

Professors of Teaching Networking Lunch With Academic Affairs

Spring 2024

WELCOME!

As you get settled, we encourage you to network with your colleagues.

Some ice breakers to get you started:

- How long have you been at UC Davis? Your department?
- What made you decide to pursue the Professor of Teaching series?
- What resources, both at UCD and outside of UCD, have helped you in your role as Professor of Teaching?

Academic Personnel Manual (APM) 285 - contains technical information about the series

- Criteria

A candidate for appointment, reappointment, merit increase, or promotion in this series shall be evaluated by the following three criteria with teaching excellence being more highly weighted than the other two:

- (1) **Teaching excellence: The demonstration and maintenance of teaching excellence is the primary criterion for the series.**
- (2) Professional and/or scholarly achievement and activity, including creative activity.
- (3) University and public service.

These criteria are further explained in APM 210-3, Instructions to Review Committees That Advise on Actions Concerning the **Professor of Teaching** Series

APM 210-3: Instructions to Review Committees That Advise on Actions Concerning the **Professor of Teaching** Series



APM 210-3

The criteria for the **Professor of Teaching** series are:

- **Teaching excellence**

- Clearly demonstrated evidence of excellent teaching is an essential criterion for appointment, advancement, or promotion. Faculty in the **Professor of Teaching** series are expected to maintain a continuous and current command of their disciplinary subjects. They should, among other things, demonstrate the ability to foster an inclusive, stimulating, and effective learning environment.
- Mentoring is a component of teaching, but it does not replace the provision of formal instruction. Mentoring may focus directly on scholarly activity or on efforts to create conditions that promote scholarly activities. Rather than being a separate criterion or a requirement for advancement, mentoring focused on the disciplinary subjects can be reported under Teaching, while mentoring activity focused on non-scholarly support (e.g., life skills, referrals to behavioral and/or health resources, social-emotional development) can be reported separately under Service and will be provided due recognition.

See APM for more on teaching effectiveness, mentoring effectiveness, and evidence of teaching effectiveness.

APM 210-3

*The criteria for the **Professor of Teaching** series are:*

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

APM 210-3

*The criteria for **the Professor of Teaching** series are:*

- **University and public service**

- A review committee should evaluate the quantity and quality of service to the department, the campus, the University, and the public (whether to the local community, state, or nation). Service that is directly related to the candidate's professional expertise and achievement is of special relevance but so too is service in areas beyond those special capacities when the work done is of sufficiently high quality.
- Appointment or promotion to the **Assistant/Associate Professor of Teaching** rank requires evidence of activity on committees within the professional field, department, school, campus, or University; or service to the public in areas directly related to the candidate's professional expertise and achievement.
- Appointment or promotion to the **Professor of Teaching** rank requires active participation on committees within the professional field, department, school, campus, or University; or of service to the public or profession in areas directly related to the candidate's professional expertise and achievement.

APM 210-3

Contributions to diversity, equity, inclusion, and belonging:

The University of California is committed to excellence and equity in every facet of its mission. Contributions in all areas of faculty achievement that promote diversity, equity, inclusion, and belonging should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements. For faculty in this title series, these contributions to diversity, equity, inclusion, and belonging are most likely to be focused on teaching and learning and can take a variety of forms including efforts to advance equitable access to education, public service that addresses the needs of California's diverse population, or teaching that is particularly sensitive to diverse populations. Mentoring and advising of students and faculty members, particularly from underrepresented and underserved populations, should be given due recognition in the teaching or service categories of the academic personnel process.

APM 210-3

*The standards for promotion to **Associate Professor of Teaching** rank are:*

Superior intellectual attainment, as evidenced particularly in excellent teaching and secondarily in professional and/or scholarly achievement and activity, is an indispensable qualification for appointment or promotion to security of employment.

This standard for appointees in the **Professor of Teaching** series is necessary for maintaining the quality of the University as an institution dedicated to education. A review committee must further evaluate whether the candidate has a record of excellence in teaching while engaging in a program of professional and/or scholarly or creative activity that is appropriate for this series.

Appointment or promotion to the **Associate Professor of Teaching** rank requires evidence of sustained professional and/or scholarly achievement and activity and a profile of excellent teaching.

APM 210-3

*The standards for promotion to **Professor of Teaching** rank are:*

Appointment or promotion to the **Professor of Teaching** rank requires evidence of consistent and sustained professional and/or scholarly achievement and activity and a profile of excellent teaching that have made the candidate a leader in the professional field and/or in education.

Professional and/or Scholarly Achievement and Activity – examples from APM 210-3

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

The following are broadly defined, non-exclusive examples of evidence that may be presented:

- (a) Documentation of the development of or contributions to:
 - (i) Original materials designed to improve learning outcomes;
 - (ii) Evidence-based design and evaluation of educational curricula or pedagogy;
 - (iii) Administration and evaluation of a teaching program or a learning center;
 - (iv) Systematic quality improvement programs and evaluation of their implementation;
 - (v) Discipline-specific information systems;
 - (vi) Development and evaluation of community outreach or community-oriented programs.
- (b) First, senior, or collaborative authorship of scholarly or professional publications;
- (c) Accomplished performance, including conducting and directing;
- (d) Accomplished artistic or literary creation, including exhibits;
- (e) Accepted invitations to present seminars or lectures at other institutions or before professional societies.

Advancement Criteria: APM 210-3

- Initial appointment to the **Assistant Professor of Teaching** rank requires evidence or promise of productive and creative contributions to professional and/or scholarly activity that would support excellent teaching.
- Appointment or promotion to the **Associate Professor of Teaching** rank requires evidence of sustained professional and/or scholarly achievement and activity, and a profile of excellent teaching.
- Appointment or promotion to the **Professor of Teaching** rank requires evidence of consistent and sustained professional and/or scholarly achievement and activity and **a profile of excellent teaching that have made the candidate a leader in the professional field and/or in education.**

Assistant Professors of Teaching who recently promoted to Associate Professors of Teaching: examples

- Published on-line instructional tool, YouTube channel
- Presented at local and national conferences
- Published peer-reviewed articles in discipline and education
- Published peer-reviewed conference proceedings
- Developed analytics application for Canvas
- Attended training workshops
- Served as PI/Co-PI on intramural and extramural grants focused on education
- Designed national initiatives to improve STEM education and inclusion

Assistant Professors of Teaching who recently promoted to Associate Professors of Teaching: examples

- Writing/editing books and book chapters on education
- Teaching modules available on-line for other instructors to use
- Received national awards in pedagogy from national organizations
- Experimental teaching research
- Multi-institutional collaborative educational research
- Poster presentations at meetings
- Developed programs to facilitate transfer student success
- Participated in workshops for self-improvement in education

Associate Professors of Teaching to Professors of Teaching: example responses from external references

- Letter: “Dr. [name] is an experienced, nationally known educator and a valued member of the greater [discipline] education community. [Their] long career in [discipline] has yielded significant impacts in the lives of students and [discipline] departments at multiple institutions.”
- Letter: “[name]’s research on teaching [discipline] students was years ahead of its time. Even today, I don’t know of anyone who has done more to create curriculum and to think through the issues of teaching [discipline] to these students. [They] haven’t published a lot on this work, but [they] talk to people at [national conference] about it and shares [their] insights.”

Associate Professors of Teaching to Professors of Teaching: example responses from external references

- Letter: “[Name] has shown considerable leadership both within UC Davis and within the broader [discipline] community. Most notably, [name] has served for the [discipline] symposium as program co-chair and symposium co-chair ... [they have] continued [their] leadership within the community since then, serving on the planning committee ... as well as reviewing ... The fact that [they] have taken on all the roles speaks volumes about [their] commitment to [discipline] education and its community.”
- Letter: “Regarding scholarly contributions – “superior intellectual attainment” – as I look over [their] CV, I conclude that [their] early contributions in [discipline] along with [their] more recent [discipline] education papers ... certainly meet this threshold.”

Associate Professors of Teaching to Professors of Teaching: example of achievements for promotion

- Since appointment to **Associate Professor of Teaching** (Step 2), one poster and four peer-reviewed conference proceedings related to disciplinary education (impacted by COVID)
- \$400,000+ grant from the national Center for Advancing Women in Technology
- Letter: "Peer-comparison of an educationally focused professor is never easy. One measure of that is evidence of contribution to important national forums (print and peer-reviewed conferences); [name] has a long record of both moderate publication, reviewing/editing, and now leadership positions in important conferences in [their] field."

Sabbatical and Sabbatical in Residence Leave requests:

- Sabbatical leaves are a privilege, not a right; Departments are responsible for ensuring the unit business needs are met (e.g., teaching). What are the current practices for all faculty in the department? What role do department faculty play in helping to cover each others' teaching when they go on sabbatical.
- Possible to have the standard teaching load occur in two quarters to free up one quarter. This occurs with ladder rank faculty, too – not new or different from them.
- “Sabbaticals in Residence” mean that you continue teaching during the quarter, at a reduced rate (1 class which meets regularly at least 3 hours each week during the sabbatical period) and you are charged fewer sabbatical credits.
 - It's also possible to request an exception to substitute significant service for the teaching requirement to take a Sabbatical in Residence.

Faculty Development Awards – 10/yr for campus

- The purpose of these awards is to encourage scholarly achievement by faculty members whose heavy involvement in University and community service has significantly impeded, or has the potential to impede, their progress in research or other creative activity. One form of service overload is experienced by many under-represented faculty members who are sought out for extensive committee service and/or advising. Another form of service overload may result from membership on committees that require unusually heavy commitments of time.
- Quarter-long awards release recipients from teaching duties and service responsibilities for one quarter during the 2024-2025 academic year, thereby allowing them to give undivided attention to scholarly or creative pursuits. Funds (not to exceed \$10,500 for no more than one course) are provided directly to the recipient's department to cover costs of a recalled faculty member or lecturer to replace the recipient's teaching responsibilities.
- Recipients will also receive up to \$1,000 for supplies and expenses associated with their research.
- <https://academicaffairs.ucdavis.edu/uc-and-campus-awards>

Leadership Opportunities

- **Expect there to be similar opportunities**

- There shouldn't be any impediments. Examples of leadership roles that have been filled by the series:

Department Vice Chair, Faculty Assistant to the Dean, Associate Dean of Undergraduate Academic Programs, Senate Committee roles, etc.

- **Mentorship within and across Professor of Teaching series**

- Mentorship needs to occur locally, ask your department chair for mentoring.

- **Professors of Teaching Listserv**

- This is an “opt in” listserv. For anyone new to the series, they can “opt in” by sending an email to Kristina Hanna (kkhanna@ucdavis.edu) asking to be added to the listserv.

Area	Department	Dean	Vice Provost	Provost/Chancellor
Recruitment/Startup Funds/Salary Negotiations	√	√		
Appointment: Assistant Professor of Teaching (Steps 1-3)	R	√		
Appointment: Assistant Professor of Teaching (Steps 4-6; Associate Professor of Teaching (Steps 1-5); Professor of Teaching (Steps 1-9 and Above Scale)	R	R	√	
Merits within ranks <i>refer to Delegation of Authority for details</i>	R	R or √	√	
Promotion Assistant Professor of Teaching to Associate Professor of Teaching	R	R	R	√
Promotion Associate Professor of Teaching to Professor of Teaching	R	R	√	
Teaching Assignments/Course buy outs/Hiring Graduate Students	√			
Sabbatical Leave Requests	R	R	√	
Outside Professional Activities	R	R	R	√
R = recommend √ = final decision				

QUESTION: What is the difference between tenure and security of employment? (APM 110 – Academic Personnel Definitions)

- **Tenure:** *Tenure is the status of an Associate Professor and Professor and positions of equivalent rank that are continuous until ended voluntarily by retirement or resignation, or involuntarily by demotion or dismissal. An appointment with tenure may be terminated by The Regents only for good cause, after the opportunity for a hearing before the properly constituted advisory committee of the Academic Senate (Regents' Bylaw 40.3(c)).*

The following titles carry tenure: Professor, Associate Professor, Astronomer, Associate Astronomer, Agronomist in the Agricultural Experiment Station (AES), Associate Agronomist (AES), Supervisor of Physical Education, Associate Supervisor of Physical Education, Clinical Professor of Dentistry (50 percent or more time series), and Associate Clinical Professor of Dentistry (50 percent or more time series).

- **Security of Employment:** *Security of Employment (SOE) is the status of an **Associate Professor of Teaching** or **Professor of Teaching** that is held on a continuous basis in accord with Regents' Bylaw 40. An appointment with security of employment may not be terminated except for good cause after a hearing before the appropriate committee of the Academic Senate. A budgeted FTE must be allocated before an appointment is made with security of employment.*

QUESTION: What actions are the VP's office taking to help teaching-track faculty obtain equal voting rights on campus, including the ability to serve on FPC committees and CAP?

- Voting rights are governed exclusively by the Academic Senate.
- Academic Affairs has provided forceful opinions to the leadership of the Davis Division of the Academic Senate and the Provost.
- All the Vice Provosts of Academic Affairs on the 10 UC campuses have provided forceful opinions to the UC Office of the President Vice Provost of Academic Personnel and programs.
- Membership on Academic Senate committees is determined by the Committee on Committees. There are no impediments to faculty in the **Professor of Teaching** series serving on Academic Senate committees.

QUESTION: What are the expectations for full professor [Professor of Teaching] and how do they vary from the research-track faculty [ladder rank full professors]?

- The advancement criteria are similar between the Professor of Teaching and Professor series, but for the former APM 285 specifically states **“Teaching excellence: The demonstration and maintenance of teaching excellence is the primary criterion for the series.”** For ladder rank professors, the criterion is being revised to state “Teaching and Mentoring” without the literal expectation for “Teaching excellence.”
- See APM 285 for additional details. Both series are required to promote and advance until Step V. Although faculty are not required to advance past Step V, they are encouraged to continue to grow and advance when possible. Merit advancements at **Associate Professor of Teaching** steps 4.0 - 5.5 and **Professor of Teaching** steps 1.0 - 8.5 are every three years at UC Davis and are eligible for Step Plus consideration.

QUESTION: *At UC Davis, **Assistant Professors of Teaching** are not expected to engage in an active research program that leads to publications/grants, etc in order to be promoted to **Associate Professor of Teaching**. However, once an **Associate Professor of Teaching** the expectation for becoming a **Professor of Teaching** includes publishing and conducting more active research. Despite the change in expectations for the research component of the job, the proportion of time devoted to teaching, service and research has not changed.*

So my question is: if the assumption is that as **Assistant Professors of Teaching 30% of work on scholarship doesn't have the expectation of publishable level work, how is it expected that **Associate Professors of Teaching** will suddenly be able to be more productive in their research when they do not have any additional time for research? It seems that if this is an expectation then maybe the teaching load could be modified.**

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- Note: there is no specific percentage devoted to “scholarship” or any of the three criteria in APM 210-3 for evaluation.
- Even at the **Assistant Professor of Teaching** rank, faculty should be planning and engaging in “Professional and/or Scholarly Achievement and Activity.” They are not required to have peer-reviewed publications for promotion to **Associate Professor of Teaching** rank.
- Consider sabbaticals or sabbaticals in residence to have time for scholarly achievement and activity.
- Discuss with chairs/deans the need for teaching relief – teaching loads vary between colleges and schools.

QUESTION: Buy out from teaching if having grants. Some **Assistant/Associate Professors of Teaching** have active research programs with NSF grants, graduate students, etc. In many STEM departments, faculty only teach 1-2 courses a year, so they are not allowed to buy out their teaching. **Assistant Professors of Teaching** however teach 4-6 courses so I am wondering whether there can be a discussion on buy-out policies for **Assistant Professors of Teaching** (specially as they reach the **Associate Professor of Teaching** stage and more research is expected).

- This is an idea that each individual dean would have to evaluate for their college/school; there are no university-wide policies governing how deans distribute teaching load and manage course buy-outs. Decisions on teaching expectations are specific to the academic unit.