
Over the last several years the UCR Academic Personnel Office has coordinated path-to-tenure and path-to-full workshops as a contribution to campus faculty mentoring efforts. For the past 3 years, these workshops have been run using a panel of recently promoted faculty along with the VPAP delivering their personal experience and advice that worked well for them, followed by a Q&A session. In addition, the workshops were offered separately from each other; path to tenure and path to full and also individually within each college/school. This document is a summary compilation of advice offered from these workshops. The different pieces of advice offered is for readers to think about, without any intended strong implication they are necessary or sufficient for promotion.

Professors of Teaching Promotion Guidance and Tip Sheet

1. **Degree of Emphasis.** There is much more emphasis on the quality of teaching for faculty in this series. Teaching loads for faculty in this series are typically 6 classes/year and should not be more than that.
2. **Evaluation of Research and/or Creative Work.** The category of “Research and/or Creative Work” is replaced for this series by “Professional and/or Scholarly Achievement and Activity,” and the renamed category has a broader scope of material that qualifies:
 - a. Original materials designed to improve learning outcomes
 - b. Evidence-based design and evaluation of educational curricula or pedagogy
 - c. Administration and evaluation of a teaching program or a learning center
 - d. Systematic quality improvement programs and evaluation of their implementation
 - e. Discipline-specific information systems
 - f. Development and evaluations of community outreach or community-oriented programs
 - g. First, senior, or collaborative authorship of scholarly or professional publications
 - h. Accomplished performance, including conducting and directing
 - i. Accomplished artistic or literary creation, including exhibits
 - j. Accepted invitations to present seminars or lectures at other institutions or before professional societies
3. **Increasing Impact.** For merits, impact in your classrooms draws focus. For promotions to tenure, impact to the campus beyond your classroom draws focus. For promotions to full, impact beyond the campus, draw focus.
4. **Leadership in the Discipline.** Leadership in your field will be reflected by invitations you get to give talks, to serve on panels, and to be involved in editorial boards.

5. **Evidence of High-Quality Teaching.** Evidence for teaching, beyond student evaluations of teaching, might include evidence of active learning and efforts around developing innovative course curriculum.
6. **Grants.** All grants are excellent. ILTI grants, particularly for creating online courses, are highly valued and popular within this series.
7. **Collaborators.** Look for community of educators in your field as possible collaborators.
8. **Mentoring Graduate Students.** Dissertation advising, or co-advising, is not expected, but when it does happen, it is highly valued.
9. **Education Journals.** Find the education journals in your field and review their aims and scopes.
10. **Engagement with Students.** Anticipate that the intensity of the student contact with office hours, emails, etc. will be higher as a PoT, but that this is part of your commitment to the series and hopefully it will be reflected in how students see your effectiveness.
11. **Non-Classroom Engagement with Students.** Involvement with undergraduate students outside of the classroom is highly valued. For example, being a faculty mentor for club activities, helping create undergraduate research experiences, supervising honors theses, judging posters, organizing career fairs, outreach to K-12 students.
12. **Student Letters.** Consider asking your mentees to write letters for your file. Make good use of your mentorship statement to describe your role with mentees and describe the success they have had.