

Standards for Advancement, Psychology

Relevant links

[APM-210](#) (review and appraisal)

[APM-220](#) (prof series)

[APM-285](#) (teaching prof series)

[PPM 230-285](#) (teaching prof series)

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Teaching Professor Series

University and Campus Policy

[APM 285](#), [APM 210-3](#), & [PPM 230-285](#)

Teaching Excellence

Psychology's expected teaching load for teaching faculty is six undergraduate courses. During their first year, teaching professors are released from one class. Teaching excellence is the primary criterion for advancement for faculty in the Teaching Professor series. Candidates should compile a teaching portfolio in accordance with UCSD's [Holistic Teaching Evaluation](#). As a normative expectation, teaching professors should demonstrate the following qualities of excellent teaching:

- Course learning objectives are appropriate and aligned with assignments and assessments
- Teaching strategies are appropriate and effective for achieving course outcomes
- Teaching demonstrates appropriate adaptability (e.g., regularly seeks and integrates course feedback; demonstrates growth and/or improvement as an educator as needed)
- Teaching creates a responsive and supportive learning environment for students
- Presentation of course materials reflects appropriate engagement with scientific evidence in psychology

Evidence demonstrating the achievement of teaching excellence according to the above or other criteria may include, but is not limited to:

- Teaching statement
- Syllabi and sample assignments
- Student Evaluations of Teaching (SETs)
- Teaching observation materials
- Sample student work with instructor feedback
- Evidence that teaching has evolved and improved
- Records of student mentorship including service on student committees
- Teaching awards

Professional and/or Scholarly Achievement and Activity

Professional and/or scholarly achievement and activity encompasses a broad spectrum of endeavors that demonstrate the faculty member's ongoing commitment to their discipline and its applications. These activities may include research engagement, pedagogical innovation and outreach, and/or clinical practice and professional development.

Research engagement activities pertain to those involving any psychological sub-discipline or pedagogy, including but not limited to:

- Advising and mentoring undergraduate or graduate students in research projects
- Authoring presentations at a professional conference

- Applying for and/or receiving research grants
- Publishing peer-reviewed scholarly articles
- Review for journals/grants, advisory boards, or study sections
- Participation in intensive programs of study to be a more effective scholar

Pedagogical innovation and outreach includes activities to improve pedagogy that go beyond the campus. Activities in this category include, but are not limited to:

- Public dissemination of pedagogical resources, including evidence of adoption or impact
- Applying for and/or receiving grants for pedagogical innovation
- Dissemination of pedagogical innovations through workshops, conferences, collaboration with community organizations, or publications
- Leadership and administration in pedagogy that creates visibility within and beyond the campus (e.g., leading a learning center or teaching program, formalized training of instructional assistants, or organizing a conference or speaker series)
- Participation in intensive programs of study to be a more effective teacher

Teaching professors with clinical backgrounds may engage in **clinical practice and professional development**. Activities in this category include, but are not limited to:

- Maintaining professional licensure or certification
- Clinical practice that contributes to the teaching of clinical skills
- Participation in continuing education workshops or seminars to enhance clinical skills and knowledge
- Contributing to the development of clinical trainees and other mental health professionals
- Dissemination of clinical expertise through workshops, conferences, collaboration with community organizations, or publications

Amount of effort and output. Teaching professors are expected to demonstrate evidence of active and current scholarship. Evaluation of the output of faculty in this series should consider both the quantitative and qualitative consequences of a reduced share of effort toward scholarly activity compared to ladder-rank faculty; for example, teaching faculty who conduct research may be more likely to do so through direct mentorship of undergraduate students, which is not expected to lead to the same output as mentoring more advanced trainees.

Teaching faculty can achieve the normative expectations for scholarly activity through a combination of larger or smaller activities. For example, in a given review period, a teaching professor can meet normative expectations for professional and scholarly activity through any **one** relevant activity in which the candidate is in a primary leadership role, the activity represents sustained effort, and the output of the activity creates substantial impact beyond campus. Examples include, but are not limited to:

- Publishing one first- or sole-authored paper, or a senior-authored paper with a mentee lead author, in a discipline-specialized peer-reviewed journal
- Receiving an internal grant for a pedagogical innovation and creating and disseminating that pedagogical innovation
- Developing and leading a professional development course for mental health professionals

A teaching professor can also meet normative expectations in a given review period through a combination of activities. Examples include, but are not limited to:

- Publishing one paper with a secondary authorship role in a discipline-specialized peer-reviewed journal and mentoring an undergraduate student in a research project
- Authoring a presentation at a professional conference, mentoring an undergraduate student in a research project, and serving as a reviewer for a psychology textbook or journal article
- Participating in clinical professional development activities and disseminating clinical expertise to mental health professionals or with a community organization

University and Public Service

Service can be at the department, campus, or professional/discipline level. No service is required from first year teaching professors. Limited service is generally expected for LPSOE (assistant) teaching professors after the first year. As teaching professors are promoted, service expectations rise. LSOE (associate) teaching professors are expected to engage in significant department service and start engaging in campus service. Senior LSOE (full) teaching professors are expected to additionally engage in campus and/or system-wide service, and Distinguished LSOE teaching professors are expected to engage in significant campus, public, and systemwide service. Faculty are encouraged to engage in service to their discipline (e.g., reviewing, organizing events, etc.), with level of contribution increasing with seniority; for teaching faculty, these activities may be categorized as scholarly activity but should not be double-counted.

Acceleration Consideration

Candidates whose achievements exceed normal expectations in two or more categories may be considered for acceleration or bonus. Achievement that far exceeds expectations in a single category, coupled with meeting expectations in the other two categories, may also be considered for acceleration or bonus. Teaching and scholarly achievements warranting consideration for acceleration or bonus are outlined below:

Teaching

Teaching achievements that exceed normative expectations for teaching professors and may warrant consideration for acceleration or bonus include, but are not limited to:

- Leading or significantly contributing to curriculum planning, curriculum redesign, or assessment of program learning outcomes
- Developing or redeveloping courses to fill departmental needs, address emerging topics, or otherwise advance the pedagogical goals of the department
- Developing, implementing, and/or disseminating (within the campus) a new and innovative pedagogical method
- Outstanding efforts in inclusive course design or community engagement
- Awards or formal recognition for teaching achievement

Professional and/or Scholarly Achievement and Activity

Achievements exceeding these normative expectations, including (but not limited to) publishing a higher number of papers or publishing in high-impact journals, contributing to pedagogical innovation or clinical practice in more than one high-quality way, or external recognition through professional awards, invited talks, or broad adoption of a specific teaching strategy, may warrant consideration for an acceleration or bonus.

Contributions to Diversity

If faculty are engaged in activities that contribute to diversity, equity, and inclusion, those should be documented in their file:

- Diversity. The variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance.
- Equity. As opposed to equality, where everyone receives the same support regardless of circumstance, equity focuses on fair treatment and access to supports and opportunities necessary for advancement and success.
- Inclusion. The proactive effort through personal actions, programs, and policies to ensure that all individuals feel welcome, respected, supported, and valued.

Relevant context may be found in the [UC Policy on Diversity](#) (e.g., “Diversity ... refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance.”) and [UCSD’s Principles of Community](#) (e.g., “We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.”).

Professor Series

University and Campus Policy

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

Research

We take a holistic view of research productivity that considers both quality and quantity. Our established productivity benchmark is for faculty to publish 1–2 major publications yearly, where a major publication is a first- or sole-authored paper, or a senior-authored paper with a mentee lead author, in a discipline-specialized peer-reviewed journal. Thus, in a two-year review period we would generally expect 2–4 major publications, and in a three-year review period we would generally expect 3–6 major publications. Quality assessments consider the impact of the publication journal, whether it is discipline-specialized or general, and the nature of the research itself, including investments of time, students, staff, and other resources that the published research might require. Thus, in cases where the investment required to create a high-impact piece of research is judged to be exceptionally high, fewer than 1-2 publications per year can meet department productivity expectations.

In some sub-disciplines of psychology, conference proceedings receive higher regard than in others. Indeed, in some they can even be the final destination for publishing the work. Faculty who wish for their work published in conference proceedings to receive greater recognition when they are being considered for tenure and promotions should make a case in writing for why their conference proceedings should receive such recognition.

Teaching

Psychology's teaching load for faculty is four courses. Generally, faculty teach one graduate seminar or proseminar, one small undergraduate 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), or 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 (but not both).

Candidates should compile a teaching portfolio in accordance with UCSD's [Holistic Teaching Evaluation](#) that documents their effort toward the following qualities of teaching:

- Course learning objectives are appropriate and aligned with assignments and assessments

- Teaching strategies are appropriate and effective for achieving course outcomes
- Teaching demonstrates appropriate adaptability (e.g., seeks/integrates course feedback; demonstrates growth and/or improvement as an educator as needed)
- Teaching creates a responsive and supportive learning environment for students
- Course materials reflect appropriate engagement with scientific evidence in psychology
- Effective teaching and mentoring of PhD students and post-doctoral fellows, as assessed by progress towards research goals and , post-doctoral positions, placement in academia, or other employment opportunities that involve the application of psychology in industry, government, or non-profits..

Service

Service can be at the department, campus, and/or 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 and start engaging in campus service. Full Professor Step I–V are expected to additionally engage in campus and/or system-wide service, and Full Professor at Step VI and beyond are expected to engage in significant campus and/or system-wide service. Note that the [PPM 230-220](#) requires that advancement Above Scale be justified (in part) on the basis of meritorious service, including campus or system-wide 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.

Promotion and Acceleration

Appointees are expected to develop sustained, productive, and independent research careers that make important contributions to the general area of experimental psychology. The primary criterion for promotion to the Associate rank is the establishment of an independent research program. In addition, for promotion to the Professor rank, a candidate should demonstrate a national reputation of accomplishment in their field. For promotion to Professor Step VI, a candidate should demonstrate an international reputation in their field. As part of the justification for promotion and acceleration, the department will consider evidence of the candidate's impact on the discipline and in the scientific community, including invited talks, major grants, and receipt of major fellowships or awards.

The most typical profile for consideration for acceleration is double our established holistic research productivity benchmarks with strong teaching and service. Just as expectations for normal merit consider research output quality and quantity, so too does the assessment of "double" output for an acceleration. Thus, in cases where the amount of investment required to create a high-impact piece of research is judged to be exceptionally high, acceleration may be proposed even if the overall number of publications does not meet the 'twice average' threshold. In some cases, files with publication levels that exceed expectations but fall short of doubling

expectations, paired with excellence beyond expectations in teaching and service, may be considered for acceleration.

Contributions to Diversity

If faculty are engaged in activities that contribute to diversity, equity, and inclusion, those should be documented in their file:

- Diversity. The variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance.
- Equity. As opposed to equality, where everyone receives the same support regardless of circumstance, equity focuses on fair treatment and access to supports and opportunities necessary for advancement and success.
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