

**Performance Criteria for
College Academic Program and Analytical Writing Program Directors
November 1, 2022**

This document provides specific details on the three categories used to assess Academic Senate faculty (Teaching Professors) appointed to direct the College Academic Programs and the Analytical Writing Program (AWP). For academic advancement and promotion, faculty directors (at all levels) must demonstrate proficiency in all three review categories: Teaching Excellence, Professional/Scholarly Activity, and Service. The criteria for each category does not reflect any priority of activities, nor does it set any expectation that faculty directors must fulfill *all* of the activities in each category. Rather, this list is designed to help reviewers by pointing out the diversity of metrics that can be used to demonstrate proficiency in each category, with faculty expected to show this through multiple areas within each category. Note that professional activity in one category often overlaps with the scope of work in another category of evaluation.

The Performance Criteria listed below were approved by the Council of Writing Directors (CWD) in Fall 2022. CWD proposes that the Performance Criteria in this document can be opted into for review cycles underway in AY2022-23 and that they be officially adopted beginning Fall 2023.

The Director position differs from most teaching professor positions on campus in its significant administrative responsibilities. This position develops and manages large general education academic programs. This may include: directly and indirectly managing a staff, faculty, and graduate teaching assistants in the program; developing, assessing, and revising program-wide curriculum, assessments, and structures; and collaborating with fellow directors to create a culture of writing on campus. For college program directors, responsibilities can include ensuring the academic program contributes to the living and learning experience of students according to the mission and vision of the undergraduate college.

1. Teaching Excellence. Per the APM, teaching excellence is defined as “teaching of truly exceptional quality and so specialized in character that it cannot be done with equal effectiveness by Professor (Ladder-Rank) faculty or by strictly temporary appointee”

Evidence for Teaching Excellence includes:

1. Instructional review by peer Teaching Professors, particularly directors of college academic programs (for career reviews)
2. Teaching Portfolio, including syllabi, course materials, and statement of teaching philosophy
3. Professional development and training for instructional staff as appropriate (teaching assistants, non-student tutors, and lecturers)
4. Pedagogical training and mentorship for faculty as appropriate

5. Development and leadership of curricular programs, such as Global Seminars, or co-curricular programs, including those beyond the university
6. Implementation of evaluation and assessment methods for the program, which assesses writing, content, instruction, or other program aspects
7. Facilitation of workshops or initiatives for improving instruction at UC San Diego
8. Recognition and awards for teaching, including university and college-based pedagogy awards
9. Student evaluations, such as CAPEs or other course evaluations

2. Professional and/or scholarly achievement and activity.

Professional and scholarly activity is outward facing in the field. Campus-related activities do apply here, though are not sufficient by themselves; there should be professional activity and connection beyond the university. In terms of output, the expectations for a regular review period is 1-2 achievements for a 2yr review cycle and 2-3 achievements for a 3yr review cycle.

Evidence for Professional Activity and Scholarly Achievement includes:

1. Development of new courses or revision of existing courses, including “R” versions of existing courses
2. Creation of or support for program-wide pedagogical contributions and curriculum development
3. Professional conference presentations on areas of disciplinary or pedagogical expertise
4. Invitation to speak outside the university in academic or non-academic settings
5. Facilitation of workshops or initiatives in the faculty member’s disciplinary expertise or in pedagogy at UC San Diego
6. Development of program-specific pedagogical guides, handbooks, and other materials designed to facilitate teaching in College Academic Programs
7. Development of program-specific proposals advocating for and supporting the program’s pedagogical mission, including proposals for new staff positions, new designs of physical space, etc.
8. Creation of digital content related to instruction, assessment, or other program-related development.
9. Receipt of Grant Funding for relevant projects
10. Leadership in professional academic organizations, such as CCC, AHA, MLA, etc.
11. Publications: books, book chapters, articles, or other publication forms. Publications are not required for the Teaching Professor series but are markers of scholarly impact and achievement. Larger projects could potentially count across several review cycles, if there is tangible evidence of progress. For example, draft manuscript under review in one review, completion and contract in another.

3. University and public service: college, department, university-wide, professional,

and community service.

In terms of service, the expectations for a regular review period is service on 1-2 bodies for a 2-yr review cycle and service on 2-3 bodies for a 3-yr review cycle.

Evidence for University and Public Service includes:

1. University Service
 - i. Academic Senate Service, including committee participation, service as Chair, and service on UC-wide committees
 - ii. Other university (non-Senate) service, such as Ad Hoc committees, Senate-Administration workgroups, etc.
 - iii. College-specific committees and programming (for the AWP director, who is not appointed to a college, this includes division- or institute-specific committees and programming)
 - iv. Officially-appointed leadership roles at the university (beyond the college or committee service)
 - v. Search Committees beyond one's own program
 - vi. Creation and facilitation of public talks, conferences, workshops, or other events at UCSD
 - vii. Engagement and leadership in initiatives to promote diversity, equity, inclusion, and other university-wide efforts
2. Service Beyond University
 - viii. Leadership in professional societies (this overlaps with #2, but also demonstrates service)
 - ix. Community partnerships and engagement, including working with primary or secondary education, community organizations, or other community-based (non-university) entities

Criteria for acceleration:

Teaching Professors (at all levels) may be eligible for acceleration if their performance is at an exceptional level during the review period. Exceptional performance must be presented as exceeding the expectations required for demonstrating a satisfactory level of excellence and thus exceeding a standard merit advancement. One way to do so is by exceeding normal expectations of output in two out of the three major categories described above. For example, in addition to demonstrating teaching excellence, candidates may double the amount of professional and/or scholarly achievements in a review period in addition to doubling the amount of service. Consideration of quality of output of course must be balanced with enumerating quantity of output.

Reviewers should consider pedagogical impact and innovation (in the CWP or AWP and across campus); scholarly impact through publications, grants (of significant size), professional

conferences, and collaborative work; service impact, including leadership on campus and UC-wide, leadership in regional and national professional associations, and community engagement beyond the academic realm.

Moreover, a director could earn recognition for teaching excellence by receiving a campus-wide award or an award from a professional society and have completed major programmatic revisions and curriculum development or had a significant campus-wide impact through DEI work or some other valuable initiative; or served in a leadership role of a professional society and published an important work in their discipline or received a large grant award or fellowship. This list is not exhaustive; rather, these examples are intended to demonstrate possible ways through which a writing director may demonstrate exceptional work and merit acceleration.