

Resolution to Establish a Teaching Professor Title

The Teaching-Track Title Taskforce (T4)

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These slides are for the busy reader who does not have time to peruse T4 Docs that have been uploaded to the DoF website.

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The Teaching-Track Title Taskforce is to develop a proposal and Senate resolution that creates a framework for Teaching Professor (TP) titles at all ranks following the enabling legislation approach used for the Clinical Professor, Professor of Practice, and Research Professor titles.

The enabling legislation must be structured so that colleges and schools can customize their TP-track implementation to address their specific educational goals.

Enabling Legislation Approach

Instead of making the TP track automatically available across the university, colleges must submit a proposal to the Faculty Senate in which they explain why and how they intend to implement the new track.

This approach is used for the other RTE professorial titles: Clinical Professor, Professor of Practice, and Research Professor.

To support the T4 resolution is to support the outlined proposal content and the associated approval process. It does not necessarily mean that you support creating a TP track in your college at this time.

Route of Title Creation

Faculty Senate votes on a Resolution to establish the TP Track.

Provost and Trustee approval then required to make titles available for colleges to consider.

Colleges then individually submit their own customized response to Enabling Legislation, including a vote indicating approval by their own faculty for the college's intended usage of the title.

- Senate reviews and votes on college response.
- Title becomes available in that college

Outline

Part I. Motivation

Why do we need TPs?

Part II. Title Description

What would a TP appointment look like?

Part III. The Enabling Legislation

How would the colleges be authorized use of a TP track?

Part I. Motivation

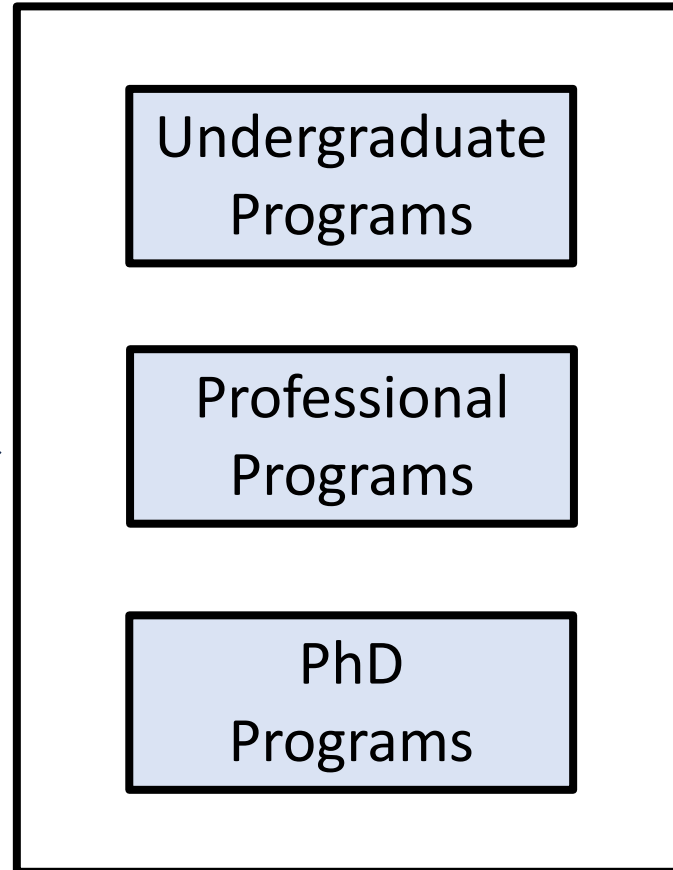
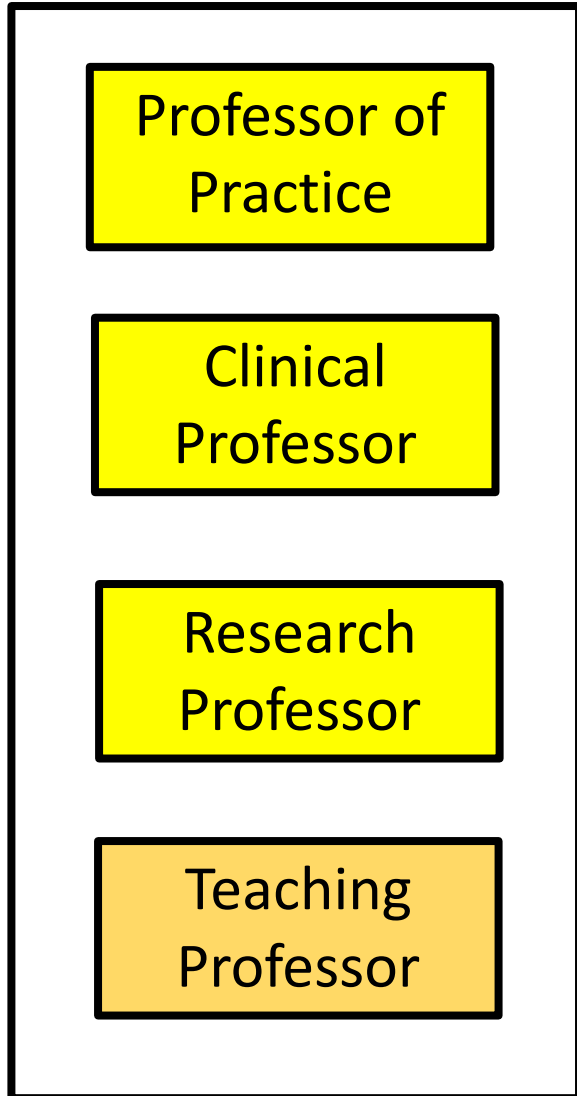
There are three interrelated reasons why Cornell would benefit from having a teaching professor track.

1. Recruiting and Retention

For some units, it is hard to compete with peer institutions who can offer professorial-level teaching titles.

Designed and implemented fifty years ago, the two-tier lecturer track is not particularly well suited for professional growth and innovation.

2. Improve Our Degree Programs



A TP track would complement what existing RTE professorial tracks already bring to our varied degree programs.

A well-designed TP track will have an especially positive impact at the undergraduate level.

3. Equity

Approximately 35% of all credit hours taught on campus are delivered by the 500+ full time faculty on the Lecturer (L), Clinical Professor (CP), and Professor of Practice (PoP) tracks.

Of those faculty, approximately 370 (70%) are on the L track.

Through its current set of titles, Cornell is saying that not one of those L track faculty is deserving of a professorial-level appointment.

Part II. Title Description (TD)

The University describes its Academic titles in this [list of approved titles](#). TD text for any title is typically quite general because it must accommodate a wide variety of teaching and research across campus.

An effective TD makes a statement about expectations without being over-prescriptive. The colleges require flexibility.

With this in mind, we highlight three features in the proposed TD for the teaching professor title...

1. Level

Skill and independence should be comparable to what is expected along the tenure track.

Actual Text:

The teaching professor titles are available only for long term, non-tenure-track faculty members whose efforts are devoted primarily to the teaching mission of the university and whose skill and independence are at the level of the tenure-track faculty.

Assistant, associate, and full teaching professors are expected to achieve a similar level of professional expertise as their counterparts on the tenure track.

2. Impact

There should be impact beyond the immediate classroom/
seminar/lab/studio.

Actual Text

Teaching professors at higher ranks can demonstrate impact inside and outside the university through activities such as pedagogical innovation, curriculum development, and leadership roles.

3. Service Component

There are teaching-related service expectations.

Actual Text

Consistent with their rank and local needs, teaching professors are also expected to contribute teaching-related service, especially in areas that concern advising, mentoring, curriculum, and the management of degree programs.

The Enabling Legislation (EL)

To authorize use of the TP title, a college submits a proposal for Senate approval. The proposing unit must

- A. Justify its need for the title.
- B. Describe what a TP position would look like.
- C. Outline processes for appointment, renewal, and promotion.
- D. Explain limitations regarding scope and numbers.
- E. List the voting (and other) rights that are to be extended to TP faculty.
- F. Discuss impact on “nearby” titles and how it will handle transitions.

We highlight three areas of interest in the EL

Degree requirements

Candidates should hold a graduate degree that is appropriate to the level and field of instruction the individual will provide.

In situations where such degrees do not exist, the proposal should identify alternative degree requirements.

The proposal should explain whether higher TP ranks would entail higher degree requirements.

Limitations in Numbers

The proposal must also include a statement that limits the number of TP positions.

One method to do this is to relate the number **R** of RTE faculty who teach to the number **T** of TT faculty as follows

$$\frac{\mathbf{R}}{\mathbf{R+T}} \leq \frac{\mathbf{X}}{\mathbf{100}}$$

The sponsoring unit would define **R** (e.g., $R = \#L + \#CP + \#PoP + \#TP$) and a percent **X** (e.g. $X = 45$) that would ensure that the majority of faculty who teach are TT faculty. Percentages less than 45 could be chosen.

Transition Processes

Processes for handling L-to-TP and other faculty transitions need to be outlined.

- Will some transitions be automatic, and if so, when will they occur?
- If transitions will be considered by application, how and when will the application process occur?
- How will the destination TP rank be determined?

Follow-Up Topics

The following important topics fell outside of the T4 charge, but they warrant further study under the auspices of the Faculty Senate and its committees:

- *A University-Wide Appeal Process for RTE Faculty*
- *Enhanced Title Opportunities for Extension Faculty*
- *Enhanced Sharing of RTE-related Docs Between the Colleges*
- *More University-Level Guidance about Who Votes on What*