Resolution in Support of “Professor” Titles for Instructional Academic Staff

WHEREAS the Faculty Senate passed a resolution in December 2001 that the word “professor” shall not be used in a title without prior approval of the title by the Faculty Senate (Faculty Document 1596);

WHEREAS the use of contingent faculty as instructors is increasing nationally;

WHEREAS current UW-Madison titles for instructional academic staff do not reflect the qualifications and duties of many of these contingent instructors, can connote lack of permanence, often lead to the perception that instructors are not qualified, and do not align with professional titles at peer institutions;

WHEREAS these disadvantages hinder UW-Madison’s ability to recruit and retain the most qualified individuals and hamper professional advancement;

WHEREAS several schools and colleges have felt hampered in their ability to attract short-term real-world teaching expertise due to the lack of a “professor of practice” title on our campus;

WHEREAS a faculty-academic staff ad hoc committee recommended the creation of a terminal “Professor of Practice” title for experts from non-academic organizations to teach about real-world applications for a fixed period of time longer than currently allowed by current “adjunct” titles;

WHEREAS that committee also recommended the creation of a renewable, potentially indefinite, “Teaching Professor” title to recognize significant contributions to a unit or department’s broader teaching mission;

WHEREAS that same ad hoc committee recommended the redefinition of the “Lecturer” title to recognize its focus on effective delivery of instructional material, assessment, and grading for a course or series of courses within a sub-discipline, working independently or under general supervision of a faculty member, and spending no more than one-third time in non-teaching activities;

WHEREAS the ad hoc committee also recommended the renaming of the “Faculty Associate” title to “Instructional Administrator,” which would carry a maximum teaching load of one-third time and focus on non-teaching functions associated with instruction, such as development of pedagogy or assessment of student learning;

THEREFORE be it RESOLVED that the Faculty Senate approves the creation of the “Professor of Practice” and “Teaching Professor” titles in this context and with the following basic descriptions:

- **Professor of Practice**: Responsibilities: enrich student experience through deep understanding and appreciation of best practices in settings outside the academy; provide students with understanding of practical applications of particular field of study; teach courses; advise students; collaborate in areas directly related to their expertise and experience outside academia. Qualifications: relevant experience and expertise in non-academic organizations, significant leadership experience and evidence-based reputation for superior accomplishments in field, senior technical, research, or management position outside academia, bachelor’s degree or unique qualifications per minimum qualifications policy.

- **Teaching Professor**: Responsibilities: significant contributions to the unit or department’s broader teaching mission, may include advancements in teaching and learning in the discipline, innovative strategies that produce course and/or curriculum improvement; may be engaged in scholarship of teaching and learning that makes an instructional and curricular impact both within the department and beyond through scholarly or expressive publications, sharing creative and scholarly work, or the publication of textbooks or other related activities involving their discipline; may be involved in department, college, or university service; may supervise teaching assistants. No less than 50% time may be devoted to classroom instruction. Qualifications: terminal degree, demonstrated expertise in a relevant discipline.

Be it further RESOLVED that the Faculty Senate strongly opposes the use of the “Teaching Professor” or “Professor of Practice” titles as a substitute for tenure-track faculty appointments;

Be it further resolved that the “Teaching Professor” and “Professor of Practice” titles should include all rights available to other renewable and fixed-term (respectively) academic staff under Academic Staff Policies and Procedures.
To: University Committee (Anja Wanner, chair)
Cc: Academic Staff Executive Committee (Kevin Niemi, chair)
Mary Luther, Titling and Total Compensation Study
Laurent Heller, Vice Chancellor for Finance and Administration
Sarah Mangelsdorf, Provost and Vice Chancellor for Academic Affairs
Wayne Guthrie, Chief Human Resources Officer
Mark Walters, Office of Human Resources
Eden Inoway-Ronnie, Chief of Staff, Office of the Provost
Matt Mayrl, Chief of Staff, Office of the Chancellor

From: Ad hoc committee on instructional titles (Beth Meyerand, chair)
Date: January 4, 2018
Re: Final Report of ad hoc committee on instructional titles

This document represents the final report and recommendations of the ad hoc committee on instructional titles. Our charge from the University Committee (September 1, 2017) was to “consider ways to address the equity and professional development concerns of the academic staff, the needs of the schools and colleges for visiting expertise, and the integrity of the overall structure of instructional appointments on our campus.” Following review of practice and previous efforts in this regard, both on this campus and elsewhere, as well as significant deliberation and discussion, the committee recommends the creation of two new titles: Teaching Professor and Professor of Practice, as well as modification of the Lecturer title series and modification and renaming of the Faculty Associate title series. Additional information and explanation follows below and the committee is available to answer any questions that may arise.

Proposed position descriptions

Create “Professor of Practice” Title Series
The title Professor of Practice (Asst., Assoc., No Prefix, Dist.) will be reserved for individuals with relevant experience and expertise in non-academic organizations. They must have significant leadership experience and hold a senior technical, research, or management position outside academia, plus a bachelor’s degree or unique qualifications per the minimum qualifications policy. These individuals would be expected to enrich the experience of students by bringing a deep understanding and appreciation of the best practices as applied in real-world settings. They provide students with an understanding of the practical applications of a particular field of study. Professors of Practice teach courses, advise students, and collaborate in areas directly related to their expertise and experience outside of academia. Professors of Practice must have an evidence-based reputation for superior accomplishments in their fields. This may be substantiated by published works or presentations disseminated outside the scope of traditional scholarly journals and conferences, but otherwise subject to the same standards of quality and impact that govern other research contributions within the university. This is a terminal title series.

Create “Teaching Professor” Title Series
The Teaching Professor (Asst., Assoc., No Prefix, Dist.) position will involve significant contributions to the unit or department’s broader teaching mission. This may include
advancements in teaching and learning in the discipline, and innovative strategies that produce course and/or curriculum improvement. In addition, a teaching professor may be engaged in scholarship of teaching and learning that makes an instructional and curricular impact both within the department and beyond through scholarly or expressive publications, sharing creative and scholarly work, or the publication of textbooks or other related activities involving their discipline. A teaching professor may also be involved in department, college, or university service. The position may involve supervision of teaching assistants. No less than 50% time may be devoted to classroom instruction. Teaching professors are required to hold a terminal degree and have demonstrated expertise in a relevant discipline. Each department must define the specific substantive criteria for level advancement, but fundamentally it denotes a higher level of contribution to the unit. This is a renewable, and potentially indefinite, title series.

Revise “Lecturer” Title Series

A Lecturer (Assoc., No Prefix, Senior, Dist.) is engaged primarily in classroom and/or laboratory instruction in an academic discipline, both formal and informal. Lecturers may work either independently or under the general supervision of a faculty member. Responsibilities include the effective delivery of instructional material and assessment and grading. May also involve course design, development of disciplinary teaching techniques, and/or the supervision of teaching assistants. It is not expected that a lecturer make contributions to a broad area of pedagogy across a unit or department. Rather, a lecturer would be expected to focus on a single course, or a series of courses within a sub-discipline. A terminal degree is not required. Each department must define the specific substantive criteria for level advancement, but fundamentally it denotes a higher level of contribution to the unit. Could spend up to one-third time in non-teaching activities. This is a renewable title series.

Rename and Revise “Faculty Associate” Title Series

Instructional Administrator (Asst., Assoc., No Prefix, Dist.) Responsibilities include non-teaching functions associated with instruction, such as development of pedagogy or assessment of student learning. No more than one-third time should be devoted to classroom instruction. Each department must define the specific substantive criteria for level advancement, but fundamentally it denotes a higher level of contribution to the unit. This is a renewable title series.

The committee expressly took into account the relationship of these titles to other campus titles. “Visiting” and “adjunct” titles are not affected by this proposal, as they relate solely to specific cases of temporary employment. In particular, the Professor of Practice title differs from these existing titles in that it would be at a higher level than an “adjunct” and is limited to instruction, while a “visiting” appointment is more limited in duration and allowed to act in all three faculty areas.

The committee also feels that the new Teaching Professor title would not infringe on tenure, as it focuses solely on one of the three primary aspects of tenured and tenure-track faculty: instruction. (Similarly, discussions in other venues about potential “Research Professor” titles would also focus solely on one aspect of the standard tenure triad: in that case, research.) The CHS and other clinical tracks are a separate issue and not within the purview of this committee.

Finally with regard to other titles, there are titles on campus that appear to relate to instruction due to their names, but the committee does not feel these are, in fact, instructional titles, but are rather in support of instruction. These titles, which include instructional program manager and instructional specialist, should not be used for teaching appointments.

---

1 Instructional Program Manager: Manages the development of a specific instructional program of an academic department or unit. Assists in defining the objectives of the program and plays a major role in carrying out program duties. An example might...
In conclusion, the committee notes that there are people on campus who qualify for these new titles. There is no direct correlation of existing titles to these new titles, and many individuals would have to be considered on a case-by-case basis. For example, some senior lecturers and other instructional staff are already performing duties appropriate to the “Teaching Professor” title. Conversely, there are some individuals with instructional titles who may be more appropriately classified under other series. The above array of titles is intended as an end goal. Certainly new hires could be brought in under the correct series immediately, but some thought will have to be given to how to transition from existing titles to these new/revised titles.