

This document outlines departmental expectations for the professional development of Academic Professional Lecturers.

Academic Professionals teaching five three- or four-credit courses per year will have the following allocations in their Job Descriptions: 75% teaching and 15-20% professional development, with the remainder fulfilled through advising and/or service. Note that our expectations for demonstrating breadth and versatility in teaching is covered in our Teaching Expectations document.

We do not assign APs to specific courses, and thus have no expectations over the design, development, and oversight of the curriculum and/or overall management of specific courses. Likewise, we do not single out APs to coordinate the curricula in different courses. All faculty are expected to be involved in these enterprises in general. Similarly, all faculty including APs are expected to help with the mentoring of other faculty and teaching assistants, where applicable.

All APs should be aware of the evolution of knowledge and curriculum in the discipline. They can satisfy this expectation through a variety of means, including: staying current on education literature (i.e., reading relevant journals); attending education conferences; leading or assisting with research, especially if it involves student participation; and submitting proposals for external funding of research.

For consideration of promotion to Associate and Senior AP, candidates should show leadership in teaching and professional development. Leadership in teaching is covered in our Teaching Expectations document. Leadership in professional development may include spearheading coordinated discussions on departmental teaching; leading teaching-related campus workshops or seminars; organizing regional education conferences; carrying out significant curriculum development such as writing a text or lab manual; establishing and implementing mentoring principles and guidelines; coordinating articulation with the community colleges; conducting program assessments; and taking the departmental curriculum in new programmatic directions such as developing new courses and possibly degree programs. Distinctions between expectations for associate and senior extended term APL personnel follow University Regulation 5-408 Appendix B.