# Department of Philosophy

## UCI

### Criteria for AP actions

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Proposal for the Department</th>
<th>Further Details</th>
<th>CAP</th>
<th>Proposed revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit</td>
<td>Quantitative requirement: X</td>
<td>&lt;X: not satisfactory&lt;br&gt;=X: satisfactory&lt;br&gt;2X = excellent&lt;br&gt;Or Meeting the relevant qualitative metrics.&lt;br&gt;Or being able to show the relevance of one’s work through citation indexes and/or workshops held on it at the national level.</td>
<td>Excellence is considered as anything that doubles the standards for satisfactory.&lt;br&gt;(See FAQ#15)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E.g. 1 refereed paper per year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceleration</td>
<td>Excellence in Research</td>
<td>Excellence in research: see merit&lt;br&gt;Excellence in teaching: quantity and quality. &lt;br&gt;Quality: above median; and awards, or (vel) evidence of impact (evidence-based teaching; introduction of new pedagogical ideas/tools; volunteering to provide peer-reviewed comments on someone else’s teaching, etc.)&lt;br&gt;Excellence in service: Relevant responsibility, at all levels (DoP, SoH, UCI-</td>
<td>Excellence in Research&lt;br&gt;Excellence in Teaching and/or Service (FAQ#15)</td>
<td></td>
</tr>
</tbody>
</table>
| Tenure | - Standards of productivity met  
And  
Qualitative requirement.  
E.g. Either a book, or a body of work which establishes one as an expert in an area of the discipline. | - Reasonable experience in teaching. Quantity and Quality at least at the median (better if excellent).  
- Reasonable professional activity: participation in at least 1 conference/academic colloquium p.y. as speaker.  
- Reasonable service: Some administrative responsibility with signs of effectiveness. | 5-7 Letters, at least 4 independently requested by the Department (FAQ #1 and #8) |
|---|---|---|---|
| Full | - Standards of productivity met and  
And  
Qualitative requirement  
E.g. Either 1 post-tenure book, or a body of work which establishes one as an important scholar in at least one subfield in one’s area of expertise | - Letters are required  
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 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. | 5-7 Letters, at least 4 independently requested by the Department |
| Step VI | 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 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. | FAQ #1
External letters are not required but they may be added if needed. |
|---|

| Above Scale Promotion | Letters are required
Excellence in research throughout one’s career, recognized at the international level
Excellence in teaching
Service: highly meritorious | 5-7 Letters, at least 4 independently requested by the Department (FAQ #1) |

---

**FAQ #1**
External letters are not required but they may be added if needed.

| Step VI | 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 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. | FAQ #1
External letters are not required but they may be added if needed. |
|---|

| Above Scale Promotion | Letters are required
Excellence in research throughout one’s career, recognized at the international level
Excellence in teaching
Service: highly meritorious | 5-7 Letters, at least 4 independently requested by the Department (FAQ #1) |

---

**FAQ #1**
External letters are not required but they may be added if needed.
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).

<table>
<thead>
<tr>
<th>Above Scale Merit</th>
<th>Excellence in Research</th>
<th>Excellence in Teaching and/or Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Excellence in research: see merit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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 peer-reviewed comments on someone else’s teaching, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Excellence in service: Relevant responsibility, at all levels (DoP, SoH, UCI-campus) and signs of effectiveness.</td>
</tr>
</tbody>
</table>

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.