

## **LSOE Series – 081519**

### **Three Areas of Evaluation:**

#### **1. Teaching**

LSOE faculty must demonstrate evidence of excellence in undergraduate instruction (up to 6 courses per year), 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.

#### **Departmental Criteria:**

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 the LSOE is 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, freshmen 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.

#### **2. Professional Achievement and Activity**

LSOE Faculty must demonstrate evidence of professional achievement both on and off campus, including published or creative research and or participation in professional organizations, conferences and initiatives.

### **Departmental Criteria:**

The department applies its criteria for advancement in ways that take account of differences between the various areas of the diverse artistic and scholarly practices and the goals and standards of the fields that are relevant to each faculty's individual practice. As the cultural, societal, and institutional fields that we engage are rapidly evolving, characterized by emerging forms and priorities, the forms that our practices take often necessarily involve the creation of novel platforms, discursive techniques, and formal strategies that are best suited to their address and critical engagement. As such, we require our evaluation criteria to be agile enough to accommodate these emerging forms and the public and institutional contexts in which they are presented and accorded value.

The Visual Arts Department recognizes four stages of assessment as primary criteria for excellence of research:

1. The relevance of the work within an artist's or scholar's own research trajectory.
2. The "peer review" process.
3. Evidence of the significance of the venue in which the work is presented.
4. Further evidence of the work's impact in the form of letters, reviews, articles, reports, and other forms as may be appropriate.

- **Discipline: Art History, Theory and Criticism, and History and Theory of Media**  
Evidence of progress in the form of significant work published in a peer-reviewed publication (journal, anthology, or alternative venue of recognized standing in its field) and/or submission of well-advanced chapters that are part of a larger project. Evidence of progress in the form of 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 an alternative venue of recognized standing in its field.
- **Discipline: Artists**  
Evidence of progress in the form of a presentation, screening, performance or exhibition of creative work at an academic or cultural institution of recognized standing in its field, or other creative achievements such as curatorial projects and scholarly work published in peer-reviewed publications.

### **3. Service**

LSOE faculty must demonstrate evidence of service in the form of Departmental, Academic Senate or Administrative committees and or participation in University wide and public programs.

**Departmental Criteria:**

Participation in departmental service at a level appropriate to rank. Examples of light departmental service include participation on one departmental committee; participation in an organized departmental initiative; or panel, conference or exhibition participation or contribution. Examples of significant departmental contributions include committee leadership; program building or curricular restructuring; design and leadership of an initiative; and curatorial, conference, and events coordination and hosting. University-wide contributions include participation on an Academic Senate or administrative committee; contributions to one of the student centers or a residential college; Senate representation or committee membership; and participation in the design and execution of public programs, exhibitions, and events that contribute to the broader university community. Good citizenship in meeting departmental, university, and professional responsibilities is expected at all levels. In some circumstances, departmental members are called upon to do service at levels that would normally be expected from those above their rank, and in those cases, it is acknowledged as extraordinary service and can form the basis of extra-meritorious recognition.

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**Criteria for Advancement:**

**Merit Reviews:**

Evidence of excellence and productivity in all three categories of teaching, professional achievement and service as well as contributions to diversity within any of the three criteria.

**Accelerations:**

Evidence of excellence and double productivity and or awards or other forms of public recognition in all three categories of teaching, professional achievement and service as well as contributions to diversity within any of the three criteria.

**Promotion to Lecturer with Security of Employment (LSOE):**

Evidence of sustained excellence and productivity in all three categories of teaching, professional achievement, and service as well as contributions to diversity within any of the three criteria. Must demonstrate recognition of achievements both on and beyond campus.

**Promotion to Senior Lecturer with Security of Employment (SLSOE):**

Evidence of sustained excellence in all three categories of teaching, professional achievement, and service as well as contributions to diversity. Promotion to SLSOE includes an established body of educational, professional and/or research activity as described above that has achieved acclaim at the national or international level. Promotion to SLSOE also requires a record of distinguished service to the department and University.

**Promotion to Senior Lecturer with Security of Employment (SLSOE) Step 5-6:**

Evidence of sustained excellence in all three categories of teaching, professional achievement, and service as well as contributions to diversity. Promotion to SLSOE 5-6 includes a sustained, well- established body of educational, professional and/or research activity as described above that has achieved acclaim at the national or international level. Promotion to SLSOE 5-6 also requires a record of the highest level of service to the department and University.