

NanoEngineering Teaching Faculty Expectations

Normal merit expectations for each of the three evaluation categories are given below. Faculty are also encouraged to make contributions to diversity in their teaching, scholarship, and service. Faculty may earn 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.

Teaching Excellence:

In evaluating teaching excellence, our normative expectation for normal merit is a full load of teaching of six courses per year, (unless reduced by approval of Chair for justified reason) 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 students' perceptions of the course reveal no significant issues. Working to increase diversity, equity and inclusion is a necessary part of teaching excellence. CAPE and graduate evaluation scores should be in the high range with few anomalies. However, excellence should be measured using additional criteria beyond CAPE scores (e.g., voluntary peer review of teaching or in-person consultation with a representative from the Teaching and Learning Commons). Continual growth as a teacher is expected. Candidates may earn bonus or 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) research publications and/or scholarship in an engineering or science discipline, educational materials, pedagogy, or curriculum development that reach beyond the faculty member's class, educational program administration and/or development, research within education, 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. Expectations for recognition and impact — both within and beyond the university — increase with ladder 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 ladder rank, 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 actively serve on one to two departmental committees and be active in service to the professional community. Post-security of employment, active service is expected at both the department level and within the broader university, as well as to the professional community, and participation in leadership roles is expected. Candidates may earn bonus or acceleration through exceptional service in terms of leadership, impact or scope.