

## Senior Instructional Professor Job Framework

Assistant, Associate, and full Senior Instructional Professors (SIPs) are a set of appointment types created to differentiate Senior Lecturers.

New Senior Lecturers or SIPs will typically have substantial responsibility for managing non-student employees. In addition to those duties, SIPs may have other roles and responsibilities as well. SIP appointments are intended to enable the University to recruit and promote individuals who can make critical contributions to instructional programs in the University.

### Domains

The list of domains is not intended to be exhaustive. Newly appointed SIPs will be expected to have effort in at least domain #1 (Management and Supervision), and possibly more, in various proportions adding up to 100%. SIPs may be expected to exercise these duties within and outside of the programs in which they are appointed.

**1. Management and Supervision:** *Responsibility for leading or directing a program and the individuals teaching or working within it*

Should include hiring, evaluation, supervision, discipline, or mentoring of academic appointees (including Instructional Professors, Lecturers, and Collegiate Assistant Professors), teaching assistants, and staff when applicable. Can include, but is not limited to, administrative and budget responsibilities for programs and/or centers (including securing internal and external funding when needed and/or appropriate, and management of lab equipment); organizing and conducting professional development opportunities; administration of assessment, placement, and testing when applicable; facilities oversight and management; program and/or center leadership and entrepreneurship (including planning, vision, promotion, outreach, representing the program or center within university and beyond), fundraising and development (as directed by and in partnership with ARD, Division or School).

**2. Teaching:** *Instruction of learners or (programmatic) oversight of others engaged in instruction*

Can include, but is not limited to, teaching students in classroom, laboratories, and other modes of instruction (such as independent studies, BA/MA thesis supervision, and pedagogical workshops); design and development of their own courses or curriculum for programs of instruction; and advising (curricular and co-curricular), oversight of course sequences and supporting curricular development for those sequences (design and oversight of content, learning goals, and course structure).

**3. Professional Development:** *Maintaining expertise necessary to inform and improve effectiveness in assigned duties*

Can include, but is not limited to, acquiring and disseminating expertise in how students learn; maintaining subject-area expertise in ways that affects the understanding of how the subject-area should be taught, whether by oneself or others; creating, disseminating or publishing materials that will improve teaching at UChicago and beyond.

**4. Research or Creative Work:** *Producing various types of research or creative work*

Can include, but is not limited to, research in the subjects comprised in one's instructional programs; supporting undergraduate research; or producing creative work.

**5. Other:** *Other duties.*

Can include, but is not limited to, serving on committees or attending meetings related to work and initiatives at the university, divisional, departmental, or unit level. May also include service to the profession, such as external evaluations and committee work; consultation with external stake holders, and service to professional associations.