

March 7, 2016

TO: Senate Committee Chairs and Executive Council**RE: Academic Senate Second Review: “Professor of Teaching ___” Proposal**

Dear Colleagues:

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. Please note that the Davis Division previously considered a proposal from the College of Biological Sciences on this issue; see [HERE](#) for the Division’s response.

Since the time we previously considered the CBS proposal, there are two important events to note:

- UCLA has initiated a review on the same issue that has not yet been completed. You can find further information [HERE](#).
- Revisions were made to UCD-APM regarding criteria for Appointment and Promotion in the LSOE series on 7/1/2015. You can find the relevant section [HERE](#).

Attached to this cover memo are the following documents:

- Request from Provost.
- UCLA responses to the Professor of Teaching Proposal.
- Prior Davis Division responses.

Please work with your committee to enter a response via the ASIS Request for Consultation module by Friday, April 15. I strongly recommend that FEC Chairs consult their departmental representatives to the Representative Assembly for feedback. Thank you very much for your service to the Senate.

Sincerely,



André Knoesen
Chair, Davis Division of the Academic Senate
Professor: Electrical and Computer Engineering

Cc: Departmental Representatives to the Representative Assembly



RALPH J. HEXTER
Provost and Executive Vice Chancellor

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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 ____ |

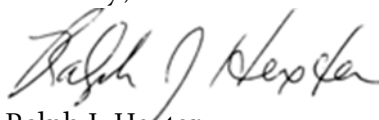
We have proposed the working title “Professor of Teaching ____” instead of “Teaching Professor of ____” because we concur with concerns expressed in the Senate’s February 2015 response that the latter title could “contribute to the perception that teaching is not a substantial component of the Professor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

November 10, 2015

To: Leo Estrada, Chair
Academic Senate

From: Council on Academic Personnel

RE: Proposed Teaching Professor working title

CAP received the request for comment on the Response to the Senate initial comment. Following committee review CAP has no further comment.

We thank you for the opportunity to opine.

November 12, 2015

Professor Leo Estrada
Chair, UCLA Academic Senate

Re: Committee on Teaching's Response to College FEC Proposal to Establish a Teaching Professor Series

Dear Professor Estrada,

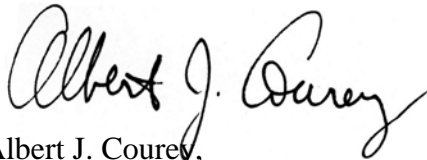
In response to your request for input, the Committee on Teaching discussed the College FEC Proposal to establish a teaching professor series at our meeting on November 4. The committee has the following thoughts on this subject:

Since the university budget is essentially a zero sum game, it seemed very unlikely to the committee that the appointment of "Professors of Teaching X" would not come at the expense of ladder faculty appointments. So the question is the following: Is the likely reduction in the number of ladder faculty FTE that this program would entail compensated for by the benefits of the teaching professor program? On the positive side, there might be value in having a cohort of faculty who were dedicated to the mission of enhancing pedagogy. Through collaboration with ladder faculty, this cohort could improve the quality of instruction at UCLA by speeding the adoption of state-of-the-art teaching practices in our classrooms. However, this would require a clear plan and support to facilitate the exchange of teaching practices among teaching and ladder faculty. On the negative side, establishing a group of professors who are focused only on teaching could detract from the advantages that students gain by obtaining their education at a research university such as UCLA. At such institutions, teaching and scholarship should be two sides of the same coin, with each enhancing the other. By divorcing these two activities, we risk reducing this synergy. In addition, by conferring the title of "Professor" on those who have not been selected on the basis of the highest scholarship, we risk degrading the value of that title.

The extent to which the above concerns are real could depend on how the program is implemented. Will the teaching professors be held to the highest standards of scholarship in education research? Will they be hired and promoted based on an outstanding track record in this kind of research in addition to their record of teaching and service? If so, then we have to think about mechanisms for evaluating the teaching professors, which are not well-articulated in the proposal, as very few college faculty have the expertise to

judge this kind of research. If not, then we might be better advised to devote available resources to growing our ladder faculty.

Sincerely Yours,

A handwritten signature in black ink that reads "Albert J. Courey". The signature is written in a cursive style with a large initial "A" and a long, sweeping underline.

Albert J. Courey,
Chair, Committee on Teaching

cc: Members of the Committee on Teaching
Linda Mohr, CAO, Academic Senate
Serge Chenkerian, MSO/Executive Assistant, Academic Senate
Annie Speights, Committee Analyst, Committee on Teaching

November 20, 2015

TO: Leo Estrada, Chair, Academic Senate

FROM: Benjamin Williams,
Chair, HSSEAS Faculty Executive Committee

RE: Proposal for establishing a title “Professor of Teaching X”

The Faculty Executive Committee (FEC) of the Henry Samueli School of Engineering and Applied Science (HSSEAS) has discussed the proposal and response of the series “Professor of Teaching X”. In a memo dated February 18 2015, the HSSEAS FEC previously stated its objections for establishing such a new “Teaching Professor” series. Unfortunately, upon consideration of the response we still have significant concerns about this proposal, and do not support it.

Specific concerns remain:

- One of the unique advantages of a research university is that the professors who teach the curriculum are also experts in their respective research fields. This benefits both the students by connecting them to the state-of-the-art, as well as the professors themselves. Establishing a new series of “Teaching Professors” wrongly gives the impression that our regular ladder faculty are not “teachers”. This is the wrong message to send – both internally to our own faculty who must balance research and teaching responsibilities – as well as to the outside world where we must fight the perceptions of public university faculty who doesn’t perform enough teaching.
- We previously raised the concern that the addition of ladder faculty who are not contributing to research may decrease our per-faculty research productivity which factors into various rankings. The response to this point was “As noted in the proposal, while Professors of Teaching X are not expected to engage in original research, they would not be discouraged from participating in creative endeavors that increase understanding, make qualitative improvements in the delivery of undergraduate education, or participate in research in their field of expertise, when applicable.” However, this response does not really address our core concerns of productivity, since the teaching loads of the Teaching Professors may be prohibitive, and running a successful and productive research program likely requires more than “not being discouraged”, but rather sufficient time, physical resources, student participation, etc..
- It was generally felt that the “Lecturer with Security of Employment” is the appropriate title for instructors solely focused upon teaching.

Please feel free to contact me if you have any questions regarding this memo.

November 23, 2015

Leobardo Estrada
Chair, UCLA Academic Senate

Re: Teaching Professor Series Proposal, Second Review

Dear Professor Estrada,

The Council on Planning and Budget (CPB) reviewed the proposal to establish a “Teaching Professor” for members of the Pre-Security Employment and Security Employment lecturer series at its meeting on November 2nd, 2015 and once again on November 16th, 2015. We were pleased to read the College FEC response to Senate Concerns dated October 23rd, 2015, which addressed some of the concerns expressed in our February 13th, 2015 letter. Nonetheless, during the discussion, several issues remained unanswered.

CPB opines that it would be helpful to learn more about how a similar program works at other universities such as UCSD.

Professorial Status Considerations

- CPB welcomes the idea of expanding the faculty roster in light of the increasing undergraduate student load, but CPB expresses concerns with respect to the extent to which “Teaching Professor” series will contribute to a two-tier, if not three-tier, faculty system that will disadvantage “regular faculty”, whose responsibilities include research and service as well as teaching. CPB members opined that our campus already has a two-tier system (“regular professor” & “clinical professor”, and that the creation of an additional hybrid professorial position might in fact deepen the divide among faculty (e.g., between lecturers and “regular professors”). CPB is concerned that the creation of a “Teaching Professor” series will inherently imply that Professor must be qualified as teachers or not teachers, and that this will signal, in a politically unhelpful way, that certain professors are primarily researchers, whereas others are teachers. From the perspective of budget and planning, CPB expressed concerns that this dichotomy could lead to undue pressure to increase the latter at the expense of the former.
- On the other hand, CPB does recognize the desirability of security of employment for lecturers, but also finds it disconcerting that this would come at the expense of having individuals with the professorial title, who had engaged in academic career preparation, would be steered away from research, which is one of the academic priorities of this university. CPB expressed concerns that the establishment of this new “Teaching Professor” series might appear to be a

way to accommodate faculty spouses, rather than being aimed principally at benefitting our students and our campus.

- CPB understands that the “teaching Professor” series might ultimately be particularly useful for language departments, where there is a chronic shortage of faculty especially in the less-commonly-taught languages. Nonetheless the convenience of this proposed series for a few departments is felt by CPB as another threat toward the establishment of an unwelcomed two-tier professorial system across the university.

Budget and Planning Considerations

- CPB opined that adopting the new series of “Teaching Professor” could reduce the already low intake of ladder faculty, thus placing further stress for departmental administration and university service on a decreasing pool of existing ladder faculty. As the FEC response notes, the College of Letters and Sciences is currently at 900. CPB is concerned that, if we assume that the number will remain at 900, we, as a campus, might increase the number of FTEs in the “Teaching Professor” series beyond 5% (45 faculty). It is not clear how will this might affect the ability of this campus to grow beyond the 900 limit. The October 23rd, 2015 response fails to address this points satisfactorily, and simply states that “..[T]his proposed series is not meant in any way to replace the need for ladder faculty renewal.” While this may be the case, CPB reiterates its concern that the establishment of the proposed “Teaching Professor” series might (or will) hamper the campus ability to grow beyond the 900 threshold. CPB deplores that fact that the administration’s commitment to ensuring the necessary FTE needed to support our curricular needs and to improve our programs on the graduate as well as undergraduate levels remains unclear. CPB anticipates that it is possible, and even probable, that the proposed “Teaching Professor” series will blunt the the growth of our “Regular Professors”, whose research bring indispensable indirect funds to our campus. In brief, CPB is concerned that, while possibly beneficial in some respects, the proposed “Teaching Professor” in point of fact undermines the mission our faculty is expected to engage in, which includes the creation of new knowledge, in addition to teaching and university service.
- A related concern expressed by CPB centers on the issue that new “Teaching Professor” hires are likely to compete for individual departmental resources, in addition to reducing the number of per capita research grants coming to the department and the campus.
- With respect to planning, CPB also raised concern about the modes of evaluation for “Teaching Professors”, compared to “Regular Professors”. For the purpose of Merit and Promotion, faculty are evaluated on the basis of teaching, research, and service. The teaching component is quantified based on student evaluations and peer evaluations. It is not clear to CPB how the equivalent professorial series of Teaching Professors should be skewed, and evaluated solely, or mostly, on the basis of teaching. The argument that teaching excellence should be assessed among Teaching Professors on criteria that includes additional rubrics of evaluation for pedagogical effectiveness appears fallacious since these new rubrics of teaching would likely benefit current ladder faculty as well.

- CPB members questioned what will happen to lecturers and lecturers with SOE, and whether there is in actuality a significant difference between the two positions. CPB felt that the arguments presented in the original proposal and in the October 23rd, 2015 were sufficiently detailed. In particular, CPB noted that individuals in the lecturer series, presumably unlike the “Teaching Professors”, presently are unionized. This, in and of itself, adds another layer of complexity, such as the extent to which the establishment of the proposed “Teaching Professor” might threaten to disenfranchise the union on campus.
- Directly related to the protection the union proffer lecturer, CPB expressed concern that, since the main focus of the new series is teaching, and the perceived benefit is focused on getting more teaching time out of this newly proposed faculty series, the potential is there loud and clear for abuse and overwork. The requirement to produce publications on pedagogical applied research, and putatively in curricular development and evaluation, both of course materials, and teaching quality of peers, while demanding a full teaching load from teaching professors adds to this problematic dimension.

Students Concerns

- The CPB student representative raised concern about how students would respond to the creation of a “Teaching Professor” series. The student perspective is that, on one hand it is exciting to create a series that is committed to teaching, but on the other hand, the question remains as to whether or not students might lose out on the opportunity to work with ladder faculty that have research and skills that students attend UCLA want to experience. In brief, student representatives expressed concern that the faculty recruited in the proposed “Teaching Professor” series might not provide them with the mentorship they expect and deserve from UCLA faculty.

In brief, CPB recognizes the merits of the proposed “Teaching Professor” series, but it is concerned that the zeal for teaching amongst the legislature might well transform our faculty into a non-support of research faculty. Therefore, CPB views the original proposal, and the October 23rd, 2015 as weak in a number of ways. It opines that the proposed “Teaching Professor” series, while beneficial to a few, will set into motion some actions and reactions about the structure of our faculty that could have negative long-term repercussions across the university. The proposed “Teaching Professor” series is not an appropriate response to the call of the legislature for increased quantity and quality of teaching by our faculty.

Thank you for the opportunity to review this proposal. If you have any questions for us, please do not hesitate to contact me at fchiappelli@dentistry.ucla.edu or via the Council’s analyst, Elizabeth Feller, at efeller@senate.ucla.edu or x62470.

Sincerely,



Francesco Chiappelli, Chair
Council on Planning and Budget

cc: Susan Cochran, Vice Chair, Academic Senate
Jel Aberbach, Immediate Past Chair, Academic Senate
Linda Mohr, Chief Administrative Officer, Academic Senate Office
Elizabeth Feller, Committee Analyst, Council on Planning and Budget
Members of the Council on Planning and Budget

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UCLA *Academic Senate*

Faculty Welfare Committee

November 19, 2015

Professor Leo Estrada
Chair, UCLA Academic Senate

Re: Faculty Welfare Committee's Response to College FEC Response to Academic Senate Concerns Regarding Proposal to Establish Working Title of "Teaching Professor"

Dear Professor Estrada,

The Faculty Welfare Committee discussed the Response to Senate Concerns of the College FEC Proposal to establish a working title of "Teaching Professor" for members of the Pre-Security of Employment (PSOE) and Security of Employment (SOE) lecturer series at our November 17th meeting. Although many potential strengths of the proposed program were identified, the committee would like to highlight a few major concerns.

The Committee supports the "pilot program" outlined in the original College FEC proposal as long as the program's success is reevaluated within a reasonable amount of time, preferably three years after the initial start of the program. As the program grows, we hope there will be particular attention paid to its impact on the allocation of regular faculty FTE, the integration of this new position in participating departments, the impact on other non-ladder faculty, and on the quality of undergraduate instruction in participating departments.

The original proposal envisioned that no more than 16 positions would be advertised in the first three years of the program. However, in the College's Response, the total number of teaching faculty has increased to as many as 45 positions. We suggest that the number of new hires remain modest during the program's initial phase, with the original 16 proposed positions. We ask that any planned expansion of the program be submitted to the Senate for review and only be undertaken after the initial pilot program has been thoroughly evaluated.

On behalf of the Committee on Faculty Welfare, I thank you for the opportunity to comment on the Response to Senate Concerns. Please do not hesitate to contact me if I can be of further assistance. I can be reached at 310-206-7290, or by email to msweeney@soc.ucla.edu. Our Committee Analyst, Annie Speights, is also available to assist. She can be reached at 310-825-3853 or by email to aspeights@senate.ucla.edu.

Sincerely,



Megan Sweeney
Chair, Committee on Faculty Welfare

cc: Members of the Committee on Faculty Welfare
Linda Mohr, CAO, Academic Senate
Serge Chenkerian, MSO/Executive Assistant, Academic Senate
Annie Speights, Committee Analyst, Committee on Faculty Welfare



SCHOOL OF THE ARTS AND ARCHITECTURE

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MEMO!

November 23, 2015!

TO: ! Leo Estrada, Chair, Academic Senate!

FROM:!!! Lily Chen-Hafteck, Chair, Faculty Executive Committee, School of the Arts and Architecture!

RE:!! Response to the "Response to Senate Concerns" regarding College FEC Proposal to establish Teaching Professor X!

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The Faculty Executive Committee of the School of the Arts and Architecture (SOAA/FEC) met on November 20, 2015 to discuss about the "Response to Senate Concerns" dated October 23, 2015. Members of the FEC have expressed a number of reservations!

Rodney McMillian, former Chair of SOAA/FEC, sent a memo on February 16, 2015 to Joel Aberbach, former Chair of Academic Senate. In that document the key concerns were:

1. If the "Teaching Professor" is a new category, how will this impact budgetary issues in retention?!
2. What would be the criteria of advancement for Teaching Professors?!
3. The "Teacher Professors" are suggested in the proposal to be pedagogy experts, it seems more appropriate to use their expertise in guiding TA's.!! What is the pedagogy mandate of "Teaching Professors"?!?
4. If a department's FTE would be used for a "Teaching Professor", what is the value if all adder faculty line is given up?!! Unit 18 lecturers would provide more value.!
5. With the established PSEO and SOE employment, how does "Teaching Professor" differ?!! Is it a new title?!
6. If more teaching is needed at UCLA, is this the most appropriate method?!

!

The discussion at the SOAA/FEC meeting on November 20, 2015 raised several concerns.!! The primary concern is that the response does not address the points raised in the Rodney!

McMillian memo. Further discussion of the issues raised in the proposal and the October 23, 2015 response are articulated below:

1. There are concerns about status issues, the lack of research, taking up FTE that could be used for a tenure track position and what would be the benefit of having these Teaching Professors. If the school or the university gave the department extra FTE to hire a Professor of Teaching and would pay that in perpetuity, that might be worth consideration, but this is not the case in this situation.
2. Hiring these Teaching Professors to teach instead of Junior Faculty would compromise curricula since Junior Faculty are members of the research agenda of the home department!!!
3. The pedagogy of "Teaching Professors" is vague. Wouldn't they be better suited in the School of Education. If pedagogy is their focus would they be up on current research in the field?
4. The "Teaching Professor" may be well suited for larger departments with high enrollments. For the School of Arts and Architecture the small size classes with ladder faculty teaching is optimal. These Teaching Professor model does not seem to fit.
5. Faculty lines suited for teaching are better with term limits. Having recent graduates serve in a teaching capacity for 2-3 years is optimal.
6. Would the "Teaching Professors" be able to sit on doctoral committees? The status of these professors blur lines of faculty and adjuncts.
7. The response does not address the need for "Teaching Professor" !!! sit to pay disparity for adjuncts?
8. Will there be a new committee for med to oversee "Teaching Professors"?
9. The three year proposal of 16 new Teaching Professors is unclear. What would happen to them after the third year if this program did not work out?

!

Thank you for the opportunity to respond to the proposal. Please do not hesitate to contact me at hafteck@ucla.edu if you have any questions on this memo.

November 24, 2015

Leo Estrada, Chair
Academic Senate

Re: College Proposal to Establish Teaching Professor Title

Dear Leo,

At its meeting on November 13, 2015, the Graduate Council discussed the proposal from the College of Letters and Science to establish the academic personnel title of “Professor of Teaching X” at UCLA. The Graduate Council responded to the original proposal on February 17, 2015, noting its concerns about the proposal’s potential impact on faculty research and, by extension, on doctoral education programs. Many members suggested we limit the number of individuals appointed to the teaching professorship series that provides for security of employment. The November 13th discussion showed many of these concerns remained and the current Council’s overall response is split, albeit that a preponderance of unsupportive sentiments were expressed.

Most importantly, the council was concerned that: 1) the suggested proposal will not alleviate the creation of different tiers and second class citizenship; and 2) the number of Professor of Teaching positions requested has increased from 16 to 45 positions (with the potential to increase to higher numbers) since the proposal’s last vetting. This nearly three-fold increase in the proposed positions is significantly higher, especially in the face of earlier Senate committees’ responses expressing concern about the addition of the title to the Academic Personnel Manual (APM) proposed in summer 2015.

Many members suggested the University has not demonstrated need adequately, since working titles for lecturer and adjunct faculty members appear sufficient. Health Science faculty members from the School of Medicine commented that teaching and clinical service series “Professor of Clinical X” (APM-275-8) and regularly appointed adjunct faculty play a critical role in departmental teaching missions. Other science and professional-studies (department) faculty members suggested we are challenged by programmatic accreditation requirements that a sufficient number of faculty members have both security of employment and meet externally set practice-based qualifications to teach in the curriculum. Some colleagues expressed that some departments undervalue the focus and talent of those focused on teaching and some are reluctant to convert *full-time equivalent* positions to non-research positions that commit resources due to a perceived loss of funding from extramurally funded research. Additionally, members wonder whether the new title may prevent the University from exploring improvements to existing titles as a means for resolving the College’s concerns over adequate numbers of high-quality teaching faculty. For example, members expressed concern over the overall impact a change in focus from research to teaching might have on the Academy, and that the new title will create a second-class citizenship for teaching-intensive faculty. A graduate student representative worried that this policy might further diminish the availability of research professorships for young scholars. Last, members expressed concern about the *creeping language* included in the College FEC response, including “... we are now looking to expand this series through a closely monitored process.” The addition of 29 proposed positions added to the original 16 proposed last summer underscores these concerns that relate to trust. Dramatic and rapid changes in recruitment may significantly alter the balance and research mission of UCLA.

Related to these changes, the University and the FEC have not identified monitoring activities for implementing this new APM Professor series. At best, the language is ambiguous and does not reflect the realities of monitoring the success of this change, especially with a three-fold increase in hiring over estimates proposed this past year. If pursued, the joint Senate-Administration committee should work to establish review guidelines and benchmarks for assessing the success of the working title before the policy is codified. While some members expressed that teaching security-of-employment faculty members would be welcomed and would balance departmental needs, skeptics expressed concern that this change will fundamentally change UCLA. State-wide pressures to increase our enrollment are evident, but acquiescence to these pressures may shift our foundations to more unstable grounds. In summary, the preponderance of opinion is that there is too little information or research available to assure that the Academy's focus on the tripartite mission will remain intact: research, teaching and service. Consequently, members could not endorse this proposal.

Thank you for the opportunity to opine on this important topic. The Graduate Council is very interested to hear about any advancements with this initiative.

If you have any questions, please feel free to contact me via the council's analyst, Kyle Cunningham, at kcunningham@senate.ucla.edu.

Best Regards,



Ioanna Kakoulli
Chair, Graduate Council

cc: Serge Chenkerian, MSO, Academic Senate
Kyle Cunningham, Committee Analyst, Graduate Council
Linda Mohr, CAO, Academic Senate

November 25, 2015

Leo Estrada, Chair
Academic Senate, Los Angeles Division

Re: College FEC Proposal to Establish Working Title of “Professor of Teaching X”

Dear Leo,

The Undergraduate Council (UgC), at its meeting on November 20, 2015, reviewed the College Faculty Executive Committee (FEC) responses to the concerns raised by Senate committees in Winter 2015. Discussion on the proposal was lively, and I summarize below the key concerns and questions that were raised:

We appreciate the responses to the points we raised in our February 20, 2015 memo. Specifically, the clarification that this group will not exceed five percent of faculty FTE in the College was helpful. Much work remains, though, in defining the specifics of this new working title. Mainly, council members were concerned with the repeated reference to “innovative” teaching methods that will be researched and employed by Professors of Teaching X. The equation of teaching innovation with teaching improvement is not well supported in the proposal. Further, criteria for evaluating these innovations are not clear. Council members expressed a desire for publications to be key to the review and advancement of faculty in these positions, as peer-review (nationally, not just locally) may be the best way to evaluate the value of their innovative methods. Overall, the criteria for hiring, review, and promotion remain quite unclear.

In our February 20, 2015 memo, we expressed our fears that expansion of this series would be at the expense of FTE support for research faculty. We heard from Vice Provost for Undergraduate Education Pat Turner (an ex officio member of the council) that that the expansion of this title would be targeted to areas of the college where pressure from undergraduate enrollments in profound. We have already expressed our support for the dignity this title will confer to the individuals in these positions, but the proposal still reads as a general expansion rather than a specific, directed response to a real problem. If these generalities were replaced with the Deans’ specific target areas for expansion of this title, much of the confusion would be dispelled. Council members are hopeful that the “pilot” nature of the expansion, to be reviewed after three years, will be helpful in evaluating the effectiveness of expansion and in checking the fears of “creep.”

The council hopes to be a part of the continued evaluation of this proposal, especially as more specifics are developed. It is our understanding that a Senate-Administration committee is convening to address these concerns and others. We support the three charges given to this committee, as outlined in the College FEC’s response document. We look forward to reading the committee’s conclusions and recommendations.

Thank you for the opportunity to review the College FEC's responses to our concerns. If you have any questions, please contact me (x69449; jwg@chem.ucla.edu) or Undergraduate Council Analyst Matt Robinson (x51194; mrobinson@senate.ucla.edu).

Sincerely,

A handwritten signature in cursive script, appearing to read "Jim W. Gober".

Jim Gober, Chair
Undergraduate Council

cc: Serge Chenkerian, MSO/Executive Assistant, Academic Senate
Linda Mohr, CAO, Academic Senate
Matt Robinson, Committee Analyst, Academic Senate

February 17, 2015

DEAN JAMES HILDRETH
FACULTY EXECUTIVE COMMITTEE CHAIR FRANK MCNALLY
College of Biological Sciences

Re: Teaching Professor Working Title Proposal

The referenced proposal was initially discussed during the October 16, 2014, Executive Council meeting based on your request to expedite review. During Executive Council discussion, the Committee on Elections Rules and Jurisdiction (CERJ) was asked to review the proposal and confirm Davis Divisional authority to review and opine because some members were concerned the authority to review such a proposal may reside with the UC wide Academic Senate. Based on CERJ advice that Davis Divisional review was appropriate, on October 31, 2015, the Teaching Professor Working Title proposal (enclosed) was distributed to all standing committees of the Davis Division of the Academic Senate as well as the college and school Faculty Executive Committees. Comments were received from Academic Personnel – Oversight (CAP), Affirmative Action and Diversity, Faculty Welfare and Undergraduate Council; as well as responses from the Faculty Executive Committees from College of Biological Sciences, Engineering, Letters and Science and Graduate School of Management.

Overall responses were mixed with responses ranging from in favor/somewhat favorable to indifferent/opposed. As you know, the College of Biological Sciences (CBS) reported a faculty vote expressing overwhelming support for the proposal. Some responses recognized that the "Teaching Professor" working title could be a useful advertising and recruitment tool. While some responses were somewhat favorable, most raised concerns the campus must address.

There was acknowledgement that the academic title Lecturer with Security of Employment (LSOE), which also corresponds to the payroll title, fails to communicate the important work and role of LSOE. The Undergraduate Council (UGC) stated, "One area of agreement within UGC is that the phrase LSOE, let alone [Lecturer with Potential Security of Employment] (LPSOE), is not a natural usage. UGC would be in favor of a substitution; what that substitution should be is not obvious, however. Objections would be few if an advertisement included translations of LPSOE as "teaching-oriented professor" or "research expected on pedagogy." That is, the phrasing in an ad can take more liberties than the APM. Any Senate faculty position should be advertised in a way to bring into consideration the largest number of strong, appropriate candidates. "The College of Letters and Science (CLS) reported, "An alternative, "Professor of Teaching Practice" was suggested; this title is apparently used elsewhere."

Many respondents expressed concern about the unintended message sent within and outside of UC Davis by using the working title "Teaching Professor." The Committee on Affirmative Action and Diversity expressed concern that the working title "might somehow contribute to the perception that teaching is not a substantial component of the Professor series, which in terms

of public perception, is negative.” The Graduate School of Management stated; “the title “Teaching Professor” might suggest to some that those with the title “Professor” do not teach. This may seem like a small detail, but perhaps not given the current political environment.”

The Committee on Affirmative Action and Diversity (AA&D) is concerned “that adoption of the “Teaching Professor” is a much cheaper way to hire an instructor... Will this title create an imbalance among faculty? This position should not be used to reduce instructional costs but to increase quality of teaching.” The CLS opined, “It was clear to us that, on the one hand, departments could not be required to hire LSOEs/PLSOEs; but, on the other hand, that deans could offer departments “an LSOE or nothing. Several divisional deans stressed that they like the flexibility of being able to make offers to LSOEs as part of their “portfolio,” and that in some cases an LSOE was financially much more attractive than a regular professor.” As UGC stated, “...these positions, by whatever name, should not be created to reduce instructional costs but should be carefully considered as a way of increasing the quality of pedagogy. These faculty should present the most up-to-date understanding of the disciplines, and should complement, rather than substitute for more conventional professors. Departments are best placed to understand such matters. Each department has different disciplines and modes of scholarly work. Each department should continue to make the decisions that maintain the balance among teaching, service, research, and professional activities.

Respondents described confusion between the LSOE series and a Lecturer represented by Unit 18. UGC cited one example, “...lecturers in the University Writing Program direct entry-level writing, first year writing, the writing ambassadors program, prized writing, the advanced composition challenge exam, the writing across the curriculum program, and the writing minor. Most lecturers in the University Writing Program present at national conferences, publish regularly, develop and teach online and hybrid courses, do outreach to K-12 schools, work closely with industry, conduct assessment projects, and too many other professional activities to list here. The full-time teaching load for a unit-18 lecturer in the writing program is 7 courses (capped at 25 because of the high paper load). How would UCD distinguish “teaching professors” from lecturers who already engage in what the teaching professor evaluation framework describes?” AA&D asked an important question which should be addressed, “Since the primary focus of Unit 18 lecturers is to teach, why not make this title available to them?”

UGC raised concern regarding peer balance within departments, “Another point/counterpoint concerned the proportion of teaching professors (LSOE) in a department. If in a typical department of say 15 faculty, there was one or two “teaching professors” those faculty would be close to orphans in their own departments, or put differently, would have more in common with teaching professors in disciplines other than their own. At the other end of the balance, it might be that financial pressure would raise the number of teaching professors so that only a few of the fifteen faculty had the opportunity for research outside of their immediate teaching responsibilities, which would be detrimental to the overall research mission of UCD.”

Finally it is important to keep in mind that those holding an LSOE academic title are members of the Academic Senate and are all held to rights and responsibilities contained in the Standing Orders of the Regents, as well as the Bylaws and Regulations of the UC wide and Davis Division of the Academic Senate.

Davis Division of the Academic Senate Position:

Based on the summary above, there is support for clarifying the role and perhaps changing the academic title used for the LSOE appointments. However, given the important issues raised during review, we are unable to support the current proposal. By copy of this message, I am asking Provost Hexter to consider the matter. We have been informed there is support for use of the "Teaching Professor" working title outside CBS. If indeed there is broad campus interest, proponents should collectively engage a discussion and develop another proposal considering the CBS proposal and Davis Divisional feedback. We are willing to review the issue again if the proposal considers, addresses and, when possible, mitigates negative consequences if we opt to change the LSOE series academic title or for use of a working title.

Sincerely,



André Knoesen, Chair
Davis Division of the Academic Senate
Professor: Electrical and Computer Engineering

Enclosure

- c: Provost and Executive Vice Chancellor Hexter (w/enclosure)
- Vice Provost Stanton (w/enclosure)

Date: December 1, 2014
To: Academic Senate Committees
From: Divisional Chair Andre' Knoesen
Subject: Academic Senate Review: Teaching Professor Working Title Proposal

During summer session, I became aware that College of Biological Sciences was interested in using the working title "Teaching Professor" when recruiting Lecturer-Security of Employment (LSOE) and Lecturer-Potential Security of Employment (LPSOE). The College of Biological Sciences (CBS) Faculty Executive Committee (FEC) Chair provided a proposal for review by the Academic Senate.

While this proposal is generated by CBS, if the campus allows use of the working title proposed, it will be allowed across the campus. Therefore, committees are asked to evaluate the proposal and provide feedback concerning use of the "Teaching Professor" working title.

The review packet includes:

1. CBS FEC provided a proposal requesting use of the "Teaching Professor" Working Title.
2. CBS FEC provided additional background information to inform the consultation process.
3. As a result of Executive Council discussion, the Committee on Elections Rules and Jurisdiction (CERJ) was asked to review authority.
4. Proposal receipt acknowledgement. Communicated that the Vice Provost-Academic Affairs and Academic Senate Chair agreed the proposal impacted the campus.
5. A current draft of UC Davis APM 285 is provided for information only. The policy is not yet ready for formal campus review.

Attachments

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SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF PLANT BIOLOGY
UNIVERSITY OF CALIFORNIA
DAVIS, CA 95616
PHONE: 530-752-0617
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COLLEGE OF BIOLOGICAL SCIENCES

September 3, 2014

Professor Andre Knoesen
Chair, UCD Academic Senate
RE: Use of the title Teaching Professor for Lecturer PSOE

Dear Andre,

A few departments in the College of Biological Sciences will be hiring lecturers with potential security of employment (PSOEs) this year, with more to come in the following years. We would like to use the title "Teaching Professor" for these positions, but this must be approved by the Academic Senate. You wrote a letter to Frank McNally, the incoming chair of the CBS Faculty Executive Committee stating that you would be willing to bring a proposal of this nature from the CBS FEC and Dean's office to the Academic Senate. I am copying such a proposal below, which has been approved by the FEC and the Dean, James Hildreth.

We would like to be able to use the new Teaching Professor title in job ads that will go out for these positions this fall. We would be grateful if you would advise us whether there is anything we can do to expedite Academic Senate approval of our proposal for this purpose. In the best of worlds we would get this approval quickly and so could include the new title in ads going out in the next few weeks.

The proposal, which has been approved by both Dean Hildreth and the CBS Executive Committee, reads,

Job advertisements for Lecturer with potential for security of employment (PSOE) shall use the working title "Assistant Teaching Professor" to describe the position. Lecturers PSOE shall be allowed to list their title on syllabi, office doors, websites and letter heads as Assistant Teaching Professor, and Lecturers SOE as "Teaching Professor". This working title does not change the rights or responsibilities of Lecturers PSOE/SOE as described in APM210, 283, 285 and 615.

Thank you for your attention to this matter. Please let me know if there is anything you'd like for us to do to help bring this to the Academic Senate in a timely manner.

Yours,

Handwritten signature of Steven M. Theg in black ink.

Steven M. Theg
Chair, 2013-2014 CBS Faculty Executive Committee

Handwritten signature of James E.K. Hildreth in black ink.

James E.K. Hildreth, PhD, MD
Dean, College of Biological Sciences

Advantages of the working title "Assistant Teaching Professor" for Lecturer PSOE and the working title "Teaching Professor" for Lecturer SOE.

prepared by Frank McNally, Chair College of Biological Sciences Faculty Executive Committee

The Dean and all five departments within the College of Biological Sciences (CBS) have agreed to meet needs for teaching, curriculum design, and assessment for accreditation by hiring a limited number of Lecturers PSOE, in addition to new Assistant Professors. An Assistant Professor requires significant start-up costs, currently \$1,000,000, as well as laboratory space that the College does not have. A PSOE could devote significant time toward the assessment efforts required for WASC accreditation and development of innovative new teaching methods and classes. Lecturer PSOE's in CBS will also write and obtain education-oriented grants to support the college teaching mission. The current Associate Dean of Undergraduate Academic Programs in CBS is a Lecturer SOE as is the equivalent Associate Dean in the Division of Biology at UC San Diego. These examples are only given to emphasize that the expected contributions of Lecturer PSOE's are significantly greater than the expected contributions of a unit 18 Lecturer, the only other teaching title currently available. Unit 18 lecturers do not have permanent positions.

Currently, the College of Biological Sciences has an open search for three PSOE positions and the Department of Chemistry is interviewing for PSOE/SOE positions. Because the titles "PSOE/SOE" are not understood outside the UC system, or even within it, use of the working title "Teaching Professor" will increase the quality of the applicant pool, and the likelihood of recruiting the top candidates in a national search. The working title "Teaching Professor" also gives the individual a huge advantage in applications for education-oriented grants.

Regarding the Teaching Professor working title at UC San Diego: According to Kelly Lindlar, Director of Academic Policy UC San Diego, the teaching professor working title was one of several recommendations jointly agreed upon by the Senate Council and the Executive Vice Chancellor. She is currently making changes to UCSD's PPM 230-20 and PPM 230-28. According to her, these changes will appear in the online version of the PPM early in 2015. The UCSD Division of Biology website currently lists their SOE's as Teaching Professors.

http://biology.ucsd.edu/publicinfo/dwc?action=faculty_research_list

November 10, 2014

ANDRÈ KNOESEN, CHAIR

Davis Division of the Academic Senate

RE: Teaching Professor Working Title

You asked us to evaluate whether the Executive Council of the Academic Senate, Davis Division, has the power to approve the request set forth below:

Job advertisements for Lecturer with potential for security of employment (PSOE) shall use the working title "Assistant Teaching Professor" to describe the position. Lecturers PSOE shall be allowed to list their title on syllabi, office doors, websites and letter heads as "Assistant Teaching Professor," and Lecturers SOE as "Teaching Professor." This working title does not change the rights or responsibilities of Lecturers PSOE/SOE as described in APM210, 283, 285 and 615.¹

Brief Conclusion

- The Code of the Academic Senate does not expressly authorize or forbid use of the proposed designation. The Code does not make clear whether "working titles" for Senate members are permissible at all and if so, what role the Senate or its committees plays in approving or disapproving them.
- Although the Code does not expressly authorize use of working titles, it is likely that the Senate, through its committees (including the relevant faculty), can approve the use of working titles under its general authorization to "organize" faculties, "govern []" colleges and schools, and adopt rules and regulations consistent with the Code of the Academic Senate. This conclusion is based on the assumption that the administration agrees with the use of the working title, and we express no opinion about any other scenario.
- It is appropriate for Executive Council to give advice on whether the use of the working title here is desirable or undesirable as a matter of general policy.
- It may be advisable to get input from the CAP Oversight Subcommittee.

¹ It is our understanding that APM 615 was merged into APM 610, effective July 1, 2014.

Because the administration and relevant department are seeking the advice of Executive Council here, we express no opinion on whether the final decision to use the working title is reserved on the one hand to the administration or, on the other, to the department itself.²

We express no opinion on potential legal or political ramifications of the use of this designation, or on whether use of the proposed designation is consistent with the Academic Personnel Manual or is appropriate as a matter of Senate or University policy.

Scope of Review

We have reviewed the Code of the Academic Senate, including the Standing Orders of the Regents, the systemwide Academic Senate bylaws, regulations, and legislative rulings, the Davis Division bylaws and regulations, and the bylaws and regulations of the Schools and Colleges of the Davis Division. We have also reviewed prior legislative rulings and advice issued by the Davis Division CERJ.

Although authoritative interpretation of the Academic Personnel Manual is outside our jurisdiction, we have reviewed the systemwide APM, as well as UC Davis-specific APM provisions and the Regents Policies, for context and to aid our understanding.

Because this is a matter of first impression where the text of the Code of the Academic Senate offers little express guidance, we emphasize the description of CERJ advice given by the University Committee on Rules and Jurisdiction: CERJ advice “suggest[s] the *likely* outcome should ... a Legislative Ruling be requested on the issues involved.”³

The Code of the Academic Senate Does Not Expressly Prohibit or Authorize the Use of the “Working Title” of “Teaching Professor”

The Code of the Academic Senate apparently does not use either the term “teaching professor” or the term “working title.” Moreover, we have located no provision in the Code that clearly prohibits (or authorizes) use of the “working title” of Teaching Professor or Assistant Teaching Professor using different words. We have also reviewed all instances of the use of the word “title” in the Code and found nothing relevant.

² See Standing Order of the Regents 105.2(c) (“The several departments of the University, with the approval of the President, shall determine their own form of administrative organization.”). The systemwide and Davis Divisional bylaws have similar provisions. ASB 50(A) provides, “The government of each college and school is vested in its Faculty, except as limited by the authority of the Divisional Graduate Council and the Coordinating Committee on Graduate Affairs. Each Faculty is directly responsible to the Division of which it is a committee.” ASB 55(B)(8) provides, “The tenured faculty members of a department shall establish the method by which personnel matters other than those listed in Paragraphs 1 to 6 of this Article B are determined. The method adopted must have the approval of the divisional Committee on Academic Personnel or its equivalent.” Similarly, DDB 137 provides, “Each Faculty is authorized to organize, to select its officers and committees, and to adopt any procedural rules and regulations consistent with Bylaws and legislation of the Academic Senate and the Davis Division.”

³ Systemwide Legislative Ruling 12.93B (emphasis added).

General Grants of Authority Probably Authorize the Senate, Through Its Committees, to Approve Use of the Working Title

In general, the President of the University is to “consult” with the Senate on actions to “appoint” Lecturers with Security of Employment.⁴ The scope of this duty to consult is not expressly limited.

Moreover, “[t]he government of each college and school is vested in its Faculty,”⁵ and each Division has the authority to “organize ... and to adopt for the conduct of its business rules and regulations not inconsistent with the Bylaws and Regulations of the Academic Senate.”⁶ Finally, the Senate has authority to “determine the membership of the several faculties and councils.”⁷

The language of these general grants of authority seems broad enough to encompass the matter at hand. Although the scope of these general provisions is certainly open to debate, we believe that a complete analysis leading to a Legislative Ruling probably would conclude that the Senate, through its committees (including the relevant faculty) could authorize the use of the working title as requested here.

There is at least one precedent for Senate approval of the use of titles that could be considered “working titles”⁸ for Senate members. The Senate, through the Committee on Academic Personnel – Oversight Subcommittee has consulted with the administration on the use of the title “Distinguished Professor,”⁹ although we have not been able to determine whether the Senate was involved with the creation of the title.

Executive Council Advice Is Appropriate

⁴ SOR 100.4(c). Although the appointments here are for Lecturers PSOE, it appears that they are intended to lead to the possibility of security of employment and thus potentially fall within the duty to consult. *See also* ASB 195 (University Privilege & Tenure Committee to “[a]dvise the President, the Academic Senate and its Divisions, and the Divisional Privilege and Tenure Committees on general policies involving academic privileges and tenure.”).

⁵ ASB 50(A). ASB 50(A) contains exceptions that apparently are not applicable here. *See also* DDB 137 (“Each Faculty is authorized to organize, ... and to adopt any procedural rules and regulations consistent with Bylaws and legislation of the Academic Senate.”).

⁶ ASB 310; *see also* ASB 50(B) (“Except as otherwise provided, each Faculty may organize ...”).

⁷ SOR 105.2(c); *see also* ASB 305 (“Each Division shall determine its membership in accordance with this Section of the Bylaws and the Standing Orders of the Regents.”); DDB I.A (“The Davis Division ... shall have authority to organize .. and to adopt for the conduct of its business rules and regulations not inconsistent with the Bylaws and Regulations of the Academic Senate and the Standing Orders of the Regents of the University of California.”).

⁸ The terms “Research Professor” and “Distinguished Professor” are in use on the Davis campus. The administration’s Academic Affairs website describes “Research Professor” as a “payroll title” and “Distinguished Professor” as an “honorary title.” We were unable to locate any of these titles – “Research Professor,” “Distinguished Professor,” “payroll title,” or “honorary title” – in the Code of the Academic Senate.

⁹ *See* Memorandum from William H. Casey, Chair, Committee on Academic Personnel to Vice Provost Barbara A. Horwitz, July 29, 2009 (concluding that “above scale faculty can use the ‘Distinguished Professor’ title indefinitely.”).

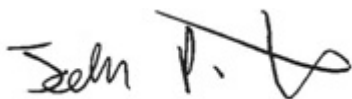
The power of the President of the University to “appoint” University employees is qualified by an instruction to “consult with a properly constituted advisory committee of the Academic Senate” when the action involves a “Lecturer with Security of Employment.”¹⁰ The position in question here is designed to lead to possible appointment as a Lecturer with Security of Employment, so Senate consultation seems appropriate.

It appears that the Executive Council is a “properly constituted advisory committee” of the Senate in this respect. The Council is to “serve as liaison between the Division and the Davis campus Administration,”¹¹ to “facilitate and expedite consultations between the administration and appropriate committees of the Division,”¹² and to “attempt to anticipate emerging problems and to take measures to cope with them before they become urgent.”¹³

CAP Oversight Input May Be Desirable

As noted, the Committee on Academic Personnel - Oversight Committee gave advice in 2009 on the question whether the title Distinguished Professor could expire. It may be appropriate to ask CAP - Oversight for advice here, given that several of its duties seem relevant: The subcommittee is charged with “consulting regularly with the Executive Council on policy regarding academic personnel,”¹⁴ as well as “striv[ing] to maintain consistent personnel standards within the Division,”¹⁵ and “confer[ring] with and advis[ing] the Chief Campus Officer on all matters of general policy regarding academic personnel.”¹⁶

Sincerely,



John Hunt, Chair
Committee on Elections, Rules and Jurisdiction

Cc: Gina Anderson, Executive Director, Davis Division of the Academic Senate

¹⁰ Standing Order of the Regents 100.4(c).

¹¹ DDB 73(C).

¹² DDB 73(C)(2).

¹³ DDB 73(C)(4).

¹⁴ DDB 42(B)(5).

¹⁵ DDB 42(B)(1).

¹⁶ DDB 42(B)(4).

September 3, 2014

DEAN HILDRETH
FACULTY EXECUTIVE COMMITTEE CHAIR McNALLY
College of Biological Sciences

Re: Teaching Professor Working Title Proposal

Thank you for the Teaching Professor working title proposal (copy enclosed). Your proposal requested expedited review. I am happy to take the proposal to the first Executive Council meeting for initial discussion.

I have discussed the proposed use of the "Teaching Professor" working title with Vice Provost Stanton. She informs me other deans have also expressed interest in using the working title. Vice Provost Stanton indicated she believes use of the working title is a campus-wide issue; and I agree.

We will be back in touch if there are questions and plan to provide advice late fall quarter 2014.

Sincerely,



André Knoesen, Chair
Davis Division of the Academic Senate
Professor: Electrical and Computer Engineering

Enclosure

cc: Provost and Executive Vice Chancellor Hexter (w/enclosure)
Vice Provost-Academic Affairs Stanton (w/enclosure)
Former CBS Faculty Executive Committee Chair Theg (w/enclosure)



Davis Division Academic Senate

Request for Consultation Responses

Proposal-UCD Use of "Teaching Professor" Working Title

January 30, 2015

The enclosed proposal seeks approval to begin using the working title "Teaching Professor" for faculty in the Lecturer-Security of Employment Series.

Affirmative Action & Diversity

January 28, 2015 4:43 PM

AA&D Committee Response to Proposal-UCD Use of "Teaching Professor" Working Title

Although use of the new working title "Teaching Professor" may help in terms of attracting job candidates, the committee feels that there is substantial confusion already among students and the public about the difference between Lecturers and Professors. It's very easy to see the term "Professor" and not appreciate the difference between a Teaching Professor and professors in the Professor series.

Another issue is that use of the term "Teaching Professor" might somehow contribute to the perception that teaching is not a substantial component of the Professor series, which in terms of public perception, is negative. In other words, the term Teaching Professor could inadvertently imply that Professors in the professor series don't teach or value teaching. There also is the assumption that Lecturers do not engage in research. Since this title is focused on teaching, lecturers can focus their research and publication on issues related to teaching pedagogy, which makes "Teaching Professor" a great fit for lecturers.

Finally, the committee is concerned that adoption of the "Teaching Professor" is a much cheaper way to hire an instructor than a Senate FTE. Will this title create an imbalance among faculty? This position should not be used to reduce instructional costs but to increase quality of teaching. Since the primary focus of Unit 18 lecturers is to teach, why not make this title available to them?

CAP Oversight Committee

December 12, 2014 4:39 PM

CAP finds no evidence that allowing the Teaching Professor title would influence the academic personnel process in any way because the standards are set in APM 285 and UCD-APM 285.

Council of School & College Faculty Chairs (BIOLOGICAL SCIENCES)

January 12, 2015 5:29 PM

The CBS FEC collected a college-wide faculty vote to gauge support for this proposal. The results were:

84 yes (in favor of the proposal)

4 no (opposed to the proposal)

7 abstain

18 not voting (due to sabbatical or other reasons)

Council of School & College Faculty Chairs (ENGINEERING)

January 14, 2015 5:01 PM

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.

Council of School & College Faculty Chairs (LS: MATH/PHY SCI)

January 12, 2015 3:14 PM

The L&S Executive Committee discussed this proposal at our January meeting. The discussion included both the particular question of the "teaching professor" title and the more general matter of the role of LSOEs.

On the first issue: while there was not a huge objection to the new title, concern was expressed that it carried an implication that regular professors did not teach, or at least did not have teaching as a primary responsibility. An alternative, "Professor of Teaching Practice," was suggested; this title is apparently used elsewhere.

More generally: there was a very strong concern that this discussion could be a prelude to an increased emphasis on LSOEs *in place of* regular faculty. It was clear to us that, on the one hand, departments could not be required to hire LSOEs/PLSOEs; but, on the other hand, that deans could offer departments "an LSOE or nothing." Several divisional deans stressed that they liked the flexibility of being able to make offers to LSOEs as part of their "portfolio," and that in some cases an LSOE was financially much more attractive than a regular professor. Executive Committee representatives from departments in which professors require substantial start-up funding -- either to set up labs or because some fields required off-scale salaries -- were especially worried that their departments would be pressured to hire LSOEs rather than regular faculty.

While no one on the committee opposes LSOEs/PLSOEs as a matter of principle, we are, as a committee, anxious that the balance among faculty not swing too far toward LSOEs. This requires some explicit mechanism for Senate participation. The proposed Executive Committee involvement in the deans' budgeting process could provide one form of oversight, but we would like to see a broader, Senate-wide mechanism: some top level committee that can regularly examine the faculty/LSOE balance and raise objections if the ratio starts to become unbalanced.

Council of School & College Faculty Chairs (MANAGEMENT)

January 16, 2015 10:04 AM

We have discussed the proposal and emphasize two points raised in other comments on this issue: (1) The title "Teaching Professor" might suggest to some that those with the title "Professor" do not teach. This may seem like a small detail, but perhaps not given the current political environment. (2) UCD should find an appropriate mix of LSOE and research faculty that ensures the research excellence of the institution. While the current proposal does not speak directly to this issue, the creation of more titles for teaching track implicitly raises the issue.

Faculty Welfare

January 14, 2015 11:17 AM

The Faculty Welfare Committee recognizes that the working title of "Teaching Professor" is a very useful advertising and recruitment tool and provides a more appropriate title to the outstanding Lecturers with SOE. However, some concern was expressed about its implication with regard to future hiring of regular (research) faculty vs. LSOEs, a creation of a two-tier system, and a possible shift in the University's mission. The committee recommends that the Academic Senate continue to monitor hiring trends to ensure that the appropriate balance is maintained.

Undergraduate Council

January 23, 2015 8:27 AM

Undergraduate Council Response: Proposal-UCD Use of "Teaching Professor" Working Title

On this issue, Undergraduate Council was unusually divided, unusual in the sense that most of the time UGC is close to unanimous. The considerable diversity on this issue had some relationship to members' fields and experience teaching very large classes, but mostly the differences were over philosophy. Some members of UGC hesitate about hiring even a few LSOEs campus-wide. Others consider LSOE a reasonable approach, but feel the name should remain what it is, namely LSOE. Others think the name "teaching professor" is fine. A final group considers that "teaching professor" should not be a LSOE but rather a conventional professor who specializes in pedagogy in large introductory classes (e.g., in biology).

This last category of specialist in the pedagogy of science was presented as innovative in those fields. Some other members of UGC responded, however, that individual departments could always seek out such a specialist without the endorsement of the whole campus.

A similar point/counterpoint concerned the implicit comparison between "teaching professor" and "professor." Almost everyone who is now classified as a "professor" does some teaching, some people a great deal of teaching. How would those outside UCD distinguish between "teaching professor" and "professor?" (It seems unlikely that any student will notice such distinctions as these.)

Another point/counterpoint concerned the proportion of teaching professors (LSOE) in a department. If in a typical department of say 15 faculty, there was one or two "teaching professors" those faculty would be close to orphans in their own departments, or put differently, would have more in common with teaching professors in disciplines other than their own. At the other end of the balance, it might be that financial pressure would raise the number of teaching professors so that only a few of the fifteen faculty had the opportunity for research outside of their immediate teaching responsibilities, which would be detrimental to the overall research mission of UCD. "Teaching professors" are unlikely to be involved with graduate education.

UCD now has what is a two-tiered system, namely senate faculty and lecturers (and that group could be broken into continuing lecturers and one-time visitors). Although LSOE has been allowed, it has not been common. As it becomes more common, the system will become one of three tiers. How easily will UCD be able to draw the lines? Are we prepared to re-classify some unit-18 lecturers as the use of LSOE expands? As one example, lecturers in the University Writing Program direct entry-level writing, first year writing, the writing ambassadors program, prized writing, the advanced composition challenge exam, the writing across the curriculum program, and the writing minor. Most lecturers in the University Writing Program present at national conferences, publish regularly, develop and teach online and hybrid courses, do outreach to K-12 schools, work closely with industry, conduct assessment projects, and too many other professional activities to list here. The full-time teaching load for a unit-18 lecturer in the writing program is 7 courses (capped at 25 because of the high paper load). How would UCD distinguish "teaching professors" from lecturers who already engage in what the teaching professor evaluation framework describes?

One area of agreement within UGC is that the phrase LSOE, let alone LPSOE, is not a natural usage. UGC would be in favor of a substitution; what that substitution should be is not obvious, however. Objections would be few if an advertisement included translations of LPSOE as "teaching-oriented professor" or "research expected on pedagogy." That is, the phrasing in an ad can take more liberties than the APM. Any Senate faculty position should be advertised in a way to bring into consideration the largest number of strong, appropriate candidates.

Another area of agreement within UGC is that these positions, by whatever name, should not be created to reduce instructional costs but should be carefully considered as a way of increasing the quality of pedagogy. **These faculty should** present the most up-to-date understanding of the disciplines, and should complement, rather than substitute for more conventional professors. Departments are best placed to understand such matters. Each department has different disciplines and modes of scholarly work. Each department should continue to make the decisions that maintain the balance among teaching, service, research, and professional activities.