

PHILOSOPHY ADVANCEMENT STANDARDS ARTS & HUMANITIES 2023-24

Date: July 1, 2023

Dept Name: Philosophy

Standards for Advancement: AY 2023-24

Series: Traditional Faculty/Scholars

1. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM: RESEARCH)

I. REGULAR MERITS AND PROMOTIONS

A. Normal Merit Review

- With all the expected provisos (i.e., that article number, venue, and other proxies for quality are not quality: see **Criteria for Advancement** Section below), we expect 1–2 article-sized, peer-reviewed original publications containing significant research per year, or equivalent, where significance and equivalence are decided by the professional judgment of the faculty.
- We also give extra credit for especially substantial pieces or those appearing in especially distinguished venues.

B. Fourth Year Appraisal

- The bulk of a fourth-year appraisal hinges on the quality and state of the candidate's research, its development since joining the department, and on its promise and trajectory.
- In addition, we usually expect a published peer-reviewed article or two per year during the most recent review cycle (as above).

C. Assistant to Associate

- The Department has generally tenured professors working on the higher end of normal research production. That is, all else being equal and with all the above provisos, successful candidates should expect to publish 9–12 significant peer-reviewed articles, or their equivalent, by the end of their sixth year.
- Extra credit may be given for especially substantial works, as described in the Criteria for Advancement section of this document.

D. Associate to Full

- Completion of a second major phase of research beyond that for which the candidate earned tenure. Sometimes this culminates in a published monograph, but often it takes the form of a series of substantial peer-reviewed articles focused on one or more topics.

E. Professor Step 6

- The Department follows PPM 230-220 in requiring for advancement to step VI not only continuing excellence in scholarship, teaching, and service, but, additionally, national or international recognition of the candidate's research.

- Now that soliciting external letters for promotions to this rank has become optional, the Department makes decisions about whether to seek letters on a case-by-case basis, ordinarily seeking letters when these are needed to provide evidence of the candidate's national/international reputation.

F. Professor Above Scale

- Completion of an additional major phase of research, beyond that for which the candidate was promoted to Full Professor, and which may, again, take the form of either a published monograph or a series of substantial peer-reviewed articles on one or more topics.
- Per PPM 230-220, advancement to Above-scale requires excellence in all three areas of research, teaching, and service, and the demonstration of an international reputation, and is reserved for scholars and teachers of the highest distinction.
- Since advancement at this rank is considered a career review, the Department ordinarily solicits at least three external reviews (including some from international referees) in such cases.

G. 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, with files proposing 100% of the difference between the top two steps demonstrate exemplary performance in all areas.

II. ACCELERATIONS

- Accelerations within Assistant, Associate and Full Professor Scale
 - Accelerations across two merit steps require roughly double the amount of research output required for a single step.
 - Double accelerations are viewed as extraordinary, and require roughly triple the amount of research output required for a single step.
- Accelerations to or through promotions (to Associate or Full or Above Scale)
 - Accelerations across two merit steps require roughly double the amount of research output required for a single step with no problems in other areas. The required output for acceleration is the same regardless of whether the acceleration is within a rank (e.g., Associate Professor I to Associate Professor III) or through a career step (e.g., Full Professor 5 to Full Professor 7).
- Acceleration within Above Scale
 - A normal merit in Above Scale is considered 50% or 100% of the difference between the top two steps of the salary scale, with files proposing 100% of the difference between the top two steps demonstrate exemplary performance in all areas. Therefore, 200% represents double the research output of a normal merit, together with excellence in teaching and service. 200% is reserved for scholars and teachers of the highest distinction (PPM 230-220).

III. Bonus Off Scale

In line with the School of Arts & Humanities Practice, a Bonus Off Scale (BOS) will be considered for these categories:

- 1) a faculty member has combined nearly double the amount of research with a full teaching and service load in which they perform well.
- 2) a faculty member has won a research, teaching, or service prize from the campus, the UC system or a major national or international organization.
- 3) 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.
- 4) a faculty member has successfully completed a term of service as department chair.
- 5) 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.
- 6) 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).
- 7) a faculty member does not have the research for a normal merit but teaching and service are excellent – No change with BOS.
- 8) a faculty member provided extraordinary contributions to EDI in service, teaching, and/or research.

2. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM: TEACHING

- Four courses each year, except in cases of approved service and/or research course relief and/or sabbaticals or other leaves of absence
- Demonstrated evidence of good teaching based on departmental indices that may include:
 - documentation of syllabus preparation and revision
 - narrative description of instructional choices
 - student evaluations, letters collected from students
 - additional teaching evaluations provided, such as those from colleagues
- Additional weight may be given in demonstrated instances of exceptional teaching such as:
 - Excellent teaching of very large numbers of students and/or at multiple levels, from large lecture courses to graduate seminars
 - willingness to teach needed departmental offerings, and/or to take on courses that stretch beyond areas of expertise
 - teaching innovation, such as new course or curriculum development or significant existing course or curricular innovations; new educational platform development; and/or initiatives that advance new curricular experimentation with alternative forms of teaching
 - teaching beyond the regular load

3. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM: SERVICE

- Good citizenship in meeting departmental, university, and professional responsibilities is expected at all ranks.
- Service duties for faculty members grow - in amount and scope - as they progress in rank and step.
- Service takes a wide variety of forms
 - Department service includes leadership positions (Chair, Vice Chair, Director of Undergraduate Studies, Director of Graduate Studies) and also service on graduate admissions committees, on *ad hoc* committees, hiring committees, and more.
 - University service includes, but is not limited to campus Senate Committees; it can also include participation in UC system-wide committees, campus search committees, administrative committees, directorships, faculty mentorship programs, college leadership, campus lectureship organizing, university outreach, and more.
 - Professional service includes leadership positions in professional organizations, conference program committee participation, outreach related to professional areas, and more.
- Participation in service at a level appropriate to rank:
 - Assistant: service is light (e.g., organizing department colloquium, peer article reviewing, ad hoc department committee participation); no Senate Committee service is expected at this rank.
 - Associate and Full: active involvement in departmental and campus governance
 - We expect willingness to serve at each level in each review period, but we recognize that there is not always availability of positions; thus, we expect service at each level some time during the faculty member's time at a given rank, and substantial service of some kinds in each review period. For example, a faculty member serving in a substantial leadership position in the profession and in the department might not have service at the campus level in a given review period and still excel on the dimension of service. To be promoted on the basis of a career review, that faculty member would be required to demonstrate service at all levels while at the previous rank.
 - Professor Step VI through Above Scale: significant campus-wide service outside of the department and School in addition to continued departmental service
- Additional weight may be given for service above rank successfully performed, significant leadership, and for service to the profession in addition to campus service.

4. NARRATIVE PRESENTATION OF STANDARDS FOR ADVANCEMENT

Philosophy is a broad discipline that spans a wide range of problems and questions. Philosophical questions encompass theoretical matters such as the nature of thought, consciousness, free will, logic, mathematics, morality, and good government. Many topics will intersect with foundational questions in the sciences, e.g., the nature of selection in biology, the nature of measurement in physics. Philosophy also draws heavily on its own history, so the history of philosophy is also a major topic, both in its own right and as a source of insight into contemporary problems. Applied philosophy brings the analytic tools, approaches, and conceptual frameworks used across the fields of philosophy to bear directly on matters of practical concern. Argument, analysis, and a wide command of the intellectual landscape are at the core of philosophy's practice.

Two points about the field may be useful to bear in mind:

- *Cohesive discipline.* Despite philosophy's great breadth, it is a surprisingly cohesive discipline in the US. Specialization happens comparatively late in graduate school. That fact plus a culture of maintaining competence across areas means that we share roughly the same training, metrics of success, and more. Ethicists and logicians, for instance, work on very different topics, but they will tend to agree on the major journals, what results are important, and much more.
- *Well-defined market.* We operate in a clearly demarcated competitive market. For better or worse, our ability to recruit and retain faculty and the best graduate students requires that we maintain our focus on rankings of research departments. The most widely accepted ranking is the Philosophical Gourmet Report. .Most recently (2021), UCSD ranked 19 overall nationally, but in some specialty subfields (e.g., in philosophy of science, philosophy of physics, philosophy of cognitive science, philosophy of action, Early Modern History, and Kant) ranked in the top 10 in the English-speaking world, and in many others (e.g., ethics and political philosophy) the top 20. In the latest NRC ranking (2010), we received an S-rank high of 9 and low of 21 overall.

Criteria for advancement

Following UC San Diego APM 210 guidelines, we evaluate (1) teaching, (2) research and other creative work, (3) professional activity, and (4) university and public service. Rather than rehearse abstract virtues listed in the guidelines, we feel this document will be more helpful if it points to field-specific ways of understanding merit.

We take (3) and (4) very seriously in our appraisals, but we are no different from most departments in these respects. We try to protect junior professors from exceedingly onerous administrative tasks, we expect senior professors to take on more service and have greater visibility, and we reward especially creative or industrious contributions to the department, campus, profession, and diversity.

We expect (1), teaching, to be excellent at all levels. Here are two points worth bearing in mind.

- *No prior experience.* One thing that sets teaching philosophy apart from most disciplines is that students won't have had a philosophy class in high school and so will come to their first course (which at UC San Diego could be at any level) either with no expectations or mistaken ones. They might find it challenging in ways that they could not have anticipated, and this makes the job of a teacher all the more complex.
- *Writing intensive.* Like some other humanities and social science classes, but by no means all, nearly all of our classes require substantial writing, which, again, many students might find challenging, especially if they are coming from non-writing intensive majors.

Finally, on research we can make a number of important observations:

- *Advancement and promotion.* In advancements and promotions all faculty at the same rank or above read the candidate's work, discuss it carefully and critically in a department meeting, and vote. This process is the basis of our evaluation. The Department, more so than many others, uses the advancement or promotion as a time to make a professional judgment about the significance of a professor's work.
- *Books.* Unlike in some other areas of humanities, there is no norm about books in the field. Books are prized but not expected. Many distinguished leaders in the field (including Distinguished Professors in the University of California system) have never published a single book. However, since they can provide

an opportunity for a significant new theory, they can be important both intellectually and in terms of impact.

- *Articles.* Acceptance rates in the top general journals are as low as 3%–4%. Some specialty journals are viewed as close to their equal. Getting a paper published in one of these journals is typically viewed as a serious mark of distinction. Obviously quality and venue can vary independently, so ultimately significance is decided in the faculty discussion of the work — even in cases of a prominent publication. Evaluating the importance of journal articles is a complex process that involves publication venue, peer review, and impact.
- *Citations.* Unlike in many other fields, citation metrics are generally not used as a proxy for quality in philosophy.
- *Chapters in collections.* Pieces in collections can vary tremendously in their prestige, from a thinly refereed conference proceedings of an obscure workshop to a major chapter in a prestigious collection printed by a top publisher. Chapters in books can be longer than journal articles, allow the possibility of greater and more original expression. Importantly, book chapters can be as or even more important than journal articles, and even than those in the very best journals. Book chapters are not typically just a summary of research found in one’s articles, as they can be in some fields; rather, they may be a major vehicle of original and significant research in philosophy. Naturally, some invitations are also a sign of external prestige and impact. To be invited to write the entry on “free will” in one of the Oxford Handbook series is a mark of great standing in the field. For natural reasons, senior philosophers tend to have more of these than junior philosophers.
- *Interdisciplinary.* Philosophy can be massively interdisciplinary. Philosophy of mind may overlap with cognitive science, history of philosophy with history, philosophy of law with jurisprudence, philosophy of physics with physics, and so on. Two points are worth bearing in mind on this topic. 1. Often these interdisciplinary fields are coherent and to some extent autonomous intellectual areas. 2. We count publications in these fields the same way we would those in philosophy. If significant, a paper in history, science, or jurisprudence (etc.) might count as much as a paper in a philosophy journal.
- *Coauthoring.* Formerly rare in philosophy, it is now increasingly common. Again, two comments are in order. 1. Almost always there is some significant contribution from a mentioned author. Because there are rarely materials or labs involved in philosophical research, opportunities for incidental attachment to a paper are few and far between. 2. No convention on ordering of names yet exists. Often a footnote states the relative contributions; if not, letters in the file will address this matter.