

Education Studies Department Benchmarks for Merit and Advancement - LP/SOE

Overview: This document aims to summarize the standards for scholarly/creative productivity that the Department of Education Studies applies in evaluating academic personnel actions. In general, the expectations for productivity varies with series (Ladder Rank Research or Teaching [LP/SOE] Professor), rank and type of file (merit, promotion, acceleration).

Expectations for Accelerations (all ranks/steps): Generally speaking, in compliance with campuswide standards, the Department of Education Studies expects excellence in all three areas, with research productivity doubled for that review cycle. However, following PPM 230-220-88-1(b)'s clarification that departments should not use "simple numerical tabulation" as a measure for such reviews — and especially in an interdisciplinary field like ours — we will consider "research output" to include a variety of scholarly/artistic activities (conference talks, successful grants, completed fieldwork, et al.) to indicate when acceleration may be appropriate.

Expectations for Teaching Professor [L(P)SOE] Series

University and Campus Policy:

- APM 285: <https://www.ucop.edu/academic-personnel-programs/files/apm/apm-285.pdf> (effective 10/01/18)
 - Teaching excellence: The demonstration and maintenance of teaching excellence is the primary criterion for the series.
 - Professional and/or scholarly achievement and activity, including creative activity.
 - University and public service
- APM 210-3: <https://www.ucop.edu/academic-personnel-programs/files/apm/apm-210.pdf>
 - This policy defines how to evaluate and document the revised criteria that are reviewed for this series.

Department Standards

Within the L(P)SOE series, Candidates evaluation is strongly centered on contributions in Teaching Excellence and Innovation, and considers scholarly and creative production as they serve to support this. Service in the department, at the university level, and beyond are also important factors and are particularly relevant as they relate to educational practices. (note: UCSD's office of Academic Affairs provides this [FAQ](#) with general information on the LPSOE series.)

Prior to Achieving Security of Employment (LPSOE)

Teaching Excellence

- Education Studies' teaching load for teaching faculty is 6 courses annually. Fewer than 6 courses should be recommended by the EDS Design Team (executive leadership) and approved by the Chair.
- Contributions to teaching include classroom practice, development of original course syllabi, and/or innovation in assessment and revision of the department-wide curriculum and pedagogical practices.

- Excellence in teaching courses is critical, as well as advising and mentorship beyond the classroom. Candidates should document their non-classroom teaching including advising and thesis committee membership beyond the department.

Professional and/or Scholarly Achievement and Activity, Including Creative Activity (effective 10/1/18)

- Our department expectation is for teaching faculty to remain current in their profession and pedagogy.
- Scholarly achievement includes published research, publications on educational techniques, or conference abstracts. Inclusion of indicators of measures of impact are important for assessing achievements (e.g. significance of publishing venue, peer review or equivalents, etc.)
- Professional service activities include review for journals/grants, advisory boards, study sections; consulting, participating in professional meetings, playing a role in developing and implementing community-based learning and research initiatives.
- Creative activities count as relevant professional and/or scholarly activities as appropriate. Broadly defined, non-exclusive examples may include development of or contributions like: original materials to improve learning outcomes, evidence-based design and evaluation of educational curricula and pedagogy, administration and evaluation of an educational curricula or pedagogy, administration and evaluation of a teaching program or learning center, or development and evaluation of community outreach or community-oriented programs.

University and Public Service

- Service can be at the department, campus, professional/discipline level. Limited service (but at least some) is required for LPSOE (assistant) teaching professors in general (unless they request to serve on a committee).
- Faculty at all ranks are expected to engage in service to their discipline (e.g., reviewing, organizing events, etc.), with level of contribution increasing with seniority. This may also include collaborations and partnerships with schools in local communities, nationally and/or internationally.

Contributions to Diversity

- Department evaluation of candidates takes into consideration their key contributions to supporting diversity, equity and inclusion on campus and in the profession. This can include research/creative practice, university service, teaching/pedagogy, mentorship, or contributions to the field.

After Achieving Security of Employment (LSOE)

Teaching Excellence

- Education Studies' teaching load for teaching faculty is 6 courses annually. Fewer than 6 courses should be recommended by the EDS Design Team (executive leadership) and approved by the Chair.
- Contributions to teaching include classroom practice, development of original course syllabi, and/or leadership in assessment and revision of the department-wide curriculum and pedagogical practices.
- Excellence in teaching courses is critical, as well as advising and mentorship beyond the classroom. Candidates should document their non-classroom teaching including advising and thesis committee membership beyond the department.

Professional and/or Scholarly Achievement and Activity, Including Creative Activity (effective 10/1/18)

- Our department expectation is for teaching faculty to remain current in their profession and pedagogy.
- Scholarly achievement includes published research, publications on educational techniques, or conference abstracts. Inclusion of indicators of measures of impact are important for assessing achievements (e.g., significance of publishing venue, peer review or equivalents, etc.).
- Professional service activities include review for journals/grants, advisory boards, study sections; consulting, participating in professional meetings, playing a role in developing and implementing community-based learning and research initiatives.
- Creative activities count as relevant professional and/or scholarly activities as appropriate. Broadly defined, non-exclusive examples may include development of or contributions like original materials to improve learning outcomes, evidence-based design and evaluation of educational curricula and pedagogy, administration and evaluation of an educational curricula or pedagogy, administration and evaluation of a teaching program or learning center, or development and evaluation of community outreach or community-oriented programs.

University and Public Service

- Service can be at the department, campus, professional/discipline level. As teaching professors are promoted, service expectations rise. LSOE (associate) teaching professors are expected to engage in significant department service.
- Senior LSOE (full) teaching professors are expected to additionally engage in campus service, and Distinguished LSOE teaching professors are expected to engage in significant campus, public, and systemwide service. Faculty at all ranks are expected to engage in service to their discipline (e.g., reviewing, organizing events, etc.), with level of contribution increasing with seniority. This may also include collaborations and partnerships with schools in local communities, nationally and/or internationally.

Contributions to Diversity

- Department evaluation of candidates takes into consideration their key contributions to supporting diversity, equity and inclusion on campus and in the profession. This can include research/creative practice, university service, teaching/pedagogy, mentorship, or contributions to the field.

Note: EDS expresses its appreciation to the UCSD Department of Communication for sharing its academic personnel (AP) standards which served as the foundation for this document.