

210-3 **Instructions to Review Committees That Advise on Actions Concerning the**
Teaching Professor Security of Employment Series

- 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 Teaching Professor Security of Employment series, including use of the working title Teaching Professor.
- c. The 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 ~~and innovation~~, (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 ~~and innovative~~ teaching as well as in professional and/or scholarly achievement and activity, is an

indispensable qualification for appointment or promotion to security of employment positions. ~~Insistence on~~ This standard for ~~holder appointees of~~ in the ~~teaching professorship~~ Security of Employment series is necessary for maintaining the quality of the University as an institution dedicated to education. The review committee must further evaluate whether the candidate has a record of excellence in teaching ~~and innovation~~ while engaging in a program of professional and/or scholarly activity that is ~~both sound and productive~~ appropriate for this series.

When evaluating the candidate's qualifications within these areas, the review committee shall exercise reasonable flexibility, and balancing, when the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. Consideration should also be given to changes in professional emphasis and interest that may occur in an academic career. The review committees must take exceptional care to apply the criteria with sufficient flexibility. However, flexibility does not entail a relaxation of high standards.

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. These contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to 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 candidate is expected to submit for the review file a presentation of his or her activity in all three areas of teaching excellence ~~and innovation~~, 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 the 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 ~~and Innovation~~**

Clearly demonstrated evidence of excellent teaching is an essential criterion for appointment, advancement, or promotion.

~~Teaching Professors~~ Lecturers in the Security of Employment series are expected to maintain a continuous and current command of their disciplinary subjects while demonstrating the ability to foster an inclusive and stimulating learning environment ~~in which students gain knowledge of the subject, engage in~~

~~problem-solving, and develop their ability to apply critical thinking, evidence, and creativity.~~

When evaluating the effectiveness of a candidate's teaching, the committee should consider ~~such factors as~~ the following objectives for individuals in this series: command of and display evidence of continuous growth ~~in the~~ and mastery of the subject field; emphasize the connections between capacity to awaken in students an awareness of the relationship of the subject ~~to~~ and other fields of knowledge study; fostering an environment that supports of student curiosity, independence et evaluation of evidence, commitment to high standards, and capacity to reason; provide guidance, mentoring, and advising to students, teaching assistants, and other teachers staff and faculty with teaching responsibilities; create an academic environment that ~~is~~ facilitates active participation and learning by open and encouraging to all students with a focus on, including development ing of particularly effective strategies to advance learning for the educational advancement of by students in various underrepresented groups; contribute to the development and adoption of effective evidence-based scholarly contributions to pedagogical strategies and curricular development, including ~~the development of innovative~~ instructional units, materials, and resources; incorporate and promote significant curricular revisions informed by current pedagogical knowledge; and apply and advocate for effective introduction of innovative teaching techniques.

The committee should attend to the variety of demands placed on ~~Teaching Professors~~the 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. The committee should clearly indicate the sources of evidence on which its appraisal of teaching excellence has been based. In preparing its recommendation, the review committee should keep in mind that the report is an important record of the candidate's teaching, ~~servicing and serving~~ as the basis for the review committee's evaluation, 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 ~~criteria~~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; or 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 including:
 - (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 explanations 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 or content;
- (e) Documentation of the introduction 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 the 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 acknowledgements of ~~distinguished~~excellent teaching;
- (j) A self-evaluation of the candidate's teaching.

Initial appointment to the Assistant ~~Teaching Professor~~Lecturer with Potential for Security of Employment title requires clear evidence of the potential for teaching excellence ~~and innovation~~.

Appointment or promotion to the Associate ~~Teaching Professor~~Lecturer with Security of Employment title requires clear documentation of consistent and sustained excellence in effective ~~and innovative~~ 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 ~~Teaching Professor~~Lecturer with Security of Employment title requires evidence of consistent and sustained excellence in effective ~~and innovative~~ teaching ~~beyond that and~~ demonstrated distinction in the special competencies appropriate to teaching the particular subject as an Associate Teaching Professor.

(2) **Professional and/or Scholarly Achievement and Activity**

Clearly demonstrated evidence of

~~Teaching Professors are expected to engage in~~ professional and/or scholarly achievement and activities, including creative activity, is one of the criteria for appointment or promotion. Professional and/or scholarly activities may be related to in pedagogy and/or in the underlying discipline itself or to pedagogy. Such activities should provide leading to evidence of achievement, leadership, and/or influence on the campus or beyond the campus. Such intellectual influence may be documented by publications (either in print or electronic formats) demonstrating outstanding and externally recognized contributions to the development of pedagogy and/or theoretical or applied research in the discipline. Certain administrative activities (e.g., of learning centers and teaching programs) and community outreach activities 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. Achievement and leadership in pedagogy could include development or application of innovative methods of teaching or evaluative tools to assess the impact of teaching. Contributions to the advancement of professional practice or professional education, including

~~equitable access and diversity in education, should be evaluated in this category when they present new ideas or scholarly research. The candidate's professional activities should be evaluated for evidence of achievement and leadership in the field and development or utilization of new approaches and techniques for the solution of professional problems, including those that specifically address the professional advancement of individuals in underrepresented groups in the candidate's field.~~

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, ~~distinguished~~ 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 the 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 publications;
- (c) ~~Distinguished~~Accomplished performance, including conducting and directing;
- (d) Accomplished creation;

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

Initial appointment to the Assistant ~~Teaching Professor~~Lecturer with Potential for Security of Employment title requires evidence or promise of productive and creative contributions to ~~pedagogy or scholarship in the underlying discipline~~professional and/or scholarly activity that would support excellent teaching.

Appointment or promotion to the Associate ~~Teaching Professor~~Lecturer with Security of Employment title requires evidence of sustained ~~that the~~ professional and/or scholarly achievement and activity in support of excellent teaching ~~and are recognized by peers within the University of California and externally by experts in the field.~~

Appointment or promotion to the ~~Teaching Professor~~Lecturer with Security of Employment title requires evidence of consistent and sustained professional and/or scholarly achievement and activity ~~significant distinction in pedagogy and/or in the underlying discipline that~~ in supports of excellent teaching ~~and that have made the candidate a leader in the professional field and/or in education~~ is externally recognized as having a broad scholarly impact.

(3) **University and Public Service**

The 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 which 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 ~~at a~~ of sufficiently high quality. Examples of service include: service related to the improvement of curricula or standards in elementary and secondary education; service on thesis and dissertation committees or on student-faculty committees and service to student organizations; 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 Assistant ~~Teaching Professor~~ 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 Associate ~~Teaching Professor~~ Lecturer with Security of Employment title requires evidence of ~~active~~ participation on committees within the professional field, department, school, campus, or University; or of service to the public in areas directly related to the candidate's professional expertise and achievement.

Appointment or promotion to the ~~Teaching Professor~~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.