

Standards for the Teaching Professor Series

UC San Diego Linguistics Department

The following are proposed standards for Teaching Professors in the Linguistics Department, consistent with the general guidance provided in [APM 210.3](#) (revised 9/23/2020; see pp. 15-20).¹ This document should not be construed as the specification of a minimum set of activities in which a Teaching Professor 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. The Linguistics faculty expect these standards to evolve as we gain more experience with this series, and we will re-examine them every time a Teaching Professor is hired or promoted and refine as needed.

(1) Teaching excellence

APM 210.3.d.(1) specifies: “Clearly demonstrated evidence of excellent teaching is an essential criterion for appointment, advancement, or promotion. Faculty in the Lecturer with Security of Employment 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.”

Teaching Professors are expected to teach six courses per year. (This course load may be reduced for teaching professors involved in applicable extensive service.)

The primary criterion for this series is teaching of exceptional quality. Evidence of exceptional teaching includes, but is not limited to:

- a. student evaluations and comments near the top of the range
- b. student mentorship, particularly (but not exclusively) at the undergraduate level, including but not limited to: supervision of undergraduate researchers, honors thesis projects, independent study work, and general mentorship activities
- c. seeking out and sharing pedagogical and curricular expertise, within the department and beyond
- d. mentorship of graduate and undergraduate instructional assistants
- e. design and implementation of innovative pedagogical strategies and techniques
- f. implementation of new technology in the service of education and pedagogy
- g. curriculum design and/or new course development
- h. teaching awards and other forms of recognition of exemplary pedagogy

(2) Professional and/or scholarly achievement and activity, including creative activity

APM 210.3.d.(2) specifies: “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

¹ Here and throughout, the ‘Teaching Professor’ series refers to what was formerly (and is still sometimes) known as the ‘Lecturer with (Potential) Security of Employment (L(P)SOE)’ series. Accordingly, ‘Assistant Teaching Professor’ = ‘Lecturer with Potential Security of Employment (LPSOE)’, ‘Associate Teaching Professor’ = ‘Lecturer with Security of Employment (LSOE)’, and ‘(Full) Teaching Professor’ = ‘Senior Lecturer with Security of Employment (Senior LSOE)’.

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itself or to the pedagogy. Such activities should provide evidence of achievement, leadership, and/or influence on the campus or beyond.”

Professional and/or scholarly achievements and activities are generally understood to be outward-facing, extending beyond the department and university. Evidence of such achievements and activities includes, but is not limited to:

- research-focused publications in peer-reviewed journals, books, or conference proceedings
- teaching-focused publications in peer-reviewed journals, books, or conference proceedings
- conference, workshop, and colloquium presentations
- development and dissemination of instructional tools or materials
- courses taught and presented outside of the department for other professionals in the field (e.g. at the LSA Institute or similar field-focused professional development venues)

We acknowledge that the department has no past data on which to base expectations for this component of the Teaching Professor criteria, and that we are not (yet) prepared to submit quantitative standards in this area. At the same time, we do wish to provide departmental guidance for candidates in the series. As a loose guideline, we expect a file for promotion from Assistant to Associate rank to include a few examples of professional achievement and activities, and for this number to increase as the candidate advances through rank and step.

(3) University and public service

APM 210.3.d.(1) specifies: “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.”

We expect Teaching Professors to be engaged in university and public service, commensurate with rank, much as with the Professor series. We expect Assistant Teaching Professors’ service to be primarily focused in the department, but to expand to the campus once they are promoted with tenure. As Full Teaching Professors, we expect service to the department, campus, and UC system as well as to the discipline, and to include leadership roles.

Examples of service to the department:

- being a member or chair of a department committee
- offering pedagogy workshops for faculty, lecturers, and instructional assistants
- serving as the faculty advisor to instructional assistants
- serving as a department representative for campus-wide events, such as Triton (Transfer) Day, convocation, and commencement

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Examples of service to the campus:

- serving on or chairing Academic Senate committees, workgroups for the Teaching + Learning Commons, the colleges, or review committees for departments or programs
- doing peer or student observations of teaching inside and outside of the department
- participating in campus workgroups focused on teaching and pedagogy
- teaching courses/workshops or serving on panels through the Teaching + Learning Commons

Examples of system-wide service:

- serving on or chairing system-wide Academic Senate committees
- writing tenure and promotion letters for Teaching Professors on other campuses

Examples of service to the discipline:

- serving on editorial boards
- reviewing manuscripts and grant proposals

Teaching Professors may also be engaged in community service, such as by doing outreach to high schools and community colleges, giving public talks, and creating public-facing resources (e.g. language blogging, podcasting, non-refereed mass-market publications, or instructional video series).

Contributions to diversity, equity, and inclusion

From APM 210.3.c: “Contributions in all areas of faculty achievement that promote equal opportunity and diversity 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.”

All faculty may contribute to diversity, equity, and inclusion in their research, teaching, and service. While we do not expect every faculty member to contribute in the same ways, we note that mentoring/advising underrepresented students is one crucial aspect of demonstrating commitment to diversity, as is departmental committee service, campus-wide committee service, professional association service, and public service related to diversity. We will make note of these contributions in all files.

Acceleration and Bonus Off-Scale Components

In their 2019 [report](#) (see pp. 18-19), the Senate-Administration workgroup on Policies and Practices Related to Teaching Professors “recommends that departments design their expectations for normal merit advancements by being specific about alternative types and levels of creative activity that would rise to the level of a normal merit advancement. This specific set of quantitative and qualitative guidelines for each type of creative activity will thus provide a more transparent metric for the justification of accelerations.”

Normal merit advancement requires evidence of exceptional teaching from (1a-c) above. A bonus off-scale component or an accelerated advancement may be considered with sufficient

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additional evidence of exceptional teaching from (1d-h). Bonuses and accelerations may also be warranted through major contributions to professional activity, service contributions beyond expectation for rank, and significant contributions to diversity. Generally speaking, a bonus off-scale component would be warranted for one of these activities well above our standards, while an acceleration would be warranted for two or more of these, depending on if the review cycle is two, three, or four years.

Promotion to Associate Teaching Professor

Promotion to Associate Teaching Professor and granting of tenure ('Security of Employment') follows this same set of guidelines, with candidates being required to demonstrate excellence in teaching, at least in (1a-c) above; an ideal candidate would demonstrate further excellence in (1d-h). In addition, although the expected levels of productivity and professional activity will reflect the teaching-first mission of an Assistant Teaching Professor, successful candidates should demonstrate professional development and show activity in at least one area of (2) above. Finally, as active members of the department, candidates are expected to show service in several of the domains described in (3), with particular weight given to service roles and activities in keeping with the pedagogical focus of the series.

Promotion to Full Teaching Professor

Promotion to Full Teaching Professor requires candidates not only to excel at the level described above for promotion to the Associate rank, but to surpass these expectations. Full Teaching Professors are, first and foremost, expected to demonstrate strong and sustained teaching excellence, showing strong evidence of exceptional teaching in many of (1a-h) above and, per APM 210.3, to demonstrate "distinction in the special competencies appropriate to teaching the particular subject" (in this case, Linguistics). Candidates are also expected to show strong leadership in pedagogy, within the department as well as externally. This leadership should be reflected in candidates' professional activities as well, whether in conventional linguistic research (well-communicated and used as an opportunity for strong student mentorship), in teaching-focused research shared broadly, or in pedagogical activity within the field (developing workshops, courses, or materials which are of broader use in the community, and working to actively share and promote excellent teaching where possible). Finally, this leadership will likely be reflected in candidates' department and university service as outlined in (3) above, which should be strong and commensurate with rank, and aid the department's mission to provide excellent education at both the graduate and undergraduate levels.

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