

# **Senate-appointed Task Force Report on Feasibility of Professor of Practice Rank**

**July 13, 2015**

Our working group was charged by the Senate Chair to evaluate having a rank of Professor of Practice (see Appendix 6 for the wording of the charge and members of the task force). We reviewed the Professor of Practice rank as it is defined by the Oregon Administrative Rules (OARs), as it is implemented at Oregon State University, the University of Oregon, Portland State University, and in consultation with the American Association of University Professor's (AAUP's) formal statement on the Professor of Practice rank (see Appendices 1a-f and 2). The Professor of Practice rank is non-tenure track rank primarily used to allow clinicians and extension professionals to engage in specialized teaching and research at the professorial level; it is not intended as a replacement for the traditional academic training which remains the preferred training for most undergraduate and graduate teaching.

Our review included analyses of the types of appointments and ranks at the University, which have varied widely over the years, evolving in fits and starts (see Appendix 4). Currently Southern Oregon University has renewable and non-renewable appointments, term-by-term and year-long contracts, professional and professorial tracks (see Appendix 3). SOU's current system of appointments, however, is both rigid and confusing, lacking clear distinctions among the roles and expectations of various position types and how faculty might be hired or promoted within such a system to best serve the university. As we engaged in our review, it became evident that there are opportunities to revisit the types of appointment to strengthen organizational vitality and long-term commitment of faculty to the institution.

**Our research indicates adding yet another non-tenure track appointment type is not the best course of action.** Rather we recommend the University align the current rank system to consolidate the professional and the professorial tracks in terms of qualifications, professional development, and workload. In addition, the University should establish a mechanism that allows faculty to move from the professional track to the professorial track when faculty have achieved the credentials required for promotion and tenure as mandated by the Faculty Bylaws (see secs 5.230) and when such a mechanism for advancement would serve a programmatic need. Our specific recommendations are as follows:

- (1) The University should not adopt an additional non-tenure track Professor of Practice rank. The opportunity for exceptions for the bylaws definitions of terminal degree already exists (see secs.5.230 and 5.233, reproduced as Appendix 6).
- (2) The University must develop a clearer staffing plan delineating when professional and professorial ranks are the preferred qualifications for various assignments. Currently, explicit rationale for specific appointment types is missing or vaguely implicit.

(3) The University must develop a long term, publically accessible, staffing plan that shows vision and addresses the teaching needs of the programs offered. Such a staffing plan will foster intellectual vitality and long-term commitment of faculty to the institution. (See Appendix 5 for some ideas.)

(4) The University must realign the opportunities and expectations of the professional and professorial tracks to eliminate the inequality and ambiguities of the present two-tiered system. This realignment will strengthen the commitment bond both among faculty and between faculty and to the whole institution more broadly.

(5) The University must provide an opportunity to bridge faculty from the professional track to the professorial track when such a path to promotion and tenure is in the interests of the institution, and as may be defined by a formal university staffing plan that takes into account program demographics and culture and the needs and input of the division.

## Appendices

**Appendices 1a-1e** (beginning at page 5) summarize and report on the Professor of Practice Guidelines at the three largest Oregon universities (our research found no Professor of Practice ranks at other former OUS institutions) along with source documents: OAR 580-020-0005 on Academic Rank (which defines the rank as “A NTTF (Non-Tenure Track Faculty) appointment for individuals with primary duties in the area of clinical instruction or professionally related community education/service.”), the University of Oregon, Professor of Practice Appointments Guidelines, Oregon State University Guidelines for Professor of Practice Appointments and Promotion, and the Portland State University Guidelines for Professor of Practice or Clinical Professor. We found no use of the Professor of Practice rank at Western Oregon University, Eastern Oregon University or Oregon Institute of Technology.

**Appendix 2** (beginning at page 18) is a 2004 report from the Association of American University Professors on the Professor of Practice Rank. The report notes that the professor of practice rank has

commonly been reserved for practitioners who are appointed because of skills and expertise acquired in nonacademic careers, [though] such appointments are also being offered to individuals with academic backgrounds. These latter professors of practice are principally engaged in teaching and are not expected to be significantly involved in research activities, but they can be distinguished from the large majority of other full-time non-tenure-track teaching faculty in a number of ways. They are usually appointed following a national search. Their academic performance is regularly evaluated according to criteria appropriate to their positions. The length of their renewable term appointments is typically five years rather than one year. Their salaries and benefits often approach those of probationary and tenured faculty members, although they do not match them. They may also have more opportunity to participate in departmental and institutional structures of faculty governance than is ordinarily the case with full-time faculty not on the tenure track, including the opportunity to serve as department chairs.

**Appendix 3** (beginning a page 22) is a table summarizing documenting the current two-tiered system of appointment types at SOU, drawing on the current Faculty Senate Bylaws and 2011-2013 Collective Bargaining Agreement. Our research found noted differences in the two types of appointments in terms of educational background, contract duration, availability of sabbaticals, emeritus status, PDA funds, salaries and disciplinary adjustments, summer service, and course assignment/loading. There does not, however, appear to be a definition of the conditions under which professional versus professorial appointments are to be used and we noted that the university has hired professional faculty with terminal degrees and professorial faculty without terminal degrees.

**Appendix 4** (beginning at page 27) is set of tables summarizing changes in appointment types and ranks at SOU since 2000 and changes in the percentage of faculty appointments over time.

**Appendix 5** (beginning at page 32) are charts tracking the relative percentage of renewable and non-renewable SOU faculty appointments and total Student Credits Hours between 2000 and 2014 and the relative percentage of renewable faculty appointments by professorial ranks (Full, Associate, Assistant) and professional ranks (Instructor and Senior Instructor).

**Appendix 6** (page 36) includes the potential elements of a campus-wide staffing plan. Despite our common efforts in the past at strategic planning, program prioritization, and retrenchment, the university lacks a public planning document that identifies needs, opportunities and optimal staffing to support institutional vitality. The appendix contains notes from our discussions of what a plan might look like.

**Appendix 7** (page 37) is the Senate Bylaws language from section 5.233.

**Appendix 8** (page 38) is the charge the task force received from the Senate Chair.

**References** are included at the end (beginning at page 39).

**Appendix 1a**

**Professor of Practice Data from the University of Oregon, Oregon State University and Portland State University.**

**Task Force Notes July 1, 2015**

	<b>UO (2015) Large D1 research</b>	<b>OSU (2013) Land Grant U</b>	<b>PSU (2014) Urban Public</b>
POP Rank	Addition to NTTF ranks Always Adjunct	Addition to NTTF ranks Described as a “Clinical Track” versus an Academic Track	Addition to NTTF ranks Also added the Research Professor track and multiple ranks . . .
Definition of POP	Same as that of OAR 580-020-0005: “individuals with primary duties in the area of professionally related community education/service” and are “licensed or certified professionals, or individuals in professional fields. The major responsibility involves the education of students/learners in academic and clinical settings, supervising clinical experiences, and/or engaging in professionally related community service. Scholarly activity may or may not be required.”	“Faculty members with significant responsibility for non-traditional education or community outcomes may be defined as professors of practice.”	“A NTTF faculty appointment for individuals who are licensed or certified professionals or practitioners recognized within professional fields. Unique discipline-specific criteria for professional certification may be defined by departments for classification of professors of practice and clinical professors. Major responsibilities involve the education and support of students/learners in academic, clinical, and/or practice setting, supervising clinical experiences, and/or professionally related community engagement.”
Institution’s Mission & POP		Land Grant university’s mission is to “. . . conduct locally and regionally meaningful research and community outreach and engagement.” Rank is designed for isolated areas, extension services where faculty lack access to other research materials.	
Ranks	Professor of Practice “Professor of Practice of X”	Assistant POP Associate POP POP	Assistant POP/Assistant Clinical Professor Associate POP/Associate Clinical Professor POP/Clinical Professor
Teaching	Yes	Yes	Yes
Research/Scholarship	No space or resources allowed	10-15% of total position expectations. Regional, local audience	
Service	May advise graduate students		
Governance?	No		

Tenure Eligible?	No	No	No . . . but may be converted to TT under some circumstances
------------------	----	----	--

Multi-year contracts?	No, adjunct Exempt from the 3-year rule	Yes, at Associate POP and POP	Yes . . .
-----------------------	--	-------------------------------	-----------

Evaluation	Annual No promotion <i>May be reclassified after 2 years of appointment . . .</i>	Annual Promotion eligible	Length of time in rank is not a sufficient reason for promotion. Promotion is based on 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 a professional field.
Hiring	Signature and approval of Senior Vice Provost for AA	Same search criteria as TTF	Similar criteria to a TTF
Qualifications	<p>“eminently qualified professionals who have major impacts on fields and disciplines important to UO programs”</p> <p>Professionals who have had eminent, pre-eminent, or distinguished careers with an empirical record of noteworthy accomplishments: Distinguished academician or practitioner who has had a major impact on fields important to UO teaching, and research and who is committed to enhancing UO programs and reputation; Substantial experience equal to a tenured professor (normally a min. of 12 years) and a national/international reputation for excellence reflected in a record of significant accomplishments; A profile of accumulated professional accomplishments fully congruent with the rank of professor; Rich and extensive background in a field and discipline relevant to the school and college of appointment; Serve as a liaison between the professional field and the UO by identifying teaching and research opportunities . . .</p>	POP positions are “expected to have the same training and skill sets require of TTF	<p>Full POP Typically candidates meet the following requirements, “unless there is remarkable achievement”: at least 10 years in part- or full-time professional experience in the clinical/professional discipline post-certification; at least six years of clinical/professional teaching in an academic setting, with a minimum of 4 years at PSU; and a high degree of academic maturity and responsibility.</p> <p>Associate POP “unless there is marked achievement”(?): a minimum of 6 years post-certification professional experience to include at least 3 years of clinical/professional practice teaching in an academic setting, with a minimum of 2 years at PSU.</p> <p>Assistant POP A NTTF appointment for individuals whose primary work is in the areas of instruction in clinical or professional practice or in a 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>

## **Appendix 1b OAR 580-020-0005 on Academic Rank**

**580-020-0005**

### **Academic Rank**

(1) Academic titles shall consist of graduate and faculty ranks.

Graduate ranks are GRADUATE TEACHING ASSISTANT, GRADUATE RESEARCH ASSISTANT, and FELLOW. Faculty titles and ranks are (in alphabetical order): AFFILIATED FACULTY, CLINICAL PROFESSOR (assistant clinical professor, associate clinical professor, clinical professor) or PROFESSOR OF PRACTICE (assistant professor of practice, associate professor of practice, professor of practice), INSTRUCTOR (instructor, senior instructor I, senior instructor II), LECTURER (lecturer, senior lecturer I, senior lecturer II), LIBRARIAN (assistant librarian, associate librarian, senior librarian), RESEARCH ASSISTANT (research assistant, senior research assistant I, senior research assistant II), RESEARCH ASSOCIATE (research associate, senior research associate I, senior research associate II), RESEARCH FACULTY (research assistant professor, research associate professor, research professor), TENURE TRACK OR TENURED FACULTY (assistant professor, associate professor, professor, distinguished professor). Faculty titles will not be given to graduate students.

(2) Each institution can select from among these ranks and titles those appropriate to the hiring and retention of their faculty members as it relates to their institutional mission.

(3) The following definitions shall govern the use of faculty titles and rank:

(a) **AFFILIATED FACULTY:** A NTTF (Non-Tenure Track Faculty) appointment for individuals who do not receive monetary compensation by the institution for which services are rendered. They can be unpaid invited guests for a temporary length of time or individuals who on a consistent basis lend their expertise and/or collaborate on teaching and research. Affiliate status is approved for a specified length of time and must be renewed should the association continue. Associated ranks are at the discretion of the institution.

(b) **CLINICAL FACULTY OR PROFESSOR OF PRACTICES:** A NTTF (Non-Tenure Track Faculty) appointment for individuals with primary duties in the area of clinical instruction or professionally related community education/service. Clinical faculty or professor of practice members are licensed or certified professionals, or individuals in professional fields. The major responsibility involves the education of students/learners in academic and clinical settings, supervising clinical experiences, and/or engaging in professionally related community service. Scholarly activity may or may not be required. Ranks in this category in ascending order are assistant clinical professor, associate clinical professor, and clinical professor; or assistant professor of practice, associate professor of practice, and professor of practice.

(c) **INSTRUCTOR:** A NTTF (Non-Tenure Track Faculty) appointment for individuals with unclassified instructional appointments whose functions are devoted exclusively or primarily to

undergraduate instruction. Such appointments include advising and mentoring expectations congruent with creative and engaged undergraduate instruction, including the possibility of involvement in design and development of courses and the curriculum. Ranks in this category in ascending order are instructor, senior instructor I, senior instructor II.

(d) **LECTURER:** A NTTF (Non-Tenure Track Faculty) appointment for individuals with unclassified instructional appointments whose functions may include significant responsibilities for graduate level instruction. The appointment may also include upper division undergraduate instruction. Such appointments must include significant mentoring and advising responsibilities and a significant measure of responsibility for graduate education. Appointments in the lecturer series will always require the terminal degree (or its professional equivalent for certain adjunct appointments), but the holding of a terminal degree in itself does not constitute an argument for appointment in the lecturer series. Ranks in this category in ascending order are lecturer, senior lecturer I, senior lecturer II.

(e) **LIBRARIAN:** A ranked appointment that depends on a terminal professional degree in librarianship (typically, a Masters in Library or Information Science) or a position-relevant terminal professional/academic degree plus appropriate experience. Such degree requirements ensure proper professional training, but also provide the flexibility to open appointments to a broader range of qualified applicants. Ranks in this category in ascending order are assistant librarian, associate librarian, and senior librarian. A university may elect to consider the librarian series to be eligible for tenure or to be tenured ranks with privileges and may also choose to use the tenure-track and tenured faculty titles.

(f) **RESEARCH ASSISTANT:** A NTTF (Non-Tenure Track Faculty) appointment for individuals who have typically earned a bachelor's or master's degree and conduct research under the direction of a tenure-related faculty member, a research associate or a research faculty. Ranks in this category in ascending order are research assistant, senior research assistant I, senior research assistant II.

(g) **RESEARCH ASSOCIATE:** A NTTF (Non-Tenure Track Faculty) appointment for individuals who have typically earned doctoral degree (or an advanced or professional degree in the field typically the terminal degree, plus appropriate experience) and conduct research independently. Ranks in this category in ascending order are research associate, senior research associate I, senior research associate II.

(h) **RESEARCH FACULTY:** A NTTF (Non-Tenure Track Faculty) appointment for individuals who are primarily engaged in research at a level normally appropriate for a professorial rank. Ranks in this category in ascending order are research assistant professor, research associate professor, and research professor.

(i) **TENURE-TRACK AND TENURED FACULTY.** A faculty position assigned to an academic department wherein the incumbent holds academic rank and is eligible for tenure or is tenured. Ranks in this category in ascending order are assistant professor, associate professor, and professor. The rank of distinguished professor may be bestowed based on criteria established by a university.

(4) The terms “affiliate,” “adjunct,” “visiting,” “fellow,” “emeriti,” or other appropriate terms may be used and/or added to academic title and/or ranks in those cases in which the institution wishes 1) to draw upon the skills of certain persons in the community or in other educational, industrial or governmental institutions for help in carrying forward teaching, research or service commitments (e.g., doctors, dentists, lawyers, psychiatrists, professors or administrators at other academic or governmental institutions, public school teachers or administrators), 2) where the appointment is planned for a limited duration, or 3) as an honorific title.

(5) Academic title can be assigned to staff members in unclassified academic service, whether the type of service is teaching, research, extension, administration or other service. Deans, vice presidents, presidents, Chancellor and vice chancellors may have the academic rank of professor as determined by each institution’s criteria.

Stat. Auth.: ORS 351.070

Stats. Implemented: ORS 351.070

Hist.: HEB 3-1978, f. & ef. 6-5-78; HEB 9-1979, f. & ef. 8-22-79; HEB 1-1993, f. & cert. ef. 2-5-93; HEB 5-1996, f. & cert. ef. 12-18-96; OUS 1-2012, f. & cert. ef. 1-12-12; OUS 7-2012, f. & cert. ef. 6-18-12

## **Appendix 1c University of Oregon Professor of Practice Appointments Guidelines**

“Professor of Practice” describes an adjunct non-tenure track faculty (NTTF) position focused on professional practice and instruction. This position is to be held by a limited number of eminently qualified professionals who have had major impacts on fields and disciplines important to University of Oregon programs. This designation represents an effective and meaningful way for the University of Oregon to involve accomplished professionals in primarily instructional positions within a leading research university.

“Professor of Practice” is an addition to the inventory of non-tenure track faculty appointments (NTTF). The use of this rank and title is authorized under the revision to OAR 580-020-0005 governing academic ranks as adopted by the State Board of Higher Education on January 6, 2012.

It is otherwise governed by NTTF policy.

### **General Duties and Responsibilities**

Under OAR 580-020-0005, a Professor of Practice appointment is reserved “for individuals with primary duties in the area of ... professionally related community education/service.” They “are licensed or certified professionals, or individuals in professional fields. The major responsibility involves the education of students/learners in academic and clinical settings, supervising clinical experiences, and/or engaging in professionally related community service. Scholarly activity may or may not be required.”

Duties and responsibilities are primarily teaching, but may also include some research or advising. The primary function is intended to be instructional.

Professor of Practice appointments are not available as an alternative route or structure for conventional non-tenure track faculty (NTTF) instructional or research appointments, nor are they an augment for courtesy appointments. The sponsoring unit must always demonstrate why there need not be a conventional search and appointment.

### **Qualifications**

Use of Professor of Practice appointments will be reserved for professionals who have had eminent, pre-eminent, or distinguished careers with an empirical record of noteworthy accomplishments. A Professor of Practice:

- will be a distinguished academician or practitioner who has had a major impact on fields important to University of Oregon teaching and research programs, and who is committed to enhancing University of Oregon programs and reputation;
- will have a substantial basis of experience equal to a tenured professor (normally a minimum of 12 years) and a national/international reputation for excellence reflected in a record of significant accomplishments;
- will have a profile of accumulated professional accomplishments fully congruent with the rank of professor;
- will have a rich and extensive background in a field and discipline relevant to the school and college of appointment at the University of Oregon;

- will serve as a liaison between the professional field and the University of Oregon in identifying teaching and research opportunities that support the public interest and societal needs;

### **Rank and Title**

Reflecting the stature of individuals to be offered the position, this adjunct NTTF category will have only one rank – Professor of Practice. The position may be described as “Professor of the Practice of x” where x is an academic discipline or specialty.

### **Appointments**

- Professors of Practice will be appointed as adjunct NTTF with attendant standing, benefits, and responsibilities, as covered under the NTTF policy.
- As adjunct NTTF, Professors of Practice are not eligible to participate in University governance.
- During the term of appointment, a Professor of Practice is subject to, and protected by, all policies covering other faculty, including, importantly, those related to consulting and external activities, conflict of commitment and of financial interest, and academic freedom.
- Appointments will ordinarily be for one year, with renewal contingent on active and specific engagement in the University’s instructional, research, or outreach commitments. Professor of Practice appointments are an exception to the three-year maximum renewal condition governing adjunct NTTF appointments. Nevertheless, they remain adjunct, rather than career, NTTF positions.
- An appointment does not commit space and resources for conducting scholarly activities.
- The appointment may include authority to act as an advisor of graduate students. The Professor of Practice may serve as a member of a graduate student thesis committee if permitted by the student’s department and in accordance with Graduate School policy.
- The appointment, with attendant rank and title, will require the signature and approval of the Senior Vice Provost for Academic Affairs.

### **Salary and Compensation:**

Salary increases are allowed as policy and funding permits, and are to be awarded in a fashion congruent with NTTF policies and processes.

### **Evaluation and Contract Renewal:**

- An annual review will be conducted by the recruiting unit to evaluate instructional, research, and/or outreach activities and outcomes. If the unit wishes to extend the appointment, it must make a recommendation to and request approval from the dean and Senior Vice Provost for Academic Affairs.
- Guidelines and procedures for such evaluation will be defined by each unit.
- Professor of Practice appointments are ineligible for promotion.

### **Unit Policies**

Complementary unit policies for Professor of Practice appointments – consistent in spirit with University policy on adjunct NTTF and these guidelines – may be developed and promulgated with the approval of the academic dean and the Office of Academic Affairs.

**Procedures**

Units wishing to make appointments in the Professor of Practice rank should follow University of Oregon recruitment guidelines found on the Unclassified Personnel Services website. For circumstances in which a direct appointment may be appropriate, refer to the “Waivers of Recruitment” section.

[http://oregonstate.edu/senate/committees/facstatus/agen/2011-2012/1129/PoP\\_OARdef.pdf](http://oregonstate.edu/senate/committees/facstatus/agen/2011-2012/1129/PoP_OARdef.pdf)

## **Appendix 1d Oregon State University**

### **GUIDELINES FOR PROFESSOR OF PRACTICE APPOINTMENTS AND PROMOTION (12-27-12)**

#### **I. GENERAL PURPOSE**

The purpose of these guidelines is to provide criteria and procedures for evaluation and promotion of professor of practice faculty at Oregon State University. These guidelines serve to define and differentiate clinical track faculty appointments from the traditional academic (tenure) track. These guidelines are consistent with the Promotion and Tenure Guidelines of Oregon State University, particularly as they related to promotion, and will be implemented in conjunction with those guidelines. These guidelines should not be interpreted to alter the provisions of Board rules on fixed term appointments.

#### **II. ACADEMIC POSITIONS**

This document defines the responsibilities of professor of practice faculty at Oregon State University and serves to provide guidance to such faculty in assessing the appropriateness of their activities. The scope of responsibilities outlined in the mission statement of Oregon State University dictates that the faculty be comprised of individuals with widely varying activities and responsibilities to fulfill the mission of the University.

In recognition of this, Oregon State University recognizes several faculty categories. Each category is created to be unique to the responsibilities and expectations of faculty within, but nothing in this document is to imply a hierarchy of importance between tenure track and clinical track faculty.

##### **Professor of Practice Faculty**

As a Land Grant university, Oregon State University has as part of its mission the conduct of locally/regionally meaningful research and community outreach and engagement. To meet these mission needs, OSU has faculty located across the state of Oregon, in some cases in small communities that are isolated from the resources typically available to other university faculty as well as faculty who have access to typical resources but who are doing work that while of great significance on a local or regional basis is difficult to publish in peer refereed journals because of its' localized nature. Faculty who are working under such circumstances are best defined as professors of practice. They need the training and skills of other professorial faculty but use these skills in ways that are not readily measured by usual professorial metrics. Position titles include Assistant, Associate and Professor of Practice. Scholarship designed to meet local needs and university service is expected. Professor of Practice faculty are not eligible for tenure but are eligible for multi-year, rolling contracts at the Associate and full Professor ranks.

#### **III. PROCEDURES FOR INITIAL APPOINTMENT OF PROFESSOR OF PRACTICE FACULTY**

Professor of Practice positions will be created after careful review of individual position circumstances by a department and college. This position type is only to be used where a position is deemed essential to the OSU mission but because of location, assigned work area or

other unique circumstances the faculty member would be challenged in meeting usual tenure-track faculty performance metrics. The process for identifying and evaluating candidates for initial appointment to Professor of Practice positions will follow the same faculty search committee procedures as for traditional academic (tenure) track appointments.

Announcements and position descriptions will clearly state the nature of the position. Professor of Practice faculty appointments are fixed term at the assistant rank but are eligible for multi-year, rolling contracts at Associate and full Professor levels. Position announcements must clearly state such eligibility, if to be offered. Reappointment is at the discretion of the department head/dean.

Candidates for appointment in Professor of Practice positions are expected to have the same training and skill sets required of tenure-track faculty as well as a demonstrated understanding, or demonstrated success in appointments at higher ranks, of the ability to succeed in the unique circumstances of their appointment. Ability to work independently, ability to work in situations where immediate or on-going access to usual academic tools is limited, and/or the ability to work in a research or educational arena where there are few academic peers is essential.

#### IV. ANNUAL EVALUATION, THIRD-YEAR REVIEW AND PROMOTION OF PROFESSORS OF PRACTICE

Faculty members in the Professor of Practice ranks will be evaluated annually by their immediate supervisor (department head, Extension regional administrator or Branch Station Director) and academic unit leader. The evaluation will include an assessment of the individual's involvement in educational programs, research programs, student advising, scholarly activities, service contributions and other duties as defined in their position description. Position descriptions must specifically define the level and types of scholarship and level and types of service expected as these may differ from those of tenure-track faculty. Third-year reviews and promotion per se shall be conducted following the procedures outlined for tenure-track faculty. Reviews and recommendations at the unit, college and university levels will follow procedures established by the Oregon State University Promotion and Tenure Guidelines as applicable to promotions. The Provost will make the final decision on whether or not to promote.

#### V. PROFESSOR OF PRACTICE SCHOLARSHIP AND CREATIVE ACTIVITY

All Oregon State University faculty in the professorial ranks have a responsibility to engage in scholarship and creative activity. Scholarship and creative activity are understood to be intellectual work whose significance is validated by peers and which is communicated. In general, scholarly expectations for Professor of Practice faculty will be between 10 and 15% of the individual's total position expectations. This level of scholarly expectation differs from tenure track faculty who have relatively larger scholarly expectations.

The appropriateness and importance of the type of scholarship will vary with the expectations of the position. The principle of peer review and recognition becomes increasingly important as the faculty member progresses through academic ranks. In the case of Professor of Practice faculty,

emphasis is placed on peer recognition as a local practitioner. Peer recognition results from scholarly accomplishments that can take many forms. Authorship of extension publications, local or regional “practice” publications, book chapters, videotapes, other educational materials and electronic information delivery media is considered appropriate. Invited presentations, poster and podium presentations, and published abstracts at state and national levels are other examples of scholarship. Documented local or regional adoption of practices developed through research activities is considered scholarship. Advising government agencies, industry, or professional groups are all considered evidence of scholarship. Authorship of a patent in the faculty member’s field is considered as evidence of creative scholarship. Honorary degrees, awards recognizing community, professional and/or scientific achievements, and fellowship in national professional and/or scientific organizations are considered as evidence of peer recognition.

[http://oregonstate.edu/senate/committees/facstatus/agen/2011-2012/1129/PoP\\_OARdef.pdf](http://oregonstate.edu/senate/committees/facstatus/agen/2011-2012/1129/PoP_OARdef.pdf)

## **Appendix 1e Portland State University**

### **Appointments as Professor of Practice or Clinical Professor**

A non-tenure track faculty appointment for individuals who are licensed or certified professionals or practitioners recognized within professional fields. Unique discipline-specific criteria for professional certification may be defined by departments for classification of professors of practice and clinical professors. The major responsibilities involve the education and support of students/learners in academic, clinical, and/or practice settings, supervising clinical experiences, and/or professionally related community engagement. The title Clinical Professor may be used by some departments instead of or in addition to Professor of Practice as appropriate for the discipline. Ranks for these appointments are Professor of Practice/Clinical Professor, Associate Professor of Practice/ Associate Clinical Professor, Assistant Professor of Practice/ Assistant Clinical Professor.

**Professor of Practice or Clinical Professor:** 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 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 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, for example: 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.

**Associate Professor of Practice or Associate Clinical Professor:** Typically, candidates will meet the following requirements, unless there is 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.

**Assistant Professor of Practice or Assistant Clinical Professor:** 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.

**Fellow:** This rank may be used in a variety of cases when individuals are associated with the institution for limited periods of time for their further training or experience.

[http://www.pdx.edu/academic-affairs/sites/www.pdx.edu.oaa/files/PT%20Guidelines%20%205-12-2014\\_0.pdf](http://www.pdx.edu/academic-affairs/sites/www.pdx.edu.oaa/files/PT%20Guidelines%20%205-12-2014_0.pdf)

## Appendix 2

### AAUP Report (2004) given by Subcommittee A on Academic Freedom and Tenure “Comment on Professor of Practice”

<http://www.aaup.org/report/professors-practice>

#### Professors of Practice

*The statement that follows, prepared by a subcommittee of the Association's Committee A on Academic Freedom and Tenure, was approved for publication by Committee A in November 2004. Comments are welcome and should be addressed to the Association's Washington office.*

This subcommittee has been asked to comment on a category of full-time non-tenure-track faculty appointments known as "professors of practice." While appointments to these positions and similarly titled positions such as "practice professors," "professors of the practice," and "professors of professional practice" have commonly been reserved for practitioners who are appointed because of skills and expertise acquired in nonacademic careers, such appointments are also being offered to individuals with academic backgrounds. These latter professors of practice are principally engaged in teaching and are not expected to be significantly involved in research activities, but they can be distinguished from the large majority of other full-time non-tenure-track teaching faculty in a number of ways. They are usually appointed following a national search. Their academic performance is regularly evaluated according to criteria appropriate to their positions. The length of their renewable term appointments is typically five years rather than one year. Their salaries and benefits often approach those of probationary and tenured faculty members, although they do not match them. They may also have more opportunity to participate in departmental and institutional structures of faculty governance than is ordinarily the case with full-time faculty not on the tenure track, including the opportunity to serve as department chairs.

By 2001, the number of all full-time non-tenure-track faculty in U.S. colleges and universities was just over 213,000, or 34 percent, of nearly 618,000 full-time faculty members.<sup>1</sup> The actual number of professors of practice is unknown, but their current number appears to be relatively small. The administration of a major research university in the South estimates that some 10 percent of its entire faculty consists of professors of practice, with their numbers spread across all fields of study (more than one-third of this institution's faculty, most of them in the medical school, are not eligible for tenure). At a research university in the Northeast, limits have been placed on the number of professors of practice; for example, they cannot exceed 20 percent of the institution's law school faculty.

This new category of appointment, while small, merits comment not only because it might grow substantially, as has been true of other full-time appointments off the tenure track since the late 1960s, but also because the category illustrates an anomaly in how colleges and universities treat faculty members who are not eligible for tenure. On the one hand, institutions have sometimes taken steps to improve the professional status of non-tenure-track faculty. This happens, for example, when part-time appointments are converted to full-time appointments, or, as with

professors of practice, when salaries and benefits approach those received by probationary and tenured faculty. The AAUP has encouraged these efforts.<sup>2</sup> On the other hand, the more closely the responsibilities, benefits, and privileges of full-time non-tenure-track faculty come to resemble those of faculty who have tenure, the more anomalous is the failure to accord to these faculty members the safeguards for academic freedom that accrue with tenure. A university president has described professors of practice as "premier participant[s] in the education of students," but notwithstanding their crucial role in carrying out this fundamental activity, he proposes to deny them the procedural protections that the tenure system provides.

The AAUP has long held that all full-time teachers, irrespective of their titles, should either be tenured or probationary for tenure, except for those appointed under special circumstances (for example, short-term replacements for faculty members who are on leave). Following from this basic position, the AAUP has been sharply critical of full-time non-tenure-track appointments, pointing to the adverse effects of these appointments for individual faculty members, for students, for academic freedom, and for the academic profession as a whole.<sup>3</sup> We see no need to repeat these arguments here. The argument that non-tenure-track appointments endanger academic freedom is yet more compelling, however, when aimed at professors of practice.

Some advocates of establishing professorships of practice have joined with recent critics of tenure to argue that the protection of tenure is appropriate only for research scholars and is unnecessary and inappropriate for those faculty members whose primary obligation is instruction. This argument demeans instruction, especially in institutions where teaching is valued as more than the retelling of what is discovered through research. Even the presentation of a subject that simply recounts what is widely accepted in an academic field of study may incur controversy at a particular time or in a particular locality. More important, the argument fails to appreciate the need for teachers to be free to express themselves fully and frankly in the classroom. Colleges and universities seek to instill in their students a mature independence of mind. Teachers guide students in learning, through instruction and example, how to think independently in order to form their own judgments. Independence of thought is also a characteristic of the successful teacher in higher education. The student thus learns from the teacher, but the learning is diminished if the academic freedom of that teacher is not secure. Freedom in teaching, no less than freedom in research, suffers if faculty, subject to periodic review and serving in positions renewable indefinitely at the pleasure of the administration, fear losing their positions because their opinions are deemed too controversial. Nor is the freedom of faculty to speak their minds without fear of reprisal limited to what they might say in the classroom. Their academic freedom encompasses the right to express opinions on all manner of issues having to do with their institution and its policies and practices.

Professors of practice are expected to be deeply engaged with students, colleagues, and administrators on a myriad of controversial educational issues, many of which will almost certainly arouse strong opinions. At the same time, professors of practice are necessarily beholden to others—senior tenured colleagues, department chairs, deans, provosts, or presidents—for continued appointment. Because they serve indefinitely at the discretion of others, professors of practice might reasonably assume a stronger need than their tenured colleagues to be cautious in expressing their opinions. The safeguards of tenure are intended to reduce this threat to academic freedom.

We think it important to observe, however, that providing professors of practice with the opportunity to participate meaningfully in institutional governance carries its own limitations. On the one hand, the faculty's voice, including the voice of those faculty who are not eligible for tenure, should be heard across the range of issues that bear on its responsibilities for teaching and research. On the other hand, participation in governance by faculty who can never have the protections of tenure, and who therefore occupy positions of permanent insecurity, can erode the independence of the faculty's voice. The fundamental solution to this problem is neither to reduce nor to expand the role of professors of practice in the governance of their institutions, but to ensure that they are accorded tenure's protections.

We think it also important to emphasize what AAUP investigating committee case reports have concluded about the termination of appointments of long-serving full-time non-tenured faculty members.<sup>4</sup> Consider the following situation. A professor of practice is notified in her fourteenth year of full-time service that her appointment will not be renewed beyond the next academic year. She is provided an explanation in writing for the decision and is offered the opportunity to file an appeal with a faculty committee to contest the notice. If the action against the faculty member is viewed as a non-reappointment, then her having been provided with a written statement of reasons and an opportunity for faculty review would be in accord with Association-supported standards of academic due process in a case of non-reappointment.

AAUP investigating committees have consistently concluded, however, that an action of the sort described above should not be viewed as a case of non-reappointment. The 1940 *Statement of Principles on Academic Freedom and Tenure* calls for a seven-year maximum period of probation, to be followed by either tenure or non-retention. Faculty members who are continued in full-time service beyond the probationary period are considered by the Association to be entitled through length of service to the safeguards of academic due process that accrue with tenure, even in the absence of institutional regulations to that effect. In the case described above, the AAUP would expect the professor of practice to have the opportunity to contest the stated grounds for non-retention in an adjudicative proceeding before a faculty hearing body, with the burden of proof on the administration to demonstrate adequacy of cause for the proposed termination of her services.

We recognize that those who support professor-of-practice appointments, while they respect principles of academic freedom and tenure, would prefer to carve out an exception to these principles with regard to full-time teachers who are not expected to expand knowledge through research and publication. But severing the connection between teaching and tenure impairs the freedom to teach. Academic freedom is essential for the protection of the rights of the teacher, and freedom and tenure together are, in the words of the 1940 *Statement of Principles*, "indispensable to the success of an institution in fulfilling its obligations to its students and to society."

ERNST BENJAMIN (Political Science), Washington, D.C. DAVID A. HOLLINGER (History),  
University of California, Berkeley JONATHAN KNIGHT, staff

Endnotes

1.U.S. Department of Education, National Center for Education Statistics, *Staff in Postsecondary Institutions, Fall 2001, and Salaries of Full-Time Instructional Staff, 2001-02* (Washington, D.C., 2003). [Back to text](#)

2. See "The Status of Non-Tenure-Track Faculty," *Policy Documents and Reports*, 9th ed. (Washington, D.C.: AAUP, 2001), 77-87, and "Contingent Appointments and the Academic Profession," *Academe: Bulletin of the AAUP* (September-October 2003): 59-71. [Back to text](#)

3. "On Full-Time Non-Tenure-Track Appointments" (1986) in *Policy Documents and Reports*, 69-76, and "Contingent Appointments and the Academic Profession." [Back to text](#)

4. See in *Academe: Bulletin of the AAUP* the reports on the Maryland Institute College of Art (May-June 1988): 49-54; Alabama State University (May-June 1989): 46-56; and Tiffin University (January-February 2002): 53-63. [Back to text](#)

(posted 12/06)

Report Category:

[Standing Committee and Subcommittee Reports](#)  
[Academic Freedom, Tenure, and Due Process](#)

### Appendix 3

**Table showing the distinctions between professional faculty appointments and professorial faculty appointments.**

	<b>Professional faculty</b>	<b>Professorial faculty</b>
Educational Background and Teaching Experience	Initial appointment at the rank of Instructor requires a Master's degree in the discipline taught or equivalent thereof and demonstrated teaching potential. Some departments or programs may require specialized teaching experience. [ Bylaws 5.132a1]	Initial appointment at the rank of assistant professor requires a terminal degree in the discipline taught, but is permissible when (1) an individual has completed a Master's degree in the discipline taught and (2) is in the process of completing the appropriate terminal degree (see section 5.230). Candidates should also have at least the equivalent of one academic year of full-time college teaching, frequently combining years of part-time teaching while a graduate student. [Bylaws 5.132b1]
Three-year extendable contract/tenure	<p>Faculty members applying for promotion to Senior Instructor must (1) have at least an appropriate Master's degree for the discipline taught or its equivalent and (2) have completed at least the equivalent of five academic years of full-time college teaching in the appropriate discipline at the Instructor level or above (see section 5.240). Faculty with permanent part-time appointments who clearly meet all promotion criteria except the years of experience may be considered for promotion if they have completed at least seven academic years of college teaching in the appropriate discipline at the instructor level or above. [Bylaws 5.223a]</p> <p>Upon promotion to Senior Instructor, a faculty member with at least three years of service is automatically awarded a three-</p>	<p>Faculty members applying for tenure must (1) have an appropriate terminal degree for the discipline taught (see section 5.230) and (2) have completed at least the equivalent of five academic years of full-time teaching at Southern Oregon University at a professorial rank. Faculty with full-time appointments may apply for tenure during their fifth year of service and no later than during their sixth year of service. Faculty with permanent part-time appointments may apply during the year they complete the equivalent of five years of full-time service and no later than during the year in which they complete the equivalent of six years of full-time service. If approved, tenure is awarded beginning the following year.</p> <p>Should a professorial faculty member not be awarded tenure</p>

	<p>year extendable appointment. Faculty members promoted to Senior Instructor prior to completing three years of service will remain on one-year, renewable appointments and may apply for a three-year extendable appointment upon completion of three years of service. [Bylaws 5.223b]</p>	<p>prior to their seventh year of consecutive full-time service in a single department, that faculty member must be placed on a one-year terminal appointment for the seventh year.</p> <p>There may be exceptional individuals whose abilities warrant waiving the seven-year limitation. In such exceptional cases, the Department Chair, in consultation with the Department Personnel Committee, may recommend the faculty member be continued on one-year, renewable appointments that specify both the length and purpose for the exception. In no case may the faculty member be continued beyond the equivalent of ten years of full-time service on fixed term appointments. [bylaws 5.223d]</p>
Appropriate terminal degree		<p>There may be unusual situations where a faculty member does not hold the appropriate terminal degree as defined above, but holds “the equivalent.” The Department Chair, in consultation with the Dean and Provost, shall place a notation to this effect in the individual’s personnel file. The notation must be signed by the faculty member and approved by the Department Chair, Dean, and Provost. This notation will be made available to the individual for inclusion with any application for promotion and tenure. [bylaws 5.233]</p>
Sabbatical	<p>Recommendations for sabbatical leave for professional faculty and persons not otherwise qualified may be made in exceptional cases at the discretion of the institution. [bylaws 5.411d]</p>	<p>Sabbatical leaves are a privilege extended to eligible professorial faculty by Southern Oregon University for the purpose of strengthening the academic programs of Southern Oregon University while also strengthening the professional preparation of the individual</p>

		faculty member. The institution will make every reasonable effort to provide these privileges in a timely manner to eligible faculty. [bylaws 5.400]
Emeritus status		The faculty considered for emeritus status should: <ol style="list-style-type: none"> <li>1. ordinarily have at least ten years of active, full-time service to Southern Oregon University,</li> <li>2. have reached minimum OUS retirement age,</li> <li>3. have served in higher education or in a related professional field not less than 20 years, and</li> <li>4. have earned at least the assistant professor rank. [bylaws 5.510]</li> </ol>
Definitions	36. "Professional faculty member" is a faculty member appointed at the rank of instructor or senior instructor. [Collective Bargaining Agreement (2013-15) Page 6]	37. "Professorial faculty member" is a faculty member appointed at the rank of assistant, associate, or full professor. [Collective Bargaining Agreement (2013-15) Page 6]
PDA	Each full-time professional faculty member with an ongoing appointment will be allocated \$750	and each full-time professorial faculty member with an ongoing appointment will be allocated \$1250. [Collective Bargaining Agreement (2013-15) Page 10]
Salary	\$42,445-\$63.682	\$51,842-91,982. [Collective Bargaining Agreement (2013-15) Page 20]
Disciplinary adjustments	varies	[Collective Bargaining Agreement (2013-15) Page 21]
Sabbaticals		Professorial faculty members with appointments of at least 0.5 FTE are eligible for a sabbatical leave after six (6) years of service. [Collective Bargaining Agreement (2013-15) Page 22]
Summer service	Professional 1-2 ELU 1 Day 3-4 ELU 2 Days	Professorial 2-3 ELU 1 Day 4-6 ELU 2 Days

	5-6 ELU 3 Days 7-8 ELU 4 Days 9-10 ELU 5 Days 11-12 ELU 6 Days	7-8 ELU 3 Days 9-11 ELU 4 Days 12-13 ELU 5 Days [Collective Bargaining Agreement (2013-15) Page 25
Fourth term ELU Bank		Based on the mutual agreement of the Director and the faculty member, and approval by the AVP for Curricular Management, a faculty member shall earn the professional adjunct rate per ELU and receive credit in his/her ELU bank (see article 19, section A) for the associated ELU. [Collective Bargaining Agreement (2013-15) Page 25
Appointment relinquishment	Appointment Relinquishment Incentive: a one-time addition to the base salary equivalent to 6% of the faculty member's salary on the effective date of their appointment relinquishment, September 16 or January 1. [Collective Bargaining Agreement (2013-15) Page 26]	same
Emeritus faculty rate	The emeritus faculty FTE rate is equivalent to: Senior Instructor 2 in his/her first year in rank, for professional faculty. [Collective Bargaining Agreement (2013-15) Page 27]	The emeritus faculty FTE rate is equivalent to: Professor in his/her first year in rank, for professorial faculty [Collective Bargaining Agreement (2013-15) Page 27]
Workload		Professorial faculty members are expected to participate in scholarly and creative activities, including formal research (whether in scholarship of discovery, scholarship of synthesis, scholarship of application, or scholarship of teaching), and in service beyond the campus, such as in professional organizations or other professionally related public service. (See Faculty Bylaws, Section 5.) [Collective Bargaining Agreement (2013-15) Page 36]
Course Assignment and Loading	The typical course assignment for a full-time (1.0 FTE)	The typical course assignment for a full-time (1.0 FTE)

	<p>professional faculty member is 44-45 ELU per academic year with a range of 12-16 ELU per term. ... a typical professional faculty member teaches 15 ELU, which equates to at least 83% of his/her workload.[ Collective Bargaining Agreement (2013-15) Page 37]</p>	<p>professorial faculty member is 36 equated load units (ELU) per academic year or an average of 12 ELU per term. ... A typical professorial faculty member teaches 12 ELU, which equates to at least 66% of his/her workload. [Collective Bargaining Agreement (2013-15) Page 37]</p>
--	--	--

# Disciplinary adjustments by CIP code

Table 12B — Disciplinary Adjustments (effective January 1, 2014)

CIP	Assistant Associate				CIP	Assistant Associate			
	Professional	Professor	Professor	Professor		Professional	Professor	Professor	Professor
5.02	—	\$0	\$0	\$246	31.05	\$0	\$0	\$0	\$0
9.01	\$0	\$0	\$0	\$0	38.01	\$0	\$0	\$0	\$0
9.04	\$0	\$0	\$0	\$0	40.01	—	\$0	\$0	\$0
9.07	\$0	\$0	\$0	\$247	40.05	\$0	\$0	\$0	\$0
11.01	\$508	\$796	\$915	\$1,121	40.06	\$0	\$0	\$0	\$0
13.01	\$0	\$0	\$0	\$0	40.08	\$0	\$0	\$0	\$243
13.02	—	\$0	\$0	\$0	40.10	—	—	\$915	—
13.03	\$0	\$0	\$0	\$0	42.01	\$0	\$0	\$0	\$0
13.05	—	\$0	\$0	\$0	42.27	—	\$0	\$0	\$0
13.10	\$0	\$0	\$0	\$0	42.28	—	\$0	\$0	\$0
13.12	\$0	\$0	\$0	\$0	43.01	\$0	\$0	\$0	\$0
14.19	—	\$812	\$922	\$1,222	45.01	\$0	\$0	\$0	\$0
16.01	\$0	\$0	\$0	\$0	45.02	\$0	\$0	\$0	\$0
16.03	\$0	\$0	\$0	\$244	45.06	\$698	\$826	\$675	\$830
16.09	\$0	\$0	\$0	\$0	45.07	\$0	\$0	\$0	\$0
19.07	—	\$0	\$0	\$515	45.10	\$0	\$0	\$0	\$0
22.00	—	\$173	—	\$814	45.11	\$0	\$0	\$0	\$0
23.01	\$0	\$0	\$0	\$0	50.01	\$0	\$0	\$0	\$0
23.13	\$0	\$0	\$0	\$0	50.04	—	\$0	\$0	\$0
24.01	\$0	\$0	\$0	\$0	50.05	\$0	\$0	\$0	\$0
25.01	—	\$0	\$0	\$0	50.06	—	\$0	\$0	\$0
26.01	\$0	\$0	\$0	\$0	50.07	\$0	\$0	\$0	\$0
26.02	—	\$175	\$202	\$1,174	50.09	\$0	\$0	\$0	\$0
26.04	—	\$353	\$418	\$1,249	52.01	\$0	\$909	\$951	\$1,173
26.05	—	\$172	\$204	\$1,182	52.02	\$700	\$976	\$1,019	\$1,193
26.08	—	\$173	\$0	\$1112	52.03	\$742	\$1,157	\$1,136	\$1,276
26.13	—	\$169	\$0	\$512	52.07	\$329	\$934	\$1,043	\$1,369
27.01	\$0	\$0	\$0	\$0	52.08	\$321	\$1,191	\$1,195	\$1,351
27.03	—	\$0	\$0	\$0	52.09	\$0	\$566	\$660	\$1118
27.05	—	\$174	\$0	\$522	52.12	\$0	\$1,000	\$1,089	\$1,287
30.01	—	—	—	\$0	52.14	\$333	\$1,041	\$1,080	\$1,245
31.01	\$0	\$0	\$0	\$0	54.01	\$0	\$0	\$0	\$0

Note: Blank entries in Table 12B are for adjustments not currently in use and will be calculated as needed.

## Appendix 4

### Appointment Types and Ranks at SOU over Time

The evolution of appointments types and ranks is not easy to track, since there is no easily accessible archive of faculty bylaws. The following summary is based on historical web searches.

#### Lecturer

2000	2004 - 08	2010	2012	2014
A lecturer is a person who may have limited formal academic preparation and holds a temporary appointment to the University. 5.231	An academic rank of lecturer designates a temporary academic appointment. Some individuals, who hold this academic rank may have limited formal academic preparation, but have considerable experience that is particularly valuable for their temporary appointment. 5.132a	Appointment to the rank of lecturer is for individuals who have limited formal academic preparation but whose professional achievements and experience are particularly valuable to the institution. Lecturers are only awarded temporary appointments, normally 1-4 courses per year. FTE is computed based on the fraction of 15 ELU per term, for those hired on term-to-term contracts, and on 44-45 FTE per year, for those hired on annual contracts. Salary is negotiable based on professional achievement.	Appointments to Lecturer ranks require terminal degree (or its professional equivalent for certain adjunct appointments). Individuals appointed to lecturer ranks must have assignments that include significant mentoring and advising responsibilities and a significant measure of responsibility for graduate education. Lecturer assignments may also include upper division instruction. Ranks in this category in ascending order are lecturer, senior lecturer I, senior lecturer II. Salary is negotiable based on professional achievement and should be commensurate with professorial salary rates for the appointment type (term-to-term or annual).	Appointments to Lecturer ranks require terminal degree (or its professional equivalent for certain adjunct appointments). Individuals appointed to lecturer ranks must have assignments that include significant mentoring and advising responsibilities and a significant measure of responsibility for graduate education. Lecturer assignments may also include upper division instruction. Ranks in this category in ascending order are lecturer, senior lecturer I, senior lecturer II. Salary is negotiable based on professional achievement and should be commensurate with professorial salary rates for the appointment type (term-to-term or annual).

## Adjunct

2000	2004 - 08	2010	2012	2014
<p>The adjectives “Adjunct” or “Visiting” may be added to academic ranks of individuals drawn from the community or from other educational, industrial, or governmental institutions to help carry forward teaching, research, or service commitments. 5.231</p>	<p>The adjective “adjunct” may be added to any professorial or professional rank to indicate a temporary appointment. Adjunct faculty may include individuals drawn from the community or from other educational, industrial or governmental institutions to help carry out teaching, research, or service commitments. Individuals must have credentials meriting appointment at the appropriate rank (see section 5.132).</p>	<p>The adjective “adjunct” may be added to any professorial or professional rank to indicate a temporary appointment. Adjunct faculty may include individuals drawn from the community or from other educational, industrial or governmental institutions to help carry out teaching, research, or service commitments. Individuals must have credentials meriting appointment at the appropriate rank (see section 5.132).</p>	<p>The adjective “adjunct” may be added to any professorial or professional rank to indicate a faculty member drawn from the community or a regional educational, industrial or governmental institution to temporarily assist an academic department in meeting its teaching, research, or service commitments. Appointments should be at the appropriate professional or professorial rank based on the individual’s academic credentials and assignment (see section 5.132).</p>	<p>The adjective “adjunct” may be added to any professorial or professional rank to indicate a faculty member drawn from the community or a regional educational, industrial or governmental institution to temporarily assist an academic department in meeting its teaching, research, or service commitments. Appointments should be at the appropriate professional or professorial rank based on the individual’s academic credentials and assignment (see section 5.132).</p>

**Affiliate**

2000	2004-08	2010	2012	2014
			<p>The adjective “affiliate” may be added to any professorial or professional rank to indicate a faculty member who does not receive monetary compensation by the institution for services rendered. They may be unpaid invited guests for a temporary length of time or individuals who, on a consistent basis, lend their expertise and/or collaborate on teaching and research. Affiliate status is approved for a specified length of time and must be renewed should the association continue. Appointments should be at the appropriate professional or professorial rank based on the individual’s academic credentials and services rendered.</p>	<p>The adjective “affiliate” may be added to any professorial or professional rank to indicate a faculty member who does not receive monetary compensation by the institution for services rendered. They may be unpaid invited guests for a temporary length of time or individuals who, on a consistent basis, lend their expertise and/or collaborate on teaching and research. Affiliate status is approved for a specified length of time and must be renewed should the association continue. Appointments should be at the appropriate professional or professorial rank based on the individual’s academic credentials and services rendered.</p>

## Visiting

2000	2004 - 08	2010	2012	2014
<p>The adjectives “Adjunct” or “Visiting” may be added to academic ranks of individuals drawn from the community or from other educational, industrial, or governmental institutions to help carry forward teaching, research, or service commitments. 5.231</p>	<p>The adjective “visiting” may be added to any professorial or professional rank to indicate a faculty member drawn from other educational, industrial or governmental institutions who are here by virtue of an exchange agreement or are externally funded. Individuals must have credentials meriting this temporary appointment to the appropriate rank (see section 5.132).</p>	<p>The adjective “visiting” may be added to any professorial or professional rank to indicate a faculty member drawn from other educational, industrial or governmental institutions who are here by virtue of an exchange agreement or are externally funded. Individuals must have credentials meriting this temporary appointment to the appropriate rank (see section 5.132).</p>	<p>The adjective “visiting” may be added to any professorial or professional rank to indicate a faculty member drawn from other educational, industrial or governmental institutions who are here by virtue of an exchange agreement or other limited duration appointment. Appointments should be at the appropriate professional or professorial rank based on the individual’s academic credentials and temporary assignment (see section 5.132).</p>	<p>The adjective “visiting” may be added to any professorial or professional rank to indicate a faculty member drawn from other educational, industrial or governmental institutions who are here by virtue of an exchange agreement or other limited duration appointment. Appointments should be at the appropriate professional or professorial rank based on the individual’s academic credentials and temporary assignment (see section 5.132).</p>

**Instructor**

2000	2004 - 08	2010	2012	2014
An instructor as a person who: a. has at least a Master's degree in discipline taught. B. May have teaching experience. 5.231	Instructor: Initial appointment to the academic rank of instructor requires a Master's degree in the discipline taught and teaching or related experience. 5.132a			

**Professional**

2004 - 08	2010	2012	2014
	<p>Normally, professional faculty members are appointed to the entry-level rank of instructor and must meet the criteria outlined below. Appointments to the rank of senior instructor should be guided by the departmental expectations document (see section 5.220). Initial appointment at the rank of Instructor requires a Master's degree in the discipline taught or equivalent thereof and ability to demonstrate teaching potential. Some departments or programs may require specialized teaching experience. A candidate's application materials should demonstrate the potential for (1) excellence in teaching, (2) active participation in the life of the institution, and (3) sustained professional development to maintain currency in the courses being taught. The search committee should only recommend candidates they determine have sufficient potential in each of these areas.</p>	<p>Normally, professional faculty members are appointed to the entry-level rank of instructor and must meet the criteria outlined below. Appointments to the ranks of senior instructor 1 and 2 shall be guided by the promotion criteria (see section 5.221). Faculty appointed to the ranks of Senior Instructor 1 or 2 receive a one-year renewable appointment and are eligible to apply for a three-year extendable appointment after completing three years of service at SOU (see section 5.223). Initial appointment at the rank of Instructor requires a Master's degree in the discipline taught or equivalent thereof and demonstrated teaching potential. Some departments or programs may require specialized teaching experience. A candidate's application materials should demonstrate potential for excellence in teaching and active participation in the life of the institution (see sections 5.224 and 5.226). The search committee shall only recommend candidates they determine have sufficient potential in each of these areas.</p>	<p>Normally, professional faculty members are appointed to the entry-level rank of instructor and must meet the criteria outlined below. Appointments to the ranks of senior instructor 1 and 2 shall be guided by the promotion criteria (see section 5.221). Faculty appointed to the ranks of Senior Instructor 1 or 2 receive a one-year renewable appointment and are eligible to apply for a three-year extendable appointment after completing three years of service at SOU (see section 5.223). Initial appointment at the rank of Instructor requires a Master's degree in the discipline taught or equivalent thereof and demonstrated teaching potential. Some departments or programs may require specialized teaching experience. A candidate's application materials should demonstrate potential for excellence in teaching and active participation in the life of the institution (see sections 5.224 and 5.226). The search committee shall only recommend candidates they determine have sufficient potential in each of these areas.</p>

**Professorial**

No change

## Appendix 5

Relative percentage of renewable and non-renewable SOU faculty appointments and total Student Credits Hours between 2000 and 2014. Data from SOU IR and OUS Factbooks.

Relative percentage of renewable faculty appointments by professorial (Full, Associate, Assistant) and professional rank (Instructor and Senior Instructor)

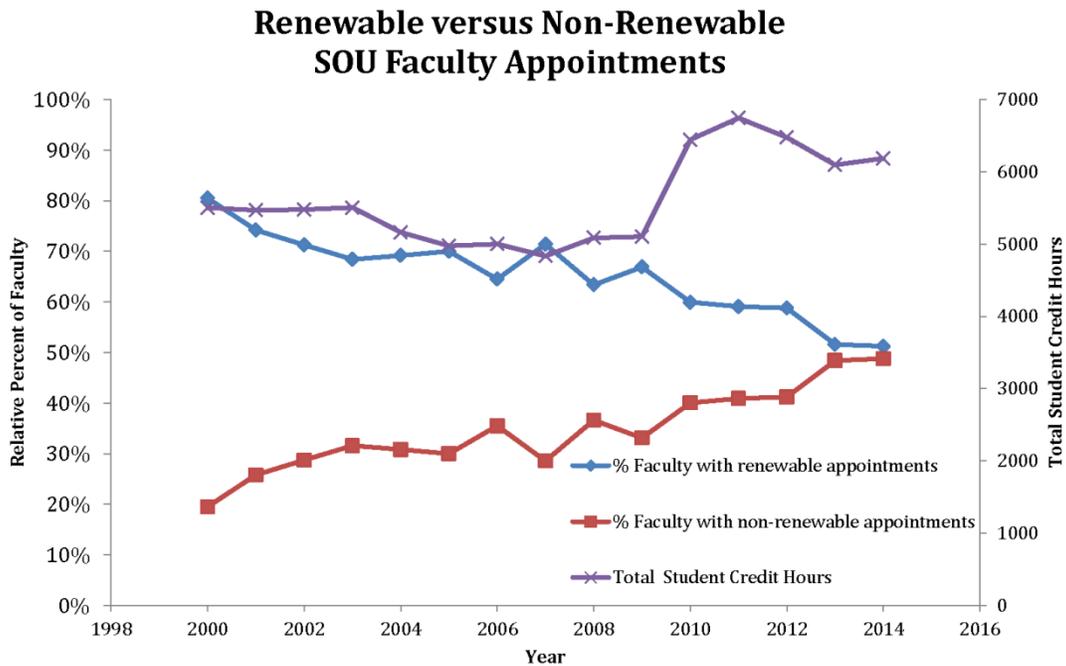


Figure 1. Relative percentage of renewable and non-renewable SOU faculty appointments and total Student Credits Hours between 2000 and 2014. Data from SOU IR and OUS Factbooks.

## Renewable Faculty Appointments by Rank

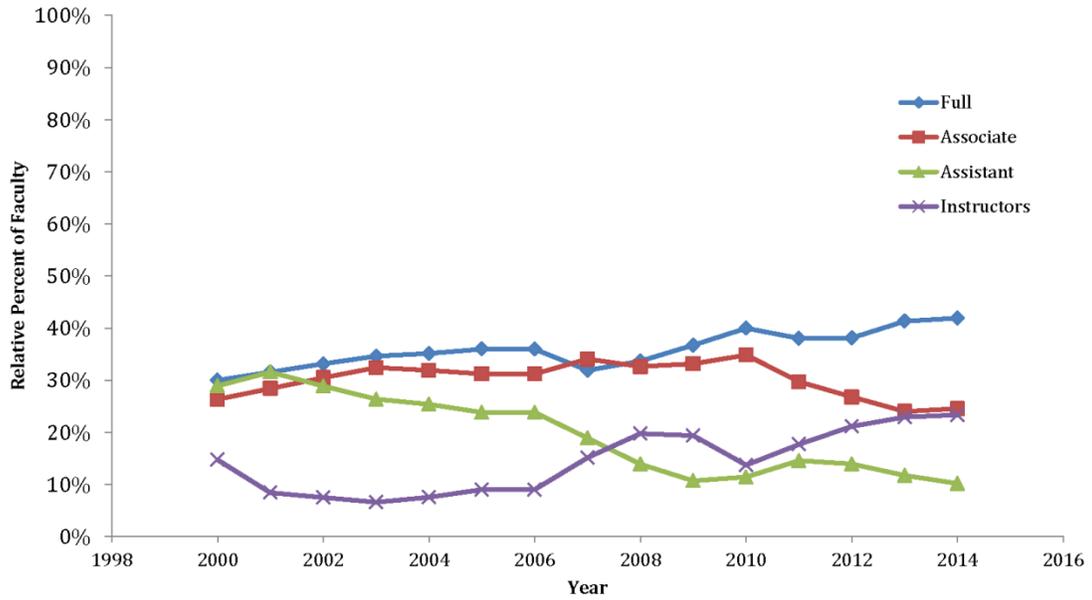


Figure 2. Relative percentage of renewable faculty appointments by professorial (Full, Associate, Assistant) and professional rank (Instructor and Senior Instructor)

## Appendix 6

### Elements of a staffing plan (from task force discussion notes)

A campus wide staffing plan should address non-opportunistic staffing projections which support high quality, innovative teaching and learning and student success, institutional vitality and diversity, and financial sustainability. A long-term staffing plan, updated annually, would serve to provide much needed perspective and stability to academic and non-academic planning, particularly given the demographics of our current faculty. It would also support succession planning within departments and divisions and help to satisfy the accreditation guidelines that a candidate institution to demonstrate “that it periodically assesses institutional policies concerning the use of part-time and adjunct faculty in light of the mission and goals of the institution” (Northwest Commission Accreditation Handbook, p. 63).

#### Elements of a plan

A historical overview of staffing at SOU including the costs of turnover

A comparison of current staffing levels with other relevant institutions

An assessment of parttime versus fulltime and permanent versus temporary staffing levels

A three year plan--by academic department or division--that includes:

- (a) projected staffing needs by course and enrollment
- (b) connection of staffing to long term department/division goals
- (c) identification of all appointment relinquishments already under way
- (b) the anticipated number of retirements (based on faculty who will be 70 or older and the number of faculty who can retire in the next 10 years)
- (c) analysis of faculty demographics
- (d) analysis of facts and climate pertaining to faculty recruitment and retention in the department or division
- (e) analysis of the mentoring and leaderships opportunities related to retention and recruitment
- (f) analysis of regional factors (such as housing, schools, healthcare) that would support recruitment and retention

## **Appendix 7**

### **Faculty Bylaws Section 5.233 regarding the terminal degree equivalent.**

There may be unusual situations where a faculty member does not hold the appropriate terminal degree as defined above, but holds “the equivalent.” The Department Chair, in consultation with the Dean and Provost, shall place a notation to this effect in the individual’s personnel file. The notation must be signed by the faculty member and approved by the Department Chair, Dean, and Provost. This notation will be made available to the individual for inclusion with any application for promotion and tenure.

## **Appendix 8**

### **Committee Charge from Faculty Senate Chair**

“We’re putting together a task force to work on, over the summer, to evaluate having a rank of Professor of Practice. There may be a lot to this (creating the Expectations; sabbatical questions; level of experience required; is it only Professor of Practice, or are there different ranks to it?; Is it feasible for SOU to have a Professor of Practice?; etc. etc.)”

### **Task force members**

Carol Ferguson, chair  
Ed Battistella  
Dennis Slattery  
Vicki Purslow  
Elizabeth Whitman

## References

- American Association of University Professors (AAUP). (2006, December). *Statement prepared by a subcommittee of the Association's Committee A on Academic Freedom and Tenure*. Retrieved from <http://www.aaup.org/report/professors-practice>
- American Federation of Teachers, W. D. (2008). Reversing course: The troubled state of academic staffing and a path forward. American Federation of Teachers Report. Available from ERIC at <http://eric.ed.gov/?id=ED503538>
- Caison, A. L. (2002). Tenure trends in public, four-year colleges and universities. *Planning For Higher Education*, 31(2), 15-25.
- Kezar, A., & Gehrke, S. (2014). Why are we hiring so many non-tenure-track faculty? *Liberal Education*, 100(1). Retrieved from <https://www.aacu.org/liberaleducation/2014/winter/kezar>
- Kezar, A. (2013a). Departmental cultures and non-tenure-track faculty: Willingness, capacity, and opportunity to perform at four-year institutions. *The Journal of Higher Education*, 83(2), 153-188.
- Kezar, A. (2013b). Examining non-tenure track faculty perceptions of how departmental policies and practices shape their performance and ability to create student learning at four-year institutions. *Research in Higher Education*, 54, 571-598. doi:10.1007/s11162-013-9288-5
- Kezar, A. (2012). Spanning the great divide between tenure-track and non-tenure-track faculty. *Change*, (2012, November-December). 6-13. doi:10.1080/00091383.2012.728949
- Levin, J. S. & Shaker, G. G. (2011). The hybrid and dualistic identity of full-time non-tenure-track faculty. *American Behavioral Scientist*, 55(11), 1461-484.
- Maxey, D. & Kezar, A. (2015). Revealing opportunities and obstacles for changing non-tenure-

track faculty practices: An examination of stakeholders' awareness of institutional contradictions. *The Journal of Higher Education*, 86(4), 564-594.

Oregon State University Faculty (2013). Retrieved from <http://oregonstate.edu/admin/aa/faculty-handbook-promotion-and-tenure-guidelines#criteria>

Portland State University Faculty (2014). *Policies and procedures for the evaluation of faculty for tenure, promotion and merit increases*. Retrieved from <http://www.pdx.edu/academic-affairs/promotion-and-tenure-information>

University of Oregon Faculty (2015). Faculty appointments and hiring. Retrieved from <http://academicaffairs.uoregon.edu/faculty-appointments>

University of Oregon Faculty (2012). Professor of Practice guidelines. Retrieved from <http://academicaffairs.uoregon.edu/professor-practice-appointments-guidelines-archived>

Zaback, K. (2011). Staffing trends in public colleges and universities: A national analysis 2001-2009. State Higher Education Executive Officers Association Report. Retrieved from <http://www.sheeo.org/resources/publications/staffing-trends-public-colleges-and-universities>