

# Professors of Teaching Networking Lunch With Academic Affairs

**Spring 2023**

# WELCOME!

*As you get settled, we encourage you to network with your colleagues.*

## **Some ice breakers to get you started:**

- How long have you been at UC Davis? Your department?
- What resources, both at UCD and outside of UCD, have helped you in your role as Professor of Teaching?
- What is an accomplishment that you are especially proud of?

# APM 210-3: Instructions to Review Committees That Advise on Actions Concerning the Lecturer with Security of Employment Series



# APM 210-3

*The criteria for the Professor of Teaching series are:*

- Teaching excellence
  - 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.
- Professional and/or Scholarly Achievement and Activity
  - 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 itself or to the pedagogy. Such activities should provide evidence of achievement, leadership, and/or influence on the campus or beyond. Certain administrative work (e.g., of learning centers and teaching programs) and community outreach work are also relevant, as would be presentations of seminars or lectures at other institutions or professional societies, or participation in scholarly activities (e.g., summer seminars) designed to enhance scholarly expertise in relevant fields. Other records of participation in intensive programs of study - in order to be a more effective teacher and scholar, with the goal of enhancing one's teaching and scholarly responsibilities - are also relevant evidence of professional and/or scholarly activity.
- University and public service
  - 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...Appointment or promotion to the Lecturer with Security of Employment title requires evidence of activity on committees within the professional field, department, school, campus, or University; or service to the public in areas directly related to the candidate's professional expertise and achievement. Appointment or promotion to the Senior Lecturer with Security of Employment title requires active participation on committees within the professional field, department, school, campus, or University; or of service to the public or profession in areas directly related to the candidate's professional expertise and achievement.

# APM 285 contains technical information about the series

- Criteria

A candidate for appointment, reappointment, merit increase, or promotion in this series shall be evaluated by the following three criteria with teaching excellence being more highly weighted than the other two:

- (1) **Teaching excellence: The demonstration and maintenance of teaching excellence is the primary criterion for the series.**
- (2) Professional and/or scholarly achievement and activity, including creative activity.
- (3) University and public service.

These criteria are further explained in APM - 210-3, Instructions to Review Committees That Advise on Actions Concerning the Lecturer with Security of Employment (LSOE) Series

# Professional and/or Scholarly Achievement and Activity – examples from APM 210-3

Creative activities count as relevant professional and/or scholarly activities in appropriate disciplines. In certain fields, such as art, architecture, dance, music, literature, and drama, an accomplished creation should receive consideration as an example of professional and/or scholarly achievement and activity. In evaluating creative activities, an attempt should be made to define the candidate's merit in light of such criteria as originality, scope, richness, and depth of creative expression.

The following are broadly defined, non-exclusive examples of evidence that may be presented:

- (a) Documentation of the development of or contributions to:
  - (i) Original materials designed to improve learning outcomes;
  - (ii) Evidence-based design and evaluation of educational curricula or pedagogy;
  - (iii) Administration and evaluation of a teaching program or a learning center;
  - (iv) Systematic quality improvement programs and evaluation of their implementation;
  - (v) Discipline-specific information systems;
  - (vi) Development and evaluation of community outreach or community-oriented programs.
- (b) First, senior, or collaborative authorship of scholarly or professional publication;
- (c) Accomplished performance, including conducting and directing;
- (d) Accomplished artistic or literary creation, including exhibits;
- (e) Accepted invitations to present seminars or lectures at other institutions or before professional societies.

# Advancement Criteria: APM 210-3

- Initial appointment to the **Lecturer with Potential for Security of Employment** title requires evidence or promise of productive and creative contributions to professional and/or scholarly activity that would support excellent teaching.
- Appointment or promotion to the **Lecturer with Security of Employment** title requires evidence of sustained professional and/or scholarly achievement and activity and a profile of excellent teaching.
- Appointment or promotion to the **Senior Lecturer with Security of Employment** title requires evidence of consistent and sustained professional and/or scholarly achievement and activity and a profile of excellent teaching that have made the candidate **a leader in the professional field and/or in education**

# LSOE to SLSOE: example responses from external references

- Letter: “Dr. [name] is an experienced, nationally known educator and a valued member of the greater [discipline] education community. [Their] long career in [discipline] has yielded significant impacts in the lives of students and [discipline] departments at multiple institutions.”
- Letter: “[name]’s research on teaching [discipline] students was years ahead of its time. Even today, I don’t know of anyone who has done more to create curriculum and to think through the issues of teaching [discipline] to these students. [They] haven’t published a lot on this work, but [they] talk to people at [national conference] about it and shares [their] insights.”



# LSOE to SLSOE: example responses from external references

- Letter: “[Name] has shown considerable leadership both within UC Davis and within the broader [discipline] community. Most notably, [name] has served for the [discipline] symposium as program co-chair and symposium co-chair ... [they have] continued [their] leadership within the community since then, serving on the planning committee ... as well as reviewing ... The fact that [they] have taken on all the roles speaks volumes about [their] commitment to [discipline] education and its community.”
- Letter: “Regarding scholarly contributions – “superior intellectual attainment” – as I look over [their] CV, I conclude that [their] early contributions in [discipline] along with [their] more recent [discipline] education papers ... certainly meet this threshold.”

# LPSOEs who recently promoted to LSOE: examples

- Published on-line instructional tool, YouTube channel
- Presented at local and national conferences
- Published peer-reviewed articles in discipline and education
- Published peer-reviewed conference proceedings
- Developed analytics application for Canvas
- Attended training workshops
- Served as PI/Co-PI on intramural and extramural grants focused on education
- Designed national initiatives to improve STEM education and inclusion
- Developed programs to facilitate transfer student success
- Participated in workshops for self-improvement in education

# LPSOEs who recently promoted to LSOE: examples

- Writing/editing books and book chapters on education
- Teaching modules available on-line for other instructors to use
- Received national awards in pedagogy from national organizations
- Experimental teaching research
- Multi-institutional collaborative educational research
- Poster presentations at meetings

# LSOE to SLSOE: example of achievements for promotion

- Since appointment to LSOE (Step 2), one poster and four peer-reviewed conference proceedings related to disciplinary education (impacted by COVID)
- \$400,000+ grant from the national Center for Advancing Women in Technology
- Letter: "Peer-comparison of an educationally focused professor is never easy. One measure of that is evidence of contribution to important national forums (print and peer-reviewed conferences); [name] has a long record of both moderate publication, reviewing/editing, and now leadership positions in important conferences in [their] field."

# QUESTION: What is the difference between tenure and security of employment? (APM 110 – Academic Personnel Definitions)

- **Tenure:** *Tenure is the status of an Associate Professor and Professor and positions of equivalent rank that are continuous until ended voluntarily by retirement or resignation, or involuntarily by demotion or dismissal. An appointment with tenure may be terminated by The Regents only for good cause, after the opportunity for a hearing before the properly constituted advisory committee of the Academic Senate (Regents' Bylaw 40.3(c)).*

*The following titles carry tenure: Professor, Associate Professor, Astronomer, Associate Astronomer, Agronomist in the Agricultural Experiment Station (AES), Associate Agronomist (AES), Supervisor of Physical Education, Associate Supervisor of Physical Education, Clinical Professor of Dentistry (50 percent or more time series), and Associate Clinical Professor of Dentistry (50 percent or more time series).*

- **Security of Employment:** *Security of Employment (SOE) is the status of a Lecturer SOE or Senior Lecturer SOE that is held on a continuous basis in accord with Regents' Bylaw 40. An appointment with security of employment may not be terminated except for good cause after a hearing before the appropriate committee of the Academic Senate. A budgeted FTE must be allocated before an appointment is made with security of employment.*

**QUESTION: What actions is the VP's office taking to help teaching-track faculty obtain equal voting rights on campus, including the ability to serve on FPC committees and CAP?**

- Voting rights are governed exclusively by the Academic Senate.
- Academic Affairs has provided forceful opinions to the leadership of the Davis Division of the Academic Senate and the Provost.
- All the Vice Provosts of Academic Affairs on the 10 UC campuses have provided forceful opinions to the UC Office of the President Vice Provost of Academic Personnel and programs
- Membership on Academic Senate committees is determined by the Committee on Committees. There are no impediments to faculty in the Professor of Teaching series serving on Academic Senate committees.

**QUESTION:** Serving as an observer on the COE FPC, it is clear to me that most faculty do not know how to evaluate our merits and default to something that would look similar to a research faculty. Can the VP working with more-senior teaching-track faculty develop a guidance that would be sent out to FPC? The current APM doesn't have enough guidance and at least the COE FPC (with very well-intentioned, thoughtful faculty) sometimes feels stuck.

- The FPCs are subcommittees of CAP - Oversight, so we would first need to work with CAP – Oversight to develop materials to share.
- But is the problem with the FPCs – or with the departments? We provide information to the chairs about criteria for advancement in the LSOE series – should we be targeting the chairs instead?
- What is needed, given that everyone has access to APM 210-3 and AMP 285? Would these slides help?

**QUESTION: What are the expectations for full professor [LSOE/Professor of Teaching] and how do they vary from the research-track faculty [ladder rank full professors]?**

- The advancement criteria are similar between the Professor of Teaching and Professor series, but for the former APM 285 specifically states **“Teaching excellence: The demonstration and maintenance of teaching excellence is the primary criterion for the series.”** For ladder rank professors, the criterion is being revised to state “Teaching and Mentoring” without the literal expectation for “Teaching excellence.”
- See APM 285 for additional details. Both series are required to promote and advance until Step V. Although faculty are not required to advance past Step V, they are encouraged to continue to grow and advance when possible. Merit advancements at LSOE steps 4.0 - 5.5 and Senior LSOE steps 1.0 - 8.5 are every three years at UC Davis, and are eligible for Step Plus consideration.



**QUESTION: At UC Davis, LPSOEs are not expected to engage in an active research program that leads to publications/grants, etc in order to be promoted to LSOE. However, once an LSOE the expectation for becoming a Senior LSOE includes publishing and conducting more active research. Despite the change in expectations for the research component of the job, the proportion of time devoted to teaching, service and research has not changed. So my question is: if the assumption is that as LPSOEs 30% of work on scholarship doesn't have the expectation of publishable level work, how is it expected that LSOEs will suddenly be able to be more productive in their research when they do not have any additional time for research? It seems that if this is an expectation then maybe the teaching load could be modified.**

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- Note: there is no specific percentage devoted to “scholarship” or any of the three criteria in APM 210-3 for evaluation
- Even at the Assistant Professor of Teaching rank, faculty should be planning and engaging in “Professional and/or Scholarly Achievement and Activity.” They are not required to have peer-reviewed publications for promotion to Associate Professor of Teaching.
- Consider sabbaticals or sabbaticals in residence to have time for scholarly achievement and activity
- Discuss with chairs/deans the need for teaching relief – teaching loads vary between colleges and schools

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- Eligible for Faculty Development Awards (typically 10 per year):

The purpose of these awards is to encourage scholarly achievement by faculty members whose heavy involvement in University and community service has significantly impeded, or has the potential to impede, their progress in research or other creative activity. One form of service overload is experienced by many under-represented faculty members who are sought out for extensive committee service and/or advising. Another form of service overload may result from membership on committees that require unusually heavy commitments of time.

<https://academicaffairs.ucdavis.edu/uc-and-campus-awards>

**QUESTION: Buy out from teaching if having grants. Some LPSOEs/LSOEs have active research programs with NSF grants, graduate students, etc. In many STEM departments, faculty only teach 1-2 courses a year, so they are not allowed to buy out their teaching. LPSOEs however teach 4-6 courses so I am wondering whether there can be a discussion on buy-out policies for LPSOEs (specially as they reach the LSOE stage and more research is expected).**

- This is an excellent idea, and one that each individual dean would have to evaluate for their college/school. Decisions on teaching expectations are specific to the academic unit.
- What should the next step be for this?