

VISUAL ARTS DEPARTMENT PROFESSOR OF TEACHING SERIES STANDARDS FOR ADVANCEMENT

ARTISTS	2
Standards for Advancement at Each Stage: Teaching, Professional Validation and Service	2
Teaching (applies to all steps)	2
Professional Validation (applies to all steps)	3
Service Descriptions (applies to all steps)	4
A. Normal Merit Review	4
B. Fourth Year Appraisal	5
C. Assistant to Associate	5
D. Associate to Full	5
E. Professor Step 6	6
F. Professor Above Scale	7
G. Above Scale Merits	7
H. Accelerations	8
I. Bonus Off Scale (BOS)	9
Full Description of Teaching and Professional Achievement Standards for Advancement at Each Stage	9
A. Normal Merit Review	9
B. Fourth Year Appraisal	11
D. Associate to Full	12
E. Professor Step 6	12
F. Professor Above Scale	12
G. Above Scale Merits	13
SCHOLARS	13
Summary of Standards for Advancement at Each Stage	13
Teaching (applies to all steps)	13
Professional Validation (applies to all steps)	14
Service Descriptions (applies to all steps)	14
A. Normal Merit Review	14
B. Fourth Year Appraisal	15
C. Assistant to Associate	15
D. Associate to Full	16
E. Professor Step 6	17
F. Professor Above Scale	18
G. Above Scale Merits	19

H. Accelerations	20
I. Bonus Off Scale (BOS)	20
Full Description of Teaching and Professional Achievement Standards for Advancement at Each Stage	21
Note on Professional Validation for Scholars	21
A. Normal Merit Review	22
B. Fourth Year Appraisal	24
C. Assistant to Associate	25
D. Associate to Full	25
E. Professor Step 6	25
F. Professor Above Scale	26
G. Above Scale Merits	26
ARTIST-SCHOLAR	26
Full Description of Teaching and Professional Achievement Standards for Advancement at Each Stage	26
Qualification for Artist-Scholar Category	26
A. Normal Merit Review	27
B. Fourth Year Appraisal	27
C. Assistant to Associate	28
D. Associate to Full	28

ARTISTS

Standards for Advancement at Each Stage: Teaching, Professional Validation and Service

Teaching (applies to all steps)

- Good teaching based on syllabus preparation and evaluations, as well as a commitment to teaching at all levels, from large lecture courses to production courses and smaller seminars, and a willingness to meet departmental and college teaching needs.
- The regular course load is up to 6 courses per year, although there are provisions for course relief. Professor rank and above may qualify for a course load up to 5 courses per year if they participate in substantial teaching service to the area or department as assigned by the Department Chair, such as: area curriculum development, oversight of unit 18 instructors for area, management of teaching facilities, or additional teaching service as assigned.

- Recognition of teaching innovation OR excellence, recognizing performance not only in terms of progress and innovation, but also teaching service that is time consuming and without which our overall standards of excellence would fail.
- Nurtures a culture of student exposition: presentations, performances, publication, gallery exhibition, screenings, interventions, organizing, field studies, and engagement with the field.
- Mentorship including independent study courses and/or freshmen seminars, and/or service on M.A., M.F.A., and Ph.D. committees, and/or supervision of undergraduate honors theses, M.F.A. students, or Ph.D. students are considered for acceleration.
- Assistant level: Solid teaching of both lower and upper division undergraduate courses.
- Associate and Full levels: Solid teaching of lower and upper division undergraduate courses, graduate classes and/or seminars and graduate advising.

Professional Validation (applies to all steps)

- Continuing engagement in any artistic genre, including but not limited to: drawing, painting, sculpture, printmaking and ceramics; film, photography, sound art and video; intermedia and installation; software development and APIs; performance and intervention; public culture, publications (as designer and/or author) and scholarship; fellowships, reviews, interviews, writings, outside lectures, creative campaigns, event and exhibition design, branding, product design, architecture works, virtual or hybrid mediums, experimental forms, and other design artifacts.
- Exhibition of a creative project presented in cultural institutions, venues, industry contexts, or platforms recognized in a field relevant to the practice. 1 solo project may be equivalent to 2 or 3 group projects, and/or completed projects not shown in exhibition format (including but not limited to community-based social practice, films, performances, published works, commercial or cultural campaigns, design for public culture, etc.), depending on the scope of the work included.
- Can be individual or collaborative work as a named collaborator.
- Venues for presentations, including exhibitions, screenings, festivals and conferences, public talks, workshops, performances, community engagement or other programs that are locally, nationally and/or internationally recognized including alternative spaces, contemporary institutions, galleries, museums, and web-based platforms.

- Large-scale, multi-phased projects may be segmented for submission to extend phases of completion across review periods, with components designated as “new work” for the specific review cycle.
- Work demonstrates recognition within the field.

Service Descriptions (applies to all steps)

- Light service is defined as short-term service within the department, acting as a committee member, teaching evaluation of other faculty when serving on Ad hoc promotion committees, preparing letters of support for graduate study applications other letters of recommendation, participating in short-term service outside of the department related to your field of expertise or some other similar service. This could be as: an Ad Hoc committee member, awards selection committee member, jury member for a field specific award.
- Substantial service is defined as long-term service within the department or university such as: acting as a committee chair, service on hiring committees, holding a department or campus leadership role, service on Academic Senate or campus administrative or technical committees, service as referee on external tenure and promotion files, long-term service outside of the department or some other similar service. This could be as: an Undergraduate Area Head, Graduate Director, Academic Senate Service, Committee Chairs, Academic Senate leadership, Department Chair, CAP member, Faculty Advisor, Program Director outside of the department.

A. Normal Merit Review

Expected to satisfy the following criteria:

- Assistant level: Sustained excellence in teaching of both lower and upper division undergraduate courses. Light department service.

Associate and Full levels: Sustained excellence in teaching of lower and upper division undergraduate courses, undergraduate and/or graduate advising, graduate classes and/or seminars. Substantial department service and service to the University or service to the field at large.

- Professional engagement and activity.

- Service to students beyond classes.

B. Fourth Year Appraisal

Expected to satisfy the following criteria:

- Sustained excellence in teaching large lecture courses, production courses, service courses, smaller seminar courses and in providing specialized teaching based on departmental indices and student evaluations and student exposition.
- Professional engagement and activity.
- Service to students beyond classes.
- Light department service.

C. Assistant to Associate

Expected to satisfy the following criteria:

- Sustained excellence in teaching large lecture courses, production courses, service courses, smaller seminar courses and providing specialized teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations, and student exposition.
- New course development, course revision and/or curricular innovation. Additional weight may be given for teaching many large classes, significant course revision, winning of instructional and pedagogy-based grants, teaching beyond the regular load, experimental teaching and risk taking, large numbers of independent studies and/or directed readings.
- Professional engagement and activity.
- Nurtures a culture of student exposition.
- Service to students beyond classes.
- Light department service.

D. Associate to Full

Expected to satisfy the following criteria:

- Excellent teaching in large lecture courses, production courses, service courses, smaller seminar courses and providing specialized teaching based on departmental indices,

including documentation of syllabus preparation and revision, student evaluations, and leadership in student exposition or professional development activities. Continued student advising.

- New course development, course revision and/or curricular innovation, continuing maintenance, or risk. Additional weight may be given for teaching many large classes, new course development, significant course revision, and curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.
- New or continuing large-scale initiatives or a series of 2 or more smaller initiatives.
- Professional activity.
- Nurtures a culture of student exposition.
- Service to students beyond classes.
- Substantial departmental service and service to the University or service to the field at large.

E. Professor Step 6

Expected to satisfy the following criteria:

- Excellent teaching in large lecture courses, production courses, service courses, smaller seminar courses and providing specialized teaching based on departmental indices, including documentation of syllabus preparation and revision, independent study, student evaluations, and leadership in student exhibition or professional development activities with continued leadership in student exhibition or professional development activities. Continued student advising.
- Development of new programs or initiatives at the departmental or university level, and/or within the field OR new course development, course revision and/or curricular innovation. Additional weight may be given for teaching many large classes, new course development, significant course revision, and curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.
- Professional activity. New or continuing large-scale initiatives or a series of 1-2 smaller initiatives. A new level of stature and distinction, e.g., awards and/or presentations on national and/or international platforms.
- Nurtures a culture of student exposition.

- Service to students beyond the department level.
- Substantial departmental service and service to the University or service to the field at large.

F. Professor Above Scale

Expected to satisfy the following criteria:

- Excellent teaching in large lecture courses, production courses, service courses, smaller seminar courses and providing specialized teaching based on departmental indices, including documentation of syllabus preparation and revision, independent study, student evaluations, and leadership in student exhibition or professional development activities with continued leadership in student exhibition or professional development activities. Continued student advising.
- Development of new programs or initiatives at the departmental or university level, and/or within the field.
- Evidence of new course development, course revision and/or curricular innovation. Additional weight may be given for teaching many large classes, new course development, significant course revision, and curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.
- Professional activity. Evidence of new or continuing large-scale initiatives or a series of 2-3 smaller initiatives. Evidence of a new level of stature and distinction, e.g., awards and/or presentations on national and/or international platforms.
- Evidence of service to students beyond classes beyond the department or at college or university-wide levels
- More substantial departmental service and service to the University or service to the field at large.

G. Above Scale Merits

Expected to satisfy the following criteria:

- Excellent teaching in large lecture courses, production courses, service courses, smaller seminar courses and providing specialized teaching based on departmental indices, including documentation of syllabus preparation and revision, independent study, student

evaluations, and leadership in student exhibition or professional development activities with continued leadership in student exhibition or professional development activities. Continued student advising.

- Development of new programs or initiatives at the departmental or university level, and/or within the field.
- Evidence of new course development, course revision and/or curricular innovation. Additional weight may be given for teaching many large classes, new course development, significant course revision, and curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.
- Extraordinary reception of a new work.
- Extraordinary impact of career work.
- Achievement of a rare level of distinction.
- Evidence of service to students beyond classes beyond the department or at college or university-wide levels
- More substantial departmental service and service to the University or service to the field at large.

H. Accelerations

Accelerations within Assistant, Associate and Full Professor Scale are expected to satisfy the following criteria:

- High-quality teaching.
- Approximately double the productivity expected in merit reviews for professional engagement and/or service to students beyond classes.
- Early achievement of national standing.
- Excellent service as expected for rank.

Accelerations within Above Scale are expected to satisfy the following criteria:

- Excellent teaching.
- Beyond double the productivity expected in merit reviews for professional engagement and/or service to students beyond classes.
- Increased recognition of the significance of a faculty member's overall career.
- Excellent service as expected for rank.

I. Bonus Off Scale (BOS)

BOS will be considered for any of these categories:

- A faculty member has nearly double the amount of research expected at a given rank.
- A faculty member has won a significant research, teaching, or service prize, award or fellowship from the campus, the UC system or a major national or international organization.
- A faculty member has completed a term of service as the director of an institute or a center. Program Directors may be considered for a BOS upon completion of their term, if they demonstrated meritorious leadership in creating and/or advancing the relevant program. Annual Evaluation Standards for IAH Directors are used as models to define these metrics.
- A faculty member has successfully completed a term of service as Department Chair.
- A faculty member has successfully completed a term of service as a member of CAP or the CoC, has chaired a major academic senate committee (like UGC, GC, or similar activities), or served as an elected member of the Academic Senate Leadership.
- A faculty member has successfully taught an overload equivalent to 1.5 times the regular teaching load (not including any thesis supervision, directed readings, and similar activities).
- A faculty member does not have the research for a normal merit or because they are at a barrier step, but teaching and service are excellent. This would result in a No Change with BOS.
- A faculty member provided meritorious contributions to EDI in service, teaching, and/or research.

Full Description of Teaching and Professional Achievement Standards for Advancement at Each Stage

A. Normal Merit Review

Assistant to Associate III

Professors of Teaching must demonstrate excellence in undergraduate instruction and highly specialized teaching, educational leadership and contributions to instruction-related activities such as conducting TA training, supervision of student affairs, course revision and curriculum development which have made a positive impact on the department's undergraduate and/or

graduate programs. These contributions may be given additional weight for advancement when faculty take on especially demanding challenges and/or achieve exceptional success. Syllabus preparation, evaluations and, when requested by a faculty member, teaching evaluations from colleagues or the Chair. We give special weight to files that indicate a commitment to teaching at all levels, from large introductory lecture courses to advanced seminars, a willingness to meet departmental and college teaching needs, and an engagement to take on courses that stretch beyond the faculty member's area of expertise. We also seek to recognize documented teaching innovation, including the development of new courses or significant innovations in existing courses, new educational platforms and initiatives that advance new curricular content, the preparation of classroom materials like textbooks and readers, planning, creating opportunity for student exposition, oversight and management of laboratory spaces, and the experimentation with alternative forms of teaching both inside the classroom and in the field, including experiential and community-engaged learning. The regular course load for a Professor of Teaching is up to 6 courses every year, although there are provisions for course relief for faculty members who take on onerous service, either in the Department or on campus. Beyond the regular load, individuals should be specially acknowledged if they teach an unusual number of independent study courses, freshman seminars, college courses or other extra-departmental UCSD credit courses and/or serve on a large number of M.A., M.F.A., and Ph.D. committees, and/or supervise an unusual number of undergraduate honors theses, M.F.A. students, or Ph.D. students.

The creative work will be evaluated in terms of its originality, quality, importance, and impact on preparation and informed teaching regarding the state of the field. The particular artistic works undergoing assessment may take a number of forms. The standards for evaluating the gallery and museum exhibitions are well established, and based on the importance of the venue, the size of the exhibition and the proportion of new and old work. The kind of work that may be evaluated on these grounds include any artistic genre, including but not limited to: drawing, painting, sculpture, printmaking and ceramics; film, photography, sound art and video; intermedia and installation; software development and APIs; performance and intervention; public culture, publications (as designer and/or author) and scholarship; creative campaigns, event and exhibition design, branding, product design, architecture works, virtual or hybrid mediums, experimental forms, and other design artifacts. Works may be experimental and inform teaching and curricular development, and furtherance of the field. These also include performance-based or activity-driven engagements in various social, urban, community, or

environmental contexts, some of which may be a process of inquiry, new technical artifacts, patents, examination and articulation of culture and critical spatial practices that intervene into public domains and spaces; or a visual language of communication that instigates experimental strategies of social organization and public pedagogy, rather than objects.

Associate III to Full V

Same as Assistant to Associate III plus a record of distinguished teaching and service to the department with acclaim at the national or international level.

Beyond VI:

Same as Assistant to Associate III and Associate III to Full V plus a record of distinguished teaching and service to the department with continuing national and international recognition as well as contributions to diversity.

B. Fourth Year Appraisal

Successful teaching that can be recognized through: student evaluations, optionally documented student support OR departmental evaluation of teaching if requested through the chair. New work as evidenced by completed portions or plans submitted in the file as work in progress; OR documented success in production of a series of smaller projects with either external validation or toward new teaching or new curriculum; OR, for textual practitioners, documentation of advanced progress on a book, textbook, teaching materials demonstrated by a clear prospectus, fairly polished chapters, and a plan for completion (see Hybrid Research below for further details on review of artist-writers) OR, success across activities described in the standard for normal merits.

C. Assistant to Associate

Excellent teaching that can be recognized through: student evaluations, optionally documented student support OR departmental evaluation of teaching if requested through the chair. New work as evidenced by completed portions or plans submitted in the file as work in progress; OR documented success in production of a series of smaller projects with either external validation or toward new teaching or new curriculum; OR, for textual practitioners, documentation of publication of a book, textbook, teaching materials (see Hybrid Research below for further

details on review of artist-writers) OR, excellence or quantity across activities described in the standard for normal merits.

External evaluations for Assistant to Associate professors: 5-7 from professors at the Associate level to Full level at peer institutions. No greater weight will be placed on letters from full professors, all will be deemed equal. At least one letter should be from a UC-based faculty member.

D. Associate to Full

Excellent teaching that can be recognized through: student evaluations, optionally documented student support OR departmental evaluation of teaching if requested through the chair. New work as evidenced by completed portions or plans submitted in the file as work in progress; OR documented success in production of a series of smaller projects with either external validation or toward new teaching or new curriculum; OR, for textual practitioners, documentation of publication of a book, textbook, teaching materials (see Hybrid Research below for further details on review of artist-writers) OR, excellence or quantity across activities described in the standard for normal merits.

External evaluations for Associate to Full professor: 3-5 letters from full professors at peer institutions. At least one letter should be from a UC-based faculty member.

E. Professor Step 6

Outstanding teaching that can be recognized through: awards, student evaluations, optionally documented student support OR departmental evaluation of teaching if requested through the chair. New work as evidenced by completed portions or plans submitted in the file as work in progress; OR documented success in production of a series of smaller projects with either external validation or toward new teaching or new curriculum; OR, for textual practitioners, documentation of advanced progress on a book, textbook, teaching materials demonstrated by a clear prospectus, fairly polished chapters, and a plan for completion (see Hybrid Research below for further details on review of artist-writers) OR, success across activities described in the standard for normal merits.

F. Professor Above Scale

Same as Professor Step 6.

G. Above Scale Merits

Unusually celebrated outstanding teaching that can be recognized through: prestigious awards, impeccable student evaluations, national influence on the field's teaching standards, OR service on teaching standards bodies. New work as evidenced by completed portions or plans submitted in the file as work in progress; OR documented success in production of a series of smaller projects with either external validation or toward new teaching or new curriculum; OR, for textual practitioners, documentation of advanced progress on a book, textbook, teaching materials demonstrated by a clear prospectus, fairly polished chapters, and a plan for completion (see Hybrid Research below for further details on review of artist-writers) OR, success across activities described in the standard for normal merits.

Extraordinary reception of major new work, teaching, or extraordinary historical field impact of a major older work or body of works through a major-venue exhibition, catalog, or program or curatorial project of international stature; OR achievement of a rare level of distinction in scholarly international stature as demonstrated by a distinctive award, fellowship, or other public commendation.

SCHOLARS

Summary of Standards for Advancement at Each Stage

Teaching (applies to all steps)

- Good teaching based on syllabus preparation and evaluations, as well as a commitment to teaching at all levels, from large lecture courses to graduate seminars, and a willingness to meet departmental and college teaching needs.
- The regular course load is up to 6 courses per year, although there are provisions for course relief. Professor rank and above may qualify for a course load up to 5 courses per year if they participate in substantial teaching service to the area or department as assigned by the Department Chair, such as: area curriculum development, oversight of unit 18 instructors for area, management of teaching facilities, etc.

- Mentorship of: independent study courses and/or freshmen seminars, and/or service on M.A., M.F.A., and Ph.D. committees, and/or supervision of undergraduate honors theses, M.F.A. students, or Ph.D. students.
- Recognition of teaching innovation, including the development of new courses or innovations in existing courses, new educational initiatives, and experimentation with forms of teaching both inside the classroom and in the field, including experiential and community-engaged learning.

Professional Validation (applies to all steps)

- Publication expectations during a typical review period are 2 essays or research articles, in a journal, book or exhibition catalog of importance in the expanded field. One major monographic publication is equivalent to two or more publications.
- A major project in progress may include well-advanced chapters that are part of larger monographs; activity on a curatorial project; edited books and journals; and/or additional kinds of publications and research contributions.
- Professional engagement, such as talks, interviews, awards, conference papers, catalog essays, major lectures or leadership on curatorial or research projects.

Service Descriptions (applies to all steps)

- Light service is defined as short-term service within the department, acting as a committee member, participating in short-term service outside of the department related to your field of expertise or some other similar service. This could be as: an Ad Hoc committee member, awards selection committee member, jury member for a field specific award.
- Substantial service is defined as long-term service within the department or university such as: acting as a committee chair, holding a department or campus leadership role, high profile or long-term service outside of the department or some other similar service. This could be as: an Undergraduate Area Head, Graduate Director, Department Chair, CAP member, Program Director outside of the department.

A. Normal Merit Review

Expected to satisfy the following criteria:

- Assistant level: Sustained excellence in teaching of both lower and upper division undergraduate courses. Light department service.

Associate and Full levels: Sustained excellence in teaching of lower and upper division undergraduate courses, undergraduate and/or graduate advising, graduate classes and/or seminars. Substantial department service and service to the University or service to the field at large.

- 1-2 publications (journal article, anthology chapter, catalog essay, etc.) or curated exhibitions per-review period on average in a publishing or exhibition venue or platform and subject to peer review or other forms of professional validation.
- Work demonstrates recognition within the field.

B. Fourth Year Appraisal

Expected to satisfy the following criteria:

- Sustained excellence in teaching of both lower and upper division undergraduate courses.
- Advanced progress on a single authored book, likely to be accepted by a publisher within two years, along with 1-2 significant research articles and/or book chapters and/or edited or co-edited collections published during the review period and subject to peer review or other forms of professional recognition. The department will also consider a hybrid body of work equivalent in substance to a book. An equivalent body of work, in conjunction with the 1-2 essays referenced above, might include 2-4 journal essays or chapters in edited collections, catalog essays, edited anthologies, etc., as well as curatorial projects not counted in the appointment file, and showing sufficient progress to suggest tenure-readiness by the next review.
- Professional activity and recognition within the field (via conferences, lectures, etc.).
- Service to students beyond classes.
- Light departmental service.

C. Assistant to Associate

Expected to satisfy the following criteria:

- Sustained excellence in teaching large lecture courses, service courses, smaller seminar courses and providing specialized teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations, and student exposition.
- New course development, course revision and/or curricular innovation. Additional weight may be given for teaching many large classes, significant course revision, winning of instructional and pedagogy-based grants, teaching beyond the regular load, experimental teaching and risk taking, large numbers of independent studies and/or directed readings.
- Completion of a single authored book along with 1-2 significant research articles and/or book chapters and/or edited or co-edited collections published during the review period and subject to peer review or other forms of professional recognition.

The department will also consider a hybrid body of work equivalent in substance to a book. An equivalent body of work, in conjunction with the 1-2 essays referenced above, might include 2-4 journal essays or chapters in edited collections, catalog essays, edited anthologies, etc., as well as curatorial projects.

Books, essays, anthology chapters, etc. must be formally accepted for publication by a press or journal.

- Professional activity and recognition within the field (via conferences, lectures, etc.).
- Service to students beyond classes.
- Light department service.

D. Associate to Full

Expected to satisfy the following criteria:

- Excellent teaching in large lecture courses, service courses, smaller seminar courses and providing specialized teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations and successful advisee outcomes, such as awards, jobs, postdocs, etc. Continued student advising.
- New course development, course revision and/or curricular innovation, continuing maintenance, or risk. Additional weight may be given for teaching many large classes, new course development, significant course revision, and curricular innovation, winning

of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.

- Completion of a single authored book along with 1-2 significant research articles and/or book chapters and/or edited or co-edited collections published during the review period and subject to peer review or other forms of professional recognition.

An equivalent body of work, in conjunction with the 1-2 essays referenced above, might include 2-4 journal essays or chapters in edited collections, catalog essays, edited anthologies, etc., as well as curatorial projects.

Books, essays, anthology chapters, etc. must be formally accepted for publication by a press or journal.

- Professional activity and recognition within the field (via conferences, lectures, etc.) at the national and international level.
- Service to students beyond classes.
- Substantial departmental service and service to the University or service to the field at large.

E. Professor Step 6

Expected to satisfy the following criteria:

- Excellent teaching in large lecture courses, service courses, smaller seminar courses and providing specialized teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations and successful advisee outcomes, such as awards, jobs, postdocs, etc. Continued student advising.
- New course development, course revision and/or curricular innovation, continuing maintenance, or risk. Additional weight may be given for teaching many large classes, new course development, significant course revision, and curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.
- Completion of a single authored book along with 1-2 significant research articles and/or book chapters and/or edited or co-edited collections published during the review period and subject to peer review or other forms of professional recognition.

An equivalent body of work, in conjunction with the 2-3 essays referenced above, might include 4-6 journal essays or chapters in edited collections, catalog essays, edited anthologies, etc., as well as curatorial projects.

Books, essays, anthology chapters, etc. must be formally accepted for publication by a press or journal.

- Career review step that implies international stature in the field based on a history of production and recognition.
- A new level of international stature and distinction, e.g., awards, distinctions, presentations in national and international platforms..
- Service to students beyond the department level.
- Substantial departmental service and service to the University or service to the field at large.

F. Professor Above Scale

Expected to satisfy the following criteria:

- Excellent teaching in large lecture courses, service courses, smaller seminar courses and providing specialized teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations and successful advisee outcomes, such as awards, jobs, postdocs, etc. Continued student advising.
- New course development, course revision and/or curricular innovation, continuing maintenance, or risk. Additional weight may be given for teaching many large classes, new course development, significant course revision, and curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.
- Completion of a single authored book along with 2-3 significant research articles and/or book chapters and/or edited or co-edited collections published during the review period and subject to peer review or other forms of professional recognition.

The department will also consider a hybrid body of work equivalent in substance to a book. An equivalent body of work, in conjunction with the 2-3 essays referenced above, might include 4-6 journal essays or chapters in edited collections, catalog essays, edited anthologies, curatorial projects, etc.).

Books, essays, anthology chapters, etc. must be formally accepted for publication by a press or journal.

- Renewed or continued critical attention to significant work produced earlier in the scholar's career.
- International stature and distinction, e.g., awards, distinctions, presentations at national and international venues.
- Evidence of service to students beyond classes beyond the department or at college or university-wide levels
- More substantial departmental service and service to the University or service to the field at large.

G. Above Scale Merits

Expected to satisfy the following criteria:

- Excellent teaching in large lecture courses, service courses, smaller seminar courses and providing specialized teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations and successful advisee outcomes, such as awards, jobs, postdocs, etc. Continued student advising.
- Development of new programs or initiatives at the departmental or university level, and/or within the field.
- Evidence of new course development, course revision and/or curricular innovation. Additional weight may be given for teaching many large classes, new course development, significant course revision, and curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.
- Extraordinary field impact of older work (e.g., through reviews of reissues, translations, new revised editions) or a new book or significant body of new work such as a set of significant publications in important, professionally validated journals or commissioned for the catalogs of distinguished institutions, or achievement of a rare level of distinction in scholarly international stature as demonstrated by a distinctive award, fellowship, or other public commendation.
- Achievement of a rare level of distinction.

- Evidence of service to students beyond classes beyond the department or at college or university-wide levels
- More substantial departmental service and service to the University or service to the field at large.

H. Accelerations

Accelerations within Assistant, Associate and Full Professor Scale are expected to satisfy the following criteria:

- High-quality teaching.
- Approximately double the productivity expected in merit reviews for professional engagement and/or service to students beyond classes.
- Early achievement of national standing.
- Excellent service as expected for rank.

Accelerations within Above Scale are expected to satisfy the following criteria:

- Excellent teaching.
- Beyond double the research productivity expected in merit reviews for professional engagement and/or service to students beyond classes.
- A new work (exhibition, monograph, etc.) that receives broad, international attention, critical reception, the awarding of a prize or other professional recognition OR increased recognition of the significance of a faculty member's overall career, as marked by new publications, anthologies or studies, reviews, citations, retrospective exhibitions, festschrifts, etc.
- Excellent service as expected for rank.

I. Bonus Off Scale (BOS)

BOS will be considered for these categories:

- A faculty member has nearly double the amount of research expected at a given rank.
- A faculty member has won a significant research, teaching, or service prize, award or fellowship from the campus, the UC system or a major national or international organization.

- A faculty member has completed a term of service as the director of an institute or a center. Program Directors may be considered for a BOS upon completion of their term, if they demonstrated meritorious leadership in creating and/or advancing the relevant program. Annual Evaluation Standards for IAH Directors are used as models to define these metrics.
- A faculty member has successfully completed a term of service as Department Chair.
- A faculty member has successfully completed a term of service as a member of CAP or the CoC, has chaired a major academic senate committee (like UGC, GC, or similar activities), or served as an elected member of the Academic Senate Leadership.
- A faculty member has successfully taught an overload equivalent to 1.5 times the regular teaching load (not including any thesis supervision, directed readings, and similar activities).
- A faculty member does not have the research for a normal merit or because they are at a barrier step, but teaching and service are excellent. This would result in a No Change with BOS.
- A faculty member provided meritorious contributions to EDI in service, teaching, and/or research.

Full Description of Teaching and Professional Achievement Standards for Advancement at Each Stage

Note on Professional Validation for Scholars

There is a well-documented decline in the publication and sales of printed scholarly monographs. Academic publishers are increasingly reluctant to publish single-authored scholarly monographs, particularly those written for fields that do not have a strong commercial market base. Academic presses are also increasingly turning to electronic publications. The department is cognizant of the often-extended timeframe (two years or more) necessary for the final publication of peer-reviewed books and essays. The department will continue to consider an accepted monograph as a cornerstone of the typical tenure case. However, we may also consider hybrid cases in which a set of one to two significant essays commensurate in length to a book and published in important, professionally recognized journals (in print or online) or commissioned for the catalogs of distinguished institutions or as part of a broader curatorial project as equivalent to a monograph. This would be in addition to the 1-2 essays that are

expected during a normal review period. Books, essays, anthology chapters, etc. must be formally accepted for publication by a press or journal.

The department recognizes an amplified range of acceptable book publication venues. This requires case by case evaluation. This evaluation can also consider if an article or book is advancing a field or opening up a new field as defined by reviews or scholarly responses. Publishing contexts may range from university and international publishing houses to highly specialized or niche presses, which may also operate through on-line or e-publishing platforms. Self-publishing is not acceptable. Language of publication may be English and/or a range of other languages relevant to the writing's focus. A significant work of translation may be considered.

Publications may also be co-authored and/or reflect sustained collaborative practice on a project such as a significant exhibition, film, musical score, and/or a written work of criticism or experimental prose. A book composed entirely of a group of essays that were the basis for a previous crossover promotion will not count as a cornerstone work in any subsequent crossover review. A crossover step requires a project that is distinct from, though may be related to, the previous project. A translation of a work previously used as the basis for a previous crossover promotion will not be recognized as the basis for a later crossover step, though it should be recognized as indication of field recognition and status.

Finally, the department also recognizes the scholarly status of curatorial projects and activities (exhibitions as well as project-based works carried forward outside of conventional art institutions, performances, screenings, etc.), which may involve extensive research into the work of specific artists, sites, movements or periods, and which often entail the publication of an extensive discursive component (catalogs, essays, etc.) which documents that research.

A. Normal Merit Review

Assistant to Associate III

Professors of Teaching must demonstrate excellence in undergraduate instruction, educational leadership and contributions to instruction-related activities such as conducting TA training, supervision of student affairs, course revision and curriculum development which have made a positive impact on the department's undergraduate and/or graduate programs.

We require good teaching based on evaluation by department peers with support from student evaluations. These contributions may be given additional weight for advancement when faculty take on especially demanding challenges and/or achieve exceptional success. All indices of participation are taken into account, including syllabus preparation, evaluations, letters collected from students, and, when requested by a faculty member, teaching evaluations from colleagues or the Chair. We give special weight to files that indicate a commitment to teaching at all levels, from large introductory lecture courses to advanced seminars, a willingness to meet departmental and college teaching needs, and an engagement to take on courses that stretch beyond the faculty member's area of expertise. We also seek to recognize documented teaching innovation, including the development of new courses or significant innovations in existing courses, new educational platforms and initiatives that advance new curricular content, the preparation of classroom materials like textbooks and readers, and the experimentation with alternative forms of teaching both inside the classroom and in the field, including experiential and community-engaged learning. The regular course load for a Professor of Teaching is up to 6 courses every year, although there are provisions for course relief for faculty members who take on onerous service, either in the Department or on campus. Beyond the regular load, individuals should be specially acknowledged if they teach an unusual number of independent study courses, freshman seminars, college courses or other extra-departmental UCSD credit courses and/or serve on a large number of M.A., M.F.A., and Ph.D. committees, and/or supervise an unusual number of undergraduate honors theses, M.F.A. students, or Ph.D. students.

1-2 publications (journal article, anthology chapter, catalog essay, etc.) or curated exhibitions per review period on average in a publishing or exhibition venue or platform and subject to peer review or other forms of professional validation. Professional engagement (such as talks, interviews, awards, conference papers, catalog essays), and/or progress on a major project and/or advancement toward national and/or international recognition commensurate with rank, are also expected. Significant Work in the normal merit review context means work published in a journal, anthology, or alternative venue of recognized standing in its field and subject to peer-review or other form of professional recognition. During a typical review period we would expect to see 1-2 essays or research articles. In the area of contemporary art history and criticism it is not unusual for important articles to run 5000 words or more. It is also not uncommon for these articles to appear in books, journals (both on-line and in print), conference proceedings, and catalogs devoted to a particular exhibition, artist, theme, or movement. In our

criteria, publications in the range of 5000-7500 words and shorter publications in important journals or a book which open up new areas of discourse determined by the research faculty are deemed especially significant.

Major Publication means a publication appearing in a journal, book or exhibition catalog of prestige and importance in the expanded field, and which clearly exceeds the criteria for significance in its length, importance, and/or intellectual or critical importance (for example, being in the 8,000-12,000-word range). One major publication may, and often will, be deemed equivalent to two or more significant publications, depending on its quality and impact on the field. A major project in progress may include well-advanced chapters that are part of larger monograph; scholarly written activity on a curatorial project; edited books and journals; and additional kinds of publications and research contributions including major lectures or research innovation and leadership on major projects.

Associate III to Full V

Same as Assistant to Associate III plus a record of distinguished teaching and service to the department with acclaim at the national or international level.

Beyond VI

Same as Assistant to Associate III and Associate III to Full V plus a record of distinguished teaching and service to the department with continuing national and international recognition as well as contributions to diversity.

B. Fourth Year Appraisal

Monograph: Advanced progress on a single authored book, likely to be accepted by a publisher within two years, along with 1-2 significant research articles and/or book chapters and/or edited or co-edited collections published during the review period and subject to peer review or other forms of professional recognition. Professional engagement (examples: conference presentations, curatorial or programming work, invited lectures, fellowships, awards, manuscript reviews).

C. Assistant to Associate

Monograph: Completion of a single authored book along with 1-2 significant research articles and/or book chapters that do not replicate chapters in the monographic book and/or edited or co-edited collections published during the review period and subject to peer review or other forms of professional recognition.

Professional engagement or participation in the scholarly field (reviews, conference presentations, fellowships, invited lectures, etc.) and good departmental service and citizenship. Books, essays, anthology chapters, etc. must be formally accepted for publication by a press or journal.

D. Associate to Full

Monograph: Completion of a single authored book along with 1-2 significant essays and/or anthology chapters that do not replicate chapters in the monographic book and/or edited or co-edited collections published during the review period and subject to peer review or other forms of professional recognition.

Professional engagement or participation in the scholarly field (reviews, conference presentations, fellowships, invited lectures, etc.) and good departmental citizenship and service at the departmental, university and professional levels. Books, essays, anthology chapters, etc. must be formally accepted for publication by a press or journal.

E. Professor Step 6

A new book or significant body of new work equivalent to a new book. Achievement of a new level of international stature and scholarly distinction demonstrated by awards, distinctions, presentations at national and international venues, etc. A set of significant publications in important, professionally validated journals or commissioned for the catalogs of distinguished institutions of art might be considered as equivalent to a book for the purposes of promotion to Full Professor or Professor step VI. To be considered equivalent to a book, see the description as above. Development of international profile demonstrated by lectures and presentations at national and international venues is also expected in all categories.

F. Professor Above Scale

Same as Professor Step 6

G. Above Scale Merits

Extraordinary field impact of older work (e.g., through reviews of reissues, translations, new revised editions) or a new book or significant body of new work such as a set of significant publications in important, professionally validated journals or commissioned for the catalogs of distinguished institutions, or achievement of a rare level of distinction in scholarly international stature as demonstrated by a distinctive award, fellowship, or other public commendation.

ARTIST-SCHOLAR

Full Description of Teaching and Professional Achievement Standards for Advancement at Each Stage

Qualification for Artist-Scholar Category

In consultation with the Chair, the artist-scholar may choose to come up for review in either the Scholar or the Artist category and may also combine attributes of both review categories.

Examples: a faculty member granted tenure for an exhibition of new artwork may choose to apply for promotion to full professor on the basis of a film or book. In consultation with the Chair, multi-modal faculty whose writing is under review may choose to have their writings and books reviewed as creative works, through ARTS CAP, or as scholarly works, through the Scholarly Research path. Multi-modal scholars are faculty who are both scholars and artists, or they are artists or scholars who move into new domains of work within their category. Examples: artists with PhDs who produce art and scholarship; artists who also work in art writing that crosses over into scholarly publishing; artists who establish a career in one medium and then move into in another medium with a markedly different exhibition and reception context: a painter who additionally becomes a filmmaker, for example.

The quality of the work takes place in a wide variety of mediums and addresses a very broad range of research questions. The file should demonstrate that the work makes a new contribution to or advancement of a question, concern, idea, or issue within its particular field context, which must also be described and evaluated in the narrative and letters. Visual Arts

faculty show in a wide variety of venues. The file should describe the standing of the venue within the context of the practice area through substantive evidence such as public standing of the venue noted in press articles, artists who also show their audiences engaged, and/or public grant funding. Work may be collaborative and may focus on initiating local, regional, national, and international dialogue on issues inside or outside conventional art contexts and concerns. Quantity may vary based on factors such as technological invention, production scale, and organizational complexity. Large projects may extend over review periods. Projects should demonstrate movement toward local, state, national and/or international recognition.

The standards for Artist-Scholar hybrid researchers will differ in four ways.

1. Teaching and service in the dual areas will similarly be rewarded for expanding the scope and vision of the field.
2. The first major work in a category will be judged according to the standards of the career phase of the new work under review in the given cycle. For example, a first book submitted for Full will be expected to have the characteristics and reception of a first book. A first feature film will be expected to demonstrate national and not international recognition for the faculty who achieved prior advancement as a painter.
3. The expectation of standing of the faculty in a new field of practice will be similarly geared to the duration of the faculty in the new field.
4. In all reviews and in particular in career reviews, a measure of the faculty's standing will take into account parallel or mixed field accomplishments as innovative in itself, e.g., a digital artwork critically considered by national and international cyber-security policies,

A. Normal Merit Review

Artist-Scholars, or hybrid researchers, require a combination of the above equal in quantity with the same demonstrated movement toward national and/or international recognition.

B. Fourth Year Appraisal

Progress on equivalents to the above in the form of individual essays and/or significant curatorial or other cultural work in a scholarly capacity, assessed as significant within the field, and presented at an academic or cultural institution, or within a venue of recognized standing in its field.

C. Assistant to Associate

Equivalents to the above in the form of individual essays and/or significant curatorial or other cultural work in a scholarly capacity, assessed as significant within the field, and presented at an academic or cultural institution, or within a venue of recognized standing in its field. The department will restrict the use of the book equivalent to one promotion per tenured faculty.

Professional engagement or participation in the scholarly field (reviews, conference presentations, fellowships, invited lectures, etc.) and good departmental service and citizenship. Books, essays, anthology chapters, etc. must be formally accepted for publication by a press or journal.

D. Associate to Full

Equivalents to the above in the form of individual essays and/or significant curatorial or other cultural work in a scholarly capacity, assessed as significant within the field, and presented at an academic or cultural institution, or within a venue of recognized standing in its field.

Professional engagement or participation in the scholarly field (reviews, conference presentations, fellowships, invited lectures, etc.) and good departmental citizenship and service at the departmental, university and professional levels. Books, essays, anthology chapters, etc. must be formally accepted for publication by a press or journal.