

UCSD DEPARTMENT OF MATHEMATICS
ON REVIEWS OF FACULTY IN THE LECTURER WITH SECURITY OF
EMPLOYMENT SERIES (ASSISTANT/ASSOCIATE/FULL TEACHING PROFESSORS)

The first part of this document collects relevant excerpts from the APM (UC-wide Academic Personnel Manual) regarding the reviews of Faculty in the Lecturer with Security of Employment Series, with especially significant portions highlighted in yellow. As highlighted immediately below, three categories of activity are reviewed. Since the “Professional and/or scholarly achievement and activity” category is often the least understood, the emphasis of this document is to provide guidance in this area. The second part includes some helpful information about professional society interest groups and activities in the mathematical sciences (including statistics). The third part gives multiple examples of activities that the department considers to represent types of professional and/or scholarly achievement and activity. It is important for candidates and ad hoc committee members to keep in mind that some activities may intersect more than one category, and review files should explain how an activity contributes to a specific category or categories. The goal, of course, is to show meaningful activity in each category.

PART 1.

From APM 285: APPOINTMENT AND PROMOTION, Lecturer with Security of Employment Series (10/01/18)

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285-9 Criteria (pages 2-3 of APM-285):

a. A candidate for appointment, reappointment, merit increase, or promotion in this series shall be evaluated by the following three criteria with teaching excellence being more highly weighted than the other two:

- (1) Teaching excellence: The demonstration and maintenance of teaching excellence is the primary criterion for the series.
- (2) Professional and/or scholarly achievement and activity, including creative activity.
- (3) University and public service.

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These criteria are further explained in APM - 210-3, *Instructions to Review Committees That Advise on Actions Concerning the Lecturer with Security of Employment (LSOE) Series*. (See below.)

APM 285-19 (pages 7-8 of APM 285)

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(3) For a Senior Lecturer with Security of Employment, the normative period of service is three (3) years at step in each of the first four (4) steps. Service at Step V and above may be of indefinite duration. Advancement to Step VI usually will not occur after less than three (3) years of service at Step V. This involves an overall career review and will be granted on evidence of sustained and continuing excellence in each of the following three (3) categories, with teaching excellence receiving primary weighting above the others: (1) extraordinary effectiveness and excellence in teaching and teaching-related tasks; (2) professional and/or scholarly achievement and activity; and (3) University and public service.

Advancement to an Above-Scale rank involves an overall career review and is reserved only for the most highly accomplished faculty (1) whose work of sustained and continuing excellence has attained national or international recognition and broad acclaim reflective of its significant impact on education within the discipline; (2) whose contributions to University teaching and education outcomes are excellent; and (3) whose service is highly meritorious. Except in rare and compelling cases, advancement will not occur after less than four (4) years at Step IX. Moreover, mere length of service and continued good performance at Step IX are not justification for further merit advancement. There must be demonstration of additional merit and distinction beyond the performance on which advancement to Step IX was based. A merit advancement for a candidate already serving at above-scale must be justified by continuing evidence of accomplishment commensurate with this level. Continued good service is not an adequate justification. Intervals between such merit advances may be indefinite, and only in the most superior cases where there is strong and compelling evidence will advances at intervals shorter than four (4) years be approved.

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From APM-210-3: Instructions to Review Committees That Advise on Actions Concerning the Lecturer with Security of Employment Series¹ (pages 15-20 of APM 210)

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- a. The Bylaws of The Regents provide: “No political test shall ever be considered in the appointment and promotion of any faculty member or employee.” This provision is pertinent to every stage in the process of considering appointments and advancements.
- b. The policies and procedures set forth above in APM - 210-1-a, -b, -c, and -e, shall govern the committee in the confidential conduct of its review and in the preparation of its report. The committee should refer to APM - 285 for policies on the Lecturer with Security of Employment series.
- c. A review committee shall evaluate the candidate with respect to the proposed rank and duties considering the record of the candidate’s performance in: (1) Teaching excellence, (2) Professional and/or scholarly achievement and activity, including creative activity, and (3) University and public service.

Superior intellectual attainment, as evidenced particularly in excellent teaching and secondarily in professional and/or scholarly achievement and activity, is an indispensable qualification for appointment or promotion to security of employment. This standard for appointees in the Lecturer with Security of Employment series is necessary for maintaining the quality of the University as an institution dedicated to education. A review committee must further evaluate whether the candidate has a record of excellence in teaching while engaging in a program of professional and/or scholarly or creative activity that is appropriate for this series.

The University of California is committed to excellence and equity in every facet of its mission. Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements. For faculty in this title series, these contributions to diversity and equal opportunity are most likely to be focused on teaching and learning and can take a variety of forms including efforts to advance equitable access to

¹ Until the earlier of a date specified by the campus or June 30, 2023, faculty appointed in the Lecturer with Security of Employment series prior to October 1, 2018, will continue to be evaluated under the criteria in effect as of September 30, 2018, and set forth in Appendix B to this policy. All other provisions of this policy apply effective October 1, 2018.

education, public service that addresses the needs of California's diverse population, or teaching that is particularly sensitive to diverse populations. Mentoring and advising of students and faculty members particularly from underrepresented and underserved populations should be given due recognition in the teaching or service categories of the academic personnel process.

d. The candidates are expected to submit for the review file a presentation of their activity in all three areas of teaching excellence, professional and/or scholarly achievement and activity, and University and public service. Evidence may be relevant to evaluation of achievement in more than one category and a review committee will assign the evidence to the appropriate category. Campus guidelines may include separate requirements, expectations, or guidelines for various schools or departments. The criteria set forth below are intended to serve as guides for minimum standards by which to evaluate the candidate, not to set boundaries to exclude other elements of performance that may be considered.

(1) Teaching Excellence

Clearly demonstrated evidence of excellent teaching is an essential criterion for appointment, advancement, or promotion. Faculty in the Lecturer with Security of Employment series are expected to maintain a continuous and current command of their disciplinary subjects. They should, among other things, demonstrate the ability to foster an inclusive, stimulating, and effective learning environment.

When evaluating the effectiveness of a candidate's teaching, a committee should consider the following objectives for individuals in this series: display evidence of continuous growth and mastery of the subject field; emphasize the connections between the subject and other fields of study; foster an environment that supports student curiosity, independent evaluation of evidence, and capacity to reason; provide guidance, mentoring, and advising to students; create an academic environment that facilitates active participation and learning by all students with a focus on developing effective strategies to advance learning by students in various underrepresented groups; contribute to the development and adoption of effective evidence-based pedagogical strategies including instructional units, materials, and resources; incorporate and promote significant curricular revisions informed by current pedagogical knowledge, and apply and advocate for effective teaching techniques.

A committee should attend to the variety of demands placed on the Lecturer with Security of Employment Series by the types of teaching called for in various disciplines and at various levels, and should evaluate the total performance of the candidate with proper reference to assigned teaching responsibilities. A committee should clearly indicate the sources of evidence on which its appraisal of teaching excellence has been based. In preparing its recommendation, a

review committee should keep in mind that the report is an important record of the candidate's teaching and serves as the basis for additional recommendations and the final decision.

It is the responsibility of the department chair to submit meaningful evaluation, accompanied by supporting evidence, of the candidate's teaching effectiveness.

The following is a broadly defined, non-exclusive list of evidence that may be presented concerning teaching excellence:

- (a) Peer review assessments from other faculty members based on knowledge in the candidate's field; class visitations; attendance at the candidate's lectures before professional societies or in public; and the performance of students who have studied with the candidate;
- (b) Evaluations or comments solicited from students in courses taught since the candidate's last review;
- (c) A term-by-term enumeration of the number and types of courses and tutorials taught since the candidate's last review:
 - (i) the level of courses and tutorials taught;
 - (ii) the enrollments of courses and tutorials taught;
 - (iii) the percentage of student course evaluations in relation to the total number of students in each course;
 - (iv) brief explanation for abnormal course loads;
- (d) Identification of any new courses taught or of previously taught courses for which the candidate has substantially reorganized the approach and/or content;
- (e) Documentation of new substantive developments in the field or of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are underrepresented in the field of instruction;
- (f) Documentation of success as a positive role model or effective mentor for students at all levels; including those serving as teaching assistants;
- (g) Results from studies conducted to measure changes in student understanding of subject material from the beginning to the end of the course;
- (h) Written testimony from former students on the impact and effectiveness of the candidate's teaching and mentorship;
- (i) Awards or other acknowledgments of excellent teaching;
- (j) A self-evaluation of the candidate's teaching.

Initial appointment to the Lecturer with Potential for Security of Employment title requires clear evidence of the potential for teaching excellence.

Appointment or promotion to the Lecturer with Security of Employment title requires clear documentation of consistent and sustained excellence in effective teaching. Under no circumstances will security of employment be conferred unless there is clear documentation of consistent and sustained excellence in teaching.

Appointment or promotion to the Senior Lecturer with Security of Employment title requires evidence of consistent and sustained excellence in effective teaching and demonstrated distinction in the special competencies appropriate to teaching the particular subject.

(2) Professional and/or Scholarly Achievement and Activity

Clearly demonstrated evidence of professional and/or scholarly achievement and activity, including creative activity, is one of the criteria for appointment or advancement. Professional and/or scholarly activities may be related to the underlying discipline itself or to the pedagogy. Such activities should provide evidence of achievement, leadership, and/or influence on the campus or beyond. Certain administrative work (e.g., of learning centers and teaching programs) and community outreach work are also relevant, as would be presentations of seminars or lectures at other institutions or professional societies, or participation in scholarly activities (e.g., summer seminars) designed to enhance scholarly expertise in relevant fields. Other records of participation in intensive programs of study - in order to be a more effective teacher and scholar, with the goal of enhancing one's teaching and scholarly responsibilities - are also relevant evidence of professional and/or scholarly activity.

Creative activities count as relevant professional and/or scholarly activities in appropriate disciplines. In certain fields, such as art, architecture, dance, music, literature, and drama, an accomplished creation should receive consideration as an example of professional and/or scholarly achievement and activity. In evaluating creative activities, an attempt should be made to define the candidate's merit in light of such criteria as originality, scope, richness, and depth of creative expression.

The following are broadly defined, non-exclusive examples of evidence that may be presented:

- (a) Documentation of the development of or contributions to:
 - (i) Original materials designed to improve learning outcomes;
 - (ii) Evidence-based design and evaluation of educational curricula or pedagogy;
 - (iii) Administration and evaluation of a teaching program or a learning center;

- (iv) Systematic quality improvement programs and evaluation of their implementation;
- (v) Discipline-specific information systems;
- (vi) Development and evaluation of community outreach or community-oriented programs.

(b) First, senior, or collaborative authorship of scholarly or professional publication;

(c) Accomplished performance, including conducting and directing;

(d) Accomplished artistic or literary creation, including exhibits;

(e) Accepted invitations to present seminars or lectures at other institutions or before professional societies.

Initial appointment to the Lecturer with Potential for Security of Employment title requires evidence or promise of productive and creative contributions to professional and/or scholarly activity that would support excellent teaching.

Appointment or promotion to the Lecturer with Security of Employment title requires evidence of sustained professional and/or scholarly achievement and activity and a profile of excellent teaching.

Appointment or promotion to the Senior Lecturer with Security of Employment title requires evidence of consistent and sustained professional and/or scholarly achievement and activity and a profile of excellent teaching that have made the candidate a leader in the professional field and/or in education.

(3) University and Public Service

A review committee should evaluate the quantity and quality of service to the department, the campus, the University, and the public (whether to the local community, state, or nation). Service that is directly related to the candidate's professional expertise and achievement is of special relevance but so too is service in areas beyond those special capacities when the work done is of sufficiently high quality. Examples of service include: service related to the improvement of elementary and secondary education; service on thesis and dissertation committees or on student-faculty committees and service to student organizations; participation in Academic Senate and campus committees and initiatives; and contributions furthering diversity and equal opportunity within the University through participation in recruitment, retention, and mentoring of scholars and students. Initial appointment to the Lecturer with Potential for Security of

Employment title requires evidence of the likelihood of participation in department activities and the potential for service to the campus.

Appointment or promotion to the Lecturer with Security of Employment title requires evidence of activity on committees within the professional field, department, school, campus, or University; or service to the public in areas directly related to the candidate's professional expertise and achievement.

Appointment or promotion to the Senior Lecturer with Security of Employment title requires active participation on committees within the professional field, department, school, campus, or University; or of service to the public or profession in areas directly related to the candidate's professional expertise and achievement.

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PART 2.

PROFESSIONAL SOCIETY INTEREST GROUPS AND ACTIVITIES

The following professional societies are examples of groups through which LPSOE/LSOE faculty may engage in national or international professional activities.

AMS: The American Mathematical Society, a professional society since 1888, advances research and connects the diverse global mathematical community through publications, meetings and conferences, MathSciNet, professional services, advocacy, and awareness programs. It has an Education webpage <http://www.ams.org/education/education> which features resources and opportunities for engagement related to mathematics undergraduate and graduate education.

MAA: The Mathematical Association of America is the world's largest community of mathematicians, students, and enthusiasts. The mission of the MAA is to advance the understanding of mathematics and its impact on our world. Their webpage <https://www.maa.org/about-maa> features many resources, special interest groups, publications and opportunities for engagement with a broad community of undergraduate educators in mathematics.

ASA: The American Statistical Society is the world's largest community of statisticians, consisting of researchers, educators and practitioners of statistics. They have a webpage for undergraduate educators: <https://www.amstat.org/asa/education/undergraduate-educators.aspx> featuring links to related interest groups, resources, educational materials, publications and student competitions. Also, the ASA and MAA have a Joint Committee on Undergraduate Statistics Education which maintains a webpage of [resources for department chairs](#) intended for mathematics departments that bear primary responsibility for the teaching of statistics at their institutions.

Two types of scholarly activity in mathematics education that can be disseminated through publications or conference presentations are known as DBER (Discipline-Based Education Research) and SoTL (the Scholarship of Teaching and Learning). Although they overlap to some extent, DBER tends to be rigorous social science research on teaching and learning, while SoTL leans more toward sharing one's own design of mathematics courses and experiences teaching them. DBER journals in mathematics include the *Journal of Mathematical Behavior* and *Educational Studies in Mathematics*. SoTL is published in the *Journal of the Scholarship of Teaching and Learning*, *The Mathematics Teacher*, and *PRIMUS* (Problems and Resources In Mathematics Undergraduate Studies) among others. Conferences of the MAA and AMS both

include sessions devoted to DBER and SoTL. There is an MAA publication, free for members, called *Doing the Scholarship of Teaching and Learning in Mathematics*, by J. Dewar and C. Bennett.

PART 3.

EXAMPLES OF SCHOLARLY ACTIVITIES IN THE MATHEMATICAL SCIENCES BASED ON APM-210-3, CATEGORY (2)

This section gives some examples of scholarly activities. The list is not meant to be exhaustive nor to imply that faculty need to engage in all of these activities.

1. Designing, developing, and implementing innovative workshops for local in-service K-12 school teachers.
2. Mathematics Diagnostic Testing Project (MDTP): creating and revising questions for mathematics proficiency diagnostic exams for California schools grades 7-12.
3. Developing and disseminating innovative curricular materials, *with impacts beyond the department/campus*. This might include, for example, videos, online courses, substantial lecture notes, innovative problem sets, etc.
4. Publishing peer-reviewed papers, books in any areas of mathematics, statistics, mathematics education, and related fields. This includes publications in disciplinary research journals, or in DBER or SoTL journals, since “Professional and/or scholarly activities may be related to the underlying discipline itself or to pedagogy.”
5. Presenting seminars or lectures at other institutions or conferences in mathematics, statistics, mathematics education and related fields.
6. Collaborating on a grant or award related to mathematics, statistics, mathematics education, or related fields.

Expectations with regard to scholarly achievement increase as one progresses to higher and higher ranks. For example, advancement to Step VI involves a career review, and national or international recognition is expected for advancement to Above-Scale. Independent letters from external referees, as well as professional activities such as refereeing or editorial service for reputable publications, can help to document professional standing.

