

Lecturer with Potential for Security of Employment (LPSOE)
& Lecturer with Security of Employment (LSOE)

Frequently Asked Questions

What is a Lecturer with Security of Employment (or Lecturer with Potential for SOE)?

A Lecturer with Security of Employment (or Lecturer with *Potential* for Security of Employment) is an Academic Senate faculty member appointed to help meet the long-term instructional needs of the University “that cannot be best fulfilled by an appointee in the Professor (Ladder-Rank) series” (PPM 230-20, VI. 7. a).

LSOE faculty are expected to do much more than excellent teaching. They have leadership responsibility, not only as teachers, but as facilitators and initiators of instructional development, curriculum design, course structure, teaching methods, new technologies, and coordinating a spectrum of teaching activities. They play a leadership role in teaching in the departments and their disciplines.

The title of Lecturer SOE is awarded only to those faculty whose contributions to teaching are exceptional and invaluable. As of academic year 2013-14, working titles for the series are:

Lecturer with Potential for Security of Employment = Assistant Teaching Professor

Lecturer with Security of Employment = Associate Teaching Professor

Sr. Lecturer with Security of Employment = Teaching Professor

Distinguished Sr. Lecturer with Security of Employment = Distinguished Teaching Professor

Lecturer with *Potential* for Security of Employment is equivalent in level to assistant professor. LPSOEs have a probationary period and may be appointed in the LPSOE series for no more than 8 years. They receive an appraisal at the time of their second review and will be considered for promotion to LSOE on the same timelines as an assistant professor. The LSOE is equivalent in level to associate professor.

The title Senior Lecturer 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/her *a recognized leader in his or her professional field and/or in education*. The Senior LSOE is equivalent in level to full professor.

Appointees in the LPSOE/LSOE series are reviewed for performance using four criteria:

- 1) Teaching of truly exceptional quality;
- 2) Professional achievement and activity; an appointee in the LSOE series is expected to maintain currency in the profession and pedagogy;
- 3) University and public service;
- 4) 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).

Do LSOEs have Tenure?

LSOE's have security of employment, which is analogous to tenure (see Standing Order of the Regents 103.10: <http://www.universityofcalifornia.edu/regents/bylaws/so10310.html>)

What is the difference between an LSOE and a Unit 18 Lecturer?

In addition to providing excellent teaching, LSOEs are expected to demonstrate distinction in the special competencies appropriate to teaching the particular subject, as well as provide extensive University and public leadership and demonstrate educational leadership.

Lecturers who are members of the Non-Senate Instructional Unit are governed by the Memorandum of Understanding between the University of California and University Council American Federation of Teachers and are temporary appointments appointed to provide effective instruction of students.

What is the difference between an LSOE and a Ladder-Rank Faculty Member (LRF)?

Full-time LSOEs are members of the Academic Senate and have the same rights and privileges in the departments and on the campus as Senate Faculty with professorial titles. The primary difference between LSOEs and LRF is in the expectation of research and creative activity, required for LRF but not LSOEs. LSOEs are evaluated for their educational leadership and professional achievements. LSOEs and LRF both are evaluated on teaching and University and public service.

What are an LSOE's voting rights?

LSOEs should be fully participating members of the department. LSOEs have the right to vote on all LSOE appointments. They may be afforded broader rights by department if desired. Departments should specify voting rights for appointees in this series in their department voting bylaws.

What campus committees may an LSOE serve on?

LSOEs are Senate members and are eligible for appointment to Senate committees. Like other Senate members, they can indicate their committee preferences on the Senate website so that Committee on Committees knows what they are interested in. The preferences are only one source of information that Committee on Committees uses for committee appointments, however. Committee on Committees has appointed faculty with these titles to a wide variety of Senate committees.

What are examples of "educational leadership?"

Note: These are intended to be examples and not an exhaustive list:

- Evidence of commitment to diversifying the campus, such as visits to high schools, personal presentations to young applicants for Scholar's Day, phone calls to prospective students.
- Participation in outreach on international level through educational and artistic engagements in other cities and countries.
- Helping other schools revise their curricula.

- Helping to redesign an undergraduate major.
- Participating in a Teaching Innovation Programs Workshop.
- Serving as a reviewer for an undergraduate textbook.
- Creation of artistic projects, such as films.
- Identifying and implementing projects that bring art into community.
- Evidence of being a leader in the field as a voice coach for major professional theatres.
- Participation in COSMOS, or other such participation; propose and teach a course.
- Serve as a consultant to another university to re-design a course; exporting knowledge.
- Service as a mentor for summer graduate fellowship.
- Participation in the California Writing/History/Math Projects—direct, test generation, administration.
- Participation on the College Board – developing AP exams.
- Work with school districts to develop curriculum/courses for college prep.
- Working with community colleges on articulation of courses.
- Serve as a reviewer for undergraduate textbooks; write ancillary texts, workbooks.
- Serve as a reviewer of grant proposals for foundations or federal agencies.
- Contributing professional skills to performances at local theatres.
- Reviewing a play for another institution. Reviews such as this articulate important contributions to the success of a production and serve as evidence of the reputation and qualifications of LSOE.
- Serving as a chair of the department and helping to integrate new technologies into the curriculum.
- Participating on theatre educational committees which help to create a cooperative effort between the community, the profession, and the University.

What are examples of “professional achievement and activity?”

Note: These are intended to be examples.

- Outstanding quantity and diversity of professional artistic work and service.
- Review journal articles.
- Participate in conferences.
- Publish research in leading journals.
- Curate and produced events such as dance festivals.
- Giving shape to the language of a play, undertaking a large body of professional work with some of the leading theatres in the US.
- Securing grant funding for educational initiatives.
- Serve as a reviewer for other UC faculty (also qualifies as service).

How many courses is an LSOE expected to teach each year? What defines a course?

Appointees in these titles are expected to teach up to six courses per year. The exact assignment and number of courses is negotiated between the department and the LSOE. Departments are encouraged to document/articulate expectations for standard normal merit advancement in this series.

What are examples of excellence in teaching?

Note: These are intended to be examples.

- Receiving a campus teaching award: Academic Senate; Chancellor's Associates; college teaching award.
- Receiving recognition from professional organizations for education-related activities.
- Devising training methods for TA's.

How can an LSOE provide University and Public Service?

Note: These are intended to be examples.

- Department and University Committee service.
- Teaching above what is required (both in classroom and in production).
- Inaugurated outreach and diversity events within the University and off campus.
- Service as department chair.

- Vice Chair of Undergraduate Instruction.
- Head of undergraduate dance section.
- Mentor individual students.
- Participate in outreach programs to local high schools, connect department to the outside and serve as possible means of recruiting students to department.
- Conducting workshops at professional association conventions.
- Serve as a judge for local high school competitions related to their area of expertise.
- Teaching workshops for local high school teachers on topics related to their area of expertise, (for example voice, Shakespeare, and accents, providing a strong connection with the local community of theatre educators).

Can departments propose appointees in this series for acceleration?

Yes, accelerations are possible for members of this series. An acceleration takes place when an appointee advances to the next salary step after less than the normal period of service at the current salary step. It also occurs when, through advancement, an entire step is skipped.

Which actions in this series are reviewed at the campus level?

Appointees in this series undergo campus review during appointment, fourth-year appraisal, promotion, advancement to a salary equivalent to that of a Professor VI, and advancement to the equivalent of Senior Lecturer with Security of Employment, Above Scale.

Are appointees in this series eligible for leaves?

LSOE/LPSOEs are eligible to take certain types of leaves. For those at LPSOE/Senior LPSOE and except as provided in PPM 230-15, periods of leave, whether with or without salary, will be included as service toward the eight-year limit, unless the EVCAA, after consultation with CAP, determines that the activity undertaken during the course of the leave is substantially unrelated to the individual's academic career. Periods of leave excluded as unrelated to academic duties may not exceed two years.

Family Accommodations

Childbearing Leave – paid leave up to six weeks

Parental Leave – unpaid leave for up to a year, if certain conditions met.

Active Service Modified Duties – *not a* leave - for birthmother along with childbearing leave, up to 2 qtrs. For other academic appointees, up to one quarter ASMD per child.

Extension of Probationary Period – An academic appointee who has substantial responsibility during the probationary period for the care of his or her own newborn child or child under age five placed for adoption, or the child of a spouse or domestic partner, is eligible to receive a one-year extension of the probationary period for each event of birth or adoption, up to a maximum of two extensions.

Family & Medical Leave – paid or unpaid leave for up to 12 workweeks.

Sabbatical Leave – not eligible.

Leave in Lieu of Sabbatical – Faculty appointed in titles ineligible for sabbatical leave may be entitled to request a leave with pay in lieu of sabbatical (if appropriate funding is available) in order to engage in intensive programs of research and/or study, and thus to become more effective teachers and scholars and to enhance their service to the University. Policy for leave with pay in lieu of sabbatical is patterned after sabbatical policy, except that credits are not accrued. Eligibility to apply for such leaves is based on length of service.

Leaves without Pay – granted for good cause.

Can appointees in this series serve as a P.I. on a grant proposal?

Yes; according to PPM 150 III. A.1., an appointee in this series is eligible by virtue of appointment to submit proposals for extramural support.

Are appointees in this series expected to comply with APM 025, the University's Conflict of Commitment policy?

The University of California expects that its full-time faculty will dedicate their energies to the University. Because compensated outside professional activity may raise the appearance, or the reality, of a conflict of commitment to the faculty member's obligations, the University has established specific guidelines for managing such activity. LPSOE's/LSOE's, as members of the faculty, are required to obtain pre-approval before engaging in Category I activities and to file an annual disclosure form every year. Disclosures are typically filed in the fall and are due to the department chair by November 1 for the previous academic year's activities.

UCSD Policy and Procedure Manual, Section 230-15 – Family Accommodations Policy:

<http://adminrecords.ucsd.edu/ppm/docs/230-15.pdf>

UCSD Policy and Procedure Manual, Section 230-28 – Academic Appraisals, Merits, Promotions and Reappointments:

<http://adminrecords.ucsd.edu/PPM/docs/230-28.html>

UCSD Policy and Procedure Manual, Section 230-29 – Policies and Procedures to Assure Fairness in Academic Personnel Review Process:

<http://adminrecords.ucsd.edu/PPM/docs/230-29.HTML>