

# MERIT AND PROMOTION GUIDELINES FOR THE PROFESSOR OF TEACHING SERIES

This document provides expectations for the roles, duties, evaluation, and promotion of faculty in Professors of Teaching (PoT) Series, also known as the Lecturer with Security of Employment Series, in the Program of Public Health (PPH)/future School of Population and Public Health. Faculty should also reference the UCI Campus-wide Guidelines for Merit/Promotion for Professors of Teaching.

## Voting Rights and Sabbatical Eligibility

PoT, as members of the Academic Senate, have the same Department, School, and University voting rights as faculty in the Professor series. PoTs are eligible for sabbatical and other leaves as outlined by the APM and UCI’s Academic Personnel Procedures; procedures for requesting these leaves are the same for faculty in the PoT and research professor series.

## Effort and Workload

The expected ranges for the distribution of effort on each of the three major areas of evaluation for merit and promotion provided below are approximate guidelines for the division of time spent on different responsibilities and are meant to provide broad and general guidance rather than exact quantifications of work responsibilities, as individual cases in different areas of Public Health expertise may vary. Similarly, descriptions of evaluation criteria or work product included below may not encompass all activities that are eligible for consideration in different domains of Public Health. The expected ranges for the distribution of effort for PoT in PPH is:

- Teaching: 60-70%
- Research/Creative Activity: 15-20%
- University and Professional service: 15-20%

## Teaching (60-70%)

In general, PoTs will teach six 4 unit classes in the Program /School of population and Public Health during the nine-month academic year, assigned by the Department Chair in accordance with departmental faculty workload policies and procedures. In most cases, teaching will be largely focused on undergraduate courses for majors and non-majors in both upper and lower divisions. PoTs are also eligible to teach graduate-level courses based on their expertise and the needs of the academic programs. Actual teaching assignment will be at the discretion of the Department Chair and PoTs will work with their Department Chair on the management and distribution of their teaching assignments across the academic year in a 2-year teaching plan. To the extent possible, PoTs can expect to teach certain classes regularly and not to teach classes outside of their expertise.

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PoTs can be granted course releases in accordance with Departmental Workload policies in consultation with their Department Chair and approval of the Dean. PoTs who have regularly taught specific courses prior to a sabbatical leave may expect to be assigned to the same courses following sabbatical or other leaves, to the extent possible in meeting degree requirements for students and at the discretion of the Department Chair.

PoTs may expect to contribute to curriculum development and support implementation of best practices for Public Health education across the School, subject to approval by instructors of record and the school wide curriculum committee. PoTs will provide guidance to other Public Health faculty in instruction, course development, course design, and methods to increase inclusion and equity in the classroom. This can be done in different ways, from informal consultation on individual assignments to offering workshops for faculty on new pedagogies. PoTs may categorize elements of this kind of work as service or creative activity, if it meets CAP criteria, during merit and promotion.

PoTs are eligible to mentor graduate students in their development as teachers, and to engage in the mentoring and professional development of students through formal and informal advising, serving as the faculty advisor for student groups, and similar activities.

PoTs are eligible to mentor undergraduate students in research projects, including through the Honors Research and PH198/199 mechanisms. Depending on expertise and need, PoTs are eligible to serve as members of doctoral committees and to advise master's students.

Expectations in the amount and level of excellence in teaching is not expected to substantially change across the ranks of the professoriate, though greater engagement in curriculum development and mentoring activities will generally increase in scope with higher professorial rank.

### Evaluation of teaching excellence

Similar to the Professor series, PoT may submit a range of evidence on teaching evidence in accord with APM 210-3. Departmental expectations for materials submitted as evidence of teaching excellence for PoT should not exceed those for the Professor series in the same academic unit; however, PoT may submit additional materials in support of their cases at their discretion.

Student evaluations are one form of evidence of teaching excellence, and these evaluations must be included in the personnel file. Professors of Teaching are required to include at least one other form of evidence of teaching excellence and are encouraged to submit more. Possible examples include:

- a) A self-reflective evaluation of the candidate's teaching;
- b) Awards or other acknowledgments of excellent teaching;

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- c) Peer review assessments from other faculty members based on knowledge in the candidate's field; class visitations; attendance at the candidate's lectures before professional societies or in public; and the performance of students who have studied with the candidate; UCI's Office of Academic Personnel offers guidance on peer evaluation of teaching, and UCI's Division of Teaching Excellence and Innovation offers additional resources.
- d) A term-by-term enumeration of the number and types of courses and tutorials taught since the candidate's last review:
  - I. the level of courses and tutorials taught;
  - II. the enrollments of courses and tutorials taught;
  - III. the percentage of student course evaluations in relation to the total number of students in each course;
  - IV. brief explanation for abnormal course loads;
- e) Identification of any new courses taught or of previously taught courses for which the candidate has substantially reorganized the approach and/or content;
- f) Documentation of new substantive developments in the field or of new and effective techniques of instruction, including techniques that meet the needs of students from groups that are underrepresented in the field of instruction;
- g) Documentation of success as a positive role model or effective mentor for students at all levels; including those serving as teaching assistants;
- h) Results from studies conducted to measure changes in student understanding of subject material from the beginning to the end of the course.

Of these, PoTs are encouraged to pay special attention to the reflective teaching statement and the collection of materials that illustrates what is discussed in the self-evaluation and the impact of their mentorship and advising. Self-evaluation might include evidence of effective teaching practices, innovative techniques, a commitment to assessment, reflection and iterative growth, and a feedback loop for improved teaching practices as evident in revised course curricula. Evidence that could be used to illustrate or expand upon these points in the PoT's teaching portfolio should include a combination of course syllabi, examples of assignment or in-class exercises, evidence of participation in pedagogical workshops and programs, letters of support from former students, or teaching awards. Teaching activities that advance diversity, equity, and inclusion should be so indicated where appropriate and explained with more detail in the PoT's statement on diversity, equity, and inclusion.

### Research and Creative Activity (15-20%)

PoTs should engage in scholarly research and/or creative activities related to their subject expertise or pedagogy, curriculum science, and educational methods. Activities that count as research/creative activity must satisfy each of the following criteria:

- a) Represent new knowledge, innovation, or analysis, as judged by peer review

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- b) Be published or disseminated and publicly accessible beyond the university
- c) Have impact and influence on their field, the academy, or wider society

Examples of this work that satisfy all three criteria may include but are not limited to publications in peer reviewed journals and conference proceedings; contributions to edited volumes; publicly accessible reports; presentations at academic and professional conferences may provide evidence of excellence in research and/or the candidates stature in the field, but do not, by themselves, count as research.

PoTs are encouraged to collaborate with colleagues to develop grant proposals to fund innovations in pedagogy and scholarship of teaching and learning. PoTs are also encouraged to collaborate with students to produce scholarly and creative work, which may include serving as senior author on student-led research. Research and creative activities that advance diversity, equity, and inclusion are also encouraged.

### Evaluation of research and creative activity

PoT are encouraged to provide information on impact factors of journal venues, or other forms of recognition of professional contributions or roles in international societies, similar to Faculty in the Professor series. Due consideration may be expected for the reduced amount of effort (15-10%) PoT spend in this area of evaluation in relation to teaching and service. Due consideration may also be expected for curricular and pedagogical impact that takes longer to determine outside of long-term formal assessment. PoTs are encouraged to use their statement on their research and creative activities to elaborate how their creative works are intended to impact their field, the academy, or wider society and offer, as much as possible, evidence of a trajectory to that goal. Research and creative activities that advance diversity, equity, and inclusion should be so indicated where appropriate and explained with more detail in the PoT's statement on diversity, equity, and inclusion.

It is expected that the scope and impact of PoTs research and creative achievements will substantially increase across the ranks of the professoriate. For instance, generally activities at the Assistant level are expected to be cohesive or programmatic, while at the Associate or Full level the expectation is that achievements will have impact and influence in a particular academic or pedagogical research area.

### University and Professional Service (15-20%)

PoTs are eligible to participate in the governance of PPH and the University by serving on departmental, school wide, and university committees. Possible examples may include:

- Department or School Service
  - service in curriculum committee - develop and evaluate courses/program
  - prepare accreditations at state and national level, etc.
  - recruitment

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- UCI Service
  - service in senate committee
  - campus special initiative committees
- UC-wide Service
- Professional Service
  - Service on regional/national relevant association/organizations
  - Reviewing papers or grant proposals
  - Public outreach or community engagement

PoTs are eligible to contribute to the development of the profession through participation in national and international associations, serving on publication editorial boards, and other related activities. PoTs are eligible to work with community, discipline-specific, and government organizations in the development of the public health and healthcare workforce.

### Evaluation of service

PoTs should list their service activities on AP-10 forms and are encouraged to use their statements on service to expand on specific activities to which the PoT has devoted more time. If some service activities overlap with teaching or scholarly work, that should be discussed in the statement. Service that addresses issues of diversity, equity, and inclusion should be so indicated where appropriate and explained with more detail in the PoT's statement on diversity, equity, and inclusion.

It is expected that the scope and breadth of PoTs in departmental, university, and/or professional service will substantially increase across the ranks of the professoriate. For instance, generally activities at the Assistant level are expected to be more limited in effort (e.g., engagement in peer review), than at the Associate or Full level (e.g., service on a faculty search committee).