

**Approved by Provost and Executive
Vice Chancellor Hal Stern on 1/09/23
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UCI School of Social Ecology

Professor of Teaching Guidelines on Workload Effective August 2020; updated January 2023

This document is a statement of principle for the detailed evaluation of Professor of Teaching faculty members. Departments may have more specific guidance that applies to their faculty members, but additional guidance must align with the broader policy outlined below. Please note, both School and Departmental policies are to be consistent with UCI Campus-wide Guidelines for Merit/Promotion for Professors of Teaching.

3 Review Areas

The following effort distribution is appropriate for evaluating Professor of Teaching faculty within our School. Specific weighting within the ranges should be determined by each Department within the following guidelines:

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

1. Teaching

Teaching should constitute 60-70% of a Professor of Teaching faculty member's effort. The typical annual course load for Professors of Teaching, excluding any course releases or course buyouts, is 7 courses, as assigned by the department chair or someone designated by the chair (i.e., the vice-chair). When feasible, Professors of Teaching should be offered the opportunity to teach two sections of the same course in a given academic year to decrease course preparation time. When feasible, Professors of Teaching should also be offered the option to stack courses in two quarters during the academic year. In addition, Professors of Teaching should be given the option of teaching at least one small course (40 students or fewer) per year.

Professors of Teaching shall be eligible for course buyouts and/or service releases, consistent with School and departmental policies for all senate faculty. Outside of major administrative appointments, all faculty are normally limited to a total of 2 course releases and/or buyouts per academic year.

Evaluation of teaching effectiveness: Professors of Teaching are expected to pay particular attention to pedagogical, technological or logistical improvements in curriculum development that lead to improved student outcomes. Excellence in teaching is defined as designing lessons and teaching strategies that are based on evidence-based practices, analyzing and assessing teaching in order to improve learning, facilitating learning effectively, recognizing and meeting the diverse needs of learners, and practicing inclusive pedagogy. Departmental evaluation of each candidate's teaching performance should go beyond a sole reliance on submitted student evaluations. Departments should evaluate evidence-based teaching practices that may include, but are not limited to, the following:

- Course Content: Are learning goals clearly articulated, is material current, and has the faculty member demonstrated expertise in content?
- Student Learning: Are learning assessments closely aligned with course goals?
- Course Delivery: Does the faculty member stimulate interest in the subject, use diverse

- Course Climate: approaches, and cultivate active student participation? Does the faculty member employ evidence-based teaching practices? Does the faculty member foster inclusive excellence and respect for students from diverse backgrounds?
- Course Management: Is the faculty member organized and accessible?
- Student Mentoring: Does the faculty member mentor undergraduate or graduate student research?

Departments may use, but are not restricted to the use of, the following materials and assessment tools to evaluate effectiveness in teaching:

- Course syllabi
- Reflective teaching statement
- Teaching Practices Inventory
- Student / TA / peer evaluations
- Awards or other acknowledgments of excellent teaching
- Teaching materials and course website(s)
- Student achievement / learning gains in a specific class or due to a specific pedagogical innovation
- 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
- Evaluations or comments solicited from students in courses taught since the candidate's last review
- A term-by-term enumeration of the number and types of courses and tutorials taught since the candidate's last review:
 - the level of courses and tutorials taught
 - the enrollments of courses and tutorials taught
 - the percentage of student course evaluations in relation to the total number of students in each course
 - brief explanation for abnormal course loads
- Identification of any new courses taught or of previously taught courses for which the candidate has substantially reorganized the approach and/or content
- 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
- Documentation of success as a positive role model or effective mentor for students at all levels; including those serving as teaching assistants
- Results from studies conducted to measure changes in student understanding of subject material from the beginning to the end of a specific course or pedagogical intervention
- Written testimony from former students on the impact and effectiveness of the candidate's teaching and mentorship
- Leading pedagogical training and certificate programs through the Division of Teaching Excellence and Innovation or other similar opportunities
- Being featured as a speaker or presenter at pedagogical panels and workshops

2. Research/Creative Activity

Research/creative activity should constitute approximately 15-20% of a Professor of Teaching faculty member's effort. It is incumbent upon each candidate to engage in research/creative activities that are recognized both within and beyond campus. While extramurally funded activities may be helpful, they are not required for advancement. While it is not necessary for a Professor of Teaching to serve as a Principal Investigator or as a senior contributor (corresponding, first or last author), it is important for Professors of Teaching to document the way(s) that their expertise was used in key facets of a project (e.g., as a statistical or other expert).

Scholarship can be focused on (1) the faculty member's own research interests and/or (2) research on teaching and learning aligned with the teaching mission of the departments/ school. Departments may use, but are not restricted to the use of, the following to evaluate research/creative activity, as long as the research/creative activity meets the university criteria for inclusion, delineated below:

- Scholarly publications (may be "pedagogical" and/or academic/disciplinary in nature)
- Activities that represent the dissemination of new knowledge beyond the campus
- Extramural funding (but note that funding alone is not sufficient in demonstrating effort in research/creative activity)

Campus policy requires that all research/creative activity submitted for merit and promotion by faculty in the Professor and Professor of Teaching series meets all three criteria: 1) Represents new knowledge, innovation, and/or analysis in the discipline/pedagogy - as judged by peer or other external review; 2) Publication and/or dissemination beyond the university, and public accessibility of the work beyond the university; 3) Impact and influence on the field, the academy, or the wider society.

Typical activities that meet these criteria include publications in peer-reviewed journals, contributions of chapters to edited volumes, published books, publicly accessible reports, funded research projects on pedagogy or a substantive area of research in combination with other measures and especially if the Professor of Teaching is a PI or co-PI. Conference presentations, invited lectures, keynote addresses, and workshops that present new knowledge can serve as evidence of excellence in research/creative activity (i.e., impact or stature in the field) but do not by themselves count as research/creative activity. Curricular innovations and models can also serve as evidence of research and creative activity when these are disseminated beyond University and/or through professional associations.

3. University and Professional Service

Service to the Department, School, UCI Campus, and the profession should constitute approximately 15-20% of a Professor of Teaching faculty member's effort. It is especially appropriate for Professors of Teaching to perform university and professional service related to pedagogy, though multiple forms of service count toward university and professional service effort. Generally, senior Professors of Teaching are expected to take on higher levels of service to the university and the profession, relative to untenured Professors of Teaching. Examples of university and professional service include but are not limited to:

- Department: Serving on curricular committees, serving as a resource to colleagues by sharing expertise and pedagogical information, assessing student learning outcomes for a given major,

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holding workshops with colleagues, serving on departmental committees, developing new courses to meet students' needs and interests, writing letters of reference for students, supporting students' career or research aspirations. The amount and impact of departmental service is expected to vary with the ranks of the professoriate, with lighter roles (e.g., committee service) at the assistant level and more significant roles (e.g. leading an initiative, chairing a committee) at associate and full.

- School: Teaching School-level courses, sharing pedagogical materials with colleagues in the School, serving on ad-hoc committees regarding particular curricular needs (such as improving upper division writing course offerings in the school), serving on the Field Study Advisory board, supporting school efforts to improve learning, serving on committees designed to promote inclusionary excellence in teaching.
- University: Senate committee service, working with DTEI to support pedagogical innovations and training, supporting initiatives in graduate education. Note that it is expected that contributions to school, and especially campus, activity grow in breadth and leadership in accordance with promotions and advancements. For example, at the assistant professor level, it is appropriate to serve on committees, but at the associate or full level, chairing a committee is also appropriate.
- Community Service and Service to the Profession: Promoting careers in college and university teaching, supporting teaching-related resources of professional associations, conducting outreach to the community regarding educational opportunities, developing pedagogical innovations that serve the broader community (such as service learning courses or courses that create community resources). As with other service areas, there is an expectation of growth in depth and breadth of impact as a Professor of Teaching moves through the ranks of the professoriate.

Departments may use, but are not restricted to the use of, the following materials and assessment tools to evaluate University and professional service:

- Community outreach education programs
- Service to the department, school, campus, and/or UC system
- Service on national committees and/or to professional organizations
- Program leadership

4. Contributions to Inclusive Excellence

Professors of Teaching, as are faculty in the Professor series, are encouraged to engage in activities that promote equal opportunity and diversity, and that such activities shall be given due recognition in the academic personnel process. 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." All contributions to inclusive excellence count toward advancement, but Professors of Teaching often create synergies by focusing on contributions relating to education and pedagogy. The Office of Academic personnel encourages all faculty to describe their contributions in an Inclusive Excellence Activities Statement (see <https://ap.uci.edu/faculty/guidance/>). Such statements provide an opportunity for faculty to demonstrate a sustained effort to incorporate inclusive practices throughout their academic portfolios.

Common forms of evidence of contributions to inclusive excellence include but are not limited to:

- Participation in department, school, university, or external trainings, workshops, and initiatives addressing the educational experiences (e.g., access, outreach, persistence, mentorship, success)

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of students from diverse backgrounds, such as first-generation college students, underrepresented minorities, and students from other marginalized or historically excluded groups

- Original research, scholarship, and/or professional activity on education and pedagogy that addresses the experiences of individuals or groups from diverse backgrounds;
- The development of and engagement with diversity and equal opportunity programs and practices that enhance faculty understanding of underrepresented and underserved student experiences and educational needs
- The development of inclusive teaching practices and guidelines that enhance underrepresented and underserved students' educational experiences and learning.

5. Other Policies

Governance: Active Professors of Teaching in Social Ecology hold the same rights on departmental governance matters as do other active senate faculty members in the School, including the right to vote on policy, personnel decisions, and other such matters.

Sabbatical: Professors of Teaching in Social Ecology have the same eligibility rights to sabbatical as other senate faculty in the School, as subject to departmental procedures for approval. According to APP 7-13, campus sabbatical policy is as follows: "A sabbatical leave is a privilege accorded to qualified academic appointees to enable them to engage in intensive programs of research and/or study and thus enhance their subsequent service to the University by increasing their effectiveness as teachers and scholars. An individual on regular sabbatical leave is expected to devote full time to research, writing, or equivalent activity." Under a 7-course load, the first quarter of sabbatical will relieve the Professor of Teaching of two courses, the second quarter will relieve the Professor of Teaching of three courses, and the third quarter will relieve the Professor of Teaching of the final two courses in an academic year.