

Standards for SIO Department Teaching Professors

In the SIO Department, Teaching Professors are evaluated on: (1) teaching, (2) professional and/or scholarly achievement and activity, and (3) University and public service. To illustrate these categories, we provide examples below.

1) TEACHING

“Clearly demonstrated evidence of excellent teaching is an essential criterion for appointment, advancement, and promotion”; it is also the primary criterion by which Teaching Professors are evaluated (from APM 285-9).

SIO Teaching Professors teach a full load (up to 24 units) a year unless they take on exceptional service or program director positions or other agreed upon activities, in which case they may be granted a reduction in teaching load. The Teaching Professors in the SIO Department have a wide range of interests and approaches to teaching, and they have shown that teaching excellence can be demonstrated in many different ways. Teaching excellence is evaluated holistically, with no single set of standards. However, we have identified criteria that may provide evidence of excellence in teaching. Examples include (but are not limited to):

- Holistic Teaching Evaluations (when implemented; required 27-28AY) that demonstrate a commitment to student learning, and show evidence of successful pedagogy: for example, strong ratings on Student Evaluations of Teaching (SET-including statistical data and student comments), positive student comments, evidence of thoughtfulness in pedagogical approach, peer evaluation, and a willingness to be reflective about teaching methods and their efficacy
 - Evidence of successful mentoring and training of a diverse population of students
 - Evidence of Equity-Minded Teaching Practices
 - Teaching awards (e.g., Department, Colleges, Academic Senate, other)
 - Course Development & Design
 - Substantial Curriculum Revisions
 - New Educational Innovations
 - Evidence indicating that teaching has evolved and improved
 - Demonstrating leadership in educational efforts
 - Training/Advising Instructional Assistants
- Teaching & Mentoring Load Statement (TMLS). At SIO, a separate "teaching & mentoring load statement" is required for review files. SIO has an internal accounting of teaching load that differs from general campus (e.g., extra credit for new courses and freshman seminars). Note that summer session teaching is currently considered offload but guidance for this may change. Clearly state how many units the course is worth and how many SIO units you completed for teaching the course. List other courses from other departments. Your course load should meet the expected units on average per year of the review for faculty whose appointments are entirely at SIO. If you do not meet this expectation, explain the reason such as any course relief you received. Mentoring load should be listed by category. (i.e., number of PhD., M.S., undergrad, postdocs, etc.)
- Teaching professors, like research-focused professors, may be granted teaching relief for additional substantial needs, including (but not limited to) directing a degree program, serving as PI on a substantial grant, significant Academic Senate service (chair of a committee) or leading a university center.

2) PROFESSIONAL AND SCHOLARLY ACTIVITY

Teaching Professors are expected to demonstrate evidence of Professional and/or Scholarly achievement and activity, related to either the underlying discipline or to pedagogy. Once again, a **broad** range of activities satisfies this expectation, and some possible examples are listed:

- Authoring, revising, reviewing and creating instructional materials (ex. textbooks, lab manuals, ancillary materials and multimedia) which may be used at the University or outside UCSD
- Developing and maintaining a science education program
- Being a PI or Co-PI on a grant
- Developing and coordinating educational programs across UCSD
- Publishing results in peer-reviewed journals or refereed conference proceedings (scientific or pedagogy)
- Authoring/co-authoring books or book chapters
- Publishing online curriculum
- Presentations or talks at academic conferences
- Participating in workshops, either in one's field or in pedagogy and scholarship of teaching and learning (SOTL).

- Serving as a subject-matter expert/consultant for a publisher
 - Development of community outreach or community-oriented programs
- Evaluation of professional and scholarly activity should focus on the quality, rigor, scope, and impact of contributions rather than solely on traditional quantitative metrics such as publication counts or grant totals. Impact may be demonstrated through peer recognition, dissemination beyond the University, documented educational outcomes, or sustained influence on curricula and programs.

3) UNIVERSITY AND PUBLIC SERVICE

Teaching Professors are encouraged to focus on service activities directly related to education and student success, although high quality service in other areas is perfectly acceptable. Service activities are expected to increase with rank and step. Service at all levels is encouraged – within the SIO Department, in the colleges, at the university-level and in the Academic Senate, within academic fields (e.g., professional societies) and to the public. Possible examples of service at all levels may include (but is not limited to):

- Serving as a faculty advisor to an academic major
- Serving on committees, e.g., ad hoc reviews, faculty searches, undergraduate major steering committees, SIO Faculty Committees (EPC, SIO CAP, etc.), Academic Senate Committees, UCSD Colleges, service at the university level or the UC System-wide Academic Senate level (e.g., UCEP, BOARS)
- Scripps and community education and outreach event support
- Evaluation & mentorship of colleagues
- Serving on graduate thesis committees
- Serving as primary advisor (or co-advisor) to M.S. students
- Mentoring student organizations
- Contributing to SIO diversity initiatives
- Organizing a seminar series
- Carrying an exceptional teaching load either in terms of units or breadth of topics or subject matter when requested by the Department can also be considered service

Criteria for Specific Actions

4th year appraisal

When first hired, Teaching Professors are almost always teaching these courses for the first time or developing one or more new courses from scratch. Thus, at the 4th year appraisal, the most important expectation is to have shown excellence in effective teaching, as demonstrated by more than one criterion, with only moderate scholarship/professional activity and service required.

Accelerations are considered when contributions to all 3 areas meet standards, and truly exceptional in one or more of the areas. Truly exceptional performance and accomplishments may include, but are not limited to: receipt of a university teaching award, at least one high impact publication on which they are a primary contributor, a significant teaching innovation, or substantial leadership in a service effort that has a major impact to the educational mission of SIO or the University or beyond. It is not possible to provide a simple metric for productivity and teaching excellence, as all aspects of a file must be considered together in assessing the quality and impact of contributions.

Appointment and/or Promotion to Associate Teaching Professor and Full Teaching Professor follows guidance from APM 285-9. Criteria include sustained excellence in teaching and an increasing involvement and record of mentoring students--e.g., training Instructional Assistants for multiple classes, working with students through Academic Enrichment Programs, or training undergraduate and graduate students. *Professional/Scholarly activities and service duties for faculty members grow – both in amount and scope – as they progress in rank and step.*

Joint appointees Some SIO Teaching Professors have joint appointments in two (or more) departments. Joint appointees are hired with MOUs that outline the expectations of both departments.