

GPS Merit and Promotion Review Standards

The promotion standards described below serve as guidance for faculty. No set of standards can anticipate all the complexities involved in promotion; faculty expertise is critical in evaluation. GPS faculty will examine the totality of each case and allow appropriate room for nuance and expert evaluation in each review. For the subset of our faculty from STEM fields, where research norms are quite distinct from the social sciences, we have an explicitly customized set of guidelines that we establish at the time of hiring in consultation with colleagues from the relevant disciplines at UC San Diego.

PROFESSOR SERIES

Teaching

The standard teaching load for GPS professor series is four courses per year of service, though the Dean may assign extra teaching credit for contributions to teaching that go beyond that of a normal course or for certain service obligations. GPS endeavors that each faculty member teach at least one core or track required course, although this is constrained by faculty expertise and curricular needs in any given year.

Teaching performance is evaluated using several types of evidence, including a teaching statement, syllabi, and student evaluations, together referred to as the Holistic Teaching Portfolio.

GPS faculty are expected to demonstrate best practices in:

1. Course design: Faculty should clearly define course learning outcomes, and design and implement teaching strategies that allow students to achieve these learning outcomes. Course content should connect to other GPS courses as appropriate and avoid excess repetition of material.
2. Course management: The faculty should be well organized, including beginning class sessions and office hours on time, adhering to the course schedule as outlined in the syllabus, and providing timely feedback to students, such as grading of assignments.
3. Integration of feedback: Faculty should incorporate student and peer feedback (e.g., from the curriculum committee or from classroom observation) to improve courses over time.
4. Creative engagement: In classes where it is appropriate, faculty are encouraged to develop and experiment with new strategies, methods, materials, and content to keep the GPS curriculum fresh and innovative.

Minimum teaching standards for advancement at all levels include the following:

- a) Course syllabi include clearly stated learning outcomes
- b) Student evaluations average at least a 4.0 (out of 5) across the following four questions:

- i) Instructor arrived on time for lectures and office hours.
 - ii) I received timely and helpful feedback.
 - iii) Assignments (homework, projects, etc.) helped me understand the course content.
 - iv) Exams and other assessments (essays, projects, etc.) were a fair measure of course learning outcomes.
- c) Student comments do not show systematic red flags across multiple quarters.
- d) Issues raised repeatedly in student comments should show improvement over time and/or evidence of faculty efforts to remediate.

All faculty are expected to engage with and mentor GPS students.

Research

GPS is a policy school with an inter-disciplinary faculty. Accordingly, we value publications in a variety of outlets and encourage our faculty to publish in journals which reach different scholarly and policy communities as well as the general public. For promotion standards, we categorize scholarly output into three Tiers:

1. Peer-reviewed journal articles and authored (not edited) books. These appear in UCSD biobib sections A.I. and A.III. Also note that, in some STEM fields, refereed conference proceedings that appear in biobib section A.IV. will be considered as “Tier 1” publications for our research standards.
2. Peer-reviewed chapters in edited book volumes, edited volumes or special issues, conference proceedings or similar outlets. These appear in UCSD biobib sections A.II-IV.
3. Publications that are not formally peer-reviewed, which include some commentaries in academic journals, contributions to scholarly books and journals that are not peer reviewed, and publications in general-interest or policy-oriented journals. These appear in UCSD biobib section B.

Publications in Tier 1 represent scholarly work that has undergone the most rigorous level of scrutiny. Work in Tier 2 may not be reviewed as rigorously as research articles in academic journals. Tier 3, in particular outlets with large or high-impact audiences, can demonstrate policy engagement and wider impact but generally do not carry equal weight to publications in the first and second tiers.

Tenure Standard for Promotion to Associate Professor

A successful candidate for promotion must demonstrate a record of sustained, high-quality scholarship that contributes to the advancement of knowledge, enhances the profile of the school, and supports the expectation of continued productivity and influence in the future, as demonstrated by a robust pipeline of working papers, book chapters and/or significant progress on a second book project. Impact outside of the candidate’s chosen field, particularly in the relevant policy community or in reaching wider public audiences, is considered a bonus but cannot substitute for scholarly output and influence at this stage.

Productivity, quality and impact will be evaluated based on internal evaluation, cumulative publication counts, the rigor and visibility of publication venues, evaluation by external reviewers, and multiple indicators of impact.

Volume alone is not sufficient for tenure. In all cases, a faculty member's body of work should show scholarly impact within the discipline and chosen field(s). By "impact" we mean citations to the work as measured by standard citation metrics such as Google scholar, recognition from experts in the relevant field(s) of study as demonstrated by evaluation letters, awards or other recognition from professional associations, inclusion in syllabi at other institutions, citation in major policy documents, testimony, and media and internal evaluation.

GPS is an interdisciplinary School, with faculty publishing following a variety of disciplinary modalities and engaging in cross-disciplinary teams or projects. Individual faculty members may publish outside their area of disciplinary training. As such, individual publications will be evaluated based on the disciplinary focus of the publication, not the disciplinary background of the faculty member.

Quantitative thresholds are guidelines around which to orient expectations. They should be viewed as neither necessary nor sufficient conditions for promotion. As a guideline, GPS expects research productivity of 1-2 publications per year. Outlets vary in their rigor and impact. To that end, we distinguish among four categories of Tier 1 publication outlets:

Category 1. Publication outlets widely and unambiguously recognized across all subfields in a discipline as carrying exceptional visibility and impact. Across the discipline, publication in these outlets is typically considered as equivalent to multiple publications in top field journals.

Category 2. Top general interest disciplinary journals and field journals recognized for exceptional impact and visibility.

Category 3. Top field journals and second-tier general interest disciplinary journals.

Category 4. Other peer-reviewed scholarly journals, as well as comments and letters in high profile scholarly journals such as *Science*, *Nature*, *Lancet*.

To be considered for tenure, GPS guidelines imply at least seven peer-reviewed publications, with at least four in Categories 1-3 and at least one in Category 1 or 2. Publications showing extraordinary scholarly quality, innovation, and impact may receive extra weight in consideration for promotion.

Full-length research books published in a top university press in the candidate's field will be counted as the equivalent of four article-length publications. For those pursuing this book route, we generally expect at least three additional peer-reviewed articles, with at least one in Category 1-3. Papers appearing in Category 1 outlets, peer-reviewed shorter monographs in a top-tier press (e.g., Cambridge "Element"), or peer-reviewed books published by second-rank or more specialized academic presses will count as the equivalent of 2 publications.

For faculty working in the STEM model, GPS expects research productivity of approximately 2 peer-reviewed publications (journal articles or refereed conference proceedings) per year. To be considered for tenure, we expect 10-20 publications, with this work appearing in top field or sub field journals and conference proceedings. Extra weight will be given to publication in high impact general science journals such as *Science* and *Nature*.

It is understood that faculty whose work blends the social science and STEM modalities will be evaluated using a blend of the above standards that reflects the distribution of the candidate's output.

Given the importance of intellectual impact within a faculty member's field(s) at the early stage of an academic career, publications in Tiers 2 and 3 are not counted for promotion to Associate Professor. It is understood that co-authorship is the norm within the core fields at GPS and scholars will be judged on the totality of their contributions.

Since many junior faculty arrive with little teaching experience, more weight may be placed on courses in the latter years of a faculty member's time as a junior professor, by which time excellence in the classroom can be more accurately evaluated.

Faculty are expected to engage and mentor GPS Masters students.

By the time of promotion to tenure, faculty should demonstrate evidence of impactful service to the school, and where feasible to the university, and the profession.

Standard for Promotion to Full Professor

Promotion to Full Professor involves a career review, and thus an assessment both of overall productivity and output since promotion to Associate Professor. As a general guideline for promotion to Full Professor, GPS expects cumulative research productivity two times that for promotion to Associate.

To be considered for promotion to Full Professor, GPS expects faculty working in the social sciences to have cumulative output of at least 14 article-length publications with at least 8 in Tier 1 publications that fall into Categories 1-3 and at least two in Category 1 or 2. Weights for books and Category 1 publications are as stated above.

For faculty publishing in the STEM model, guidelines for promotion to full professor requires productivity at least twice that expected for promotion to associate professor, or at least 20-25 peer reviewed articles, with this work appearing in top field or sub field journals and conference proceedings. Extra weight will be given to high impact general science journals such as *Science* and *Nature*.

In addition to this cumulative standard, we expect evidence of continued productivity that includes Tier 1 publications in Category 1-3 or a book at a major academic press during the review cycle that immediately precedes promotion through this barrier step.

Because scholars at this stage of career have generally established an intellectual reputation amongst a wide circle of intellectual peers, we now include publications from Tier 2 in our standards, but with the expectation that book chapters and conference proceedings comprise no more than one-quarter of the total article-length output expected for promotion at this stage. It is understood that co-authorship is the norm within the core fields at GPS and scholars will be judged on the totality of their contributions.

As a policy school, the running of major research centers that have a strong policy focus is an important enterprise for GPS. For the small subset of our faculty who run such centers, greater weight may be placed on publications from Tier 2 and Tier 3, so long as this work serves to raise the profile and effectiveness of the center and GPS more broadly, in global policy debates.

Published work should show scholarly impact within the discipline and chosen field(s) of the faculty member. By “impact” we mean citations of the work as measured by standard citation metrics such as Google scholar, recognition from experts in the relevant field(s) of study as demonstrated by promotion letters, research grants signifying significant scholarly achievements, awards or other recognition from professional associations, inclusion in syllabi at other institutions, and internal evaluation. GPS also places some weight at this stage on the wider impact of the candidate’s work. This impact would include participation in high-level policy debates, coverage of a scholar’s work by major media outlets, significant testimony to major government panels or commissions, or high-level engagement with other prominent institutions in the policy-making world such as the multilateral financial institutions or business councils.

Nonetheless, a successful candidate for promotion must demonstrate a record of sustained, high-quality scholarship that contributes to the advancement of knowledge, enhances the profile of the school, and supports the expectation of continued productivity and influence in the future as evidenced by a robust pipeline of working papers or significant progress on a second book project. At this stage, the faculty member should be recognized nationally as a leading scholar in the chosen field(s) of study.

Faculty are expected to mentor Masters and PhD students, including serving on PhD committees and providing independent study opportunities.

Faculty should demonstrate evidence of consistent and impactful service to the School, the University, and the Scholarly Profession. Service at the campus and/or UC system level is expected, commensurate with time in residence at UCSD.

Standard for Advancement to Step 6

Advancement to Step 6 involves a career review, and thus an assessment both of overall productivity and output since promotion to full Professor as well as during the review cycle that immediately precedes promotion through this barrier step. Mere length of service and steady progression through Steps 1-5 of the Full Professor series does not guarantee promotion to Step 6. A successful candidate for promotion must demonstrate a record of sustained, high-quality scholarship that contributes to the advancement of knowledge, enhances the profile of the school on the national and international level, and supports the expectation of continued productivity and influence in the future as evidenced by a robust pipeline of working papers or significant progress on a new book project. At this stage, the faculty member should be recognized internationally as a leading scholar in the chosen field(s) of study.

In general, the guidelines for Step 6 are four times the standard for promotion to Associate Professor.

To be considered for promotion to Step 6, faculty publishing in the social sciences, should have at least 28 publications with 16 in Tier 1 Category 1-3 and at least four in Category 1 or 2. The weighting of books and Category 1 publications is as stated above.

In addition to this cumulative standard, we expect evidence of continued productivity that includes Tier 1 publications in Category 1-3 or a book at a major academic press during the review cycle that immediately precedes promotion through this barrier step.

For faculty publishing in the STEM model, consideration for promotion to Step 6 requires productivity at least three times those for promotion to associate professor, or a total output of at least 36 peer

reviewed articles, with this work appearing in top field or sub field journals and conference proceedings. Extra weight will be given to high impact general science journals such as *Science* and *Nature*.

It is understood that co-authorship is the norm within the core fields at GPS and scholars will be judged on the totality of their contributions.

Because scholars at this advanced stage of their career are actively engaged in public dialogues and policy debates, we now place greater weight on publications from Tier 3 in our standard. Our expectation, is that book chapters and policy or scholarly non-peer reviewed publications should account for no more than one-third of the total article-length output expected for promotion at this stage.

As a policy school, the running of major research centers that have a strong policy focus is an important enterprise for GPS. For the small subset of our faculty who run such centers, greater weight may be placed on publications from Tiers 2 and 3, as long as this work serves to raise the profile and effectiveness of the center, and GPS more broadly, in global policy debates.

Published work should show scholarly impact within the discipline and chosen field(s) of the faculty member. By “impact” we mean citations of the work as measured by standard citation metrics such as Google scholar, recognition from experts in the relevant field(s) of study as demonstrated by promotion letters, research grants signifying significant scholarly achievements, and awards or other recognition from professional associations, inclusion in syllabi at other institutions, and internal evaluation. GPS also places greater weight at this stage on the wider impact of the candidate’s work. This impact would include participation in high-level policy debates, coverage of a scholar’s work by major media outlets, significant testimony to major government panels or commissions, or high-level engagement with other prominent institutions in the policy-making world such as the multilateral financial institutions or business councils.

Faculty are expected to mentor master and PhD students, including serving on PhD committees and providing independent study opportunities.

Faculty should demonstrate evidence of consistent, substantial, and impactful service to the School, the University, and the Scholarly Profession, including evidence of service to the University and/or UC system that supports the ongoing and broad success of the institution beyond the faculty member's research interests.

Standard for Promotion to Above Scale

The university reserves Above Scale to scholars of the highest distinction and confers the honorary title of Distinguished Professor. Mere length of service and steady progression through Steps 6-9 of the full Professor series does not guarantee either nomination or promotion to above scale. Accordingly, it is expected that at most only a minority of full professors will be nominated or promoted to this rank. A successful candidate for promotion must demonstrate a record of sustained, high-quality scholarship that contributes to the advancement of knowledge, enhances the profile of the school on the national and international level, and supports the expectation of continued productivity and influence in the future. At this stage, the faculty member should be recognized internationally as a leading scholar in their area(s) of expertise who has made ground-breaking contributions to knowledge in the field, and

has provided exemplary service. Faculty should demonstrate evidence of consistent, substantial, and impactful service to the School, the University, and the Scholarly Profession, with evidence of sustained leadership or institution-building in at least one area. We expect service to the University and/or UC system that supports the ongoing and broad success of the institution beyond the faculty member's research interests.

Review Process for Joint Appointments.

All faculty hired with joint appointments above a 0% in another unit enter UCSD with a Memorandum of Understanding between GPS and the sister unit that are mutually developed and cover what is believed to be a reasonable standard at the time of hiring. Given that joint hires have more uncertainty in terms of both research direction and the interactions and inconsistencies between their responsibilities in each department, two members of the same committee that drew up the original MOU (one from each unit) will revise this document, in consultation with the joint faculty member, prior to the second year review and this will then serve as the written tenure standards for that individual. The spirit of standards for promotion to higher barrier steps will be similar to those stated above, in that guidelines for promotion to Full Professor imply twice the expected productivity for tenure; promotion to Step 6 implies four times the expectations for tenure, and promotion to Step 9 implies six times the expectations for tenure.

Merit Review Standards:

GPS expectations for merit advancement imply an annual publication rate of at least one Tier 1, 2, or 3 publication per year (review period length varies by rank.) For those writing a book manuscript, we expect demonstrable progress on that book in the form of additional draft chapters and accompanying article publications. Expectations for STEM faculty are two peer-reviewed articles or conference proceedings per year. Our merit review criteria are agnostic to publication outlets, with a preference for higher-tier outlets.

The implication of this more flexible merit review standard is that successful progression through a series of merit reviews does *not* guarantee promotion through a barrier step. Those promotions will be based on the cumulative standards laid out for each of those career reviews.

Accelerations:

Our criteria for consideration for a single step acceleration requires a minimum of twice the expected productivity for a given review cycle with at least half of that output as Tier 1 Categories 1-3 publications, and at least one publication in Category 1 or 2 as defined by our promotion standards. In some exceptional circumstances, such as a period of extraordinary service, an acceleration may be considered while falling a bit short of the minimum expected productivity. Cases considered for acceleration must also demonstrate continued excellence in teaching and service commensurate with rank.

TEACHING PROFESSOR SERIES

A candidate for appointment, reappointment, merit increase, or promotion in the teaching professor series should be evaluated on the following three criteria with teaching excellence being more highly weighted than the other two:

(1) Teaching excellence: The demonstration and maintenance of teaching excellence is the primary criterion for the series.

(2) Professional and/or scholarly achievement and activity, including creative activity. Professional and/or scholarly activities may be related to the underlying discipline itself or to pedagogy.

(3) University and public service.

The standard teaching load for GPS faculty in the Teaching Professor series is six courses per year of service, though the Dean may assign extra teaching credit for contributions to teaching that go beyond that of a normal course or for certain service obligations. GPS endeavors that each faculty member teach at least one core or track required course, though this is constrained by faculty expertise and curricular needs in any given year.

Tenure Standard for Promotion to Associate Teaching Professor (Lecturer with Security of Employment)

GPS standards for promotion to tenure require demonstrated excellence in teaching, as outlined above.

Since Assistant Teaching Professors may arrive with little teaching experience, more weight may be placed on courses in the latter years of a faculty member's time as a junior professor, by which time excellence in the classroom can be more accurately evaluated.

Advancement also requires professional and/or scholarly achievement. To be considered for promotion, a candidate should show evidence of substantial contributions in any of the following areas:

1. Publishing pedagogical methods style papers.
2. Publishing in their area of academic or policy expertise.
3. Developing new courses/programs and reforming undergraduate or graduate programs where substantial changes are implemented.
4. Disseminating new teaching techniques and best practices.
5. Developing new instructional materials, including digital resources, for teaching.
6. Organizing and presenting at conferences related to either research on pedagogy or research in their area of expertise.

While all areas above are recognized, at promotion to tenure, candidates should show engagement and mastery in their areas of expertise and contributions to scholarly, pedagogical or policy debates through publication (areas 1 and 2 above).

For faculty publishing social science projects, expected output for consideration for tenure is at least four publications, of which at least one should appear in Category 1-3 journals in the candidate's field, top education journals, or top disciplinary journals with a pedagogical focus. For teaching stream faculty, we will consider a peer reviewed book at a university press as meeting this expectation. The weighting for

Category 1 publications is as stated above. Publications showing extraordinary scholarly or pedagogical quality, innovation, and impact, as recognized by internal evaluation, citations, awards, and letters may receive extra weight in consideration for promotion.

Publications in Tiers 2 and 3 will be counted for promotion to Associate Teaching Professor, provided no more than one half of the expected output appears in Tier 2 and Tier 3 outlets. It is understood that co-authorship is the norm within the core fields at GPS and scholars will be judged on the totality of their contributions.

Standards for Promotion to Teaching Professor (Senior Lecturer with Security of Employment)

Promotion to Teaching Professor involves a career review, and thus an assessment both of overall performance and performance since promotion to Associate Teaching Professor. GPS standards for promotion to Teaching Professor require continued excellence in teaching under the same criteria as those spelled out above for promotion to tenure.

In addition to teaching excellence, promotion to Teaching Professor at GPS requires professional and/or scholarly achievement. A candidate can meet GPS criteria for normal advancement by continued substantial contribution in any of six areas above. Faculty are expected to continue to demonstrate engagement and mastery of their areas of expertise through scholarly or pedagogical research, contribution to policy debates (areas 1 and 2 above), or the creation of teaching tools or materials used by expert instructors beyond GPS.

Faculty can also satisfy the requirement for scholarly or professional achievement with evidence of pedagogical leadership within and beyond GPS. Major curricular innovation, pedagogical reform, or improvements in the student experience as well as creation of teaching tools or materials used by instructors elsewhere, as well as organizing or speaking at conferences on pedagogy.

As a general guideline for scholarly or pedagogical publication, cumulative output of at least 8 publications with at least two of these should in Tier 1 Category 1-3 journals, top education journals, or top disciplinary journals with a pedagogical focus is consistent with promotion to Teaching Professor. Weighting for scholarly or textbooks and Category 1 publications is as stated above.

Publications in Tiers 2 and 3 will be counted for promotion to Teaching Professor, provided no more than one half of the expected output appears in Tier 2 and Tier 3 outlets. It is understood that co-authorship is the norm within the core fields at GPS and scholars will be judged on the totality of their contributions.

Standard for Promotion to Distinguished Teaching Professor (Distinguished Sr. Lecturer with Security of Employment)

TBD

Standard for Promotion to Above Scale

TBD

Merit Review Standard:

GPS standards for promotion require teaching excellence and significant contributions in any of the six areas of professional and/or scholarly achievement above. If pursuing contributions in areas 1 and 2 above, expected productivity for merit advancement implies a publication rate of one Tier 1, 2, or 3 paper every two years (review period length varies by rank.) Our merit review criteria are agnostic to publication outlets, with a preference for those in category one.

The implication of this more flexible merit review standard is that successful progression through a series of merit reviews does not guarantee promotion through a barrier step. Those promotions will be based on the cumulative standards laid out for each of those career reviews.

Accelerations:

Consideration for accelerated merit requires substantial professional or scholarly achievement consistent with double the expected achievement for a standard review cycle. In terms of scholarly or pedagogical publications, one publication per year with at least one in Tier 1 Category 1-3 outlets in the review period is consistent with accelerated promotion. Accelerated promotion requires continued excellence in teaching and service.