ~~(whether to the local community, state, or nation); paying particular attention to that~~ service which is directly related to the candidate's professional expertise and achievement is of special relevance but so too is service.

~~Evidence of suitability for promotion may be demonstrated in services to the community, state, and nation, both in the candidate's special capacities as a teacher and~~ in areas beyond those special capacities when the work done is at a sufficiently high ~~level and of sufficiently high~~ quality. ~~Faculty~~ Examples of service include: activities-service related to the improvement of curricula or standards in elementary and secondary education ~~represent one example of this kind~~

~~of service. Similarly, contributions to student welfare through; service on thesis and dissertation committees or on student-faculty committees and as advisers; service to student organizations; and contributions furthering diversity and equal opportunity within the University through participation in recruitment, retention, and mentoring of scholars and students. should be recognized as evidence. The department chair should provide both a list of service activities and an analysis of the quality of this service.~~

~~The Standing Orders of The Regents provide: “No political test shall ever be considered in the appointment and promotion of any faculty member or employee.” This provision is pertinent to every stage in the process of considering appointments and promotions.~~

Initial appointment to the Assistant Lecturer with Potential for Security of Employment title requires evidence of the likelihood of participation in department activities and the potential for service to the campus.

Appointment or promotion to the Associate Lecturer with Security of Employment title requires evidence of activity on committees within the professional field,

department, school, campus, or University; or of service to the public in areas directly related to the candidate's professional expertise and achievement.

Appointment or promotion to the Lecturer with Security of Employment title requires active participation on committees within the professional field, department, school, campus, or University; or of service to the public or profession in areas directly related to the candidate's professional expertise and achievement.