

June 3, 2016

**Ken Burtis**, Acting Provost and Executive Vice Chancellor  
University of California, Davis

**RE:** Professor of Teaching\_\_\_ Proposal

Dear Ken:

The Professor of Teaching\_\_\_ Proposal was forwarded to all standing committees of the Davis Division of the Academic Senate, including school and college Faculty Executive Committees. Responses were received from the Committees on Affirmative Action & Diversity, Academic Personnel Oversight (CAP), Faculty Welfare, Graduate Council, and Undergraduate Council, as well as the following Faculty Executive Committees: College of Agricultural and Environmental Sciences, College of Biological Sciences, College of Engineering, College of Letters and Science, Graduate School of Management, School of Education, School of Medicine, and the School of Veterinary Medicine.

This proposal generated significant discussion within committees. Out of a total of 13 responses, four are in favor, four are mixed/neutral, and five are opposed. Even committee responses that took an in favor or opposed stance were often still nuanced to a degree; some committees in favor recognized drawbacks to the proposal, while some committees opposed recognized benefits to the proposal.

In the Division's previous response, "[Teaching Professor Working Title Proposal](#)," we noted that while "some responses were somewhat favorable, most raised concerns the campus must address." On the whole, this same statement applies to the committee responses during the second review. A report of all responses received is enclosed for the record.

I have organized the main points into the following areas of concern:

**Hiring of LSOE/LPSOE in lieu of hiring ladder-rank faculty**

We remain concerned that LSOE/LPSOE hiring is considered desirable from a budgetary standpoint only. Our members remain concerned about adopting a working title to solve a short term problem, which is the large student enrollment increases mandated by the California State Legislator and Governor without raising tuition.

**Perpetuation of the myth that professors do not teach or study pedagogy**

We believe this working title, if approved, would only perpetuate the current myth that most (or all) professors do not teach or study pedagogy. Perpetuation of this myth will have significant long term negative impacts. The School of Education Faculty Executive Committee opined:

*"...a lack of apparent discussion about what it means to study teaching and learning, particularly in a university setting, and how such work might be positioned to be an important part of campus work[.] Some of us already bring a scholarly focus to pedagogy, and we certainly make efforts to use the knowledge we generate to inform our own understandings and to make content and our teaching more transparent to our students. But those of us in the academic senate who do this work also, of necessity, engage in this work intentionally and systematically and work to document and analyze data for research reports in peer-review journals and other outlets, in order to*

*contribute to knowledge production in broader arenas. It is the process of disseminating the 'scholarly perspective on teaching' (which is part of these proposed positions) that seems, at least from my rather quick reading, rather under-articulated at this point."*

### **Contribution Evaluation**

As stated by CAP, the 'Professor of Teaching' working title is a means of highlighting the research expectations in the LSOE/LPSOE series. Many of CAP's concerns about the title stem from its belief that evaluation criteria in this series remain unclear and that use of this title is premature until we understand the nature of the research expectations that distinguish faculty in this series from faculty in the ladder-rank and Unit 18 lecturer series. Step-Plus implementation has highlighted the need to focus on teaching workload, contributions and pedagogy in merit and promotion dossiers. Implementation of the proposed title will lead to further confusion around faculty teaching roles and responsibilities. In addition, we believe our colleagues in the LSOE/LPSOE series are valuable contributors to our campus/university's overall success. We need to develop stronger, more measurable criteria, or better understand of the application of such criteria, so that we properly acknowledge LSOE/LPSOE contributions.

### **Use of "Professor" Title**

CAP stated, "By bestowing the title "Professor" on faculty in the LPSOE/LSOE series, we reduce the distinction between professors and lecturers. We must preserve this distinction because we contribute fundamentally different value to science, students, campus, and society. The distinction is reflected in salary, prestige, and leadership opportunities."

Is there a title that could both reaffirm LSOE status as Academic Senate members—who have defined research and teaching responsibilities—while simultaneously retaining the distinction of the traditional "Professor" title without implying that Professors don't teach? We agree that the LSOE title may give the impression that individuals in the title do not conduct research, which increases the difficulty in obtaining grants. However, we should be able to create a working title that can be generally supported while still being more attractive to outside applicants. Again, as stated by Undergraduate Council, LSOE/LPSOE fulfill an important role in campus teaching and we are supportive of identifying a different working title that might confer an increased sense of 'belonging' to LSOEs in their teaching and research roles and would facilitate interactions within the department that could enhance undergraduate education and assessment efforts.

### **Improve recruitment of high quality candidates into LSOE/LPSOE positions**

The need to recruit high quality candidates into LSOE/LPSOE positions was acknowledged. However, we do not yet have definitive data indicating the use of the proposed working title will actually lead to improved candidate pools for LSOE/LPSOE positions across campus. As this letter details there are significant concerns to overcome just to implement use of the working title. The necessary cultural change will take years. If it turns out the results are not as expected, the resultant efforts to change to a different working title will be further complicated.

### **Academic Federation and Unit 18 impact**

Many of the Davis Division's committees include Academic Federation representative(s). Several of the responses surfaced an important and distinct issue for UC Davis. The working title "Professor of Teaching \_\_\_\_" is seen as an additional layer of hierarchy some perceive as a demotion of Unit 18 Lecturers.

The Davis Division of the Academic Senate does not support the proposed use of the "Professor of Teaching \_\_\_\_" working title for LSOE/LPSOE.

Sincerely,



André Knoesen  
Chair, Academic Senate  
Professor: Electrical and Computer Engineering

Attachments: Committee Response Report  
Proposal to use “Professor of Teaching \_\_\_\_” Title

c:     Ralph Hexter, Acting Chancellor  
       Maureen Stanton, Vice Provost, Academic Affairs  
       Carolyn Thomas, Vice Provost and Dean, Undergraduate Education  
       Karl Mohr, Assistant Executive Vice Chancellor  
       Alan Hastings, Chair, FEC of the College of Agricultural and Environmental Sciences  
       Kenneth Britten, Chair, FEC of the College of Biological Sciences  
       Mark Grismer, Chair, FEC of the College of Engineering  
       Brenda Schildgen, Chair, FEC of the College of Letters and Science  
       Donald Palmer, Chair, FEC of the Graduate School of Management  
       Cristina Gonzalez, Chair, FEC of the School of Education  
       Gabriel Chin, Chair, FEC of the School of Law  
       Martha O’Donnell, Chair, FEC of the School of Medicine  
       Sheryl Catz, Chair, FEC of the School of Nursing  
       Jon Jay Ramsey, Chair, FEC of the School of Veterinary Medicine



RALPH J. HEXTER  
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January 29, 2016

Chair André Knoesen  
Davis Division, Academic Senate

Dear André,

I write with a request that the UC Davis Academic Senate Executive Council formally consider the use of the working title “Professor of Teaching \_\_\_” for Senate faculty in the Lecturer with Security of Employment (LSOE) series. I know that it was a topic of discussion, but with the strong support of the Chancellor, I return it to your attention.

As our campus and the UC system as a whole continue to invest not just in recruiting more faculty but in building a cadre of Senate faculty who are focused on increasing the effectiveness of our teaching, we are finding that systemwide policies for the Lecturer with Security of Employment (LSOE) series (UC APM 285) are out of touch with the imperative to develop new research- and evidence-based methods for enhancing student learning, especially in large classes. UC policies for this series are now being studied by a joint Senate-Administration Task Force, and the group’s initial recommendations should be out for review within a few months. However, writing, review and implementation of what is likely to be a dramatically revised policy will almost certainly take another 1-2 years to complete. In the interim, it is important that we work creatively and efficiently to build Senate faculty capacity in this area under the auspices of UC Davis policy, as guided by APM UCD 285, which became effective on July 1, 2015.

One challenge we face is a lack of understanding of the scholarly and teaching expectations for faculty in the Lecturer with Security of Employment series, both within the current faculty population and the pool of potential applicants for these positions. This lack of understanding was reflected in some of the concerns mentioned in the Senate’s February 17, 2015 response to the proposal “Use of the title Teaching Professor for Lecturer PSOE” submitted by the College of Biological Sciences in September 2014. Similarly, as noted in the Senate’s response, some of the early advertisements used for our initial hires into the LSOE series in 2013-14 used language that did not adequately distinguish LSOE positions from those of Unit 18 Lecturers. Most of those early advertisements were identified and revised at the request of Academic Affairs, and more recent LSOE recruitments have used appropriate language that clarifies the roles to be played by these new Senate faculty members.

Professional expectations for LSOE faculty at UC Davis are described in new campus policy, effective July 1, 2015 (APM UCD 285), whereas those for Unit 18 Lecturers are presented in the Memorandum of Understanding (MOU) that has been negotiated between the University of California and University Council, American Federation of Teachers (UC-AFT). The most fundamental differences can be summarized as follows. Unit 18 Lecturers are expected to be excellent classroom teachers and to carry very substantially higher teaching loads than ladder-rank faculty members, but are not required to engage in scholarship or service. The primary

reasons to hire Unit 18 Lecturers are to fill disciplinary gaps within our undergraduate curricula and to meet heavy teaching load needs that cannot be fulfilled through Senate faculty hires. In contrast, LSOE faculty members are expected to apply their scholarly expertise and experience to effect research-based transformation of our methods of teaching and our assessment of student learning. Teaching loads for LSOE faculty should be less than those for Unit 18 faculty, because LSOE faculty are expected to engage in substantial service and scholarship, as well as to be excellent classroom instructors.

Despite the clear distinction in professional expectations for Unit 18 Lecturers and LSOE faculty on our campus (as now put forth in APM UCD 285), it is clear that the current, formal UC titles (Lecturer with Potential Security of Employment, Senior Lecturer with Potential Security of Employment, Lecturer with Security of Employment, and Senior Lecturer with Security of Employment) have created unfortunate confusion with Unit 18 faculty members holding Lecturer or Continuing Lecturer titles. The non-Senate Unit 18 faculty positions are not as attractive to potential applicants as are the Senate LSOE positions, and so the continued use of the LSOE titles in recruitment and other professional settings can inhibit our ability to attract top-tier candidates into these transformational Senate faculty positions. Potential candidates reading the titles for these positions cannot easily discern the scope, responsibility, and opportunity of the contributions we are inviting them to make to UC Davis. As a result, good people are not applying for these jobs or are discouraged once they are invited on campus and made further aware of the title confusion. (It may seem trivial, but the Chancellor and I were present at a recent dinner at College Park 16 as one guest bravely introduced herself, when it was her turn, as “a Lecturer with Potential Security of Employment”; we cringed for her.)

In recognition of all these limitations, at least four UC campuses (UCB, UCSD, UCR, and UCSC) are now using one of two working titles for faculty in the LSOE series--either "Teaching Professor" or "Professor of Teaching \_\_\_\_". UCLA is discussing doing so, and UCI is playing a leading role in organizing system-wide revisions to the series. Finally, although the joint Senate-Administration systemwide task force on the LSOE series is likely to recommend a formal title change, substantive revision of UC APM 285 will take time to implement.

**Proposal:** In view of these issues and the fact that recruitment into the LSOE series is continuing at UC Davis, we ask for the Executive Council to consider the following interim measure until such time that UC APM 285 revisions are complete. We propose that UC Davis adopt the following working titles for the full-time faculty within the four LSOE titles, as has been implemented at UC San Diego.

Current APM title	Proposed working title
Lecturer with Potential Security of Employment, Senior Lecturer with Potential Security of Employment	Assistant Professor of Teaching _____
Lecturer with Security of Employment	Associate Professor of Teaching ____
Senior Lecturer with Security of Employment	Professor of Teaching ____

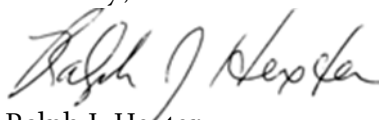
We have proposed the working title “Professor of Teaching \_\_\_\_” instead of “Teaching Professor of \_\_\_\_” because we concur with concerns expressed in the Senate’s February 2015 response that the latter title could “contribute to the perception that teaching is not a substantial component of the Professor series”. In contrast, we feel that the working title “Professor of Teaching \_\_\_\_\_”

more accurately conveys the reality that faculty in this series are expected to develop and apply scholarly expertise towards improved teaching and student learning within their underlying discipline. In this sense, the proposed title closely parallels “Professor of Clinical \_\_\_\_”.

Finally, we have discussed the use of academic working titles with our colleagues across the UC system to ensure that our proposal is consistent with prevailing practice. To clarify, a working title is one that an individual is authorized by the campus to use in academic contexts, even though it is not a title to be found in the UC APM. A department may use the working title in recruitment documents, and an individual may use an authorized working title, for example, on the University’s web sites, on their business card, in professional correspondence, on a *curriculum vitae*, or in a publication.

The Chancellor as well as VP-Academic Affairs Stanton and VP/Dean-UE Carolyn Thomas join me in urging the serious consideration of this proposal by the Academic Senate. We all believe its adoption would represent be advantageous in multiple regards.

Sincerely,



Ralph J. Hexter  
Provost and Executive Vice Chancellor

- c: Chancellor Katehi  
Vice Provost Stanton  
Vice Provost and Dean Thomas  
Assistant Executive Vice Chancellor Mohr



# **Davis Division Academic Senate**

## **Request for Consultation Responses**

### **Professor of Teaching \_\_\_ Proposal**

**April 29, 2016**

The Provost has requested that the Davis Division formally consider the use of the working title "Professor of Teaching \_\_\_" for Senate faculty in the Lecturer with Security of Employment (LSOE) series.

# **Affirmative Action & Diversity**

**April 28, 2016 4:34 PM**

AA&D Committee response to Professor in Teaching Proposal

The committee recognizes that the current title is unwieldy and may be having an adverse effect on searches. The proposed title seems in principle to be reasonable. However, the committee also recognizes concerns that the proposal will negatively impact climate for Federation lecturers by introducing language which appears to elevate LSOEs above them. In addition, the committee has concerns as to whether the various descriptions of LSOE positions are consistent with one another and with actual practice on campus. Although it is understandable that the administration would wish to treat the change in title separately from other issues surrounding the LSOE series, it is the view of the committee that it is not advisable to do so.

While we have no wish to hold up the proposal unnecessarily, we recommend that a working group should comprehensively review the LSOE series, and can make a recommendation on the title as part of this review. If the title change is ultimately recommended, additional clarity as to the nature of the series could help mitigate climate impacts with respect to Federation faculty.



# **CAP Oversight Committee**

**April 22, 2016 4:37 PM**

*Response continued on next page.*

The Committee on Academic Personnel (CAP) recently discussed the proposal to create a working title for the LPSOE/LSOE series, “Professor of Teaching \_\_\_\_.” The committee’s reaction to the proposal was mostly negative, with a majority of members opposed to its adoption. Concerns about use of the title were significantly intertwined with concerns about research and creative expectations in the series.

The justification for the “Professor of Teaching” title is provided in the letter from Provost Hexter, dated January 29, 2016. He distinguishes professional expectations between the LSOE and Unit 18 Lecturers as follows:

Unit 18 Lecturers are expected to be excellent classroom teachers and to carry very substantially higher teaching loads than ladder rank faculty members, but are not required to engage in scholarship or service. The primary reasons to hire Unit 18 Lecturers are to fill disciplinary gaps within our undergraduate curricula and to meet heavy teaching load needs that cannot be fulfilled through Senate faculty hires. In contrast, LSOE faculty members are expected to apply their scholarly expertise and experience to effect research-based transformation of our methods of teaching and our assessment of student learning. Teaching loads for LSOE faculty should be less than those for Unit 18 faculty, because LSOE faculty are expected to engage in substantial service and scholarship, as well as to be excellent classroom instructors.

The “Professor of Teaching” title is a means of highlighting the research expectations in the LPSOE/LSOE series. Many of CAP’s concerns about the title stem from our belief that evaluation criteria in this series are unclear and the use of this title is premature until we understand the nature of the research expectations that distinguish faculty in this series from faculty in the ladder-rank and Unit 18 lecturer series. Below we describe some of our concerns

1. How will the quality of scholarship in the LPSOE/LSOE series be assessed? Research expectations in the Professor series are well-understood. Faculty must conduct scholarship of high-quality and value to their field. The scholarship must be published and metrics are available for judging the quality of the outlets in which scholarship appears. CAP is unclear about the scholarship expectations in the LPSOE/LSOE series. Provost Hexter states that faculty in this series must “apply their scholarly expertise and experience to effect research-based transformation of our methods of teaching and our assessment of student learning.” APM UCD-285 states that “Advancement within these series requires evidence of superior intellectual attainment in teaching and assessment of learning outcomes” and lists examples of activities that can provide this evidence: pedagogical or curricular innovation, use of longitudinal measurements to demonstrate impact of student learning outcomes, and demonstration of reflective practice. CAP notes that almost all of these activities are expected from ladder-rank faculty and Unit 18 lecturers. In addition, CAP believes that assessing success in these activities is problematic. It is not enough that faculty develop new curricula or collect data on student learning. Some means of assessing the quality of these activities must be available.

2. Can faculty in the LPSOE/LSOE series develop high-quality assessments of learning outcomes in the absence of substantial support for their activities? High-quality research on teaching and learning is difficult and expensive to conduct. Some members of CAP are concerned that requirements for documented evidence (e.g., publications) of creative work in teaching methodology and learning assessments has been contrived to justify the "Professor of Teaching" title and may spawn the dissemination of poor quality research. This would be a disservice to faculty in education who have careers devoted to research on teaching and learning and a disservice to the public who rely on our institution to provide the best and most accurate information about educational effectiveness. Cost effectiveness in faculty resources has been a primary motivation for increasing the number of LPSOE/LSOE positions on campus. However, by diverting a significant proportion of the LPSOE/LSOE effort to what may be a contrived activity, the cost effectiveness will be significantly diluted
3. By bestowing the title "Professor" on faculty in the LPSOE/LSOE series, we reduce the distinction between professors and lecturers. We must preserve this distinction because we contribute fundamentally different value to science, students, campus, and society. The distinction is reflected in salary, prestige, and leadership opportunities.
4. The title, "Professor of Teaching," is potentially misleading in that it implies that other Professors do not teach or that teaching is less important among ladder-rank faculty. This is incorrect and is a terrible message to send at a time when many individuals in state government and the public already think that faculty do not teach enough. Likewise, the "Professor of Teaching" title may imply that Professors of Teaching only teach when the justification for the series is that they will be expected to conduct scholarship

CAP understands that the LPSOE and LSOE titles are opaque and that more transparent titles would be useful. We believe, however, that other titles may be more appropriate, such as "Assistant Lecturer," "Associate Lecturer," and "Lecturer" (or "Senior Lecturer"). If a greater distinction is needed between the LPSOE/LSOE series and Unit 18 lecturers, the title "Instructor" could be used for the latter series.

In summary, CAP believes that adoption of the "Professor of Teaching" title is, at best, premature. The justification for the title is based on expectations of scholarship in this series that are yet to be determined. Moreover, the title may create confusion and misperception that would outweigh any benefits that its use might confer.

# Faculty Welfare

**April 29, 2016 1:41 PM**

A majority of the members of the Faculty Welfare Committee support the need to provide another title to those members of the Lecturers with Security of Employment series (LSOE). The objective is to have a title that more clearly describes the role of the LSOE series and that can be more easily recognized by people outside of the University of California. In addition to providing important subject matter to our students, Lecturers with Security of Employment develop innovative teaching methods which enhance the learning experience. A number of the most popular courses offered at UC Davis are taught by Lecturers with Security of Employment.

A majority of the members of the Faculty Welfare Committee also support, or at least are not opposed to, the use of the title "Professor of Teaching". It was pointed out that the School of Veterinary Medicine and the School of Medicine have the Professor of Clinical X series. This example also shows that a title does not have to be used uniformly across the campus. The recently revised Academic Personnel Manual, section UCD 825 Lecturer with Security of Employment provides an excellent statement of what is expected of this series and how qualification for advancement is determined. The same criteria should be used for the "Professor of Teaching" title.

Member(s) opposed to the use of the "Professor of Teaching" title feel that the proposed title diminishes the title "Professor" traditionally used for a person engaged in research, teaching, and service.

# **FEC: College of Agricultural and Environmental Sciences**

**April 27, 2016 1:06 PM**

The CAES FEC met and discussed this issue and we also requested input from departments. Although not specifically germane to this exact question, the discussion within the FEC discussed parallels and differences between this issue and the position of CE appointments and recruitments. (In essentially all other states CE is treated like all other faculty but not at UC and Davis).

Within the FEC there were mixed opinions, which is also reflects the opinions from the departments from which responses were received. The obvious plusses are the improvement of recruitment and better recognition and support for valuable members of the academic senate; the negatives include confusing what those in the professor series do and concerns about the long term implications. A summary is that it could be argued that instituting the proposed changes could be viewed as premature at this time or it could be argued that this change would have great value.

## **LAND AIR AND WATER RESOURCES:**

### Benefits:

1. The proposal is good if it will increase the quality of the applicant pool for LSOE positions. We do want the best people in the LSOE positions.

### Negatives:

1. The letter states that those with a "Professor of Teaching" title are expected to develop and apply scholarly expertise towards improved teaching and student learning. This is potentially problematic in that it could undermine "regular professors" who also are expected to develop these expertise. That is, this is potentially politically problematic with the general public, as it could be perceived that "regular" professors do not teach, or teach poorly/infrequently. This is the main concern from LAWR.

2. In the future this could lead to fewer "regular" faculty as the colleges decided that it is more cost effective (or easier) to her Professors of Teaching than "regular professors".

3. This proposal may lead to a "blurring of the lines" between the "regular" and "teaching" professors and their specific responsibilities and expectations. This could be problematic for individuals in both types of positions. A clear distinction between the positions by title is thus very helpful.

### Overall Opinion:

From the feedback I received, the overall consensus is against this proposal for LSOE positions to use the title of Professor of Teaching.

#### HUMAN ECOLOGY:

The general consensus among those who have spoken up in Human Ecology is:

1. Offering this title does seem to be a way to avoid hiring more faculty. So do we resist it and continue to fight for more faculty to teach the growing number of students on campus --- or do we cave in and say the students have suffered enough with overcrowding and temp lecturers... Some say we resist, but slightly more say we should move forward with trying to hire experts in teaching who will be dedicated to the task.
2. Requiring folks in this title to conduct research on teaching is a horrible idea.
3. Prof of Teaching or Teaching Prof – doesn't matter which name.
4. Some argued that if we go down this path, the individuals should not be a part of academic senate.

In my view, one of the most challenging aspects of talking about this issue is that there are too many different versions on the table, and no clear set of choice points: research responsibilities (type and amount), AS membership, service expectations (type and amount), impact on budget, impact on research faculty FTE. And many more.

#### ANIMAL SCIENCE:

Here is summary of the response from Animal Science Department regarding to Professor of Teaching:

In general, faculty is favor of the title change for LPSOE hires to distinguish from Unit 18 lecture series. But have some comments regarding to actual title. Some of them prefer Professor of Teaching, some prefer Professor of \_\_\_\_\_ Education, others prefer Professor of \_\_\_\_\_ like regular senate member, but need provide specific responsibilities in term of teaching, scholar's activities and service.

We do have one Federation Faculty against the title change as she believes CE position is more of disadvantage regarding to change to Professor title, but conduct all three major activities like Senate faculty.

#### AGRICULTURAL AND RESOURCE ECONOMICS:

I am the Academic Senate representative for the department of Agricultural and Resource Economics. I consulted widely with ARE faculty, and they strongly support the use of the title “Professor of Teaching \_\_\_\_” for Senate faculty in the Lecturer with Security of Employment (LSOE) series.

# **FEC: College of Biological Sciences**

**April 1, 2016 12:46 PM**

The CBS FEC has considered the proposal for the working title of "Professor of Teaching \_" and unanimously supports it.



## **FEC: College of Engineering**

**April 6, 2016 5:42 PM**

The CoE FEC faculty do not support the "Teaching Professor" working title as it may be confusing; however the CoE Dean does support use of the title.

*Response continued on next page.*

Wednesday, January 14, 2015

To: Andre Knoesen, Chair  
Davis Division of the Academic Senate

From: Niels Grønbech-Jensen, Chair  
College of Engineering Faculty Executive Committee

SUBJECT: Teaching Professor Working Title Proposal

The Executive Committee has mixed opinions regarding the use of "Teaching Professor" when recruiting Lecturer-Security of Employment (LSOE) and Lecturer-Potential Security of Employment (LPSOE). The advantage is mainly a more tangible, and perhaps catchy, title, which may attract a broader pool of applicants to an open position. The disadvantages include: *i)* A discrepancy between advertised and position title, and *ii)* the introduction of an erosion of what the regular Professor means. It is further a concern that use of the working title is the beginning of making the title official in small increments. Thus, rather than a discussion about a working title, where a candidate is hired under one title into a position with another title, it may be better to have a new discussion about having an actual *Teaching Professor* title that has well-understood duties.

# **FEC: College of Letters and Science**

**May 5, 2016 1:01 PM**

Response of L&S exec.comm.

*Response continued on next 2 pages.*

**L&S Executive Committee****Subject: Response to the proposed “Professor of Teaching” title****Date: May 5, 2016****From: Brenda Schildgen, Chair L&S Executive Committee**

The L&S Executive Committee discussed the proposed LSOE title change to “Professor of Teaching--” at its April and May executive meetings. After the April meeting, the committee decided to poll the senate faculty through the mechanism of the Steering Committees of the three college divisions, MPS, DSS, and HArCS. The responses are attached to this letter. The general response of the faculty is against the title change, and in this respect the College of L&S does not differ from most of the responses of other committees on campus, particularly CAP, whose response was “mostly negative,” UGC, which finds the “proposed working title ‘Professor of Teaching’ undesirable and should not be adopted,” or Affirmative Action & Diversity, which expresses concern about Federation faculty, who will now deem this yet another layer of hierarchy over them. After the L & S Executive Committee reviewed the responses in the survey, we voted at our May meeting to recommend against the change to the title of SOE lecturer.

Although some of those polled deemed a change in title appropriate, there is consensus that Professor of Teaching is not the appropriate title. Below, using a selection of comments, I highlight some of the concerns cited by those who responded to the L&S survey:

**From MPS:**

1. “I ran through the past six months *Physics Today’s* job description sections and came up with the following titles for positions similar to our current LSOE position. All without tenure but continually renewable. UC seems to be the only university system to allow tenure for faculty in this position—this from a discussion at the Chairs’ AAU meeting on Physics Course Evaluation in Washington D.C. last April. That someone could be hired on a tenure track as a professor of Physics Education, a legitimate research field, would be completely appropriate, but that would not be a security of employment lecturer. Examples of titles include Professor of Physics Education (Alabama); Preceptor (Harvard); Assistant Professor of Practice (Chicago).”
2. “There are problems with Professor of Teaching in the Title; this gives the impression that other professors do not teach, Sacramento will infer that Senate faculty don’t or can’t teach.”

**From DSS:**

1. "Professor of Teaching \_\_\_\_" is misleading or just inaccurate. It makes the position sound as though the main duty were teaching others how to teach.
2. The title, even when better understood, suggests a contrast between Professors of Teaching \_\_\_\_ and research-oriented Professors, as if research oriented professors do not teach, or teach only rarely.

3. Unit 18 lecturers object that the new category/title effectively gives them a demotion, because it contrasts LSOEs, soon to be "Professors of Teaching \_\_\_", with unit 18 lecturers. Now the terminology makes the contrast between LSOE and unit 18 lecturer less noticeable.

4. Many faculty believe that the shift to "Professor of Teaching \_\_\_\_" is being pushed as a way of gaming the rankings system, so that more low-cost LSOEs can be hired and put to work, without this showing up in various rankings systems (which would harm us), due to the fact that they will now be called "Professors". But they will be "professors" in name only. This is the "false advertising" complaint.

### **From HArCS:**

1. One department had five individuals who responded to the document, including one lecturer and one former lecturer—are opposed to the name change. Here are some reasons:

**a.** concern over “two-tier membership in the club”

**b.** the fact Professors and Professors of Teaching would perform different duties but that the titles, which are almost identical, suggest otherwise

**c.** lack of evidence that listing a position as “Professor of Teaching” would attract more candidates than any other kind of listing

**d.** resistance to “politically correct” labels that are supposed to make people feel better while failing to change reality. One individual (a former lecturer) mentioned that an employee at Walmart goes home with the same ringing headache and the same aching feet whether he or she is called a salesperson (as in the past) or a “sales associate,” as is now the norm.

2. “The relation between these proposed new ranks and our current work force of Unit 18 lecturers is murky in the extreme, and, at worst, looks like a cynical effort to avoid adding faculty to a unionized segment of the workforce. As both senate and federation faculty in UWP observe, many of them ALREADY do research on pedagogy--as well as university and national level service--despite the stipulation in the APM that they are to be reviewed solely on their teaching. I'd much rather that our campus and the senate in particular --or a joint senate-federation task force--spent some time thinking through what it means to have Unit 18 lecturers as a growing segment of the workforce (some 25 new Unit 18 folks have been hired very recently, I've just learned, to staff ESL classes in UWP, with no attention to how such courses could involve graduate training for PhD students in comp. lit. and English). The MLA and the New Faculty Majority argue that the increase of the proportion of adjuncts to tenured and tenure track faculty over the last 30 years is a long-brewing disaster for academic freedom and (in many cases) for student advising as well.”

3. One department states, it “has already gone on record with this statement to the Executive Committee in an earlier call to opine: ‘The faculty of the Native American Studies Department oppose adoption of the proposed working title 'Professor of Teaching' for members of the Academic Senate in the Lecturer with Security of

Employment series. We agree that the work done by these and other lecturers here at UC Davis is essential and deserves to be honored. However, we feel that a much more meaningful way to do so would be to offer them more job security, higher salaries, and better benefits. A straightforward way to achieve this would be to work towards reversing the trend in recent years to hire so-called contingent faculty – identified by the American Association of University Professors as people with 'insecure, unsupported positions with little job security and few protections for academic freedom' – in lieu of creating tenure-track positions. Such a strategy would allow more people hired by the university to enjoy the same level of compensation and job security that already exist for people whose working title includes the word 'Professor.'

We attach the full record of responses. Although a small number express support for the change in title, the overwhelming majority is against. There is also consensus that the university should examine the increase in the number of contract lecturers in relationship to the number of tenured faculty positions. Introducing a new category of professor, whose work would be evaluated on completely different grounds to other tenure track or tenured faculty only exacerbates the problems of the existing tiered system and does not address the fundamental problem of a rapidly accelerating faculty-student ratio.

### **Attachments**

#### **Attachment A: DSS response**

1. "Professor of Teaching \_\_\_\_" is misleading or just inaccurate. It makes the position sound as though the main duty were teaching others how to teach.
2. The title, even when better understood, suggests a contrast between Professors of Teaching \_\_\_\_ and research-oriented Professors, as if research oriented professors do not teach, or teach only rarely.
3. Unit 18 lecturers object that the new category/title effectively gives them a demotion, because it contrasts LSOEs, soon to be "Professors of Teaching \_\_\_\_", with unit 18 lecturers. Now the terminology makes the contrast between LSOE and unit 18 lecturer less noticeable.
4. Many faculty believe that the shift to "Professor of Teaching \_\_\_\_" is being pushed as a way of gaming the rankings system, so that more low-cost LSOEs can be hired and put to work, without this showing up in various rankings systems (which would harm us), due the fact that they will now be called "Professors". But they will be "professors" in name only. This is the "false advertising" complaint.

#### **Attachment B: HArCS response**

##### **Statements Concerning to Proposed Change in Title**

Via Carol Hess, Dept. of Music Representative to HArCS Steering Committee

We have *extremely* devoted lecturers whom the rest of us nominate for pay increases and awards whenever possible.

Those who responded to the document—five individuals, including one lecturer and one former lecturer—are opposed to the name change. Here are some reasons:

1. concern over “two-tier membership in the club”
2. the fact Professors and Professors of Teaching would perform different duties but that the titles, which are almost identical, suggest otherwise
3. lack of evidence that listing a position as “Professor of Teaching” would attract more candidates than any other kind of listing
4. resistance to “politically correct” labels that are supposed to make people feel better while failing to change reality. One individual (a former lecturer) mentioned that an employee at Walmart goes home with the same ringing headache and the same aching feet whether he or she is called a salesperson (as in the past) or a “sales associate,” as is now the norm.

### **Dept of English**

I am very much opposed to the proposed change of title--especially for the Davis campus, which has, uniquely in the system, a two-tiered faculty (beyond the professor / clinical tiers) with one tier, Federation lecturers including the large group of Unit 18 lecturers in our division--having a formal association (the Academic Federation, which exists nowhere else in the UC). I am glad to see that UCLA is resisting the change and am sorry to hear that other campuses are proceeding with it (or seem to be?).

1. We are a research university and all "professors" are supposed to do research (I call it scholarship for our fields), teaching, and service. To have "professors of teaching xxx" seems to me an absurd knot of contradictions. We all "profess" on our subject matter and practice the best teaching methods we can given the material conditions of our employment. Creating this new title seems to ratify rather than resist the defunding of the public university in ways that decrease our classes' educational value to the students who come to a UC (often, after being at a community college where the faculty is not expected to do independent research/scholarship). We as Senate faculty have the job of explaining what we need--to legislators, and to our (alas quite distracted) higher administration: we need to communicate better with each other, across disciplinary and certainly departmental lines--about what is needed (I'm thinking minimal standards) in order to teach well in our subject areas. Having a new cadre of "professors of teaching" in the senate, whose "subject matter" is evidently to be "innovation" in pedagogy--will in my view contribute to the further dilution of teaching excellence among the faculty already in the professorial ranks. The place for faculty whose research is on pedagogy is the School of Education; being a "researcher" in this field has no necessary connection to BEING a good teacher who can teach well with a teaching load significantly above the norm for professors.

2. I agree heartily with the opponents who query the idea that "innovation" in pedagogy is equivalent to "improvement" in pedagogy. The new proposal seems to me part of the

tendency to pour (some) money in for technical fixes that accept the idea that we can continue to enroll more and more students with no increases of general funds from the state. Most of the "fixes" are either bad for or irrelevant to those of us in the humanities and interpretive social sciences how we see our teaching mission as focused on writing-intensive classes in "subject" areas. Having more Professors of Teaching xxx will not help those of us who are attempting to teach critical thinking, high-order interpretation, and advanced expository writing skills. ]

3. The relation between these proposed new ranks and our current work force of Unit 18 lecturers is murky in the extreme, and, at worst, looks like a cynical effort to avoid adding faculty to a unionized segment of the workforce. As both senate and federation faculty in UWP observe, many of them ALREADY do research on pedagogy--as well as university and national level service--despite the stipulation in the APM that they are to be reviewed solely on their teaching. I'd much rather that our campus and the senate in particular --or a joint senate-federation task force--spent some time thinking through what it means to have Unit 18 lecturers as a growing segment of the workforce (some 25 new Unit 18 folks have been hired very recently, I've just learned, to staff ESL classes in UWP, with no attention to how such courses could involve graduate training for PhD students in comp. lit. and English). The MLA and the New Faculty Majority argue that the increase of the proportion of adjuncts to tenured and tenure track faculty over the last 30 years is a long-brewing disaster for academic freedom and (in many cases) for student advising as well.

Via Wendy Ho, **Hart Hall** Representative to HArCS Steering Committee

1. **Native American Studies Dept.** has already gone on record with this statement to the Executive Committee in an earlier call to opine: "The faculty of the Native American Studies Department oppose adoption of the proposed working title 'Professor of Teaching' for members of the Academic Senate in the Lecturer with Security of Employment series. We agree that the work done by these and other lecturers here at UC Davis is essential and deserves to be honored. However, we feel that a much more meaningful way to do so would be to offer them more job security, higher salaries, and better benefits. A straightforward way to achieve this would be to work towards reversing the trend in recent years to hire so-called contingent faculty – identified by the American Association of University Professors as people with 'insecure, unsupported positions with little job security and few protections for academic freedom' – in lieu of creating tenure-track positions. Such a strategy would allow more people hired by the university to enjoy the same level of compensation and job security that already exist for people whose working title includes the word 'Professor.'"

2. **Gender, Sexuality and Women's Studies** faculty responding in multiple ways. One is against the proposal citing from the documents sent concerning proposal: "concern about unintended message sent within and outside UCD by the working title; concern about the implication that professors do not do teaching and will not be held accountable to quality teaching as professors, which may also have an affect in general and governmental/political milieu; concerns about whether this will affect FTE lines in order



to hire more SOEs to service campus units in an already stratified tier system. Other GSW responses are tempered in the manner of NAS response. That is, they are more interested in a substantive level of respecting and understanding the work that LSOE series contribute to the research, teaching and service in ways that complement other forms of research, teaching and service currently done---rather than a change of title that leaves the hierarchal infrastructure in tact. Again to get the temper of all the faculty together would require more deliberation from the director's point of view.

**Not opposed to change of title or in favor of changing title:**

Via Flag Miller, Dept. of Religious Studies

A response from the Graduate Group in the Study of Religion would be much in keeping with that by Cultural Studies - that we would defer to departments and programs since this matter more directly involves them.

Via Wendy Ho, Hart Hall representative to HArCS Steering Committee

1. **Chicano/a Studies Department** Chair reports that faculty is in strong support and agreement for the conversion to the working title "Professor of Teaching\_\_\_\_" for Senate faculty in the Lecturer with Security of Employment (LSOE) series. If a vote is necessary, they are willing to proceed if called upon.

2. **American Studies Department** faculty responding are split on this title change for SOE. Chair believes there is a need for further discussion on options and scenarios that may occur. More faculty input needed to gauge temper of all their faculty on this matter. Some believe the Unit 18 designation is better for this position-it's unionized, and has a clear personnel process attached. Off the record, the Chair is deeply opposed to the change in title.

**Professor of teaching X**

Pro from a single person not representing a department

**Subject:** Re: IMPORTANT : HArCS response re: "Professor of Teaching \_\_\_\_"

On this issue I will briefly state my own position as the Director and as a Senior Lecturer, SOE. Sorry, if it's a bit hastily written; I'm on my way out the door to a meeting.

I am in favor of UC Davis adopting the working title of "Professor of Teaching \_\_\_\_." I think the title is imperfect in that it does not adequately capture what SOEs actually do. However, I am in favor of extending "Professor" to SOEs as an acknowledgement that they are full members of the Academic Senate, with the same rights and responsibilities for campus service as other Senate faculty, even if they are not expected to maintain the same type of research/publication agenda as those in the Professor line.

Frankly, I have been shocked at the level of misunderstanding about the difference between faculty in the LPSOE line and Unit 18 Lecturers, whom we use as a contract

labor force (a state of affairs I'm also not completely happy with, but that's for another discussion). The change in title for SOEs to include "Professor"—even with the modifier attached—is, in my opinion, an important step toward addressing the status inequality that exists among these sectors of the faculty as a body. It might also help to clarify the "middle-man" status of SOEs relative to both Unit 18 Lecturers and ladder-rank Professors.

I have heard faculty oppose against this slight change of title, based on the argument that we are a RESEARCH institution. We are indeed a research university, but we are not ONLY a research university. We are a teaching university as well. If SOEs are expected to be pedagogical experts, devoting time and energy to the research and practice of teaching (and to student-centered learning), then I believe their title should reflect that. SOEs' doctorates as well as their Senate status should be honored by allowed them to be called professors. And again there's that dreaded modifier that marks them as somehow different from a "regular" professor.

I have heard other arguments from faculty that we ALL teach, and therefore calling SOEs teaching professors somehow implies that SOEs are the only ones who care about teaching. My response has been to point out that we all lecture in our classes, but we are not all labeled as "Lecturers." We are all aware that names do matter and lecturer implies impermanence, a lack of competence, or any number of negative associations. The title Lecturer, even with security of employment, carries a clear stigma in some quarters of this campus (at very least).

Finally, I would ask faculty who oppose this change to consider what it is they stand to LOSE by sharing the title "Professor" with other highly qualified Senate faculty who have chosen to pursue a different work path on this campus. As far as I can see, what might be lost would be the DISTINCTION of being the sole class of workers with access to an esteemed title while another class of workers has to settle for another, lesser, title that does not adequately express the fullness of their contribution to this university's overall mission of research, teaching, and service.

I think the world is changing, and the the university is having to respond. Perhaps this change in title SOEs is but one of the ways, small and large, that the university of the future will have to adjust itself to remain relevant. Perhaps UC Davis can join other UC system campuses in being at the forefront of this change in the nature of work in the academy.

I see this question of the title change for SOEs as part of a larger issue of Diversity and Inclusion in terms of the faculty. It is less about race, for example, as it is about sharing in the benefits of being called Professor in a system such as ours, which has historically reserved that title for only a certain group.

I see it as an issue of diversity, recognizing and HONORING the differences in all of our contributions to this university in terms of our teaching, research, and services while recognizing that the present hierarchy of titles may no longer be appropriate to those ends.

It also feels that no one has really spoken up for us (SOEs) until now. I think that's why I'm passionate about this issue, even though I don't really care about the title.

Attachment C: MPS response

*(1) I have been extremely worried about this effort since it started quite a while back. Almost all of my concerns are well covered in the letters you attached, so I will not repeat those here. I'll just say that I think the downside of an additional expansion of faculty outside of the usual Professor series far out weighs the possible benefits---and I mean that no matter the title used or whether or not the position carries some kind of quasi-tenure.*

*(2) This series of titles, Lecturers with Tenure (or tenure-track), seems to me to be descriptive, appropriate, and readily understood by those outside of UC, including potential candidates. I really don't like either the term Teaching Professor or Professor of Teaching X, for 2 reasons: (1) it gives the impression that normal research faculty do not teach, and (2) it sounds too close to the School of Education...*

*(3) After the discussion at the faculty meeting, I now think the appropriate "working title" for a Lecturer with Security of Employment (LSOE) is Lecturer with Tenure. Thus a Lecturer with Potential Security of Employment (LPSOE) would be a Lecturer Tenure-track or Tenure-track Lecturer. A Senior Lecturer with Security of Employment would then be a Senior Lecturer with Tenure. The last title, which is not used much, is Senior Lecturer with Potential Security of Employment - that would be Senior Lecturer Tenure-Track.*

*(4) I ran through the past 6 months Physics Today's job description sections...and came up with the following Titles for positions similar to our current LSOE position. All without tenure but continually renewable. UC seems to be the only university system to allow tenure for faculty in this position...this from a discussion at a Chairs' AAU meeting on Physics Course Evaluation in Washington DC last April...*

*Northwestern - Assistant Professor of Instruction*

*Baylor - Lecturer*

*Alabama - Professor - Physics Education*

*U. Nevada at Reno - Lecturer*

*Harvard - Preceptor*

*Chicago - Asst Prof of Practice*

*My recollection from the AAU meeting was that almost all faculty in my position were called Lecturers....and very few of these did Education research and evaluation...*

*(5) Problems with the words Professor & Teaching in the same title: Sacramento will infer that Senate faculty don't or can't teach...also, you want lecturers to be sound in a discipline and able to apply this to best teaching practices. Saying some one is only a Professor of Teaching is rather demeaning in my view...*

*(6) Maybe using "pedagogy" rather than "teaching" could alleviate the con -- it wouldn't suggest that other professors don't teach, but at worst that they don't focus on the pedagogy aspect...*

*(7) Physics education is a recognized specialty in physics, and is an appropriate research area for a regular faculty member. It would be unfortunate if we ended up with a new title that created too much confusion -- why is a "Professor of Teaching Physics" different from a "Professor of Physics specializing in physics education"?*

*(8) First, I dislike the implication that other professors don't teach. I also worry that even if the current proposal is only about the name and not about changing the actual job requirements, the next natural step would be to try to bring the job requirements into line with the name. (I.e., people in this title have to do education-related research.) I like the flexibility included in the current LSOE position, and I wouldn't want it to become more limited.*

*(9) I strongly support this title change.*

*(10) I support this change.*

*(11) It does not matter what we think. Just for the record I'm strongly opposed to this change.*

*(12) Although it is a much better title than what we have right now, I do not think that "Professor of Teaching" title reflects who we really are. We do not only teach. I am doing discipline based educational research (as described creative activities broadly) and do service*

*(13) During a time of expansion of the student body and additional stress on the University to meet its teaching mission it is natural to consider doing so with lecturers. However to do so with tenured teaching professors instead of temporary lecturers is a permanent change that curtails the necessity for the University to grow its research and teaching regular faculty. It will affect the quality of the University and its reputation for generations. This change in title would be another step towards treating teaching faculty as equals in the processes that determine academic policy with the regular research faculty.*

*(14) ...I would like to support the perspective that (a colleague) expressed well: "Replacing future research active faculty with these teaching faculty will have long term negative impacts on UC Davis Chemistry, along with many other departments that have large service teaching roles. We need to insist on hiring scholars, not just instructors, so I am strongly opposed to this proposal*

*(15) This is a complex issue and one that I should (perhaps) not be worrying about so much in my current position as assistant professor. My position is that we should take more time to assess the effectiveness of the LPSOE teaching before throwing our support behind a major change in the job title. My thoughts are:*

*Pros:*

*- The title "Professor of Teaching\_\_\_\_" is better than "Teaching Professor", because it's less likely to engender the incorrect notion that professors don't teach.*

- The title "Lecturer with (Potential) Security of Employment" is an awkward title and a replacement should be found for it.

Cons:

- I don't think that LPSOE faculty are hired at the same standard as the Professor series. This is from comparing the Assistant Professor recruitment that I went through last year and saw this year, vs. the LPSOE recruitment that I saw this year. Conferring the "Professor of Teaching \_\_\_\_" title conveys the impression that the two positions have equally high standards. This lowers the standing and reputation of one position and elevates the other. It's hard to predict what impact this may have on the department's ranking, reputation, and faculty recruitment several years down the line.

(16) Conferring the title "Professor of Teaching \_\_\_\_" to the LPSOE faculty will elevate their standing far above that of the continuing lecturers. This seems like we're disfavoring our continuing lecturers who have a consistent and excellent teaching record. I think it's premature to make this move because we haven't had a chance to properly assess the teaching quality of the LPSOE faculty.

(17) I am apposed to this change. When I direct the research projects of my graduate students, is that not considered teaching? Am I not a "Teaching Professor"? Indeed, this is what separates us from Sac. City College, or online courses and the like...our engagement in the teaching of a generation of scientists to do research.

(18) I agree in that I don't like the LSOE title because it does not have much meaning outside of UCs. But I think the administration doesn't like the term "Teaching Professor" because it makes sound like most professors don't teach. Also, the LSOEs do more the simply teach. How about a title something like: "Professor of Pedagogy"

(19) ...I oppose this change. When I was hired into this rapidly improving department at the end of the 1980s, we had one SOE lecturer... (who) had a well defined role supervising the TA training of a large number of graduate students, as well as his significant (and well executed) teaching responsibilities. As you may know at some point (they) moved on to be a full time administrator, and we never had another SOE lecturer for many years. The title also served as a path for some faculty who had lost research traction and would chose to transition to this other role on campus, and at least in MPS our workload policy defined a relatively light 4.5 ave quarter teaching load for this path.

We started to hire new SOEs a couple of years ago. Their role was not clearly defined by the dept leadership, but most of us supported based on the view (which I thought was pretty clear at the time) that they would be replacing some of the lecturers we have to hire to teach the large lower division... service classes, and we would offer improved instruction with less hits to our dept budget. However, we rapidly found out that at least in our dept they were to be considered more like regular faculty. encouraged to take on graduate students and assigned classes that normal would be taught only by ladder faculty. We even have a proposal to hire an SOE to teach upper division...(classes). Thus in practice we are already treating them as faculty without...research programs, which fits in with the proposed name change.

*(20) I thought it was revealing that Brenda's comments below are so explicitly about why this is happening: "I should add that this move is propelled by a need to rapidly acquire faculty in faculty-strapped departments where normally there are expensive start-up packages." I personally believe this is a very bad path for us, and will lead to a lowering of our research capabilities and academic profile in the US chemical community. Improving this profile had been a major goal of the dept and dept leadership since I was hired as a first year assistant professor. Replacing future research active faculty with these teaching faculty will have long term negative impacts on UC Davis (MPS Departments), along with many other departments that have large service teaching roles. We need to insist on hiring scholars, not just instructors, so I am strongly opposed to this proposal.*

(21) I think that the proposed working title "Professor of Teaching \_\_\_" is undesirable and should not be adopted because there are concerns about the implications of combining "professor" and "teaching" in the same title, since all professors teach. Furthermore, L(P)SOEs are expected to do more than teach. The administration and campus should consider alternative working titles that can accomplish the following:

- a) avoid the undesirable implications of combining "professor" and "teaching" in the same title
- b) better distinguish the L(P)SOEs from current unit 18 lecturers
- c) matches the expectations of teaching and creative activities in the L(P)SOE job descriptions that will be expected by CAP
- d) facilitate the efforts of L(P)SOEs to obtain grant funding to support the creative activities that are expected/required by CAP for their position.

*(22) I would be a bit concerned with potentially diminishing the institution of "Professor." There is a lot of discussion in the media now about abolishing tenure, and there are political forces that would love to diminish the credibility and clout of academia. Putting the name "Professor" on titles of people who are not professors diminishes the significance of the title. In fact, if putting the title on non-professor positions enhances their position, then the other way it must diminish/water down the real meaning. Why not call everyone in the university a professor?*

(23) While it seems to me that there is a slightly stronger case for changing the LPSOE title to something like "Teaching Professor", I don't really think that there are huge drawbacks with the present title. (The "Research Professor" title is distinct from the "Professor" title, but that doesn't mean Professors don't do research. I don't think that the title "Teaching Professor" would suggest that Professors are not invested in teaching.)

*(24) Down the road the two tier system might turn in to a one tier system...no tenure. If not strongly defended, in the long run, that is a real possibility. I think it is wise to preserve the title "Professor" for its traditional use, for tenured faculty.*

*(25) I think that a title change would be very good — I'm not at all sure about "Professor of Teaching \_\_\_\_\_" as an alternative... it would be good to have some kind of title that is clearly recognized more widely than just at UC Davis, or even within the UC system.*

*(26) I can't say I'm enthused about this... it makes it appear as if the main body of the faculty don't focus on teaching, but rather are only interested in research. This couldn't be further from the truth and reinforces a negative stereotype among the general public.*

*(27) Maybe those with SOE can have a department attached to their title, as in 'Lecturer in Earth and Planetary Sciences.' Those without SOE can be simply 'Lecturer'.*

*(28) I'm strongly in favor of the proposal to adopt the Professor of Teaching working titles for the LSOE position. This is important for all the reasons laid out as well as for the other Senate faculty to recognize the full contribution of these faculty to the university, not just as "lecturers" but as members of the Senate.*

*(29) ...we eventually will end up with three senate titles: Teaching Professors, Teaching and Research Professors, Research Professors. The latter will be in conflict with a Federation title for which the requirement and expectation parallel the senate Teaching and Research title.*

*(30) Does that make all the rest of us with FTE lines in the Academic Senate Professors of Research? And if so then why are we teaching?*

# **FEC: Graduate School of Management**

**April 14, 2016 8:46 AM**

To: Andre Knoesen, Chair  
Davis Division Academic Senate

From: FEC, Graduate School of Management

Subject: Professor of Teaching X title

Date: April 14, 2016

Thank you for the opportunity to provide feedback on the proposal to create the new title Professor of Teaching X for lecturers with security of employment. The GSM's representative to the Academic Senate solicited feedback on the proposal from our faculty via email and roughly one-third of the school's faculty members responded with input. This comment summarizes that input.

Overall, the GSM faculty who provided input on the proposal to establish the Professor of Teaching X title were split on the issue. Six faculty members approved of the new title, four disapproved, and one equivocated. Of the six who approved of the new title, two indicated that they supported the new title because they thought it would provide SOE lecturers with additional recognition that they deserved. One, though, expressed concern that implementation of the new title might presage increased reliance on persons in this category and a concomitant reduction in resources devoted to research on campus.

Of the four who disapproved of the new title, one indicated that they did not support the new title because they thought the current title was both accurate and normative. Another thought the new title was misleading, insofar as many of the people who will take on the new title will not be doing research on teaching. The two remaining respondents expressed concern about the wider implications of the proposal. One of these articulated these implications in detail, most importantly: 1) the possibility that the new title would convey the impression that regular Assistant, Associate, and Full Professors are not devoted to teaching and 2) would situate the university on a slippery slope towards devaluing research (mentioned as a caveat by one supporter of the proposal).



# FEC: School of Education

April 19, 2016 6:34 PM

The School of Education did not have a strong reaction to this proposal one way or another. A faculty member submitted some interesting comments. What follows are excerpts from those comments:

"There were concerns raised about time: Would such a faculty member have the time to study her/his teaching and students' learning? More concerning for me, however, is a lack of apparent discussion about what it means to study teaching and learning, particularly in a university setting, and how such work might be positioned to be an important part of campus work...Some of us already bring a scholarly focus to pedagogy, and we certainly make efforts to use the knowledge we generate to inform our own understandings and to make content and our teaching more transparent to our students. But those of us in the academic senate who do this work also, of necessity, engage in this work intentionally and systematically and work to document and analyze data for research reports in peer-review journals and other outlets, in order to contribute to knowledge production in broader arenas. It is the process of disseminating the "scholarly perspective on teaching" (which is part of these proposed positions) that seems, at least from my rather quick reading, rather under-articulated at this point. There certainly are concerns raised in the many letters about the use of the term "professor" for this position and how to understand what kinds of rigor can be expected in this work. I know that there are faculty elsewhere on campus (e.g., in Physics) who have been studying pedagogical innovations and we have had grad students involved in some of this work. I wonder what kinds of studies and dissemination have been done with this work so far?

I am reminded of significant efforts directed by Lee Shulman several years ago when he retired from the School of Education at Stanford and assumed the role of Executive Director of the Carnegie Foundation for the Advancement of Teaching. Lee and others referred to this as the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) and hosted faculty from K-16 sites for summer workshops on ways to investigate one's teaching, with projects occurring over academic years. Faculty from many fields participated, and quite a few publications came out of this work. Here is a link with some online examples: [http://www.gallery.carnegiefoundation.org/gallery\\_of\\_tl/castl\\_he.html](http://www.gallery.carnegiefoundation.org/gallery_of_tl/castl_he.html)

All of this is to say that I think the proposed position is an attractive one but not just to carry a heavy teaching load. To recruit for Professors of the Practice or Professors of Teaching in the UC, it seems to me we should be clear through discussion and writing that folks hired into such positions have the knowledge, skills, and dispositions to inquire into their own and/or others' teaching practice and students' learning and can be evaluated on not only teaching performance but also on some clear criteria for investigating teaching and learning and for disseminating knowledge generated about this work. Clarity in this regard, if not already there, would help a great deal and could contribute to creation of some very compelling campus hires."

## **FEC: School of Medicine**

**April 29, 2016 4:17 PM**

The Faculty Executive Committee of the School of Medicine discussed the proposal to rename the Lecturer with Security Employment faculty series "Professor of Teaching\_\_\_". The committee recognizes the merits of the new name and is supportive of the name change. However, care must be taken to limit the potential for this name change to increase the perception by faculty in the Unit 18 lecturer series that they are second-class citizens.

# **FEC: School of Veterinary Medicine**

**March 28, 2016 4:41 PM**

*Response continued on next page.*

March 28, 2016

To: Andre Knoesen, Chair  
Davis Division of the Academic Senate

From: School of Veterinary Medicine Executive Committee

Subject: Response to the Professor of Teaching \_\_\_\_ Proposal

The School of Veterinary Medicine Executive Committee supports the proposal to use the title "Professor of Teaching \_\_\_\_" for Senate faculty in the Lecturer with Security of Employment series. The title "Professor of Teaching \_\_\_\_" may aid in the recruitment of top candidates for positions focused on teaching and scholarship in education.

# **Graduate Council**

**May 2, 2016 9:53 AM**

*Response continued on next page.*

May 2, 2016

**To: Academic Chair Knoesen**  
**Re: Professor of Teaching Proposal**

The Graduate Council, substantially based on the deliberations of its subcommittee on Academic Planning and Development, forwards its recommendations for the aforementioned Request for Consultation.

The proposed title changes pertain to the LSOE series. Motivations for the title changes include the possibility of strengthening the candidate pool in hiring searches, since a Professor of Teaching title may better reflect the scope and responsibilities of the LSOE position. Also, the morale of the LSOE faculty would be increased with the title change. The fact that UC Davis employs Unit 18 Lecturers, who have quite different job expectations, is a complicating factor when using "lecturer" in the position title. At least four of the UC campuses now use some variant of Professor of Teaching as the working title for the LSOE series.

Whereas there is merit in clarifying the working title to potential job applicants, and in distinguishing between the "lecturer" positions on campus, such merits would come with risks. As noted during review of a similar CBS proposal in early 2015, the Professor of Teaching title might imply (in the public's eye) that other professors do not have teaching as a primary responsibility. The significance of public perception should not be underestimated.

The LSOE position comes with lower salary and, in the case of STEM fields for example, does not require expensive start-up packages. Those economic incentives exist and are accentuated as the campus tries to grow. The Professor of Teaching title might blur the various long-term institutional needs when viewed from outside of UC Davis. A proportionally larger use of LSOE to deliver teaching could negatively affect the employment opportunities of graduate students. Furthermore, the professor title is typically achieved through rigorous, time-tested review processes. The expectations for the LSOE position, though defined, will become clearer with time. GC does not see the urgency for the changing the working title.

Sincerely,



Kyaw Tha Paw U, Chair  
Graduate Council

# **Undergraduate Council**

**April 29, 2016 8:32 AM**

*Response continued on next 3 pages.*

April 27, 2016

To: Andre Knoesen  
Chair, Academic Senate Chair

From: Ed Caswell-Chen  
Chair, Undergraduate Council

Re: UGC discussion and response to RFC on working title "Professor of Teaching"

Through this memo I respond on behalf of the UGC regarding the RFC re: "The Provost has requested that the Davis Division formally consider the use of the working title "Professor of Teaching \_\_\_\_" for Senate faculty in the Lecturer with Security of Employment (LSOE) series."

In two separate meetings, the UGC discussed the proposed working title, exploring aspects of the pros and cons of such. The UGC noted that we do currently have a title available for individuals that teach and do research – "Professor."

Varied opinions were expressed on the working title during UGC discussions, so I did not attempt a formal vote on the proposed working title. Although opinions varied, the general consensus that did emerge was that the UGC members do not generally support the use of the proposed working title for L(P)SOE appointees. A few individuals expressed support for the proposed working title, but they were in the minority.

The support expressed by a few UGC members for the proposed working title was based on the fact that the LSOEs fulfill an important role in campus teaching (a point that was not disputed by any UGC member) and the proposed working title might confer an increased sense of "belonging" to LSOEs in their teaching and research roles and would facilitate interactions within the department that could enhance undergraduate education and assessment efforts.

The UGC did acknowledge the difficulties described for the LSOE title, for example, "LSOE" being unique to the University of California and therefore somewhat less appreciated by and attractive to highly qualified potential applicants. Although the UGC understands this "marketing argument" for the working title, the argument was considered questionable and the working title does not seem the best or appropriate approach to addressing the marketing issue.

A related issue concerns research by LSOEs. The LSOEs teach and they also conduct research or other creative activities, albeit with research usually at a "reduced" level compared with the "Professor" title. The UGC sees the problem that the LSOE title may give the impression that individuals in the title do not conduct research - problematic for some grant applications by L(P)SOEs, grants that are needed to carry out activities required for their advancement. The UGC agrees that the "Professor of Teaching XX" or some other alternative working title might alleviate some of that perception problem.

Concerns were expressed that LSOE hires could be viewed administratively as an attractive means to increase the professorial ranks and cover more teaching while avoiding the need for costly start-up packages and disciplinary research facilities. This would be a misuse of the position. Departments should not be pressured to hire into this position unless the hire is



consistent with departmental needs and priorities for increasing disciplinary teaching effectiveness. The UGC concludes that if an individual is sought for teaching exclusively, that hire should be made in the "Lecturer" series. In cases where an individual will be hired to teach and conduct research, the hire should be into the currently available "Professor" title, with clearly defined teaching and research expectations (be the research pedagogical or disciplinary) in the job description. The start up funding is a separate issue that needs to be addressed outside of the proposed working title.

Other concerns with the working title were expressed. At least one UGC member conveyed adamant opposition to any working title that would include the words (in any arrangement) "teaching" and "professor." The concern expressed in this regard was that some Professors on the campus currently participate heavily in teaching, that teaching is an expectation for the Professor title, and that to explicitly provide some (LSOE) individuals with "teaching professor" recognition was to denigrate the efforts of all of those "Professor" faculty members that do currently participate extensively in teaching. The proposed working title may inaccurately convey that UC Davis "Professors" do not teach.

#### Recommendations:

There was significant support among committee members to shift hiring of LSOE candidates into the currently available "Professor" title, with clearly defined teaching and research expectations (be the research of a pedagogical or disciplinary nature) that would be used in the job description and in subsequent advancement actions. The latter is critical, and it would require that CAP accurately recognize and appropriately reward the distinctions in relative effort expected in teaching, research, and service. This may require action beyond simple approval or disapproval of the working title proposal.

If the existing APM LSOE position description will receive continued use on campus, UGC recommends consideration of other alternative working titles that meet the need to (1) distinguish the position from current unit 18 lecturers (2) facilitate the efforts of LSOEs to obtain grant funding to support their required research/creative activities and (3) avoid the undesirable implications of combinations of "professor" and "teaching" in the same title.

In summary, the UGC finds the proposed working title "Professor of Teaching \_\_\_\_" is undesirable and should not be adopted. The concerns expressed to justify the working title regarding the L(P)SOE title should be addressed using existing or other alternative titles, with clear definitions of teaching and research expectations in job descriptions, and mandates that CAP recognize and give credit for contributions relative to those descriptions.