

Psychology Standards for Academic Review

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Professor

University and Campus Policy

[APM 210](#), [APM 220](#) & [PPM 230-220](#)

Department Standards

(last filed w/ academic senate in 2006, reviewed by faculty 2/14/17)

Research

Our department expectation for normative advancement is one or two major publications per year, where a major publication is a first- (or sole-), or senior-authored paper with a mentee lead author, although the quality of the individual publications should always be taken into account. Thus, in a three-year review period, we expect 3-6 major publications.

Teaching

Psychology's teaching load for faculty is four courses. Generally, faculty teach one graduate seminar or proseminar, one small undergrad course (eg. 50 students), and one large undergraduate course (over 200 enrolled). One additional course is credited to faculty for a combination of their research lab weekly meetings, graduate reading group meetings, participation in team-taught courses, honors seminar teaching, supervision of undergraduate senior honors students (194s), supervision of independent research students (199s), and other miscellaneous teaching activities (advising doctoral and masters students; mentoring postdoctoral researchers; supervising teaching assistants).

During their first year, faculty are released from teaching either the small undergraduate course or the graduate seminar.

Service

Service can be at the department, campus, professional/discipline level. No service is required from first year faculty. Very limited service is required for Assistant Professors in general (unless they request to serve on a committee). As faculty are promoted, service expectations rise. Associate-rank faculty are expected to engage in significant department service. Full Professor Step I-V are expected to additionally engage in campus service, and Full Professor at Step VI and beyond are expected to engage in significant campus service. Note that the PPM requires that advancement Above Scale be justified (in part) on the basis of "excellent" service. Faculty at all ranks are expected to engage in service to their discipline (e.g., reviewing journal articles, grants, organizing workshops and conferences, etc.), with level of contribution increasing with seniority.

Acceleration consideration (Fall 2016)

The most typical profile for consideration for acceleration is double the expected level of research publications with strong teaching and service. In some cases, files with strong publication levels and extremely strong service and/or teaching will be considered for acceleration.

Promotion (added May 2018)

Appointees are expected to develop a sustained, productive, and independent research career that makes important contributions to the general area of experimental psychology.

Additional APM & PPM policy notes, please see "[Psychology ad hoc notes for promotion](#)"

Teaching Professor- L(P)SOE

University and Campus Policy

APM 285-10 (effective 10/1/18)

Criteria for appointment and promotion (explained further in APM 210-3)

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.
3. University and public service

APM 210-3 (effective 10/1/18)

This policy defines how to evaluate and document the 3 areas that are reviewed for this series.

Criteria for appt, promotion and appraisal. Committee will balance heavier commitments & responsibilities in one area against lighter commitments & responsibilities in another area. Reasonable flexibility does not entail relaxation of high standards

- Teaching excellence (*Criteria 1*)
- Research and other creative work (*Criteria 2*)
- Professional activity (*Criteria 2*)
- University and public service (*Criteria 3*)

PPM 230-285 (old UCSD policy, as of 7/1/19 does not apply to our teaching profs)

- Teaching of truly exceptional quality and so specialized in character that it cannot be done with equal effectiveness by ladder-rank faculty members or by strictly temporary appointees.
- Professional achievement and activity
- University and public service
- Educational leadership recognized beyond the campus and contributions to instruction-related activities

2014 CAP FAQs

Appointees in this series are not required to demonstrate excellence in research or creative activity, but must demonstrate excellence in the four APM/PPM areas related to education. Departments must be careful to document all four areas explicitly.

2014 Academic Affairs FAQs

This document has extensive examples of how the four areas can be documented for reviews.

Teaching Professor - L(P)SOE Department Standards (draft)

Teaching

Psychology's teaching load for teaching faculty is six undergraduate courses. During their first year, teaching professors are released from one class.

Professional Achievement and Activity

Our department expectation is for teaching faculty to remain current in their profession and pedagogy. Recognized achievement includes research publications, publications on educational techniques, or conference abstracts; professional service activities include review for journals/grants, advisory boards,

study sections; consulting, participating in professional meetings,...

University and Public Service

Service can be at the department, campus, professional/discipline level. No service is required from first year teaching professors. Limited service (but at least some) is required for LPSOE (assistant) teaching professors in general (unless they request to serve on a committee). 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.

Educational Leadership

Educational leadership may overlap with Professional Activity and Service. It can be documented in a variety of ways, including publication in journals dealing with pedagogy and involvement with national or statewide reports concerning teaching in the field. This category shows influence beyond the UCSD campus with contributions to instruction-related activities.

Acceleration Consideration

Promotion - link to campus promotion.

[Adjunct Professor](#)

University and campus policy

[PPM 230-280](#)

Teaching requires at least the equivalent of 1 course per year.

Adjunct Professor Department Standards

(Finalized: Reviewed by faculty 5/1/17)

Research

Our department expectation for normative advancement is one or two major publications per year, where a major publication is a first- (or sole-), or senior-authored paper with a mentee lead author, although the quality of the individual publications should always be taken into account. Thus, in a three-year review period, we expect 3-6 major publications. Candidates at different career stages may have this level of expectation adjusted (e.g., retired faculty whose contributions are tilted toward teaching and service).

Note: Unlike teaching and service, research contributions for the Psychology file can include work housed in any department.

Teaching

Adjunct Professors are expected to engage in some teaching within the Department of Psychology. Examples of teaching that meet department criteria for reappointment at an adjunct level include but are not limited to the following: Mentoring Psychology graduate students, thesis advisor for Psychology Honors students, mentoring Psychology undergraduates, or presenting lectures as part of a Psychology class.

Service

Adjunct Professors are expected to engage in some service within the Department of Psychology. Examples of service that meet department criteria for reappointment at an adjunct level include but are not limited to the following: Serving on Psychology dissertation committees, reviewing Psychology grants and/or Psychology journal articles, organizing Psychology conferences and workshops, speaking at Psychology colloquia and brown bags, consulting with Psychology department personnel on policies and activities, participation in Psychology committees, or attending Psychology lab meetings, brown bags, and journal clubs.

Project Scientist

University and Campus Policy

APM 311-4 & PPM 230-311

Project Scientist Department Standards

(needs to be reviewed by department AP committee)

Research

Psychology expects Project Scientists to make ongoing substantive contributions to research projects. These contributions can be documented by authorship on peer-reviewed contributions, including journal articles, book chapters, conference proceedings, or conference presentations.

Teaching and Service

Project Scientists do not have teaching and service responsibilities, although they may engage in University and public service.

Research Scientist

University and Campus Policy

APM 310- 4 & 10.c & PPM 230-310

- Independent research equivalent to that required for the Professor series.
- An Assistant Research Scientist is not required to participate in service activities. An Associate and Research Scientist are expected to engage in University and/or public service, such as service on research review boards, within the constraints of applicable funding sources.

2014 CAP FAQs

The appointee must be continuously and effectively engaged in independent, high quality research and creative activity. Unlike candidates in the Professor (Ladder-Rank) series, service contributions in this series can be University and/or professional service.

Research Scientist Department Standards

(draft)

Research

Our department expectation for normative advancement is one or two major publications per year, where a major publication is a first- (or sole-), or senior-authored paper with a mentee lead author, although the quality of the individual publications should always be taken into account. Thus, in a two-year review period, we expect 2-4 major publications.

Teaching

Research Scientists do not have teaching responsibilities.

Service

Contribution to the department, campus or to an appointee's discipline are expected for Associate or Full-rank Research Scientist. Teaching contributions are considered service unless the appointee

taught under a lecturer appointment.