Mechanical & Aerospace Engineering Criteria for Normal Academic Advancement - Teaching Faculty

Normal merit expectations for each of the three evaluation categories are given below. Faculty may earn a bonus or accelerated promotion through outstanding achievements in any of the three categories while meeting merit expectations in the other two, or by exceeding normal expectations in two or more categories. Contributions in all areas of faculty achievement that increase participation and access to STEM for students, the profession or the public should be given due recognition.

Teaching Excellence:

In evaluating teaching excellence, our normative expectation for normal merit is a full load of teaching (up to six courses per year) that reflects excellence in pedagogy, inclusive teaching that promotes the success of all students, a thoughtfulness on the part of the candidate of their own teaching effectiveness, and that holistic evaluations of the faculty member's teaching reveal no significant issues. Excellence should be measured using additional criteria beyond SET scores, as described in APM210-3. Continual growth as a teacher is expected. Candidates may earn a bonus or an acceleration for exceptional contributions to teaching in terms of impact, leadership, or breadth of teaching contribution.

Professional and/or Scholarly Achievement and Activity:

Teaching faculty professional and/or scholarly activities and achievement can be demonstrated in many ways including (but not limited to) educational materials, pedagogy, or curriculum development that reach beyond the faculty member's class, educational program administration and/or development, research within education or the underlying discipline, and educational leadership within or beyond the UC San Diego community. The normative expectation for teaching faculty is that they will be continuously active in scholarship that goes beyond their classroom. Teaching faculty are encouraged to mentor students at all levels in research. Teaching faculty, beginning at pre-security-of-employment, are not required to seek intramural or extramural funding to support their professional activity, but such activity should be given due recognition. Expectations for recognition and impact both within and beyond the university increase with rank. Candidates may earn bonus or acceleration through exceptional scholarly impact or productivity during the review period.

University and Public Service:

Service expectations increase with seniority, and service is required to the department, to the university, and to the professional community. At the junior level (pre-security-of-employment), teaching faculty are expected to serve *actively* on one to two departmental committees and participate in service to the professional community. Post-security-of-employment, active service is expected at the department level, within the broader university, and to the professional community. Candidates may earn a bonus or an acceleration through exceptional service in terms of leadership, impact, or scope.