

School of Education
Professor of Teaching Series Promotion and Tenure
September 2022

I. Overview

Professor of Teaching faculty members are evaluated on the following three areas: (1) teaching, (2) research/creative activity, and (3) service. According to the School's Workload Policy, the teaching load assigned to Professor of Teaching faculty members is "28 units (the equivalent of seven 4-unit courses) over the span of one academic year (fall-winter-spring-summer)." The following ranges of weight are expected on the three review areas for evaluating the Professor of Teaching series.

- Teaching: 60-70%
- Research/Creative Activity: 15-20%
- Service: 15-20%

The School and the University is committed to diversity and inclusive excellence, and therefore, contributions in all the three areas are expected and need to be documented.

II. Evaluation Metrics

Promotion from Assistant Professor of Teaching to Associate Professor of Teaching requires the excellence in teaching, research/creative activity, and service proportionate to the efforts outlined above. Promotion from Associate Professor of Teaching to Professor of Teaching requires continued excellence, broader and demonstrated impact in teaching, research/creative activity, and service. Endeavors regarded highly by the School may include but are not limited to the following in line with the Council on Academic Personnel's guidelines:

- Leadership in the education, mentoring, or other types of programming for the undergraduate or graduate programs (master's programs in particular)
- Visibility within the education community at local, state, or national level (i.e., beyond the unit)
- Leadership roles in service to the School, U.C. Irvine, the local community, or the University system

1. Teaching

Professor of Teaching faculty members are expected to make substantial contributions to the School's pedagogical efforts, including student mentoring. Most typical teaching activities include teaching undergraduate/graduate courses, mentoring undergraduate/graduate students, engaging in curriculum development, and developing and/or leading workshops. Contributions and impact in teaching are expected to grow in accordance with promotions and advancements. For promotion from Associate Professor of Teaching to Professor of Teaching, visible and broader impact is expected on the School's pedagogical efforts in the aspects below.

Exceptional/excellent teaching and mentoring include use of evidence-based teaching practices consistently and effectively in the following aspects:

- Course content: The candidate should demonstrate expertise in content and continuous growth in the subject field.

- Student learning: The candidate should conduct frequent formative and summative assessments closely aligned with the learning goals.
- Course delivery: The candidate should stimulate interest in the subject, use diverse approaches, and encourage active student participation.
- Course management: The candidate should create a safe, open, and fair learning environment, and should be organized and accessible.
- Student training, mentoring, and supervision: The candidate should actively participate in the extra-curriculum training of undergraduate and graduate students such as advising independent projects and club mentorships, serving on doctoral committees, and supervising UROP students/projects.
- Development of curriculum, instructional activities, and/or materials: The candidate could develop instructional materials for teaching assistants and/or other faculty (for example: a course on effective teaching or active learning; original teaching materials including textbooks).
- Innovation: The candidate should lead innovations in curricular activities, development, and/or instructional facilities and methodologies in the school.
- Course development: The candidate should develop new courses to fill needs as determined by the school.
- Leadership in undergraduate program development: The candidate should contribute to strengthening the teaching mission of the School, particularly for the undergraduate program.
- Diversity and inclusive excellence: The candidate should contribute to creating an academic environment that is supportive of all students, including those from underrepresented groups.

The School may use, but are not restricted to the use of, the following materials and assessment tools to evaluate the Teaching Excellence area.

- Self-statement: Reflective Teaching Statement, course learning goals, tools used to achieve goals
- Student/TA evaluations: Anonymous, high response rates
- Peer evaluations: Conducted by faculty familiar with content and pedagogy; use of standardized rubrics for teaching evaluation that are aligned with the UCI Division of Teaching Excellence and Innovation, in addition to comments
- Awards: Including description of nomination practice, intramural, extramural, etc.

2. Research/Creative Activity

Three criteria in Research/Creative Activity that need to be met are a) representing new knowledge, innovation, and/or analysis in the discipline/pedagogy as judged by peer or other external review; b) publication/dissemination and public accessibility of the work beyond the university; and c) impact and influence on the field, academy, or the wider society.

Contributions and impact in research/creative activity in the three criteria are expected to grow in accordance with promotions and advancements. For promotion from Associate Professor of Teaching to Professor of Teaching, international recognition and impact is expected.

The School may use, but are not restricted to the use of, the following materials and assessment tools:

- Publications/original materials: Quality and impact of original papers/reviews, monographs, scholarly essays
- Grants secured to fund research
- Professional activity: Conference presentations, invited lectures, and/or scholarly leadership at local, regional, national and/or international meetings on educational, professional, or scholarly topics
- Other professional activities at the regional, national or international level such as reports to or interviews with the media, expert witness work or reports, or consulting to industry, government or nonprofits
- Advancing work related to diversity and inclusive excellence (e.g., creating, advancing, or addressing experiences by people from various backgrounds, including those from underrepresented groups)
- Professional awards related to scholarly achievements

3. Service

Service contributions to school, and especially campus and beyond, are expected to grow in breadth and leadership in accordance with promotions and advancements. For example, leadership in national and international organizations are expected for promotion from Associate Professor of Teaching to Professor of Teaching.

The School may use, but are not restricted to the use of, the following materials and assessment tools to evaluate service:

- Contributions to program building or program management
- Participation in alumni or other school events or commencement
- Professional training seminars for faculty/lecturers, graduate, or undergraduate students that fill a specialized instructional need
- Outreach activities to business or professional communities, alumni, or government or nonprofit organizations
- Service on school and/or university committees including those focused on graduate or undergraduate education; or service on hiring committees, admissions committees or recruiting events
- Service to the field (e.g., reviewer of grants/papers, editor, study section, organizing conferences and meetings)
- School, university, state, or national level activities that promote diversity and inclusive excellence

III. Other Notes

- Professors of Teaching will have the same opportunity to review and vote on all promotion and merit case as faculty in the Professor series.
- Identical sabbatical policy applies to faculty in the Professor series and Professors of Teaching series.