

ADVANCEMENT AND PROMOTION STANDARDS IN TEACHING PROFESSOR SERIES<sup>1</sup>  
PHILOSOPHY 2025-26

Date: May 25, 2025

Dept Name: Philosophy

Standards for Advancement: AY 2025-26

Series: Teaching Professor

#### GENERAL

Following guidelines in APM 285/PPM 230-285, we evaluate faculty in the Teaching Professor series with respect to their contributions within three main categories: teaching, research in the form of professional and scholarly activities and achievements, and service at departmental, university, professional, and public levels. Within the Teaching Professor Series, the teaching dimension is primary, and the research and service dimensions are important but secondary. Contributions to diversity can occur within any of the three areas. Faculty must exhibit strong performance in each of the three areas to advance in the series.

We expect excellent teaching from faculty in the series, at all levels. We expect to see strong evidence of excellent teaching, which may take the form of excellent teaching evaluations (on CAPE, SET, or other forms), possibly supplemented with evidence from pedagogical reviews undertaken by colleagues or other measures. We recognize that excellence in teaching can be compatible with anomalous results in teaching evaluations and other measures, when these anomalies are exceptional and have a plausible explanation, and when the faculty member has taken effective measures to address them. We also expect faculty in this series will participate actively in program assessment, advising, and recruitment of undergraduate students.

Faculty in the Teaching Professor series will exhibit research accomplishments in the form of the pedagogical innovations, research on pedagogical methods, participation in workshops and conferences concerning pedagogy, participation in workshops and conferences on substantive philosophical topics, or the publication of pedagogical or substantive philosophical research. With respect to publications, we expect one article-length publication containing significant pedagogical or philosophical content every year or two. The significance of individual publications will be judged by the departmental faculty.

We expect candidates in the Teaching Professor series to make service contributions at the departmental, university, professional, and public levels, preferably in ways directly related to their professional expertise and achievement. While some service is required at all levels, the Department

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<sup>1</sup> This document is a supplement to the Philosophy Department's description of its criteria for advancement and promotion within the ladder rank faculty series, which includes a discussion of field-specific considerations on the understanding of research and teaching criteria. Also, in accordance with the recommendations of the UCSD Academic Senate Task Force on Faculty Reward System II, we use Teaching Professor titles, rather than the traditional Lecturer with (Potential) Security of Employment titles. Translations: Lecturer with Potential for Security of Employment = Assistant Teaching Professor; Lecturer with Security of Employment = Associate Teaching Professor; Senior Lecturer with Security of Employment = Teaching Professor; Distinguished Senior Lecturer with Security of Employment = Distinguished Teaching Professor.

tries to protect new Assistant Teaching Professors from especially onerous service duties at the departmental and campus levels. But by the time of promotion review, it is expected that the Assistant Teaching Professors will be actively engaged in service activities, and we expect candidates to take on more service and have greater visibility as they advance to the Associate Teaching Professor rank. We value especially creative or industrious contributions to the department, campus, profession, and diversity.

## REGULAR MERITS AND PROMOTIONS

- Normal Merit Review
  - Consistently excellent teaching.
  - In addition, we expect research contributions of roughly .5–1 article-length original and significant publications per year that can concern either pedagogy or contain philosophical research, where originality and significance are decided by the professional judgment of the faculty.
  - Good departmental, university, and professional service, appropriate to the candidate's rank. In particular, we encourage Assistant Professors to focus on teaching and research and expect only modest service contributions.
- Fourth Year Appraisal
  - The fourth-year appraisal is an assessment of the quality and trajectory of the candidate's teaching, research, and service in which teaching is primary and research and service are secondary.
  - The appraisal options are favorable, favorable with reservations, problematic, and unfavorable.
- Assistant to Associate
  - Security of employment (promotion to Associate) requires a consistent record of successful teaching, research, and service, with an emphasis placed on excellent course instruction and other forms of pedagogical innovation and engagement with undergraduates and/or graduate students within the Department.
  - Promotion from Assistant to Associate Professor is a career review and requires the Department to solicit and secure at least five external letters.
- Associate to Full
  - Promotion from Associate to Full requires a consistent record of teaching, research, and service, as always, with an emphasis on the quality of teaching.
  - The Department expects contributions to its teaching mission for promotion to Full that go substantially beyond those expected for promotion to Associate.
  - More departmental and university service are expected for promotion to Full than was expected for promotion to Associate.
  - Promotion from Associate to Full Professor is a career review and requires the Department to solicit and secure at least three external letters.
- Professor Step VI
  - The Department follows PPM 230–285 in requiring for advancement to Step VI not only continuing excellence in teaching, professional achievement, and service, but,

additionally, national or international recognition of the candidate's accomplishments in these areas.

- Typically, greater levels of departmental and university service are expected of candidates being promoted to Step VI than were expected of candidates for promotion to Full.
- Soliciting external letters for advancement to Step VI is no longer required and will be done only in circumstances in which they would provide additional evidence about the candidate's teaching, research, or service contributions necessary to assess advancement.
- Professor Above Scale
  - Advancement to Above-Scale (Distinguished Teaching Professor) requires excellence in all three areas of teaching, professional achievement, and service, demonstration of an international reputation, and is reserved for scholars and teachers of the highest distinction. Mere continued good performance at Step IX is not justification for advancement to Above Scale. There must be demonstration of additional merit and distinction beyond the performance on which advancement to Step IX was based.
  - Advancement to Above Scale is a career review and requires the Department to solicit and secure at least three external letters.
- Above Scale Merits
  - A normal merit in Above Scale is considered 50% or 100% of the difference between the top two steps of the salary scale. 50% advancement requires continued excellence in teaching, research, and service during the review period of the sort that justified advancement to Above Scale. 100% advancement requires unusually strong contributions in teaching, research, or service during the review period, in addition to continued excellence in the other areas. Unusually strong contributions might take the form of leading novel and significant pedagogical reforms within the Department or at the campus level, publishing substantially more than the normal expectations for research within the review period, or doing significant or burdensome forms of departmental or university service (e.g. serving as Director of Undergraduate Studies or Director of Graduate Studies or serving on significant Academic Senate Committees).

## ACCELERATIONS AND BONUSES

- Accelerations
  - Acceleration across two merit steps requires exceptional performance in teaching, research, and/or service during the review period, more than twice the level expected for a normal merit.
  - Given the importance of teaching to the series, one way to justify an acceleration is for there to be truly distinguished contributions to teaching and the pedagogical mission of the Department or campus, well beyond what would be expected for a normal merit. Such distinguished contributions to teaching could take many forms, including but not limited to the introduction of especially innovative courses, significant contributions to curricular design and reform, educational outreach to students at K-12 schools or other universities, contributions to initiatives such as SPLASH the Summer Program for

Transfer Students, pedagogical mentoring of graduate students, or the development or implementation of new pedagogical tools.

- If teaching and service are excellent, an acceleration might also be justified by exceptional research contributions, at least twice what would be expected for a normal merit.
- Bonus Off-Scales
  - BOS will be considered for significant contributions to teaching, research, or service that exceed expectations for a normal merit but fall short of expectations for acceleration. Here is an illustrative, but non-exhaustive, list of some possible bases for BOS.
  - A faculty member has won a significant teaching, research, or service award 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 outstanding leadership in creating and/or advancing the relevant program. Standard progress benchmarks will have to be exceeded and outcomes will need to have surpassed the norm. Annual Evaluation Standards for IAH Directors are used as divisional 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), 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).
  - A faculty member provided extraordinary contributions to DEI in service, teaching, and/or research.
  - A faculty member does not have the research for a normal merit but their teaching and service are excellent. This might be the basis for No Change with BOS.