

Department of Philosophy

UCI

Criteria for AP actions

Type of Action	Proposal for the Department	Further Details	CAP	Proposed revisions
Merit	Quantitative requirement: X E.g. 1 refereed paper per year.	<X: not satisfactory =X: satisfactory 2X = excellent Or Meeting the relevant qualitative metrics. Or being able to show the relevance of one's work through citation indexes and/or workshops held on it at the national level.	Excellence is considered as anything that doubles the standards for satisfactory. (See FAQ#15)	
Acceleration	Excellence in Research Excellence in Teaching and/or Service	Excellence in research: see merit Excellence in teaching: quantity 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-	Excellence in Research Excellence in Teaching and/or Service (FAQ#15)	

		campus) and signs of effectiveness.		
Tenure	<p>-Standards of productivity met</p> <p>And</p> <p>Qualitative requirement.</p> <p>E.g. Either a book, or a body of work which establishes one as an expert in an area of the discipline.</p>	<p>-Reasonable experience in teaching. Quantity and Quality at least at the median (better if excellent).</p> <p>-Reasonable professional activity: participation in at least 1 conference/academic colloquium p.y. as speaker.</p> <p>-Reasonable service: Some administrative responsibility with signs of effectiveness.</p>	5-7 Letters, at least 4 independently requested by the Department (FAQ #1 and #8)	
Full	<p>- Standards of productivity met and</p> <p>And</p> <p>Qualitative requirement</p> <p>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</p>	<p>- 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.)</p> <p>Excellence in service: Relevant responsibility, at all levels (DoP, SoH, UCI-campus) and signs of effectiveness.</p>	5-7 Letters, at least 4 independently requested by the Department	

<p>Step VI</p>	<p>- Standards of productivity met And</p> <p>Qualitative requirement</p> <p>E.g. Either 1 post-promotion to Full- book, or a body of new work wrt previous promotion to Full, which establishes one as a leading authority, as evidenced by international recognition.</p>	<p>Excellence in teaching: quantity 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.)</p> <p>Excellence in service: Relevant responsibility, at all levels (DoP, SoH, UCI-campus) and signs of effectiveness.</p>	<p>FAQ #1</p> <p>External letters are not required but they may be added if needed.</p>	
<p>Above Scale Promotion</p>	<p>Excellence in research throughout one’s career, recognized at the international level</p> <p>Excellence in teaching</p> <p>Service: highly meritorious</p>	<p>Letters are required</p> <p>Excellence in research: see merit</p> <p>Excellence in teaching: quantity 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.)</p> <p>Highly meritorious service: This is considered to require</p>	<p>5-7 Letters, at least 4 independently requested by the Department (FAQ #1)</p>	

		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 Merit	Excellence in Research Excellence in Teaching and/or Service	Excellence in research: see merit Excellence in teaching: quantity 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.		

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.