Review Standards for Lecturers
Analytical Writing Program
School of Arts and Humanities
Revised June 2025

SECTION 1: CRITERIA FROM THE LECTURER CONTRACT

Pre-Six Lecturer First-year Assessment (Article 7A)

a. Demonstrated competence in field
b. Ability in teaching
c. Academic responsibility as defined by Article 3 https://ucnet.universityofcalifornia.edu/labor/bargaining-units/ix/docs/ix_03_academic-responsibility_2016-2020.pdf
d. Other assigned duties

Pre-Six Academic Review/Teaching Effectiveness Review (Article 7A)

a. Teaching effectiveness
b. Academic responsibility as defined by Article 3 https://ucnet.universityofcalifornia.edu/labor/bargaining-units/ix/docs/ix_03_academic-responsibility_2016-2020.pdf
c. Other assigned duties

Continuing Lecturer (Article XX = Academic Review Criteria)

a. Excellence in teaching / assigned instructional duties
b. Academic responsibility as defined by Article 3 https://ucnet.universityofcalifornia.edu/labor/bargaining-units/ix/docs/ix_03_academic-responsibility_2016-2020.pdf
c. Other assigned duties

Senior Continuing Lecturer (Article XX = Academic Review Criteria)

a. Exceptional performance in teaching / assigned instructional duties
    a. Instructional contributions that are broad ranging and/or greatly enhance the academic mission of the university, may be considered exceptional.
    b. Length of service and continued excellent performance as a Continuing Lecturer alone are not justification for promotion.
b. Academic responsibility as defined by Article 3 https://ucnet.universityofcalifornia.edu/labor/bargaining-units/ix/docs/ix_03_academic-responsibility_2016-2020.pdf
c. Other assigned duties

Criteria in Article 7A and Article XX

- Dedication to and engagement with teaching;
- Command of the subject matter and continued growth in mastering new topics;
- Organizing and presenting course content effectively and with demonstrated learning outcomes;
- Setting pedagogical objectives appropriate to the course topic and level;

- Responding to student work in ways commensurate with student performance, course topic, level, and format;
- Awakening in students an awareness of the importance of the subject matter;
- Inspiring interest in beginning students and stimulating advanced students to do complex work;
- Developing pedagogically effective materials in alignment with the program's curriculum and methods.

SECTION 2: ASSESSMENT METHODS

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

- classroom observations and observation notes (where applicable);
- student evaluations;
- program reviews of instructors' commentary on student work (accessed via Canvas);
- a written self-reflection on teaching, which could include:
    - a discussion of the instructor's core beliefs about learning and teaching;
    - an overview of teaching goals and documentation of how those goals are put into practice and met;
    - descriptions of practices developed to enact/enhance the program's common methods and syllabi;
    - reflections about what worked and what did not work;
    - descriptions of engagement with professional development that resulted in an evolution in teaching practice;
    - descriptions of the ways the instructor contributes to diversity, equity, and inclusion in the classroom and on campus;
    - descriptions of how the instructor promotes and upholds academic integrity;
    - methods used for obtaining feedback from students and how this feedback has been used in self-assessment to effect change.

Other factors for evaluation may include:

- contributions/engagement during curriculum meetings
- adherence to program practices as outlined in the Faculty Handbook.

SECTION 3: PROGRAM STANDARDS

The following standards apply to:

- Pre-Six Lecturer First-year Assessment
- Pre-Six Academic Review/Teaching Effectiveness Review
- Continuing Lecturer Initial Hire (Initial appointment to Continuing Lecturer)
- Continuing Lecturer Normal Merit

AWP faculty are assessed on the basis of: their student-centeredness; their ability to support diverse and inclusive learning environments; their knowledge about writing and the teaching of writing; their ability to align their teaching practice with AWP methods and curriculum;

the effectiveness with which they comment on student work; their creativity and engagement with the lessons; their teaching efficacy; their accountability to students; their fairness and consistency; their responsibility to the AWP community; and overall commitment and growth as an AWP instructor.

- **Student-centeredness:** AWP classrooms are first and foremost student-centered, discussion-based classrooms in which student writing is featured and workshopped. The syllabi are carefully scaffolded to engage students in each step of the writing process as they practice, give & receive feedback, and then practice again. Instructors must be dedicated to and engaged with this student-centered manner of teaching. Effective student-centered classrooms are those in which instructors have designed their lessons so that students and instructor are mutually active and engaged in this scaffolded process, with student activity being the focus of the class. Effective student-centered instructors will "flip" the traditional power structure of the classroom, empowering students so that they develop an awareness of the value of writing and are inspired to increasingly take responsibility for their development as writers, with the instructor acting as a facilitator or guide.

- **Diversity and inclusion:** AWP classes are largely populated by under-represented students, first-generation students, and international students. All students bring with them individual writing challenges. AWP instructors will design lessons that consider these diverse populations and meet individual student challenges. Effective instructors will also demonstrate in their teaching and their comments to students that they respect students' cultural and linguistic differences. They will discuss and assess student work in ways aligned with the program's evolving anti-racist and pro-translingual practices, thereby ensuring that AWP classrooms are inclusive learning environments in which all students are valued for what they bring, as well as for what they learn. All instructors will adhere to the UC San Diego Principles of Community.

- **Knowledge about writing:** All AWP instructors will have knowledge/expertise in one or more of the following areas: composition, basic writing, multilingualism, ESL instruction, and literacy. Effective instructors will strive to implement any new knowledge that the program introduces them to—for example, knowledge about anti-racist assessment or translingualism. Their teaching will both inform and be informed by their evolving knowledge and expertise.

- **Alignment with the curriculum:** All AWP instructors are expected to effectively and enthusiastically teach the scaffolded syllabi as designed, implementing the specific methods outlined by the program and building upon the instruction offered by the *Essential Guide*. Effective instructors will also be purposefully transparent with students regarding the curricular scaffolding, ensuring that students reflect upon and understand the complexity and the interrelatedness of each step in the writing process. They will not add, delete, or change assignments, so that they will maintain pedagogic equity across all AWP sections.

- **Commenting on student work:** As clear, specific, thoughtful, and individual written commentary on student work is essential to student success, instructors are expected to offer comments according to AWP commenting guidelines (published as part of the teaching notes and outlined in the AWP Faculty Handbook). Instructors will also meet standards for effective oral commentary during required conferences and optional office hours.

- **Creativity and engagement with the lessons:** All AWP instructors, while working within the AWP syllabus as designed, will develop individual lessons based on the day's objectives (as outlined in the teaching notes). Instructors will develop their lessons imaginatively, balancing the demands of the lesson's objectives with the evolving and particular needs of their students. Their imaginative and engaged approaches to their lessons will increase students' engagement in the work of the course.

- **Confirmed Teaching Efficacy:** All AWP instructors will be competent classroom teachers, as confirmed by the comments they receive on their teaching observation reports and student evaluations. Both sets of evaluations will measure effectiveness in terms of how well the instructor meets the course and lesson objectives, and to what degree students are engaged in learning. Effective instructors will receive positive responses from their observers and their students.

- **Accountability to the students:** All AWP faculty must be accountable to their students, creating a learning environment in which students can thrive. This includes: coming to class prepared and on time; being flexible with, and responsive to, students and their challenges and concerns; being available to students via conferences, office hours, and email; commenting thoughtfully, effectively, and promptly on student writing; and meeting all requirements as defined by the AWP Faculty Handbook. Effective faculty will offer thoughtful and strategic commentary on student work. They will also be accountable to students who are not engaged in the class or who are turning in late work by attempting to engage these students in problem-solving conversations that attempt to resolve any issues that might be obstructing their success.

- **Fairness and consistency:** All AWP instructors will be fair, consistent, and ethical in their interactions with students, including their in-class and out-of-class interactions and in the way that they comment on and assess student work. Effective instructors will continue to learn from their students, examining their own practices for any biases or inconsistencies. Instructors will also exhibit fairness and due diligence in handling potential academic integrity violations, including proper and timely interaction with the students, any Instructional Assistants involved, the AWP Associate Director, and the Academic Integrity Office. Instructors must uphold and inspire academic integrity among students.

- **Responsibility to the AWP community:** All AWP instructors will be responsible to the AWP community by attending weekly curriculum meetings; completing their

portfolio assessments by the assigned deadlines; carefully and fairly assessing their colleagues' portfolios; keeping up with all record-keeping requests, both on Canvas and on Excel spreadsheets; answering program emails in a timely manner; and meeting all requirements as outlined in the AWP Faculty Handbook. Effective instructors will frequently and productively contribute to curriculum meeting discussions and will engage with their peers to share teaching ideas and challenges. They will provide effective training and guidance to Instructional Assistants, where applicable. Instructors will also adhere to academic responsibility as defined by Article 3 of the contract, https://ucnet.universityofcalifornia.edu/labor/bargaining-units/ix/docs/ix_03_academic-responsibility_2016-2020.pdf, ensuring that respect and professionalism is consistent over time toward students, colleagues and staff.

- **Overall commitment and growth.** AWP instructors are expected to demonstrate their commitment to teaching as well as an evolution in their pedagogy and methods. Growth may be demonstrated in a variety of ways, including but not limited to improvement in teaching efficacy, increased creativity in instruction, or engagement in relevant professional development.

Standards for Continuing Lecturer, Accelerated Merit:
AWP instructors, when reaching status for continuing appointment, may be eligible for accelerated merit if, over a sustained period of time: 1) all of the above criteria are met, and 2) the instructor has been deemed truly exceptional in multiple categories, above.

Continuous exceptional performance is measured by evaluation of evidence, such as:

- superior knowledge, expertise, and command of the subject matter and pedagogy;
- exceptional creativity in teaching that also aligns with the AWP curriculum;
- garnering particularly strong results in student learning;
- fostering inclusiveness, respect, and a welcoming environment;
- earning exceptionally strong student evaluations;
- receiving teaching awards; and
- supporting student success within the classroom.

Standards for Promotion to Senior Continuing Lecturers

Pending.