

# LECTURERS (WITH POTENTIAL) SECURITY OF EMPLOYMENT

Or...

L(P)SOE  
Series

# PURPOSE

- Appointees in the Lecturer with Security of Employment (L(P)SOE)\* series help to meet the long-term instructional needs of the University that cannot best be fulfilled by an appointee in the Professor (Ladder-Rank) series.
  - Different from Unit 18 lectures in that these are permanent positions. Unit 18 lecturers are hired on a case by case basis and or governed by the MOU.

\* Note, for purposes of this presentation L(P)SOE denotes individuals in this series at both the Lecturer with Potential Security of Employment *and* Lecturers with Security of Employment.

# JACOBS SCHOOL L(P)SOE'S CURRENT

- Total in this series: 7
- Total L(P)SOE's: 3
- Total LSOE's: 4
- Total Sr. L(P)SOE's: 0
- Total Sr. LSOE's: 0

## Implications:

1. The Jacobs School (and campus in general) has very little experience with this series. CAP has a clear focus on exceptional teaching and broad impact as criteria for advancement in this series. We need to focus on this in order to positively impact the careers of these individuals.
2. We expect growth in this series in the near future due to high enrollment.

# HOW THE JACOBS SCHOOL IS HELPING

- Training AP staff
- Reviewing the results of a workgroup previously established to address this issue.
- Reconvening that workgroup to revisit and revise their results
- Encouraging those in the L(P)SOE series to establish a network for advice and opportunity
- Education of your faculty

# WHAT WE WILL DO TODAY

- Focus broadly on the expectations in this series.
- Go over PPM 230-20 and PPM 230-28 appointment and Review Criteria.
- Examine each criteria individually and discuss expectations and standards.
- Discuss why this series is different than other faculty series (i.e. differences in expectations, tenure vs. security of employment).
- Discuss standards for merits, accelerations and promotions in this series.
- Discuss the “Sr” designation and when it is used.
- Acknowledge that we are all inexperienced and that understanding this issue is evolving.

# WHAT WE WON'T DO

- Discuss administrative implications such as determining salary, 8 year clock, high level advancements, final authority, etc.

# APPOINTMENT/REVIEW CRITERIA

## Treat them as you would any other faculty member

- **Teaching** of truly exceptional quality and so specialized in character that it cannot be done with equal effectiveness by Professor (Ladder-Rank) faculty or by strictly temporary appointees
- **Professional achievement and activity**; an appointee in the LSOE series is expected to maintain currency in the profession and pedagogy
- **University and public service**
- **Educational leadership** beyond the campus and contributions to instruction-related activities (i.e., conducting TA training, supervision of student affairs, development of instructional materials/multimedia)

# WHY ARE THESE INDIVIDUALS UNIQUE?

- Their teaching has to be of “**exceptional quality**”
  - What does the University consider “exceptional”?
- They don’t do research but are still expected to engage in “**Professional Achievement and Activity**”
  - What does that mean?
- They have an added criteria of “**Educational leadership recognized beyond the campus...**”
  - How do you demonstrate that?
- They have “**Security of Employment**” or potential for it instead of tenure.
  - What’s the difference?



# EXCEPTIONAL TEACHING

- The language is deliberately loose and no percent approval rating or evaluation score is guaranteed to designate someone as excellent. However, if the primary purpose is to teach, then their teaching better be very high quality. CAP relies heavily on instructor approval ratings.
- Make sure to clearly demonstrate excellence or be prepared to provide compelling reasons why evaluations may not be as high as one would expect.

# EXCEPTIONAL TEACHING CURRENT LPSOE/LSOE DATA

- The overall instructor approval average rating for all individuals this series is currently 94%
- Current individual averages range from 78% to 98%
- Normal Merit *without* EVC review, 80% seems to be the bottom approval range (though this depends on other evidence in the file).
- One unsuccessful case had instructor approval ratings around 85%.
- Our most recent promotion case had approval ratings of 98%. Additionally, an appraisal case came back “with reservations” even though there was a 98% approval rating because the individual had not shown impact beyond the campus.

# EXCEPTIONAL TEACHING (CONT)

## SUGGESTIONS (OTHER THAN CAPE TO ESTABLISH IT)

- Establish a baseline average teaching *in your department*.
  - For that course (can be easily found on CAPE site)
  - For that series of courses (also on CAPE site)
  - For your department overall (scatter plots)
- Use your data to compare the performance of your L(P)SOE to that baseline.

# CAPE Evaluation Results

Name: (Last Name, First Name)

Course Number: (ex. BIMM xxx)

Department

Search

Reset



| Instructor                                 | Self CAPE | Course Number | Course Title            | Term | Enroll | Evals Made | Rcmnd Class | Rcmnd Instr | Study Hrs/wk | Learned from Course |
|--|-----------|---------------|-------------------------|------|--------|------------|-------------|-------------|--------------|---------------------|
| <a href="#">Cattolica, Robert J</a>        | no        | MAE 170       | Experimental Techniques | FA12 | 85     | 27         | 54%         | 50%         | 8.76         | 3.43                |
| <a href="#">Lal, Ratnesh</a>               | no        | MAE 170       | Experimental Techniques | FA12 | 206    | 95         | 60%         | 43%         | 9.40         | 3.44                |
| <a href="#">Beg, Farhat N.</a>             | no        | MAE 170       | Experimental Techniques | SP12 | 173    | 30         | 79%         | 66%         | 10.37        | 4.08                |
| <a href="#">Beg, Farhat N.</a>             | no        | MAE 170       | Experimental Techniques | SP12 | 134    | 38         | 82%         | 73%         | 9.66         | 4.15                |
| <a href="#">Cattolica, Robert J</a>        | no        | MAE 170       | Experimental Techniques | FA11 | 160    | 70         | 64%         | 44%         | 10.77        | 3.59                |
| <a href="#">Bandaru, Prabhakar+</a>        | no        | MAE 170       | Experimental Techniques | FA11 | 188    | 73         | 60%         | 68%         | 10.03        | 3.65                |
| <a href="#">Cattolica, Robert J+</a>       | no        | MAE 170       | Experimental Techniques | FA11 | 188    | 69         | 67%         | 58%         | 10.07        | 3.71                |
| <a href="#">Seshadri, Kalyanasundaram</a>  | no        | MAE 170       | Experimental Techniques | SP11 | 158    | 70         | 64%         | 69%         | 8.90         | 3.32                |
| <a href="#">Cattolica, Robert J+</a>       | no        | MAE 170       | Experimental Techniques | SP11 | 177    | 78         | 62%         | 65%         | 8.88         | 3.41                |
| <a href="#">Seshadri, Kalyanasundaram+</a> | no        | MAE 170       | Experimental Techniques | SP11 | 177    | 70         | 67%         | 67%         | 8.82         | 3.61                |
| <a href="#">Beg, Farhat N.+</a>            | no        | MAE 170       | Experimental Techniques | FA10 | 188    | 62         | 75%         | tt          | 9.75         | 3.67                |
| <a href="#">Beg, Farhat N.+</a>            | no        | MAE 170       | Experimental Techniques | FA10 | 126    | 39         | 74%         | tt          | 9.83         | 3.92                |

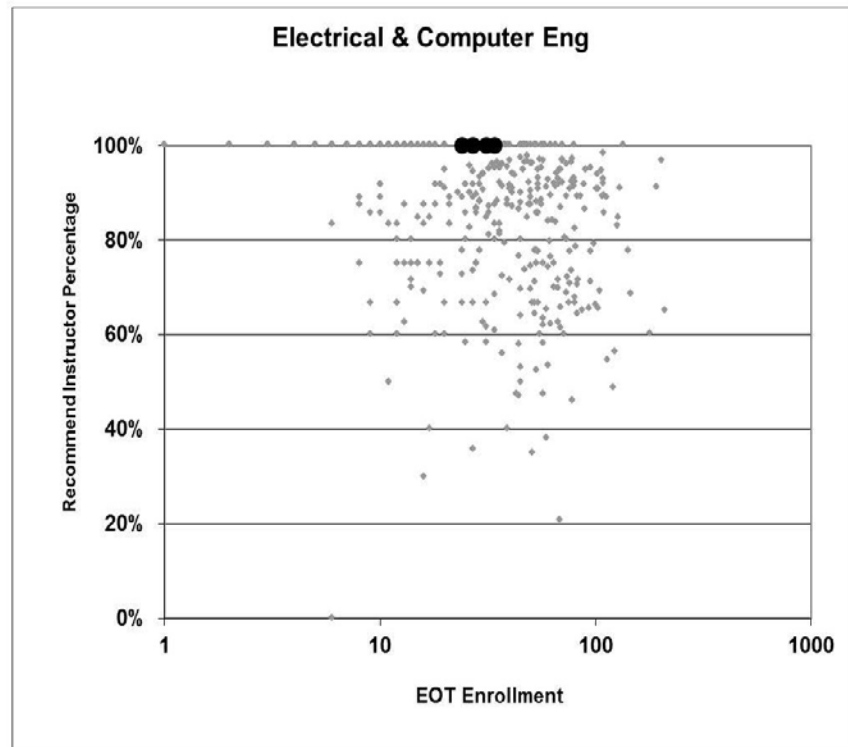
# EXCEPTIONAL TEACHING (CONT)

## SUGGESTIONS TO ESTABLISH IT

■ Comparative CAPE data (aka scatter plots) compares to other faculty in general in your department

\* Comes from Office of the Associate Vice Chancellor for Undergraduate education. Email [AVCUE@ucsd.edu](mailto:AVCUE@ucsd.edu) to begin receiving this if you're not already.

| Year              | Course                         | 3rdwk enrmtnt | EOT enrmtnt | %resp EOT | rcmnd class | rcmnd instr | expect A | learned |
|-------------------|--------------------------------|---------------|-------------|-----------|-------------|-------------|----------|---------|
| 2007-2008<br>FA07 | Intro/Biomed Imaging & Sensing | 28            | 27          | 81%       | 95%         | 100%        | 45%      | 4.18    |
| 2008-2009<br>FA08 | Intro/Biomed Imaging & Sensing | 30            | 31          | 55%       | 88%         | 100%        | 35%      | 4.25    |
| 2009-2010<br>FA09 | Intro/Biomed Imaging & Sensing | 38            | 34          | 59%       | 100%        | 100%        | 50%      | 4.11    |
| 2010-2011<br>FA10 | Intro/Biomed Imaging & Sensing | 24            | 24          | 67%       | 94%         | 100%        | 69%      | 4.07    |



# EXCEPTIONAL TEACHING (CONT)

## SUGGESTIONS TO ESTABLISH IT

- Comments
- Awards for Teaching
- Best Presentation Awards at Conferences
- Mentor Evaluations?
- Any other external recognition

# WHAT IF THEY ARE JUDGED NOT TO MEET THE CRITERIA FOR EXCEPTIONAL TEACHING?

- Center for Teaching Development
- Assign a mentor
- Recommend that they do not be reappointed/be advanced
- Don't try to fake it

# PROFESSIONAL ACHIEVEMENT

- PPM 230-20 says: “maintain currency in the profession and pedagogy”.
  - Pedagogy = the science and art of education.

## *Examples:*

- Working in industry during the summer months
- Consulting
- Maintaining relationships with relevant industries through student project partnerships
- Participating in some way in professional meetings
- Publishing literature on educational techniques and/or their area of expertise. Research and publications
- Professional Service Activities (i.e. review for journals and/or grants, advisory boards, study sections, etc.)
- Patents
- Abstracts



# EDUCATIONAL LEADERSHIP RECOGNIZED BEYOND THE CAMPUS/CONTRIBUTIONS TO INSTRUCTION RELATED ACTIVITIES

- PPM 230-20 says: “conducting TA training, supervision of student affairs, development of instructional materials/multimedia”
- Examples:
  - Educational Committees/Advisory boards both within and *outside* of UCSD
  - Obtaining grants to support education related activities (i.e. student project support, lab equipment, student research support, etc.)
  - Invited talks or other presentations about educational activities
  - Education Awards from professional societies
  - Texts, software, websites, curriculum, etc. used outside of UCSD
  - Creating new avenues (i.e. the Moxie center) to allow for student success beyond the campus
  - Mentoring and/or faculty advising for students and student groups

# TENURE VS. SECURITY OF EMPLOYMENT

- **Tenure** is employment that is permanent unless terminated by retirement, demotion, or dismissal. Only appointment as Associate Professor and Professor confer tenure. An appointment with tenure may only be terminated by the Regents for good cause, after the opportunity for a hearing before the properly constituted advisory committee of the Academic Senate.
- **Security of Employment** refers to the Lecturer or Senior Lecturer with Security of Employment (LSOE) series. An appointee in this series holds a continuous appointment that may not be terminated except for good cause after the opportunity for a hearing before the properly constituted advisory committee of the Academic Senate. A permanently budgeted position must be allocated for each LSOE appointment.

\*\*\* Effectively no difference other than semantics.

# MERITS/ACCELERATIONS

- Merit Advancement
  - PPM 230-28 says “For merit advancements, there should be evidence of the professional achievement required for an equivalent salary in the Professor series. “
  - It also requires that the individual meets the expectations of the department in all of the areas of academic review
- What constitutes an acceleration in this series?
  - Unlike ladder rank faculty, an increase in publication record and/or funding is not the primary motivation for requesting an advancement
  - More subjective
  - Impact of the individual, service, a unique contribution, going above and beyond the expectations, a combination factors can be used to justify this.
    - Examples:
      - Creating a mentorship program for other L(P)SOE’s, obtaining a large education focused grant to develop a new program, being widely recognized for educational expertise through external evidence such as invited talks, etc.

# DEFINITION OF AN ACCELERATION

Any advancement occurring prior to the normal review period, or which results in a salary higher than the normal merit would is an acceleration.

Normal review periods...

- LPSOE - 2 year review cycle
- LSOE - 2 year review cycle UNTIL salary is equivalent of Prof, Step I
- LSOE - 3 year review cycle if salary is equal to or above that of Prof, Step I
- Sr. LSOE - 3 year review cycle

# APPRAISALS

- L(P)SOE's are appraised just as Assistant Level faculty are – at their second review.
- PPM 230-28 states: “An appointee with the title of Lecturer or Senior Lecturer with Potential for Security of Employment (LPSOE or Senior LPSOE) is subject to and should be evaluated in accordance with the provisions of Section VII. D., Evaluation of Senate Assistant-Rank Appointees.”

# PROMOTIONS

- Upon promotion, a Lecturer PSOE normally becomes a Lecturer SOE, and a Senior Lecturer PSOE becomes a Senior Lecturer SOE. A Lecturer SOE may also be promoted to Senior Lecturer SOE.
- Promotion to Senior LSOE is not normally expected, but may occur when warranted.
- Criteria? Just as it is with ladder rank faculty, there are no spelled out milestones that must be achieved. However we do know a few things
  - 1. Their teaching must be exceptional
  - 2. They must have impact beyond UCSD
  - 3. Their salary progression must be at least equivalent to when a promotion would occur in the ladder rank series.
  - 4. They are subject to the 8 year clock (see PPM 230-20, pg. 9) and 5 year prohibition of reappointment.

# REFERENCE LETTERS

- For promotion in the to LSOE three (3) external referee letters are required. Note that APPOINTMENT to LSOE requires five (5) external referee letters.

# SR DESIGNATION

## LPSOE

- The rank of Senior LPSOE may be assigned to an appointee who has the potential to attain the accomplishments of a Senior LSOE.
- For advancement to Senior LPSOE, the proposed salary must be equal to or above that of a Professor, Step I. The appointee's services must be of exceptional value to the University

## LSOE

- The rank of Senior Lecturer SOE may be assigned to an appointee who provides services of exceptional value to the University and whose excellent teaching and professional accomplishments have made him or her a recognized leader in his or her professional field and/or in education.
- For promotion from Senior LPSOE to Senior Lecturer with Security of Employment, the appointee's services must be of exceptional value to the University, and the proposed salary must be at the Professor level.



# REVIEW CYCLE (RE-VISITED)

- L(P)SOE's are reviewed every two years.
- LSOE's are reviewed every two-four years. To determine how often, refer to their salary. Then determine where that salary would fall on the Faculty Salary scale. Whatever Rank/Step it corresponds to determines the review period.
  - So, if the salary is \$90,504 for the LSOE, the closest faculty salary is for Associate Professor, Step II at \$91,800. That would mean the individual is on a 2 year review cycle.
  - If the salary is \$99,516, the closest faculty salary is for Professor, Step I at \$98,500. The individual is on a 3 year review cycle.
- Sr. LSOE are reviewed every 3 years until their salary is equivalent to Professor, Step V. Then they are reviewed every four years.

# NOTES

- **Changes in policy**
  - APS indicates that there currently is an Academic Senate task force reviewing and possibly revising series criteria. So this may all change in the next few years.
- **A Job Description is now required to be submitted with all L(P)SOE appointment files. This requirement is specific to the Jacobs School**