

**BEACH**  
2030

Faculty Appointment Guide  
for

# Professor of Practice, Artist in Residence & Clinical Professor

July 2024







# Table of Contents

<b>President's Message</b>	4
<b>Overview</b>	6
<b>Professor of Practice</b>	8
• Purpose of Position	9
• Across Colleges	10
• Duties & Qualifications	11
• Terms of Appointment	12
• Working Titles & Appt. Templates	13
• Funding	14
• Compensation Guidelines	15
• Quick Reference Guide	16
<b>Artist in Residence</b>	18
• Purpose of Position	19
• Across Colleges & Duties	20
• Qualifications	21
• Terms of Appointment	22
• Working Titles, Appt. Process & Performance Review	23
• Appt. Letter Templates	24
• Funding & Compensation Guidelines	25
• Quick Reference Guide	26
<b>Clinical Professor</b>	28
• Purpose of Position	29
• Across Colleges & Duties	30
• Qualifications	31
• Terms of Appointment & Titles	32
• Templates, Funding & Compensation Guidelines	33
• Quick Reference Guide	34
<b>Acknowledgements</b>	36
<b>FAQ</b>	38



# A Message from the President



Dear campus partners,

When we set out to imagine the world of 2030 and the likely myriad advancements in working, learning, and teaching, we knew that strengthening our pool of talented faculty would be foundational to our long-term success and stability.

This faculty appointment guide, developed by the team behind Beach 2030’s plan to Reimagine Faculty, introduces definitions for three new faculty titles, all highly desired across multiple colleges: Professor of Practice, Artist in Residence, and Clinical Professor. With these roles, we aim to open new pathways for instructors with various industry (e.g., health, art, engineering, business, education) experiences to be formally recognized in the academy for their service.

Positioning ourselves as an institution equipped to support faculty from diverse academic backgrounds is essential to attracting deep learning experiences at CSULB. With more flexibility to engage instructors for shorter-term assignments and compensate at appropriate market rates with non-stateside funds, these positions can provide learners enhanced opportunities to engage with industry professionals while gaining hands-on experience in their fields. At the same time, these roles can help to forge new partnerships with our extended community, amplifying student learning and advancing the university’s regional and global engagement goals.

This appointment guide is the product of a remarkable collaboration between faculty, staff, and administrators across campus. Inside, you will find detailed definitions of the newly devised faculty categories, and directions on how to recruit, appoint, and compensate these instructors. These new categories of faculty complement and enhance our ability to serve students and engage with the broader community.

Preparing students with the current, state-of-the-art knowledge and skills necessary for the job market is at the core of our institutional mission. By expanding categories of eligible instructors, we are opening new opportunities to serve our constituents with relevant curricula that prepare them for their futures.

Go Beach!

*Jane Close Conoley, Ph.D.*

President







# Overview



To expand CSULB's curricular offerings and to attract diverse faculty with significant academic and professional experiences, CSULB has developed three new faculty categories. These categories will expand our ability to attract new talent and strengthen our ability to serve the Long Beach educational mission.

There are three new categories of faculty introduced in these guidelines: Professor of Practice, Artist in Residence, and Clinical Professor. These position titles are non-tenure-track, full-time, or part-time with a fixed duration. These appointments could be classified as lecturer positions, visiting professors, or consultants. Faculty selected for these positions will have extensive practical or professional experience in the discipline with appropriate certifications and recognitions. These faculty are not expected to have terminal advanced degrees required for tenure-track appointments.

Multiple colleges highly desire these new faculty titles to enrich student learning experiences, expand scholarly and creative activities, and strengthen partnerships with external constituents. These new positions complement or enhance our current ability to serve students and engage with the broader community. These duties are referred to as "Enhancing Duties." They do not replace instructional faculty duties.

The uniqueness of the new categories is that these positions provide the opportunity to compensate at appropriate market rates with non-stateside funds to perform "Enhancing Duties." The compensation for these positions will be from non-stateside funds, such as, for example, endowments, external funding sources, and/or contractual funding from external partners. Colleges are responsible for identifying the source of funding for the position upon hire and ensuring that the funding will cover the duration of the appointment. The

use of general funds is only permitted to support a portion of these positions if it includes a stateside teaching component. While there is no limit to how many of these positions a college may hire, we anticipate that the total number of these types of appointments will be low, considering the availability of funding. Visiting Professor limits are determined by the Chancellor's Office for the CSU system.

The appointment guidance provided in this report adheres to existing Collective Bargaining Agreement (CBA) policies for faculty appointments in Article 12. Specifically, we adhere to Article 12.29, Preference for Available Temporary Work, to assign new or additional work, and Article 12.32 for Visiting Faculty Appointments. Furthermore, the External Special Consultant adheres to the CSU Hiring Guidelines. The compensation guidelines proposed follow the CSU Salary Schedule.

The following sections of this document outline the specific details for each new faculty category, along with guidance to recruit, appoint, and provide appropriate compensation. A review of the categories and process will take place two years after the implementation of this guide.







# Professor of Practice

## Purpose of Position

The Professor of Practice faculty position will attract individuals with extensive experience in the industry to the classroom, enhancing the student experience, fulfilling programmatic needs within departments and colleges, and furthering the university's mission. The ability to use the title of "Professor of Practice," creates an opportunity for colleges to bring in highly qualified, experienced talent.

Professors of Practice will fulfill specific programmatic needs within colleges and departments, such as teaching practical courses, coaching student competitions, or coordinating internship programs. They will provide students with the practical knowledge they need to prepare for the job market by engaging in efforts to develop and/or refine the curriculum to meet current industry standards. Having an experienced industry practitioner in the classroom will also provide students with strong role models and mentors, particularly important among our campus's significant first-generation college students and first-in-the-field students.

Because Professors of Practice are directly connected to their industry, there is an opportunity for increased collaboration between the university and industry partners. These connections would benefit the university from a funding perspective and increase engagement with the local business community. Professors of Practice may also work with members of the campus community to develop certificates, short programs, experiential opportunities, and/or other value-added initiatives that support the university's mission.





## Professor of Practice Across Colleges

This position title is available to all colleges, but some colleges may be more likely to hire a Professor of Practice than others. Below are some examples of how Professors of Practice could serve in different colleges/disciplines:

**For College of Health & Human Services:** Specialized university functions such as student internships, training, or other practice components of degree programs.

**For College of Engineering:** Specialized instructional activities requiring industry knowledge and connections, such as teaching senior design courses, facilitating external sponsorship of capstone design projects, supervising student competition teams, service learning, entrepreneurship, developing relationships with the surrounding engineering community and professional associations to create industry partnership opportunities for faculty and internships and job opportunities for students and graduates.

**For College of Business:** Specialized instruction requiring industry knowledge, experience, and connections. Providing a bridge to internships, workshops, bringing industry experts into the classroom, work professionally to develop an overall bridge to the classroom experience. Develop and strengthen relationships with the surrounding business community to provide more internship and mentoring opportunities.

**For College of The Arts:** Internships, workshops, bring experience into the classroom, work professionally, and bridge to the classroom.

**For College of Liberal Arts:** For specific departments, the Professors of Practice faculty could bring professional experience into the classroom and provide student mentorship for internships and professional development.

## Duties

Duties include teaching and program leadership in ways that leverage the faculty's unique background, knowledge, and connections.

All Professor of Practice faculty must devote some time to teaching in their areas of expertise. Teaching assignments will follow the order of work as outlined in CFA Collective Bargaining Agreement [Article 12.29 - Preference for Available Temporary Work](#), to assign new or additional work. In addition, Professors of Practice will engage in enhancing duties related to institutional and professional service in consultation with the college dean or designee. Such appointments may include scholarly achievement, professional achievement, curriculum development, student career mentorship, development activities, or any other responsibilities as identified.

## Qualifications

- Significant senior and professional experience in private or public sectors outside of academia.
- An advanced degree is not required.





# Terms of Appointment

## Appointment Category

Lecturer or Visiting Professor

## Duration

Lecturers - Full-time or Part-time for 1 academic year; Serving more than one academic year could be considered through a new application.

Visiting Professor – Short-term (less than 3 months) and Long-term (up to one year) and is non-renewable.

The appointment process, term of appointment, and evaluation process shall follow the same policies and guidelines for lecturers established by the university and governed by the [California Faculty Association \(CFA\) Collective Bargaining Agreement](#). Specifically:

- Colleges who wish to hire a Professor of Practice must go through a formal search process, whereby a candidate is identified through a faculty-led search committee, recommended by the college dean, and approved by the Provost.
- Given the unique duties of a Professor of Practice, these positions will typically be appointed at the college-level, and not by the departments.
- Upon hire, the term of the appointment will be established in the appointment letter and may be up to one year based on funding and programmatic need.
- There is no guarantee of additional appointment terms. However, employees shall receive careful consideration if they apply for a position in that department or equivalent unit under CBA Article 12.7.
- Professors of Practice appointed for a full academic year are to be evaluated at the end of that year in the areas specified in their position description.

# Working Titles

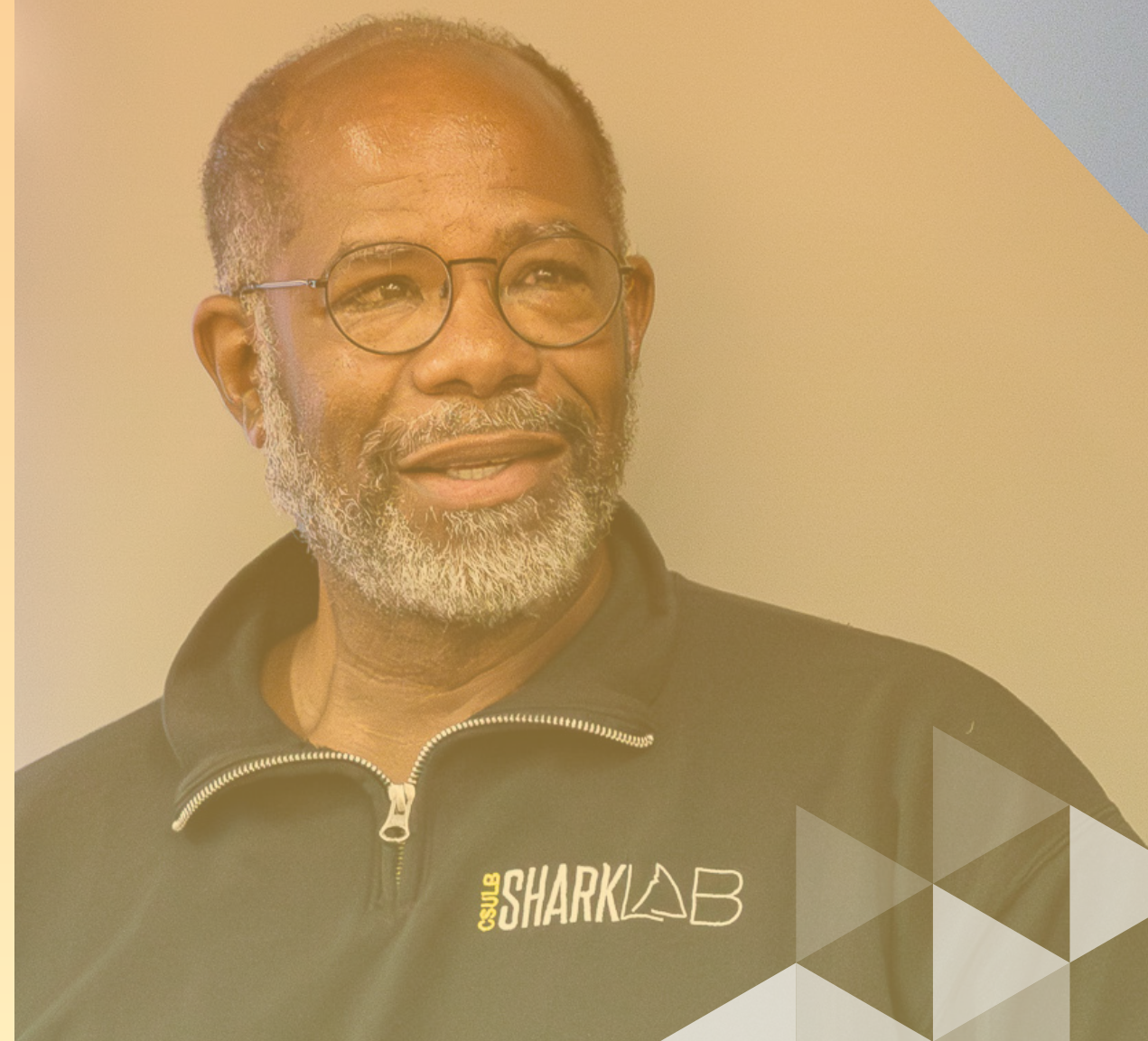
Working titles could include Professor of Practice or Visiting Professor of Practice, to reflect their qualifications and professional experiences and to acknowledge the level of accomplishment achieved by the appointee.

## Appointment Letter Templates

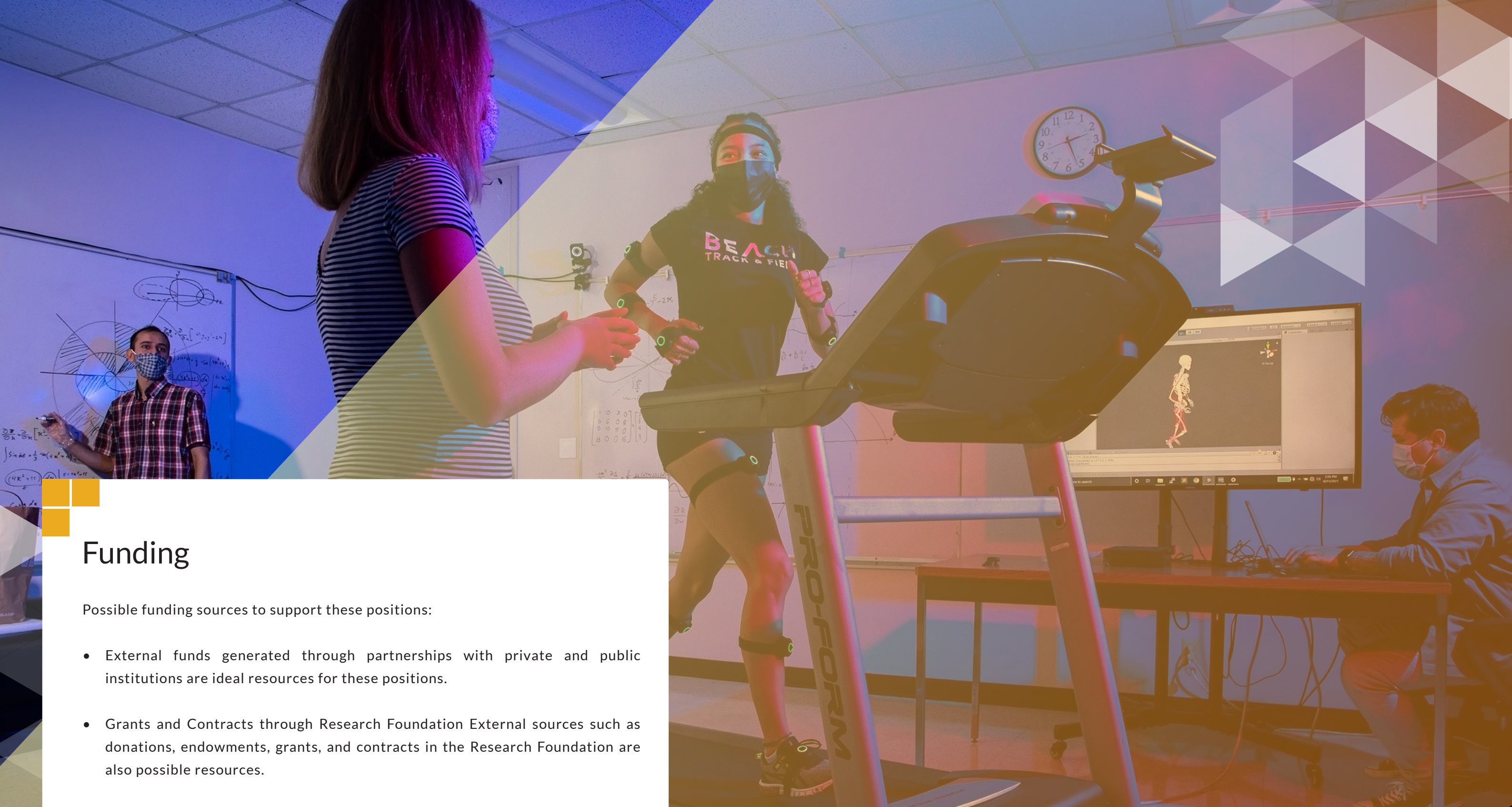
A sample appointment letter is included to demonstrate the possibilities of outlining work beyond the academic lecturer positions.

[Sample appointment letter Professor of Practice](#)

[Sample appointment letter for Visiting Professor of Practice](#)







# Funding

Possible funding sources to support these positions:

- External funds generated through partnerships with private and public institutions are ideal resources for these positions.
- Grants and Contracts through Research Foundation External sources such as donations, endowments, grants, and contracts in the Research Foundation are also possible resources.
- CERF funds can be used to support these positions if we can demonstrate a link to Continuing Education.
- Use of General Funds to support the entire position will not be permitted. However, General funds can be used to support a portion of these positions if it includes a teaching component on the stateside. Our primary goal is to leverage other funding sources to expand beyond our current limits to appoint faculty.

# Compensation Guidelines

See the appendix for [examples](#) and the [CSU salary schedule](#).



# Professor of Practice at a Glance

## Qualifications

- Significant senior and professional experience in private or public sectors outside of academia.
- An advanced degree is not required.

## Terms of Appointment

- Lecturer
- Visiting Professor

## Duration of appointment

- Lecturers - Full-time or Part-time for 1 academic year; Serving more than one academic year could be considered through a new application.
- Visiting Professor - Short-term (less than 3 months) and Long-term (up to one year) and is non-renewable.

## Working Titles

- Professor of Practice
- Visiting Professor

## Compensation Guidelines

- See the appendix for [example positions](#) and the [CSU Salary Schedule](#).







# Artist in Residence

## Purpose of Position

The purpose of the Artist-in-Residence faculty line is to recruit individuals with specialized and valuable knowledge that current faculty do not have. This new line will bring experts to our campus who can share their up-to-date, “real world” knowledge about how specific creative and artistic sectors of industry function. In addition, they will be able to leverage their network of connections to build bridges between the classroom and the creative sector of the economy, benefiting students, faculty, and staff. Students will have the opportunity to develop relationships with these experts, gain hands-on knowledge, and grow their skills, thus giving them the confidence to act with increasing independence in their field and expand valuable professional networks upon graduation. Also, because Artists-in-Residence are typically short term hires, it will minimize the impact on existing faculty lines while at the same time providing highly impactful contributions on campus.

An Artist-in-Residence will elevate the mission of CSULB in several ways. First, it will increase the university's prestige by bringing to campus experts with notable professional credits, awards, or notoriety in their specific field. Not only will this facilitate new connections with industries, museums, and other segments of the wider community, but public presentations of the Artist-in-Residence's work at venues such as the Carpenter Center, Carolyn Campagna Kleefeld Contemporary Art Museum, and other campus spaces will result in increased visibility for the university.

Second, the new faculty line will foster collaboration with faculty across the university, building networks, engaging with the community, and expanding creative opportunities. Through this collaboration, the college will build community and regional partnerships that generate cultural, intellectual, and economic value.

Finally, the new line has the potential to attract a diverse range of talent who are active experts in their fields to engage with our students. The university can attract this talent because of the connection to the larger creative and artistic communities. This would allow the university to leverage the skills of creative experts who do not come from primarily academic backgrounds. By attracting artists from the creative economy, CSULB can enhance its offerings and provide students with valuable real-world experiences that are highly relevant to their future careers. Overall, the new faculty line has the potential to elevate the university's mission by bringing in new perspectives, fostering collaboration, and enhancing CSULB's reputation both on and off campus.



# Artists-in-Residence Across Colleges

This position title is available to all colleges, but some colleges may be more likely to hire an Artist-in-Residence than others. Below are some examples of how Artist-in-Residence could serve in different colleges/disciplines:

**For College of The Arts:** Internships, workshops, bring experience into the classroom, serve as a bridge between the profession and the classroom.

**For College of Liberal Arts:** Poets, writers, journalists

**For other colleges:** This could be an interdisciplinary position where the Artist-in-Residence collaborates with sciences, liberal arts, and engineering to bridge different disciplines through the arts.

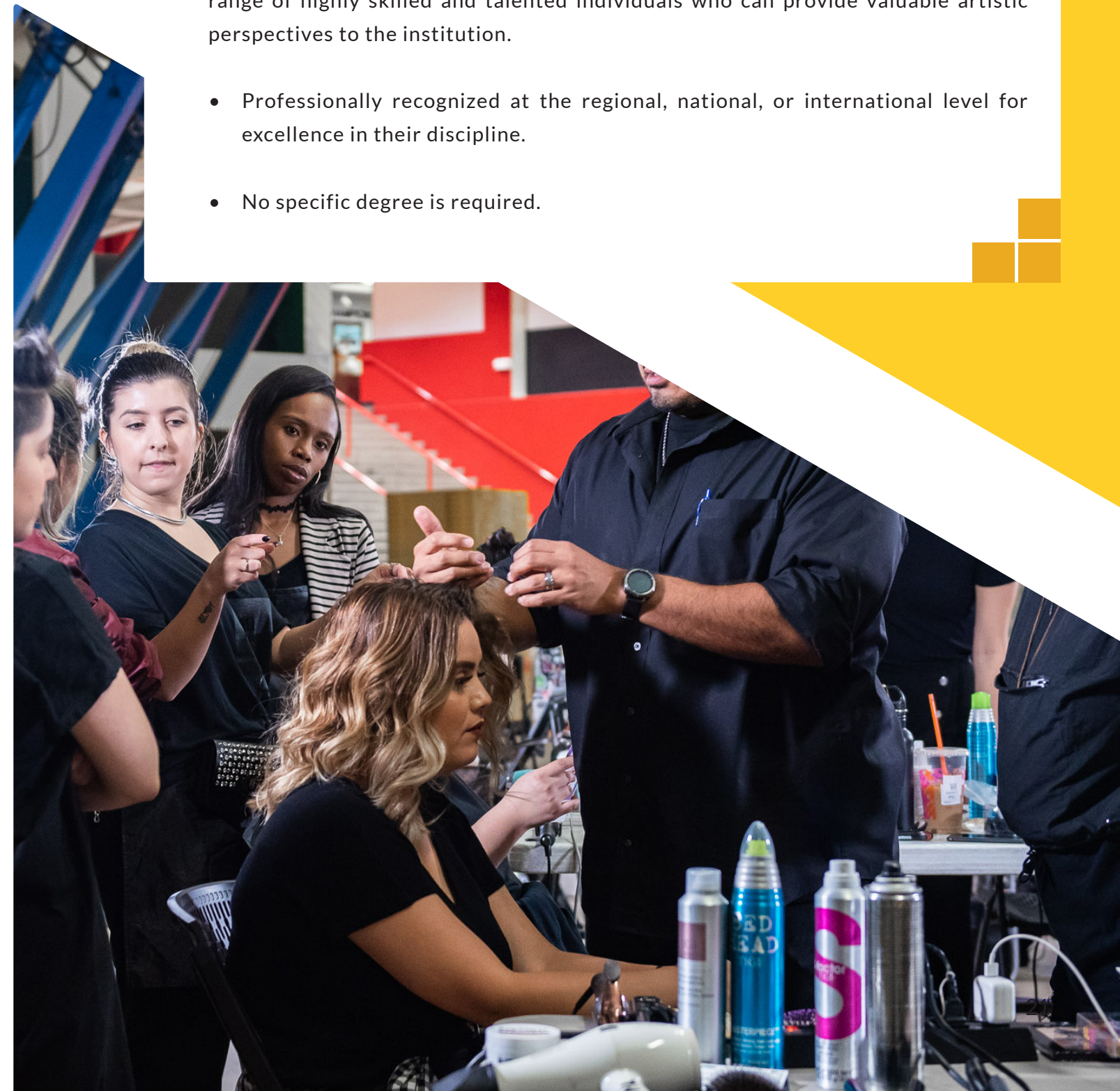
## Duties

Duties include instruction in the specialized knowledge gained from real-world experiences in a creative discipline and profession. These positions are focused primarily on leading workshops and other experiential learning opportunities in the classroom, lab, studio, rehearsal and performance space, on location, etc., with much of this teaching embodied in material project production. They will also contribute to the University's public engagement mission and conduct original creative work.

## Qualifications

The qualifications for an Artist-in-Residence faculty appointment are not rigidly defined, but rather prioritize the candidate's unique background, knowledge, and connections. A successful artist-in-residence must be a master in their craft and possess the ability to inspire and engage students by openly sharing their artistic process. They must also possess the ability to work with a diverse population. By keeping the qualifications flexible, the position description can attract a wide range of highly skilled and talented individuals who can provide valuable artistic perspectives to the institution.

- Professionally recognized at the regional, national, or international level for excellence in their discipline.
- No specific degree is required.





# Terms of Appointment

## Appointment Category

Special Consultant or Lecturer

## Duration

8 weeks to one academic year. Serving more than one academic year could be considered through a new application.

The appointment of a short-term Artist-in-Residence is a unique process, which is distinct from the typical hiring of lecturers and may or may not be tied to a specific course. By managing the Artist-in-Residence option alongside other faculty appointments, the institution can provide students with a diverse range of courses and perspectives that enrich their educational experience. Ultimately, the Artist-in-Residence appointment offers a distinctive and valuable approach to education that complements and enhances other faculty appointments.

One advantage of this line is the flexibility in terms of employment, as in many cases, the Artist-in-Residence would not be tied to a semester timeline; appointments can be made for as short as 8 weeks and can be as long as an academic year, depending on the scope of the proposal. The work that Artists-in-Residence perform differs from academic curriculum-based expectations that traditional lecturers and tenure-track positions perform; for Artists-in-Residence, the work performed will expand beyond the scope of classroom lessons and assignments. Artists-in-Residence work in parallel with students, creating their own body of work: practicing specific skills or techniques that are intrinsic to their own practice as an artist or engaging students in discussions and practices that may not be covered by the existing curricula for a course.

The Artist-in-Residence may be engaged over a period of time to create a body of work that has been proposed, or the artist may be taking advantage of equipment or studio space in order to work beyond what they have access to within their regular artistic practice. This body of work may be developed from initial ideation to completion, or one phase of the work may proceed at a time be focused on due to the availability of campus facilities and equipment. Full-time on-campus residency is preferential so that students can access and engage with the artist throughout the development of their work.

# Working Title

Artist-in-Residence is the only title to be used for these positions.

# Appointment Process

Seeking candidates for an artist-in-residence faculty position will require an alternative to the typical academic search process. We envision a rotational model where different departments have an Artist-in-Residence for a term or academic year based on university funding. In addition, we recommend establishing a board to review and approve appointments to ensure a fair and effective appointment process. An outreach committee will invite and select professionals for the Artist-in-Residence faculty role, including putting out a call to solicit candidates to ensure access to a broader pool of applicants. A streamlined review of applications will include materials such as a portfolio of work, CV, and a proposal outlining the work the artist plans to accomplish within a specific timeframe.

Deans appointing these faculty will make the final recommendation to the Provost for approval.

# Performance Review

Review for Artists-in-Residence will work quite differently from other appointments on campus and are wholly distinct from other short-term appointments, in that they're for an eight-week duration. Reappointment is not part of the Artist-in-Residence program, and any artist who wishes to come back a second time would need to go through the application process again. Thus, these one-time, non-renewable Artists-in-Residence positions do not require a formal review process.

Colleges can solicit feedback throughout and at the conclusion of residencies from the artist, participating students, and the larger community to gauge the level of access to the experiences, as well as the benefits, of these interactions, so that the department can calibrate future residencies. This could be in the form of a roundtable, one-on-one conversation, brief survey, etc.





# Appointment Letter Templates

These positions may have different classifications based on the appointment duration and specific job duties. Advanced consultation with Faculty Affairs and Staff Human Resources is required to determine the appropriate classification on a case-by-case basis.

Campus background check requirements must be fulfilled for these positions.

**Special Consultant:** These employees will be hired through Staff Human Resources or Faculty Affairs. Individuals who have not retired through CalPers, will be hired using the Special Consultant (4660). They are paid on a daily basis. The nature of work is “exempt” according to FLSA exemption tests, and work does not fit into an existing classification.

Rehired Annuitants will be hired using Special Consultant (4662). They are paid at an hourly rate, will be required to complete a monthly timesheet, and are subject to the CalPers Employment limit. The work does not fit into an existing classification.

If using the lecturer classification, the appointment process, term of appointment, and evaluation process shall follow the same policies and guidelines for full-time lecturers established by the university and governed by the CFA Collective Bargaining Agreement

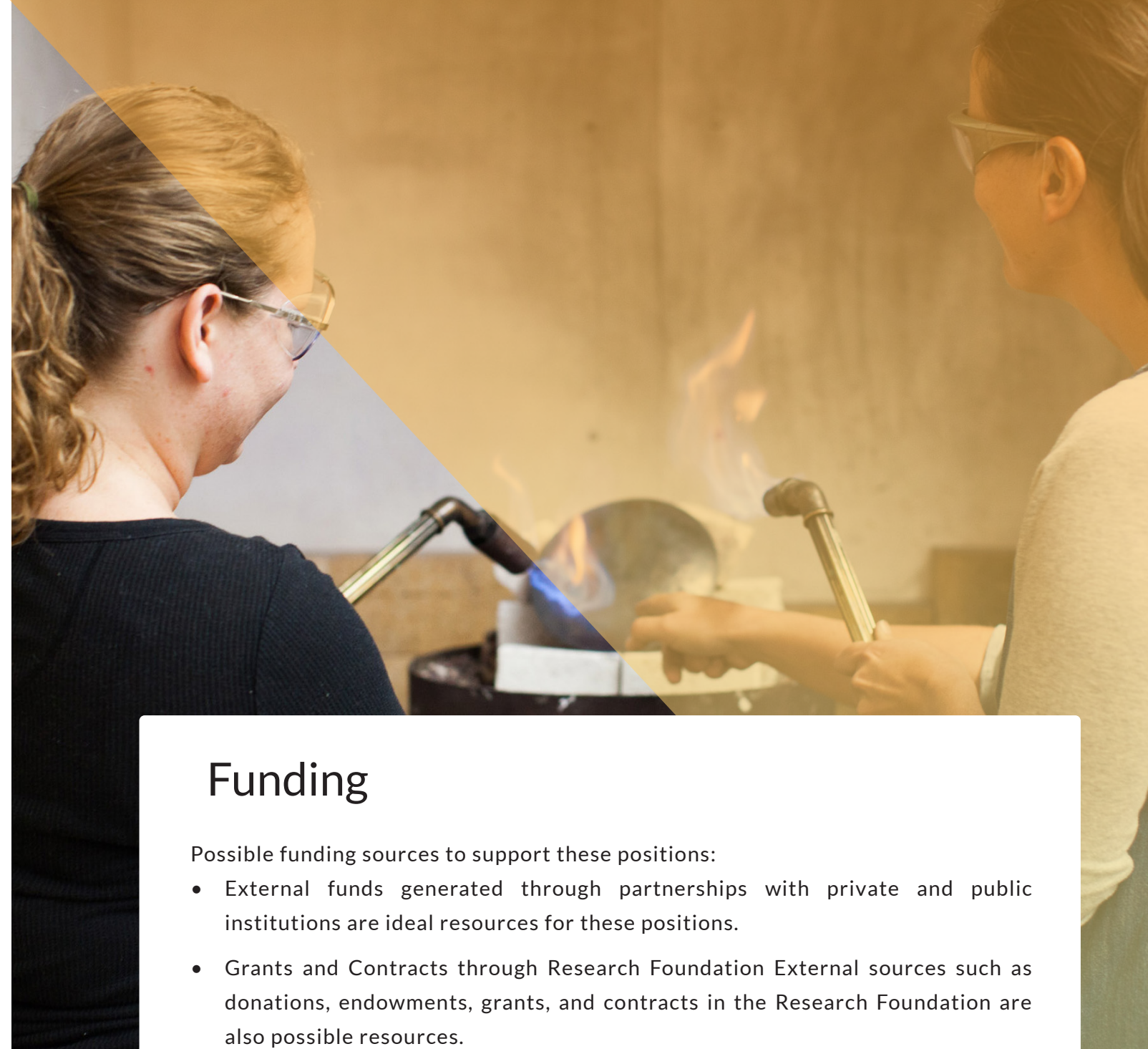
The following items must be completed, approved, and received in Staff HR before the incumbent’s start date. Staff HR will issue a letter to the employee.

- PTF Form - indicate daily rate of pay
- Short job description
- Employment Application - fully completed and signed
- Resume of future employee
- Supplemental Employment Application Questionnaire - fully completed and signed
- Request for Recruitment Authorization (exception form) - fully completed and signed
- Verification of Reference Check
- Background Check Request Form

A sample appointment letter is included to demonstrate the possibilities of outlining work beyond the academic lecturer positions.

- [Sample appointment letter for Special Consultant](#)
- [Sample appointment letter for Special Consultant \(rehired annuitant\)](#)

Existing CSU Employee – Individuals hired as an Artist in Residence who are actively employed by the CSU will be subject the CSU Additional Employment Policy, Article 36.



## Funding

Possible funding sources to support these positions:

- External funds generated through partnerships with private and public institutions are ideal resources for these positions.
- Grants and Contracts through Research Foundation External sources such as donations, endowments, grants, and contracts in the Research Foundation are also possible resources.
- CERF funds can be used to support these positions if we can demonstrate a link to Continuing Education.
- Use of General Funds to support the entire position will not be permitted. However, General funds can be used to support a portion of these positions if it includes a teaching component on the stateside. Our primary goal is to leverage other funding sources to expand beyond our current limits to appoint faculty.

## Compensation Guidelines

See the Appendix for [examples](#) and [CSU Salary Schedule](#).





# Artist-in-Residence at a Glance

## Qualifications

- Professionally recognized at the regional, national, or international level for excellence in their discipline.
- No specific degree is required.

## Terms of Appointment

- Special Consultant
- Lecturer

## Duration of appointment

- 8 weeks to one academic year
- Serving more than one academic year could be considered through a new application.

## Working Titles

- Artist-in-Residence is the only title to be used for these positions.

## Compensation Guidelines

- See the appendix for [example positions](#) and the [CSU Salary Schedule](#).







# Clinical Professor

## Purpose of Position

These positions are for clinicians who teach students and residents while providing care/services to patients/clients in private practice or clinical settings. Appointment to this faculty track requires a clinical degree, current clinical license and/or board certification, excellent clinical competence as documented from a clinical practice setting and demonstrated experience or potential experience in teaching. Appointments in this faculty track may be full- or part-time and may have fractioned academic and clinical workload.

The Clinical Professor position would fill a gap essential for student learning in a clinical setting, including:

- The ability to hire licensed clinical faculty at a competitive rate, who will also be able to complete clinical hours on campus to maintain a license.
- An opportunity for “Clinical Residence Lines” that provide continuity of instruction.
- An opportunity for students to gain clinical hours on campus.





## Clinical Professor Across Colleges

This position title is available to all colleges, but some colleges may be more likely to hire a Clinical Professor than others. Below are some examples of how Clinical Professors could serve in different colleges/disciplines:

**For College of Health & Human Services:** Perform patient care in campus clinics.

**For College of Education:** Teach in Trauma Center or work with graduate students in clinical work.

**For College of Natural Sciences & Mathematics:** Supervise student teachers.

## Duties

Duties include a combination of teaching and enhancing duties including clinical service, and clinical supervision in ways that leverage the faculty's experience and qualifications. Clinical Professors may devote some time to teaching in their areas of expertise. Teaching assignments will follow the order of work as outlined in CFA Collective Bargaining Agreement [Article 12.29 - Preference for Available Temporary Work](#), to assign new or additional work.

## Qualifications

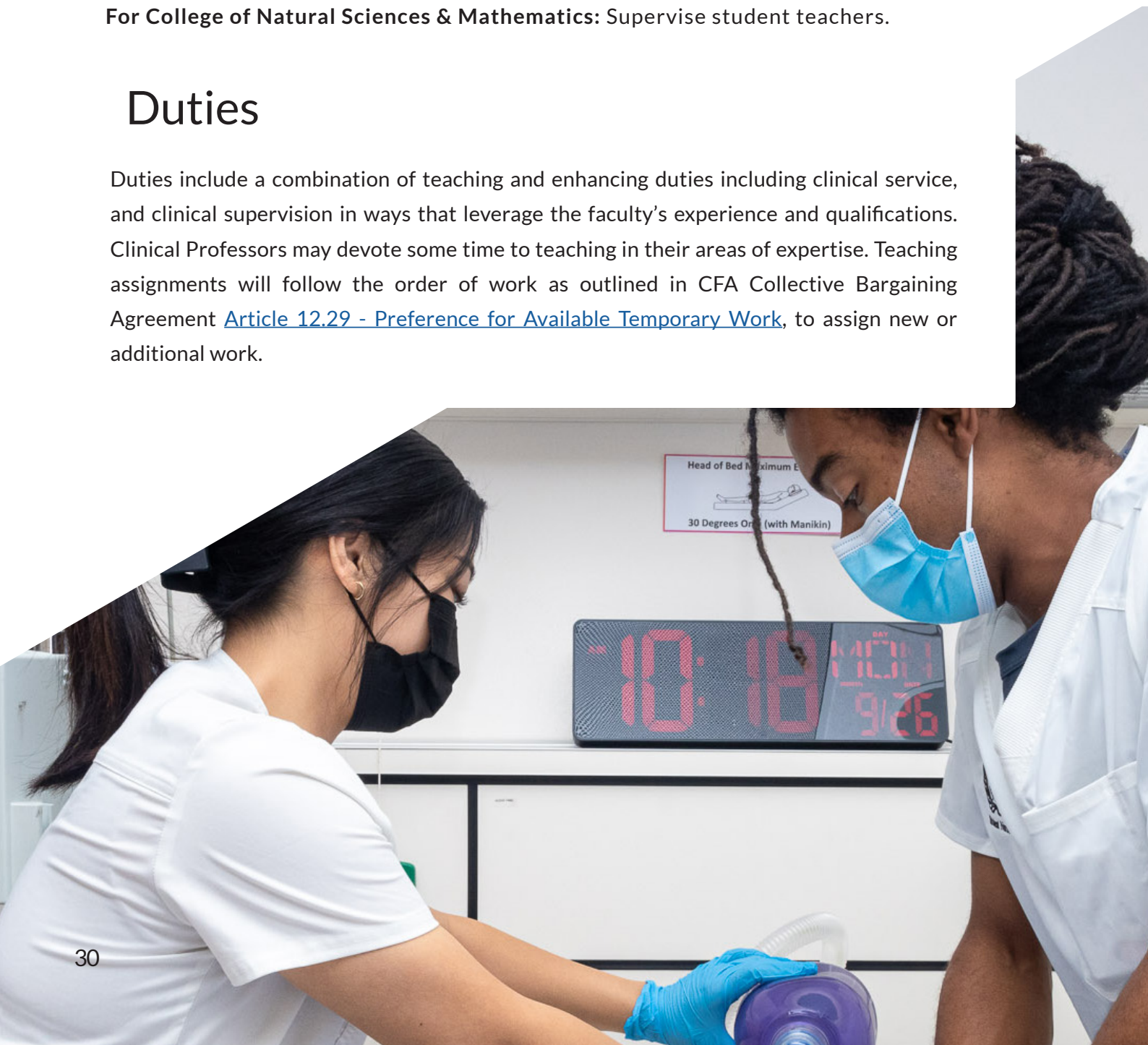
Appointment to this faculty track requires a clinical degree, current clinical license, board certification, excellent clinical competence documented in a clinical practice setting, and demonstrated or potential experience in teaching and scholarship. Clinical Professors have specialized training and experience in a professional field, almost always requiring professional licensure or certification. As appropriate to the field and as defined by the department and accreditation standards, Clinical Professors may also be required to have one or both of the following: a terminal degree and/or evidence of practice experience in their field of expertise.

Clinical Professors could be appointed at three possible levels based on experience and qualifications. Promotion from rank to the next is not necessarily an option with fixed-duration appointments. However, faculty could be re-hired at a higher rank based on experience and progress.

**Level I [Lecturer Range Title B]:** This level will be the usual initial appointment and requires that the appointee has completed their formal training, has obtained licensure to practice, board certification or the equivalent and has excellent clinical competence documented from clinical practice and some background and/or interest in teaching. If being appointed from another academic institution, prior rank and time in rank at another institution, evidence of outstanding teaching, patient/client care, patient/client-related service excellence, professionalism and contribution to clinical education will be considered. It is expected that appointees will contribute to the department program in patient/client care and teaching programs and participate in scholarship and professional service in accordance with the position percent activity allocation.

**Level II [Lecturer Range Title C]:** This rank requires that the individual have both teaching and clinical experience, which has matured over time with documentation of excellence. Evidence of outstanding teaching, research and/or scholarly contributions, patient/client care, patient/client-related service excellence, and overall contribution to clinical education will be considered.

**Level III [Lecturer Range Title D]:** Appointment to this rank is based on local and regional recognition as a leader in the discipline as evidenced by accomplishments in teaching, clinical care, scholarly publications, clinical program development, and service in national or international professional societies. Distinguished and substantial professional activity in patient care over an extended period of time is required. Dedication to the programs of the division, department, and school will be considered.





## Terms of Appointment

### Appointment Category

Lecturer or Visiting Professor

### Duration

Full-time or Part-time for 1 to 3 years

The appointment process, term of appointment, and evaluation process shall follow the same policies and guidelines for full-time lecturers established by the university and governed by the [CFA Collective Bargaining Agreement](#). Specifically:

Colleges who wish to hire a Clinical Professor must go through a formal search process, whereby a candidate is identified through a faculty-led search committee, recommended by the college dean, and approved by the Provost.

Upon hire, the term of the appointment will be established in the appointment letter and maybe one to three years for Lecturers, and one year for Visiting Professors based on funding and programmatic need.

There is no guarantee of additional appointment terms. However, employees shall receive careful consideration if they apply for a position in that department or equivalent unit under CBA Article 12.7.

Clinical Professors appointed for two or more semesters will be evaluated annually in the areas specified in their position description.

## Working Titles

Working titles could include Clinical Professor or Visiting Clinical Professor, to reflect their qualifications and professional experiences and to acknowledge the level of accomplishment achieved by the appointee.

## Appointment Letter Template

A sample appointment letter is included to demonstrate the possibilities of outlining work beyond the academic lecturer positions.

- [Sample Clinical Professor Appointment Letter](#)
- [Sample Visiting Clinical Professor Appointment Letter](#)

## Funding

Possible funding sources to support these positions:

- External funds generated through partnerships with private and public institutions are ideal resources for these positions.
- Grants and Contracts through Research Foundation External sources such as donations, endowments, grants, and contracts in the Research Foundation are also possible resources.
- CERF funds can be used to support these positions if we can demonstrate a link to Continuing Education.
- Use of General Funds to support the entire position will not be permitted. However, General funds can be used to support a portion of these positions if it includes a teaching component on the stateside. Our primary goal is to leverage other funding sources to expand beyond our current limits to appoint faculty.

## Compensation Guidelines

See the Appendix for [example](#) positions and [CSU Salary Schedule](#).



# Clinical Professor at a Glance

## Qualifications

- Clinical degree, current clinical license, board certification, excellent clinical competence documented in a clinical practice setting, and demonstrated or potential experience in teaching and scholarship.

## Terms of Appointment

- Lecturer
- Visiting Professor

## Duration of appointment

- Full-time or part-time
- 1-3 years

## Working Titles

- Clinical Professor
- Visiting Clinical Professor

## Appointment Letter Templates

- [Sample Clinical Professor Appointment Letter](#)
- [Sample Visiting Clinical Professor Appointment Letter](#)

## Compensation Guidelines

- See the appendix for [example positions](#) and the [CSU Salary Schedule](#).





# Acknowledgements

This report was developed by the Reimagine Faculty Action Plan Team of Beach 2030. The Action Team members are the following:

## Planning Team

Alan Colburn, Prof. of Science Education  
 Pei-Fang Hung, Chair of Academic Senate  
 Dhushy Sathianathan, Vice Provost of Academic Planning  
 Dan O'Connor, Assoc. Dean for Personnel and Curriculum, College of Liberal Arts  
 Jinny Rhee, Dean, College of Engineering  
 Robyn Ames-Woodyard, AVP, Future Planning  
 Rachel Rivas, Academic Planning Project Specialist  
 Tess Sheets, Communications Specialist, Beach 2030  
 Leslie Andersen, Arts Librarian, University Library

## Professor of Practice Team

Claudia Barrulas Yefremian, Lecturer, Management & HRM  
 Gustavo Del Rivero, Lecturer, Management & HRM  
 Christine El Ouardani, Assoc. Prof. of Human Development  
 Elhami Nasr, Prof. of Civil Engineering and Construction Engineering  
 Frank McEnulty, Lecturer, Finance  
 Jinny Rhee, Dean, College of Engineering  
 Shadi Saadeh, Prof. of Civil Engineering & Construction Engineering  
 Antonella Sciortino, Assoc. Dean of Academic Programs, College of Engineering  
 Mike Solt, Dean, College of Business



## Artist-in-Residence Team

Alan Colburn, Prof. of Science Education  
 Tanya Cummings, Prof. of Graphic Design  
 Laurie Gatlin, Interim Director, School of Art & Asst. Prof. of Art Education  
 Rebecca Lemme, Assoc. Prof. of Dance  
 Adam Moore, Assoc. Prof. & Chair of Film and Electronic Arts

## Clinical Professor Team

Shelly-Ann Collins Rawle, Licensed Psychologist, CAPS  
 Cathy Deckers, Assoc. Prof. of Nursing  
 Deborah Hamm, Lecturer, Teacher Education  
 Pei-Fang Hung, Assoc. Prof. & Chair of Speech-Language Pathology  
 Monica Lounsbery, Dean, College of Health and Human Services  
 Dan O'Connor, Assoc. Dean for Personnel and Curriculum, College of Liberal Arts  
 Laura Portnoi, Assoc. Dean for Graduate Studies  
 Portia Resnick, Asst. Prof. of Kinesiology  
 Grace Reynolds-Fisher, Assoc. Dean, College of Health and Human Services  
 Jeff Rodrigues, Lecturer, Physical Therapy

## Financial Feasibility Team

Margaret Black, Prof. of Art  
 Michael Clements, ASM, College of Health and Human Services  
 Malcolm Finney, AVP, Faculty Affairs  
 Marianne Hata, AVP, Academic Resources  
 Jeanine Pociask, ASM, College of Business  
 Hamid Rahai, Assoc. Dean for Research & Graduate Programs, College of Engineering  
 Grace Reynolds-Fisher, Assoc. Dean, College of Health and Human Services

## Consulting Team

Beka Langen, CFA Field Representative for Long Beach  
 Carl Fisher, Senior Director of Academic Labor Relations, Chancellor's Office  
 Deborah Hamm, Co-President, California Faculty Association (CFA)  
 Patricia Perez, AVP, Faculty Affairs  
 Shawna McKeever, General Counsel, Chancellor's Office  
 Ennette Morton, Director, Faculty Affairs  
 Marita Swanson, Interim AVP, Human Resources Management

Photos by: Sean DuFrene and Tatiana Mata.



## Frequently Asked Questions

### **Can these positions be funded with general funds?**

Use of general funds to support the entire position will not be permitted. These positions should be supported by non-state side funds. However, if the position includes a teaching component on the stateside, general funds may be used to supplement the non-stateside resources.

Non-Stateside resources include external funds generated through partnerships with private and public institutions; Grants and Contracts through Research Foundation External sources such as donations, endowments, grants, and contracts in the Research Foundation; and CERF funds can be used if we can demonstrate a link to Continuing Education.

### **How does Professor of Practice differ from historical uses of that terminology?**

In the past, “Professor of Practice” has been used as a separate faculty line that would allow lecturers to transition into tenure-track positions. This was a past practice. The new titles proposed here are lecturer positions and not a pathway to tenure positions.

### **Will these new faculty lines decrease tenure density?**

The hiring of these positions will not replace the hiring of tenure-track faculty. However, these positions may add to the number of lecturer positions. Considering the total number of these positions to be small, the impact on tenure density to be insignificant.

### **How many of these positions will be hired?**

We anticipate a small number of these positions over the next few years as non-stateside funding resources will be required to support these positions.

### **Why do these positions get paid more?**

One of our primary goals is to attract high profile professionals to help elevate the academic mission using nonstate-side resources. The total salary of an individual may be higher due to their extensive experience in the field and the unique duties of the position. For example, compensation for the teaching component on state-side will follow the campus guidelines and pay rates for lecturers. However, compensation rates for enhancing duties supported by nonstate-side resources may differ.

### **If they are categorized as “lecturer,” then wouldn’t they need a master’s degree?**

The individuals will be hired based on their unique skills and qualifications that do not include specific educational requirements. If they are teaching stateside courses, they must meet the qualifications for teaching in the discipline.

### **Would these positions be evaluated similar to lecturer faculty?**

Professors of Practice and Clinical Professors appointed for at least one full academic year are to be evaluated at the end of that year in the areas specified in their position description. Artists-in-Residence, on the other hand, are typically appointed for less than two semesters and are non-renewable and therefore do not require a formal review process. Please refer to Article 15 in the CSU/CFA Collective Bargaining Agreements <https://www.csulb.edu/academic-affairs/faculty-affairs/periodic-evaluation-of-lecturers-evaluation-procedures-and>

### **Could we have faculty hired in these positions to do research?**

Yes, provided nonstate-side resources are used to support these positions.

Will there be funding from the university to hire these positions?

There are existing endowments and nonstate-side resources that can support these positions. Our goal is to enhance support for these positions by raising interest among our donors.

### **Could these types of positions be leveraged for self-support programs and credit certificates as well?**

Yes, these positions are ideally suited for supporting nonstate-side programs to attract highly qualified professionals to partner with academic colleges in elevating the education mission.



# BEACH

2030