

MEETING AGENDA

Date: August 13, 2024 | **Time:** 2:30 p.m.

Location: Freeman Hall 078 Auditorium

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[Teams Channel](#)

1. APPROVAL OF MINUTES

- [Minutes](#)
- The minutes of the June 11 Faculty Senate meeting were approved as distributed.

2. SPECIAL ORDERS

- 1) RBB Budget Model Update – Executive Vice President and Chief Operating Officer Tony Wagner
 - Vice President Wagner's presentation is attached.
 - Question: Where can faculty learn more about the new budget model? Answer: There is a website that contains more information. It addresses allocation mechanisms for revenues and expenses. There is also a two-page summary document that can be provided to Senators.
 - Question: Will anything change at the department level once the new budget model is implemented? Answer: It will be up to the Deans to decide how funds will be allocated to departments. The Deans have recently been given the first reliable data set on the transition to RBB.
 - Question: Is data transparently available? Answer: The Deans will distribute data within their colleges.
 - Question: How will RBB affect the costs associated with core research facilities? Answer: The university doesn't want to disincentivize research, but decisions haven't been finalized surrounding this issue. Adjustments will be made as necessary.
 - Question: What changes were made between Design 1 and Design 2 of the model? Answer: Wagner provided the Finance Committee with a document that shows Design 1 and how it evolved into Design 2. It can be provided to the Senate.
 - Question: It seems like most of the decisions being made are happening at the Deans' level and higher. Could more decisions be shared with the faculty? Answer: Once it is fully implemented, RBB will allow for more transparency and shared governance.
 - Question: Will departments have more influence on admissions decisions since budgets are driven by enrollment? Answer: That will continue to be a concern, but resources should follow enrollment.

- Question: What is the plan to give departments credit for services to the community? Answer: The university knows that there is a need to subsidize and protect those services. RBB can make us more intentional about these decisions.

3. REPORTS

1) Robert H. Jones, Executive Vice President for Academic Affairs & Provost

- The Provost gave a summary of the accomplishments presented at the summer Board of Trustees meeting (e.g., a record number of applications, all-time high numbers of PhD graduates, a clear SACS reaccreditation, 49 faculty receiving major awards, more than \$280 million in research expenditures, new Offices of Major Awards and Honorifics and Faculty Advancement, the Constitutional amendment to increase shared governance opportunities, etc.).
- Provost Jones reported that his current priorities are the Clemson Experimental Forest, the development of a long-term compensation strategy, more support for innovation campuses, experiences for undergraduates (including a collaboration with a movie studio), streamlining faculty evaluation processes, and the transition to the RBB budget model and the new ERP.
- Question: Can you tell us more about the movie studio collaboration? Answer: There is a large studio near Atlanta that has an entertainment complex and is building an education complex. This studio wants to partner with us for experiential learning.
- Question: In the long-term compensation strategy, will COLA be used for COLA, with internal sources of funding for merit pay? Answer: A team is going to start engaging faculty, staff, and administrators to build a model that deals with COLA, merit, and compression.

2) Standing Committees

a) Welfare Committee: Chair Jennifer Holland

- WCR 202328, Teaching Professor Title--Senator Holland presented the report and answered questions. The report was adopted, with 54 Senators in favor and 3 opposed.
- Question: Is there any information about how a title change might affect perceptions of teaching positions among potential faculty hires? Answer: The literature suggests that "teaching professor" titles are viewed more favorably, and we have anecdotal evidence of candidates turning down lecturer positions at Clemson to take teaching professor positions at other institutions.
- Question: Will lecturers who do not have a terminal degree be affected by this change? Answer: The Faculty Manual does not stipulate that a terminal degree is required for other non-tenure track positions, so a terminal degree would not be specified as requirement for the teaching professor title either.
- Question: Will additional responsibilities be added to lecturers' duties if these new titles are adopted? Answer: No, the expectation is that teaching professors will still primarily be responsible for teaching, but just as is the case now, they will need to be involved in research and/or service to be considered for promotion.

- Question: Is there a need to retain the lecturer title? Answer: One of the recommendations in the report is to explore how we use the term "lecturer" and phase it out or use it in a different way. For instance, other institutions use the "lecturer" term for temporary, adjunct, part-time, and/or visiting faculty.
 - Question: Is there any precedent for changing from one title (e.g., lecturer) to a different title (e.g., teaching professor) through promotion? Answer: The goal is to revisit the lecturer title and hopefully eventually have a complete track from assistant to associate to teaching professor.
 - Question: Do any peer institutions have a requirement for teaching professors to have a terminal degree? Answer: Some do, and some do not. Other non-tenure track ranks at Clemson (e.g., clinical, extension, and research professor) do not require a terminal degree.
 - Question: What is the difference between a clinical professor and a lecturer? These terms are used differently in different departments, and there are Policy and Welfare Committee agenda items in place to explore ways to make these designations clearer and more consistent.
 - Statement: There are research professors without terminal degrees, and there are parallels between the transition from postdoctoral fellow to research professor that seem similar to the transition from lecturer to teaching professor.
 - Question: Is "lecturer" not broader than "teaching professor"? Would lecturers actually prefer this change? Answer: A survey conducted among lecturers in the College of Science indicated that these faculty prefer the teaching professor title, and the members of the Convention of Delegates overwhelmingly preferred it as well.
 - Question: Would a senior or principal lecturer have to accept a title change? The report proposes a straight swap of titles because allowing faculty to choose one title or another would prove overly complex.
 - Statement: There is inequity across campus in how non-tenure track faculty are treated, and it is important for their voices to be heard and for them to have the opportunity to have titles that seem more equitable.
 - Statement: A clinical faculty line is dependent upon funding from outside sources, whereas a lecturer position is a dedicated line. Departments need to be cognizant of this when creating positions. Response: The Welfare Committee has another agenda item in place to address some of the discrepancies in non-tenure track faculty designations.
- b) Finance Committee: Chair Jace Garrett
- No report
- c) Scholastic Policies Committee: Chair Andy Tennyson
- No report
- d) Research, Scholarship, and Creative Endeavors Committee: Jessica Larsen
- No report

- e) Policy Committee; Chair Tyler Harvey
 - Senator Harvey reminded Senators to be mindful of the recent changes to the Faculty Manual and to work with their units to update their bylaws and TPR materials. A document with guidance and sample language will be distributed to departments soon.
 - Harvey also gave a reminder that all constitutional faculty have the right to vote now, even if department bylaws have not yet been updated.
- f) Non-Tenured Faculty Issues and Representation Committee: Chair Amanda Rumsey
 - No report
- g) Recruitment, Engagement, and Communication (REC) Committee: Chair Billy Terry
 - Senator Terry gave a reminder to use Teams to attend meetings virtually and to refer to the most up-to-date calendar invitations for meetings.
 - There will be a happy hour at Kite Hill Brewery after today's meeting, and then a trivia night will follow.
 - Senator Terry expressed his appreciation for the engagement today.
- h) Alpha Committee: Chairs Lauren Duffy and Sarah White
 - There is an Alpha Committee meeting on August 29. Provost Jones and Senior Associate Provost Lawton-Rauh will be in attendance.
- 3) University Committees/Commissions
 - a) Committee on Committees: Chair Fran McGuire
 - Chair McGuire reported that the Committee on Committees met in June and approved an interdisciplinary curriculum committee for Nutrition.
 - They also discussed the lack of activity of the Campus Recreation Advisory Committee and a request that was received to discontinue it.
 - Finally, they discussed an interdisciplinary curriculum committee for the MBA. Chair McGuire asked for feedback on this committee from faculty in the College of Business.
- 4) Faculty Representative to the Board of Trustees: Brian Powell
 - Representative Powell remains available to meet with faculty on the fourth Tuesday of the month at Sole' on the Green.
 - Powell gave an update from the July Board of Trustees meeting, at which a \$2 billion budget was approved. Other announcements include an in-state tuition freeze, the approval of several facilities projects, and the hiring of Doug Hallenbeck to replace Chris Miller as Vice President of Student Affairs.
 - Powell read the state law regarding compensation increases and provided his support for the university's development of a long-term compensation strategy.
- 5) Faculty Senate President's Report
 - President Duffy reflected on the energy and excitement of a new school year and the fact that Clemson is well positioned right now, which is unique within the changing higher education landscape. With the rise of neoliberalism, the university has shifted from a public good to a commodity good, with a focus on data, productivity, efficiency, and accountability, but the institution is defined by

its people. Therefore, we need to invest in our people, and a long-term compensation plan helps support this goal.

- Duffy encouraged Senators to RSVP for the general faculty meeting and luncheon next week.
- We will move back to the Madren Center for next month's meeting.

4. UNFINISHED BUSINESS

5. NEW BUSINESS

ADJOURN 4:20 p.m.

Jennifer L. C. Holland, LMSW
Principal Lecturer and Undergraduate Coordinator
Department of Sociology, Anthropology and Criminal Justice
Secretary, Faculty Senate

ANNOUNCEMENTS:

UPCOMING MEETINGS:

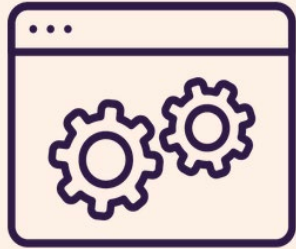
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|-------------------------|--|
| [ALL Senators] | General Faculty Meeting: Tuesday, August 20, 10:00 am, Watt Innovation Center |
| Committee Meetings | August 20 (variable times and locations) |
| [Grievance Board] | Grievance Board Regular Meeting: Monday, August 26, 12:20 PM, 158 Surrine |
| [Lead Senators] | Advisory Committee Meeting: Tuesday, August 27, 2:30 pm, 158 Surrine Hall |
| Alpha Committee Members | Alpha Committee Meeting: Thursday, August 29, 2:30 pm, 390 Surrine Hall |
| [Committee Chairs] | Executive Committee Meeting: Tuesday, September 3, 2:30 pm, 158 Surrine Hall |
| [ALL Senators] | Faculty Senate Meeting: Tuesday, September 10, 2:30 pm, Madren Center Auditorium |

Revenue-Based Budgeting at Clemson University

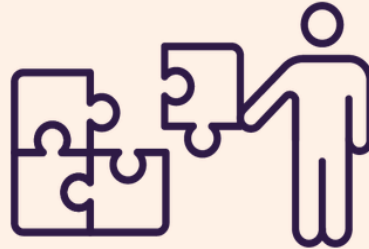
Faculty Senate
August 13, 2024

Tony Wagner
EVP for Finance and Operations and COO

Business Transformation | Modernizing How Clemson Works



Systems



Resources



Insights



Clemson[®] Works

Let's keep going!

Business Modernization | Initiatives

Core focus is on three transformational initiatives:



Systems

Core Finance and HR Systems will enable broad transformation outcomes across the enterprise and impacted functions.



Resources

Revenue-Based Budget Model will realign accountability and responsibility with financial results to drive long-term growth for the strategic plan.



Insights

Business Intelligence will use a holistic approach to bring business analytics, data mining, data visualization, data tools and infrastructure, and best practices together to help make data-driven decisions.

What is Revenue-Based Budgeting?

RBB is...

- RBB is built on **transparency** to support accountability and strategic decision-making.
- A proven strategy ensuring **quality standards of service**.
- RBB supports sustained revenue growth and **expense management**.
- RBB allows for **incremental changes over time** to create predictable and meaningful impacts.
- Incentivizes **innovation** and **entrepreneurship** across the University

RBB is not...

- RBB is **not AI** – the “model” does not run the University.
- RBB is **not static** – the model will evolve over time.
- Complex and **difficult to understand**.
- RBB is **not a panacea** or cure-all.

Revenue-Based Budgeting | Guiding Principles



SUPPORT

Support the University's land-grant mission, leading to achieving goals as defined in Clemson's strategic plan, Clemson Elevate.



SIMPLICITY

Be simple to articulate and ensure transparency.



DATA-DRIVEN

Be data-driven and enable predictability that allows for multi-year planning.



ACCOUNTABILITY

Align budgetary authority with responsibility and accountability.



INNOVATION

Incentivize efficiency, collaboration, innovation and entrepreneurship in line with Clemson Elevate.

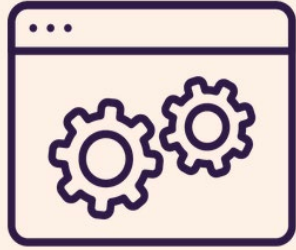
Revenue-Based Budgeting | Implementation

- **Phase 1 – Design (2022-2023)**
 - With stakeholders from every college, led by EVPs
- **Phase 2 – Shadow (2023-2026)**
 - Focus on gathering data and redesigning key business processes
 - Deans and administrative leaders will review outputs and make recommendations
 - Development of a financial performance framework for academic and administrative units
 - Test and evaluate design refinements made alongside the current budget model
- **Phase 3 – Go Live (July 2026)**
 - In connection with the implementation of a new ERP
 - A key enabler for effectively implementing an RBB budget model is transitioning from a legacy Finance and Human Resources system to a robust and integrated platform for financial and HR operations

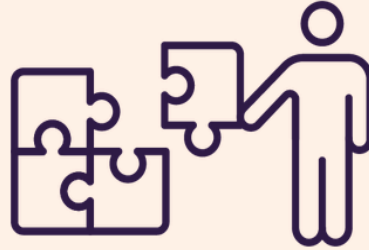
Revenue-Based Budgeting | Year One and Beyond

- Leads Clemson beyond a “Black Box”
 - Move to **transparency** on all revenues and expenses
- **Hold Colleges Harmless!**
 - Will not be disruptive or trigger significant reallocations between colleges at Go Live
- Incremental change with the model and **power over time**
 - Incentivize expense management and smart revenue growth
- Protect the **enterprise margin** that allows for reinvestment
 - Imperative, only successful with a strong **partnership with college Deans**
- **Actuals** vs. Budget approach
 - An important transition and understanding for departments’ financial planning
- We all need to work together to ensure full **Adoption** of the new model

Business Transformation | Modernizing How Clemson Works



Systems



Resources



Insights



Clemson[®] Works

Let's keep going!

Questions?



The Welfare Committee: investigates and reports to the Faculty Senate relevant matters for faculty welfare.



WELFARE COMMITTEE
CHAIR: Jennifer Holland

WELFARE COMMITTEE REPORT

Standing Agenda Item 202328: Teaching Professor Title

Background

On September 6, 2022, Faculty Senate President Kristine Vernon relayed a request to the Convention of Delegates to consider a proposal to change the titles in the “lecturer” series of faculty ranks (Lecturer, Senior Lecturer, Principal Lecturer) to a naming convention which more closely matches other faculty ranks (such as Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor). During the 2022-23 academic year, the Convention of Delegates produced a ten-page report addressing this issue that included an examination of past Senate reports, relevant scholarly literature, and a consideration of the policies in place at peer and aspirational peer institutions.

Findings

The primary scholarly literature on this topic is a 2020 study in which Morling and Lee investigated the role that titles play in faculty and student perceptions of faculty members. The overall conclusions of this study were that students, as well as other faculty members, had greater respect for the title of teaching professor than for any type of lecturer title; for example, students indicated that they would be less likely to challenge a grade in a class taught by a teaching professor than a lecturer.

Furthermore, only three out of thirteen peer and aspirational peer institutions sampled use the term “lecturer” for their primary professional track teaching faculty, with the most commonly used title being “teaching professor.” In fact, all but one peer institution use the term “lecturer” to refer to temporary/emergent or limited appointments.

Finally, a survey conducted in Clemson’s College of Science in the fall semester of 2023 found that 89% of lecturers preferred the “teaching professor” title to that of “lecturer,” with 4% preferring the “lecturer” title and 7% having no preference. (All of the findings above are referenced in the attached Convention of Delegates report.)

Discussion

The Welfare Committee concurs with the Convention of Delegates that Clemson’s system of titling is remedial and outdated when viewed in light of current scholarly research and the practices of peers and aspirational peers. Additionally, changing titles to better reflect the range of professorial work teaching-focused faculty perform is a good step towards closing the faculty equity gap and shows the potential to increase morale among non-tenure track faculty. A change in titles for full-time, non-tenure track faculty who teach and have at least one other duty supports the goals of Clemson Elevate by encouraging a more engaged faculty focused on improving the student experience, doubling research, and serving the people of South Carolina.

The Convention outlined three distinct models of implementation of a set of teaching professor titles in their report. The Convention also suggested several areas of concern, including noting that any proposal to change titles (or add new titles) should not negatively affect any faculty member, whether through increased workload, increased expectations for reappointment or promotion, or a combination of these. There were also concerns about retitling the “lecturer” rank, as it is used very differently across departments—for full-time faculty with teaching, research, and service responsibilities; those who teach full-time, but have no other duties; and those who serve in adjunct-like and temporary roles. Therefore, there is some hesitance to retitle the “lecturer” rank as it is used currently, but there is value in considering its use and potential title changes in the future.

The Welfare Committee agrees that moving forward with the retitling of the “Senior Lecturer” and “Principal Lecturer” ranks to “Associate Teaching Professor” and “Teaching Professor” is warranted. These new titles better align with those of peer and aspirational peer institutions and recognize the contributions of teaching faculty who have already proven that they “combine effective instruction with additional significant contributions to the mission of the University” (Faculty Manual, Chapter IV, B2). New titles also have the potential to bring more credibility to these roles and to improve efforts to recruit and retain exceptional faculty.

Recommendations

The Welfare Committee concurs with and supports the Convention’s actionable recommendations, which include the following:

- 1) Retitle the ranks of “Senior Lecturer” and “Principal Lecturer” to “Associate Teaching Professor” and “Teaching Professor,” respectively. As a first step, we request the addition of an agenda item to determine the feasibility of this transition.
- 2) Assign a committee to investigate and make recommendations for a path to implement the rank of “Assistant Teaching Professor” as either a replacement for or an alternative to the current title of “Lecturer.”
- 3) Assign a committee to investigate the current compensation strategy for teaching-focused faculty and issue recommendations to ensure compensation is commensurate with peer institutions and the professional expertise of these faculty.



CONVENTION OF THE DELEGATES

CDR 202225: Teaching Professor Title

Background

On September 6, 2022, Faculty Senate President Kristine Vernon relayed a request to the Convention of Delegates to consider a proposal to change the titles in the “lecturer” series of faculty ranks (Lecturer, Senior Lecturer, Principal Lecturer) to a naming convention which more closely matches other Regular and Special Faculty ranks (such as Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor). On September 8, 2022, the Convention added this item to the agenda with the charge to “produce a report that examines, discusses, and issues recommendations regarding the establishment of a series of Teaching Professor faculty titles.”

Findings

Past Senate Reports

The Convention reviewed previous Senate reports including the final report of the Select Committee on Faculty Ranks and Titles (2005 – 2008), the interim report of the Select Committee on Best Practices in Support of Academic Lecturers (2009 – 2011), and the final reports of the Ad Hoc Committee on the Status of Lecturers (2010 – 2011, 2011 – 2012, and 2016 – 2017.)

Scholarly Literature

In a 2020 study¹, Morling and Lee investigated the role that titles play in faculty and student perceptions of faculty members. Specifically, this study compared the titles of “Associate Teaching Professor,” “Associate Professor,” “Instructor,” and “Lecturer.” Their findings included:

- Faculty perceived Associate Teaching Professors as working at more prestigious universities, being more highly compensated, and having lower teaching loads than Lecturers and Instructors.
- Faculty and students alike perceived Associate Teaching Professors as being more highly respected within institutions than any other rank and more highly respected within their fields than Lecturers and Instructors.
- Students perceived that they would be less likely to challenge the authority (such as disputing a grade) in a course taught by an Associate Teaching Professor compared to any other rank.

¹ Beth Morling & Jeong Min Lee. “Are ‘Associate Professors’ Better Than ‘Associate Teaching Professors’? Student and Faculty Perceptions of Faculty Titles.” *Teaching of Psychology*. Vol.47(1). 34-44. 2020.

- Students perceived themselves having more respect for Associate Teaching Professors than Lecturers or Instructors.

Peer Institutions

The Convention also surveyed the policies in place at peer and aspirational peer institutions. The primary title for teaching faculty at each peer and aspirational peer institution is listed in Tables 1 and 2, respectively. These tables also include the general term used to refer to faculty not on the tenure-track, which varies by institution.

Only three out of thirteen? institutions sampled use the term “lecturer” for their primary professional track teaching faculty, though all but one still use the term to refer to temporary/emergent or limited appointments. Included in those three is the University of Florida, where the Faculty Senate has adopted a resolution (AY22-23) to change the titles institution-wide to an Instructional Professor series, though the process is pending. In the meantime, units/colleges have the choice to implement these as working titles.

Michigan State uses the title “Academic Specialist,” and Delaware uses both untagged Professor ranks and the ranked “Instructor” series. The other thirteen schools use a title that includes “Professor” with “Teaching Professor” the most common (10). The University of Nebraska uses the “Professor of Practice” term for all instructional faculty while Purdue includes it as an option (along with Teaching Professor and Clinical Professor) that can be utilized as most appropriate for the unit making the appointment.

Aside from Nebraska, other institutions use Professor of Practice in a similar set of circumstances as Clemson, though at most this is a ranked title that includes Assistant Professor of Practice and Associate Professor of Practice.

Table 1: Comparison of Titles used for Teaching Faculty at Peer Institutions (LGPR1)

| Institution | Highest Primary Teaching Faculty Title (# of Ranks) | Faculty Designation | Retain title of Lecturer? | Notes |
|---------------------------------------|---|--|---------------------------|--|
| University of Delaware | Professor* (3) Senior Instructor (3) | Continuing Track or Temporary | Yes** | *UD uses both an untagged faculty rank structure (i.e. Asst/Asst/Professor) for both TT and CT faculty and also includes tagged instructor ranks. **The title “Lecturer” appears in the faculty constitution and two additional policies (included among lists of other faculty titles) but does not have a separate description of the rank or guidance for its use. |
| Auburn University | Teaching Professor (3) (Currently being created) | Non-Tenure Track | Yes | A new track of Teaching Professor titles was just approved by the faculty senate in spring 2023, which will be added in addition to the Lecturer -> Senior Lecturers to recognize faculty who contribute to more than just teaching. |
| Kansas State University | Teaching Professor (3) | Regular Appointments or Term Appointments* | No | Also includes ranks of Instructor/Advanced Instructor/Senior Instructor which do not require terminal degree and generally carry no expectation of scholarship or service. *Appointments can be for a specified contract term or regular appointments, depending on need and funding source. |
| University of Nebraska-Lincoln | Professor of Practice (3) | Non-Tenure Track | Yes | Professor of Practice ranks must have a workload at least 80% teaching, but often 100%. Lecturer titles used for temporary appointments/needs and don't require terminal degree. |
| University of Arkansas | Teaching Professor (3) | Non-Tenure Track | Yes | Part time, or short duration appointments can also be made as Lecturer/Master Lecturer. Three instructor ranks can be used when the faculty member does not have the terminal degree. |
| Oklahoma State University, Stillwater | Teaching Professor | Non-Tenure Track | Yes | Title of lecturer is used only for employees hired to fill emergent short term teaching needs. |

Table 2: Comparison of Titles used for Teaching Faculty at Aspirational Peer Institutions (LGPR1AAU)

| Institution | Highest Primary Teaching Faculty Title (# of Ranks) | Faculty Designation | Retain title of Lecturer? | Notes |
|--|--|--------------------------------|----------------------------------|---|
| Michigan State University | Senior Academic Specialist (2) | Continuing Appointment Faculty | Yes | Multiple other titles possible including lecturer, assistant instructor, instructor as well as regular faculty titles not appointed under rules of tenure |
| Purdue University | Clinical Professor, Professor of Practice, or Teaching Professor (3) | Clinical/Professional Faculty | Yes | Unclear guidance on when a C/P position is preferred over a lecturer title, but lecturers are excluded from governance while C/P are not. Individual units determine the most appropriate title to use for C/P faculty. |
| Rutgers University, New Brunswick | Teaching Professor (3) | Non-Tenure Track | Yes* | *Med school only. Explicitly establishes equivalencies in rank between TT and NTT titles (e.g. Teaching Professor is an equivalent rank to Professor) |
| Texas A&M University | Instructional Professor (3) | Academic Professional Track | Yes | Assistant Lecturer -> Lecturer -> Senior Lecturer also in use and equivalent, though less used |
| The Ohio State University | Teaching Professor (3) | Non-Tenure Track | Yes | Lecturer is a rank of Associated Faculty used when other titles are not appropriate; responsibilities limited to teaching |
| The Pennsylvania State University | Teaching Professor (3) | Non-Tenure Line | Yes | Lecturer title can be used in place of Instructor, as a level below Assistant Teaching Professor when the candidate does not possess the terminal degree. Highest rank cannot be attained w/o terminal degree. |
| The University of Arizona | Principal Lecturer (3) | Career-track Faculty | Yes | |
| University of Florida | Instructional Professor* (3) | Non-Tenure Track | Yes | *UF Faculty Senate has passed a resolution to adopt this title structure university-wide. In the interim, the institutional title follows the lecturer series, but many colleges/departments use working titles of "Instructional [Assistant/Associate] Professor" |
| University of Illinois, Urbana-Champaign | Teaching Professor (3) | Non-Tenure Track | Yes | Lecturer and Senior Lecturer also exist and can be promoted to Assistant Teaching Professor; but appointments can also be made at this level directly. Teaching Professor track implies ongoing appointment and requires making instructional impact beyond department (e.g, scholarly publication/invited talks/related activities). |
| University of Maryland, College Park | Principal Lecturer (3) | Professional Track | Yes | A 2013 Senate report did recommend creation of a series of Teaching Professor titles (separate from the lecturer ranks - similar to UIUC) but these titles were never implemented. |
| University of Minnesota, Twin Cities | Teaching Professor (3) | Term Faculty | Yes | Lecturer/Senior Lecturer or Teaching Specialist can also be considered for temporary, part-time appointments that exceed normal time commitments (20%) appropriate for adjunct titles. |
| University of Missouri, Columbia | Teaching Professor (3) | Non-Tenure Track | Yes | Lecturer and Senior Lecturer are used as unranked, non-regular faculty titles. |

Discussion

Based on findings from previous senate reports and practices at peer institutions, the Convention outlined three distinct models of implementation of a set of Teaching Professor titles.

Model A: Supplementary Titles

Every peer or aspirational peer institution who has developed a series of Teaching Professor titles (or equivalent) except Kansas State University, has retained any lecturer titles (including senior lecturer, etc.) This model is demonstrated in the 2023 Senate Report from Auburn University (attached) which recently implemented a similar change. In the Auburn proposal, the new track has ranks of Assistant, Associate, and Full Teaching Professor to mirror tenure-track ranks. They are distinct from the existing lecturer ranks in two ways:

- 1) A terminal degree is required for appointment to the new ranks (but not for lecturer ranks)
- 2) These faculty appointments have the primary expectation for teaching and a secondary expectation of either service or research/scholarship, while lecturer ranks only have an expectation of teaching.

The analysis of peer institutions revealed this is a common strategy and grants departments flexibility to have different roles for those with long-term association to the university mission and those who might only fill intermittent or specific teaching functions.

While this is the most common approach amongst peers, it may not be the best fit at Clemson University. As documented in previous Convention reports, the existing Lecturer track already has expectations for both teaching and service/scholarship that match the Teaching Professor ranks at these other institutions, and other titles, such as Temporary Lecturer, Visiting Faculty, or Adjunct Faculty are available for the other category of faculty who get the “Lecturer” title at peer institutions. This model would also result in the most significant necessary changes to University policies.

Model B: Replacement Titles

This model most closely represents the proposed change which motivated this agenda item and would entail changing the existing titles from Lecturer, Senior Lecturer, and Principal Lecturer to Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor, respectively. This was the approach taken by the University of Florida, as outlined in their 2022 Senate Resolution and Report (attached), though the implementation is still ongoing.

As noted above, the appointments of many teaching-focused faculty at Clemson already include expectations of either service or research/scholarship that are typical of appointments with Professor included. However, it is noted that this varies from unit to unit and there are lecturers in some departments who have a workload of 100% teaching. This

would require care when crafting the specific language of the policy and should entail discussion as to the expectations for each title. It also doesn't preclude the option to retain the title of "Lecturer" in addition to the other titles, as other institutions have done, with existing Lecturers being reclassified (or not) on a case-by-case basis dependent on their specific job functions, though this would complicate policy implementation. Compared to the creation of three new ranks, this in theory has a simpler pathway to implementation.

Model C: Working Titles

As a compromise/transition option, this model was used at the University of Florida before they voted to change titles university-wide and is also currently in use at the University of Michigan, as negotiated in their most recent collective bargaining agreement (MOU attached). These institutions employ the idea of "working titles" that allow some units to develop internal titles for their teaching faculty to use while retaining a different state title. At Florida, all teaching faculty retained the state title of Lecturer, Senior Lecturer, or Master Lecturer but some departments used different internal titles. As the report of the 2005-2008 Select Committee on Faculty Ranks and Titles showed, there is precedent for this at Clemson and the practice is allowed by the State of South Carolina, though current university policies do not allow the use of faculty titles not included in the Faculty Manual.

At the University of Michigan, working titles in the Teaching Faculty track have also recently been implemented with a process developed for individual faculty to apply to use the working title during their normal reappointment/promotion processes. This particular implementation of the model would have the benefit of allowing individual faculty and units the agency to determine which title is most appropriate for each faculty member in question and could easily be integrated into existing faculty workflows. It also would not require coordination with the state to develop new unclassified titles, which would be necessary for Model A (and potentially Model B, if the title of Lecturer is retained). On the other hand, there are concerns about possible inequities in how working titles may be applied from department to department if such a system is implemented at Clemson.

Feedback from Constituents

Throughout the discussion of this agenda item, members of the Convention sought feedback from constituents (specifically lecturer-rank faculty across the University) through a variety of informal and formal avenues. Feedback was overwhelmingly in support of implementing a series of Teaching Professor titles, but some specific concerns, questions, and discussion points were also raised. Several of these points are captured in direct quotes from faculty included below:

"It may be difficult to add all that extra work and responsibilities while getting no benefits. Title is great, but the benefits should be equivalent. For example, if someone is able to get grant funding for a teaching or a research project, should they get time off the teaching then or how will the benefits be adjusted for the additional workload?"

“I am reluctant to change the title to anything involving the word “professor” because when I see the different ranks in “professor”, I immediately think of tenured positions. . . Until teaching faculty positions carry with them a path to tenure, I believe we should stick with “lecturer”.

“I am in favor of the title change from lecturer to professor. At least in my department, most lecturers have PhDs (at least the most recently hired ones), most of us have research experience and some of us are still conducting research with undergrads that is published even though we are told this "does not count" since our expected research for our jobs is 0% (teaching is 95-98%, service is 5-10%). However, another thing we are told that can help us get promoted to senior or principal lecturer is doing scholarship and research, even though this is not currently supposed to be a part of our job duties. So the expectation for lecturers to do something other than just teaching is there, even if it is not directly stated.”

“I am on board with the teaching professor title change, specifically options B and C. If our goal is to bring unity between lecturers and professors, I am not sure if option A’s description will bring that. The only thing I am curious about is how our responsibility percentages are going to change from what they currently are.”

“I personally think an implicit bias exists in the name rankings, and many teaching faculty feel as if they are a second-class citizen of the University. I think it will be a great step towards bringing equity to the equally important part of the University’s instruction system.”

“I think an argument against the change would be that use of the terms assistant/associate/professor might change the way these roles are viewed from a TPR perspective, and might unintentionally change the roles of lecturers, even if the change is ostensibly in title only. I would be concerned that some faculty (i.e. established tenured faculty) may feel that if a lecturer should now be able to use the job title "assistant teaching professor" that they should have to contribute more to research, even though that is not in our job requirements. This could potentially lead to making promotion more difficult for future teaching faculty than it would be for current Lecturers.

On the other hand, the title change offers more of an air of ‘legitimacy’ to our roles, and can make our roles appear less ‘transient’ or ‘junior’ to outsiders. I have had conversations with people at other institutions who have said "if you have a PhD, why haven't they made you an assistant professor?" This change may benefit people who are applying for jobs elsewhere by giving their job titles more ‘gravitas.’”

“There are clear associations with Lecturer, etc., that suggest we are closer to graduate students than full-time faculty. I think this affects the way other faculty view us—not only within Clemson but also at other institutions (and the latter has important impacts on job mobility, conference participation, and publication).”

"I would be in favor of this title change as long as it would also come with more job protection and respect, particularly in regards to more freedom to choose what we teach and institutional respect for professional development work devoted to improving pedagogy in the process of promotion and merit raises."

Based on this feedback from constituents (including other formal and informal feedback not presented here) and its own discussions, the Convention has identified several potential areas of concern with establishing Teaching Professor titles, regardless of the model implemented:

- 1) Teaching-focused faculty already feel underpaid and overworked in their current roles. New titles should not include an increased workload without other additional benefits, such as increased compensation.
- 2) The current workload and expectations for the rank of Lecturers can vary by department and even within departments. There may exist two different types of Lecturers – those hired with the expectation of 100% teaching, maybe as a direct hire, for an emergent need; and those hired with expectations of a long-term commitment and a variety of teaching/mentoring/service/scholarship expectations and workloads, hired through a national search with a faculty screening committee. While an Assistant Teaching Professor title might more accurately capture the second group, it may be inappropriate for the first.
- 3) Reported workloads of teaching-focused faculty may not currently capture or assign appropriate credit for the work these faculty do. Changing titles, which may lead to changes in expectations (whether formally stated or inferred) may exacerbate this problem, but may also offer an opportunity to codify these expectations and better capture the nature of these faculty members' work.
- 4) There is an open question of degree requirements and whether a terminal degree is/should be expected for someone with a professorial rank vs a lecturer title. The Faculty Manual does not currently specify degree requirements for any rank other than tenured/tenure-track appointments, even for ranks which include "Professor" in their title, though individual departments may have more strict qualifications.
- 5) Any proposal to change titles (or add new titles) should not negatively affect any faculty member, whether through increased workload, increased expectations for reappointment or promotion, or a combination.
- 6) Changing titles to better reflect the range of professorial work teaching-focused faculty perform is a good step towards closing the faculty equity gap, but additional work will still be needed, up to transitioning these to tenure-eligible ranks.

Conclusions and Recommendations

The Convention recognizes the potential value of a series of Teaching Professor titles that better reflect the work some teaching-focused faculty do on a day-to-day basis. These titles may help reduce negative connotations of the Lecturer titles which have contributed to a culture of division between Tenured/Tenure-Track and Non-Tenure-Track faculty in some departments. Additionally, it would make Clemson more consistent with peer and aspirational peer institutions and may help units to recruit and retain talented teaching-focused faculty.

However, the Convention also recognizes that use of the current Lecturer titles varies significantly across units and some faculty members and departments may wish to retain their use in the current form and these views should be considered while moving forward with this proposal.

With these considerations in mind, the Convention has the following actionable recommendations:

- 1) Retitle the ranks of “Senior Lecturer” and “Principal Lecturer” to “Associate Teaching Professor” and “Teaching Professor,” respectively.
 - Per the Faculty Manual and departmental TPR documents, promotion or appointment to these ranks already carries an expectation of excellence in teaching and significant contributions to service, and research/scholarship may also be considered. Retitling these ranks would recognize the professorial contributions these faculty are already making and would not increase workload or promotion/reappointment expectations for faculty already holding these ranks or working towards promotion to them.
- 2) Assign a committee to investigate and make recommendations for a path to implement the rank of “Assistant Teaching Professor” as either a replacement for or an alternative to the current title of “Lecturer.”
 - Specifically, this committee should address differences in how the Lecturer title is used across departments and potentially even between individuals within the same department. The Convention recognizes that there may be value in retaining this title to fill short-term or emergent vacancies, or when the best candidate to satisfy a teaching need does not yet meet the qualifications of a “Teaching Assistant Professor” appointment or cannot commit to service/scholarship expectations.
 - The recommendations of this committee should not negatively impact the workload or reappointment expectations of any faculty currently occupying the Lecturer rank. For example, if a Lecturer was hired solely for teaching with no expectation of service, research, or scholarship it is not appropriate

to unilaterally place them into a new role which might carry those expectations.

- 3) Assign a committee to investigate current workloads of teaching-focused faculty and make recommendations on ways to ensure 1) they accurately reflect the expectations and functions of these roles and 2) offer the same flexibility as tenured and tenure track faculty to adjust as individual and departmental goals change.
 - A change in title may have unintended consequences of changes in expectations, whether formalized or not. This should not lead to increased workload of faculty without increases to compensation or reallocation of time from teaching.
 - Since teaching-focused faculty roles already carry an expectation of service and/or research/scholarship, faculty in these roles should be allotted a portion of their workload to pursue these goals. This allocation should reflect an actual allocation of time/effort that is consistent with the expectations for tenured/tenure-track faculty.
 - Teaching focused faculty who engage in significant research/scholarship endeavors should be afforded the same opportunities and flexibility as tenured/tenure-track faculty to adjust their workloads within the bounds of the appointment. This should include consideration for course buyouts or releases.

- 4) Assign a committee to investigate the current compensation strategy for teaching-focused faculty and issue recommendations to ensure compensation is commensurate with peer institutions and the professional expertise of these faculty.
 - As titles change to better reflect the actual roles of teaching-focused faculty at the University, we must ensure the benchmarks we use to determine compensation also reflect these roles. This cannot be done if current compensation guidelines are based on data from peer institutions who use titles like “Lecturer” in different ways from its use at Clemson.

- 5) Develop a long-term plan to address the increased reliance on teaching-focused faculty appointments and work to extend the protections of tenure to all those serving as full-time faculty members, regardless of specific title, consistent with the recommendations of AAUP².

² AAUP Report. (2010). “Tenure and Teaching Intensive Appointments.”