

all faculty opted for the new criteria.

Philosophy criteria for advancement for Teaching Professors hired on or after 2019 and to all Teaching Professors as of 2023*

30 August 2019

The standards described here apply immediately to Teaching Professors hired on or after 1 July 2019, and, effective as of 1 July 2023, to Teaching Professors hired before 1 July 2019.¹ Standards applying to Teaching Professors hired before 1 July 2019 and applicable to them until 30 June 2023 are described in the document entitled “Philosophy criteria for advancement for Teaching Professors hired before 2019, effective 2019–2023.”

Following guidelines in UC San Diego APM 285/PPM 230-285, we evaluate faculty in the Teaching Professor series with respect to these three categories:

- Teaching excellence.
- Professional and/or scholarly achievement and activity.
- University and public service.

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.

Teaching excellence

We expect excellent teaching from faculty in the series, at all applicable levels. We expect that these faculty will produce strong evidence of excellent teaching, which may take the form of excellent teaching evaluations, on CAPEs and/or departmental forms, possibly supplemented with evidence from pedagogical reviews undertaken by colleagues or other measures. (Of course, 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 (possibly also as a contribution to diversity).

*This document is a supplement to the Philosophy Department’s description of its criteria for normal merits in the ladder rank faculty series, which includes a discussion of field-specific considerations on the understanding of research and teaching criteria.

¹Per the recommendations of the UCSD Academic Senate Task Force on Faculty Reward System II, here we use the ‘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

Sr. Lecturer with Security of Employment = Teaching Professor

Distinguished Sr. Lecturer with Security of Employment = Distinguished Teaching Professor

Professional achievement and activity

Faculty in the Teaching Professor series will exhibit significant professional accomplishment and activity. This should include demonstrated progress in the development or use of new pedagogical techniques, participation in national and international pedagogy or philosophy conferences, and publications in leading pedagogy or philosophy journals, anthologies, and other venues.

While engagement in professional activities is not expected of those at the Assistant Teaching Professor rank to the same extent as those in more senior positions, achievement in this area is expected to grow over time. At the time of promotion review, it is expected that Assistant Teaching Professors will be actively engaged in professional activities.

With all the expected provisos (i.e., that article number, venue, and other proxies for quality cannot be used as a mechanical substitute for evaluations of research quality) we expect roughly .5–1 article-sized original publication containing significant pedagogical and/or philosophical research per year, or equivalent, where the significance and equivalence is decided by the professional judgment of the faculty. We also give extra credit for especially substantial works.

University and public service

We expect candidates in the Teaching Professor series to contribute to university and public service, preferably in ways directly related to their professional expertise and achievement.

While service is required at all levels, the Department tries to protect Assistant Teaching Professors from especially onerous administrative tasks at the departmental and campus levels. (Assistant Teaching Professors ordinarily do not chair thesis committees, and require a waiver from Graduate Division to do so; Assistant Teaching Professors are also currently not permitted to serve on CAP.) At 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 reward especially creative or industrious contributions to the department, campus, profession, and diversity.

Normal merit, acceleration, promotions

With these points in mind, we can state our understanding of the accomplishments necessary for a normal merit (at any level), acceleration, and major promotions in rank in the Teaching Professor series.

Normal merit: Consistently excellent teaching, with no serious problems in the areas of professional activity or service, is necessary for advancement in the series.

Acceleration: Accelerations across two merit steps require distinguished contributions to teaching above and beyond the normal excellent teaching required for a normal merit, with no weaknesses in the areas of professional activity or service. 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 the Summer Program for Women in Philosophy, pedagogical mentoring of graduate students, or the development or implementation of new pedagogical tools.

Security of employment: Security of employment requires a consistent record of successful teaching over the candidate's career, and efforts to enhance course offerings, pedagogical methods and student access/success within the Department.

Teaching Professor: For promotion to Teaching Professor the Department expects contributions to the Department's teaching mission that go substantially beyond those for which the candidate earned security of employment.

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 three areas.

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.

Above-scale: Per PPM 230–285, advancement to Above-scale requires excellence in all three areas of teaching, professional achievement, 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 five external reviews (including some from international referees) in such cases.