PROFESSOR OF TEACHING (PoT) SERIES: GUIDELINES AND RECOMMENDATIONS
Henry Samueli School of Engineering

The UC faculty in the Professor of Teaching (PoT) series are Academic Senate members whose contributions and efforts are focused primarily on the educational mission of the University, and secondarily on the research mission.

What follows are guidelines and clarifications that aim to provide a better understanding of the roles, responsibilities, and rights of PoT faculty in the School of Engineering. As per campus practice, these guidelines are consistent with the UCI Campus-wide Guidelines for Merit/Promotion for Professors of Teaching.

EXPECTATIONS AND DISTRIBUTION OF EFFORT AMONG EVALUATION AREAS

A. Contribution to the educational mission: 55-65% of the overall effort
   Key aspects include, but are not limited to, the following:
   a. Teaching excellence is a key expectation for the PoT series
   b. PoT faculty are expected to engage and provide innovation and leadership in some or all of the following areas:
      i. Evidence-based pedagogical practices,
      ii. Ongoing efforts to improve curricular and evaluation practices,
      iii. Integration of ``hands-on'' experiential learning into the curriculum.
   c. Broadly defined, teaching responsibilities shall be equivalent to twice that of non-PoT faculty; i.e., no more than the equivalent of six 4-unit classes. The nature and form of the educational contributions necessarily depend on the needs of the unit as well as the strengths and capabilities of the PoT faculty.
   d. Examples of teaching responsibilities include the following:

   I. Traditional components

      i. Regularly scheduled courses,
      ii. Supervision of independent studies,
      iii. Primary supervision of MS and/or PhD students (as Committee Chair/Advisor),
      iv. Development of Textbooks, Monographs, on-line educational material for wide use (e.g., core engineering classes, MOOCs, or similar).
      v. Management and leadership of capstone projects, laboratories, accreditation, and other key and demanding aspects of the program.

II. Contributions to supportive learning environments through:

    i. Engagement with students through mentoring individuals and/or student groups,

    ii. Engagement with faculty and teaching assistants on best practices in the classroom,

    iii. Highlighting the importance of teaching to the overall mission of the school and department,

    iv. Activities in support of inclusive excellence ideals.

e. Evaluation of teaching excellence may include, but are not restricted to, the use of the following assessment tools:

    i. Self-reflective statements and teaching portfolios,

    ii. Peer-evaluation of pedagogical innovation in content delivery and learning,

    iii. Evaluation by students,

    iv. Recognition by students, peers, external entities for teaching excellence,

    v. Awards or other acknowledgments of teaching excellence,

    vi. Significant and impactful mentoring of students or faculty,

    vii. Evidence of external impact (curricular changes, textbooks, etc.),

    viii. Successful student project outcomes.

Progress through the ranks will accompany higher expectations of impact and leadership on the educational endeavors of UCI.

B. Contributions in Research/Creative Activities: 20-30% of the overall effort

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

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

        i. Investigator-initiated disciplinary research along the common pathways in the discipline,

        ii. Pedagogical research, for which examples include effects of different methods of delivery, influence of technology, curricular structure and innovation, or influence of engagement and participation levels,

    b. Publication/dissemination and public accessibility of the work beyond the university

      i. Publication in subject appropriate journals and conference proceedings,

      ii. Establishment of on-line courses that are publicly accessible and used by individuals at other institutions,

c. Impact and influence on the field, the academy, or of the wider society

      i. Adoption of research findings or other evidence-based pedagogical practices/products by other institutions,

      ii. Visibility as expert/leader in research,

      iii. Presentation/publication in high impact or highly visible venues,

      iv. Involvement in external research endeavors or multi-investigator activities with high visibility (disciplinary or pedagogical).

Evaluation of research, requiring external validation and recognition through

- Discipline-associated metrics of productivity and quality (e.g., selectivity of peer reviewed journals or conferences),
- Discipline-associated metrics of impact (e.g., citations, competitive external awards or grants, keynote talks),
- Evaluation of quality and impact by external experts,
- Development of a cohesive body of scholarship.

The expectations for visibility and impact of Research and Creative Activities will be commensurate with rank. Higher ranks require evidence of impact (pedagogical or disciplinary) through leadership of research teams, garnering of external awards, and influencing others engaging in research and creative activities, among others.

C. Contributions in university and professional service: 15%-20% of overall effort
    a. Service contributions may be slanted toward educational activities but should not be limited exclusively to educational aspects. As Academic Senate members, a wide range of service opportunities is available to PoT faculty. Similar flexibility should be available for service contributions at the department and school levels, including leadership positions (associate dean, chair, vice-chair, etc.).
    b. As Academic Senate members, in all committees and subcommittees, except for with personnel matters, PoT faculty have the same voting privileges as non-PoT faculty. In personnel matters, they have rights parallel to the non-PoT faculty regarding the personnel review of other PoT faculty. Extension of voting privileges can be accomplished via bylaw 55 of the APM and is strongly encouraged by campus. Currently, PoT faculty in BME, CBE, CEE, and MAE have identical voting privileges as non-PoT faculty.

    c.   Examples of University service duties (non-exhaustive)
- Any service contribution recognized for non-PoT faculty,
- Holistic improvement and modernization of department (or school) curriculum,
- Enhancing educational infrastructure for curricular and extracurricular student activities,
- Extensive mentoring, engagement with student organizations, and writing of letters of reference,
- Engagement in (peer) evaluation of other PoT and non-PoT faculty,
- Guidance, training and mentoring of graduate students interested in teaching careers,
- Leading and managing educational seminars, workshop, training sessions aimed at improving the quality of education (e.g., Education Focused Seminar series, Learning Community engagement).

    d. Examples of Professional Service (non-exhaustive)
- Any Professional Service activity recognized for non-PoT faculty,
- Serving as peer evaluator of external PoT faculty,
- Serving as evaluator of educational programs of other institutions,
- Reviewers for new pedagogical techniques, products, or projects for public or private organizations.

    e. Evaluation of excellence in service through consideration of
       i. Peer evaluation and testimonials,
      ii. Evaluation by students,
     iii. Reaching leading or visible roles in the service activity.

While service engagement at the department level is common at the Assistant Professor level, contributions and leadership at the school and particularly campus will be expected from higher ranks. The same growth in leadership is expected from professional service engagements.

D. Diversity and inclusion
    a. Contributions to the practice of diversity and inclusion can be in any of the three areas listed above and can also be across different criteria, based on the existing needs and opportunities.
    b. Similar to the non-PoT faculty, contributions to and achievements of PoT in enhancing diversity and strengthening an inclusive environment should be given appropriate levels of support and recognition. In particular, the academic personnel

process should provide adequate evaluation of these activities, which should be credited along other achievements.

    c. Excellence evaluation may include but is not limited to the following:

        i. Contributions to a more welcoming and inclusive environment, particularly for undergraduate and graduate students, such as inclusive community building efforts, or faculty engagement and development through DTEI.

        ii. Curricular or pedagogical contributions that enhance, directly and tangibly, the University's goals in diversity and inclusion,

        iii. Engagement in faculty development programs aimed at enhancing diversity and inclusion.

LEAVES, COURSE RELEASE, COURSE BUYOUT, AND SALARY EXCHANGE

A. PoT faculty accrue sabbatical credits at the same rate as non-PoT faculty. The process and deadline for such requests should be clearly communicated to the PoT faculty.

B. Service duties that normally carry course release should carry commensurate course release for PoT faculty.

C. PoT faculty are eligible for the same course buyout policy as non-PoT faculty, with more modification: Course buyout policy of the School for PoT faculty assigns 6.25% of annual salary (plus associated benefits) for reduction in course assignment, with a suggested maximum of two courses per academic year.

D. PoT faculty are eligible for the School's salary exchange program.

BEST PRACTICE BY DEPARTMENTS

Departments are encouraged to evaluate the teaching responsibilities of PoTs and to adjust as appropriate to ensure PoTs are in a position to successfully execute their work, not just in teaching but also in research/creative activity, and service. Examples include the following:

a. Increasing stability in course assignments year to year,

b. Providing opportunities to teach multiple sections of the same class in a given quarter/year,

c. Providing opportunities to stack classes to have an open quarter periodically,

d. Giving priority for selection of experienced TAs,

e. Providing opportunity to develop and teach courses in areas that provide synergistic, benefits for a PoT's disciplinary and/or pedagogical research topics,

f. Involving PoTs in course scheduling decisions, e.g., the quarter a course is taught,

g. Clear and timely communication and careful coordination between PoT faculty and the department chair.