

Expectations for Teaching Professor [L(P)SOE] Series

University and Campus Policy

Candidates in the L(P)SOE series are evaluated on the following three criteria, with teaching excellence being more heavily 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

- APM 285: Appointment and Promotion for LSOE series

https://www.ucop.edu/academic-personnel-programs/_files/apm/apm-285.pdf

- APM 210-3: Instructions to Review Committees Concerning LSOE series

https://www.ucop.edu/academic-personnel-programs/_files/apm/apm-210.pdf

Overview

The Communication Department's standard teaching load for Teaching Professors is six courses (with at least five being undergraduate courses), though course releases may be provided to compensate for significant service appointments. Below we provide a non-exhaustive list of activities that could conceivably fall under the three criteria for the Teaching Professor series. This list should not be construed as a minimum set of activities in which a candidate should be involved. Rather, it is a list of examples of a broad array of Teaching Professor activities, in which a candidate may be engaged in any given review cycle.

Teaching Excellence

The primary criteria for the LSOE series is demonstrated excellence in teaching. As per APM 210.3.d.(1) "Clearly demonstrated evidence of excellent teaching is an essential criterion for appointment, advancement, or promotion. Teaching Professors are expected to maintain a continuous and current command of their disciplinary subjects and should, among other things, demonstrate the ability to foster an inclusive, stimulating, and effective learning environment."

The Communication Department endorses the adoption of a holistic teaching portfolio and accompanying self-reflection as the principal means of evaluating teaching in academic files, as recommended by the Senate-Administration Workgroup on Holistic Teaching Evaluation.

Evidence of teaching excellence might include (but is not limited to):

- Development of new curriculum and/or original course syllabi;
- Design and implementation of innovative pedagogical strategies and techniques;
- A record of student mentorship, particularly (but not exclusively) at the undergraduate level, including but not limited to: supervision of undergraduate researchers, honors thesis, independent and directed group studies, and general mentorship activities;
- Training and mentorship of graduate and undergraduate TAs and IAs

- Teaching observations from colleagues;
- Teaching awards or other recognitions of distinguished pedagogy;
- Additional training and competencies in media technologies/software and/or pedagogical techniques.

Strength in undergraduate teaching for the LSOE series is critical; however, graduate teaching as well as advising and mentorship beyond the classroom can also be significant considerations for evaluation. Candidates should document their non-classroom teaching including advising and thesis committee membership beyond the department.

We understand that CAPEs, SETs, and survey-based course evaluations are limited and often flawed indicators of quality in teaching practice and have been shown to promote significant gender, ethnic/cultural, age, and other biases in assessments of faculty. Candidates may choose to include and thoughtfully frame elements of student evaluations, but this needn't be the basis of the file's review of teaching. A holistic portfolio that demonstrates pedagogical *reflection, growth, adaptation, and/or improvement over time* is particularly welcomed. We encourage faculty to consult with the Teaching and Learning Commons and with colleagues in developing assessment and evaluation tools and strategies.

Professional and/or Scholarly Achievement and Activity, including Creative Activity

Our department expectation is for Teaching Professors to remain current in their profession and pedagogy. Professional and/or scholarly and creative activities may be related to the candidate's underlying discipline itself or to their pedagogy. These endeavors are generally understood to be outward-facing, extending beyond the department and university. Evidence of such activities and achievements might include (but are not limited to):

- Published research and/or exhibited creative productions;
- Publications on pedagogy or educational techniques;
- Conference, workshop, and colloquium presentations;
- Invited lectures and screenings;
- Editorial work in the form of journal special issues, edited anthologies, and festival programming (and similar);
- Community-engaged research, including collaborative grants, local exhibitions, workshop development (and similar);
- Participation in intensive programs of study in order to be a more effective teacher and scholar, and/or participation in scholarly activities such as summer seminars designed to enhance scholarly expertise in relevant fields.

Teaching Professors' professional activities are not confined to pedagogy. For example, they may also publish research articles, produce creative projects, give conference presentations, and/or write grants in their disciplinary areas. Measures of impact are important for assessing achievements (e.g. significance of publishing venue, caliber of exhibition/screening venues, peer review or equivalents, etc.) The Department is also mindful that Teaching Professors carry a substantial teaching load, and consider these activities within that context.

University and Public Service

Teaching Professors are expected to be engaged in university and public service, commensurate with rank, much as with the Ladder Rank faculty. Service can be at the department, campus, professional/discipline level. As teaching professors are promoted, service expectations rise. For Assistant Teaching Professors, service expectations are minor, generally limited to service on a departmental committee. After promotion to Associate Teaching Professor, expectations for service begin to increase to more substantial participation in departmental committees and roles. At the Teaching Professor rank, expectations expand to include School and University-wide roles; University-wide service is expected at every step beginning at Teaching Professor Step VI. Faculty at all ranks are expected to engage in service to their discipline (e.g., reviewing, organizing events, etc.) and/or to the public, with the level of contribution increasing with seniority. In some circumstances, departmental members are called upon to do service at levels that would normally be expected from those above their rank; and in those cases, this may form the basis of a recommendation for a Bonus Off-Scale salary component (BOS), or the partial justification for an Acceleration.

Professional service activities might include (but are not limited to): review for journals/grants, advisory boards, study sections, consulting, participating in professional meetings, serving as a jury member for a film festival.

Contributions to Diversity

Department evaluation of candidates takes into consideration their key contributions to supporting diversity, equity and inclusion on campus and in the profession. This can include research/creative practice, university service, teaching/pedagogy, mentorship, or contributions to the field.