Review Standards for Lecturers
Department of Theatre & Dance
School of Arts and Humanities

Revised June, 2025

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. Demonstrated ability (or potential) to effectively teach undergraduate students and/or graduate students
2. Teaching experience that shows growth over time (if applicable)
3. Positive teaching evaluations (if applicable)
4. Depth and breadth of knowledge in the discipline;
5. Professional background/alignment with course content;
6. Ability to make a positive contribution to department's academic mission and climate;
7. Potential for or evidence of contributions to diversity, equity, and inclusion;

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

For those without teaching experience:

- Evidence of professional experience (e.g., CV)
- Letter of Recommendation
- Awards, nominations or other recognitions in the field

For those with teaching experience:

- Information obtained through assessment techniques such as surveys, classroom observations, formative feedback from students, course evaluations (e.g., CAPEs)

- 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;

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.

Following a first-year appointee's submission of the Statement of Interest, the department will send the "Notice letter for first year assessment" to the candidate.

The assessment should be determined by the below criteria:

a. demonstrated competence in the field
b. ability in teaching
c. academic responsibility (as defined by Article 3)
    - https://ucnet.universityofcalifornia.edu/wp-content/uploads/labor/bargaining-units/ix/docs/ix_03_academic-responsibility_2016-2020.pdf

The candidate must be given written feedback on the assessment. If the assessment is positive, and there is a departmental need, the candidate is reappointed for two years, and the new appointment percentage will be determined by the department. The appointment percentage may vary from year one.

Pre-Six Academic Review/Teaching Effectiveness Review

Performance shall be evaluated according to the following criteria found in Article 7A, as they are relevant to your assigned duties and demonstrated by the materials in your review file. Teaching effectiveness is measured by evaluation of evidence demonstrating such qualities as:

Criteria in Article 7A:

- 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.

The teaching effectiveness review will be based on an evaluation of a file that includes but is not limited to the documents listed below. Due consideration will be given to all relevant materials in the review file.

- A self-statement regarding the lecturer's performance, teaching objectives, and teaching activities;
- Syllabi; and
- Up to six (6) additional materials relevant to effective teaching (e.g., pedagogical methods, student learning outcomes, assignments, lecturer slides, lesson plans, exams, and prompts for student work) to be included in the file.

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 Hire

Upon receipt of an appointment that includes an 18th quarter of service in the same department, program, or unit, the Department shall conduct an excellence review (in accordance with Article 7b and Article XX) in the academic year in which the 18th quarter of service occurs and prior to the commencement of the 19th quarter.

Continuing status may be considered upon demonstration of excellent performance.

The Excellence Review Committee shall evaluate instructional performance according to the criteria listed in Article XX, as demonstrated by the materials in the review file.

Criteria in 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 and level;
- 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;
- Developing pedagogically effective materials in alignment with the program's curriculum and methods.

Continuing status is granted if:

a. The excellence review deems the Unit 18 faculty member excellent, and
b. the Unit 18 faculty member has performed service in the 18th quarter in the same department, program, or unit.

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;
    a. For example, growth may be demonstrated by improvement, creativity in instruction, and engagement in relevant professional development;
3. Teaching efficacy (promotion of student progress of students toward achievement of course learning goals);
4. Proficiency in course management (e.g. clear and timely communication to students of course learning goals, and providing timely feedback to students on their progress toward achievement of learning goals);
5. 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);
6. Training and guidance provided to Instructional Assistants;
7. 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;
8. Fairness and due diligence in handling potential academic integrity violations (proper and timely interaction with students and IAs involved, and with the Academic Integrity Office);
9. Demonstrated use of evidence-based, inclusive teaching practices.

Teaching Portfolio Examples

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 (e.g.: what are the major themes to be developed in a course; is the course taught with specific outcomes in mind?)
    - Match between overall philosophy and specific goals (i.e.: consideration of how an instructor's specific goals can best be achieved in different teaching situations: lectures, small group discussions etc.)

- Descriptions of ways the instructor has incorporated new and relevant disciplinary ideas and concepts into their teaching

- 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
    - Descriptions of engagement with professional development that resulted in change to 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)

- 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 - Appendixes:

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

Normal Merits

The Department of Theatre and Dance have developed the following standards for a merit advancement as a Continuing Lecturer.

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

<u>Possible Examples of Excellent Instructional Performance</u>

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.

    - For example, growth may be demonstrated by improvement, creativity in instruction, and engagement in relevant professional development.
3. Teaching efficacy (promotion of student progress of students toward achievement of course learning goals).
4. Proficiency in course management (e.g. clear and timely communication to students of course learning goals and providing timely feedback to students on their progress toward achievement of learning goals).
5. 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).
6. Training and guidance provided to Instructional Assistants (if applicable).
7. Demonstrated commitment to diversity, equity and inclusion and meaningful contributions to the development of a supportive campus climate.
8. Fairness and due diligence in handling potential academic integrity violations (proper and timely interaction with students and IAs involved, and with the Academic Integrity Office).
9. Demonstrated use of evidence-based, inclusive teaching practices.

<u>Teaching Portfolio Examples</u>

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

- Self-Statement:
    - Discussion of the instructor's core beliefs about learning and teaching.

- Descriptions of ways the instructor has incorporated new and relevant disciplinary ideas and concepts into their teaching.

- 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: This could also be provided in the Self-Statement.
    - Instructors' reflection about what worked and what did not work.

    - Descriptions of engagement with professional development that resulted in change to 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) if 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.

Academic Review Process for Continuing Lecturers:
The information below provides a step-by-step outline of the review process:

1. Step One: determine the candidate's eligibility for review.
2. Step Two: send out Call Letter to candidate with a due date for review materials.
3. Step Three: confirm members of the Excellence Review Committee.
4. Step Four: Department and Excellence Review Committee are tasked with determining the recommendation based on the set standards, candidate materials, classroom observations, and other materials provided, such as student or referee letters.
5. Step Five: Department submits the file after all dossier materials and certs are signed to the Dean's office.
6. Step Six: once an outcome is proposed, the department notifies the candidate.

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.

Senior Continuing Lecturers

Promotion

The Department of Theatre and Dance have developed the following standards for a promotion to Senior Continuing Lecturer.

- 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.
- Promotion to Senior Continuing Lecturer may be based on academic attainment, experience, and **exceptional** instructional performance.

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. Generates enthusiasm for discussion and new ideas among students, Instructional Assistants, and others.
5. Organizes students and resources for maximum efficiency and success within and beyond the classroom.
6. Fosters inclusiveness, respect and a welcoming environment.
7. Cultivates a safe culture in which students are encouraged to share ideas, express concerns, pose questions, etc.
8. Encourages the mutual exchange of ideas, opinions, and criticisms with students and colleagues in a professional manner.
9. Fosters and encourages an environment conducive to sharing, extending, and critically examining knowledge and values.
10. Exhibits superior knowledge, expertise, and command of the subject matter and Pedagogy.

11. Strong, demonstrated commitment to diversity, equity and inclusion which inspires others to meaningfully contribute to the development of a supportive campus climate.
12. Expertise in course management (e.g. clear and timely communication and feedback to students).
13. Demonstrates professionalism in all interactions and communications with students, colleagues, and others.
14. Upholds and inspires academic integrity among students.
15. Provides training and guidance to Instructional Assistants (if applicable).
16. Demonstrates use of effective and inclusive teaching practices.
17. Supports and exemplifies multiple aspects of the department's academic mission.
18. Introduces new teaching practices into assigned course(s).

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

- Self-Statement:
    - Discussion of the instructor's core beliefs about learning and teaching.

- Descriptions of ways the instructor has continually incorporated new and relevant disciplinary ideas and concepts into their teaching.

- 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: This could also be provided in the Self-Statement.
    - Instructors' reflection about what worked and what did not work.

- Descriptions of engagement with professional development that resulted in change to teaching practice.

- Descriptions of the ways the instructor has provided training and/or guidance to Instructional Assistants (and how this has evolved over time) if 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.

Academic Review Process for Promotion to Sr. Continuing Lecturers:
The information below provides a step-by-step outline of the review process:

1. Step One: determine the candidate's eligibility for review.
2. Step Two: send out Call Letter to candidate with a due date for review materials.
3. Step Three: confirm members of the Excellence Review Committee.
4. Step Four: Department and Excellence Review Committee are tasked with determining the recommendation based on the set standards, candidate materials, classroom observations, and other materials provided, such as student or referee letters.
5. Step Five: Department submits the file after all dossier materials and certs are signed to the Dean's office.
6. Step Six: once an outcome is proposed, the department notifies the candidate.

Normal Merits

A Senior Continuing Lecturer shall be considered for a merit increase at least once every three years following promotion to Senior Continuing Lecturer.

Ongoing exceptional performance is standard for merit consideration. Performance for normal merits requires the same review file materials and is based on the same criteria found in Article XX for the Continuing Lecturer series and we expect it would be supported by similar documentation for a promotion to Senior Continuing Lecturer.

Criteria in 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 and level;
- 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;
- Developing pedagogically effective materials in alignment with the program's curriculum and methods.

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.