Review Standards for Lecturers
Institute of Arts and Humanities
School of Arts and Humanities
Implemented AY 2022-23
Revised June 2025

SECTION 1: CRITERIA FROM THE LECTURER CONTRACT

Pre-Six Lecturer First-year Assessment (Article 7A)

1. Demonstrated competence in field of instruction
2. Ability in teaching
3. Academic responsibility as defined by Article 3 https://ucnet.universityofcalifornia.edu/labor/bargaining-units/ix/docs/ix_03_academic-responsibility_2016-2020.pdf
4. Other assigned duties

Pre-Six Academic Review/Teaching Effectiveness Review (Article 7A)

1. Teaching effectiveness
2. Academic responsibility as defined by Article 3 https://ucnet.universityofcalifornia.edu/labor/bargaining-units/ix/docs/ix_03_academic-responsibility_2016-2020.pdf
3. Other assigned duties

Continuing Lecturer (Article XX = Academic Review Criteria)

1. Excellence in teaching / assigned instructional duties
2. Academic responsibility as defined by Article 3 https://ucnet.universityofcalifornia.edu/labor/bargaining-units/ix/docs/ix_03_academic-responsibility_2016-2020.pdf
3. Other assigned duties

Senior Continuing Lecturer (Article XX = Academic Review Criteria)

1. Exceptional performance in teaching / assigned instructional duties
    1. Instructional contributions that are broad ranging and/or greatly enhance the academic mission of the University, may be considered exceptional.
    2. Length of service and continued excellent performance as a Continuing Lecturer alone are not justification for promotion.
2. Academic responsibility as defined by Article 3 https://ucnet.universityofcalifornia.edu/labor/bargaining-units/ix/docs/ix_03_academic-responsibility_2016-2020.pdf
3. Other assigned duties

Criteria in Article 7A and Article XX

- Dedication to and engagement with teaching;
- Command of the subject matter and continued growth in mastering new topics;

- Organizing and presenting course content effectively and with demonstrated learning outcomes;
- Setting pedagogical objectives appropriate to the course topic, level, and format;
- Responding to student work in ways commensurate with student performance, course topic, level, and format;
- Awakening in students an awareness of the importance of the subject matter;
- Inspiring interest in beginning students and stimulating advanced students to do complex work; and
- Developing pedagogically effective assignments, lecture slides, lesson plans, exams, and/or other course materials and/or prompts for student work.

SECTION 2: ASSESSMENT METHODS

The following are some examples of documentation included in a teaching portfolio that can be used to measure instructional performance:

- classroom observations;
- student evaluations;
- syllabi;
- copies of work assigned to students, including exams, papers or other kinds of student work;
- program reviews of instructors' commentary on student work (accessed via class website such as Canvas, or on paper, by request).
- a written self-reflection on teaching, which could include:
  - a discussion of the instructor's core beliefs about learning and teaching;
  - an overview of teaching goals and documentation of how those goals are put into practice and met;
  - descriptions of how the instructor has incorporated new and relevant disciplinary ideas and concepts into their teaching;
  - reflections about what worked and what did not work;
  - descriptions of engagement with professional development that resulted in an evolution in teaching practice;
  - descriptions of the ways the instructor has provided training and/or guidance to Instructional Assistants (and perhaps how this has evolved over time), where applicable;
  - descriptions of the ways the instructor contributes to diversity, equity, and inclusion on campus and in the classroom;
  - descriptions of how the instructor promotes and upholds academic integrity; and
  - methods used for obtaining feedback from students and how this feedback has been used in self-assessment to effect change.

Other factors for evaluation may include:

- contributions/engagement during curriculum meetings, where applicable; and
- adherence to program practices as outlined in the Faculty Handbook, where applicable.

SECTION 3: DEPARTMENT STANDARDS

The following standards apply to:

- Pre-Six Lecturer First-year Assessment
- Pre-Six Academic Review/Teaching Effectiveness Review
- Continuing Lecturer Initial Hire (Initial appointment to Continuing Lecturer)
- Continuing Lecturer Normal Merit
- Senior Continuing Lecturer Normal Merit (after initial promotion)

Standards

- **Student-centeredness:** IAH classrooms prioritize student engagement. Language classes emphasize the acquisition of fluency through conversation, grammar and exposure to texts. The syllabi should clearly set out objectives for student learning and be carefully scaffolded to engage students in each step of the process of language acquisition. Non-foreign language classes are focused on the acquisition of a nuanced understanding of the subject. Effective student-centered classrooms are those in which instructors have designed their lessons so that students and the instructor are mutually active and engaged in this scaffolded process, with student activity being the focus of the class. Effective student-centered instructors tend to "flip" the traditional lecture-driven classroom, empowering students so that they feel comfortable testing their skills or engaging in conversation about the subject matter.

- **Diversity and inclusion:** Instructors will design lessons and pedagogical strategies that consider diverse populations and learning styles and employ demonstrated use of evidence-based, inclusive teaching practices. Effective instructors will also demonstrate in their teaching and their comments to students that they respect students' cultural and linguistic differences. They will discuss and assess student work in ways that ensure that classrooms are inclusive learning environments in which all students are valued for what they bring, as well as for what they learn. All instructors will adhere to the UC San Diego Principles of Community.

- **Knowledge about the subject matter:** Instructors will have knowledge/expertise appropriate to the courses offered. Effective instructors will strive to implement any new knowledge that the program introduces them to. Their teaching will both inform and be informed by their evolving knowledge and expertise.

- **Alignment with the curriculum:** In programs with shared syllabi, all instructors are expected to effectively and enthusiastically teach the syllabi as designed, implementing the specific methods outlined by the program and building upon innovative teaching methods in their fields. In programs without shared syllabi, instructors will collaborate in designing their syllabi and lesson plans to ensure that their instruction prepares students for progression to the next level.

- **Assessing student learning:** Instructors will offer timely feedback on quizzes and assignments to assess where students are in the learning process. Instructors will offer

specific, thoughtful, and individualized feedback on student work. Instructors will also meet standards for effective oral commentary during instruction and office hours.

- **Creativity and engagement with the lessons:** Instructors will develop lessons based on the day's objectives, balancing the demands of the objectives with the evolving and particular needs of their students. Their imaginative and engaged approach to their lessons will increase students' engagement in the work of the course.

- **Confirmed Teaching Efficacy:** Instructors will be competent classroom teachers, as confirmed by the comments they receive on their teaching observation reports and student evaluations. Effective instructors will receive positive responses from their observers and their students.

- **Accountability to the students:** Instructors must be accountable to their students, creating a learning environment in which students can thrive. This includes: coming to class prepared and on time; being flexible with, and responsive to, students and their challenges and concerns; being available to students via office hours and email; and commenting thoughtfully, effectively, and promptly on student work. Effective faculty will also be accountable to students who are not engaged in the class or who are turning in late work by attempting to engage these students in problem-solving conversations that attempt to resolve any issues that might be obstructing their success.

- **Fairness and consistency:** Instructors will be fair, consistent, and ethical in their interactions with students, including their in-class and out-of-class interactions and in the way that they comment on and assess student work. Effective instructors will continue to learn from their students, examining their own practices for any biases or inconsistencies. Instructors will also exhibit fairness and due diligence in handling potential academic integrity violations, including proper and timely interaction with students and Instructional Assistants involved, and with the Academic Integrity Office. Instructors must uphold and inspire academic integrity among students.

- **Responsibility to the IAH community:** Instructors will be responsible to their program by assessing students by the assigned deadlines; keeping up with all record-keeping requests; attending curriculum meetings, where applicable; and answering program emails in a timely manner. Effective instructors will productively contribute to curriculum meeting discussions, where applicable, and will engage with their peers to share teaching ideas and challenges. Instructors will also adhere to academic responsibility as defined by Article 3 of the contract, https://ucnet.universityofcalifornia.edu/labor/bargaining-units/ix/docs/ix_03_academic-responsibility_2016-2020.pdf, ensuring that respect and professionalism is consistent over time toward students, colleagues and staff.

- **Overall commitment and growth.** Instructors are expected to demonstrate their commitment to teaching as well as an evolution in their pedagogy and methods. Growth may be demonstrated in a variety of ways, including but not limited to improvement in

teaching efficacy, increased creativity in instruction, or engagement in relevant professional development.

- **Effective training and guidance provided to Instructional Assistants**. Where applicable.

Standards for Continuing Lecturer Accelerated Merit:
IAH instructors, when reaching status for continuing appointment, may be recommended for accelerated merit if, over a sustained period of time: 1) all of the above criteria are met, and 2) the instructor has been deemed truly exceptional in multiple categories, above.

Continuous exceptional performance may be measured by evaluation of evidence of the following:

- superior knowledge, expertise, and command of the subject matter and pedagogy;
- exceptional creativity in teaching, a significant teaching innovation, or introducing new teaching practices while also adhering to the curriculum;
- garnering particularly strong results in student learning;
- fostering inclusiveness, respect and a welcoming environment;
- exceptionally strong student evaluations;
- receipt of teaching awards;
- supporting student success within the classroom;
- expertise in course management; and
- demonstrating professionalism in all interactions and communications with students, colleagues, and others, and exemplifying harmonious relationships.

Standards for Promotion to Senior Continuing Lecturer:
Under review