

**Standards for Unit 18 Faculty
School of Biological Sciences
June 2023**

The School of Biological Sciences has determined the appointment and evaluation criteria for its members in order to provide measurement of a candidate's achievements and to aid in evaluation when acceleration is proposed. All members of the Non Senate Instructional Unit (Unit 18 Faculty) are evaluated 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:

- 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. 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 Appointment

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

- a. Teaching experience that shows growth over time (for those with experience);
 - o For example, growth may be demonstrated by improvement, creativity in instruction, and engagement in relevant professional development;
- b. Demonstrated engagement in teaching-related professional development;
- c. Depth and breadth of knowledge of evidence-based and inclusive teaching practices;
- d. Quality of teaching (e.g., [Holistic Teaching Evaluations](#));
- e. Depth and breadth of knowledge in the discipline;
- f. Professional background/alignment with course content;
- g. Ability to make a positive contribution to department's academic mission and climate;
- h. Potential for (or evidence of in the case of those with teaching experience) contributions to diversity, equity, and inclusion;
- i. Potential for (or demonstrated ability for those with teaching experience) to teach and advise undergraduate students;
- j. 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:
 - o Discussion of the instructor's core beliefs about learning and teaching
 - o Discussion of how the instructor matches their overall philosophy with course 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 (or plans to) incorporate new and relevant disciplinary ideas and concepts into their teaching reflections:
 - o Instructors' reflection about what worked and what did not work
 - o Descriptions of engagement with professional development that resulted in change to teaching practice
 - o Descriptions of ways (or planned ways) the instructor contributes to diversity, equity, and inclusion in the classroom
- For those with teaching experience:
 - o Documentation: set of detailed entries investigating how effectively the goals of the course have been put into practice; e.g.:
 - o Student assignment and results; exams; papers, other kinds of student work;
 - o 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

Pre-Six Reappointment

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

Pre-Six reappointments may be considered upon demonstration of effectiveness.

Possible Examples of Effective Instructional Performance

Teaching effectiveness is measured by evaluation of evidence demonstrating such qualities as:

- 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. Incorporating evidence-based and inclusive teaching practices; and
- j. Documenting positive student outcomes (e.g. conceptual learning, attitudes, inclusivity).

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

- Reflective Statement or teaching philosophy:
 - o Discussion of the instructor's core beliefs about learning and teaching
 - o 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?)
 - o 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.:
 - o Student assignment and results; exams; papers, other kinds of student work;
 - o 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
- Appendixes:
 - Copies of work assigned to students; methods used for obtaining feedback from students, and any forms used for self-assessment

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.

A Continuing Lecturer's merit may be based on academic attainment, experience, and performance. Ongoing excellent performance is standard for a merit increase of two salary points on the Unit 18 Faculty salary scale.

Possible Examples of Excellent Instructional Performance

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

- a. Command of subject matter;
- b. 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;
- c. Teaching efficacy (promotion of student progress of students toward achievement of course learning goals);
- d. 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);
- e. 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);
- f. Training and guidance provided to Instructional Assistants;
- g. 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;
- h. 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);
- i. Demonstrated use of evidence-based, inclusive teaching practices.

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

Senior Continuing Lecturer 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 a merit increase of three salary points on the Unit 18 Faculty salary scale.

Possible Examples of Exceptional Instructional Performance

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

- a. Displays strong initiative in every situation and interaction;
- b. Exemplifies harmonious student and working relationships;
- c. Serves as an excellent role model for continuous learning and development, inspiring change by keeping focused on desired objectives;
- d. Generates enthusiasm for discussion and new ideas among students, Instructional Assistants, and others;
- e. Organizes students and resources for maximum efficiency and success within and beyond the classroom;
- f. Fosters inclusiveness, respect and a welcoming environment;
- g. Cultivating a safety culture in which students are encouraged to share ideas, express concerns, pose questions, etc.;
- h. Encourages the mutual exchange of ideas, opinions, and criticisms with students and colleagues in a professional manner;
- i. Fosters and encourages an environment conducive to sharing, extending, and critically examining knowledge and values;
- j. Exhibits superior knowledge, expertise, and command of the subject matter and pedagogy;
- k. Strong, demonstrated commitment to diversity, equity and inclusion which inspires others to meaningfully contribute to the development of a supportive campus climate;
- l. Expertise in course management (e.g. clear and timely communication and feedback to students);
- m. Demonstrates professionalism in all interactions and communications with students, colleagues, and others;
- n. Upholds and inspires academic integrity among students;

- o. Provides training and guidance to Instructional Assistants;
- p. Demonstrates use of effective and inclusive teaching practices;
- q. Supports and exemplifies multiple aspects of the department's academic mission;
- r. 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:
 - o Discussion of the instructor's core beliefs about learning and teaching
 - o 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?)
 - o 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 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.:
 - o Student assignment and results; exams; papers, other kinds of student work;
 - o Information obtained through assessment techniques such as surveys, classroom observations, formative feedback from students, CAPEs
- Reflections:
 - o Instructors' reflection about what worked and what did not work
 - o 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)
- 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:
 - o Copies of work assigned to students; methods used for obtaining feedback from students, and any forms used for self-assessment

Merit Increase Beyond Two or Three Salary Points

A salary increase greater than two or three salary points may be considered if the Continuing or Senior Continuing Unit 18 Faculty member exceeds department expectations based on their overall performance since their last review.

A salary increase beyond a merit may be considered when the scope of performance is truly notable in areas such as: EDI initiatives and efforts, contributions to university and public service, research scholarship publications, 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.

Defining a simple metric for productivity and performance that could warrant consideration of a salary increase greater than two or three salary points may vary depending on the candidate's field of study and the quality and impact of assigned contributions based on the totality of materials contained in a review file.

Materials: Evaluating Instructional Performance

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

- Syllabi*
- 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 School of Biological Sciences)
- 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