

VISUAL ARTS DEPARTMENT PROFESSOR SERIES STANDARDS FOR ADVANCEMENT

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ARTISTS

Summary of Standards for Advancement at Each Stage

Professional Validation (applies to all steps)

- Creative works may be in any artistic genre, including but not limited to drawing, painting, sculpture, printmaking and ceramics; film, photography, sound art and video; intermedia and installation; performance and intervention; public culture, publications and scholarship; virtual or hybrid mediums.
- Can be Individual or collaborative work as a named collaborator.
- Venues for presentations, including exhibitions, screenings, and conferences, should be locally, nationally and/or internationally recognized including alternative spaces, contemporary institutions, galleries, museums, and web-based platforms.
- 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, 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, 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.

Teaching Expectations (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 9 courses in two years, although there are provisions for course relief.
- Acknowledgement of independent study courses and/or freshmen seminars, and/or service on a large number of 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.

A. Normal Merit Review

- Exhibition of a creative project presented in cultural institutions, venues, or platforms recognized in a field relevant to the practice. 1 solo exhibition may be equivalent to 2 or 3 group exhibitions, and/or completed projects not shown in exhibition format (including but not limited to community-based social practice, films, and performances), depending on the scope of the work included.

- Exhibitions, screening and conference venues should be locally, nationally and/or internationally recognized. These may include alternative spaces, contemporary 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.
- 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.

B. Fourth Year Appraisal

- Evidence of 1 new large-scale work or a series of 2 to 4 smaller works.
- Evidence of new work in progress not counted in the appointment file.
- Clear evidence of professional activity and recognition within the field.
- Solid teaching of both lower and upper division undergraduate courses.
- Light service.

C. Assistant to Associate

- Public presentation (exhibition, screening, significant group shows, etc) of new work (visual art, new media, performance, film, intervention, etc.) in recognized venues, platforms, and/or publications of high standing (national or international) within the professional context, such as museums, galleries, or other cultural platforms.
- Evidence of professional recognition within creative and/or academic fields such as a final book contract, published writing, fellowships, reviews, interviews, outside lectures, conference presentations, news media coverage and/or exhibitions of previous work.
- Evidence of a new project in progress.
- Good teaching of both lower and upper division undergraduate courses based on departmental indices, including documentation of syllabus preparation and revision, and student evaluations.
- Additional weight may be given for teaching large classes, new course development, significant course revision, curricular innovation, winning of instructional and pedagogy-based grants, teaching beyond the regular load, large numbers of independent studies and/or directed readings.

- Light service.

D. Associate to Full

- Evidence of a major new creative project, or a series of 2 to 4 smaller projects.
- Evidence of external validation of creative work through exhibition, screenings, and public showings with international stature.
- Evidence of achievement of a high level of critical recognition, ongoing relevance and impact of work within the field through reviews, articles, publications, other media coverage awards, fellowships, grants and/or residencies.
- Continued teaching of a variety of well-received course offerings, including lower and upper division undergraduate courses, graduate classes and/or seminars and graduate advising.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations and successful advisee outcomes, such as awards, jobs, exhibitions.
- Substantial service.

E. Professor Step 6

- Evidence of a major new creative project, or a series of 2 to 4 smaller projects.
- Evidence of a new level of international stature and distinction, e.g., awards and/or presentations on national and international platforms.
- Development of new programs or initiatives at the departmental or university level, and/or within the field.
- Continued teaching of a variety of well-received course offerings, including lower and upper division undergraduate courses, graduate classes and/or seminars and graduate advising.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations and successful advisee outcomes, such as grants, awards, jobs, exhibitions.
- Additional weight may be given for teaching 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.

- More substantial service beyond the Department level.

F. Professor Above Scale

- Evidence of a major new multi-year project or a series of 2 to 4 smaller projects.
- Evidence of continued critical attention to significant work.
- Evidence of international stature and distinction, e.g., awards, distinctions, presentations at national and international venues.
- Continued teaching of a variety of well-received course offerings, including lower and upper division undergraduate courses, graduate classes and/or seminars and graduate advising.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations and successful advisee outcomes, such as grants, awards, jobs, exhibitions.
- Additional weight may be given for teaching 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.
- More substantial service beyond the Department level.

G. Above Scale Merits

- Evidence of extraordinary reception of a new work.
- Extraordinary impact of career work.
- Achievement of a rare level of distinction.
- Continued teaching of a variety of well-received course offerings, including lower and upper division undergraduate courses, graduate classes and/or seminars and graduate advising.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations and successful advisee outcomes, such as grants, awards, jobs, exhibitions.
- Additional weight may be given for teaching 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.

- More substantial service beyond the Department level.

H. Accelerations

Accelerations within Assistant, Associate and Full Professor Scale:

- Approximately double the research productivity expected in merit reviews.
- Evidence of early achievement of national standing.
- High-quality teaching.
- Meritorious service during the review period at the departmental or university level.

Acceleration within Above Scale:

- A new work that receives broad, international attention, evidenced by critical reception, the awarding of a prize or other professional recognition.
- Increased recognition of the significance of a faculty member's overall career (new publications, anthologies or studies, reviews, citations, retrospective exhibitions, festschrifts, etc.
- Excellent teaching.
- Excellent service.

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 IAHD 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 Research Standards for Advancement at Each Stage

A. Normal Merit Review

Assistant to Associate III

Exhibition of a creative project in cultural institutions, venues, or platforms recognized in a field relevant to the practice. 1 solo exhibition may be equivalent to 2 or 3 group exhibitions, and/or completed projects not shown in exhibition format (including but not limited to community-based social practice, films, and performances), depending on the scope of the work included.

The creative work will be evaluated in terms of its originality, quality, importance, and impact on the faculty member's specific 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 distinct text-based productions and two- or three-dimensional works in conventional or non-conventional forms that might be still or moving, stand-alone or interactive, as well as performance- and process-based interventions – spatial, environmental, and social – that challenge exclusionary institutional agendas. While these works are distinct, they might adopt iterative models of production, where each version changes significantly enough from the last to be regarded as a discrete work. In these cases, it is necessary to qualify differences between iterations; a new version might be regarded as a new work when it reaches a critical level of difference from prior versions in its presentational form and content and/or its context and

impact. 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, 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 with the addition of evidence of international standing.

Beyond VI:

Same as Assistant to Associate III and Associate III to Full V plus evidence of continuing national and international recognition and/or the development of new types of activity that extend the field into new territory.

B. Fourth Year Appraisal

Evidence of 1 new large-scale work in progress or a series (2 to 3) smaller works, that was not counted in the original appointment letter and which has been completed since being hired, 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 documentation of external validation; OR, for textual practitioners, documentation of advanced progress on a book, 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).

Also, sustained collaborative practice, e.g., the candidate may be one of 2 or more collaborators on a project and co-create a significant exhibition, film, musical score, creative and/or critical book, et cetera, exhibitions like publishing may occur in a variety of international context (e.g., faculty working in collaboration with indigenous communities in Central America might actively choose to exhibit in Guatemala City to best reach target audience members). Also required is evidence of a growing reputation and professional activity in the field, documented through forms such as outside lectures, presentations, interviews, writings, reviews, and new exhibitions of previous work.

C. Assistant to Associate

Evidence of completion of a major new work, intervention, or performance in a recognized venue or platform of national standing within the artist's national professional context, or a series of 2 to 4 smaller projects (each requiring a year or less in execution) that together demonstrate national standing. Standing could be demonstrated by a solo exhibit or inclusion in a significant group show in a museum, public space, or film festival. Reviews by art, film, or media journals or other significant publications are an important condition. For interventionist art production, evidence of national standing might take the form of continued wide area social presence in popular news media, activist press, or concerned community communications, and in records of state, national, and international dialogues beyond the standard spaces of art presentations. Textual practitioners should have a completed book manuscript under final contract with a press; one or more published articles or chapters, also required are evidence of work toward realization of a second major project; evidence of national reputation and professional activity in the field through forms such as fellowships, reviews, interviews, writings, outside lectures, presentations, and exhibitions of previous work; conference presentations. Finally, evidence of a second project in progress must be demonstrated.

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

Evidence of new work in a solo exhibition or 2 to 4 significant group exhibitions or festival(s) of international stature; evidence of achievement of a higher level of critical recognition in the field; and evidence of ongoing relevance and impact of work beyond the artist's primary national context, demonstrated through press, critical, or academic essays or book and reviews and/or interviews. For interventionist art production, continued alternative and mainstream media attention and in state, national, and international dialogues beyond the standard spaces of art presentations are expected. Also required is evidence of progress on a major new multi-year project, or a series of 2 to 4 smaller projects with evidence of external validation through exhibition and reviews. We expect development of international profile, demonstrated by

exhibitions, lectures and presentations at national and international venues, and through fellowships and awards.

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

The exhibition and presentation of new work must be of international stature. A solo exhibit or participation in significant group exhibitions or major film festivals at venues or equivalent platforms of international repute. Retrospective or partial survey presentation curated by independent curator of the past work that has accumulated since tenure as the cross over step to Professor VI is a career review step that implies international stature in the field because of past achievement; and for interventionist art production continued wide area social presence in popular news media, activist or concerned communities, and state, national, and international dialogues beyond the standard spaces of art presentations along with the creation of a major new project whose scope of production takes multiple years, or a series of 2 to 4 smaller projects, all of which demonstrate external validation. Textual practitioners should have a new book publication, or, equally acceptable, a group of 6-8 significant articles or 2-3 major articles and substantial progress on a new book that defines a coherent and important scholarly contribution. The faculty member should have participated in the development of programming and initiatives in the department and university at large and have demonstrable achievement of a new level of international stature e.g., awards, distinctions, presentations at national and international venues.

F. Professor Above Scale

Same as Professor Step 6.

G. Above Scale Merits

Evidence of extraordinary reception of major new work 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

Professional Validation (applies to all steps)

- Publication expectations during a typical review period are 2-3 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.
- Evidence of 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.
- Evidence of 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, 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.

Teaching Expectations (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 9 courses in two years, although there are provisions for course relief.

- Acknowledgement of independent study courses and/or freshmen seminars, and/or service on a large number of 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.

A. Normal Merit Review

- 1 publication (journal article, anthology chapter, catalog essay, etc.) or curated exhibition per-year 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.
- 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.

B. Fourth Year Appraisal

- Evidence of advanced progress on a single authored book, likely to be accepted by a publisher within two years, 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, etc., as well as curatorial projects not counted in the appointment file, and showing sufficient progress to suggest tenure-readiness by the next review.
- Evidence of professional activity and recognition within the field (via conferences, lectures, etc.).
- Solid teaching of both lower and upper division undergraduate courses.
- Light service.

C. Assistant to Associate

- 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, etc., as well as curatorial projects.
- Books, essays, anthology chapters, etc. must be formally accepted for publication by a press or journal.
- Evidence of professional activity and recognition within the field (via conferences, lectures, etc.).
- Good teaching of both lower and upper division undergraduate courses based on departmental indices, including documentation of syllabus preparation and revision, student evaluations.
- Additional weight may be given for teaching 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.
- Light service.

D. Associate to Full

- 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.
- 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.
- Evidence of professional activity and recognition within the field (via conferences, lectures, etc.) at the national and international level.

- Continued teaching of a variety of well-received course offerings, including lower and upper division undergraduate courses, graduate classes and/or seminars and graduate advising.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations and successful advisee outcomes, such as awards, jobs, postdocs, etc.
- Substantial service at departmental and campus level.

E. Professor Step 6

- 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.
- 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.
- Evidence of a new level of international stature and distinction, e.g., awards, distinctions, presentations in national and international platforms.
- Development of new programs or initiatives at the departmental or university level, or within the field.
- Continued teaching of a variety of well-received course offerings, including lower and upper division undergraduate courses, graduate classes and/or seminars and graduate advising.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations and successful advisee outcomes, such as grants, awards, jobs, exhibitions.
- Additional weight may be given for teaching 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.
- More substantial service beyond the departmental level.

F. Professor Above Scale

- 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.
- Evidence of renewed or continued critical attention to significant work produced earlier in the scholar's career.
- Evidence of international stature and distinction, e.g., awards, distinctions, presentations at national and international venues.
- Continued teaching of a variety of well-received course offerings, including lower and upper division undergraduate courses, graduate classes and/or seminars and graduate advising.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations and successful advisee outcomes, such as grants, awards, jobs, postdocs, etc.
- Additional weight may be given for teaching 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.
- More substantial service beyond the departmental level.

G. Above Scale Merits

- Evidence of 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.

- Continued teaching of a variety of well-received course offerings, including lower and upper division undergraduate courses, graduate classes and/or seminars and graduate advising.
- Demonstrated evidence of good teaching based on departmental indices, including documentation of syllabus preparation and revision, student evaluations, and successful advisee outcomes, such as grants, awards, jobs, postdocs.
- Additional weight may be given for teaching 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.
- More substantial service beyond the Department level.

H. Accelerations

Accelerations within Assistant, Associate and Full Professor Scale:

- Approximately double the research productivity expected in merit reviews, as outlined in the criteria above.
- Evidence of early achievement of national standing.

Accelerations to or through promotions (to Associate or Full or Above Scale)

- Approximately double the research productivity expected in merit reviews as outlined in the criteria above.
- High-quality teaching.
- Meritorious service during the review period at the departmental or university level.

Acceleration within Above Scale:

- A new work (exhibition, monograph, etc.) that receives broad, international attention, evidence by critical reception, the awarding of a prize or other professional recognition.
- 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 teaching.
- Excellent service.

I. Bonus Off Scale (BOS)

BOS will be considered for these categories:

- A faculty member has combined nearly double the amount of research expected at a given rank, with a full teaching and service load in which they perform well.
- A faculty member has won a significant research, teaching, mentorship 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, mentorship, teaching, and/or research.

Full Description of Research 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 four to six 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 2-3 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

1 publication (journal article, anthology chapter, catalog essay, etc.) or curated exhibition per-year on average in a publishing or exhibition venue or platform and subject to peer review or other forms of professional validation. Evidence of professional engagement (such as talks, interviews, awards, conference papers, catalog essays), and/or evidence of 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 2-3 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. Evidence of a major project in progress may include well-advanced chapters that are part of larger monograph; evidence of 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 with the addition of evidence of international standing.

Beyond VI

Same as Assistant to Associate III and Associate III to Full V plus evidence of continuing national and international recognition and/or the development of new types of activity that extend the field into new territory.

B. Fourth Year Appraisal

Monograph: Clear evidence of advanced progress on a single authored book, likely to be accepted by a publisher within two years, 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. Evidence of 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 2-3 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.

Evidence of 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 2-3 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.

Evidence of 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. The department restricts the use of the book-equivalent to one promotion per tenured faculty. 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

Evidence of 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 Research 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. 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.
2. 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.
3. 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,
4. Teaching and service in the dual areas will similarly be rewarded for expanding the scope and vision of the field.

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

Evidence of 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.

Evidence of 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. The department will restrict the use of the book equivalent to one promotion per tenured faculty.

Evidence of 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.