DEPARTMENT OF POLITICAL SCIENCE
REVIEW EVALUATION STANDARDS
PROFESSOR/TEACHING PROFESSOR SERIES

PROFESSOR (LRF) SERIES

Step Advancement

Assistant (2-year review cycle)

From our untenured faculty members, the Department of Political Science expects an average of two to three peer-reviewed articles for satisfactory normal merit advancement case (one to two per year for the standard review period). In the transitional, shortened first review period, it is not uncommon to earn step advancement with only one publication. The quality and contribution of these publications is of critical importance in our assessments. We also expect a junior faculty member will establish a strong teaching record, and if they encounter any difficulties at the beginning of their teaching careers, show efforts to address these. Although four courses per year is the full load for our department, we regularly grant course release in some years before tenure. We do not expect extensive service to the department or university in these pre-tenure years.

Associate I-III (2-year review cycle)

From our Associate Professors I-III, the Department of Political Science expects an average of three peer-reviewed articles or chapters per review period for a satisfactory normal merit advancement case (one to two per year for the standard review period). The quality and contribution of these publications is of critical importance in our assessments. We expect tenured faculty will also maintain a strong teaching record, be engaged in graduate student advising and training, and provide meaningful University service.

Associate IV-V and Full I-VIII (3-year review cycle)

From our Associate Professors Steps IV-V and Full Professors Steps I-VIII, the Department of Political Science expects an average of four to five articles per review period for a satisfactory normal merit advancement case (one to two per year for the standard review period). The quality and contribution of these publications is of critical importance in our assessments. We expect that senior faculty members will also maintain a strong teaching record, be engaged in graduate student advising and training, and provide leadership and meaningful service to the University.

Full IX-AS (4-year review cycle)

From our Full Professors at Step IX and Above Scale, the Department of Political Science expects an average of six peer-reviewed articles or chapters per year for a satisfactory normal merit case (one to two per year for the standard review period). The quality and contribution of these publications is of critical importance in our assessments. We expect that senior faculty members will also maintain a strong teaching record, be engaged in graduate student advising and training, and provide leadership and meaningful service to the University.

All levels when applicable

Progress on major book projects, which typically extend over more than one review period, can be considered when evaluating research productivity.

Promotion

To Tenured Associate Professor

To meet the standard of tenure, our department expects faculty to complete a first major research project and make progress toward a second by the time they are considered for promotion to Associate

Professor. Strong publication venues, independence, thematic cohesion, and, most importantly, the quality of the work are what matters and what drives our deliberations. This record should be supported by positive evaluations from qualified and independent external reviewers.

Candidates for promotion to tenure in Political Science at UCSD typically have one of two types of research portfolios. Candidates for tenure who work in an article-based mode are expected have approximately 10-12 peer-reviewed articles or a combination of articles and peer-reviewed chapter equivalents, with at least one cluster of papers that form a distinct and identifiable contribution. Candidates who work in a monographic tradition are expected to have a book "in press" or published with a major university press and 4-6 articles or peer-reviewed chapter equivalents. By "in press," we mean the book has been fully accepted and has entered production by the time of review. We note that our discipline follows no uniform author ordering that conveys contribution; instead, candidates should explain their contribution to each publication. The department normally considers meeting these quantitative goals sufficient to satisfy the academic excellence requirement of a strong promotion case, contingent on supportive external reviews and the placement of about half of the publications in top-tier discipline-wide or field-specific venues. They are, however, not necessary: fewer publications that are particularly influential or well-reviewed can also satisfy that requirement.

We also expect that an assistant professor will work to establish a strong teaching record, evaluated holistically, and if they encounter any difficulties at the beginning of their teaching careers, they show efforts to address these. Although four courses per year is the norm for our department, we frequently grant course release in some years before tenure. We do not expect extensive service to the department or university in these pre-tenure years.

To Full Professor

From our Associate Professors, the Department of Political Science expects an average of one to two peer-reviewed articles or chapters per year for a strong normal advancement case, for a total of 10-12 at rank. Beyond this, a completed major project (either a book or coherent collection of articles) must be included in this total for promotion. The quality and contribution of these publications is of critical importance in our assessments. We expect that senior faculty members will also maintain a strong teaching record, be engaged in graduate student advising and training, and provide meaningful University service.

To Full Professor Step VI

From our Full Professors, the Department of Political Science expects an average of one to two peer-reviewed articles or chapters per year for step advancement. Since this is also a career advancement to Step VI, the department expects that the work since promotion to Full Professor contain a major contribution to knowledge (a book or coherent series of articles) and national or international recognition for distinction in scholarly achievements. In addition, policy products based on original research of high quality and impact are also considered in our evaluation of the research contribution. The quality and contribution of this research is of critical importance in our assessments, particularly at this level. We expect that senior faculty members will also maintain a strong teaching record, be engaged in graduate student advising and training, and provide meaningful service to the University.

TEACHING PROFESSOR [L(P)SOE]

Faculty in this series play a critical role in the mission of our department, contributing through – first and foremost – teaching excellence as well as through professional and scholarly achievement and through university, disciplinary, and public service. The teaching load for members of our department in this series is six courses, with at least five of these at the undergraduate level, though course releases may be provided to compensate for significant service appointments. APM 285 specifies the policies governing the Lecturer with Security of Employment Series (or "Teaching Professor") and APM 210-3 defines how to evaluate and appraise the achievement of faculty in it.

This document provides further guidance about how these university standards can be applied in our department. It should not be construed as the specification of a minimum set of activities in which a Teaching Professor should be involved. Rather, it is a list of examples of a broad array of Teaching Professor activities in which a candidate may be engaged in any given review cycle. It lays out a non-exhaustive list of the activities that can contribute to teaching, professional activity, and service criteria for the series, as well as guidelines for promotion and the sorts of exceptional activities deserving of an acceleration or bonus off-scale.

1. Teaching Excellence

This is the primary criterion by which Teaching Professors are evaluated. APM 210.3.d.(1) specifies: "Clearly demonstrated evidence of excellent teaching is an essential criterion for appointment, advancement, or promotion. Faculty in the Lecturer with Security of Employment series are expected to maintain a continuous and current command of their disciplinary subjects. They should, among other things, demonstrate the ability to foster an inclusive, stimulating, and effective learning environment." Evidence of exceptional teaching includes, but is not limited to:

a. Holistic teaching evaluations that indicate excellence in pedagogy, inclusive teaching that promotes the success of all students, and a thoughtfulness on the part of the candidate of their own teaching effectiveness. While this evaluation may draw upon student evaluations, showing that students' perceptions of the course reveal no significant issues, we recognize the biases in student evaluations and encourage a holistic approach to evaluating teaching, further detailed here.
b. Evidence of successful student mentoring, particularly (but not exclusively) at the undergraduate level, including but not limited to: supervision of undergraduate researchers, honors thesis projects, independent study work, and general mentorship activities
c. Seeking out and sharing pedagogical and curricular expertise, within the department and beyond
d. Mentorship of graduate and undergraduate instructional assistants
e. Teaching awards and other forms of recognition of exemplary pedagogy
f. Contribution to the development and adoption of effective evidence-based pedagogical strategies
g. Incorporation and promotion of significant curricular revisions informed by current pedagogical knowledge
h. Application and advocacy for effective teaching techniques

2. Professional and/or Scholarly Achievement and Activity

APM 210.3.d.(2) specifies: "Clearly demonstrated evidence of professional and/or scholarly achievement and activity, including creative activity, is one of the criteria for appointment or advancement. Professional and/or scholarly activities may be related to the underlying discipline itself or to the pedagogy. Such activities should provide evidence of achievement, leadership, and/or influence on the campus or beyond." Professional and/or scholarly achievements and activities are generally understood to be outward-facing, extending beyond the department and university. Evidence of such achievements and activities includes, but is not limited to:

a. Design and implementation of innovative pedagogical strategies and techniques
b. Implementation of new technology in the service of education and pedagogy
c. Curriculum design, assessment, and evaluation, new course development, or integration across courses
d. Redesigning courses or curricula to enhance diversity, equity, and inclusion or assisting other faculty in redesigning their courses or enhancing diversity in their courses
e. Teaching-focused publications in peer-reviewed journals, books, or conference proceedings
f. Research-focused publications in peer-reviewed journals, books, or conference proceedings
g. Conference, workshop, and colloquium presentations
h. Development and dissemination of instructional tools or materials
i. Courses taught and presented outside of the department for other professionals in the field (e.g. at APSA Annual Meeting, the APSA Teaching and Learning Conference, or meetings of other disciplinary associations)
j. participation in intensive programs of study in order to be a more effective teacher and scholar, with the goal of enhancing one's teaching and scholarly responsibilities and/or participation in scholarly activities such as summer seminars designed to enhance scholarly expertise in relevant fields

3. University and Public Service

APM 210.3.d.(1) specifies: "A review committee should evaluate the quantity and quality of service to the department, the campus, the University, and the public (whether to the local community, state, or nation). Service that is directly related to the candidate's professional expertise and achievement is of special relevance but so too is service in areas beyond those special capacities when the work done is of sufficiently high quality." We expect Teaching Professors to be engaged in university and public service, commensurate with rank, much as with the ladder-rank series. We expect Assistant Teaching Professors' service to be primarily focused in the department, but to expand to the campus once they are promoted with tenure. As Full Teaching Professors, we expect service to the department, campus, and UC system as well as to the discipline, and to include leadership roles.

Examples of service to the department:
a. being a member or chair of a department committee
b. offering pedagogy workshops for faculty, lecturers, and instructional assistants
c. serving as the faculty advisor to instructional assistants

d. serving as a department representative for campus-wide events, such as Triton Day, Triton Transfer Day, convocation, or commencement

Examples of service to the campus:
a. serving on or chairing Academic Senate committees, workgroups for the Teaching + Learning Commons, the colleges, or review committees for departments or programs
b. performing peer or student observations of teaching inside and outside of the department
c. participating in campus workgroups focused on teaching and pedagogy
d. teaching courses/workshops or serving on panels through the Teaching + Learning Commons

Examples of system-wide service:
a. serving on or chairing system-wide Academic Senate committees
b. writing tenure and promotion letters for Teaching Professors on other campuses

Examples of service to the discipline:
a. serving on editorial boards
b. reviewing manuscripts and grant proposals
c. American Political Science Association Committee service
d. Serving on program committees for the APSA Annual Meeting, the APSA Teaching and Learning Conference, or meetings of other disciplinary associations
e. Serving as Panel Chair or Discussant at the APSA Annual Meeting, the APSA Teaching and Learning Conference, or meetings of other disciplinary associations

Contributions to Diversity, Equity, and Inclusion

Department evaluation of professors in this series also takes into consideration their key contributions to supporting diversity, equity and inclusion on campus and in the profession. This can include teaching, pedagogy, mentorship, professional activity, and university, professional, or community service.

Criteria for Bonus Off-Scale or Acceleration

Recognition beyond normal merit advancement requires extraordinary achievement in areas that directly advance the teaching mission of the university, with no weakness in professional activity or in service. Normal merit advancement requires evidence of exceptional teaching in the classroom. A bonus off-scale component or an accelerated advancement may be considered with sufficient additional evidence of exceptional achievement outside of the classroom in ways that advance our teaching mission, through a major teaching award, or through other exemplary contributions to pedagogy. Generally speaking, a bonus off-scale component would be warranted for one of these activities well above our standards, while an acceleration would be warranted for two or more of these, depending on if the review cycle is two, three, or four years.

Standards for Promotion

As with scholars in the ladder-rank series, expectation for reach of impact rise with rank. For Assistant Teaching Professors, impact can be aimed at the department, while Associate Teaching Professors are expected to make significant contributions to the university and Full Teaching Professors should make national contributions.

Promotion to Associate Teaching Professor

Promotion to Associate Teaching Professor and granting of tenure ('Security of Employment') follows our overall guidelines, with candidates being required to demonstrate excellence in teaching. In addition, although the expected levels of productivity and professional activity will reflect the teaching-first mission of an Assistant Teaching Professor, successful candidates should demonstrate professional development and show activity in at least one area of (2a-i) above. Finally, as active members of the department, candidates are expected to show service to the department, with particular weight given to service roles and activities in keeping with the pedagogical focus of the series.

Promotion to Full Teaching Professor

Promotion to Full Teaching Professor requires candidates not only to excel at the level described above for promotion to the Associate rank, but to surpass these expectations. Full Teaching Professors are, first and foremost, expected to demonstrate strong and sustained teaching excellence, showing evidence of exceptional teaching and, per APM 210.3, to demonstrate "distinction in the special competencies appropriate to teaching the particular subject." Candidates are also expected to show strong leadership in pedagogy, within the department as well as externally. This leadership should be reflected in candidates' professional activities as well, whether in conventional disciplinary research (well-communicated and used as an opportunity for strong student mentorship), in teaching-focused research shared broadly, or in pedagogical activity within a discipline (developing workshops, courses, or materials which are of broader use in the community, and working to actively share and promote excellent teaching where possible). Finally, this leadership will likely be reflected in candidates' department and university service as outlined in (3) above, which should be strong and commensurate with rank, and aid the department's mission to provide excellent education.