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**Approved by Provost and Executive  
Vice Chancellor Hal Stern on 1/6/23**

### **Expectations for the Professors of Teaching in the Professors of Teaching Series in the School of Physical Sciences at UCI**

The School of Physical Sciences (SoPS) at UC Irvine upholds a tradition of excellence in teaching students from a wide range of disciplines. Professors of Teaching play a significant role in this endeavor and will be evaluated using the campuswide guidelines and this document, on the basis of their performance in the areas of teaching, research and creative activity, and University and professional service.

#### **1. Teaching**

The primary obligation of Professors of Teaching is in the classroom or laboratory teaching arena. Professors of Teaching are expected to be exceptionally strong educators who dedicate 50-70% of their time to teaching. The teaching assignment for a Professor of Teaching may include courses at all levels and types of instruction.

Teaching excellence and evidence of effectiveness is required. Professors of Teaching must employ evidence-based teaching methodologies and/or explore new ones. Evidence of such efforts should be demonstrated with course materials, verified metrics, and/or student performance in future courses.

Suggested teaching loads should include no more than six courses per year. Departments are responsible for ensuring that excellence in assigned teaching roles do not require more than 70% of a Professor of Teaching's workload to ensure they are allowed to devote time to research or creative activity and service.

Departments are encouraged to do the following to support Professors of Teaching.

- Increase stability in course assignments year to year
- Provide opportunities to teach multiple sections of the same class each quarter or year
- Provide opportunities to stack classes to have an open quarter
- Involve Professors of Teaching in course scheduling decisions
- Consider the impact that the method of delivery has on course preparation and implementation and provide accommodation such as reduced course load or increased TA support.
- Consider enrollment numbers impact on workload and offer accommodations for consistently high enrollments.

Significant professional activity or departmental/university service or extremely large courses may offset course assignments. Examples of such activities are:

- Creation of new courses or conversion of existing courses into a new modality
- UC or Campus-wide appointments to academic administrative positions
- Activities to create resources for the department
- Providing instructional leadership and continuity by managing courses and course materials shared among multiple instructors.

Contributions to and leadership of instruction-related activities within the Department are valued. These contributions often include but are not limited to:

- Creation of new instructional materials or curricula
- Development of new technological or multimedia tools
- Enrichment of instructional activities for teaching assistants
- Advising other professors on methodologies

The evaluation of teaching excellence and effectiveness must not be reliant on student ratings. Where student ratings are used they should be used holistically in concert with comments, teaching methodologies used, and distributions of numerical data. The SoPS also recognizes the biases that are present in student evaluations and strives to evaluate Professors of Teaching on metrics not subject to racial or gender bias. Additionally, when implementing innovative pedagogical techniques, teaching evaluations tend to shift downward and negative comments increase, even as learning outcomes improve. Student ratings and comments should be reviewed within this context. Professors of Teaching should provide descriptions of such implementations in their teaching statements.

Practices to evaluate teaching may include but are not limited to:

- Evidence that learning goals are clearly articulated, material is current, and expertise is demonstrated
- Courses are structured to support student learning: frequent formative assessment and summative assessments which are closely aligned with goals
- Course delivery stimulates interest, uses diverse approaches, provides active engagement opportunities
- Course management: creates open fair learning environment, organized, accessible
- Participation in professional development as evidence for training in the use of innovative and evidence-based teaching practices
- Assessing the quantity and quality of mentoring of undergraduate students and Teaching Assistants

Assessment tools that may be used to evaluate evidence based teaching practices include but are not limited to:

- Self-statement: statement of teaching philosophy, course learning goals, tools used to achieve goals
- Student/TA evaluations when appropriately taken into context
- Peer evaluations conducted by faculty and staff familiar with pedagogy
- Awards including description of nomination practice, intramural, extramural, etc. The level and prestige of the awards should be considered.
- Use of validated metrics such as the “Teaching Practices Inventory” or “Classroom Observation Protocol for Undergraduate STEM (COPUS)”

Inclusive Excellence should be demonstrated by engaging in equitable and inclusive teaching practices and through dissemination of information on these practices to others within the department. Specific examples of inclusive excellence activities related to teaching may include but are not limited to:

- Use or development of inclusive pedagogical practices intended to meet the needs of educationally disadvantaged students and/or improve academic success of students from underrepresented groups
- Teaching or developing curricula for outreach programs that serve underrepresented groups
- Selection of course content to appropriately reflect diverse viewpoints and populations

## **2. Research and Creative Activity**

Professors of Teaching should dedicate at least 15% of their time to Research and Creative Activity, either in pedagogy or in a research discipline. Content evaluated under teaching may also have aspects which need to be evaluated as professional achievement. This synergy should lead to important intellectual contributions and professional achievement.

***Activities must meet the following three criteria in order to qualify as Research and Creative Activity.*** If a specific activity completed by a Professor of Teaching does not obviously show all three, they should explain how the activity meets all three criteria. The three criteria are:

- A. Represents new knowledge, innovation, and/or analysis in the discipline/pedagogy, as evidenced by peer or external review or by other metrics which reflect the impact of the work.
- 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

Each criteria may be met by a broad number of possibilities.

SoPS recognizes a wide range of activities as Research and Creative Activity. We strongly support the rights of PoTs to fulfill this requirement with or without requiring peer reviewed journal publications but rather through alternative dissemination methods, provided that all three criteria (A, B, and C) above are fulfilled. Influence in their field and associated evaluations may be fulfilled by activities which vary significantly. A fair and equitable evaluation of PoTs should be inclusive of all types of judgment by peers.

Representative examples are:

- Develop and run a program which trains graduate student teaching assistants in pedagogy, which is published in a peer-reviewed journal, and is cited by others.
- Develop novel course materials which are submitted to a peer reviewed web database leading to adoption at other universities.
- Using department level program monitoring, analysis and assessment to provide novel insights, with dissemination via conferences talks which require peer-review for acceptance. The process and metrics of peer reviewed talks is common in fields such as Scholarship of Teaching and Learning and Education and are consistent with Journal acceptance.
- Develop novel methods for scaling project-based learning. Measure and present the impacts at talks outside of UCI. Metrics may include adoption or citations. Continued invitations to speak at other universities on the topic can provide secondary evidence of impact.
- Create a peer mentoring program and measure the impacts on sense of belonging and academic success among majors. Publish the results in peer-reviewed conference proceedings.

Scholarship and pedagogical research needs of the faculty should be considered when scheduling course assignments for Professors of Teaching.

Professors of Teaching may also choose to do their scholarly activity in discipline specific research which is unrelated to pedagogy.

During solicitation of extramural (and intramural if applicable) letters of evaluation for certain promotions and accelerations, the requested persons should be familiar with the specific demands of the Professor of Teaching's positions. It is imperative that appropriate documentation be included with the letter solicitation describing the expectations of the Professor of Teaching position.

When engaging in research and creative activities, contributions to Inclusive Excellence should be considered. Examples of specific activities may include but are not limited to:

- Development and dissemination of instructional materials aimed at increasing academic achievement of students from underrepresented groups
- Leading or participating in research activities aimed at broadening participation of underrepresented groups in STEM
- Mentoring undergraduate or graduate researchers or teaching assistants from underrepresented groups

### **3. University and Professional Service**

Service to the Department, University, professional community, and/or public is expected. Professors of Teaching should dedicate at least 15% of their time in this area.

The SoPS recognizes the important and unique role that Professors of Teaching serve in their departments. Given their distinctive expertise and interest in teaching, department service for Professors of Teaching is highly significant and important.

Service activities valued by the SoPS may include, but are not limited to:

- Serving on Departmental, School, or University committees
- Demonstrating clear initiative to affect issues with the undergraduate or graduate programs. For example in development of pre-requisite guidelines, curriculum development, student resources
- Serving on leadership boards or in leadership positions within the Department, School, or University
- Serving as advisor for UCI student organizations with explanation of commitment and impact
- Participation in outreach activities to K-12 students, community colleges, universities, and/or the public
- Writing letters of recommendation for UCI students
- Service to professional communities and societies via committee memberships, conference organizing, journal editing and reviewing, symposia organizing, leadership roles etc.
- Department-level program monitoring, analysis, or assessment of student achievement if the results are not disseminated
- Development of training programs for teaching assistants, tutors and researchers when such development does not meet all three criteria for Research and Creative Activity.

Inclusive Excellence activities related to service are important, and may include but are not limited to:

- Participation in committees aimed at advancing Inclusive Excellence
- Serving as departmental vice-chairs for Inclusive Excellence or DECADE mentor
- Serving as advisor for identity-based UCI student organizations for students from underrepresented groups (e.g. SACNAS)
- Leading or participating in outreach activities aimed at broadening participation of students from underrepresented groups in STEM

#### **4. Contributions to Diversity, Equity, Inclusion and Belonging**

Professors of Teaching, as are faculty in the Professor series, are encouraged to engage in activities that promote equal opportunity and diversity. From APM-210-1-d: “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.” Additional examples of such efforts can be found at the following website- <https://ap.uci.edu/faculty/guidance/ieactivities/>

#### **5. Promotions to Associate Professor of Teaching and Full Professor of Teaching**

Promotion from Assistant Professor of Teaching to Associate Professor of Teaching requires excellence in teaching, professional achievement, and service to the community as outlined above.

Promotion from Associate Professor of Teaching to Professor of Teaching requires continued excellence in teaching, service and professional achievement. There is an expectation of expanding leadership, increased visibility, and broader impact. Leadership should be widely interpreted to include roles within the university or professional spheres. Typical examples include, but are not limited to activities such as chairing committees, organizing symposia, leading workshops, and creating faculty learning communities.

## **6. Voting Rights**

Departments are strongly encouraged to provide Professors of Teaching with the same opportunity to review and vote on all promotion and merit cases in the Professor series.

## **7. Sabbaticals**

Professors of Teaching accrue sabbatical credits at the same rate as Professors (APM 740). Since the granting of sabbatical is necessary to allow our Professors of Teachers to gain necessary skills, experiences, and productivity, departments should ensure that Professors of Teaching are given the same treatment in the granting of sabbaticals as Professors. The School of Physical Sciences recognizes that the increased number of courses taught by Professors of Teaching may place a heavier burden on departments. Nonetheless Professors of Teaching should not be denied sabbatical requests due to their heavier teaching load. Department policies should clearly define the notice required to accommodate the Professor of Teaching sabbatical requests.