Review Standards for Lecturers
Department of Music
School of Arts and Humanities

The Department of Music's appointment and evaluation criteria are in accordance with the Contract for Lecturers (IX) between University of California and the American Federation of Teachers (MOU).

General

The title of Non-Senate Lecturer, whether used as an only title or as an additional title, shall be assigned to a professionally qualified appointee not under consideration for appointment in the Professorial series. This appointment does not imply the responsibility of engaging in research. In view of the limited responsibilities in areas other than teaching, a Non-Senate Lecturer normally will be assigned a heavier instructional load (relative to full-time-equivalent service) than that normally given to an appointee in the professorial series. In accordance with Article 24, a Non-Senate Lecturer's workload shall not exceed established fulltime workload standards.

Principles of Community

UC San Diego community members are expected to practice UC San Diego's Principles of Community.

As members of the community of scholars at the University of California, Unit 18 Faculty are expected to sustain an environment conducive to sharing, extending, and critically examining knowledge and values, in support of the department's academic mission. In addition, they are expected to exhibit respect and professionalism in the mutual exchange of ideas, opinions, and criticisms with colleagues and to strive to be objective in their professional communications and interactions.

Evaluation Criteria: Instructional Performance

Instructional performance may be evaluated according to the following criteria, as demonstrated by the materials in the appointment or review file:

1. Dedication to and engagement with teaching;
2. Command of the subject matter and continued growth in mastering new topics;
3. Organizing and presenting course content effectively and with demonstrated learning outcomes;
4. Setting pedagogical objectives appropriate to the course topic, level, and format;
5. Responding to student work in ways commensurate with student performance, course topic, level, and format;
6. Awakening in students an awareness of the importance of the subject matter;
7. Inspiring interest in beginning students and stimulating advanced students to do complex work;

8. Developing pedagogically effective assignments, lecture slides, lesson plans, exams, and/or other course materials and/or prompts for student work;
9. Additionally, exceptional instructional performance would include introducing new teaching practices into the course(s).

Due attention should be paid to the variety of demands placed on instructors by the types of teaching called for at various levels, and the total performance of the Unit 18 Faculty should be judged with proper reference to all assigned duties.

According to campus procedures, contributions in assigned areas of the Unit 18 Faculty's achievements that promote equal opportunity and diversity should be given due recognition in the review process. These contributions to diversity and equal opportunity will be focused on teaching and learning and can take a variety of forms, including teaching that is particularly inclusive of diverse populations.

Pre-Six Lecturers

Initial Hire

A pre-six appointment is the appointment of a Unit 18 Faculty member during the first six years of employment (or 18 academic quarters).

Pre-Six appointments may be considered upon demonstration of competency alongside educational and experience preferences.

Possible Examples of Competent Instructional Performance

1. Teaching experience that shows growth over time (for those with experience)
2. Quality of teaching (e.g., Holistic Teaching Evaluations);
3. Depth and breadth of knowledge in the discipline;
4. Professional background/alignment with course content;
5. Ability to make a positive contribution to department's academic mission and climate;
6. Potential for (or evidence of in the case of those with teaching experience) contributions to diversity, equity, and inclusion;
7. Potential for (or demonstrated ability for those with teaching experience) to teach and advise undergraduate students;
8. Potential for (or demonstrated ability) to be a conscientious university community member.

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

- Reflective Teaching Statement or teaching philosophy:
    - Discussion of the instructor's core beliefs about learning and teaching

    - Discussion of how the instructor matches their overall philosophy with course goals
- For those with teaching experience:
    - Documentation: set of detailed entries investigating how effectively the goals of the course have been put into practice; e.g.:
    - Student assignment and results; exams; papers, other kinds of student work;
    - Information obtained through assessment techniques such as surveys, classroom observations, formative feedback from students, course evaluations (e.g., CAPEs)
- Appendixes:
    - Copies of work assigned to students; methods used for obtaining feedback from students, and any forms used for self-assessment

First-year Assessment

Statement of Interest (SOI)

Per the MOU, for Unit 18 Faculty to be considered for reappointment in the academic year following the end of this appointment, they must submit an SOI to the department chair by the deadlines listed in the contract. The department will notify all existing Unit 18 Faculty on new recruitments when they're available for public view.

In the first-year assessment, and subsequent Pre-Six reviews, teaching effectiveness is measured by evaluation of evidence demonstrating qualities including:

1. Command of the subject matter and continued growth in mastering new topics
2. Ability to organize and present course materials
3. Ability to awaken in students an awareness of the importance of the subject matter
4. Ability to arouse curiosity in beginning students and stimulate advanced students to do original and creative work
5. Documenting student outcomes

The following are some examples of documentation that might be included in a teaching portfolio that would be used to measure teaching effectiveness:

- Reflective Statement or teaching philosophy:
    - Discussion of the instructor's core beliefs about learning and teaching
    - Statement about the specific goals of each course taught by the instructor
- Documentation: set of detailed entries investigating how effectively the goals of the course have been put into practice; e.g.:
    - Student assignment and results; exams; papers, other kinds of student work;
    - Information obtained through assessment techniques such as surveys, classroom
      observations, formative feedback from students, CAPEs
- Reflections:
    - Instructors' reflection about what worked and what did not work
- Appendixes:

- Copies of work assigned to students; methods used for obtaining feedback from students, and any forms used for self-assessment

Pre-Six Academic Review/Teaching Effectiveness Review

Pre-Six Academic Reviews/Teaching effectiveness is measured by evaluation of evidence demonstrating qualities including:

1. Command of the subject matter and continued growth in mastering new topics
2. Ability to organize and present course materials
3. Ability to awaken in students an awareness of the importance of the subject matter
4. Ability to arouse curiosity in beginning students and stimulate advanced students to do original and creative work
5. Documenting student outcomes

The following are some examples of documentation that might be included in a teaching portfolio that would be used to measure teaching effectiveness:

- Reflective Statement or teaching philosophy:
  - Discussion of the instructor's core beliefs about learning and teaching
  - Statement about the specific goals of each course taught by the instructor
- Documentation: set of detailed entries investigating how effectively the goals of the course have been put into practice; e.g.:
  - Student assignment and results; exams; papers, other kinds of student work;
  - Information obtained through assessment techniques such as surveys, classroom
    observations, formative feedback from students, CAPEs
- Reflections:
  - Instructors' reflection about what worked and what did not work
- Appendixes:
  - Copies of work assigned to students; methods used for obtaining feedback from students, and any forms used for self-assessment

Continuing Lecturers

Initial Continuing Appointment

When a Unit 18 Faculty member receives an appointment that includes an 18th quarter of service in the same department, program, or unit, the University shall conduct the excellence review in accordance with the MOU.

Continuing status may be considered upon demonstration of excellent performance.

Possible Examples of Excellent Instructional Performance

Excellent performance is measured by evaluation of evidence demonstrating such qualities as:

1. Command of subject matter;
2. A demonstrated commitment to teaching and growth in pedagogy;
3. Teaching efficacy (promotion of student progress of students toward achievement of course learning goals);
4. Professionalism in interactions with students within and beyond the classroom (relating to students respectfully, encouraging their interest in the subject, responding in a timely way to their concerns and questions, making themselves available to students at appointed office hour times or as needed at other times, within reason);
5. Demonstrated commitment to diversity, equity and inclusion and meaningful contributions to the development of a supportive campus climate. This may include advising and mentoring URMs and the development and/or use of pedagogical strategies that address a diverse student population and/or learning disabilities;

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

- Reflective Statement or teaching philosophy:
    - Discussion of the instructor's core beliefs about learning and teaching
    - Statement about the specific goals of each course taught by the instructor
    - Match between overall philosophy and specific goals
- Documentation:
    - Student assignment and results; exams; papers, other kinds of student work;
    - Information obtained through assessment techniques such as surveys, classroom observations, formative feedback from students, CAPEs
- Reflections:
    - Instructors' reflection about what worked and what did not work
- Descriptions of the ways the instructor contributes to diversity, equity, and inclusion on campus and in the classroom
- Appendixes:
    - Copies of work assigned to students; methods used for obtaining feedback from students, and any forms used for self-assessment

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.

Accelerated Merits

Acceleration may be considered for Continuing and Senior Continuing Unit 18 Faculty.

Acceleration is a salary increase greater than is expected based on the time since the Continuing or 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, and more. Truly exceptional performance and accomplishments may include, but are not limited to: receipt of a teaching award, a significant teaching innovation, publication in education research or related areas, etc.

It is not possible to provide a simple metric for productivity and excellence that would warrant an acceleration, as all aspects of a file must be considered together in assessing the quality and impact of contributions.

Senior Continuing Lecturers

Promotion

Upon the appointee's request, and in accordance with the MOU, a Continuing Lecturer who has received at least two (2) consecutive positive merit reviews (following the initial Continuing Appointment) in the same department, program, or unit may be considered for promotion to Senior Continuing Lecturer.

Promotion may be considered upon demonstration of exceptional performance. Instructional contributions that are broad ranging and/or greatly enhance the academic mission of the University, may be considered exceptional. Length of service and continued excellent performance as a Continuing Lecturer alone are not justification for promotion.

A Senior Continuing Lecturer's merit may be based on academic attainment, experience, and performance. Ongoing exceptional performance is standard for merit consideration.

Possible Examples of Exceptional Instructional Performance

Exceptional performance is measured by evaluation of evidence demonstrating such qualities as:

1. Displays strong initiative in every situation and interaction;
2. Exemplifies harmonious student and working relationships;
3. Serves as an excellent role model for continuous learning and development, inspiring change by keeping focused on desired objectives;
4. Organizes students and resources for maximum efficiency and success within and beyond the classroom;
5. Fosters inclusiveness, respect and a welcoming environment;
6. Encourages the mutual exchange of ideas, opinions, and criticisms with students and colleagues in a professional manner;

7. Exhibits superior knowledge, expertise, and command of the subject matter and pedagogy;
8. Strong, demonstrated commitment to diversity, equity and inclusion which inspires others to meaningfully contribute to the development of a supportive campus climate;
9. Upholds and inspires academic integrity among students;
10. Supports and exemplifies multiple aspects of the department's academic mission;
11. Introduces new teaching practices into assigned course(s).

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

- Reflective Statement or teaching philosophy:
    - Discussion of the instructor's core beliefs about learning and teaching
    - Statement about the specific goals of each course taught by the instructor
    - Match between overall philosophy and specific goals
- Documentation:
    - Student assignment and results; exams; papers, other kinds of student work;
    - Information obtained through assessment techniques such as surveys, classroom observations, formative feedback from students, CAPEs
- Reflections:
    - Instructors' reflection about what worked and what did not work
- Descriptions of the ways the instructor contributes to diversity, equity, and inclusion on campus and in the classroom
- Appendixes:
    - Copies of work assigned to students; methods used for obtaining feedback from students, and any forms used for self-assessment

<u>Materials: Evaluating Instructional Performance</u>

Materials considered when evaluating instructional performance may include, but are not limited to:

- Syllabi*
- Biobib/CV*
- Holistic teaching evaluations
- Evidence of equity-minded teaching practices*
- Evidence that teaching has evolved and improved*
- Classroom observations (e.g., solicited by the Instructor from the TLC or the Department)
- Lecture and other teaching materials (e.g. PowerPoint presentations, assignments, etc.)
- Course assessments that document learning
- Teaching awards

- Pre- and post-surveys
- Peer evaluations
- CAPE reviews (understanding the limitations)

*Indicates required to be submitted