

SCHOOL OF HUMANITIES GUIDELINES FOR EVALUATING REVIEW FILES OF PROFESSORS OF TEACHING

A. Campus procedures for the review of Professors of Teaching series “shall be modeled on the general pattern of the review process for members of the professorial series.” The main difference between the two series is that for Professors of Teaching the primary area will be teaching and not research/creative activity, as it is for faculty in the Professor series.

a. Distribution of effort expected in the three review areas

- i. The weighting of the three areas for evaluating the review files of Professors of Teaching would be expected to fall within the following ranges: Teaching at 50%-70%; Research/Creative Activity at 15%-30%; and University and Public Service at 15% to 30%.
- ii. The teaching load for Professors of Teaching in the School of Humanities is six regularly scheduled courses per year. These will be mostly undergraduate courses—particularly in programs that do not have graduate programs—but Professors of Teaching are not precluded from occasional graduate teaching in their areas of expertise. Professors of Teaching may be assigned both lower and upper-division courses, and both seminar-sized classes (e.g., language courses, writing courses in Composition or Global Languages and Communication, sections of Humanities Core, classes on film production in Film and Media Studies) and larger lecture courses in units that mount these.
- iii. Professors of Teaching may be granted course release for major service duties beyond their regularly expected service assignments (e.g., directing a language program or Composition) with the approval of the Dean. They may also receive course release for substantial duties in other activities—e.g., directing significant departmental or school level internship programs—with the approval of the Dean.

b. Teaching

- i. Teaching excellence may be demonstrated through various activities: classroom innovation (e.g., creative use of technology or other resources), use of evidence-based practices, mentoring (e.g., Unit 18 faculty, Teaching Assistants, other faculty, undergraduates and graduate students), curriculum design and development, use of inclusive teaching practices.

- ii. Teaching excellence will be documented by at least three of the following: student course evaluations, peer class observations, reflective teaching statements, teaching awards, evidence of successful learning outcomes.

c. Research/Creative Activity

Activities that count toward research/creative activity 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.

Examples of research activity that may meet all three criteria include: peer-reviewed scholarly publications in the discipline, peer-reviewed publications on pedagogy in the discipline (e.g., textbooks). Invited and accepted presentations at institutions or professional societies may be evidence of impact of research/creative activity or stature in the field but do not, by themselves, count as research/creative activity. Examples of creative activity may include: peer-reviewed publication of creative writing, film and media production (screenplay writing, directing of films shown at film festivals), curating art or media exhibits at galleries or museums.

Excellence in research/creative activity may be demonstrated by peer-reviewed publications, reviews of film and media productions, art exhibits and installations, awards or prizes for research or creative work, as well as grants in support of research/creative activities. As is the case of faculty in the professorial series, it is expected that the research/creative activities of Professors of Teaching will grow in quantity and in impact as they progress to higher ranks and steps.

d. Service

- i. Professors of Teaching participate in the same service activities as faculty members of the professorial series. On the departmental level such activities would include serving on departmental committees and sometimes in the department's administrative positions (e.g., as directors of undergraduate studies, language programs, or Composition, or as

department chair or vice chair), some of which may carry course release. At the school level, Professors of Teaching may serve in the same capacities as faculty in the professorial series (e.g., as members of the Humanities Executive Council or of other school committees). This would also apply to service on the campus and system levels. Professors of Teaching may serve on Senate committees or system-wide committees (e.g., committees on writing and writing pedagogy, committees on language learning, committees on inclusive excellence topics). Since for Professors of Teaching the expected effort in the area of service may be weighted as low as 15%, Professors of Teaching with full teaching loads and substantial research/creative activity records could be expected to accumulate somewhat less service than faculty in the professorial series. Nevertheless, it is expected that the service contributions Professors of Teaching make to department, school, and campus activities will grow commensurately with their promotions and advancements through the ranks and steps. For instance, Professors of Teaching at the higher ranks and steps could be expected to take on leadership roles and participate in institution building activities. Professional service may include serving in leadership capacities on professional societies, on journal or press editorial boards, as reviewers of programs at other institutions, reviewers of manuscripts for journals and publishers—in short, all the professional service activities in which faculty in the professorial series take part.

B. Other School Policies

- 1) Teaching workload management: Professors of Teaching in the School of Humanities have a six-course teaching load per year. In some units, Professors of Teaching regularly teach multiple sections of the same class (e.g., sections of Humanities Core, sections of the same writing course in Composition or Academic English, sections of language courses).
- 2) Voting rights: All departments and programs in the School of Humanities afford full By-law 55 voting rights to Professors of Teaching.
- 3) 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. Professors of Teaching receive two course releases for each quarter of sabbatical.
- 4) Professors of Teaching are encouraged to engage in activities that promote equal opportunity and diversity. Such activities are given due recognition in the academic personnel review process. As APM-210-1-d puts it: “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.”