

Faculty Senate Motion and Amendment
3 May 2021

Insert Language on NTT Teaching Professor Ranks into University Promotion and Tenure Guidelines, with proposed amendment

Procedural note from Secretary: At the April Faculty Senate meeting, motion E.10 was amended in one place and postponed for further discussion until the May meeting. It appears on the May agenda as Unfinished Business, item D.1.

The co-chairs of the Ad-Hoc Committee to Insert Teaching Professor Ranks in University Promotion and Tenure Guidelines, who brought the original proposal to Faculty Senate, now request further modification as stated hereinafter. Once the motion to amend is on the floor, Senate will vote whether to make the indicated changes to the text. Any other potential amendments to the main motion would then be in order. Note that a vote on an amendment (either yes or no) is in principle distinct from a vote on the main motion (either yes or no).

After voting on the new amendment(s) Faculty Senate will vote on the final text of the main motion, either with or without further changes.

The text of the main motion D.1 (2021.05.04 E.10 as amended an April and postponed) is given at the end of this attachment. Without any further amendment(s), this is the text on which Senate would vote.

New amendment to main motion

Motion D.1 (2021.04.05 E.10 as amended in April and postponed) to change language in the *University Promotion and Tenure Guidelines* is hereby amended to add the underlined text and to remove the ~~struck-through text~~ as stated below. All other text from 2021.04.05 E.10 as previously amended in April is retained, with the interpolations and deletion as indicated.

At **III Ranks** in the *University Promotion and Tenure Guidelines*, insert the following
AFTER Assistant Professor Practice or Assistant Clinical Professor

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 an Associate Teaching Professor. Recommendations for early promotion in cases of extraordinary achievement or special circumstances can be made at the department's discretion. Consideration for promotion immediately upon eligibility should occur only on the basis of extraordinary achievement. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Professor is based on demonstrated and sustained excellence in teaching, assessment, advising, and mentoring as well as significant contributions to innovative curriculum or pedagogy. The candidate's portfolio

should document a record of distinguished accomplishments. Promotion to this rank also requires the faculty member to have engaged in their share provided leadership or significant contributions in the areas of governance and professionally-related service. The ability to work with, mentor, and advise students and graduate assistants/tutors/graders of diverse populations is required.

Criteria for promotion may include excellence in educational innovation, curriculum development, course design, and impact on student learning. A record of distinguished accomplishments may include wide dissemination of curriculum innovations evidenced by external adoption, awards from state, regional or national professional organizations, or other demonstration of significant impact. Additional criteria may include significant contributions to governance and professionally-related service to the university and/or community outreach, and state or national recognition in the professional field.

While dissemination of scholarly research is not required, it may be used as evidence of educational innovation and teaching excellence. Such evidence may be indicated by appointments as a reviewer of peer-reviewed journals, publications, invited papers and presentations, honors, grants, and/or awards, and committee service and leadership with national or international professional associations.

Associate Teaching Professor

A non-tenure track faculty position. Typically, being hired into or promoted to this position requires six years in rank as an Assistant Teaching Professor. Recommendations for early promotion in cases of extraordinary achievement or special circumstances can be made at the department's discretion. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Associate Teaching Professor is based on demonstrated excellence in teaching, assessment, advising, and mentoring as well as contributions to innovative curriculum or pedagogy. The candidate's portfolio should document a record of high quality and significance. Promotion to this rank also requires the faculty member to have engaged in their share of governance and professionally-related service activities. An ability to work with, mentor, and advise students and graduate assistants / tutors / graders of diverse populations is required.

Criteria for promotion may include demonstrated expertise in teaching, the development and delivery of instructional materials and assessment, community-based work, ongoing engagement with the profession through participation in state, regional, or national organizations, grant activities, or conference presentations. The high quality and significance expected for this rank may be demonstrated by dissemination of curriculum innovations evidenced by broader adoption, by recognition from professional organizations, or other demonstration of significance. Production and dissemination of scholarly work is not required, but it may be an additional way to demonstrate high quality and significance.

Assistant Teaching 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 meaningful curricular development or redesign, training graduate teaching assistants and adjuncts, and/or community-based work.

Appointees to the rank of Teaching Assistant Professor will hold the highest earned degree in their fields of specialization, related to their instructional responsibilities. In most fields, the doctorate will be expected. Exception to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate's field of expertise. They are also expected to possess pedagogical and subject expertise and a demonstrated ability to work effectively with individuals from and topics related to diverse populations.

Expectations of the position include teaching, assessment, mentoring, advising, and service. Appointments may include responsibility for undergraduate and/or graduate education, participation in assessment, conference attendance, and professional activities. Ability to work with, mentor and advise students and graduate assistants / tutors / graders of diverse populations and participation in departmental, college / school, or university service are required.

At **IV. ACADEMIC APPOINTMENTS B.3** in the *University Promotion and Tenure Guidelines*, insert the following:

f. at the rank of Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor

Background and rationale

Submitted by Ad-Hoc Committee to Insert NTT Teaching Professor Ranks into University Promotion & Tenure Guidelines.

In spring of 2018, the Faculty Senate created an ad-hoc committee charged with addressing inequity among the non-tenure track continuous appointment teaching ranks. After months of meetings and town halls, the ad-hoc committee identified inequities among the non-tenure track faculty. The ad-hoc committee discovered that the re-rankings that were effective in 2014 have created unintended disparities among the non-tenure track with regards to titles and recognition.

- 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 titles and compensation.
- Some NTTF faculty who have Ph.D.s in the Instructor ranks are teaching graduate level courses and serving on graduate level thesis committees.
- Faculty Senate minutes (Jan 2014) indicate that only "current NTTF faculty" (those hired before Sept. 16, 2014) may seek promotion to Asst Professor NTTF rank under grandfathering rules. Faculty hired before September 16, 2014, including those with a terminal degree such as a Ph.D., can't promote

to a rank above Assistant Professor unless they perform work outside of their contracts.

- Currently there is no “professor” rank available to NTT Teaching Faculty with PhDs or terminal degrees who are not eligible for clinical or professional titles and were hired after September 16, 2014. This created a two-tiered system based upon when you were hired.
- 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.
- Gender inequality: 62% of NTTF are women.

The ad-hoc committee determined that the best remedy to address the inequities was to create new independent teaching ranks. The committee observed that many universities across the United States and Canada have teaching professor ranks for teaching-intensive non-tenure track faculty.

Faculty Senate adopted the following new Teaching Professor Ranks in March 2020:

TEACHING PROFESSORS: A non-tenure track faculty appointment for individuals whose primary work is in the areas of teaching, advising and mentoring of undergraduate and/or graduate students. Faculty hired in this category ordinarily hold the highest earned degree in their fields of specialization. Rare exceptions to this requirement may be made when there is evidence of outstanding achievements and professional recognition in the candidate’s field of expertise. In most fields, the doctorate will be expected. Ranks in this category in ascending order are Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor.

Faculty Senate then created an ad-hoc committee charged with writing language regarding the new teaching professor ranks, criteria for appointment and responsibilities, which introduced the motion in April 2021 and also this proposed amendment in May 2021.

Main motion as postponed from April

Procedural note from Secretary: Here follows the main motion D.1 (2021.04.05 E.10 as amended in April and postponed). If (and only if) neither the above new amendment nor any other potential amendments are approved, Faculty Senate would proceed to vote on this text.

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Teaching Professor

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achievement or special circumstances can be made at the department's discretion. Length of time in rank is not a sufficient reason for promotion.

Promotion to the rank of Professor is based on demonstrated and sustained excellence in teaching, assessment, advising, and mentoring as well as significant contributions to innovative curriculum or pedagogy. Promotion to this rank also requires the faculty member to have engaged in their share of governance and professionally-related service. The ability to work with, mentor, and advise students and graduate assistants/tutors/graders of diverse populations is required.

Criteria for promotion may include excellence in educational innovation, curriculum development, course design, and impact on student learning. Additional criteria may include significant contributions to governance and professionally-related service to the university and/or community outreach, and state or national recognition in the professional field.

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Expectations of the position include teaching, assessment, mentoring, advising, and service. Appointments may include responsibility for undergraduate and/or graduate education, participation in assessment, conference attendance, and professional activities. Ability to work with, mentor and advise students and graduate assistants / tutors / graders of diverse populations and participation in departmental, college / school, or university service are required.

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