



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.