

## REVIEW CRITERIA FOR THE EFFECTIVE TEACHING OF UNIT-18 LECTURERS IN THE COLLEGES

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Effective teaching is essential to the initial and continued hiring of College lecturers. To be effective in the classroom, several qualities must be present in a lecturer's teaching:

1. Teaching efficacy
2. Knowledge about writing and/or subject-matter content
3. Accountability to students
4. Commitment to diversity and inclusion
5. Demonstrated engagement with program curriculum
6. Responsibility to the college program community

These criteria for effective teaching by Unit-18 lecturers provide a shared set of requirements by which all College writing-centered academic programs can evaluate Unit-18 lecturers. Currently the Colleges employ two types of lecturers: those who teach in a lecture format and who oversee discussion sections taught by graduate teaching assistants and those who teach in a seminar format. This document provides descriptions for fulfilling these criteria and the methods used for evaluation for each of the two positions.

### **Unit-18 lecturer, who teaches lecture-style courses with discussion sections taught by teaching assistants:**

Some Colleges employ lecturers based on their subject-area expertise in the arts and humanities and/or social sciences. In some Colleges these lecturers are expected to prepare and teach lectures focusing on subject-area content relevant to the course. They are expected to work with teaching assistants who are responsible for the teaching, commenting, and assessing of student writing. In other Colleges these lecturers teach a project-based learning course where they choose the theme of the course and work with graduate or undergraduate assistants to oversee student team projects.

For this category of lecturer the criteria for effective teaching is defined as follows:

1. **Teaching efficacy:** Effective lecturers engage students in course materials and encourage imaginative, critical, and analytical thinking about relevant course content. They demonstrate efficacy by ensuring that students receive consistent, productive, and timely feedback on their learning per the college academic program's curriculum. In some programs, lecturers may work closely with TAs, providing mentorship and support in teacher development.
2. **Knowledge about subject-matter content:** Effective lecturers will develop and demonstrate knowledge and expertise in relevant content pedagogy. Instructors will strive to implement any new knowledge that the program introduces them to—for

<sup>1</sup> Please note these criteria will be reviewed and updated annually.

example, new directions in program content, knowledge about anti-racist assessment practices and/or community engaged learning. Overall, their teaching will be informed by their evolving knowledge and expertise. Lecturers might show this commitment to continuing education by, for example, contributing knowledge to weekly pedagogy discussions, attending professional development workshops, attending or presenting at conferences, publishing, and/or similar kinds of professional activities that inform their teaching.

3. **Accountability to students:** Effective lecturers must be accountable to their students, creating a learning environment in which students can thrive. This includes: coming to class prepared and on time; ending class on time; being flexible with, and responsive to, students and their challenges and concerns; being available to students via conferences, office hours, and/or email; if applicable, commenting thoughtfully, effectively, and promptly on student assignments (when required by the program); and meeting all requirements as defined by the specific college academic program. They will also be accountable to students who are not engaged in the class or who are turning in late work. They will attempt to engage these students in problem-solving conversations with the goal of resolving any issues that might be obstructing their success.
4. **Commitment to diversity and inclusion:** Effective lecturers will design lessons that consider diverse populations of students and meet individual student challenges. They will also demonstrate in their teaching and their comments to students that they respect and engage students' cultural and linguistic differences. College faculty must communicate professionally and respectfully to all students while fostering an environment based on fairness and equity. All instructors will adhere to the UC San Diego Principles of Community.
5. **Demonstrated engagement with program curriculum:** Effective lecturers are expected to teach the program's specific curriculum, program/course learning outcomes, and program's pedagogical values. 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. Effective instructors will also be transparent with students regarding the curricular scaffolding, ensuring that students reflect upon and understand the complexity of the individual curriculum.
6. **Responsibility to the academic program community:** Effective lecturers will be responsible to the college academic program community in which they participate. This means that the lecturer should pedagogically align with their program's vision and values, syllabus design requirements,<sup>2</sup> teaching practices, grading systems, pedagogical

<sup>2</sup>In some college writing programs, lecturers are expected to teach from a shared syllabus. Others are expected to co-design their syllabi with directors and/ or other lecturers. In some programs, lecturers will have the opportunity

approaches to teaching, and thematic course offerings. Depending on the program, responsibility to the community may include, but is not limited to, attending weekly curriculum meetings; occasionally observing fellow instructors; keeping up with all record-keeping requests—both on Canvas (grades, communication, etc.) and on Excel spreadsheets; and answering program emails in a timely manner. Effective instructors will engage program staff and their colleagues with mutual respect and professionalism as they contribute to any curriculum meeting discussions and share teaching ideas and challenges.

When evaluating lecturers in this category, the following methods will be used:

- class observations and post-observation discussions
- reviews of instructors' course materials (syllabi, writing project guidelines, exams, Canvas pages etc.)
- contributions to and/or engagement in faculty/program meetings
- student evaluations of lecturer teaching (CAPE or other student evaluation mechanism)<sup>3</sup>
- lecturers' written self-reflections about their teaching

#### **Unit-18 lecturer, who teaches seminar-style courses:**

Some Colleges employ lecturers for their expertise in the teaching of writing and composition. These lecturers are expected to teach writing-intensive, workshop-driven classes. They are expected to teach, comment on, and assess student writing.

The criteria for effective teaching are defined as follows:

1. **Teaching efficacy:** Effective lecturers will engage students in course materials and encourage imaginative, critical, and analytical thinking and writing about relevant course content. They demonstrate efficacy by ensuring that students receive consistent, productive, and timely feedback on their learning per the college academic program's curriculum. In some programs, lecturers may have a collaborative relationship with TAs.
2. **Knowledge about writing pedagogy:** Effective lecturers will develop and demonstrate knowledge and /expertise in relevant writing 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, anti-racist pedagogy). For other programs, this may be subject matter related to the course content. For still other programs, it may be both. Effective instructors will strive to

to independently craft their own syllabi based on shared learning goals. In still other programs, they are expected to follow a combination of these requirements.

<sup>3</sup> Currently UCSD still uses CAPES, however, as this system changes, we will update this document to reflect the new campus evaluation system.

implement any new knowledge that the program introduces them to—for example, new directions in program content, knowledge about anti-racist assessment practices and/or community engaged learning. Overall, their teaching will be informed by their evolving knowledge and expertise.

3. **Accountability to students:** Effective lecturers must be accountable to their students, creating a learning environment in which students can thrive. This includes: coming to class prepared and on time; ending class on time; being flexible with, and responsive to, students and their challenges and concerns; being available to students via conferences, office hours, and/or email; if applicable, commenting thoughtfully, effectively, and promptly on student writing; and meeting all requirements as defined by the specific college academic program. They will also be accountable to students who are not engaged in the class or who are turning in late work. They will attempt to engage these students in problem-solving conversations with the goal of resolving any issues that might be obstructing their success.
4. **Commitment to diversity and inclusion:** Effective lecturers will design lessons that consider diverse populations of students and meet individual student challenges. They will also demonstrate in their teaching and their comments to students that they respect and engage students' cultural and linguistic differences. College faculty must communicate professionally and respectfully to all students while fostering an environment based on fairness and equity. All instructors will adhere to the UC San Diego Principles of Community.
5. **Demonstrated engagement with program curriculum:** Effective lecturers are expected to teach the program's specific curriculum, program/course learning outcomes, and program's pedagogical values. 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. Effective instructors will also be transparent with students regarding the curricular scaffolding, ensuring that students reflect upon and understand the complexity of the individual curriculum.
6. **Responsibility to the academic program community:** Effective lecturers will be responsible to the college academic program community in which they participate. This means that the lecturer should pedagogically align with their program's vision and values, syllabus design requirements,<sup>4</sup> teaching practices, grading systems, pedagogical approaches to teaching writing and/or content, and thematic course offerings. Depending on the program, responsibility to the community may include, but is not

<sup>4</sup>In some college writing programs, lecturers are expected to teach from a shared syllabus. Others are expected to co-design their syllabi with directors and/ or other lecturers. In some programs, lecturers will have the opportunity to independently craft their own syllabi based on shared learning goals. In still other programs, they are expected to follow a combination of these requirements.

limited to, attending weekly curriculum meetings; occasionally observing or being observed by fellow instructors; keeping up with all record-keeping requests—(i.e. both on Canvas) (grades, communication, etc.) and on Excel spreadsheets; and answering program emails in a timely manner. Effective instructors will engage program staff and their colleagues with mutual respect and professionalism as they contribute to any curriculum meeting discussions and share teaching ideas and challenges.

When evaluating lecturers in this category, the following methods will be used:

- class observations and post-observation discussions
- reviews of instructors' course materials (syllabi, writing project guidelines, exams, Canvas pages etc.)
- commentary on student work (accessed via LMS or student portfolios)
- contributions to and/or engagement in faculty/program meetings
- student evaluations of lecturer teaching (CAPE or other student evaluation mechanism)
- lecturers' written self-reflections about their teaching

### **Merit Increase Beyond Two Salary 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.

All College lecturers, when reaching status for continuing appointment, may be eligible for an increase if: 1) all of the above criteria are met, and 2) the instructor has been deemed truly exceptional in multiple categories, above. For example, the instructor may be exceptionally knowledgeable about some aspect of the content they are teaching and/or writing pedagogy; the instructor may be exceptionally creative while also adhering to the curriculum; the instructor may be exceptional in offering effective commentary; the instructor may have exceptionally strong student evaluations, made significant contributions to EDI initiatives and efforts, contributions to university and public service, research scholarship publications. 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.

During the Initial Continuing Appointment process, an increase can only be proposed by the Excellence Review Committee and must usually be supported by the Director of the program, the Provost, and the Academic Senate's Committee on Academic Personnel. The final authority for an increase resides with the Dean of Undergraduate Education.