

Professor of Teaching Promotion and Tenure Guidelines Paul Merage School of Business (08/29/2022)

I. Overview

The Merage School guidelines below were developed to be consistent with APM 285 (Appointment and Promotion- Lecturer with Security of Employment Series) and with the recommendations of the 2021-22 Campus-wide review committee of Professors of Teaching, and are intended to provide additional elaboration of those policies as they pertain to the Paul Merage School of Business.

It is recognized that the duties and responsibilities of faculty in the Professor of Teaching series can vary widely from appointment to appointment, and as such should be laid out carefully at the time of appointment, reappointment, and promotion. Nevertheless, certain expectations are invariant, as laid out here.

In appraising a Professor of Teaching Series candidate for appointment, merit increase, or promotion, expectations of teaching are significantly higher than that of ladder rank faculty. Expectation of Research and Creative Activity is lower than that of ladder faculty, but still requires evidence of national or international recognition and leadership in educational or professional work. University and Public Service is also of importance in the Paul Merage School and can comprise a significant portion of an appointee's responsibilities, and as such, can have significant weight in the review process.

After obtaining the rank of Professor of Teaching, each merit increase is dependent on the candidate's continuing excellent performance in teaching, research/creative activity, and service. In general, the balance of effort in these activities should be 50-70% teaching, 15-25% research/creative activity, 15-25% service, with a minimum of 50% effort in teaching.

As APM 285 indicates, the promotion to Full Professor of Teaching may be granted to those individuals who bring "*exceptional value to the University*" through service, research, and most importantly, teaching. Overall, expectations in all three categories rise at higher levels of the professoriate in accordance with promotion and advancements.

II. Evaluation Metrics

1. Teaching. Professor of Teaching faculty are expected to maintain a continuous and current command of their disciplinary subjects; under no circumstances will security of employment be conferred unless there is clear documentation of outstanding teaching.

Teaching load: While a 7 course teaching load, or equivalent, is common, there is no "standard" teaching load for those in the Professor of Teaching series and exact expectations of, and agreements about, teaching assignments are made at the time of appointment. Employment agreements should, however, reflect the overall expectations

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stated above, including 50-70% teaching. Documentation of such agreements should be made available to the Personnel Committee at the time of evaluation.

Practices to evaluate (this list is illustrative not exhaustive):

- Course content: The candidate demonstrates expertise in content and continuous growth in the subject field. Classroom learning goals are clearly articulated, and materials are current and reflect the strategic themes of the Merage School
- Student learning: Candidates conduct frequent and summative assessments closely aligned with the learning goals
- Course delivery: The candidate stimulates interest in subject, uses diverse approaches, and encourages active student participation
- Course management: Candidates create open fair learning environments that promote diversity, equity and inclusion; candidates are organized in their courses and accessible to students
- Student training and supervision: Candidates actively participate in the extra-curriculum training of students such as advising independent projects and club sponsorships
- Development of instructional activities: Candidates develop instructional materials for teaching assistants and other faculty (for example: a course on effective teaching or active learning)
- Personal development in the delivery of instructional materials, such as specialized training or certification programs
- Taking the lead in assisting or developing courses for programs that are of strategic importance to the School such as newly created online courses in the undergraduate and graduate programs
- Innovation: Candidates leading innovations in design, redesign, or the development of curricular activities or instructional facilities and methodologies in the School.

b. Assessment tools that can be used to evaluate teaching effectiveness:

- Candidate reflective teaching statements which can include teaching philosophy, course learning goals, tools used to achieve goals and any planned improvements based on student comments
- Student evaluations of all courses must be included and must be anonymous, have high response rates, and include all written student comments
- Testimonials of graduates
- Documentation of the development of new effective techniques of instructions
- Peer evaluation conducted by faculty familiar with content and pedagogy with reports included in the files for promotion

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- Teaching awards, including description of nomination practice, intramural, extramural, etc.

2. Research/ Creative Activity. Intellectual leadership must be documented by materials demonstrating the candidate has made outstanding and recognized contributions to the development of his or her special field and/or of pedagogy.

Activities which count toward research/creative 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.

The school typically prioritizes peer-reviewed publications in journals or conference proceedings in the discipline or pedagogy.

Examples of research activities that may meet the above three criteria include:

- Peer-reviewed publications or original materials: Quality and impact of original research papers in the discipline and/or pedagogy
- Scholarly books or book chapters and/or original teaching materials, including textbooks and published cases
- Research awards.

Examples of creative activities may include:

- Teaching cases or pedagogical materials, such as role plays, interactive games, or group activities that enable active learning.

Evidence of national or international recognition and leadership in disciplinary and/or pedagogical research/creative activities will be assessed by the quality of publication outlets, quality of conferences where papers are presented, and quality of institutions where invited talks are given. Other evidence could include, and is not limited to: citations of publications, number of invited lectures, presentation of papers at conferences or meetings, organization of research workshops or special sessions, use of pedagogical materials by peers, and use of books and other teaching materials by others in respective disciplines. Impact of research and creative activities on diversity, equity and inclusion will also be considered.

3. University, Professional, and Public Service.

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Professors of Teaching are expected to substantially contribute through service activity to the school, university, and profession. In service there is an expectation that contributions to the school, and campus, activity grows in breadth and leadership in accordance with promotions and advancements. For instance, evidence of growth in leadership can involve participation as chair or vice chair of senate committees and/or councils, campus task forces, and other ad-hoc committees.

Examples of assessment tools may include:

- Contributions to program building, program management, and curriculum development
- Outreach activities to business or professional communities, alumni, government, and public organizations.
- Service on school committees, including graduate and undergraduate education, hiring, and admissions committees and recruiting events.
- Participation in alumni and other school events, and commencement
- Service on university committees, with leadership roles at higher ranks of the professoriate
- Advancement of diversity, equity and inclusion
- Professional reviewing as editor or reviewer of submissions to journals, conferences, book manuscripts or grant proposals.
- Leadership at local, regional, national or international meetings of educational or scholarly associations.

III. Other Considerations

Professors of Teaching are encouraged to engage in activities that promote equal opportunity and diversity. “Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements.” (APM-210-1-d) There is an expectation that contributions to the school, and campus, activity grows in breadth and leadership in accordance with promotions and advancements.

IV. Inclusive Excellence Activities

In line with APM 210, the school requests “[c]ontributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements.”

Faculty may submit information related to diversity information by completing UC-AP-10, and a separate DEI statement included in the AP review file. Self-statements should explain contributions to inclusive excellence in the areas of service, teaching, research/creative activities. Specific examples of diversity activities during the review period should be included, as well as a

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discussion of the outcomes of these activities illustrating how these activities influence the future.

1. Inclusive Excellence Activities Related to Teaching “contribute to creating an academic environment supportive of all students, including those from underrepresented groups.” These activities could include:
 - Use or development of pedagogies addressing different learning styles;
 - Teaching in programs that serve underrepresented groups;
 - Mentoring underrepresented students;
 - Selection of course content to appropriately reflect diverse viewpoints, including work from scholars from underrepresented groups.

2. Inclusive Excellence Activities Related to Research or Creative Activities could include:
 - 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.

3. Inclusive Excellence Activities Related to Service
 - 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

Additional supporting materials could also include: (i) a letter from another faculty member, administrator or community leader describing the individual’s contributions to inclusive excellence; or (ii) a description of an award received, during the review period, for contributions to inclusive excellence.

V. Procedures and Policies

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Teaching Workload:

To stabilize the teaching workload, Professors of Teaching should be involved in the course scheduling and staffing decisions. Opportunities to teach multiple sections of same class/quarter/year, as well as to stack classes to have an open quarter periodically, and/ or assign courses related to Professors of Teaching research area should be provided.

APM 285 indicates “*An appointee in this series will regularly carry a heavier load of teaching than appointees in the professorial [i.e. ladder faculty] series.*” If significant departmental service is assigned, or if significant funded scholarship is pursued, a reduced teaching load can be considered.

Sabbaticals:

Professors of Teaching accrue sabbatical credits at the same rate as faculty in the professorial series, and they may request sabbaticals according to the same procedures.

Procedures for recruitment, review, and advancement:

The procedures for recruitment, review, and advancement for the Professor of Teaching (Assistant, Associate and Full) positions shall be modeled on the general pattern of the review process for ladder rank senate faculties.

Each Assistant Professor of Teaching appointment and reappointment is limited to a maximum term of two years. The total University service with this and certain other titles may not exceed eight years, in accordance with APM - 133-0-b and Regents’ Standing Order 103.10.

Voting:

Full-time Professors of Teaching are Academic Senate members. They will participate in faculty meetings and have voting privileges similar to ladder rank faculty, with the exception of personnel matters. In personnel matters, they have the right to participate and vote on Professor of Teaching cases of the same or lower ranks. The review cycle for Assistant, Associate and Full Professors of Teaching mirrors that for ladder faculty at each rank.

Reference:

Full university policies can be found in APM-285:
<http://www.ucop.edu/acadpersonnel/apm/apm-285.pdf>