

**A CHAIR'S GUIDE:  
RECRUITING, HIRING AND  
LAUNCHING  
LPSOE/LSOE Faculty**

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## **A CHAIR'S GUIDE ON RECRUITING, HIRING AND LAUNCHING FACULTY IN THE LECTURER WITH SECURITY OF EMPLOYMENT SERIES ("LSOE FACULTY")**

*Office of Academic Affairs, UC Davis*

### **INTRODUCTION**

This handbook is designed to assist department chairs, departments and schools as they recruit, hire, mentor and launch Lecturers with Potential Security of Employment (LPSOEs) and Lecturers with Security of Employment (LSOEs). This handbook has two major goals.

- To provide guidance on, and examples of, best practices and expectations for LPSOE, LSOE and SLSOE ("LSOE-series") faculty members, so that these appointees have the greatest possible opportunity to be successful. This document focuses mostly on LPSOE faculty, since that is the rank being targeted for most hires at UC Davis.
- To assist faculty reviewers and administrative decision-makers to apply these best practices and expectations in a consistent manner, so that merit advancement and promotion for LSOE-series faculty members are evaluated consistently across the campus.

[APM UCD 285 \(Appendix A.1\)](#) and [APM 210-3 \(Appendix A.2\)](#) should be your primary guides for helping LSOE-series faculty to be successful. However, please note that APM 285 and APM 210-3, which govern the LSOE series systemwide, is currently undergoing major revision. Those revisions may be extensive, and could put into effect policies (e.g. on sabbatical accrual) and rank-and-step salary structures that parallel those applying to the ladder-rank Professor series. We will keep the campus updated as changes are confirmed.

Please refer to **Appendix B** for *The Steps in a Recruitment* and to **Appendix C** for a compilation of links to campus resources referenced in this guide. **Appendix D** provides an annotated list of links to some useful websites and other online resources on the Scholarship of Teaching and Learning (SoTL), as well as summaries of several studies demonstrating problems with reliance on student evaluations to evaluate teaching.

## **DEPARTMENT PREPARATION *PRIOR* TO RECRUITING**

The roles of, and expectations for, LSOE-series faculty are changing. LSOE-series faculty are now being recruited specifically for spurring scholarly innovation in teaching and learning within their disciplines. Before launching a recruitment, it is critically important to prepare your department faculty for a hire in this series. We recommend discussing the following areas.

**→ Make sure that your faculty understands the differences between an LPSOE/LSOE and a Unit 18 (represented) Lecturer, as well as basic expectations for advancement for LSOE-series faculty members.**

- **Lecturers within Unit 18** (a bargaining unit that includes any *part-time* LSOE-series appointees) are expected to be excellent classroom teachers, and are advanced based on that excellence, rather than on disciplinary scholarship or service. Consequently, full-time Unit 18 lecturers carry heavy teaching loads, and any service *required* of a Unit 18 Lecturer should be offset by a concomitant reduction in teaching load. Unit 18 Lecturers are not members of the Academic Senate and, as indicated in Academic Senate [ByLaw 55](#), cannot vote on Academic Senate personnel actions.
- **Full-time LSOE-series faculty** are members of the Academic Senate. In addition to being excellent teachers (a fundamental requirement for advancement), they are expected to engage in both service and scholarly creative activities. The full-time academic effort of ladder-rank and LSOE-series faculty members should be roughly equivalent, reflecting the multiple academic areas in which they are expected to contribute. Over their careers, LSOE-series faculty are expected to make increasing contributions to scholarly innovation in teaching and learning. Their creative scholarly work may include activities such as evidence-based changes in teaching methods, pedagogical research, curriculum development and design, and research in the underlying discipline. A few major points follow.
  - Although LPSOEs are expected to build significant expertise in the scholarship of teaching and learning, our campus does not require peer-reviewed publications in pedagogy for promotion from LPSOE to LSOE.
  - The teaching load of LSOE-series faculty, measured as some combination of the number of courses, student credit hours (SCH) and special work associated with individualized mentorship and graded assignments, should be notably less than that of a Unit 18 Lecturer within the discipline, but more than that of a ladder-rank faculty member of similar rank. Reductions in teaching load for LSOE-series faculty should be considered for especially demanding service activities or development of a major research program. Generally, but not always, we would expect this program to have a significant emphasis on teaching and learning.

→ **Develop a clear rationale for an LSOE-series recruitment.** Although LSOE-series faculty generally carry higher teaching loads than ladder-rank faculty, the *primary* rationale for hiring into the LSOE series should be a desire to stimulate scholarly innovation in teaching and learning within the discipline, not simply to accommodate unmet student demand for courses. Here are general guidelines that may guide a department in selecting the series in which a faculty recruitment should occur.

- When the department's principal need is to maintain or grow scholarly leadership and advanced training in underlying, disciplinary areas, hiring should focus on ladder-rank faculty.
- High student demand for established courses in disciplinary areas in which current and planned future ladder-rank faculty are represented but unable to fully meet demand, or in which retirements, resignations and discipline changes have left gaps in the curriculum in which future ladder-rank hires are planned, should be met principally by hiring Unit 18 Lecturers.
- LSOE-series hires are most appropriate when the department is prioritizing scholarly innovation in the teaching and learning for its undergraduates and/or advanced training for graduate students in state-of-the-art teaching methods or the scholarship of teaching and learning.

→ **Before finalizing a search plan, describe the work that the new LSOE-series hire(s) will do in the department, and make it clear that, like other Senate faculty, LSOE-series faculty members are free to select their own avenues for creative scholarly work.** This will be important in setting the criteria for recruitment, and to ensure accurate communication with candidates being interviewed. Teaching-related duties negotiated with the chair include the courses to be taught and potential roles in other teaching activities (e.g. course development, course laboratory design and development, creation of learning assessment tools, evidence-based curriculum changes, graduate student training in teaching methods, etc.). For planned creative activities and investigations involving department courses and students, LSOE-series faculty members should seek approval from the chair and cooperation with other faculty members whose courses may be affected. IRB approval may also be required for research involving students. The Center for Educational Effectiveness (CEE) can advise LSOE-series faculty members on such requirements, and all LSOE-series faculty members should be encouraged *strongly* to join the campus-wide CEE learning community.

→ **Working with your faculty, and in consultation with colleagues in other units, determine what space, start-up support and initial teaching-load reductions will be available to the new**

**LSOE-series appointee.** All LSOE-series faculty members should have private offices in which they can conduct their scholarly work and have private conversations. Many will also need some research space to facilitate their mentorship and engagement of students, although it is reasonable to expect LSOE-series faculty members to use shared research facilities that are especially costly or specialized. Here are just a few examples of student-engaged activities that LSOE-series faculty might lead.

- Documenting the learning outcomes of diverse student subjects who are presented with disciplinary information and exploration in various modalities, or who have or have not previously taken a prerequisite course. (IRB approval may be required.)
- Engaging and mentoring teams of students in hands-on activities associated with primary data collection, archival research, public dissemination of research results, and/or outreach centered on research findings.
- Testing for effects of hands-on participation in research or hypothesis-generation on learning outcomes in the classroom. (IRB approval might be needed.)
- Documenting effects of different lecture course materials on engagement by students belonging to under-represented groups. (IRB approval would be required.)

Note that participating in such activities may be of value to any faculty members who are submitting research proposals in which the proposed project's broader impacts receive substantial weight in award decisions (e.g. training grants, NSF CAREER awards, etc.). This can be an incentive for collaborations between ladder-rank and LSOE-series faculty members.

Importantly, when considering potential projects, the department and new appointee will need to consult with the Office of Undergraduate Education and the Office of Student Affairs about access to student records, which is carefully controlled under FERPA. The Center for Educational Effectiveness can provide guidance in this area.

➔ **Review current department voting rules, and consider revising them, as needed, to accommodate new LSOE-series hires.** According to Senate Bylaw 55, LSOE-series faculty members can vote on academic personnel actions in other Senate series *to the extent those privileges are extended by a 2/3 majority vote of faculty members in other Senate titles*. Please refer to [Senate ByLaw 55](#) for a detailed description of the rules and procedures. All changes in department voting rules must be reviewed by CAP and approved by the Vice Provost- Academic Affairs (VPAA)

## **LAUNCHING THE RECRUITMENT**

The department should prepare a search plan for approval by the dean, including the specific components outlined in [APM UCD 500.IV](#). The approved Search Plan should outline the entire recruitment process, including the review of applicants (per the criteria outlined in APM UCD 285) and how interviewees will be assessed. Guidelines are provided in [APM 500](#) and [UCD APM 500](#), and the processes for posting and advertising are available on the [RECRUIT website](#). We strongly recommend that you use faculty recruitment principles and resources presented in the [STEAD](#) workshops. Additional links and strategies for recruitment are provided on the UC Davis Academic Affairs [STEAD Workshop](#) website.

**→ Review the criteria for appointment and advancement within the LSOE series (APM UCD 285, APPENDIX A.1; APM 210-3, APPENDIX A.2) and prepare a search plan and position advertisement that accurately reflects those expectations.** These positions should be highly attractive positions for scholars who are dedicated to improving teaching and learning outcomes in their discipline.

Below, we provide three examples of text from position advertisements that does a good job of describing the academic duties and opportunities for a new hire in the LSOE series. Note that the stated expectations for experience and leadership would be different for recruitments at the LPSOE versus LSOE level, and that a recruitment conducted for a Senior LSOE (SLSOE) faculty member should seek candidates who are nationally recognized leaders in teaching and learning.

*Candidates should possess innovative ideas for instructional initiatives and familiarity with existing learning assessment methodologies and pedagogies. As a member of the Academic Senate, the successful candidate will be a primary resource for undergraduate curriculum development and will participate in university and departmental committees as needed for effective teaching and safety enforcement in teaching laboratories. The successful candidate is expected to conduct chemical education research, provide coordination for evidence-based teaching methods, develop leadership in teaching practices and/or research, collaborate with other faculty members and be a resource for innovative teaching practices.*

*The successful candidate will teach the first-year Introduction to xxxxxx course and other courses in the xxxxx curriculum, participate in continuous, evidence-based curriculum improvement, develop additional capstone experiences in the major, guide student research projects, lead accreditation activities, and lead diversity and inclusion efforts focused on students. We are particularly seeking faculty who have demonstrated a strong commitment to enhancing learning success and expanding professional opportunities for women and underrepresented groups. The candidate is also expected to engage in scholarly creative activity in pedagogical and curricular innovation. The candidate should have a strong teaching record and commitment to undergraduate instruction.*

*This LPSOE appointee will teach four undergraduate courses per year and provide service to the department or campus including, but not limited to, contributions to undergraduate curriculum revision, evaluation and development. Service activities may also include web- and social media-based outreach activities promoting the major, participation in assessment of learning outcomes, or other evaluation and renovation of curriculum, including assistance with WASC accreditation. In addition, professional competence should be demonstrated by some combination of research and publication in an academic discipline (in conjunction with mentoring of undergraduate students), research in pedagogy or assessment of teaching methods' effectiveness, or demonstrated leadership in any of these areas. Disciplinary research alone would not be sufficient to satisfy the professional competence component of the position.*

➔ **Establish the search committee.** The department should make an effort to include faculty members on the search committee who have experience and expertise in the Scholarship of Teaching and Learning, e.g. faculty in the School of Education, LSOE-series faculty, or other faculty members who are working in this area. The committee should be diverse, and all members must have attended a [STEAD](#) workshop within the last 3 years. It may also be of benefit for the search committee to consult with the Office of Undergraduate Education prior to reviewing applications.

The members of the search committee should know or become familiar with the criteria for appointments and advancements within the LSOE series, per policy (**Appendix A.1, Appendix A.2**). In addition, the recruitment process will be more effective if the committee discusses and seeks to better understand the challenges to effective teaching in large classes and of culturally diverse students, the need for better assessment of student learning outcomes, and some of the current pedagogical methods being used to increase student engagement. **Appendix D** provides links to online resources for members of the committee and the hiring department to learn more about Scholarship of Teaching and Learning (SoTL).

➔ **Ensure that recruitment steps and procedures are conducted properly.** Once a recruitment is initiated, the evaluation and hiring of LSOE-series faculty follows essentially the same steps as for hiring a ladder-rank faculty member.

- Review the applicants using the criteria outlined in the search plan, and as consistent with APM UCD 285 (**Appendix A.1**) and APM 210-3 (**Appendix A.2**).
- Create a shortlist and assign disposition reasons to other applicants.
- Submit a Shortlist Report for approval in RECRUIT, along with the Potential Conflict of Interest (COI) Disclosure Form.
- Invite applicants for interviews after receiving the Dean's approval.
- Ahead of the interviews:
  - Provide the candidates with clear expectations for the position, e.g., how much teaching, examples of scholarly/research areas, service, etc.

- Provide the candidates with a set of expectations for attaining security of employment, as noted in APM UCD 285 (**Appendix A.1**) and APM 210-3 (**Appendix A.2**).
- Indicate to the candidate the overall format of the interview, which will generally include the following:
  - a demonstration lecture in the appropriate subject area
  - an informal talk on potential scholarly creative activities
- Ask whether the candidate has any special needs in terms of scheduling, mobility, meals, etc.
- Refer the candidate to UC Davis [Academic Worklife](#) policies and programs, including [our program for facilitating interviews](#) for candidates who are responsible for children less than two years of age.
- Conduct interviews (see additional details below)
- Identify the proposed top candidate and seek approval to recruit from the dean
- Contact the approved candidate to make a tentative offer. A tentative offer letter, if provided, should include the proposed salary, key expectations for advancement, space being provided for the candidate's use, as well as benefits and programs for which the candidate is eligible (see below).
  - Please remember that the tentative offer letter must clearly note that a formal offer can only occur *after* the candidate's appointment dossier is reviewed and approved.
  - LSOE-series faculty appointees being offered salary equal to or greater than that of an Assistant Professor Step 3.0 in the relevant salary series (REG or BEE) must be reviewed by CAP and approved by the VPAA.
- When the candidate signs and accepts the tentative offer letter, immediately prepare and submit an appointment dossier in MIV, following [the checklist](#) in [APM UCD 220](#).
- Until a rank-and-step salary system is implemented systemwide, we recommend consultation with Academic Affairs to determine the degree to which the appointee's initial salary will be "on scale" (corresponding to a salary point on the S/L/P/SOE salary tables) versus off-scale. This can be done after a tentative offer is accepted.

## **INTERVIEWS AND NEGOTIATIONS**

*Resources*-- As for other new Senate faculty, be prepared to share with prospective LSOE-series appointees the resources and services for which they are eligible, including the Partner Opportunity Program (POP), assistance from the Capital Resource Network (CRN), housing allowance, start-up support, nomination for the Mortgage Origination Program (MOP) loan program, etc. The department chair should also begin inquiries about the kinds of facilities for creative scholarly work that each candidate might require.

*Salary*-- Note that SOE-series faculty members are currently on a salary-point table, but it is very likely that the series will soon convert to a rank-and-step salary scale parallel to that of ladder-rank Senate faculty. LSOE-series faculty members are eligible for off-scale salary, although given the anticipated conversion to a professorial rank-and-step salary scale, we recommend that you work with your dean's office and Academic Affairs for advice on the potential overall salary for the appointee prior to interviewing candidates.

*Meetings with faculty members*—Especially if this is the first LSOE-series faculty hire in your department, we recommend that the candidates have interview meetings scheduled with at least one other LSOE-series faculty member and an experienced representative from the Center for Educational Effectiveness (CEE) who works with SOE-series faculty members to develop their skills in the scholarship of teaching and learning. The CEE may well be able to recommend one or more LSOE-series faculty members who have been participating in the CEE's campus-wide community of learning.

## **LAUNCHING A NEW SOE-SERIES FACULTY MEMBER:**

### **Expectations for advancement**

**LPSOE faculty, just as for Assistant Professors, must be reviewed for promotion to LSOE no later than their 7<sup>th</sup> year at UC Davis**, although the SOE “clock” may be extended by a maximum of two additional years. LSOE-series faculty with at least 50% of the responsibility for a newly born or adopted child qualify for a one-year extension for each event (up to 2 years total). All other extensions must be approved by the VPAA. Criteria for extending the clock are described in [APM 133-17.h](#). LPSOE faculty should undergo an appraisal in their 4<sup>th</sup> year.

**Just as for ladder-rank faculty members who need to establish their research and teaching program at UC Davis, LPSOE and LSOE appointees should be granted a reduced teaching load in their first 1-2 years.** It is important to remember that doing creative scholarly work in pedagogy will not have been the primary academic emphasis for most faculty members entering as LPSOEs—like Assistant Professors, most of their training was in research in the underlying discipline, not in educational innovation. Given their need to “gear up” as instructors-of-record and as scholars and innovators in pedagogy, chairs should urge all LPSOE faculty members to join the CEE’s community of learning about scholarship in teaching and learning, and should avoid assigning a portfolio of teaching and service that will make it difficult to develop these new areas of expertise.

SOE-series faculty members may need to extend their creative scholarly activities to courses and students beyond their own. Doing so will require collaborative partnerships with other faculty members, and we recommend that the department chair assist with the formation of such collaborations, as needed.

**In the first year, the appointee and department chair should carefully review and discuss APM UCD 285 (Appendix A.1) and APM 210-3 (Appendix A.2) to understand the criteria for advancement and promotion.**

**Promotion from LPSOE to LSOE:** The key performance expectations for promotion from LPSOE rank to LSOE can be encapsulated as follows. Please refer to APM UCD 285 (**Appendix A.1**) and APM 210-3 (**Appendix A.2**) for details and examples.

- Excellent teaching, including continuous command of the subject matter
- Continued professional growth as an excellent, innovative teacher and contributor to the professional community of university instructors
- Superior intellectual attainment in teaching and learning, e.g., through pedagogical innovation, assessment of learning outcomes and/or enhanced student engagement in learning
- Demonstrated scholarly creative activity, which may include research in the underlying discipline. Per APM 210-3(2), “Intellectual leadership must be demonstrated by

materials demonstrating the that the candidate has, through publication (either in traditional forms or in electronic format), creative accomplishments, or other professional activity, made outstanding and recognized contributions to the development of his or her special field and/or of pedagogy.”

- Rank-appropriate service to the campus, profession, and/or public

**For promotion to the LSOE rank at UC Davis, it is not an expectation that LPSOE faculty members will produce *peer-reviewed* scholarly publications describing their work on evidence-driven teaching innovation, although doing so would provide clear evidence of achievement in pedagogy.** We do recommend that LPSOE faculty members actively communicate findings from their investigations within their department and college/school, so that insights from their work can inform and provide the basis for feedback from other UC Davis faculty members. In addition, LPSOE faculty members should attend conferences related to teaching and pedagogy, bring back ideas, and become part of the professional university learning community.

The appointee should be assisted in building an understanding about UC Davis advancement, voting and peer review processes. Participation in faculty meetings about merit or promotion actions should be encouraged to the extent permitted by the department’s voting rules. In addition, department chairs should encourage the appointee to be active in the CEE and to participate in [Faculty Development Programs](#) sponsored by Academic Affairs.

**LPSOE appointees should work to develop, and gain their chair’s approval of, a defined scholarly project that can be assessed as part of their promotion evaluation.** Resources offered through Undergraduate Education and the [Center for Educational Effectiveness](#) can support this effort through peer review and discussion of potential areas of investigation, including the Scholarship of Teaching and Learning (**Appendix D**).

The chair and LPSOE appointee should work together to develop clear, written expectations for the candidate’s advancement and promotion. Progress on those expectations should be assessed annually until promotion is achieved, and should provide the framework for the 4<sup>th</sup> year appraisal evaluation.

**Promotion from LSOE to Senior LSOE:** Promotion from LSOE to SLSOE is based on more stringent criteria (again, please refer to APM UCD 285 for details). Briefly, expectations include:

- An extensive record of outstanding university teaching
- Superior intellectual attainment and innovation in teaching and learning
- Continued professional growth as an educational leader on campus and within the national professional community of university instructors
- Demonstrated national recognition for scholarly creative activities associated with teaching and learning.
- Educational services of great value to the campus, profession, and/or public

All advancement dossiers for LSOE-series faculty should include a thorough peer review of the candidate's teaching and course materials, as well as student evaluations for all courses taught since the previous review (per APM 210-3).

***A caution on assessing "excellence in teaching" — Excellence in teaching is an expectation for advancement for LSOE-series faculty members.*** Historically, our campus has relied extensively on student evaluation scores and comments to assess the quality of an instructor's teaching. This practice remains widespread in many universities, despite considerable evidence that student favorability ratings show very little correlation with actual learning, and that non-majority faculty members are subject to extensive negative biases when evaluated by their students (references provided in Appendix D). While these are issues faced by *all* classroom instructors, SOE-series faculty face extra challenges because of the expectation that they will experiment with various methods to change and improve classroom instruction and student engagement. Understandably, students who are stressed, grade-conscious and time-limited do not always support such efforts to innovate, and so it is common for instructors employing new methods to receive lower student evaluation scores, especially in the early stages of implementation and experimentation. Both SOE-series and ladder-rank faculty must be made aware of these issues. Moreover, the faculty members who provide peer evaluations of SOE-series faculty (required for all merit and promotion actions in this series) need to be fully aware of the workload and risks associated with classroom innovation.

# **APPENDIX A.1**

## **APM UCD 285**

## APM UCD-285

### In this Policy

[Purpose](#)

[Criteria](#)

[Review Procedures](#)

### Appointment and Promotion

#### Section UCD-285, Lecturer with Security of Employment Series

Date: 7/1/2015

Responsible Department: [Academic Affairs](#)

Source Document: [UC APM-285](#)

### 285-2 Purpose

This section provides additional criteria and policy concerning the Lecturer with Security of Employment series.

Note: All Lecturers with Potential for Security of Employment (LPSOE) and Senior Lecturers with Potential for Security of Employment (SLPSOE) will normally be appointed full time (100%). Full time appointees in these titles are Senate members per the [Regents Standing Order 105.1](#). Those appointed less than full time in these titles are members of the Unit 18 bargaining unit, and their terms and conditions of employment are covered by the UC-AFT MOU.

[APM 133-0b](#) applies to those in the Lecturer Potential Security of Employment or Senior Lecturer Potential Security of Employment titles. Prior service in a number of other faculty titles counts towards the 8-year limit for service in these titles. If a Lecturer PSOE or Senior Lecturer PSOE is at more than 50% time and the Chancellor has decided not to continue the individual's appointment in that series, the individual may not be appointed on any campus to certain faculty titles for a period of five years. For a list of these faculty titles, see [APM-133, Appendix A](#).

### 285-10 Criteria

#### I. Criteria Applying to All Appointments and Advancements

All titles within the series require advanced expertise in an academic discipline and either the potential for excellence in teaching, or demonstrated excellence in teaching, within that discipline. Excellence in communication and instructional skill is required at all levels.

Appointment at all levels requires extensive expertise within the discipline for the purposes of achieving highly effective teaching. Clearly demonstrated evidence of excellent teaching and pedagogical innovation are essential criteria for appointment to a position with security of employment, advancement in the series, and promotion.

See [APM 210-3.c.](#) for criteria that are intended to serve as “guides for minimum standards” for teaching excellence by which to evaluate Lecturer with Security of Employment and Senior Lecturer with Security of Employment candidates. Reviewers should consult that policy section carefully for examples and criteria, while also considering the following indicators of excellence: innovation and leadership in Teaching and Learning, Professional Achievement and Activities, and University and Public Service.

Materials submitted in support of an appointment or advancement action should provide a comprehensive assessment of the candidate's qualifications and performance in the areas specified below:

### **A. Teaching and Learning**

The teaching workload of a full-time Lecturer SOE (referring to all titles in the series, i.e., LPSOE, LSOE, SLSOE, and SLPSOE) is normally greater than that of a full-time faculty member in the professorial ranks ([APM 285-20.d.](#)). The workload of a full time Lecturer SOE, including teaching, other pedagogical and professional activities, and service should be approximately equivalent to the total workload in teaching, research, and service typically carried by a full-time faculty member in the professorial ranks. Departmental recommendations for advancement should compare the teaching load of the candidate to those of the candidate's departmental counterparts in the professorial series.

Lecturers with Security of Employment are expected to maintain a continuous and current command of their disciplinary subjects while demonstrating the ability to foster an inclusive and stimulating learning environment in which students gain knowledge of the subject and develop their ability to apply critical thinking, evidence, creativity, and problem-solving to advance the subject area.

Further evidence of excellence and scholarly creativity in teaching may include one or more of the following:

1. Pedagogical or curricular innovation, including: the development of new instructional materials such as audio-visual units, online course materials; major curricular revisions; introduction of innovative teaching techniques; development of online or hybrid courses.
2. Use of longitudinal measurements to demonstrate impacts of the candidate's teaching on students' learning outcomes, including their gains in mastery of course content, changes in attitude towards content, improvement in critical thinking, or development of stronger communication skills.

3. Demonstration of reflective practice, including the informed use of data to monitor and assess student learning. Descriptions of these efforts should include the reasoning for adopting specific teaching approaches, how feedback from students was solicited and used, and the rationale for instituting changes in teaching

4. Peer review of teaching by faculty, including evaluation of classroom and online materials. See [UCD 220](#) for additional information on peer review of teaching.

See [APM 210-3.c](#) for additional examples of judging the effectiveness of a candidate's teaching.

## **B. Professional Achievement and Activities**

Appointment and advancement to higher levels within the Lecturer with Security of Employment Series require evidence of professional growth in disciplinary teaching and learning. Evidence for such growth may include some or all of the following professional contributions and attainments:

1. Research and publication on pedagogy, including the writing and substantial updating of published textbooks, and leadership in writing or reviewing proposals for funding from internal and/or external sources that are focused on pedagogy.
2. Research and publication in the candidate's subject-matter discipline. When describing such work, department chairs should give special attention to how this work has enhanced the candidate's teaching.
3. Activity in professional organizations or in other settings that demonstrates the candidate's excellence or leadership in teaching and that contributes to his or her teaching effectiveness at UC Davis.

## **C. University and Public Service**

Evidence of university and public service may involve some or all of the following contributions:

1. Service (with dates and responsibilities identified) in departmental, college, Academic Senate and administrative capacities. Evaluation of the quality of service and contributions made in these areas is expected.
2. Academic leadership within the University. A Lecturer SOE or Senior Lecturer SOE who serves as department or program chair is entitled to the same recognition accorded ladder-rank faculty who serve in this role (see APM 245-11). Academic leadership in other roles should be recognized similarly, especially when such leadership provides evidence of innovative professional contributions. Examples of such accomplishments include leadership in reforming curricula, the development of innovative advising programs, or creation of new programs establishing links to public schools.

3. Community (regional, state, national, international) service based upon professional expertise.
4. Contributions to student welfare on the UC Davis campus or UC system-wide.
5. Professionally based outreach to other educational entities such as K-12 schools, museums, clubs, etc.
6. Communication to the public based on professional expertise.

## II. Appointment

The following criteria should be considered for appointment for specific titles within this series

**A. Lecturer with Potential Security of Employment.** Candidates should demonstrate potential for excellent teaching and pedagogical innovation. Evidence of past experience as an instructor or co-instructor for a course is highly desirable for appointments to the LPSOE rank, although the hiring department and review committees may evaluate other attributes as indicators of promise in teaching.

**B. Senior Lecturer with Potential Security of Employment.** This title would be appropriate for a candidate with considerable disciplinary or professional experience and the potential for excellent contributions to teaching in the context of the hiring unit. A candidate with distinguished academic qualifications or credentials who is currently employed in a non-academic setting, such as industry, national laboratories, non-profit institutions, judicial practice, government service, etc., and who has excellent communication skills but no substantial university teaching experience, may be a candidate for a SLPSOE position.

**C. Lecturer with Security of Employment.** Appointment to this title requires continued, demonstrated excellence as a lead instructor and educational innovator.

**D. Senior Lecturer with Security of Employment.** Successful candidates must have an extensive record of outstanding university teaching, as well as demonstrated leadership and national or international recognition for teaching and learning innovation, as described in more detail below.

Appointment or advancement to Senior Lecturer SOE requires educational services of exceptional value to the University ([APM 285-10.b.](#)). Candidates must have earned distinction in their professional endeavors comparable to the distinction earned by senior professors for their accomplishments in disciplinary scholarship. This means that candidates must provide evidence of professional accomplishments that have made them leaders in education.

The professional accomplishments required for appointment or promotion to Senior Lecturer SOE include substantial recognition in education, as demonstrated by evaluations provided by

external letters of reference. Evidence of the candidate's strong impact or influence beyond the campus should be highlighted in recommendations for promotion to Senior Lecturer SOE.

**E. Appointment via change in title from a professorial position to the LSOE series**, as outlined in [APM 285-10.d.\(2\)](#), requires the written consent of the faculty member. Demonstrated excellence in teaching and appropriate disciplinary expertise are expected for transfer to the Lecturer SOE or Senior Lecturer SOE titles for faculty formerly in the professorial series.

### III. Merit or Promotion

A. Advancement within these series requires evidence of superior intellectual attainment in teaching and assessment of learning outcomes. Although extensive service to, or leadership in, education may require a reduction in teaching load, no other professional achievements may substitute for a continuing record of superior teaching.

B. Excellent teaching is expected of all Lecturers SOE and Senior Lecturers SOE. Such teaching cannot by itself justify continuing advancement within these series. Lecturers SOE are also expected to demonstrate continued professional growth and enhancement of their value to the University, particularly their value to the institution's instructional programs

C. Advancement to Senior Lecturer SOE requires educational services of exceptional value to the University ([APM 285-10.b](#)). Candidates must have earned distinction in their professional endeavors comparable to the distinction earned by senior professors for their accomplishments in scholarship. This means that candidates must provide evidence of professional accomplishments that have made them recognized professional leaders in education.

D. The professional accomplishments required for advancement to Senior Lecturer SOE must have brought substantial recognition in education, as demonstrated by evaluations provided by external letters of reference. Evidence of the candidate's strong impact or influence beyond the campus should be highlighted in recommendations for promotion to Senior Lecturer SOE.

E. Advancement to levels of Senior Lecturer SOE that are above the system-wide salary scale is unusual and is reserved for individuals who have achieved international distinction for notable professional achievements in higher education. The title of Distinguished Senior Lecturer should be accorded to these individuals.

Promotion of candidates to the rank Lecturer SOE and Senior Lecturer SOE, as well as merit advancement within these ranks, is governed by additional criteria established in [APM 210-3](#) and [APM 285](#). See [UCD 220](#) for policy and review procedures. Peer review of teaching is required for promotion.

#### IV. Appraisal

Appraisal is required for Lecturers with Potential Security of Employment (LPSOE) and Senior Lecturers with Potential Security of Employment (SLPSOE). An appointee in these titles will be appraised as to the likelihood of promotion to Lecturer with Security of Employment (LSOE) or Senior Lecturer SOE (SLSOE) no later than the fourth year after appointment. Normal evaluation for promotion would occur at approximately year six, but a candidate with exemplary performance can be promoted sooner. If employed at more than half-time, the appointment will be terminated if the faculty member is not promoted to LSOE or SLSOE within eight years. See [APM 133-0 b](#). for information regarding other academic titles that count toward the eight year limit for this title series.

#### 285-80 Review Procedures

A. The range of acceptable research focus should be made clear during appointment negotiations, and written expectations should be presented to, and accepted by, the candidate prior to appointment. The document should describe specific expectations and objectives for the candidate to fulfill in the position. These expectations are normally developed by the chair in consultation with the department faculty and should reflect the position advertisement and the reasons that were used to justify the hiring of a faculty member into a position with security or potential security of employment. In future merit and promotion reviews, the candidate will be judged on the progress towards attainment of the expectations established at appointment, in the context of the criteria of excellence in teaching, professional achievement and activities, and university and public service, as specified in [APM 210-3.c](#) and described in Section I. above.

B. Review procedures and checklists for appointment, appraisals and advancement actions are located in [UCD 220](#).

C. [APM 285-17](#) and [285-18](#) specify the normal review periods for appointees in this series as follows: two years for LPSOE and SLPSOE; and three years for LSOE and SLSOE, until the salary is equivalent to that of Professor, Step 5. "Service at that level and higher may be of indefinite duration, and review for advancement will not usually occur after less than four years." ([APM 285-18](#)).

D. For a normal review period of two years, a regular merit advancement will result in a salary increase of two increments on the UC System-wide [Salary Scale for Lecturers and Senior Lecturers with Security of Employment, Table 10-B](#). For a normal review period of three years, a regular merit advancement will result in a salary increase of three increments. For a normal review period of four years, a regular merit advancement will result in a salary increase of four increments.

E. Unusual academic achievement leading to approval of accelerated advancement will result in increases of additional salary increments, according to the [Guidelines for Advancement Under the Step Plus System for the Lecturer SOE series](#).

## **Reference and Related Policies**

[APM 285](#): Lecturer with Security of Employment Series

[APM 210](#): Review and Appraisal Committees

[UCD 220](#): Academic Senate Review and Advancement

[APM 133](#): Limitations on Total Period of Service with Certain Academic Titles

# **APPENDIX A.2**

## **APM 210**

## **APPOINTMENT AND PROMOTION**

### **APM - 210**

#### **Review and Appraisal Committee**

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#### **Instructions to Review Committees Which Advise on Actions Concerning the Lecturer with Security of Employment Series**

- a. The policies and procedures set forth above in APM - 210-1-a, -b, -c, and -e, shall govern the committee in the confidential conduct of its review and in the preparation of its report. The committee should refer to APM - 285 both for policies and procedures on appointments in the Lecturer with Security of Employment series.
- b. The review committee shall judge the candidate with respect to the proposed rank and duties considering the record of the candidate's performance in (1) teaching, (2) professional achievement and activity, and (3) University and public service.
- c. The criteria set forth below are intended to serve as guides for minimum standards by which to judge the candidate, not to set boundaries to exclude other elements of performance that may be considered, as agreed upon by the candidate and the department.

#### **(1) Teaching**

Clearly demonstrated evidence of excellent teaching is an essential criterion for appointment, advancement, or promotion. Under no circumstances will security of employment be conferred unless there is clear documentation of outstanding teaching.

In judging the effectiveness of a candidate's teaching, the committee should consider such points as the following: the candidate's command of the subject; continuous growth in the subject field; ability to organize material and to present it with force and logic; capacity to awaken in students an awareness of the relationship of the subject to other fields of knowledge; fostering of student independence and capability to reason; ability to arouse curiosity in students and to encourage high standards; personal attributes as they affect teaching and students; extent and skill of the candidate's participation in the general guidance, mentoring, and advising of students; and effectiveness in creating an academic environment that is open and encouraging to all students. The committee should pay due attention to the variety of demands placed on Lecturers by the types of teaching called for in various disciplines and at various levels, and should judge the total performance of the candidate with proper reference to assigned teaching responsibilities. The committee should clearly indicate the sources of evidence on which its appraisal of teaching competence has been based. In those exceptional cases of an initial appointment where no such evidence is available, the candidate's potential as a teacher may be indicated in closely analogous activities. In preparing its recommendation, the review committee should keep in

mind that the report may be an important means of informing the candidate of the evaluation of his or her teaching and of the basis for that evaluation.

It is the responsibility of the department chair to submit meaningful statements, accompanied by evidence, of the candidate's teaching effectiveness. Among significant types of evidence of teaching effectiveness are the following: (a) opinions of other faculty members knowledgeable in the candidate's field, particularly if based on class visitations, on attendance at public lectures or lectures before professional societies given by the candidate, or on the performance of students in courses taught by the candidate that are prerequisite to those of the informant; (b) opinions of students; (c) opinions of graduates; and (d) development of new and effective techniques of instruction.

All cases for advancement and promotion normally will include: (a) evaluations and comments solicited from students for most, if not all, courses taught since the candidate's last review; (b) a quarter-by-quarter or semester-by-semester enumeration of the number and types of courses and tutorials taught since the candidate's last review which includes (i) the level of courses and tutorials taught, (ii) the enrollments of courses and tutorials taught, and (iii) for each course, the percentage of student course evaluations in relation to the total number of students in the course; (c) brief explanations for abnormal course loads; (d) identification of any new courses taught or of old courses which the candidate has substantially reorganized in approach or content; (e) notice of any awards or other acknowledgments of distinguished teaching; (f) when the faculty member under review wishes, a self-evaluation of his or her teaching; and (g) commentary by other faculty on teaching effectiveness. When any of the information specified in this paragraph is not provided, the department chair will include an explanation for that omission in the candidate's dossier. If such information is not included with the letter of recommendation and its absence is not adequately accounted for, it is the review committee chair's responsibility to request it through the Chancellor

## **(2) Professional Achievement and Activity**

A demonstrated distinction in the special competencies appropriate to teaching the particular subject is one of the criteria for appointment or promotion. The candidate's professional activities should be scrutinized for evidence of achievement and leadership. Intellectual leadership must be documented by materials demonstrating that the candidate has, through publication (either in traditional forms or in electronic format), creative accomplishments, or other professional activity, made outstanding and recognized contributions to the development of his or her special field and/or of pedagogy.

## **(3) University and Public Service**

The review committee should evaluate both the quantity and the quality of service by the candidate to the department, the campus, the University, and the public, paying particular

attention to that service which is directly related to the candidate's professional expertise and achievement. Evidence of suitability for promotion may be demonstrated in services to the community, state, and nation, both in the candidate's special capacities as a teacher and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality. Faculty service activities related to the improvement of elementary and secondary education represent one example of this kind of service. Similarly, contributions to student welfare through service on student-faculty committees and as advisers to student organizations should be recognized as evidence. The department chair should provide both a list of service activities and an analysis of the quality of this service.

The Standing Orders of The Regents provide: "No political test shall ever be considered in the appointment and promotion of any faculty member or employee." This provision is pertinent to every stage in the process of considering appointments and promotions.

# **APPENDIX B**

## **RECRUITMENT PROCESS STEPS**

## **Appendix B**

### The recruitment process steps include:

1. Establish a search chair and set up a search committee
2. Submit a search plan in Recruit
3. Post the position/receive applications
4. Review pool, create a shortlist and assign disposition reasons to other applicants
5. Submit a Shortlist Report for approval in Recruit with the Potential Conflict of Interest (COI) Disclosure Form
6. Invite applicants for interviews after Dean approval
7. Conduct interviews
8. Identify proposed top candidate
9. Tentative Offer Letter/verbal tentative offer
10. Submit a Search Report for approval in Recruit
11. Submit an appointment action in MyInfoVault

A formal offer of employment happens only after appointment is approved.

# **APPENDIX C**

## **KEY WEBSITES AND RESOURCES**

## Appendix C

### Campus resources relevant for SOE-series faculty

- [Office of Academic Affairs](#)
  - [Capital Resource Network](#) (CRN)
  - [Faculty Development programs](#) for new faculty
  - [Partner Opportunity Program](#) (POP)
  - [Mortgage Origination Program](#) (MOP)
  
- APM 285 - Appointment and Promotion. Lecturer with Security of Employment Series (<http://www.ucop.edu/academic-personnel-programs/files/apm/apm-285.pdf> )
  
- APM UCD 285 -- (UCD Procedures) – Appointment and Promotion, Lecture with Security of Employment Series (also see Appendix A) (<http://manuals.ucdavis.edu/apm/285.htm> )
  
- APM 500 – Recruitment, (<http://www.ucop.edu/academic-personnel-programs/files/apm/apm-500.pdf> )
  
- APM UCD 500 – Recruitment Procedures - <http://manuals.ucdavis.edu/apm/500.htm>
  - Diversity Statements
  
- RECRUIT (academic online application process): <http://academicaffairs.ucdavis.edu/tools/recruit/index.html>
  
- [Strength Through Equity and Diversity](#) (STEAD) website for recruitment resources, such as:
  - UC [Guidelines for Addressing Race and Gender Equity in Academic Programs in Compliance with Proposition 209](#)
  - [Resources to broaden the applicant pool](#)
  
- Office of Undergraduate Education: <http://ue.ucdavis.edu/>
  - Center for Educational Effectiveness: <http://cee.ucdavis.edu/>

# **APPENDIX D**

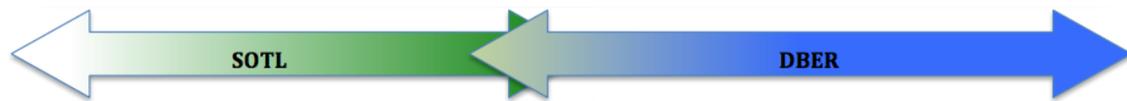
## **RESOURCES FOR SCHOLARSHIP ON TEACHING AND LEARNING**

**Appendix D**

**Scholarship of Teaching and Learning**

Introduction to the Continuum in Teaching and Learning

When discussing teaching there are several terms that naturally arise in describing the emphasis on student learning and scholarship. One common term is Scholarship of Teaching and Learning (SoTL). The other is Disciplinary-Based Educational Research (DBER). In the past five years there has been a strong national discussion in both areas and it has led to potential confusion. In an effort to describe a teaching and learning continuum, Marco Molinaro (UCD) and Noah Finkelstein (CU Boulder) have theorized an initial model to describe a continuum from historic classroom practice to basic DBER research (see diagram below). In reflecting on LPSOE hires of the recent years, the *SOTL to Applied DBER* range appears to be the desire of many of the hiring departments within our institutions with the majority of the hires at UCD primarily being in the *reflective practice to SOTL* categories. Some of the UCD departments have expressed the intent that their hires would move into the *SOTL to Applied DBER* continuum over time while others are satisfied with effective *Reflective Practice*.



	<b>Reflective Practice</b>	<b>SOTL</b>	<b>DEEP SOTL</b>	<b>Applied DBER</b>	<b>DBER</b>	<b>BASIC Research DBER</b>
<b>Historic practice:</b>		Scholarly approach:	SOTL practices plus:	Systematic studies across time and institution type	Studies of learning, and environments	Foundational theories and approaches to advance DBER
Traditional lecture, utilization of last year's notes,	Thinking about what should & has happened	- building on prior work	-professional externalization of work	Curriculum / pedagogy development	Basic R&D for educational transformation	Analogous to the basic research in any scientific field
Dutiful presentation of material	Stating objectives	- consensus learning goals	- longitudinal		Develop tools for Applied and Deep SOTL	
Can include thoughtful organization of materials	Modifying based on personal reflection.	- collecting data (locally)	- curriculum development & dissemination			
	No systematic data collection	- reflecting /modifying				
		- externalizing work				

### Resources on Scholarship of Teaching and Learning (SoTL)

The Scholarship of Teaching and Learning promotes teaching as a scholarly endeavor and a worthy subject for research, producing a public body of knowledge open to critique and evaluation. Its intent is not only to improve teaching but to create a community of “scholarly teachers” who add to the body of knowledge about teaching and learning and benefit from the SoTL research of others. SoTL research is not all that recent because it is a long established area with yearly national and international conferences.

A comprehensive guide of what SoTL is and engaging in SoTL can be found at: <http://fod.msu.edu/oir/scholarship-teaching-and-learning-sotl>. The website at Michigan State University is organized by:

- What it is
- Tutorials
- Doing SoTL
- Bibliographies
- Journals
- Online resources
- Conferences
- Professional Associations

Additional links and examples are found at: <http://php.indiana.edu/~nelson1/SOTLGenres.html>.

### Key Resources Related to Disciplinary-Based Educational Research (DBER)

Over the last few years DBER has received a great deal of national attention. The most comprehensive work comes out of the National Academy of Science in the form of two consensus reports. The first describes DBER

([http://sites.nationalacademies.org/DBASSE/BOSE/DBASSE\\_072106](http://sites.nationalacademies.org/DBASSE/BOSE/DBASSE_072106), <https://www.nap.edu/catalog/13362/discipline-based-education-research-understanding-and-improving-learning-in-undergraduate>) and the second is an active practitioners guide entitled “Reaching Students” (<https://www.nap.edu/catalog/18687/reaching-students-what-research-says-about-effective-instruction-in-undergraduate>).

### **References Related to Bias in Student Evaluations of Teaching**

Larger statistical study:

Boring, A., Dial, U. M. R., Ottoboni, K., & Stark, P. B. (2016). Student Evaluations of Teaching (Mostly) Do Not Measure Teaching Effectiveness. *ScienceOpen Research*, (612413), 1–36.

<https://doi.org/10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1>

Student evaluations of teaching (SET) are widely used in academic personnel decisions as a measure of teaching effectiveness. We show:

- SET are biased against female instructors by an amount that is large and statistically significant
- the bias affects how students rate even putatively objective aspects of teaching, such as how promptly assignments are graded
- the bias varies by discipline and by student gender, among other things
- it is not possible to adjust for the bias, because it depends on so many factors
- SET are more sensitive to students' gender bias and grade expectations than they are to teaching effectiveness
- gender biases can be large enough to cause more effective instructors to get lower SET than less effective instructors

These findings are based on nonparametric statistical tests applied to two datasets: 23,001 SET of 379 instructors by 4,423 students in six mandatory first-year courses in a five-year natural experiment at a French university, and 43 SET for four sections of an online course in a randomized, controlled, blind experiment at a US university.

Smaller switched-gender study:

MacNell, L., Driscoll, A., & Hunt, A. N. (2014). What's in a Name: Exposing Gender Bias in Student Ratings of Teaching. *Innovative Higher Education*, 40(4), 291–303. <https://doi.org/10.1007/s10755-014-9313-4>

Student ratings of teaching play a significant role in career outcomes for higher education instructors. Although instructor gender has been shown to play an important role in influencing student ratings, the extent and nature of that role remains contested. While difficult to separate gender from teaching practices in person, it is possible to disguise an instructor's gender identity online. In our experiment, assistant instructors in an online class each operated under two different gender identities. Students rated the male identity significantly higher than the female identity, regardless of the instructor's actual gender, demonstrating gender bias. Given the vital role that student ratings play in academic career trajectories, this finding warrants considerable attention.

Interactive Gendered Language in Teacher Reviews infographic based on Rate My Professor review language:

<http://benschmidt.org/profGender/>

Extensive references to problems with course evaluations can be found in the following paper:

Stark, P. B., & Freishtat, R. (2014). An Evaluation of Course Evaluations. *ScienceOpen*, (September), 1–26.  
<https://doi.org/10.14293/S2199-1006.1.SOR-EDU.AOFRQA.v1>