Donald Bren School of Information and Computer Sciences (ICS)

Guidelines for Evaluation for the Professor of Teaching Series

Revision History: Draft 3/29/2022, Rev. 5/21/2022, Final Rev. 9/26/2022

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A. <u>Distribution of effort expected in 3 review areas</u>

A candidate for appointment, reappointment, merit increase, promotion, or advancement in this series shall be evaluated by the following three criteria: 1) teaching excellence; 2) professional and/or scholarly achievement and activity, including creative activity; and 3) university and public service.

A minimum amount of activity in any one category should approximate 15%, with teaching excellence typically dominating, generally 6 courses approximating 70%. However, the actual percent of contributions in any one category may vary depending on how a candidate's duties have been assigned by their department. Such distribution may be explained by the department or chair in the candidate's personnel case.

B. <u>Teaching Excellence</u>

Specific classroom activities that constitute excellence in teaching can vary, for instance, by department, discipline, topic of instruction, or kind of course. "Kind of course" includes, for example, lecture, seminar, project, focused programming or practice, writing, individual study, or honors research course. The department should comment on the quality and impact of specific activities in the candidate's personnel case.

In general, evidence of excellence in teaching provided by a candidate is generally expected to include student evaluations of teaching and a reflective teaching statement. Note that student evaluations of teaching should not be collected for courses where the enrollment is low enough to prohibit students' anonymity, for example, where one or a few students are enrolled in an independent study. Guidance for the reflective teaching statement may be found on the website for UCI's Office of Academic Personnel. However, some common indicators of excellence in teaching are successfully implementing a specific pedagogical technique or class organization, incorporating new content, making notes or supplemental material available, using innovative technology, giving special attention or training to teaching assistants, taking assessments of student progress, and more.

In addition to student evaluations of teaching and a reflective teaching statement, other evidence of excellence in teaching might include peer classroom observations, data about students' subsequent placement, general data about students' progress in an academic program, assessments of learning outcomes, unsolicited testimonials from former students, or teaching awards.

In addition to classroom instruction, teaching is understood to include mentoring. Mentoring may be formal, such as students being enrolled in an individual study; students sponsored by a program such as an NSF REU or UCI UROP; or students being formally affiliated with the candidate as advisor, co-advisor, or member of a doctoral committee. Mentoring also may be informal, such as helping high school students with research or other special projects.

Other forms of teaching may evidence a dedication to teaching. These may include, for example, offering tutorials on campus, leading reading groups, moderating online discussion boards, developing new courses or curriculum, participating in continuing education such as courses offered by UCI's DTEI, and more. How such activities contribute to pedagogical improvements should be commented upon in a candidate's personnel case.

C. Research/Creative Activity

Which activities constitute professional and/or scholarly achievement and activity, including creative activity may vary, for example, by department, discipline, a candidate's specialty, or even by activities assigned to the candidate by a department. In general, the focus of these activities may be scholarly, pedagogical, or technical and be judged as contributions by peer or other external review; be published, disseminated, or publicly accessible beyond the university; and represent impact and influence on the field, the academy, or the wider society. The department should comment on the quality and impact of these activities in the candidate's personnel case.

One kind of contribution in this area is an article published in a peer-reviewed venue. Such contributions are an essential component for merits and promotions. However, there are many other forms of peer-reviewed contributions. Other forms may include, for example, demonstrations of software tools, poster presentations, and organizing a workshop or session at a conference where the specific event is vetted by a review process. Relatedly, accepted invitations to present seminars or lectures at other institutions or before professional societies constitute contributions in this area.

Related to the peer review process is peer or community acceptance. For instance, a candidate may develop new materials to support students' learning outcomes in a particular type of course. Such materials may include, for example, lecture presentation decks, specialized notes, online videos, or lab exercises. When these materials are adopted beyond the candidates' own

classes, for example, by other instructors, or by instructors at other institutions, they would be considered vetted by peer acceptance. In this case, evidence of such adoption should be provided. Published reports or resources, including online formats, from activities in national organizations are another example of a peer or community acceptance.

D. <u>Service</u>

Service activities may vary in kind and significance, for example, by department, discipline, a candidate's specialty, or even by activities assigned to the candidate by a department. That being said, some general types of professional service are reviewing submissions for conferences; chairing sessions at conferences; organizing local or regional meetings; serving on advisory or program review boards; being an officer or having some kind of invited role in a professional society; and more. At UCI, service opportunities abound, and some general types include serving on steering committees for degree programs, recruiting committees, or other department and school committees; performing classroom observations and / or serving in the School's lecturer reviewing process; serving on a UCI Senate Council or subcommittee; being an advisor to a student club; serving as a mentor in a campus program such as UTEACH or DECADE; and more.

In general, the degree and scope of service activities increase with rank and step. Higher ranks and steps have a greater expectation of the impact of accomplishments. Significance of impact may be judged, for example, by its scope. Scope may range from the level of the department to school, campus, community, state, nation, or international community. The department or chair should comment in the candidate's personnel case on how the quality and impact of specific activities are commensurate with a proposed rank and step.

E. Equity, Diversity, and Inclusive Excellence

Contributions to equity, diversity, and inclusive excellence by faculty in this series will be valued just as with faculty in the Professor series. Quoting from APM-210, "contributions to diversity and equal opportunity can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or research in a scholar's area of expertise that highlights inequalities." Further, "mentoring and advising of students and faculty members, particularly from underrepresented and underserved populations, should be given due recognition in the teaching or service categories of the academic personnel process."

F. Professional Integrity

Ethical behavior is expected of all faculty and we refer to the Statement on Professional Ethics that comprises Appendix A of APM-210.

G. Appendix

[No appendix included.]

H. Other school policies

a. Teaching workload management

Although exceptions are sometimes necessary and although faculty in this series carry a heavier teaching load, ICS departments are dedicated to reasonable teaching workload policies, such as stability in course assignments year to year, faculty being assigned courses within their expertise, faculty having opportunities to be involved in course scheduling, and, relatedly, having scheduling made in a way that supports other activities including research. These are the same goals as for faculty in the Professor series.

b. Voting rights

Voting rights vary by department. That being said, faculty in this series participate in voting equally with other senate faculty at their rank. Any changes in voting rights and procedures will be submitted to UCI's Office of Academic Personnel.

c. Sabbaticals

Faculty in this series will adhere to the same process for sabbatical request and approval as faculty in the Professor series. ICS departments recognize the need for faculty in the Professor of Teaching series to have sabbatical opportunities in order to develop their expertise and further their goals in their professional, scholarly, or creative activity.