

Review Standards for [Lecturers](#)
Department of Visual Arts
School of Arts and Humanities
Effective December 2022

General

The Department of Visual Arts has determined the appointment and evaluation criteria for its members in order to provide measurement of a current Non-Senate Lecturer or potential Non-Senate candidate's achievements and to aid in evaluation when acceleration is proposed. All members of the Non Senate Instructional Unit (Unit 18 Faculty) are evaluated in accordance with the [Contract for Lecturers \(IX\) between University of California and the American Federation of Teachers](#) (MOU).

Principles of Community

UC San Diego community members are expected to practice [UC San Diego's Principles of Community](#).

As members of the community of scholars at the University of California, Unit 18 Faculty are expected to sustain an environment conducive to sharing, extending, and critically examining knowledge and values, in support of the department's academic mission. In addition, they are expected to exhibit respect and professionalism in the mutual exchange of ideas, opinions, and criticisms with colleagues and to strive to be objective in their professional communications and interactions.

Pre-Six Lecturers

Pre-Six Appointment

A pre-six appointment is the appointment of a Unit 18 Faculty member during the first six years of employment (or 18 academic quarters). Pre-Six appointments may be considered upon demonstration of competency alongside educational and experience preferences.

Pre-Six Lecturer Initial Hire Standards and Process

Basic Qualifications:

Qualified candidates will possess all but the dissertation of a BFA, MFA, and/or PhD in Studio Art, Interdisciplinary Computing in the Arts, and Speculative Design, Media, Art History/Criticism or other related field at the time of application.

Preferred Qualifications:

Qualified candidates will possess a BFA, MFA, and/or PhD in Studio Art, Interdisciplinary Computing in the Arts, and Speculative Design, Media, Art History/Criticism or other related field at the time of application.

Selection Criteria:

- Most recently updated CV
- Cover letter explicitly stating which area they are applying for
- Statement of Teaching (applicable teaching evaluations are highly recommended)
- Statement of Contributions to Diversity
- Schedule of availability and program needs

Selection Process:

The Search Committees for the temporary Lecturer positions (from each of the area disciplines in Studio Arts, Art History/criticism, Computing in the Arts, Media, Speculative Design) will review all completed applications to determine which candidates are qualified for the positions. Interviews with committee members may be held at the discretion of the search committee. The search committee will recommend candidates to the Chair of the department who will write a department recommendation to the Dean of Arts and Humanities. Selection for a temporary Lecturer position is dependent on need for coverage of certain courses due to faculty sabbaticals, leaves or large course enrollments. Candidates must demonstrate competent instructional performance.

Possible Examples of Competent Instructional Performance

- a. Teaching experience that shows growth over time (for those with experience);
 - o For example, growth may be demonstrated by improvement, creativity in instruction, and engagement in relevant professional development;
- b. Demonstrated engagement in teaching-related professional development;
- c. Depth and breadth of knowledge of evidence-based and inclusive teaching practices;
- d. Quality of teaching (e.g., Holistic Teaching Evaluations);

- e. Depth and breadth of knowledge in the discipline;
- f. Professional background/alignment with course content;
- g. Ability to make a positive contribution to department's academic mission and climate;
- h. Potential for (or evidence of in the case of those with teaching experience) contributions to diversity, equity, and inclusion;
- i. Potential for (or demonstrated ability for those with teaching experience) to teach and advise undergraduate students;
- j. Potential for (or demonstrated ability) to be a conscientious university community member.

First-year Assessment ([Article 7A](#))

Following a first-year appointee's submission of the Statement of Interest, the department will send the "Notice letter for first year assessment" to the candidate.

The assessment should be determined by the below criteria.

- a. demonstrated competence in the field
- b. ability in teaching
- c. academic responsibility(as defined by Article 3)
- d. other assigned duties, which may include Univ. co-curricular & community service

The candidate must be given written feedback on the assessment. If the assessment is positive, and there is a departmental need, the candidate is reappointed for two years at the same appointment percentage as year one.

Pre-Six Academic Review/Teaching Effectiveness Review (Reappointment) ([Article 7A](#))

Following a non-first-year appointee's submission of the Statement of Interest, the department will conduct a pre-six academic review – also known as the Teaching Effectiveness Review. This occurs in the candidate's second year of their two-year appointment or third year of their three-year appointment.

The Department shall provide a notice letter for Teaching Effectiveness Review at least 30 days prior to the beginning of the review.

Possible Examples of Effective Instructional Performance

Teaching effectiveness is measured by evaluation of evidence demonstrating such qualities as:

- a. Command of the subject matter and continued growth in mastering new topics;
- b. Ability to organize and present course materials;
- c. Ability to awaken in students an awareness of the importance of the subject matter;
- d. Ability to arouse curiosity in beginning students and to stimulate advanced students to do creative work;
- e. Incorporating evidence-based and inclusive teaching practices;

- f. Documenting positive student outcomes (e.g. conceptual learning, attitudes, inclusivity).

Teaching Portfolio Examples

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

- Reflective Statement or teaching philosophy:
 - o Discussion of the instructor's core beliefs about learning and teaching
 - o Statement about the specific goals of each course taught by the instructor (e.g.: what are the major themes to be developed in a course; is the course taught with specific outcomes in mind?)
 - o Match between overall philosophy and specific goals (i.e.: consideration of how an instructor's specific goals can best be achieved in different teaching situations: lectures, small group discussions etc.)
- Descriptions of ways the instructor has incorporated new and relevant disciplinary ideas and concepts into their teaching
- Documentation: set of detailed entries investigating how effectively the goals of the course have been put into practice, e.g.:
 - o Student assignment and results; exams; papers, other kinds of student work;
 - o Information obtained through assessment techniques such as surveys, classroom observations, formative feedback from students, CAPEs
- Reflections:
 - o Instructors' reflection about what worked and what did not work
 - o Descriptions of engagement with professional development that resulted in change to teaching practice
- Appendixes:
 - o Copies of work assigned to students; methods used for obtaining feedback from students, and any forms used for self-assessment

Continuing Lecturers

Initial Appointment ([Article 7b](#))

Upon receipt of an appointment that includes an 18th quarter of service in the same department, program, or unit, the Department shall conduct an excellence review (in accordance with [Article 7b](#) and [Article XX](#)) in the academic year in which the 18th quarter of service occurs and prior to the commencement of the 19th quarter.

Continuing status may be considered upon demonstration of excellent performance.

The Excellence Review Committee shall evaluate instructional performance according to the criteria listed [Article 7A](#) and [Article XX](#), as demonstrated by the materials in the review file.

Continuing status is granted if:

- a. The excellence review deems the Unit 18 faculty member excellent, and
- b. the Unit 18 faculty member has performed service in the 18th quarter in the same department, program, or unit.

Possible Examples of Excellent Instructional Performance

Excellent performance is measured by evaluation of evidence demonstrating such qualities as:

- a. Command of subject matter;
- b. A demonstrated commitment to teaching and growth in pedagogy;
 - o For example, growth may be demonstrated by improvement, creativity in instruction, and engagement in relevant professional development;
- c. Teaching efficacy (promotion of student progress of students toward achievement of course learning goals);
- d. Proficiency in course management (e.g. clear and timely communication to students of course learning goals, and providing timely feedback to students on their progress toward achievement of learning goals);
- e. Professionalism in interactions with students within and beyond the classroom (relating to students respectfully, encouraging their interest in the subject, responding in a timely way to their concerns and questions, making themselves available to students at appointed office hour times or as needed at other times, within reason);
- f. Training and guidance provided to Instructional Assistants;
- g. Demonstrated commitment to diversity, equity and inclusion and meaningful contributions to the development of a supportive campus climate. This may include advising and mentoring URMs and the development and/or use of pedagogical strategies that address a diverse student population and/or learning disabilities;
- h. Fairness and due diligence in handling potential academic integrity violations (proper and timely interaction with students and IAs involved, and with the Academic Integrity Office);
- i. Demonstrated use of evidence-based, inclusive teaching practices.

Teaching Portfolio Examples

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

- Reflective Statement or teaching philosophy:
 - o Discussion of the instructor's core beliefs about learning and teaching
 - o Statement about the specific goals of each course taught by the instructor (e.g.: what are the major themes to be developed in a course; is the course taught with specific outcomes in mind?)
 - o Match between overall philosophy and specific goals (i.e.: consideration of how an instructor's specific goals can best be achieved in different teaching situations: lectures, small group discussions etc.)

- Descriptions of ways the instructor has incorporated new and relevant disciplinary ideas and concepts into their teaching

- Documentation: set of detailed entries investigating how effectively the goals of the course have been put into practice; e.g.:
 - o Student assignment and results; exams; papers, other kinds of student work;
 - o Information obtained through assessment techniques such as surveys, classroom observations, formative feedback from students, CAPEs

- Reflections:
 - o Instructors' reflection about what worked and what did not work
 - o Descriptions of engagement with professional development that resulted in change to teaching practice

- Descriptions of the ways the instructor has provided training and/or guidance to Instructional Assistants (and perhaps how this has evolved over time)

- Descriptions of the ways the instructor contributes to diversity, equity, and inclusion on campus and in the classroom

- Descriptions of how the instructor promotes and upholds academic integrity

- Appendixes:
 - o Copies of work assigned to students; methods used for obtaining feedback from students, and any forms used for self-assessment

Merit Advancement ([Article XX-Academic Review Criteria](#))

A Continuing Appointee shall be considered for a merit increase at the time of the initial continuing appointment, and at least once every three years thereafter. Achieving a merit advancement is based on:

- a. Demonstrated excellence in teaching/assigned instructional duties
- b. Academic responsibility as defined by Article 3
- c. Other assigned duties

A Continuing Lecturer's merit may be based on academic attainment, experience, and performance. Ongoing excellent performance is standard for merit consideration.

See "[Possible Examples of Excellent Instructional Performance](#)" and "[Teaching Portfolio](#)"

Accelerated Merit Advancement ([Article XX-Academic Review Criteria](#))

During the Initial Continuing Appointment process, an accelerated merit can only be proposed by the Excellence Review Committee and must usually be supported by the Chair of the Department and the Academic Senate's Committee on Academic Personnel. The final authority for an accelerated merit resides with the Dean of the School of Arts and Humanities. Visual Arts instructors, when reaching status for continuing appointment, may be eligible for accelerated merit if:

1. all of the above criteria are met, and
2. the instructor has been deemed truly exceptional in multiple categories, above.

For example, the instructor may be exceptionally creative while also adhering to the curriculum; the instructor may have exceptionally strong student evaluations, and so on.

Possible Examples of Exceptional Instructional Performance

Exceptional performance is measured by evaluation of evidence demonstrating such qualities as:

- a. Displays strong initiative in every situation and interaction;
- b. Exemplifies harmonious student and working relationships;
- c. Serves as an excellent role model for continuous learning and development, inspiring change by keeping focused on desired objectives;
- d. Generates enthusiasm for discussion and new ideas among students, Instructional Assistants, and others;
- e. Organizes students and resources for maximum efficiency and success within and beyond the classroom;
- f. Fosters inclusiveness, respect and a welcoming environment;
- g. Cultivating a safety culture in which students are encouraged to share ideas, express concerns, pose questions, etc.;
- h. Encourages the mutual exchange of ideas, opinions, and criticisms with students and colleagues in a professional manner;
- i. Fosters and encourages an environment conducive to sharing, extending, and critically examining knowledge and values;
- j. Exhibits superior knowledge, expertise, and command of the subject matter and pedagogy;
- k. Strong, demonstrated commitment to diversity, equity and inclusion which inspires others to meaningfully contribute to the development of a supportive campus climate;
- l. Expertise in course management (e.g. clear and timely communication and feedback to students);
- m. Demonstrates professionalism in all interactions and communications with students, colleagues, and others;

- n. Upholds and inspires academic integrity among students;
- o. Provides training and guidance to Instructional Assistants;
- p. Demonstrates use of effective and inclusive teaching practices;
- q. Supports and exemplifies multiple aspects of the department's academic mission;
- r. Introduces new teaching practices into assigned course(s).

See "[Teaching Portfolio](#)"

Senior Continuing Lecturers

Promotion to Senior Continuing Lecturer ([Article 7D-Senior Continuing Lecturer](#))

Eligibility for a Senior Continuing promotion review is contingent on having received at least two (2) consecutive positive merit advancements as a Continuing Lecturer immediately preceding consideration for a Senior Continuing Promotion Review (excluding a candidate's initial Continuing appointment review) in the same department, program, or unit. Length of service and continued excellent performance as a Continuing Lecturer alone are not justification enough for promotion.

A request for promotion to Senior Continuing Lecturer ***must be made in writing*** to the department chair or equivalent.

As specified in [Article XX-Academic Review Criteria](#), evaluation of academic qualifications for promotion to Senior Continuing Lecturer will be based on:

- a. Demonstrated exceptional performance in teaching/assigned instructional duties
- b. Instructional contributions that are broad ranging and/or greatly enhance the academic mission of the University.
- c. Academic responsibility as defined by [Article 3](#),
- d. Other assigned duties.

See “Possible Examples of Exceptional Instructional Performance”

Merits ([Article XX-Academic Review Criteria](#))

A Senior Continuing Lecturer shall be considered for a merit increase at least once every three years following promotion to Senior Continuing Lecturer. Merits will be based on:

- a. Exceptional performance in teaching/assigned instructional duties
- b. Instructional contributions that are broad ranging and/or greatly enhance the academic mission of the University, may be considered exceptional.
- c. Length of service and continued excellent performance as a Continuing Lecturer alone are not justification for promotion.
- d. Academic responsibility as defined by [Article 3](#)
- e. Other assigned duties

See “Possible Examples of Exceptional Instructional Performance” and “Teaching Portfolio”

Accelerated Merits

A Senior Continuing Lecturer may be considered for acceleration when overall performance demonstrates continued exceptional instructional performance as listed above, and, additionally, is truly notable in areas such as:

- EDI initiatives and efforts,
- contributions to university and public service,
- research scholarship and publications, and more.

Truly exceptional performance and accomplishments may include, but are not limited to:

- receipt of a teaching award,
- a significant teaching innovation,
- publication in education research or related areas, etc.

See [“Possible Examples of Exceptional Instructional Performance”](#) and [“Teaching Portfolio”](#)

Selection Process for Lecturers
Department of Visual Arts
School of Arts and Humanities
Effective December 2022

Pre-Six Lecturers
Initial Hire

Basic Qualifications:

Qualified candidates will possess all but the dissertation of a BFA, MFA, and/or PhD in Studio Art, Interdisciplinary Computing in the Arts, and Speculative Design, Media, Art History/Criticism or other related field at the time of application.

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- e. Depth and breadth of knowledge in the discipline;
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- h. Potential for (or evidence of in the case of those with teaching experience) contributions to diversity, equity, and inclusion;
- i. Potential for (or demonstrated ability for those with teaching experience) to teach and advise undergraduate students;
- j. Potential for (or demonstrated ability) to be a conscientious university community member.

Statements of Interest (SOI) for initial appointees

To be assessed/reviewed and considered for reappointment prior to external Unit 18 applicants, these lecturers must submit a **SOI (statement of interest)** for reappointment to the department chair (or equivalent) in accordance with the deadlines below, or within 30 days from the date on which the appointment letter was transmitted, whichever is later.

Initial Appointment	SOI due date
9/12 Appointees	October 15
1/9 quarter – Fall	October 15
1/9 quarter – Winter	February 1
1/9 quarter – Spring only	May 1

Candidates should submit the completed form, their C.V., and any other material they wish to submit to the department chair (or equivalent) and the AP/HR manager. Upon receipt of their statement of interest, the department may request additional materials.

Late SOIs will not be accepted. If candidates fail to meet the above deadlines, they can apply via the open recruitment, if available. They will not receive priority consideration.

Statement of Interest (SOI) for re-appointees

To be considered for reappointment prior to external Unit 18 applicants, these lecturers must submit a SOI (statement of interest) for reappointment to the department chair (or equivalent) by October 15th of the final year of their current appointment. Candidates should submit the completed form, their C.V., and any other material they wish to submit to the department chair (or equivalent). Upon receipt of their statement of interest, the department may request additional materials.

Late SOIs will not be accepted. If candidates fail to meet the aforementioned deadline, they can apply via the open recruitment, if available. They will not receive priority consideration.