

Review Standards for Lecturers

Department of Literature

School of Arts and Humanities

***Note: All article references in this document are to the 2021 UC-AFT contract.

Pre-Six Lecturers (Articles 7a & 7b)

Initial Hire Standards and Process

Basic Qualifications

- ABD in relevant field(s).

Preferred Qualifications

- Demonstrated expertise in relevant fields (i.e. a Ph.D., MA, MFA, MA, or other applicable advanced degree in the appropriate field of study).
- Demonstration of teaching proficiency, as evidenced in cover letter, CV, syllabi, evaluations or letters of recommendation.
- Demonstration of a commitment to diversity, equity and inclusion, as evidenced in cover letter, CV, syllabi, evaluations, or letters of recommendation.

Selection Process

Department Chair appoints a committee of at least three faculty members. The search committee drafts a job ad and sets a review date for the search. Once the applications are received, the search committee meets to select a short list of applicants to interview based on evidence of selection criteria: terminal degree completed, knowledge and expertise in relevant fields; experience teaching relevant courses, effective and excellent teaching skills; relevant publications; demonstrated commitment to diversity, equity and inclusion. The search committee reviews all applications and selects a slate of candidates for interviews. The committee arranges and conducts online interviews and may contact references for short-listed candidates. After the interviews are completed, the search committee ranks and votes on candidates based on evidence of selection criteria and interview performance. The committee submits its rankings in a search report to the Department Chair.

When a candidate will be offered the position, they will receive a pre-offer letter from the Department Chair outlining the details of the offer. An appointment file will be assembled and sent to the Dean for final approval. An offer is not considered official until they receive the Dean's letter. See "LIT Lecturer file documents" for items needed for appointment file.

Pre-Six Lecturer First-year Assessment:

Assessment Process

A candidate submits an SOI (Statement of Interest), including their current CV and any other items listed on SOI form: https://aps.ucsd.edu/files/forms/Statement-of-Interest---Template_V2.docx

The SOIs must be received by due date listed in their initial offer letter. Department staff acknowledges receipt of the SOI request and provides a list of SOI's received to the Vice Chair and the relevant program coordinators. Department staff sends assessment call letter to Lecturer. The Department Chair, in consultation with the Vice Chair, the Director of Undergraduate Studies, and the relevant section head review the materials and gauge if the lecturer demonstrated excellence in the necessary areas (Article 7a).

Assessment Criteria

1. Demonstrated competence in the field,
2. Teaching ability,
3. Academic responsibility as defined by [Article 3](#) of the collective bargaining agreement, and

After the assessment, the faculty member will receive a positive or negative assessment outcome. If the faculty member receives a positive first-year assessment (and there is a need) the department will assemble/submit a two-year reappointment file.

When a candidate will be offered a new contract, they will receive a pre-offer letter from the Department Chair outlining the details of the offer. An appointment file will be assembled and sent to the Dean for final approval. An offer is not considered official until they receive the Dean's letter. See "LIT Lecturer file documents" for items needed for appointment file.

Pre-Six Lecturer Academic Review aka Teaching Effectiveness (TE) review:

A candidate submits an SOI (Statement of Interest), including their current CV and any other items listed on SOI form: https://aps.ucsd.edu/files/forms/Statement-of-Interest---Template_V2.docx

The SOIs must be received by due date listed in their reappointment offer letter. Department staff acknowledges receipt of the SOI request and provides a list of SOI's received to the Vice Chair and the relevant program coordinators. Department staff sends TE call letter to Lecturer. They are asked to submit the following materials to the department:

1. **Self-Statement** regarding the Unit 18 faculty member's performance, teaching objectives, and teaching activities. The faculty member should address their teaching effectiveness (see "Assessment Criteria" below). Faculty should discuss the following in these Self-Statements:
 - i. Teaching Portfolio materials;
 - ii. Identification of any new courses taught or of existing courses whose structure, approach, or content were substantially reorganized;
 - iii. Evidence of introduction of new teaching practices and techniques into the course(s) taught;
 - iv. According to campus procedures, contributions in assigned areas of your achievements that promote equal opportunity and diversity.

2. **CV**
3. **Teaching Portfolio** that includes the following:
 - i. List of courses by term and topic;
 - ii. Course syllabi from courses taught at UCSD;
 - iii. Student evaluations, including SET and other evaluation forms;
 - iv. Up to six additional materials relevant to effective teaching (e.g., pedagogical methods, student learning outcomes, assignments, lecturer slides, lesson plans, exams, and prompts for student work).

The candidate may also include any of the following materials in their review file, if they choose to do so:

4. **Written Assessments** from classroom observation conducted by faculty colleagues or evaluators, including Section Heads, Language Program Coordinators, or the Vice Chair;
5. **Notice of Awards or Formal Mentions** for distinguished teaching; **Letters of Reference and Assessments** by departmental Unit 18 faculty, departmental Academic Senate Faculty, other academic appointees, students; and/or others external to the University of California.

Assessment Criteria

- a) Dedication to and engagement with teaching;
- b) Command of the subject matter and continued growth in mastering new topics;
- c) Organizing and presenting course content effectively and with demonstrated learning outcomes;
- d) Setting pedagogical objectives appropriate to the course topic, level, and format;
- e) Responding to student work in ways commensurate with student performance, course topic, level, and format;
- f) Awakening in students an awareness of the importance of the subject matter;
- g) Inspiring interest in beginning students and stimulating advanced students to do complex work;
- h) Developing pedagogically effective assignments, lecture slides, lesson plans, exams, and/or other course materials and/or prompts for student work;
- i) Demonstrated commitment to diversity, equity and inclusion and meaningful contributions to the development of a supportive campus climate. This may include the development and/or use of pedagogical strategies that address a diverse student population and/or learning disabilities;
- j) Responsivity and accountability to students and to colleagues (coming to class on time and prepared, being flexible with students and responsive to their concerns, holding required office hours, commenting fairly and promptly on student work, and attending any required departmental or section meetings and answering program emails in a timely manner).

The Vice Chair (in consultation with the Department Chair, the Director of Undergraduate Studies, and the relevant section head) reviews the materials. The Vice Chair makes a recommendation to the Department Chair of Effective or Not Effective. The Department staff forwards the entire Academic Review File and the department's recommendation to the Dean's Office. The Dean sends a final outcome of Effective or Not Effective.

If the review is positive **and** if there is department need, department staff will prepare a three-year reappointment file. An offer is not considered official until they receive the Dean's letter. See "LIT Lecturer file documents" for items needed for a reappointment file following a TE review.

Please note, in the event an effectiveness review is followed by a proposal for reappointment, the same candidate and department submitted materials (listed above) will be used in the preparation of the effectiveness review and reappointment. In cases where new material becomes available in the time between the completion of an effectiveness review and the initiation of a reappointment, the new material may be included in the reappointment file.

Continuing Lecturers (Articles 7b & 7c)

Excellence Review for Initial Continuing Appointments:

After a Lecturer accepts an offer that includes their 18th quarter, the Department will need to prepare an Initial Continuing Lecturer appointment file which includes an Excellence Review. The Unit 18 faculty member will be notified in writing as soon as possible during the year the Excellence Review is to commence, and they will be provided with copies of the review procedures and deadlines by which any materials need to be submitted to the department.

The Department Vice Chair appoints an Excellence Review Committee of three members, usually 2 Senate faculty and one Unit 18 faculty member. The department makes every effort to engage faculty with expertise in the area of interest; for our language programs, this would include the language program coordinator. This may also include ladder-rank faculty in relevant area(s) and, possibly, the Director of Undergraduate Studies or Section Head. Participation by a Unit 18 faculty member is voluntary, and the department will secure written documentation stating that the Unit 18 faculty member has assumed the responsibility on a voluntary basis.

Excellence Review File

The candidate is asked to submit the following materials to the department for their Excellence Review:

1. **Self-Statement** regarding the Unit 18 faculty member's performance, teaching objectives, and teaching activities. The faculty member should address their teaching effectiveness (see "Assessment Criteria" below). Faculty should discuss the following Teaching Portfolio materials in these Self-Statements:
 - i. Teaching Portfolio materials;
 - ii. Identification of any new courses taught or of existing courses whose structure, approach, or content were substantially reorganized;
 - iii. Evidence of introduction of new teaching practices and techniques into the course(s) taught;
 - iv. According to campus procedures, contributions in assigned areas of your achievements that promote equal opportunity and diversity.
2. **Biobibliography**
3. **Teaching Portfolio** that includes the following:
 - i. List of courses by term and topic;
 - ii. Course syllabi from courses taught at UCSD;
 - iii. Student evaluations, including SET and other evaluation forms;

- iv. Up to six additional materials relevant to effective teaching (e.g., pedagogical methods, student learning outcomes, assignments, lecturer slides, lesson plans, exams, and prompts for student work).

The candidate may also include any of the following materials in their review file, if they choose to do so:

4. Updated **CV/Resume**;
5. **Written Assessments** from classroom observation conducted by faculty colleagues or evaluators, including Section Heads, Language Program Coordinators, or the Vice Chair;
6. **Notice of Awards or Formal Mentions** for distinguished teaching;
7. **Letters of Reference and Assessments** by departmental Unit 18 faculty, departmental Academic Senate Faculty, other academic appointees, students; and/or others external to the University of California

Assessment Criteria

- a) Dedication to and engagement with teaching;
- b) Command of the subject matter and continued growth in mastering new topics;
- c) Organizing and presenting course content effectively and with demonstrated learning outcomes;
- d) Setting pedagogical objectives appropriate to the course topic, level, and format;
- e) Responding to student work in ways commensurate with student performance, course topic, level, and format;
- f) Awakening in students an awareness of the importance of the subject matter;
- g) Inspiring interest in beginning students and stimulating advanced students to do complex work;
- h) Developing pedagogically effective assignments, lecture slides, lesson plans, exams, and/or other course materials and/or prompts for student work.
- i) Demonstrated commitment to diversity, equity and inclusion and meaningful contributions to the development of a supportive campus climate. This may include the development and/or use of pedagogical strategies that address a diverse student population and/or learning disabilities.
- j) Responsivity and accountability to students and to colleagues (coming to class on time and prepared, being flexible with students and responsive to their concerns, holding required office hours, commenting fairly and promptly on student work, and attending any required departmental or section meetings and answering program emails in a timely manner).

The Excellence Review Committee reviews the materials submitted and makes its recommendation on the Initial Continuing Appointment to the department based on the Excellence Review file. The Excellence Review Committee report shall review the Unit 18 faculty member's entire teaching record and performance using the assessment criteria listed above. The report shall be an in-depth evaluation and thorough analysis of the candidate's teaching excellence and recommendation to the Department Chair.

The department faculty then review the file and vote on whether to recommend a continuing appointment. Once the departmental review and vote are complete, a final departmental recommendation is completed, and the candidate is notified of the recommendation. The completed file is then forwarded to CAP (Committee on Academic Personnel), who makes the recommendation to the Dean. The Dean issues the final decision in the case. See "LIT Lecturer file documents" for items needed for a CL file.

Normal Merits:

A Continuing Lecturer's merit may be based on academic attainment, experience, and performance. Ongoing excellent performance is standard for merit consideration. Performance for normal merits is based on the same criteria used to determine a continuing appointment and we expect it would be supported by similar documentation (see "Excellence Review Files" and "Assessment Criteria" above). Normal Merit reviews typically occur every three years.

Use the same process as above except there is no department vote. Call letter, Excellence Review, Dean's authority. However, normal merits are not reviewed by CAP.

Accelerated Merits:

Acceleration may be considered for Continuing Unit 18 Faculty. Acceleration is a salary increase greater than is expected based on the time since the Continuing Unit 18 Faculty member's last review. Acceleration may be considered when overall performance demonstrates continued excellence and is truly notable in areas such as: EDI initiatives and efforts, contributions to university and public service, research scholarship and publications, receipt of a teaching award, a significant teaching innovation, publication in education research or related areas, etc.

Use the same process as above except there is no department vote. Call letter, Excellence Review, Dean's authority. Accelerated merits are reviewed by CAP.

Senior Continuing Lecturers (Article 7d)

Promotion

Continuing Lecturers become eligible for the title of Senior Continuing Lecturer after they have received two consecutive positive merit advancements following the initial Continuing appointment. Length of service and continued excellent performance as a Continuing Lecturer alone are not justification for promotion. A Unit 18 faculty member may submit a written request for a review for promotion to Senior Continuing Lecturer at the time of their next review, in response to their initial call letter. Then the Department will send a second letter detailing the procedure for the Senior Continuing Promotion Review, per Current Contract and MOU guidelines.

Academic Review File

The Unit 18 faculty member is asked to submit the following materials to the department for their promotion file:

1. **Self-Statement** regarding the Unit 18 faculty member's performance, teaching objectives, and teaching activities. The faculty member should address their teaching effectiveness (see "Assessment Criteria" below). Faculty should discuss the following Teaching Portfolio materials in these Self-Statements:
 - i. Teaching Portfolio materials;
 - ii. Identification of any new courses taught or of existing courses whose structure, approach, or content were substantially reorganized;
 - iii. Evidence of introduction of new teaching practices and techniques into the course(s) taught;

- iv. According to campus procedures, contributions in assigned areas of your achievements that promote equal opportunity and diversity.
- 2. **Biobibliography**
- 3. **Teaching Portfolio** that includes the following:
 - i. List of courses by term and topic;
 - ii. Course syllabi from courses taught at UCSD;
 - iii. Student evaluations, including SET and other evaluation forms;
 - iv. Up to six additional materials relevant to effective teaching (e.g., pedagogical methods, student learning outcomes, assignments, lecturer slides, lesson plans, exams, and prompts for student work).

The candidate may also include any of the following materials in their review file, if they choose to do so:

- 4. Updated **CV/Resume**
- 5. **Written Assessments** from classroom observation conducted by faculty colleagues or evaluators, including Section Heads, Language Program Coordinators, or the Vice Chair.
- 6. **Notice of Awards or Formal Mentions** for distinguished teaching
- 7. **Letters of Reference and Assessments** by departmental Unit 18 faculty, departmental Academic Senate Faculty, other academic appointees, students; and/or others external to the University of California

The Department may solicit confidential letters of assessment from appropriate individuals (including, but not limited to, those named by the candidate). It may solicit input from persons not identified by the Unit 18 faculty member being reviewed. If the department chooses to solicit external referees (optional), *the names of these referees must remain confidential.*

The academic review file shall contain only material relevant to consideration of the personnel action. The Unit 18 faculty member must provide materials for their file. Materials need to be submitted to the department by the date provided to the Unit 18 faculty member in the notification letter. All relevant materials will be given due consideration by all levels of review.

Once a candidate has requested review, the Department Chair or Vice Chair appoints an ad hoc committee of three faculty members, usually 2 Senate faculty and one Unit 18 faculty member. The department makes every effort to engage faculty with expertise in the area of interest; this would include the Section Head and, when relevant, the Language Program Coordinator. This may also include ladder-rank faculty in relevant area(s) and, possibly, the Director of Undergraduate Studies. Participation by a Unit 18 faculty member is voluntary, and the department will secure written documentation stating that the Unit 18 faculty member has assumed the responsibility on a voluntary basis. Per Article 7b Section D.7 and D.8, you will be informed of the Unit 18 Faculty members comprising your review committee. You will also be afforded an opportunity to raise concerns about possible bias on the part of the individuals involved in your review. Any such statement you provide will be included in your academic review file. Once the materials are collected, candidates may request redacted copies of confidential materials collected, as well as copies of other non-confidential materials in the file. You will have seven days from the date you receive the redacted materials to submit a written statement in response to or commenting upon material in the file, which will be added to the file.

Promotion from Continuing Lecturer to Senior Continuing Lecturer denotes truly remarkable contributions to teaching and the profession. In addition to meeting normal assessment criteria, candidates are expected to demonstrate exceptional performance in teaching and assigned instructional duties. Instructional contributions that are broad ranging and/or greatly enhance the academic mission of the university, may be considered exceptional.

Assessment Criteria

- a) Dedication to and engagement with teaching;
- b) Command of the subject matter and continued growth in mastering new topics;
- c) Organizing and presenting course content effectively and with demonstrated learning outcomes;
- d) Setting pedagogical objectives appropriate to the course topic, level, and format;
- e) Responding to student work in ways commensurate with student performance, course topic, level, and format;
- f) Awakening in students an awareness of the importance of the subject matter;
- g) Inspiring interest in beginning students and stimulating advanced students to do complex work;
- h) Developing pedagogically effective assignments, lecture slides, lesson plans, exams, and/or other course materials and/or prompts for student work;
- i) Demonstrated commitment to diversity, equity and inclusion and meaningful contributions to the development of a supportive campus climate. This may include the development and/or use of pedagogical strategies that address a diverse student population and/or learning disabilities;
- j) Responsivity and accountability to students and to colleagues (coming to class on time and prepared, being flexible with students and responsive to their concerns, holding required office hours, commenting fairly and promptly on student work, and attending any required departmental or section meetings and answering program emails in a timely manner).

Additional Criteria for Promotion to Senior Continuing Lecturer

- k) Excellences in instructional contributions, including, but should not be limited to, demonstration of exceptional teaching as reflected in student evaluations, as well as a demonstrated engagement with, and responses to innovations in pedagogy. This should also include extraordinary innovation in the classroom in ways that encourage students' intellectual growth, which may include the student's choice of majoring in a relevant field, student participation in conferences or academic events, or students' use of a language in the community. Exceptional contribution can also include the creation of new courses at UCSD or the Global Seminars program, or participating in significantly revising curriculum for existing courses, especially courses using a shared syllabus;
- l) Contributions to the field of instruction that might include the development of new curricular tools such as multimedia online resources or the publishing of textbooks for use in classroom settings. It could also include the publication or co-authorship of research articles or books related to pedagogy or participating in grants or research that benefit instruction or the broader field. It could also include professional development such as participation in conferences and/or symposia related to their field, or presenting at professional association meetings or conferences to share innovative practices. It could also include leadership within professional organizations associated with the field of education;
- m) Commitment to ethnic, cultural, and intellectual diversity, including the instructor's demonstrated commitment to equity, diversity and inclusion in teaching approach and/or curriculum. This could

also include regular engagement in activities that aid or promote student learning or motivate students through outreach or cultural activities, including community outreach or engagement that allows students to bridge their classroom study with the outside community (such as field trips, off-campus translation, volunteer work, or conducting interviews for heritage preservation). This could also include participating in activities such as book clubs, events, or conversation tables that aid and promote student learning in a variety of ways.

The review committee evaluates the materials in the file and makes a recommendation in a written report to the Department Chair and Vice Chair. In the case of Promotion to Senior Continuing Lecturer files, the department faculty will then review the file and vote on whether to recommend the promotion to Senior Continuing Lecturer, as well as to recommend a merit increase. Once the department vote and review are complete, a final departmental recommendation will be completed. Then, the candidate is notified of the final departmental recommendation and can receive a copy of that recommendation upon request. Finally, the candidate may submit a written statement in response to the departmental recommendation, due within seven days, which will be added to the file. The completed file is forwarded to the appropriate academic reviewers and final authority for review and issuance for a final decision is made in accordance with UCSD's Authority and Review Chart: <https://aps.ucsd.edu/files/advancement/authrevchart.pdf>

Normal Merits:

A Senior Continuing Lecturer is eligible for a merit increase at least once every three years after promotion to Senior Continuing Lecturer. A Senior Continuing Lecturer may request in writing that their merit review be deferred up to one year, with approval resting at the sole discretion of the University. A Senior Continuing Lecturer's merit may be based on academic attainment, experience, and performance. Ongoing excellent performance is standard for merit consideration. Performance for normal merits requires the same review file materials and is based on the same criteria used to determine a continuing appointment and we expect it would be supported by similar documentation, excluding the additional criteria required for promotion to Senior Continuing Lecturer (listed as k-m above).

Use the same process as above except there is no department vote. Call letter, Excellence Review, Dean's authority. However, normal merits are not reviewed by CAP.

Accelerated Merits:

Acceleration is a salary increase greater than is expected based on the time since the Senior Continuing Unit 18 Faculty member's last review. Acceleration may be considered when overall performance demonstrates continued excellence and is truly notable in areas such as: EDI initiatives and efforts, contributions to university and public service, research scholarship and publications, receipt of a teaching award, a significant teaching innovation, publication in education research or related areas, etc

Use the same process as above except there is no department vote. Call letter, Excellence Review, Dean's authority. Accelerated merits are reviewed by CAP.

LECTURER FILE DOCUMENTS

Pre-Six appointment file

1. Academic Summary Form and UC Academic History
2. Department Recommendation letter
3. Proof of Teaching Excellence –Teaching Evaluations OR Letter of Recommendation
4. CV
5. Certs 1A/2 (if applicable)

Pre-Six reappointment file after first year assessment

1. Academic Summary Form and UC Academic History
2. Department Recommendation letter
3. Proof of Teaching Excellence –Teaching Evaluations OR Letter of Recommendation
4. CV
5. Certs 1A/2 (if applicable)

Pre-Six reappointment file after Teaching Effectiveness (TE) Review/Academic Review

1. Academic Summary Form and UC Academic History
2. Department Recommendation letter (different than one in TE file)
3. All materials from Teaching Effectiveness Review
4. Certs 1A/2 (if applicable) (different than ones in TE file)

Continuing Lecturer files

1. Academic Summary Form and UC Academic History
2. Department Recommendation letter
3. Excellence Review committee letter (ad hoc letter)
4. Candidate self-statement
5. Teaching items
 - Courseload form
 - CAPE scatterplot (if CAPES were used in review period)
 - Teaching Evaluations – SETS and CAPES
 - For Initial Continuing Appointments: All teaching evaluations since first employment in that department/program
 - For Merit Review files: Teaching evaluations since last merit review in that department/program
 - For Promotion Review files: Teaching evaluations since Initial Continuing Appointment
 - Example of Syllabus for each course taught in that department/program (If they taught VIS 12 many times, only the most recent version needs to be included.)
6. Biography/Bibliography form
7. Certs 1A/1B/2

