

**Professor of Teaching  
Promotion and Tenure Policies  
School of Biological Sciences  
Revised August 2022**

**(1) Overview of Policies**

***Allocation of effort.*** In line with the APM indicating “*an appointee in this series will regularly carry a heavier load of teaching than appointees in the professorial series.*” we recommend the following ranges as appropriate for our School, and specific weighting within the following ranges should be determined for each individual/Department. Teaching: (50-70%); Research/Creative Activity: (15-30%); University and Public Service: (15-20%)

***Voting rights.*** Professors of Teaching will have the same voting rights as Research Professors of the same rank within each Department.

***Sabbatical leave.*** As members of the Academic Senate, Professors of Teaching have the same access to sabbatical leave and sabbatical leave in residence as those in the Professor series. Sabbatical leave is subject to accrual and restrictions as described in the APM guidelines. A sabbatical report must be submitted following sabbatical leave.

**(2) Guidelines for Teaching**

***Scope of Teaching Contributions.*** Professors of Teaching will have a teaching load in the range of two courses per quarter, or about 180 hrs. Like research professors, this teaching load is reduced accordingly for activities that necessitate release from teaching. Half time faculty are expected to have half the teaching workload. In addition, Professors of Teaching have the option of additional teaching, such as summer teaching or additional courses needed for carrying out pedagogical studies.

Professors of Teaching may be assigned courses at the undergraduate or graduate level. Departments are encouraged to make teaching assignments in the Professor’s area of expertise with the Professor’s input; to promote stability in the teaching assignments from year to year as appropriate; and to provide opportunities to stack classes to permit an occasional open quarter.

Professors of Teaching may supervise Bio Sci 199 students to engage in their research. Supervision of doctoral graduate students in research is uncommon for faculty in this series, and would require a commitment of financial support. Master’s programs may include training with Professors of Teaching as appropriate. Professors of Teaching will contribute to training and mentoring graduate student teaching assistants and learning assistants as appropriate. Oversight of large courses taught by TAs will be credited according to the time needed for TA training.

Mentoring of learning assistants would be considered mentoring, which is an important contribution to teaching but does not fulfill the teaching load requirement.

***Metrics to be used in evaluating teaching.***

Identified areas of teaching to be assessed and mechanisms for evaluating achievement that goes beyond reliance only on student evaluations.

A. Demonstrates exceptional teaching and mentoring: Uses evidence-based teaching practices consistently and effectively. Practices to evaluate (this list is not exhaustive but provides examples to consider):

- Course content: learning goals clearly articulated, material current, demonstrates expertise in content
- Student learning: frequent formative assessment and summative assessments closely aligned with goals
- Course delivery: stimulates interest in subject, uses diverse approaches, active student participation
- Course management: creates open fair learning environment, organized, accessible
- Professional development: participates in training for use of new evidence-based teaching practices.
- Quantity and quality of mentoring of 199 students and Teaching Assistants
- Professors of Teaching may serve on graduate students' advisory, advancement, or thesis committees with departmental approval (department chair or grad advisor)

B. Assessment tools that can be used to evaluate of evidence-based teaching practices. Examples to consider:

- 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 Teaching Learning & Technology Center, in addition to comments
- Awards: including description of nomination practice, intramural, extramural, etc.

**(3) Guidelines for Research and Creative Activity**

Like research faculty, Professors of Teaching are expected to conduct research, albeit with less emphasis in merit and promotion reviews.

***Scope of Research and Creative Activity***

Activities that count toward research/creative activity need to meet all three of the criteria below:

- Represents new knowledge, innovation, and/or analysis in the discipline/pedagogy - as judged by peer or other external review,

- Publication/dissemination and public accessibility of the work beyond the university,
- Impact and influence on the field, the academy, or the wider society.

***Metrics for Evaluating Research and Creative Activity.***

- Faculty are expected to create knowledge through high quality research and creative activity with an impact on the field.
- For our School, the most common contributions are peer-reviewed journal articles that report on research.
- Other types of contributions include scholarly review articles, books or book chapters, patents or other intellectual property, and publicly available research products.
- Further evidence for research excellence includes grants, awards, and selection for keynote talks.
- Letters from outside experts who evaluate contributions to biological or pedagogical research will be considered in promotions.

**(4) Service**

University, professional, and public service are expected, valued contributions from faculty and are evaluated as a component of merit and promotion files for Professors of Teaching.

Examples of University service:

- Service on Department, School, or University Committees including graduate and undergraduate education, merit and promotion, hiring, and graduate admissions.
- Administrative work, such as in learning centers and teaching programs
- Participation in scholarly activities (e.g., summer seminars) designed to enhance scholarly expertise in relevant fields.
- Service to students, including writing letters of recommendation, contributions to mentoring clubs, doing outreach, running workshops.
- Expectations for University service expand in breadth and leadership as faculty promote and advance. PoT faculty will be increasingly expected to extend service beyond the Department and School and expand leadership in their contributions. Examples of broader service at higher ranks include service on committees of the campus, Academic Senate, or Systemwide, as well as leadership roles in service, such as chairing committees, directing programs or centers, etc.

Examples of professional and public service:

- Service as reviewer of grants/papers, editor, study section,
- Organizing conferences, service in professional societies.
- Community outreach education programs, etc.

## **(5) Inclusive Excellence**

As a collective faculty, we value the principle of inclusive excellence in carrying out our three primary duties of research, teaching, and service. Thus, rather than being considered in a separate category, they are considered as part of each of the three review criteria. Examples of inclusive excellence activities related to each of the three pillars are indicated below.

### ***Examples of Inclusive Excellence Activities Related to Teaching***

Describe activities you engage in that contribute to creating an academic environment supportive of all students, including those from underrepresented groups. Contributions may include but are not limited to:

Use or development of pedagogies addressing different learning styles:

- Design or teaching of courses that are tailored to meeting the needs of educationally disadvantaged students;
- Development of particularly effective strategies for the educational advancement of students in various under-represented groups.

Teaching in programs that serve underrepresented groups:

- At local community colleges, bridge to college programs;
- Summer enrichment/internship programs with Historically Black Colleges and Universities or other groups serving underrepresented groups.

Mentoring underrepresented students:

- In the research group or laboratory, including students in Bio Sci 199 and/or the Minority Science Program.
- Associated with guidance or counseling programs, such as UROP;
- To build an inclusive pipeline into academia.

Selection of course content to appropriately reflect diverse viewpoints, including work from scholars from underrepresented groups.

### ***Examples of inclusive activities in research***

- Addressing barriers facing underrepresented groups in access to education, health care, economy, social mobility or participation in creative endeavors;
- Studying programs to understand and enhance patterns of participation and advancement of underrepresented groups;
- Creating knowledge of diverse cultural and historic experiences, particularly in reference to underrepresented groups.

### ***Examples of Inclusive Excellence Activities Related to Service***

Describe your department, school, university and systemwide activities that promote diversity and equal opportunity for scholars and students from underrepresented groups. This could include but is not limited to:

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Chancellor Hal Stern on 11/16/22**

- Recruitment, retention, and/or mentoring of underrepresented students, faculty, or staff at the university or to the professoriate more generally;
- Organization of, or engagement in, seminars, conferences or institutes that address concerns of underrepresented groups;
- Service on committees directed at serving underrepresented communities and advancing inclusive excellence;
- Presentations or performances for underrepresented communities;
- Participation in programs aimed at increasing the pipeline of underrepresented groups entering higher education;
- Public service activities and invitations to give talks within the field that address the needs of culturally diverse groups;
- Awards and other forms of special recognition such as commendations from local or national groups or societies representing underserved communities.