

Ethnic Studies is an interdisciplinary field of inquiry, blending and stretching across disciplines in the arts, humanities, and social sciences. As such, practitioners in the field may hold expertise and training in a wide range of formal academic disciplines, methodologies, and publication/production formats. This inherent variety presents numerous complexities in the review of faculty dossiers. With this document, we aim to provide guidelines, expectations, and benchmarks for departmental, divisional, campus, and external reviewers tasked with evaluating Ethnic Studies faculty for appointment, advancement, and promotion at UC San Diego.

Teaching Excellence

Teaching Professors are evaluated primarily on the quality and impact of their teaching. Normal evidence of teaching excellence centers on classroom achievements. Contributions to the broader pedagogical environment signal candidates going above and beyond expectation, and would be considered in conversations about bonus off-scale (BOS) and acceleration requests. Key components of teaching excellence encompass:

1. Classroom and Learning Environment

- Demonstrated ability to create an inclusive, engaging, and effective learning environment that supports the success of all students.
- A commitment to maintaining a strong, up-to-date command of the discipline, ensuring that instruction is relevant and impactful.
- Use of evidence-based teaching techniques and responsiveness to course-specific feedback for continuous improvement.
- Integrating universal design and accessibility principles to ensure inclusivity for all students.

2. Holistic Evaluation and Reflective Practice

- Development of a teaching portfolio that emphasizes self-reflection, growth, and adaptation in teaching practice.
- Encouragement of holistic evaluations, including peer reviews, teaching observations, and teaching awards, to provide a balanced view of teaching effectiveness.
- While student evaluations (e.g., CAPEs, SETs) may be included, they are recognized as limited and potentially biased indicators; instead, faculty are encouraged to thoughtfully contextualize student feedback within their teaching narrative.
- Regularly reflecting on and documenting teaching practices, including risks, failures, and innovations, to demonstrate continuous improvement.

3. Curriculum Development and Innovation

- Design and implementation of original course syllabi and innovative teaching methods.
- Development and revision of curricula informed by current pedagogical knowledge, fostering inclusivity and adapting to student needs.
- Creating new courses, such as Diversity, Equity, and Inclusion-focused courses, that require significant effort in syllabus design and content creation.
- Implementing antiracist and equitable practices in grading, assignments, and assessments.

4. Mentorship and Advising Beyond the Classroom

- Active mentorship of undergraduate and/or graduate students, including supervising research, honors theses, independent studies, and general advising.
- Support for undergraduate and graduate instructional assistants through training and mentorship.

5. Professional Engagement and Pedagogical Contributions

- Engagement in pedagogical development and professional growth, including participation in training related to teaching and learning (e.g., through the Teaching and Learning Commons, Center for Advancing Multidisciplinary Scholarship for Excellence in Education, professional development workshops at national conferences, etc.).
- Sharing of pedagogical expertise with colleagues within and beyond the department (e.g., delivering workshops, participating in projects to enhance pedagogy at the university, etc.).
- Recognition through teaching awards or other formal accolades, reflecting a strong reputation for pedagogical excellence.
- Presenting at teaching-focused conferences.

Scholarly and Creative Work

Teaching Professors are expected to engage in professional and scholarly activities that demonstrate currency and achievement in both their discipline and pedagogy, with an emphasis on contributions that extend beyond the department and university. Evidence of such achievements may include:

1. Publications and Creative Productions

- Research publications in peer-reviewed journals, books, or conference proceedings that contribute to knowledge in the professional field.
- Publications and materials focused on educational techniques or innovative pedagogical practices.
- Creative productions, exhibitions, and projects relevant to the field, with impact measured by venue significance, peer review, or equivalent.

2. Presentations and Public Engagement

- Presentations at conferences, workshops, and colloquia that showcase disciplinary research or pedagogical innovations.

- Invited lectures, screenings, or professional development seminars aimed at engaging broader academic or community audiences.
- Presenting at national or international conferences to establish a national presence.

3. Community-Engaged and Collaborative Scholarship

- Community-engaged research and collaborative projects, including grant-funded initiatives, community workshops, and outreach programs that bridge academic and public spheres.
- Active participation in designing, implementing, and evaluating community-oriented programs that align with educational and disciplinary goals.

4. Professional Development and Scholarly Growth

- Participation in professional development related to scholarly research, demonstrating an ongoing commitment to professional growth.

Teaching professors are encouraged to seek and obtain external funding when it is necessary to carry out their duties. As is the case with the Professor Series, Teaching Professors should still teach a minimum number of courses annually. For Teaching Professors, teaching fewer than three courses per year before tenure or fewer than two courses per year after tenure after accounting for course buyouts and releases is discouraged. If Teaching Professors want to maximize the strength of their case, multiple quarters without teaching in an academic year is also not advisable. When Teaching Professors buy out courses with grant funding, it will be important for them to explain how the grant projects inform their teaching through their personal narrative.

Service

Teaching Professors are expected to engage in meaningful university and public service, with contributions expanding in scope and responsibility as they advance in rank. Service obligations apply at departmental, campus, systemwide, and disciplinary levels and are commensurate with career stage. Included here is a list of examples that is not intended to be exhaustive:

- 1. Departmental Service:** Serving as department chair or program director, chairing and participating on committees, organizing pedagogy and curriculum training or workshops, and representing the department at campus events.
 - 2. Campus Service:** Serving on university-wide committees or working groups, or peer teaching evaluations.
 - 3. Systemwide Service:** Participating in University of California system committees and task forces.
 - 4. Professional Service:** Manuscript and grant reviews, editorial board memberships, and service on professional organization committees.
 - 5. Public and Community Engagement:** Collaborations with community organizations and schools locally, nationally, or internationally.
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Contributions to Diversity, Equity, and Inclusion

The department recognizes Teaching Professors' meaningful contributions to Diversity, Equity, and Inclusion in various areas, reflecting their commitment to fostering an inclusive academic and professional environment. These contributions are considered integral to their role and are assessed within the following contexts:

1. **Research and Creative Practice:** Scholarship or creative work that addresses issues related to diversity, equity, and inclusion.
 2. **Teaching and Pedagogy:** Inclusive teaching methods, curriculum design that incorporates diverse perspectives, and pedagogical practices aimed at creating a supportive learning environment for students from all backgrounds. Mentorship efforts, particularly for underrepresented students and junior scholars.
 3. **University Service:** Engagement in Diversity, Equity, and Inclusion-focused service within the department, campus, and systemwide committees.
 4. **Professional and Community Engagement:** Participation in diversity-focused events or service on committees dedicated to advancing equity in their discipline.
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Criteria for Bonus Off-Scale or Acceleration

In most cases, a strong case for BOS would require excellence in all three categories of evaluation and a significant accomplishment that exceeds normal expectations in one category (teaching, research, or service). Generally, a strong case for acceleration would require excellence in all three categories of evaluation and significant accomplishments across multiple categories. With few exceptions, significant accomplishments in teaching and service would be evident in fulfilling leadership roles in efforts that transcend the scope of one's own classrooms and the department. Examples of significant accomplishments in the three categories are outlined here, but this is not intended to be an exhaustive list.

Teaching

- Creating teaching resources that are widely adopted across campus or the field.
- Developing and delivering pedagogical training programs for graduate teaching assistants across the university.
- Providing professional development workshops for school districts, campus-wide constituents, or other educators.
- Developing open educational resources (OER) to reduce barriers to learning.
- Leading initiatives that foster an inclusive classroom environment for students from diverse backgrounds.
- Leadership in pedagogical and/or curricular assessment and improvement of departmental and program-wide pedagogical practices.
- Winning campus-wide, regional, or national teaching awards.

Research

- Publishing sole- or lead-authored peer-reviewed work.
- Completing major creative peer-reviewed work (e.g., a book, anthology, or digital project).
- Producing public-facing publications or media to share expertise with a broader audience.

Service

- Serving as department chair.
- Taking on leadership roles in campus-wide, regional, or national initiatives.
- Spearheading major community-based projects.

Promotion to Associate and Full Teaching Professor

Associate Teaching Professor:

- Sustained excellence in teaching, professional development, and service.
- Evidence of pedagogical innovation and leadership within the department.

Full Teaching Professor

- National presence in the field, demonstrated through teaching-focused scholarship, leadership in pedagogy, and significant service contributions.
- Exceptional and consistent record of teaching excellence, with a focus on advancing departmental and institutional goals.

Additional Recommendations

Department Culture and Equity

Given the small number of Teaching Professors in the department, it is recommended that all department faculty familiarize themselves with these standards and be mindful of the expectations for Teaching Professors so that their needs are not marginalized or rendered invisible in discussions about teaching duties, faculty workload, and other important departmental conversations. For example, in allocating and sharing service responsibilities, it is important to remember the Teaching Professors often do not have a non-teaching quarter due to their teaching load.

Mentorship for Early Career Faculty

It is recommended that the department identify Teaching Professor mentors for early career faculty to help them navigate the unique challenges of teaching courses on race and social difference. Given the small number of Teaching Professors in the department, Teaching Professors who are affiliated with the department constitute a valuable resource in this regard.

Documentation and Reflection

All faculty are encouraged to maintain teaching portfolios that document their growth, innovations, and impact.

****This document should be reviewed annually to determine whether amendments are warranted.*