Department of Philosophy

UCI

Criteria for AP actions

Type of Action	Proposal for the Department	Further Details	САР	Proposed revisions
Merit	Quantitative requirement: X E.g. 1 refereed paper per year.	<x: 2x="excellent" able="" and="" being="" citation="" held="" indexes="" it<="" meeting="" metrics.="" not="" of="" on="" one's="" or="" p="" qualitative="" relevance="" relevant="" satisfactory="" show="" the="" through="" to="" work="" workshops=""></x:>	Excellence is considered as anything that doubles the standards for satisfactory. (See FAQ#15)	
Acceleration	Excellence in Research	at the national level. Excellence in research: see merit	Excellence in Research	
	Excellence in Teaching and/or Service	Excellence in teaching: quantity and quality. Quality: above median; and awards, or (vel) evidence of impact (evidence-based teaching; introduction of new pedagogical ideas/tools; volunteering to provide peerreviewed comments on someone else's teaching, etc.)	Excellence in Teaching and/or Service (FAQ#15)	
		Excellence in service: Relevant responsibility, at all levels (DoP, SoH, UCI-		

ntly by the nt	5-7 Letters, at least 4 independently requested by the	campus) and signs of effectivenessReasonable experience in	-Standards of	Tenure
ntly by the nt	least 4 independently	-Reasonable		Tenure
ntly by the nt	least 4 independently	experience in		
by the nt			productivity met	
by the nt		teaching. Quantity	productive, more	
nt		and Quality at least	And	
	Department	at the median (better	7	
	(FAQ #1 and #8)	if excellent).	Qualitative	
		in excenency:	requirement.	
		-Reasonable	requirement	
		professional activity:	E.g. Either a	
		participation in at	book, or a body	
		least 1	of work which	
		conference/academic	establishes one	
		colloquium p.y. as	as an expert in an	
		speaker.	area of the	
		эрсикет.	discipline.	
		-Reasonable service:	discipillie.	
		Some administrative		
		responsibility with		
		signs of		
		effectiveness.		
. at	5-7 Letters, at		- Standards of	Full
, ===				
ntly		Excellence in	'	
-	•		1	
			And	
		•	Qualitative	
			· ·	
			'	
		,	E.g. Either 1 post-	
		introduction of new	-	
		pedagogical	•	
			•	
		_		
		reviewed comments	scholar in at least	
		on someone else's	one subfield in	
			one's area of	
		j. ,		
		Excellence in service:		
		Relevant		
İ				
		effectiveness.		
ntly by the	5-7 Letters, at least 4 independently requested by the Department	pedagogical ideas/tools; volunteering to provide peer- reviewed comments on someone else's teaching, etc.) Excellence in service: Relevant responsibility, at all levels (DoP, SoH, UCI- campus) and signs of	one subfield in	Full

Step VI	- Standards of	Excellence in	FAQ #1	
Step 11	productivity met	teaching: quantity	External letters	
	And	and quality . Quality:	are not required	
	7	above median; and	but they may be	
	Qualitative	awards, or (vel)	added if needed.	
	requirement	evidence of impact		
	requirement	(evidence-based		
	E.g. Either 1 post-	teaching;		
	promotion to	introduction of new		
	Full- book, or a	pedagogical		
	body of new	ideas/tools;		
	work wrt	volunteering to		
	previous	provide peer-		
	promotion to	reviewed comments		
	Full, which	on someone else's		
	establishes one	teaching, etc.)		
	as a leading	ccucining, ctc.,		
	authority, as	Excellence in service:		
	evidenced by	Relevant		
	international	responsibility, at all		
	recognition.	levels (DoP, SoH, UCI-		
		campus) and signs of		
		effectiveness.		
Above Scale	Excellence in	Letters are required	5-7 Letters, at	
Promotion	research		least 4	
	throughout one's	Excellence in	independently	
	career,	research: see merit	requested by the	
	recognized at the		Department	
	international	Excellence in	(FAQ #1)	
	level	teaching: quantity		
		and quality . Quality:		
	Excellence in	above median; and		
	teaching	awards, or (vel)		
		evidence of impact		
	Service: highly	(evidence-based		
	meritorious	teaching;		
		introduction of new		
		pedagogical		
		ideas/tools;		
		volunteering to		
		provide peer-		
		reviewed comments		
		on someone else's		
		teaching, etc.)		
		Highly meritorious		
		Highly meritorious service: This is		

	1		,
		MORE than	
		Excellence. It will be	
		measured on the	
		basis of initiatives	
		that have wide	
		impact on the	
		community, at	
		various possible	
		levels (DoP, SoH, UCI-	
		campus)	
Above Scale	Excellence in	Excellence in	
Merit	Research	research: see merit	
	Excellence in	Excellence in	
	Teaching and/or	teaching: quantity	
	Service	and quality . Quality:	
		above median; and	
		awards, or (<i>vel</i>)	
		evidence of impact	
		(evidence-based	
		teaching;	
		introduction of new	
		pedagogical	
		ideas/tools;	
		volunteering to	
		provide peer-	
		reviewed comments	
		on someone else's	
		teaching, etc.)	
		Excellence in service:	
		Relevant	
		responsibility, at all levels (DoP, SoH, UCI-	
		campus) and signs of	
		effectiveness.	
	1	enectiveness.	

NB

While preparing their files for review, Faculty are highly encouraged to write a 1-2 page addendum for each category – one for research, one for teaching and one for service – detailing one's key achievements in each of these areas.