

EBE NORMAL MERIT STANDARDS

EBE Normal Merit Standards: Fourth Year Review

We have included a copy of our School normal merit standards with this letter. In addition to those broad standards, EBE has established expectations for faculty at the fourth-year appraisal review. We expect at least 2 primary peer reviewed research article as co-corresponding author or co-author, evidence of obtaining outside funding to support research, a strong teaching effort, and service appropriate to the Assistant Professorial rank. Such service is typically serving on a committee within the School, active participation in the Department's functions such as faculty searches, involvement with the Biology Graduate program, and efforts to promote UC San Diego's Principles of Community. Teaching includes a record of establishing, progress, or effort toward creating an effective teaching style and utilizing campus resources (e.g. Teaching and Learning Commons) as needed, as well as developing a record of mentorship particularly in building an active laboratory to both support their research program and educate the next generation of scientists. Faculty with a federal grant from NSF or equivalent agencies or foundations and at least 1 senior author impactful research article, with no weakness in teaching or service, may receive a favorable appraisal.

EBE Normal Merit Standards: Tenure

We have included a copy of our School normal merit standards with this letter. In addition to those broad standards, EBE has established expectations for faculty being evaluated for tenure. We expect an average of at least 1-2 primary peer reviewed research articles per year during the review period, with at least one per year as corresponding or senior author, that are published in leading disciplinary or general science journals, at least one competitive extramural grant from NSF or equivalent agencies or foundations, a strong teaching effort, and service appropriate to the Assistant Professorial rank. Such service is typically serving on a committee within the School, active participation in the Department's functions such as faculty searches, science chalk talks, involvement with the Biology Graduate program, and efforts to promote UC San Diego's Principles of Community. Teaching includes a clear commitment to and record of an effective teaching style, as well as a record of mentorship particularly in establishing an active laboratory to support their research program and educate the next generation of scientists.

EBE Normal Merit Standards: Promotion to Full Professor

We have included a copy of our Divisional normal merit standards with this letter. In addition to those broad standards, the Ecology, Behavior, and Evolution Department has established expectations for faculty eligible for consideration for promotion to Full Professor. We expect a strong record of innovative research, generally measured by primary peer-reviewed research articles, i.e., an average of one to two papers per year (with at least one per year as senior corresponding or co-corresponding authorship) that make important contributions to both special subject areas and broad fields in ecology, behavior, or evolution, a strong record of external funding support (e.g. being a primary PI on at least one active grant from NSF or equivalent agencies or foundations) in the review period, a record of excellence in teaching, student education

and strong mentorship to trainees, a growing record of service to the Department and to the School, as well as meaningful contributions to the campus and the profession. Their research program should reflect broad recognition and impact, nationally or internationally, as reflected through a variety of metrics such as invited research talks, participation in conferences, service as an advisory board member, or being consultant on reviews of research grants or institutions, etc. Campus service includes consistent and active participation in faculty governance, such as impactful committees in the School, efforts to promote UC San Diego's Principles of Community, and sustained engagement in the Department's functions such as faculty searches and training students within the Biological Sciences Graduate program. Faculty at this level should have a record of teaching excellence reflecting a commitment to undergraduate and graduate education, along with a growing record of mentorship that demonstrates that graduate and postdoctoral mentees have gone onto successful careers.

EBE Normal Merit Standards: Step 6 Advancement

We have included a copy of our School normal merit standards with this letter. In addition to those broad standards, the Ecology, Behavior & Evolution Department has established expectations for faculty eligible for consideration for advancement to Step VI. We expect a strong record of innovative research, generally measured by primary peer-reviewed research articles, i.e., an average of one to two papers per year (with at least one per year as senior corresponding or co-corresponding author) that make important contributions to both special subject areas and broad fields in ecology, behavior, or evolution, a strong record of external funding support, e.g. being a primary PI on at least one competitive extramural grant from a foundation or federal agency in the review period, sustained excellence in teaching, student education and strong mentorship to trainees, a strong record of service to the Department and to the School, as well as important contributions to the campus and the profession. Their research program should demonstrate national or international recognition and significant impact, as reflected through a variety of metrics such as invited research talks and leadership roles in conferences, service as an advisory board member or consultant on reviews of research grants or institutions, service in editorial roles, and efforts to promote UC San Diego's Principles of Community. Campus service includes consistent and active participation in faculty governance, such as serving on Academic Senate committees, high impact committees in the School, and sustained engagement in the Department's functions such as faculty searches, mentoring junior faculty, and training students within the Biological Sciences Graduate program. Faculty at this level should have a record of teaching excellence reflecting a commitment to undergraduate and graduate education, along with a record of mentorship that demonstrates that graduate and postdoctoral mentees have gone onto successful careers.

EBE Normal Merit Standards: Advancement to Above Scale and advancement further Above Scale

We have included a copy of our School's normal merit standards with this letter. In addition to those broad standards, the Department of Ecology, Behavior & Evolution has established expectations for faculty eligible for consideration for advancement to above scale or advancement further above scale. In keeping with the APM, advancement to above scale requires demonstration of additional merit and distinction beyond the normal merit standards for which

advancement to Step IX was based. We expect a strong record of innovative research, generally measured by primary peer-reviewed research articles, i.e., an average of one to two papers per year (with at least one per year as senior corresponding or co-corresponding author) that make significant contributions to subject areas in ecology, behavior, and/or evolution, sustained excellence in teaching, student education and mentorship to trainees, a strong record of service to the Department and to the School, as well as significant contributions to the campus and the profession. Their research program should consistently demonstrate national and international recognition and significant impact, as reflected through a variety of metrics such as awards, strong external letters, invited research talks, leadership roles in conferences, service as an advisory board member or consultant on reviews of research grants or institutions, service in editorial roles, and election to scientific societies, etc. A strong record of campus service includes consistent and active participation in faculty governance at the highest level, such as serving on senate committees with campus-wide impact, efforts to promote UC San Diego's Principles of Community, leadership roles in the School, and sustained engagement in the Department's functions such as faculty searches, and mentoring junior faculty. Faculty at this level should have a record of teaching excellence reflecting a commitment to undergraduate and graduate education, along with a record of mentorship that demonstrates that graduate and postdoctoral mentees have gone onto successful careers.

EBE Discipline Specific Impact Statement

Ecology, Behavior and Evolutionary Biology are inherently hands-on disciplines. Many faculty in these fields study living things – animals, plants, cells, microbes – that require in-person care and attention, sometimes around the clock, 7 days a week. The work requires dedicated lab personnel, which include graduate students, postdoctoral scholars, undergraduate students, and research staff. Research opportunities for all faculty in the Ecology, Behavior & Evolution Department (EBE) were severely hindered by a number of external events since the beginning of 2020. First, the restrictions on campus access and limitations on personnel density that were in place due to the COVID-19 pandemic from March 2020 until Summer 2021 placed great stress on our faculty and their research programs. The impact was particularly significant on our junior faculty that were just launching their independent research programs. Additional impacts arose from the Enterprise System Renewal (ESR) transition, including a new payroll system, timekeeping system, and financial system, that was launched in the midst of the pandemic. The negative effects of the pandemic and the ESR transition continue to reverberate and have negatively impacted the ability of EBE faculty to advance their research agendas and generate timely publications. Compounding these two events, the UAW strikes and collective bargaining agreements for graduate students and postdocs in late 2023/early 2024, which both disrupted normal work plans and significantly and suddenly increased costs for graduate students and postdocs that work in EBE faculty research groups, negatively impacted EBE faculty research programs. The pandemic and the UAW strike also disrupted teaching and significantly increased the time burden placed on EBE faculty to abruptly adjust their courses, which further affected their research productivity. These events have also had an outsized impact on our Teaching Professors, as these faculty are responsible for teaching multiple courses each year. More recently, the disruption of federal funding and the uncertainty associated with it has added yet another significant stress to the research efforts of EBE faculty that rely on federal support for their research programs. Altogether, these events have had a substantial negative impact on the scholarly opportunities available to faculty in our fields. During the current academic reviews, we will therefore carefully consider **achievement relative to opportunity** for each EBE faculty member.