

**RETENTION, TENURE AND PROMOTION (RTP) STANDARDS -
ART, MEDIA, AND DESIGN DEPARTMENT**

**POLICY
FAC 770-20**

Effective Date: 08/20/2021

Definition: Standards governing the Retention, Tenure, and Promotion process for Faculty in the Art, Media, and Design Department.

Authority: The Collective Bargaining Agreement between the California State University and the California Faculty Association.

Scope: Eligible Art, Media, and Design Department Faculty at California State University San Marcos.

Ellen J. Neufeldt

Ellen J. Neufeldt, President

08/20/2021

Approval Date

Carl Kemnitz

Carl Kemnitz, Provost & Vice President for Academic Affairs

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I. INTRODUCTION

This document specifies principles, standards, and criteria for three purposes: (1) to establish the personnel performance standards to maintain a high-quality faculty and program, (2) to guide individual faculty members to pursue a successful career, and (3) to assist the Peer Review Committee (PRC), the Dean and/or University Promotion and Tenure Committee, and the President's Designee.

A. Summary of General Principles

- The Art, Media, and Design Department (AMD) believes in the model of the teacher/artist, teacher/scholar who is actively engaged with their discipline in ways that expand understanding, creativity and knowledge among students, colleagues, and the public at large.
- AMD sees itself as a community of teacher/artists, teacher/scholars who work individually and collaboratively to support the College and University mission.
- AMD expects sustained creative productivity and some national and/or international recognition of the candidate's work.
- AMD supports creative use of new technologies and understands that some candidates might fulfill aspects of the three areas under review (teaching, creative activity/scholarship as well as service) using these technologies and the Internet.
- In order to explain to those outside of AMD how professional expectations within the arts might differ from other fields, this document includes discipline-specific references to statements associated with relevant professional associations. However, it is incumbent upon faculty members/candidates to clearly state in their reflective statements how their work represents success in their specific field.
- AMD affirms College and University expectations that the candidate will provide evidence in their Working Personnel Action File (WPAF) of their role as an engaged professor, artist, scholar, and university citizen. It also upholds the expectations of the College of Humanities, Arts, Behavioral and Social Sciences (CHABSS) RTP document that "student learning be enhanced through 'sustained excellence in teaching, research and community partnership'" CHABSS 2012 RTP Standards, p 2).
- Regarding the assembly of the WPAF, the candidate shall adhere to the instructions in the CHABSS RTP document and the University RTP document.

AMD actively encourages faculty to avail themselves of the resources and support of the Faculty Center in order to develop a strong understanding of both the evaluative and developmental aspects of the RTP process. During the probationary period, AMD encourages candidates to seek out AMD senior faculty to provide mentorship.

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B. General Expectations for Quality of Performance

This document covers expectations for review at all levels, including probationary reviews at the periodic and retention level, reviews for promotion to Associate and Full Professor, as well as Periodic Evaluation of Tenured Faculty.

While specific expectations in each category of review (teaching, scholarship/creative activity, and service) are outlined below, AMD has the following general expectations for all files, in all review actions:

- AMD values and requires engagement in all three areas of faculty performance.
- At each evaluation, the candidate must demonstrate a sustained record of accomplishment in all three areas.
- At each evaluation, the candidate must demonstrate continued growth in all three areas.
- At each evaluation, it is incumbent upon the candidate to show evidence of accomplishments as well as articulate such accomplishments within the context of their discipline.

II. TEACHING

AMD recognizes that instruction and student learning are the core of our mission. We expect each candidate to bring to bear their distinct expertise in creating, delivering, assessing and continually developing pedagogy that addresses AMD's learning outcomes within the scope of the CHABSS and the University mission. This category includes teaching classes, supervision of student creative activity, supervision of research and fieldwork, advising, curriculum development, and activities by faculty in support of student learning.

AMD recognizes that faculty who teach studio/lab courses may spend additional time on such things as exhibition installation, helping maintain studios, purchasing supplies, equipment and materials as well as setting up for technical demonstrations or workshops and adjudicating art. Candidates are encouraged to document this work in their narrative.

A. Criteria for Instruction

1. The candidate shall demonstrate an ongoing commitment to the development of rigorous, innovative and relevant pedagogy. Teaching materials shall display familiarity with major issues and developments in the respective disciplines. The candidate shall periodically revise and improve syllabi reflecting such factors, as well as addressing issues raised in student evaluations.
2. The candidate's teaching materials shall be appropriate to the design and level of the course, and syllabi should inform students of course requirements and expected learning outcomes. In their reflective statement, candidates shall clearly

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discuss the significance of their pedagogy in undergraduate instruction and their work in specific types of courses (e.g., lecture, studio, seminar, lessons, internships, independent studies).

3. The candidate's teaching materials shall demonstrate a commitment to a variety of evaluative tools that may include written essays, performances, critiques, gallery installations, screenings, community service and other arts-based activities that provide for formative and summative evaluation of student learning outcomes. Candidates are encouraged to write about their evaluative tools in the narrative, in order to articulate assessment strategies for student learning.
4. The candidate shall develop pedagogical and advising skills in ways that effectively serve all students at CSUSM, with ongoing training and adaptations to approaches that are responsive to CSUSM's student population. AMD values our diverse student body, including many who are first-generation college students unfamiliar with academic culture. Participation in workshops and training, such as ally and antibias training and similar professional development activities, also constitutes evidence of efforts to serve all students.
5. The candidate is encouraged to address the goals and objectives of AMD, including project-based learning, integration of global arts in courses, the use of digital technology, interdisciplinary approach, and building community through the arts. AMD recognizes that not all course designs lend themselves to each goal or objective.
6. AMD expects that student evaluations will, on an ongoing basis, reflect favorably on the candidate's ability to organize and present the content of a course and successfully engage students. Evaluations that fall substantially below AMD, College, and University averages on a consistent basis indicate a lack of proficiency and will generally be detrimental to the candidate's success. At the same time, not all students have the same preparation and knowledge coming into AMD classes. AMD supports art and activity that pushes boundaries and may unsettle some students. Candidates are encouraged to account for any instances where their art or course content may negatively impact student evaluations.
7. AMD recognizes that student evaluations may be affected by many different factors, including class size, class level, number of times the course has been taught, efforts at innovation and other circumstances. Therefore, PRCs look carefully at the entire record of student evaluations and weigh these factors in judging evaluations. It is important that the candidate reflect directly and specifically on student evaluations and how the candidate plans to address problem areas.

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8. A candidate's record should indicate a willingness to assume an individual share of AMD's responsibility for undergraduate mentoring as well as independent studies, including capstone courses or experiences. Involving students in undergraduate research projects is highly valued and not always evident. Therefore, candidates are encouraged to document this work in their narrative.
9. AMD also values instructionally related activities such as student performances, gallery installations, fundraising, scouting, and presenting work related to bringing in guest artists, student media festivals and innovative approaches to teaching and learning, directing students in internship or research or community-engaged projects on or off the campus, advising student groups in curricular or extra-curricular settings, participating in K-12 partnership groups, and developing or assisting in the development of pedagogical techniques or teaching materials related to the candidate's discipline. The above list is not exhaustive.
10. Syllabi in the WPAF shall be accompanied by critical reflection in the narrative, and when samples of assignments are presented, the reflection and analysis in the narrative should make clear what aspect of the faculty member's pedagogy is being highlighted and what course learning objectives are being sought.
11. Demonstrated peer approval of teaching mastery through invitation to teach master classes, international workshops and related activities may be included in the WPAF. Candidates are encouraged to set the context for such activities in their narratives.
12. Participation in workshops and courses (such as CSUSM faculty summer institutes or training at other institutions) that develop, stimulate and enhance the candidate's pedagogical skills are also evidence of robust teaching activities. The insights gained, and tools acquired should be discussed in the reflective statement.

B. Standards for Instruction for Different Developmental Periods

At all levels of review, proficiency is determined by effective performance in teaching and a successful record in encouraging student learning. However, we recognize that each level of review requires emphasis on the different developmental stages in a faculty member's career.

1. Probationary Period (Periodic Evaluation and Performance/Retention Review and Promotion to Associate)

- We expect probationary faculty to engage in critical self-reflection about pedagogy and student evaluations, and to clearly articulate a process of development and improvement.

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- We recognize the importance of experimentation and the labor involved in constructing, employing, assessing and modifying curriculum, and we encourage candidates to contextualize these efforts.
- We expect faculty to enhance and extend the curriculum in AMD based on their expertise.

2. Promotion to Full Professor, and Periodic Evaluation of Tenured Faculty

- We expect continued self-reflection about pedagogy and student evaluations and a commitment to best pedagogical practices.
- We expect a sustained record of continued contributions to curriculum development that demonstrates a strong understanding of the needs of AMD and various student constituencies. This includes the development of new courses, minors, and new and special degree programs when relevant.
- We expect leadership in developing, reviewing, revising and recertifying the overall curriculum in the candidate's field.

III. RESEARCH AND CREATIVE ACTIVITY

The Art, Media, and Design Department (AMD) values scholarship and creative activity for the innovative contributions they offer to the various fields of art, visual culture and cultural theory as well as to an overall understanding and appreciation of the arts and their relationship to other disciplines. AMD also values scholarship and creative activity for what it contributes to the candidate's teaching and service. The candidate's commitment to scholarship and creative activity may be demonstrated by dissemination of creative work through professionally respected venues, including exhibitions, performances, film festivals, publications, presentation of papers or creative work at professional meetings, on-line or multimedia productions, participation in professional associations, contributions to scholarly/artistic websites/blogs, bibliographies, online databases, reviews and significant contributions to the editing of journals and electronically published documents or websites in the discipline. Grants, fellowships, and awards for research or creative activity in the discipline are also recognized as important indicators of a candidate's artistic/scholarly commitment. Consistent with the emphasis on professional growth and development in the evaluation process, the candidate's documentation and discussion of Research and Creative Activity should focus on progressive professional development. This consideration should be the central organizing element of the candidate's narrative. In the evaluation of publications, manuscripts, and other creative works, quality is the primary criterion, especially as judged by peer review and invitation validation.

A. Criteria for Demonstrating Original and Significant Scholarship and Creative Activity Overview

Candidates in art, media and design disciplines shall demonstrate substantial records of professionally related Research, Creative Activity and/or Engaged

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Scholarship/Activity, including but not limited to any of the listed non-ranked examples. AMD recognizes that many contemporary art practices are hybrid, interdisciplinary and community based. They often mix traditional and new media as well as include writing and other disciplines. We encourage these practices and ask Candidates to carefully explain and contextualize their work in terms of conception, creation, academic and public engagement and reception. The criteria below must be presented in a way that demonstrates the Candidate's engagement with the discourse of the field, both introducing new ideas, impulses and issues as well as eliciting significant response from others in the field.

The faculty in the Art, Media, and Design Department belong to varied disciplines. For example, some faculty focus on creative work in a range of media, including installation art, sculpture, film/video, web art and more. The department also includes faculty who theorize/write about art and culture. Given their discipline, faculty disseminate their work in very different ways and hence the criteria governing proficiency are also varied. In some cases, faculty members can work in more than one of these disciplines and should, in that case, contextualize their achievements in each category.

Our quantitative expectations are listed below based on discipline:

1. Studio Art/Photography

During the six years preceding promotion we expect a minimum of one exhibition of significance and four group exhibitions (with at least one of these on a national or international level), or five significant accomplishments. A range of items can be substituted for exhibitions, such as artwork in festivals, art actions, public art, important commission, public talks, peer-reviewed article, book publication, panel participation, exhibition curation, and conference organization. (Candidates are encouraged to contextualize other activities when relevant--see the list of "Indicators of Significant Scholarly & Creative Achievement in Art, Media and Design").

2. Digital Media/Social Practice

During the six years preceding promotion, we expect five significant accomplishments, which can include any of the exhibition formats listed in Studio Art/Photography as well as public interventions and actions. As such practices may not fit into traditional museum and exhibition spaces, candidates may include and contextualize untraditional venues. (Candidates are encouraged to contextualize other activities when relevant--see the list of "Indicators of Significant Scholarly & Creative Achievement in Art, Media, and Design").

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3. Film/Video

During the six years preceding promotion, we expect a minimum of one feature-length film completed and screened at a minimum of two festivals or conferences. Film projects that do not fit into festival venues, as well as video installations, animations and sound art can align with the listed expectations of Digital Media (above). Acceptable items extend to accomplishments in screenwriting and collaborative media projects. Candidates are encouraged to contextualize these activities in their narrative to clarify for reviewers the significance of their achievements. They can also include other activities when relevant (see the list of “Indicators of Significant Scholarly & Creative Achievement in Art, Media, and Design”).

4. Visual Culture

During the six years preceding promotion, we expect candidates to demonstrate sustained engagement with research/scholarship and/or creative activities and dissemination of their work in high quality academic and public venues. A successful candidate's program might include a major achievement such as single or co-authored or edited book in contemporary art history/visual culture studies with a well-recognized press. Alternatively, candidates might combine authorship of articles in leading journals; externally funded major grants; major museum exhibitions/collaborations or curatorship (with exhibition catalog); or several substantial scholarly/creative achievements such as editor-reviewed articles published in journals, newspapers, magazines, and other media; papers published in proceedings, invited keynote or speaking engagements, conference presentations, special awards and recognitions, and earned grants to support any aspects of the candidate's program. Candidates are encouraged to contextualize these activities in their narrative to clarify for reviewers the significance of their achievements. They can also include other activities when relevant (see the list of “Indicators of Significant Scholarly & Creative Achievement in Art, Media and Design”).

5. Interdisciplinary

Candidates for promotion whose practice is interdisciplinary or multidisciplinary may incorporate a combination of the above disciplinary requirements, so long as they are quantitatively and qualitatively substantial. Such combinations could include but are not limited to one exhibition of significance and four achievements, or one film alongside publishing or curatorial projects. (Candidates are encouraged to contextualize other activities when relevant--see the list of “Indicators of Significant Scholarly & Creative Achievement in Art, Media and Design”).

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B. Indicators of Significant Scholarly & Creative Achievement in Art, Media, and Design

- Exhibition of artwork in museums and galleries, as well as established art centers and significant alternative spaces (regional, national, international). Exhibition and/or peer-reviewed public presentation of creative work, including at conferences, should be regarded as analogous to publication in other fields. Please note that prestigious exhibitions in the arts are by invitation, not by a juried process. However, in the field of film/video, media screenings and festivals often include a juried process.
- Please also note that publication and presentation of research in contemporary art history and visual culture are often by invitation, and such invitation is highly considered and often equal to or more prestigious than acceptance by juried publication and presentation.
- Screening of films, videos, animations, sound art, and digital media projects at international festivals, screening series, or other public screenings. Please note that prestigious film festivals are often juried and include critical reviews. It is incumbent upon the Candidate to identify and contextualize the screening venue.
- Distribution of candidates' work by agencies; digital distribution of media work. It is incumbent upon the Candidate to identify and contextualize these.
- Completion and dissemination of screenplays via significant print and digital publications and competitions, and/or juried readings.
- Publication of artwork in catalogs, monographs, professional journals and magazines, including on-line venues, such as blogs, art sites and more.
- Presentations, reviews and scholarly articles about Candidate's work by others at conferences, in printed journals, on websites or in books respected in the field.
- Acquisition of Candidate's artworks in the permanent collections of recognized public institutions or highly regarded collections.
- Public or private commissions.
- Public art actions or interventions in coordination with a conference, festival or venue.
- Curatorial work or writing for catalogs, books or journals and screening series or film programs.
- Programming for public art actions.
- Presentation of artwork and/or research via lectures, conferences, residencies, and related venues at recognized institutions and/or significant community-based venues. Receipt of grants, fellowships, sabbaticals and awards from internal campus sources, foundations, government agencies or private donors in support of the individual's artistic practice.
- Artist residencies. In the evaluation of faculty participation in artist-in-residence programs, consideration should be placed on competitiveness, the applicant pool, and whether it is local, regional, national or international in scope. The exhibition,

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publication or screening of the work completed while in residence should also be considered in evaluating the experience.

- Commissions of media and design work (including for magazines, websites, institutions).
- Winning and/or placing in significant film, design, art and photography competitions (regional, national, international).
- Any of the listed accomplishments by collectives in which the Candidate plays a primary role. Please note that art collectives are an established mode of working for artists, and that work by collectives in any of the areas listed is acceptable. It is incumbent upon the Candidate to identify their responsibilities and work within the collective (e.g., as a founder, co-creative director, collaborator on projects, producer of events, etc.).
- The acknowledged use of Candidate's original design by other artists in significant venues (including advertising, television, and film).
- Success and distribution of Candidate's creative work in commercial fields.
- Working in a key capacity in the production of a film or video, e.g., as director, producer, editor, sound designer, etc.
- Chapters by Candidate in edited books published by university or commercial art presses or articles published in special journal issues or conference proceedings that have undergone peer review or by invitation by the editorial board.
- Edited volumes in which the Candidate has participated as editor or co-editor. The Candidate must have contributed significantly to the overall project by authoring or co-authoring the volume's introductory essay and other introductory portions of the collection.
- Contributions to art pedagogical publications. This would include authoring or co-authoring a classroom textbook or classroom reader that is published by a university or trade press. This would also include articles published in journals and/or books that have been peer reviewed regarding pedagogy or the use of reproductions of candidate's creative work as illustration in such publications. The Candidate should make clear their role in contributing to such publications as well as the status of such publication in the field.
- Chairing a conference panel.
- Presenting a conference paper.
- Presenting poster/s at conferences or symposiums.
- Funded external grants.
- Peer-reviewed publications.
- Roundtable presentations.
- Invited lectures or talks either for the public or in educational forums.
- Reviews of books or articles.
- Expert consultation on art projects such as films, copyright litigation, and other multimedia presentations.
- Submitted grant proposals (unfunded).

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- Participation in professional blogging.
- Contributions to art & culture databases or online resources.

C. Standards for Research/Creative Activity for Different Developmental Periods

At all levels of review, the candidate is expected to demonstrate on-going progress making original and significant artistic/scholarly contributions to their field that meet the university's commitment to "high quality" creative activity/scholarship and the college's commitment to research "effectiveness." In the arts, this means producing work that reflects original and significant contributions to the field, advances cultural knowledge, and/or presents new interpretative assessments that enrich new understanding of the arts, and cultural theory.

1. Periodic Evaluation/Performance and Retention Review

The candidate shall present a clear research/creative activity agenda, explaining the evolution of the plan as needed. The candidate shall present evidence of completed work, which can take the form of artistic output in the candidate's field (e.g., artworks in various media including 2-D and 3-D artworks, digital media, film/video, writing, curating, and more). The candidate shall explain how the dissemination of the work represents its merit and impact in the field. Proficient candidates are making consistent progress toward offering an original and significant contribution to their field.

2. Promotion to Associate Professor

Evidence of completed projects shall be provided. The candidate shall clearly explain the significance of projects disseminated through arts venues or published, and/or e-published in scholarly, peer-reviewed venues, including pertinent details about review and dissemination. Proficient candidates have made an original and significant contribution to their field, in large part, as assessed by these venues and/or institutions. The candidate shall also clearly explain the criteria for review used by these venues when accepting work for dissemination or publication. Proficient candidates shall demonstrate a sustained evolution in their work, either building considerably on earlier research or moving in new directions, in addition to making an original and significant contribution to their particular artistic/scholarly field.

3. Periodic Evaluation of Tenured Faculty (PETF)

Research and creative projects must be either ongoing or completed and disseminated and demonstrate a sustained evolution from earlier work. Proficiency will be determined based on sustained and ongoing contributions to artistic/scholarly debates within the arts fields. For faculty aspiring to promotion to Full Professor the PETF will provide feedback about maintaining and improving the faculty member's effectiveness and feedback about strengths and weaknesses relevant to a future application for promotion to full professor. The

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PRC chair and the Dean shall meet with the Candidate upon completion of their evaluation to discuss strengths and weaknesses. If necessary, a plan for improvement will be developed that shall include periodic status reports.

4. Promotion to Full Professor

Research and creative projects must demonstrate significant contribution to the field of the candidate, which means a substantial amount of completed projects that have been disseminated through respected venues.

IV. SERVICE

Candidates may demonstrate service through the following activities. This list represents typical examples but is not exhaustive:

- Service on assigned and elected Department committees.
- Service as an elected officer of the Department.
- Service on College and University-wide committees and work groups (elected, appointed, volunteer).
- Service to the community in capacities that reflect the expertise of the faculty member, e.g., outreach to community groups, including for example: K-12 schools and arts partners, presentations to other civic or educational groups, workshops in local schools or other organizations, serving on community boards (such as school boards, arts councils, or media organization boards), engaging in Service Learning projects, meeting with area politicians and organizations to represent the university or department .
- Authorship, or shared authorship, of major AMD, College, or University documents, e.g., program or policy reviews or faculty council bylaws.
- Organizing outreach or mentoring students, including interns, students enrolled in independent study coursework, mentorship of student presenters, or in the context of university mentor/mentee programs. [overlap with research and teaching]
- Co-authoring papers with students, co-presenting with students or otherwise providing professional or academic experience to students.
- Advising a student group.
- Organizing or facilitating student art exhibitions, film and media festivals, or other art events.
- Mentoring of faculty and peer review of lecturer faculty.
- Office held/participation in national, regional, or local professional organizations and associations.
- Judging or serving on panels for community events, such as art competitions, film festivals, and other related events, including campus student symposia.
- Receipt of service award, fellowship, or other honors.

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- Fundraising efforts such as grant writing, donor relations, organizing and participating in fundraisers.
- Outreach to community colleges, including presentations at area colleges and schools, hosting outreach events, meeting with parents and prospective students.
- Development of department materials for outreach.

A. STANDARDS FOR SERVICE FOR DIFFERENT DEVELOPMENTAL PERIODS

1. Periodic Evaluation, Performance/Retention Review, and Promotion to Associate Professor

Regarding service in AMD, the candidate's record should demonstrate a willingness to assume an appropriate share of the work within the department (through committees, panels and other department initiatives). The candidate's record should also demonstrate a willingness to assume an individual share of representing AMD on College and University committees.

The candidate shall demonstrate a sustained engagement in service activities. Evidence of impactful contributions and an active presence in service indicates proficiency at this level of review.

The candidate shall demonstrate an increasing understanding of the importance of service, and accordingly take action on making their own service contributions to the Department, College, University and beyond as a fundamental component of the tenure-track faculty position.

The proficient candidate shall demonstrate an evolving service profile of assuming more responsibility and leadership, either formally, as evidenced in chairing a committee or other kinds of designated leadership roles, or informally, through major and impactful contributions to the Department, College, University and/or larger community.

Faculty in AMD may experience "cultural taxation" (Padilla, A.M. 1994. "Ethnic Minority Scholars, Research, and Mentoring: Current and Future Issues." *Educational Researcher*, 23(4), pp.24-27.). The burden placed on ethnic minority faculty in carrying out their responsibility for service to the university is also discussed in content published by the California Faculty Association (<https://www.calfac.org/magazine-article/cultural-taxation-faculty-color-academy>). Faculty members' service provided as a result of cultural taxation should be carefully described.

2. Promotion to Full Professor

The candidate needs to show leadership in service, including taking on leadership roles in committees in AMD as well as across the college and university, and

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demonstrate participation and leadership in professional and community organizations.

AMD values service activities where the candidate contributes to shared governance by consciously building upon their (1) academic expertise and (2) interest in specific university and community needs. All service work cited by the candidate must be demonstrated to serve the College and University mission. Candidates shall explain, and provide appropriate evidence of, the impact of their service. Candidates shall demonstrate how their skills and interests have contributed to the impact of their service work.

3. Periodic Evaluation of Tenured Faculty – Post Tenure Review

The proficient candidate should demonstrate a sustained record of active engagement and impact in campus service and continued dedicated service within their field.