UCR Guidelines for Professor of Teaching Series

Professor of Teaching Series (also known in the UC system as Lecturer with Security of Employment Series)

Issue Date: January 1, 2010
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Policy References:

APM 285 Lecturer with Security of Employment Series

APM 220-Professor Series-Review Procedures 220-80, 220-82-85
APM 210-3 Instructions to Committees that Review LSOE Series
APM 135-Security of Employment

"The CALL" Academic Reviews for Senate Faculty

Title Codes:

1603 Senior Lecturer with SOE - Academic Year –
100% 1607 Lecturer with SOE - Academic Year

1613 Senior Lecturer with SOE - Fiscal Year – 100%
1617 Lecturer with SOE - Fiscal Year

1680 Lecturer Potential SOE - Academic Year -100%

1688 Lecturer Potential SOE - Academic Year -100%
(B/E/E) 1691 Lecturer Potential SOE – Fiscal Year -100%
(B/E/E) 1687 Lecturer with SOE - Academic Year (B/E/E)

1690 Lecturer with SOE – Fiscal Year (B/E/E)

1689 Senior Lecturer with SOE - Fiscal Year (B/E/E)
1686 Senior Lecturer with SOE – Academic Year
(B/E/E)

Purpose

Professor of Teaching titles are established to address the University's long-term instructional needs that cannot be met solely by Professorial appointees. As members of the Academic Senate, Professors of Teaching are expected to maintain active engagement in teaching, professional and/or scholarly achievement and activity, and service.

Criteria

The following is taken from **APM 210-3:**

1. When evaluating the effectiveness of a candidate's teaching, a committee should consider the following objectives for individuals in this series: display evidence of continuous growth and mastery of the subject field; emphasize the connections between the subject and other fields of study; foster an environment

that supports student curiosity, independent evaluation of evidence, and capacity to reason; create an academic environment that facilitates active participation and learning by all students with a focus on developing effective strategies to advance learning by students in various underrepresented groups; contribute to the development and adoption of effective evidence-based pedagogical strategies including instructional units, materials, and resources; incorporate and promote significant curricular revisions informed by current pedagogical knowledge; and apply and advocate for effective teaching techniques.

2. In judging the effectiveness of a candidate's mentoring, the committee should consider such points as the following: extent and skill of the candidate's participation in the general guidance, mentoring, and advising of undergraduate students, graduate/professional students, postdoctoral researchers, and other academic researchers and research staff; ability to awaken curiosity, encourage high standards, and inspire students to creative work; achievements in creating an academic environment that is open and encouraging to all mentees, including development of effective strategies for the educational advancement of mentees in underrepresented groups.

3. Clearly demonstrated evidence of professional and/or scholarly achievement and activity, including creative activity, is one of the criteria for appointment or advancement. Professional and/or scholarly activities may be related to the underlying discipline itself or to the pedagogy. Such activities should provide evidence of achievement, leadership, and/or influence on the campus or beyond. Certain administrative work (e.g., of learning centers and teaching programs) and community outreach work are also relevant, as would be presentations of seminars or lectures at other institutions or professional societies, or participation in scholarly activities (e.g., summer seminars) designed to enhance scholarly expertise in relevant fields. Other records of participation in intensive programs of study - in order to be a more effective teacher and scholar, with the goal of enhancing one's teaching and scholarly responsibilities - are also relevant evidence of professional and/or scholarly activity.

   Creative activities count as relevant professional and/or scholarly activities in appropriate disciplines. In certain fields, such as art, architecture, dance, music, literature, and drama, an accomplished creation should receive consideration as an example of professional and/or scholarly achievement and activity. In evaluating creative activities, an attempt should be made to define the candidate's merit in light of such criteria as originality, scope, richness, and depth of creative expression.

4. A review committee should evaluate the quantity and quality of service to the department, the campus, the University, and the public (whether to the local community, state, or nation). Service that is directly related to the candidate's professional expertise and achievement is of special relevance but so, too, is service in areas beyond those special capacities when the work done is of sufficiently high quality. Examples of service include: service related to the improvement of elementary and secondary education; service on thesis and dissertation committees or on student-faculty committees and service to student organizations; participation in Academic Senate and campus committees and initiatives; and contributions furthering diversity, equity, inclusion, and belonging within the University through participation in such activities as recruitment, retention, and mentoring of scholars, students, and faculty.

An appointee in this series is assigned a heavier instructional load in recognition of the fact that the amount of research or other professional achievement expected is less than for ladder rank faculty. In no cases should the teaching load exceed 6 classes/year. One course is defined as an instructional activity greater than or equal to 3 units. Department chairs should make efforts to find balance across the sizes of assigned classes.

As provided in APM 285 an Associate Professor or Professor may transfer to the Professor of Teaching title. Such action follows regular academic review and requires the department's recommendation and the faculty member's written consent. Transfers from a Professor of Teaching title into a Professor title generally require application through an open search.

Restrictions

Refer to APM 285-16 for the list of restrictions.

Conditions of Employment (APM 285-20)

1. Full-time Professors of Teaching are members of the Academic Senate.
2. Part-time appointees are not members of the Academic Senate.
3. An appointee with a title in this series is eligible to apply for sabbatical leave. (See APM 740)
4. An appointee in this series is eligible for leave with pay (APM 758) or without pay (APM 759).
5. A fiscal year employee will accrue vacation (APM 730).

Appointment

The full-time appointment of a Professor of Teaching will be made only if it is demonstrated that there is a programmatic need and a permanently budgeted FTE from the college's faculty provisions is allocated for the

appointee in this series. Appointment to this series will normally be at full time. An appointment in the Professor of Teaching series shall follow the hiring procedures for campus recruitments. Appointments are subject to APM 210-3 (instructions to review committees), APM 285-10 (criteria), APM 285-16 (restrictions), and APM 285-17 (appointment review).

Salary/Advancement/Promotion

Full-time Professor of Teaching are to be placed on the salary scale published by UCOP. Advancement within the Professor of Teaching series follows the same procedures in The CALL as advancement within the Professor series. Assistant Professor of Teaching are appointed to a two-year term and will be reviewed biennially following procedures provided in The Call for the Assistant Professor series. Assistant Professors of Teaching will normally undergo a fifth-year appraisal and if not already promoted would undergo a mandatory 7th year promotion review to Associate Professor of Teaching.