

## **Expectations for Professors of Teaching School of Pharmacy and Pharmaceutical Sciences at UCI**

The School of Pharmacy & Pharmaceutical Sciences at UC Irvine teaches students a wide range of scientific disciplines, and Professors of Teaching play a significant role in maintaining and improving the school's teaching programs. The criteria for advancement in the Professor of Teaching series are the same as for regular ranks faculty, except that the balance is different. Teaching is foremost, but advancement in this series also requires recognized contributions in scholarly and/or creative activity in pedagogy and/or the discipline, as well as substantive service to the university. Faculty under this title have considerable latitude in their choice of creative activities—some focus on teaching pedagogy, others choose more traditional basic research as their primary scholarly activity, and some find ways of blending the two. Professor of Teaching faculty have the rights and privileges of all senate faculty, including voting privileges, as described in the Academic Personnel Manual. Professors of Teaching earn sabbatical leave credits and are eligible for sabbatical leave to pursue research or study as described in Academic Personnel Procedures 7-13. Sabbatical leave requests are reviewed on the same timeline as regular ranks faculty in the department.

### **1. Teaching**

The primary obligation of Professors of Teaching is classroom and/or laboratory teaching. They are expected to be exceptionally strong educators who dedicate 60-70% of their time to teaching and are highly accessible to a large number of students. The teaching assignments can range from lecture only, lab only, or a combination of both, and the academic year course load typically is six regular 4-unit classroom courses and/or associated laboratories.

Significant professional activity or departmental/school service may offset course assignments. Examples of such activities are the creation of new courses or conversion of existing courses into a new type, such as conversion to an online class, especially when outside funding is available, and UC or Campus-wide appointments to academic administrative positions.

Teaching excellence and effectiveness is required. Professors of Teaching must employ proven teaching methodologies and/or explore new ones, and evidence of such efforts should be demonstrated with course materials, evaluations, and/or student performance in future courses. Teaching impact is assessed in various ways such as: nomination or receipt of teaching awards, peer evaluations, teaching statements. Contributions to and leadership of instruction-related activities within the department/school are highly valued. These contributions may include but are not limited to:

- Creation of new instructional materials or curricula
- Development of new technological or multimedia tools
- Enrichment of instructional activities for teaching assistants
- Improvement of course logistics
- Mentorship of undergraduate, graduate, professional students, and residents
- Mentoring of Teaching Assistants, Residents and Learning Associates
- Improving the undergraduate and graduate curriculum and teaching space

- Supervising an active undergraduate and/or graduate research program to help maximize hands-on laboratory research opportunities for students in all degree programs

## **2. Research/Creative Activity**

The categories of teaching and research/creative achievement are not necessarily distinct from one another for a Professor of Teaching, therefore, content evaluated under the Teaching section above could alternatively be evaluated in this category, and vice versa, as long as activities are not duplicated during the review process. In this way, scholarly activity may well serve and improve their teaching effectiveness, a synergy that should lead to important intellectual contributions and professional achievement. Faculty members in this series should dedicate 15-20% of their time in this area. Activities that count toward research/creative activity may be related to pedagogy or the faculty member's scientific discipline; activities need to meet all three of the criteria below:

- a. Represents 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
- c. Impact and influence on the field, the academy, or the wider society

Endeavors valued by the school (which vary by individual Professors of Teaching) include but are not limited to the following:

- Development, implementation, and/or assessment of new pedagogies and technologies, new instructional material, laboratory experiments, or classroom demonstrations
- Authoring textbooks, peer reviewed journal articles, laboratory manuals, or online instructional materials for wider adoption
- Contributing to departmental or school teaching excellence by developing instruction-related activities for potential adoption by other instructors
- Identifying funding opportunities and writing grants as collaborator or Principal Investigator
- Research endeavors in a scientific discipline, e.g., within the pharmaceutical sciences

The knowledge derived from these activities should be disseminated through websites, publications in peer-reviewed journals, and/or presentations at national, regional, or campus meetings. The quality of contributions by Professors of Teaching will be assessed periodically by the faculty and, for promotions, by solicitation of extramural and intramural letters of evaluation from qualified persons who are familiar with the specific demands of this title and/or with expertise in an area in which the Professor of Teaching has engaged in specialized scholarly activity, including basic research. Impact of activities will be evaluated by factors such as quality/impact of peer-reviewed journals, presentations at regional and/or national meetings, and/or adoption of new teaching tools by other institutions.

## **3. University and Public Service**

Substantive service to the department, school, university, and/or public is expected. Professors of Teaching should dedicate 15-20% of their time in this area. Departmental/school service is particularly important, especially membership on departmental/school committees relating to curriculum and teaching that demonstrate clear initiative about issues affecting the undergraduate program. Likewise, representing the school on important Academic Senate Committees responsible for teaching-related issues (e.g., Committee on Educational Policy and the like) is a valued form of service. Other service activities may include:

- Participation in student-faculty committees
- Advising student organizations
- Involvement with outreach activities to K-12 students or local colleges that contribute to increasing diversity in the school
- Assisting the professional development of graduate teaching assistants, residents, and undergraduate tutors
- Providing letters of recommendation for students
- Mentoring of extracurricular activities
- Editorship of journals
- Manuscript review
- Service to government organizations

#### **4. Promotions**

Promotion from Assistant Professor of Teaching to Associate Professor of Teaching requires the excellence in teaching and research/creative activities achievement as outlined above. Similarly, promotion from Associate Professor of Teaching to Professor of Teaching requires continued excellence in teaching and research/creative activities achievement in combination with demonstrated leadership and broader impact. Achievements regarded highly by the school may include but are not limited to the following:

- National visibility within the STEM education or pharmacy education community and/or among leaders in their scientific discipline
- Responsibility for developing and maintaining outstanding departmental/school degree programs
- Effective mentoring of significant numbers of undergraduate research students (PHRMSCI 199); this may include serving as mentor and/or advisor to graduate students who wish to pursue an academic career emphasizing teaching; and/or mentorship of PharmD students' scholarly projects
- Assuming leadership roles in service to the department, school, UCI, the local community, or the University system
- Contributions in areas of faculty achievement that promote equal opportunity and diversity are important; thus are valued and credited in the same way as other faculty achievements. Examples of contributions may include but are not limited to:
  - Research related to health equity or precision health in underrepresented communities
  - Research related to underrepresented student progression or student success
  - Inclusion of DEI topics in curricula/courses, for example, contributions of diverse scientists or communities to the discipline
  - Service activities to attract and retain diverse students, for example, early intervention, student retention, student mentoring, developing pipelines to degree programs to attract underrepresented students
  - Service activities to develop and promote inclusion within the department/school