

FAQ: Expectations and Review Criteria for Professors of Teaching (UC)

What is the primary role of a Professor of Teaching?

Professors of Teaching provide **excellence and leadership in teaching and learning**. This includes high-quality instruction, curriculum development, pedagogical innovation, and contributions that improve education at the department, campus, or disciplinary level.

How is the Professor of Teaching series different from other faculty series?

The Professor of Teaching series is a **Senate faculty series** focused on teaching and educational leadership. Unlike the Professor series, evaluation is **not based primarily on traditional disciplinary research**, but on excellence in teaching, scholarly or professional activity related to teaching, and service.

What counts as excellence in teaching?

Excellence in teaching is evaluated holistically and may include:

- Strong student and peer evaluations
- Effective course and curriculum design
- Evidence-based and inclusive teaching practices
- Student mentoring and advising
- Demonstrated student learning outcomes

No single measure (including SETs) is determinative.

Are Professors of Teaching expected to conduct research?

Traditional disciplinary research is **not required**. However, Professors of Teaching are expected to engage in **scholarly or professional activity related to teaching**, such as pedagogical scholarship, curriculum development, or educational leadership.

What types of scholarly or professional activities are valued?

Examples include:

- Scholarship of teaching and learning (SoTL)
- Pedagogical publications or presentations
- Development of widely used instructional materials
- Educational grants or funded teaching initiatives
- Leadership in teaching-related programs or centers

The emphasis is on **impact and contribution**, not volume.

What service is expected in the Professor of Teaching series?

Service expectations are comparable to other Senate faculty and may include:

- Departmental, college, or campus committees
- Curriculum and teaching-focused governance
- Professional service related to pedagogy or education

Service should be appropriate to rank and balanced with teaching responsibilities.

How are merits and promotions evaluated?

Merits and promotions are evaluated across **three areas**:

1. **Teaching** (primary emphasis)
2. **Scholarly or professional activity related to teaching**
3. **Service**

Advancement requires evidence of continued growth, effectiveness, and increasing impact.

What distinguishes advancement to Associate or Full Professor of Teaching?

Advancement to higher ranks requires:

- Sustained excellence in teaching
- Increasing leadership beyond individual courses
- Broader impact at the department, campus, or disciplinary level
- Recognition by peers as an educational leader

Expectations increase with rank.

How important are student evaluations (SETs)?

Student evaluations are an important component but are considered **in context** and alongside:

- Peer evaluations
- Teaching statements
- Course materials
- Evidence of improvement and reflection over time

Reviews emphasize trends and context rather than isolated scores.

Are Professors of Teaching expected to mentor students and colleagues?

Yes. Mentoring is a valued contribution and may include:

- Undergraduate and graduate mentoring
- Supervision of student projects
- Mentoring new instructors or TAs
- Leadership in teaching communities of practice

Mentoring may be evaluated as part of teaching and/or service.

How is impact assessed for teaching-focused work?

Impact may be demonstrated through:

- Adoption of teaching innovations by others
- Invitations to present or consult on teaching
- External recognition or teaching awards
- Dissemination of materials beyond the department
- Evidence of sustained improvements in student learning

The scope of impact is expected to grow with rank.

What advice is helpful when preparing for review?

Successful candidates typically:

- Clearly articulate a **teaching philosophy and trajectory**
- Document leadership and influence beyond their own courses
- Provide context for teaching evaluations
- Align activities with rank-appropriate expectations
- Present a coherent narrative across teaching, scholarship, and service