REVIEW CRITERIA FOR UNIT-18 LECTURERS IN THE COLLEGES
Approved by Council of Writing Program Directors 10/2025

These review criteria for Unit-18 lecturers in the Colleges provide a shared set of requirements by which all College writing and academic programs will evaluate Unit-18 lecturers. Currently the Colleges employ two types of lecturers: those who teach in a lecture format, those who teach in a seminar format, and those who teach in both formats. This document provides the review criteria utilized for both types of lecturers.

Teaching and Competence in the Field

- Demonstrate dedication to and engagement with teaching of the program's thematic content, pedagogical values, and grading system.
- Organize and present course content with demonstrated learning objectives and outcomes provided by the program. For courses that lecturer designs, set pedagogical objectives appropriate to the course topic (thematic and/or writing content), level (lower or upper division), and format (lecture, seminar, in person, remote etc).
- Develop pedagogically informed and effective assignments, lecture slides, lesson plans, exams, and/or other course materials and/or prompts for student work that align with the program's shared curriculum and goals for the course.
- Develop and present a teaching lesson in a clear, accessible and ethical manner in a way that facilitates critical thinking and/or writing skills according to the program's curriculum guidelines. Lecturers have the creativity and ability to plan individual lessons that clearly and effectively center students and work towards meeting those outcomes. Effective instructors will develop their lessons imaginatively, balancing the demands of the lesson's objectives with the evolving and particular needs of their students.
- Evaluate and respond to student work and provide consistent, substantive, constructive, and timely feedback on their learning per the program's curriculum and requirements. Demonstrate in their feedback that they respect and engage students' cultural and linguistic differences. (applies to lecturers in seminar-style programs)
- Provide pedagogical guidance and academic support to course graduate TAs or undergraduate tutors as appropriate to the program structure and goals.
- Awaken in students an awareness of the importance of the program's thematic content, pedagogical values, and grading system and encourage imaginative, critical, and analytical thinking about relevant course content. Inspire interest in beginning students and stimulate advanced students to do complex learning and writing.
- [Uphold the UCSD Principles of Community](#)
- Communicate professionally and respectfully to all students. Foster an inclusive and welcoming environment in the classroom. Ensure equal application of course standards and requirements to all students
- Be flexible with, and responsive to, the needs of all students and their challenges and concerns. Work with students who are facing personal or academic circumstances that may keep them from succeeding in class and/or completing work.
- Address academic integrity concerns according to program and/or university guidelines.

- Demonstrate continued growth in teaching and competence in the field. Lecturers will develop and demonstrate knowledge and expertise in relevant pedagogy and areas related to the course content for which they were hired to teach. For some programs, this may be knowledge about writing instruction (i.e. composition, multilingualism, literacy, antiracist pedagogy). For other programs, this may be subject matter related to the course content. For still other programs, it may be both. Lecturers will strive to implement any new knowledge that the program introduces them to—for example, new directions in program content, knowledge about best practices for writing instruction and/or community engaged learning. Overall, their teaching will be informed by their evolving knowledge and expertise.

Academic Responsibility to the College Program

- Meet regularly with the program director and/or associate directors in program or individual meetings to ensure that student-related pedagogical, administrative, and other concerns are conveyed and addressed.
- Communicate respectfully and professionally in the exchange of ideas with directors, staff, and faculty. Listen to, provide, and receive feedback respectfully and professionally from program directors and colleagues. Apply that feedback to their teaching and interactions with students.
- Attend classes and office hours prepared, on time and according to the schedule. Report any missed classes or assignments to the Program.
- Follow and maintain all record keeping requirements as defined by the specific College Program (i.e. using LMS systems, recording grades, attendance etc.) and answer program emails in a timely manner.