

February 18, 2019

## **Report on Instructional Non-Tenure Faculty Ranks**

An Ad Hoc Committee, consisting of nine members representing AAUP, OAA, and tenured and Non-Tenure Track Faculty (NTTF), was created to investigate and provide a report on appropriate criteria and methods of assessment for the advancement of NTTF beyond the rank of Assistant Professor for Instructional appointments. We were also asked to clarify expectations and requirements for service performed by NTTF at all ranks, clarify the importance of such components as scholarship, curricular development, advising, and other types of work performed by NTTF as part of their roles. We also investigated which units at PSU have already addressed the issue with pathways for advancement or developed procedures in their disciplines and explored best practices related to the advancement of NTTF at other institutions.

The members were: **David Hansen** (SB Information Systems: AAUP); **Jennifer Kerns** (CLAS History Dept.: AAUP); **Lemmy Meekisho** (Engineering Materials Science: NTTF); **Delys Ostlund** (Assoc Dean CLAS Spanish Dept: OAA); **Jeanette Palmiter** (CLAS Math Dept: Tenured); **Steve Percy** (Dean, CUPA:OAA); **Gayle Thieman** (COE: Tenured); **Rachel Webb** (CLAS, Statistics Dept.: NTTF); **David Weber**, (CLAS Philosophy Dept.: NTTF).

Leadership: Jennifer Kerns Ph.D. (NTTF) and Gayle Thieman Ed.D. (Tenured), co-chairs

### **Context:**

Currently there are only two pathways for advancement for Non Tenure Track Faculty (NTTF): the Instructor series (Instructor, Senior Instructor I and Senior Instructor II) and the Practice/Clinical Professor Series (e.g. Assistant Professor of Practice, Associate Professor of Practice, Professor of Practice). Non-tenure track faculty at Portland State University, both instructor ranks and Professor of Practice ranks, teach approximately one-third of the total student credit hours generated each quarter. An average NTTF teaches 36 SCH in the academic calendar. These faculty have been hired by departments and colleges primarily to instruct PSU students, and their contracts do not stipulate maintaining an active research agenda. Promotion for NTTF ranks is based on excellence and innovation in teaching, curricular and pedagogical development.

After initial NTTF hire, departments evaluate NTTF annually and in order to renew their contracts, these faculty members must demonstrate excellence in teaching as well as innovation in curricular development and pedagogical methodology. After six years of successful reviews, NTTF can earn a continuous appointment, after which their departments conduct reviews of NTTF every three years.

Non Tenure Track Faculty who are teaching in the Instructional ranks are doing similar work as Assistant, Associate, Full Professor of Practice/Clinical ranks with different compensation and no opportunity to advance in rank or pay, eg., step raises. This represents a campus-wide inequity. The Instructor II minimum salary of \$59,391 is close to Assistant Professor of Practice (\$60,597), but Instructors have not been allowed to advance through promotion to Associate Professor of Practice that starts at \$72,473 or to Professor of Practice that starts at \$89,091.

Additionally, there is lack of uniformity on interpreting practice ranks across campus. When PSU created new Professor of Practice ranks for NTTF (2014) who instruct in clinical or professional practice or professionally-related community engagement, some faculty had the opportunity for promotion based upon their job descriptions (e.g. the School of Social Work, the School of Public Health, the College of Education and the Department of Speech and Hearing). However, some schools/units did not adopt the ranks of assistant, associate, full professor of practice/clinical practice even when there were individual faculty who are or could be licensed and are clinical faculty and therefore could potentially move from Sr. Instructor II to the Professor of Practice track in that school or unit. e.g School of Business.

Currently there is no path for promotion above the level of Sr. Instructor II for NTTF who are not eligible for clinical or professional ranks. Faculty Senate minutes (Jan 2014) indicate that only “current NTTF faculty” (those hired before Sept. 16, 2014) could seek promotion to Asst Professor NTTF rank under grandfathering rules (on the tenure line guidelines). For those faculty hired after September 16, 2014, including those with a terminal degree such as a Ph.D., their salaries have been capped at those of a Senior Instructor II regardless of either their excellence as instructors or even if they in fact do conduct research. Since Faculty Senate did not vote on “Tenure for Teaching,” there is no pathway for promotion of Instructors.

Even those grandfathered in to the parallel tenure ranks (hired before September 16, 2014) are unable to promote from NTTF Assistant Professor to NTTF Associate Professor unless they engage in extensive research outside of their contractual responsibilities.

Finally: for those NTTF who do complete a successful review after three years with a continuous appointment, there is no salary adjustment comparable to those tenure related faculty who complete a post-tenure review evaluation successfully. Tenure related faculty receive an additional \$4,000 to their base salary if they do complete a post tenure review process successfully.

Therefore: A significant portion of our PSU faculty are stuck within a rank system that does not allow for promotion, regardless of excellence or innovation in instruction. They are also unable to achieve any financial rewards attached to their contributions to our students and the University's larger mission to serve the city and to innovate in their profession as instructors. In

order to recognize the value of and excellence in instruction of our NTTF and to promote salary equity among our faculty, we recommend the following.

### **Recommendations**

1. Adopt new non-tenure rank series “Teaching Professor” distinct from the “Instructor Series” Note: The OAR 580-020-0050 does not include the term “Teaching Professor” but the OAR does include the term Lecturer that has similar criteria as the “Teaching Professor” series we are recommending.
  - a. Description of Teaching Professor Ranks
  - b. Table 1: Description of Non-Tenure Track Instructional Faculty Ranks
  - c. Table 2: Description of Ranks within each Rank Series
2. All units that have any faculty who meet the criteria of practice or clinical instruction should adopt the Practice/Clinical Faculty rank series.
3. The Post Continuous Appointment Review (PCAR) process, described in a separate document, should apply to all NTTF ranks, including the new Teaching Professor ranks.
4. Amend the Post Continuous Appointment Review (PCAR) process to occur every 5 years with opportunities for compensation comparable to that available for tenured faculty (Post Tenure Review-PTR).
5. Faculty in the teaching professor ranks should be eligible to serve as Principal Investigators.

### **Teaching Assistant Professor**

A non-tenure track faculty (NTTF) appointment for an individual whose responsibilities are primarily devoted to academic instruction, including teaching, advising, and mentoring at the undergraduate and/or graduate levels. Responsibilities may include making significant improvements to undergraduate courses and training graduate teaching assistants and adjuncts. Appointees to the rank of Teaching Assistant Professor will be required to hold the terminal degree related to instructional responsibilities (or its professional equivalent); in most cases, this is the Ed.D. or a PhD. A minimum of three years of higher education teaching experience is required.

Expectations of the position are teaching, assessment, mentoring, advising and service. Appointments include significant responsibility for undergraduate and/or graduate education that include expertise and diversity in the discipline, participation in assessment, curriculum development or redesign, conferences and professional activities. Ability to work with students and graduate teaching assistants/tutors of diverse populations and participation in departmental, college/school, or university service are required.

### **Teaching Associate Professor**

A non-tenure track faculty position. Typically, being hired into or promoted to this position requires six years in rank as a Teaching Assistant Professor. Exceptions will be made only if warranted by extraordinary circumstances, or if faculty member has been granted comparable time in rank at time of hire. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Teaching Associate Professor is based on demonstrated excellence in teaching, assessing, advising, and mentoring as well as contributions to innovative curriculum or pedagogy, and participation in governance and professionally-related service to the department, school/college, or university. Ability to work with students and graduate teaching assistants/tutors of diverse populations is required. Criteria for promotion may include strong student evaluations, observations of classroom teaching, demonstrated expertise in the development and delivery of instructional materials and assessment, ongoing engagement with the profession through participation in state or national organizations, grant activities or conference presentations.

### **Teaching Professor**

A non-tenure track faculty position. Typically, being hired into or promoted to this position requires a minimum of four years in rank as a Teaching Assistant Professor. Exceptions will be made only if warranted by extraordinary circumstances, or if faculty member has been granted comparable time in rank at time of hire. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Professor requires demonstration of a sustained and consistent pattern of excellence in teaching, advising, and mentoring. Additional criteria include excellence in educational innovation, assessment, curriculum development, course design and impact on student learning, significant contributions to the governance and professionally-related service to

the university and/or community outreach, and national and/or international recognition in the professional field. Ability to work with students and graduate teaching assistants/tutors of diverse populations is required.

Scholarship of teaching and learning (SOTL) is not required but its application can be used as evidence of educational innovation and teaching excellence. Such evidence may be indicated by appointments as a reviewer of peer-reviewed journals, invited papers and presentations given beyond the state and region; honors, grants, awards; and committee service and leadership with national or international professional associations.

**Table 1**  
**Description of Instructional Non-Tenure Faculty Rank Series**

<b>Parameters</b>	<b>Instructor Series</b>	<b>NEW Teaching Professor Series</b>	<b>Professor of Practice/Clinical Professor</b>
<b>Minimum Criteria for Appointment</b>	Advanced degree in field of specialization	Terminal degree in field related to instructional responsibilities; Three years of higher education teaching experience.	Advanced degree in field of specialization from an accredited program in their discipline and/or comparable experience
<b>Level of Appointment</b>	0.50 FTE or greater	0.50 FTE or greater	0.50 FTE or greater
<b>Instructional Responsibilities</b>	Primarily devoted to academic instruction including teaching, advising, and mentoring expectations congruent with creative and engaged instruction. Teaching primarily focused on undergraduate education.	Academic instruction including teaching, advising, and mentoring expectations congruent with creative and engaged instruction with additional responsibilities (as defined in letter of offer) such as: assessment, curriculum development, oversight of curricular programs, contributions to pedagogy and effective instruction in professionally-related venues, community-based instruction, and/or experiential learning. Ability to work with students and teaching assistants and tutors of diverse populations. Participation in department, school/college or university service , Teaching focused on undergraduate and/or graduate education	Instruction in clinical or professional practice or in professionally-related community engagement; connecting curriculum design to the needs of relevant professions; connecting students to professional-based experiential learning opportunities. May include participation in curricular design related to alignment with expertise needed in professional practice.
<b>Instructional Focus</b>	Instruction primarily at undergraduate level.	Instruction at the undergraduate and graduate levels.	Professional/clinical instruction at the undergraduate and graduate levels.
<b>Ranks within the Series</b>	-Instructor -Senior Instructor 1 -Senior Instructor 2	- Teaching Assistant Professor -Teaching Associate Professor -TeachingProfessor	-Assistant Professor of Practice/Clinical Assistant Professor -Associate Professor of Practice/Clinical Associate Professor -Professor of Practice/Clinical Professor
<b>Eligible to be a PI on a grant</b>	No	Yes	Yes
<b>Salary Minimums</b>	Lower than Teaching Professor or Professor of Practice ranks	Same as Professor of Practice rank	Same as Teaching Professor rank

Table 2

Description of Rank Responsibilities within Instructional Non-Tenure Faculty Ranks

Instructor Series*	New Teaching Professor Series	Practice/Clinical Professor Series
<p><b>Instructor:</b> A non-tenure track faculty appointment for individuals whose responsibilities are primarily devoted to academic instruction. Such appointments include teaching, advising, and mentoring expectations congruent with creative and engaged instruction. Normally, this appointment requires an advanced degree in the field of specialization</p>	<p><b>Teaching Assistant Professor:</b> A non-tenure track faculty appointment for individuals whose primary work is in the areas of teaching, advising and mentoring. Faculty hired in this category must hold the terminal degree in their field of specialization from an accredited program in their discipline and three years of higher education teaching experience</p>	<p><b>Assistant Professor of Practice/Clinical Assistant Professor:</b> A non-tenure track faculty appointment for individuals whose primary work is in the areas of instruction in clinical or professional practice or in professionally-related community engagement. Faculty hired in this category must hold an advanced degree in their field of specialization from an accredited program in their discipline and/or have comparable experience.</p>
<p><b>Senior Instructor 1:</b> Normally, a faculty member will not be eligible for consideration for promotion to Senior Instructor I until the completion of the third year in rank as an Instructor at PSU. Length of time in rank is not a sufficient reason for promotion. Promotion based on criteria such as: quality of instruction (as determined by classroom observation), assessment of student-learning outcomes, and review of student evaluations and course materials; expertise in the discipline, as demonstrated by activities such as ongoing revision of course materials, curricular innovations, participation in continuing education, conferences, and other professional activities; evidence of ability to work effectively with individuals from and topics related to diverse populations; and participation in departmental, college/school, and university governance as appropriate to assignment and contract.</p>	<p><b>Teaching Associate Professor</b> Typically candidates will meet the following requirements unless there is remarkable achievement: a minimum of six years of teaching, advising, and mentoring experience in a higher education academic setting, with a minimum of two years at PSU. Length of time in rank is not a sufficient reason for promotion.</p> <p>Promotion to Associate Teaching Professor is based on evidence of instructional excellence, including command of the academic subject matter, ability to motivate, mentor/advise, and assess students, and creative and effective use of teaching methods and evidence of effective engagement of a professional nature.</p>	<p><b>Associate Professor of Practice/Clinical Associate Professor:</b> Typically, candidates will meet the following requirements, unless remarkable achievement: A minimum of six years post-certification professional experience to include at least three years of clinical/professional practice teaching in an academic setting, with a minimum of two years at PSU. Length of time in rank is not a sufficient reason for promotion. Promotion to Associate Professor of Practice or Associate Clinical Professor is based on evidence of effectiveness in clinical/professional instruction to include materials indicating command of the academic and/or clinical subject matter, ability to motivate, mentor/advise, and assess students, and creative and effective use of teaching methods and evidence of effective engagement of a professional nature.</p>
<p><b>Senior Instructor 2:</b> Normally, a faculty member will not be eligible for promotion to Senior Instructor II until the completion of the third year in rank as a Senior Instructor I at PSU. Length of time in rank is not a sufficient reason for promotion. Promotion is based on such criteria as: demonstrated expertise in the</p>	<p><b>Teaching Professor</b> Typically, candidates meet the following requirements unless there is remarkable achievement: at least 10 years of professional experience in higher education teaching, advising, and mentoring, with at least four years in rank as Teaching Associate Professor and a</p>	<p><b>Professor of Practice/Clinical Professor:</b> Typically, candidates meet the following requirements unless there is remarkable achievement: at least 10 years of part- or full-time professional experience in the clinical/professional discipline post-certification; at least six years of clinical/professional teaching in an</p>

<p>development and delivery of new instructional materials; ongoing engagement with the pedagogy of the discipline; ability to play a lead role in assessment and curriculum design; demonstrated excellence in advising and mentoring; ongoing engagement with the profession; evidence of the application of professional skills and knowledge outside the department as demonstrated by activities such as professionally-related university and community engagement and scholarly or creative activity that contributes to knowledge in one's field and, where appropriate, the community; evidence of ability to work effectively with individuals from and topics related to diverse populations; and effective participation in departmental, college/school and university governance as appropriate to assignment and contract.</p>	<p>minimum of four years at Portland State University; and evidence of outstanding achievement in teaching. Length of time in rank is not a sufficient reason for promotion. Promotion to Professor of Teaching is based on criteria such as: documented evidence of a sustained and consistent pattern of excellence in teaching, advising and mentoring. Additional criteria include excellence in educational innovation, assessment, curriculum development, course design, and impact on student learning, significant contributions to the governance and professionally-related services to the university and/or community outreach. Evidence may also include national and/or international recognition in the professional field.</p>	<p>academic setting, with a minimum of four years at Portland State University; and a high degree of academic maturity and responsibility. Length of time in rank is not a sufficient reason for promotion. Promotion to Professor of Practice or Clinical Professor is based on criteria such as: documented evidence of a consistent pattern of high quality professional productivity and impact in the professional field that is illustrative of professional productivity at regular intervals over a period of years and evidence of national and/or international recognition in the professional field. Such evidence may be indicated by appointments as a reviewer of peer-reviewed journals; invited papers and presentations given beyond the state and region; honors, grants, awards; and committee service and leadership with national or international professional associations.</p>
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\*Language taken from current *Policy Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases*, Dated May 17, 1996, Adopted by the PSU Faculty Senate June 12, 1996. 2017 Revised Post Tenure Review Guidelines follow the P&T Guidelines.