

FAQ

Lecturer with Security of Employment Series

Lecturer with Potential for Security of Employment (LPSOE) Lecturer with Security of Employment (LSOE) Senior Lecturer with Security of Employment (SLSOE)

1. Can we please have a roster and email list for all LSOE?

We agree that having a roster for the LSOE series under APM 285 is worthwhile. Academic Affairs created the UCDPOTLSOE listserv, information about the listserv can be found on the Professor of Teaching/LSOE resources webpage at <https://academicaffairs.ucdavis.edu/professor-teachinglsoe-resources>. If you subscribe to the listserv, your email will be added to the roster and shared with members of the listserv.

2. There is no place for us to upload our materials to MIV. Our department had us upload to Box so our colleagues saw everything, but I do not think CAP does.

All reviewing bodies, including CAP and the Vice Provost in Academic Affairs, are provided with the materials in hardcopy form if necessary. Examples include large documents or hand-written teaching evaluations.

3. What components should be included in promotions packages?

Faculty in the LSOE series are strongly urged to familiarize themselves with those portions of the Academic Personnel Manual (APM) that provide guidance about advancement within this series. It becomes a bit complicated because a small number of LSOE faculty have chosen to retain the evaluation standards that existed when they were hired prior to October 2018, while the majority have elected to be evaluated under the revised standards that are currently represented in the APM. If you were hired prior to October 1, 2018 and cannot remember which standard you elected to be evaluated on, please check with your department office.

If you were hired prior to October 1, 2018 and elected to be evaluated under the earlier APM standards, you should read:

- The archived section of APM 210-3 (Instructions to Review Committees Which Advise on Actions Concerning the Lecturer with Security of Employment Series) found on pages 36-38 (<http://www.ucop.edu/academic-personnel/files/apm/apm-210.pdf>).
- The archived section of APM 285-10 (Criteria) found on Page 10 (<http://www.ucop.edu/academic-personnel/files/apm/apm-285.pdf>).
- The archived section of APM UCD 285 found on pages 1-3 (<https://aadocs.ucdavis.edu/policies/apm/ucd-285.pdf>).

If you were hired prior to October 1, 2018 and elected to be evaluated under the revised APM, or were hired after October 1, 2018, you should read:

- APM 210-3 (Instructions to Review Committees That Advise on Actions Concerning the Lecturer with Security of Employment Series) found on pages 14-20 (<http://www.ucop.edu/academic-personnel/files/apm/apm-210.pdf>).
- APM 285 (Appointment and Promotion – Lecturer with Security of Employment Series) (<http://www.ucop.edu/academic-personnel/files/apm/apm-285.pdf>).

Regardless of which incarnation of the APM you fall under, you will be evaluated on your teaching, professional achievement and activity (which can include scholarship), and university and public service. Examples of components of the advancement dossier have included, but are not limited to:

- Publications on educational pedagogy or discipline;
- Presentations at professional meetings/conferences and societies on educational pedagogy or discipline;
- Professional reviewing and editorial board memberships;
- Professional service activities at the national and international levels;
- University service (e.g., department, college/school, university, systemwide);
- Contributions to public policy documents;
- Grants;
- Creative works that are performed and recognized outside UC Davis;
- Teaching materials (e.g., printed, web-based, multimedia);
- Teaching awards;
- Course syllabi;
- Outcomes assessments;
- Student and teaching assistant evaluations that attest to excellent teaching;
- Peer review instructional evaluations that attest to excellent teaching (note: the Academic Senate is developing recommendations about ways departments can accomplish this that go beyond only classroom observation);
- A candidate’s statement that is reflective, introspective, and analytical, particularly of teaching and pedagogical accomplishments, outcomes, and impacts during the review period.
- Extramural letters for promotions and barrier steps;

4. Can we get clarity on the external review process from LPSOE to LSOE? From LSOE to Senior LSOE?

Promotion from LPSOE to LSOE: Departments are required to seek 4-6 extramural (i.e., not from individuals at UC Davis) letters from individuals deemed qualified to opine on the candidate’s record and readiness for security of employment. These letters do not need to be “arm’s-length” (note: see [APM UCD 220 V.B.4.b](#) on page 12 for an explanation of basic principles and definitions of “arm’s-length” letters). A model letter from the department to such individuals requesting an evaluation of a candidate can be found at <https://aadocs.ucdavis.edu/policies/apm/ucd-220/ucd-220-exhibit-b.pdf> (see Section H: Model format for letters soliciting extramural evaluations for promotion to Lecturer with SOE or Senior Lecturer with SOE on page 7).

Promotion from LSOE to SLSOE: Departments are required to seek 6-8 extramural (i.e., not from individuals at UC Davis) letters from individuals deemed qualified to opine on the candidate’s record and readiness for security of employment. At least three of the letters must be “arm’s length” (note: see APM UCD 220 V.B.4.b on page 12 for an explanation of basic principles and definitions of “arm’s-length” letters). A model letter from the department to such individuals requesting an evaluation of a candidate can be found at <https://aadocs.ucdavis.edu/policies/apm/ucd-220/ucd-220-exhibit-b.pdf> (see Section H: Model format for letters soliciting extramural evaluations for promotion to Lecturer with SOE or Senior Lecturer with SOE on page 7).

In both promotion actions, external reviewers may be provided with some or all materials included in the advancement dossier, including those listed in FAQ #4 above.

5. What are the expectations for publications at each level?

There is no single rule that applies to all disciplines, colleges, and schools. It would be instructive to have a discussion with the department chair about the expectation for faculty in this series. Neither APM 210 nor APM 285 establish a minimum number of publications required for promotion.

It remains our practice at UC Davis to not require peer-reviewed publications in educational pedagogy for promotion to LSOE, so that faculty may focus on developing their teaching excellence (such publications, however, would normally be expected for promotion to SLSOE). Other efforts departments may recognize for promotion to LSOE include evidence of national visibility/recognition in a disciplinary community, leadership in the development of new course materials and delivery for undergraduate and/or graduate instruction, and development of teaching materials that can be independently evaluated by reviewers outside the university.

For faculty hired prior to October 1, 2018 and who elected to be evaluated under the revised APM, or were hired after October 1, 2018, please refer to APM 210-3.d(2): Instructions to Review Committees: Professional and/or Scholarly Achievement and Activity, which is excerpted below:

“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.

“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.

“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.”

6. Can we get clarity on the salary scale and how people move up?

LSOE series faculty now have salary scales that mirror the professorial scales; this information may be found in Tables 1-L (LSOE-AY), 2-L (LSOE-FY), 3-L (LSOE/BEE-AY), 4-L (LSOE/BEE-FY), 5-L (LSOE/HSCP), 7-L (LSOE/SFT-VM), and 8-L (LSOE/LAW) at <https://www.ucop.edu/academic-personnel-programs/compensation/2019-20-academic-salary-scales.html>. Beginning in 2019, there are now defined ranks and steps for the LSOE series. A successful advancement action (e.g., merit or promotion) leads to movement up the salary scale.

7. What are the opportunities for off-scale?

[APM UCD 620](#) outlines specific reasons of how off-scale salaries may be applied. At UC Davis off-scale salaries are not considered in academic advancement reviews.

8. When do sabbatical credits start accruing? When you were officially hired?

Sabbatical credits start accruing when one is hired into the LSOE series, and faculty earn one credit for every full quarter of service.

9. Is there something specifically described that LSOE teach more than ladder rank faculty. Is this described anywhere?

[APM 285-4-b](#) states, “An appointee in this series will carry a heavier load of teaching than appointees in the professorial series.”

10. Is the LSOE series going away?

No, the title series in which you are currently appointed remains as the LSOE series, and is defined in APM 210 and APM 285. The three ranks are: Lecturer with Potential Security of Employment (LPSOE), Lecturer with Security of Employment (LSOE), and Senior Lecturer with Security of Employment (SLSOE). The

Chancellor and Provost, in consultation with the Academic Senate, has approved UC Davis to establish and utilize the following working titles:

LPSOE = Assistant Professor of Teaching ____

LSOE = Associate Professor of Teaching ____

SLSOE = Professor of Teaching ____

You are entitled to refer to yourself using the above working titles, including in professional settings or contexts where the title of LPSOE, LSOE, or SLSOE is unlikely to be understood. The LSOE title series remains in use for payroll and administrative purposes, and you will see it on your academic advancement actions.

11. Teaching evaluation – advice? What are ways for teaching professors to have successful evaluations?

We recommend that you consult the [Center for Educational Effectiveness](#) (CEE) to help you establish yourself as an outstanding instructor and educator. The CEE offers a variety of consultation types to provide you with feedback on your teaching, strategies to achieve your teaching goals, and instructional resources to inform your teaching practice. All consultations are free, confidential, and available to all instructors, including full- and part-time faculty, graduate students, and Postdoctoral Scholars.

In addition, you may wish to refer to the Report of the Special Committee on Evaluation of Teaching that was recently released by the Academic Senate:

https://academic senate.ucdavis.edu/sites/g/files/dgvnsk3876/files/inline-files/report_scet_10.14.19.pdf

12. Can someone in our series be on CAP?

The members of CAP are selected by the Academic Senate’s Committee on Committees per Davis Division Bylaw 28: “The Davis Division Committee on Committees shall each year appoint the members not ex officio to all regular standing committees of the Division unless otherwise specifically provided by the Bylaws.” All members of the Academic Senate are eligible to serve on Academic Senate committees. For more information, see: <https://academic senate.ucdavis.edu/committees/academic-personnel/oversight> .

13. What was discussed at the Spring 2019 Department Chair Bag Lunch concerning the LSOE Series?

The presentation materials are posted on our website [here](#). The specific presentation is [here](#).

14. What are the relative teaching loads between ladder rank faculty, LSOE faculty, and Lecturers/Continuing Lecturers?

Teaching load expectations should be established by the deans of the respective colleges and schools at UC Davis. These will typically involve a combination of lecture courses and laboratory courses, but could include other courses recognized by the University Registrar. There is no uniform teaching expectation for all LSOE faculty across the university’s colleges and schools.

The issue of comparative teaching loads was recently addressed by the UC Academic Council:

<https://senate.universityofcalifornia.edu/files/reports/rm-mb-apm-285-guidelines.pdf>.

Language in the report at this website, “Avoiding Inequities in APM-285 Implementation,” clarifies that while the teaching loads of LSOE faculty are greater than those of ladder rank faculty within a college or school (owing to the predominant emphasis in this series on teaching as noted in APM-285), they should also be lower than the teaching loads of Unit 18 Lecturers (including Continuing Lecturers) in the

college/school because faculty in the latter series are not expected to perform “professional and/or scholarly achievement and activity” nor “university and public service.”