



UNIVERSITY COMMITTEE ON EDUCATIONAL POLICY (UCEP)
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Assembly of the Academic Senate
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Dan Simmons, CHAIR
ACADEMIC COUNCIL

Re: USE OF NON-LADDER-RANK FACULTY

Dear Dan,

If the current financial situation should make it necessary to increase the proportion of non-ladder-rank faculty at UC, UCEP recommends a set of best practices to maintain, to the degree possible, the quality of a UC education.

Instructors may be drawn from these payroll titles:

- (Senior) Lecturer with (Potential) Security of Employment (LSOE)
- (Senior) Lecturer (Unit 18 Lecturer)
- Adjunct (Assistant/Associate) Professor
- Postdoctoral Scholar
- Teaching Assistant/Associate (Graduate Student Instructor, GSI)

We expect all instructors at whatever rank to have expertise in their fields and to be engaged with their subject matter, effective in promoting learning, responsive to students' needs, and aware of their unit's curricular and research programs. These titles vary in qualifications, permanence, and balance between teaching and research. The optimal mix of titles will vary by discipline, campus, and department; we do not express a preference for one title over another in every situation, but we encourage adherence to the guidelines and best practices listed below.

We are skeptical of the need to create additional titles, especially titles with "light research" expectations, because it will be difficult to attract excellent candidates to such unconventional positions and to evaluate their performance in those positions.

UCEP recommends these practices for the appointment and employment of non-ladder-rank instructors:

- Maintain as high a proportion of ladder-rank faculty as possible, to maintain the research-inspired character of a UC education
- Determine, on a department by department basis, the courses in which the research orientation of the faculty can best be brought to bear in instruction and assign ladder-rank faculty to those courses

- Favor long-term over short-term appointments, to promote continuity and engagement with the students, the faculty, and the curriculum
- Favor full-time appointments over part-time, to promote engagement and maximize instructors' availability on campus
- Favor appointments with Senate membership, to promote engagement through sharing service responsibilities
- Where a short-term or part-time appointment is necessary, favor postdocs or GSIs over part-time Unit 18 lecturers, because the postdocs and GSIs will have a closer connection with the department
- Plan for recruiting of non-ladder-rank instructors far enough in advance to attract candidates in the usual "recruiting season" and to allow thorough interviews, ideally including a classroom teaching demonstration
- Assign to each new instructor a Senate mentor or resource person who will remain in regular contact with the instructor, enhancing quality by providing institutional context and advice
- Establish and require pedagogy seminars for GSIs and encourage attendance by other instructors
- Conduct classroom observations of new instructors and instructors teaching new courses, preferably with more than one visit per class by more than one observer
- Base reappointment, merit, and promotion reviews on student evaluations, classroom observations, and examination of course materials; where appropriate, consider also professional, creative activity and service
- Recognize Senate faculty who participate in recruitment, mentoring, observations, and reviews of non-ladder-rank instructors, at least as part of their service responsibilities
- Assign teaching loads that are sustainable and comparable to similar positions at similar institutions, taking into account the number of courses, the number of different courses ("preps"), the class size, the management of labs and TAs, and the instructor's service and other activities
- Encourage instructors' participation in all appropriate departmental events and meetings
- Provide adequate resources to instructors, including staff support, office space, computer equipment, telephone and network access, photocopying, and supplies
- Address the mix of instructional titles in regular academic program reviews

UCEP also raises the following related issues:

- As an alternative to hiring new people into teaching positions, consider paying ladder-rank faculty over 100% for extra teaching, given continuing research productivity (this requires a change in the APM)
- Allow senior ladder-rank faculty to shift their focus more to teaching, perhaps for a specified period

As the financial situation develops, UCEP reaffirms that consideration of ways to increase throughput and efficiency must not outweigh our focus on preserving the quality of a UC education.

Sincerely,



David G. Kay, Chair, UCEP