“Professorial” Academic Staff Titles
Supplementary and Background Materials

At the November 5, 2018, Faculty Senate meeting, two resolutions were discussed regarding the use of the word “professor” in potential future Academic Staff titles. Among the comments received at and after that first reading was a recommendation to reinstate the “assistant” prefix on the “research professor” title. Because this change represented a major shift in the proposal, the University Committee remanded the resolutions to the originating committee for further discussion and elaboration. The materials presented here are the result of those further discussions by the originating committee. The committee has provided more details as well as the pros and cons of leaving the Research Professor resolution as is or changing it. Following a second discussion (another “first reading”) at the March Senate meeting, the Senate may wish to consider an amendment to introduce the “assistant” prefix or make other changes when the matter comes for a vote in April.

Other issues of note raised in the first Senate reading in November:

- There was a suggestion to add “Participates in the peer-review process…” to the research professor title. This can be done, but it is important to note that the Senate only has direct purview over the use of the word “professor” in these academic staff titles. The Senate can only make recommendations about other details, such as specific job duties.
- Some comments received after the November reading were under the impression that these were “no prefix” titles. This is not the case. The “Professor of Practice” title would be recommended without prefixes; the “Research Professor” title (as written) would have both associate and “no” (ie, “full”) prefixes; the “Teaching Professor” title would have all three prefixes (assistant, associate, and “no”/”full”).
- There has been a request to separate the “Professor of Practice” from the “Teaching Professor” since these are fundamentally different titles, despite both relating to instruction. Since the only issue the Senate is really being asked to vote on is the use of the word “Professor” in these various titles, the two have been left together, but could be separated if needed.

To be clear, the implementation of these titles will align with the implementation of all titles in scope for the TTC. Senate action does not create any new titles.

This set of documents includes:

1. Resolution in Support of “Professor” Titles for Instructional Academic Staff (Faculty Document 2776)
2. Resolution in Support of “Research Professor” Titles for Academic Staff (Faculty Document 2777)
3. DRAFT job descriptions
   a. Teaching professor
   b. Research professor
   c. Professor of Practice
   d. Lecturer
   e. Instructional Administrator
   f. Researcher 1-4
   g. Scientist 1-3
4. Pros/Cons to changing “professorial” titles
5. FAQ for changing “professorial” titles
6. Final Report of the Ad Hoc Committee on Instructional Titles
7. The Ad Hoc Committee on Research Scientist Titles Report: executive summary
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.
Resolution in Support of “Research Professor” Titles for 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 Faculty Senate approved the honorific title of “Associate Research Professor” and “Research Professor” in May 2001 (Faculty Document 1571);

WHEREAS current UW-Madison titles for academic staff directing research programs, Senior Scientist or Associate Scientist, do not reflect the qualifications and duties of these researchers, can connote lack of permanence, often lead to the perception that researchers 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 a recent study found that the title “Research Professor” has much wider use today than in 2001 and is in common usage at the majority of our peer research institutions; thus creating the title should help UW-Madison remain competitive with peer institutions;

WHEREAS creating the title “Research Professor” will increase the ability of academic staff to secure competitive grants, increasing the overall extramural grant funding secured by UW-Madison; and

WHEREAS creating the title “Research Professor” will fill a need to formally recognize academic staff with independent research programs at UW-Madison;

WHEREAS the current description for Scientist title series would change and include the following responsibilities:

- Organizes and conducts research projects and studies
- Writes grant proposals to procure external research funding (may serve as PI, co-PI or co-I)
- Publishes in scholarly publications, attends and presents professional conferences, etc.
- Possesses a Ph.D. or other terminal degree

THEREFORE be it RESOLVED that the Faculty Senate approves the creation of the payrolled titles “Associate Research Professor” and “Research Professor” with the basic responsibilities as follows:

- Primarily responsible for a research program including leadership of the scientific and technical aspects and compliance with all financial, ethical, and administrative aspects of the research including supervision of staff, students and postdoctoral fellows;
- Has established financial independence for a research program including salary
- Formulates long-range research projects and programs
- Secures intramural and extramural funding through grants as PI to support salary and research program
- Publishes in peer-reviewed journals, book or chapter publications, presents at conferences, participates as an editor for a publication, and/or participates on panels
- Possesses a Ph.D. or other terminal degree.

BE IT FURTHER RESOLVED that the Faculty Senate strongly opposes the use of “Associate Research Professor” and “Research Professor” titles as a substitute for tenure-track faculty appointments;

BE IT FURTHER RESOLVED that the “Associate Research Professor” and “Research Professor” titles should hold Permanent PI status and otherwise include the same level of rights available to all academic staff under Academic Staff Policies and Procedures.
Teaching Professor  
(Title pending Faculty Senate approval)  
Job Description  
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JOB INFORMATION

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<thead>
<tr>
<th>Job Title:</th>
<th>Teaching Professor (Title pending Faculty Senate approval)</th>
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<tr>
<td>Job Group/Family</td>
<td>Teaching and Learning</td>
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JOB SUMMARY

Designs and facilitates classroom and/or laboratory instruction within an academic discipline to ensure quality delivery of instruction and integration of content within an academic work unit. Each department must define the specific substantive criteria for level advancement, however, differences between successively higher title levels must reflect demonstrable differences in experience and knowledge gained, applied to the specific duties of the function.

TYPICAL RESPONSIBILITIES  *(Other duties as assigned)*

1. Develops instructional design and curriculum relevant to a course of instruction
2. Advises students on academic and career direction within a specific field of study
3. Facilitates classroom and/or laboratory instruction including assessment of student performance.
4. Supervises student employees involved in development or delivery of instruction
5. Collaborates with department faculty and staff to develop teaching strategies relevant to the discipline
6. Contributes to the development of teaching and learning scholarly work including publications and presentations
7. Contributes to the strategic development of curriculum and academic content through various mediums to ensure the integrity of the educational mission of the work unit
**JOB INFORMATION**

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<thead>
<tr>
<th>Job Title:</th>
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<tr>
<td>Job Group/Family</td>
<td>Teaching and Learning</td>
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</table>

**JOB SUMMARY**

Designs and facilitates classroom instruction and experiential learning activities in areas directly related to the individual’s area of expertise and experience to provide students with an understanding of the practical applications of a particular field of study. Each department must define the specific substantive criteria for level advancement, however, differences between successively higher title levels must reflect demonstrable differences in experience and knowledge gained, applied to the specific duties of the function.

**TYPICAL RESPONSIBILITIES  *(Other duties as assigned)*  

1. Develops and designs instructional curriculum and activities for classroom and outside educational experiences in areas directly related to the individual’s expertise and experience outside of academia
2. Advises students on academic coursework and career perspectives within a specialized discipline
3. Facilitates classroom instruction including assessment of student performance. May supervise student employees in the facilitation of instruction materials
4. Collaborates with department faculty and staff, and external stakeholders to develop curriculum and instructional programs
5. Develops, presents and serves as a subject matter expert regarding scholarly work, research, publications and presentations
JOB INFORMATION

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<tr>
<th>Job Title:</th>
<th>Lecturer</th>
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<tr>
<td>Job Group/Family</td>
<td>Teaching and Learning</td>
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JOB SUMMARY

Facilitates classroom and/or laboratory instruction for a single course or series of courses within an academic discipline to support the delivery of quality instruction. Each work unit must define the specific substantive criteria for level advancement, however, differences between successively higher title levels must reflect demonstrable differences in experience and knowledge gained, applied to the specific duties of the function.

TYPICAL RESPONSIBILITIES  *(Other duties as assigned)*

1. Facilitates classroom and/or laboratory instruction for one or more courses including assessment of student performance
2. Assists with the development of instructional design and curriculum relevant to a course of instruction.
3. Advises students on academic and career direction as it is relevant to a specific academic discipline
### JOB INFORMATION

<table>
<thead>
<tr>
<th>Job Title:</th>
<th>Instructional Administrator</th>
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<td>Job Group/Family</td>
<td>Teaching and Learning</td>
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</table>

### JOB SUMMARY

Assists with the design and execution of non-teaching functions associated with academic instruction and the development of pedagogy or assessment tools and resources to support quality student learning. This individual may provide limited classroom and/or laboratory instruction. Each department must define the specific substantive criteria for level advancement, however, differences between successively higher title levels must reflect demonstrable differences in experience and knowledge gained, applied to the specific duties of the function.

### TYPICAL RESPONSIBILITIES  *(Other duties as assigned)*

1. Oversees and executes the development of instructional design for academic classroom and/or laboratory instruction
2. Assesses student learning performance and prepares reports recommending instructional improvements
3. Develops teaching techniques that enhance course effectiveness
4. Provides classroom and/or laboratory instruction including grading
5. Supervises the day to day activities of work unit employees involved in instructional support
JOB INFORMATION

Job Title: Research Professor (Title pending Faculty Senate approval)
Job Group/Family: Teaching and Learning

JOB SUMMARY

Serves as a subject matter expert and primary investigator engaged in fundamental and/or applied scientific research within a specialized and designated field of study to expand principles and further the overall direction of the discipline. Each department must define the specific substantive criteria for level advancement, however, differences between successively higher title levels must reflect demonstrable differences in experience and knowledge gained, applied to the specific duties of the function.

TYPICAL RESPONSIBILITIES  *(Other duties as assigned)*

1. Secures intramural and extramural funding through grants to establish financial independence for research program(s)
2. Formulates and directs research program scientific and technical processes, policies and procedures to ensure compliance with established financial, ethical and administrative requirements and standards
3. Develops and publishes research content in peer-reviewed publications, presents materials at conferences, participates as an editor for publications and/or participates in committees
4. Oversees the day-to-day operational activities of research program staff
JOB INFORMATION

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<tr>
<th>Job Title:</th>
<th>Researcher I</th>
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<td>Research</td>
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<td>Job Sub-Group/Sub-Family</td>
<td>Research</td>
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JOB SUMMARY

Provides technical expertise to fundamental and/or applied scientific research under the direction of senior research personnel or faculty and analyzes problems in research, development, and applications to support the advancement of research.

TYPICAL RESPONSIBILITIES (Other duties as assigned)

1. Collects and analyzes basic research data, conducts experiments and interviews and documents results according to established policies and procedures.
2. Conducts literature reviews, prepares reports and materials and disseminates information to appropriate entities.
3. Trains individuals and groups on equipment operations, research protocols and techniques within a specialized laboratory or research area.
4. Assists with the development of research methodologies and procedures.
5. Identifies concerns, and recommends solutions to leadership.
6. Assists in developing of grant applications and proposals to secure research funding.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.
JOB INFORMATION

Job Title: Researcher II
Job Group/Family: Research
Job Sub-Group/Sub-Family: Research

JOB SUMMARY

Provides research expertise to fundamental and applied scientific research and solves problems in research, development, and applications to support the advancement of research.

TYPICAL RESPONSIBILITIES

(Other duties as assigned)

1. Collects and analyzes increasingly complex research data, conducts experiments and interviews and documents results according to established policies and procedures.
2. Conducts literature reviews, prepares reports and materials, co-authors publications and disseminates information to appropriate entities.
3. Guides and trains individuals and groups on equipment operations, research protocols and techniques within a specialized laboratory or research area.
4. Develops and implements increasingly complex research methodologies, procedures and criteria.
5. Reviews and edits protocols to ensure accuracy, thoroughness and consistency.
6. Assists in developing grant applications and proposals to secure research funding.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.
JOB INFORMATION

<table>
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<tr>
<th>Job Title:</th>
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<tbody>
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<td>Job Group/Family</td>
<td>Research</td>
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<tr>
<td>Job Sub-Group/Sub-Family</td>
<td>Research</td>
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</table>

JOB SUMMARY

Provides research expertise to fundamental and applied scientific research and develops, designs, and conducts one or more moderately complex research projects to support the advancement of research.

TYPICAL RESPONSIBILITIES

(Other duties as assigned)

1. Collects and analyzes complex research data, conducts experiments and interviews and documents results according to established policies and procedures.
2. Conducts literature reviews, prepares reports and materials, authors or co-authors publications and disseminates information to appropriate entities through various communication mediums.
3. Guides and trains individuals and groups on equipment operations, research protocols and techniques within a specialized laboratory or research area.
4. Develops and implements complex research projects, methodologies, procedures and criteria.
5. Reviews and evaluates results.
6. Writes and submits grant applications and proposals to secure research funding.
7. Provides operational guidance on day-to-day activities of unit or program staff and student workers.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.
JOB INFORMATION

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<th>Job Title:</th>
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<tbody>
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<td>Job Group/Family</td>
<td>Research</td>
</tr>
<tr>
<td>Job Sub-Group/Sub-Family</td>
<td>Research</td>
</tr>
</tbody>
</table>

JOB SUMMARY

Provides research expertise to fundamental and applied scientific research and collaborates with other researchers on plans for research and the program, acting as expert in specialized area to contribute to knowledge and principles within a field, to support the advancement of research.

TYPICAL RESPONSIBILITIES  *(Other duties as assigned)*

1. Develops strategic initiatives, methodologies and technical direction for a research program or project to ensure compliance with established research rules and regulations and to align with unit objectives.
2. Leads the collection and analysis of highly complex research data, conducts experiments and interviews and documents results according to established policies and procedures.
3. Authors publications, edits peer-reviewed publications and disseminates information to appropriate entities through various communication mediums.
4. Identifies grant opportunities, writes and submits grant applications and proposals and approves responses to secure research funding.
5. Serves as a subject matter expert and unit liaison among internal and external stakeholders providing information and representing the interests of the unit.
6. Provides operational guidance on day-to-day activities of unit or program staff and student workers.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.
JOB INFORMATION

Job Title: Scientist I
Job Group/Family: Research
Job Sub-Group/Sub-Family: Research

JOB SUMMARY
Identifies research problems, designs research methodologies, performs research, and helps to prepare the results for presentation to professional organizations or for scholarly publications to help advance research.

TYPICAL RESPONSIBILITIES (Other duties as assigned)

1. Assists with the identification of research problems and the development of basic research methodologies and procedures.
2. Collects and analyzes basic research data, conducts experiments and interviews and documents results according to established policies and procedures under general supervision and limited responsibility.
3. Conducts literature reviews, prepares reports and materials and disseminates information to appropriate entities.
4. Attends and assists with the facilitation of scholarly events and presentations in support of continued professional development and the dissemination of research information.
5. Assists in developing of grant applications and proposals to secure research funding.
6. Serves as a main point of contact and liaison with internal and external stakeholders, providing information and representing the interests of a specialized research area.

PHYSICAL DEMANDS
A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.
Scientist II

Job Description

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JOB INFORMATION

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<td>Research</td>
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<tr>
<td>Job Sub-Group/Sub-Family</td>
<td>Research</td>
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</table>

JOB SUMMARY

Identifies research problems, designs research methodologies, performs; prepares and/or presents results for presentation to professional organizations or for scholarly publications to help advance research.

TYPICAL RESPONSIBILITIES (Other duties as assigned)

1. Assists with the identification of research problems and the development of complex research methodologies and procedures.
2. Collects and analyzes complex research data, conducts experiments and interviews and documents results according to established policies and procedures under general supervision.
3. Conducts literature reviews, prepares reports and materials and disseminates information to appropriate entities.
4. Attends and assists with the facilitation of scholarly events and presentations in support of continued professional development and the dissemination of research information.
5. Writes or assists in developing of grant applications and proposals to secure research funding.
6. Supervises the day-to-day activities of a research unit as needed.
7. Serves as a unit subject matter expert and liaison with internal and external stakeholders, providing advanced level information and representing the interests of a specialized research area.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.
Scientist III

Job Description
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JOB INFORMATION

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<td>Job Sub-Group/Sub-Family</td>
<td>Research</td>
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</table>

JOB SUMMARY

Identifies research problems, designs research methodologies, performs, and supervises research; prepares and presents results for presentation to professional organizations or for scholarly publications. This individual may supervise staff.

TYPICAL RESPONSIBILITIES

(Other duties as assigned)

1. Identifies research problems and develops highly complex research methodologies and procedures.
2. Collects and analyzes highly complex research data, conducts experiments and interviews and documents results according to established policies and procedures independently.
3. Conducts literature reviews, prepares reports and materials and disseminates information to appropriate entities.
4. Attends and assists with the facilitation of scholarly events and presentations in support of continued professional development and the dissemination of research information.
5. Identifies grant opportunities and grant applications and proposals to secure research funding.
6. Supervises the day-to-day activities of a research unit and staff and resolves routine personnel issues.
7. Serves as an institutional subject matter expert and liaison with key internal and external stakeholders, providing expert level information and representing the interests of a specialized research area.

PHYSICAL DEMANDS

A detailed overview of physical demands is located in the appendix under the section for the Research job sub-group/sub-family.
### Pros/Cons to Changing “Professorial Titles”

<table>
<thead>
<tr>
<th>No change to current titles</th>
<th>Research Professor title with Associate, Full ranks only</th>
<th>Research Professor title with Assistant, Associate, Full ranks</th>
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<tr>
<td><strong>PROS</strong></td>
<td><strong>CONS</strong></td>
<td><strong>PROS</strong></td>
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<tr>
<td>• Avoid disruption to current titling scheme</td>
<td>• Reduces direct competition for S/C funding with Asst. tenure track professors</td>
<td>• Provides entry level position for PhD-level scientists and additional career “track” for those interested in research</td>
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<tr>
<td>• No perceived incursion on tenure</td>
<td>• Decreases ability to retain and recruit research talent</td>
<td>• Potential for stagnation in Scientist track</td>
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<tr>
<td>• Decreases ability of academic staff to secure grant funding due to titles not understood by funding agencies</td>
<td>• Research Prof will acquire independent funding prior to hire</td>
<td>• Lost grant funding from junior scientists due to a title not understood by funding agencies</td>
</tr>
<tr>
<td>• Fewer career options for PhD-level scientists and researchers</td>
<td>• Recognizes the work of research academic staff fully supporting themselves and a research project(s)</td>
<td>• Increases ability of academic staff to secure grants by using titles commonly used by peers</td>
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<td></td>
<td>• Increases ability of senior academic staff to secure grants by using titles commonly used by peers</td>
<td>• Recognizes the work of research academic staff fully supporting themselves and a research project(s)</td>
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FAQs for Professor Titles (Teaching Professor, Research Professor and Professor of Practice)

1. What would the Faculty Senate be approving?

The Faculty Senate is considering approving the use of the word “Professor” in three new titles “Teaching Professor,” “Professor of Practice,” and “Research Professor”. Faculty Policies and Procedures (FPP) 1.03 indicates that the creation of formal modified professorial titles requires approval by the university faculty. The Faculty Senate is not approving the job duties that accompany the job titles.

2. Why is the Faculty Senate being asked to consider these titles?

These titles might increase our competitiveness in the national research environment and bring us into parity with our peers. Would these titles replace any existing titles? These titles would not replace existing titles. However, all titles are currently under review for the Title and Total Compensation Project so some titles may change depending on the outcome of that project.

3. Do departments have to use these new titles?

Use of these titles would be at the discretion of the hiring department and like any other position would require approval by the school/college.

4. When is it appropriate for these titles to be used?

It is appropriate to use these titles when an employee will be performing the job duties associated with the titles. It is not appropriate to use these titles to increase the salary of an academic staff member who does not perform the job duties.

5. What type of job security would these titles have?

These titles (except for Professor of Practice) would maintain the same type of job security as existing academic staff titles (in most cases a one-year renewable appointment). The Professor of Practice title is meant to be a short-term appointment and in many cases would be set up as a terminal appointment.

6. How many current academic staff would switch to these new titles?

There are small number of academic staff who would become Professor of Practice. Based on grants where academic staff serve as PIs or Co-PIs, there are approximately 35-50 academic staff who may qualify for the research professor title. Based on the amount of time full-time instructors and faculty associates have been on campus, there are approximately XXX academic staff who may qualify for the teaching professor title.

7. How many of our peer institutions use these titles?

A 2014 scan of peer universities revealed that many peers have this title including UC-Berkeley, Indiana, Michigan State, Northwestern, Ohio State, Penn State, Purdue, and Michigan. All Big Ten institutions except for Indiana University currently have a Research Professor title. Many Big Ten peers also have the Teaching Professor title including Illinois, Northwestern, Minnesota, Nebraska, Michigan State and Penn State.

8. How are these positions different than faculty positions?

These positions do not have tenure like faculty positions. Employees in these positions can be laid off or non-renewed like other academic staff. These positions have duties which reside in one area either teaching or research. Professors of Practice may do some research and teaching depending on their expertise, but as mentioned have appointments of a limited amount of time.

9. How are these positions similar to clinical or CHS professor positions?

Clinical and CHS professors are also academic staff so the same principles and policies would apply to the new professor titles.
10. What degrees are required are for these positions?
The teaching and research professor titles require the highest degree in the field (typically Ph.D.). The Professor of Practice does not require a particular degree as it is intended to be used as a title for well-known professionals to hold short term appointments at UW-Madison.

11. What levels are available with the titles?
Professor of Practice has one level. Teaching Professor has three levels proposed and Research Professor has two levels proposed.

12. What is the promotional process for the titles?
Much like current lecturers, faculty associates, researchers and scientists, individual departments, schools and colleges may create promotional criteria that they apply to all individuals in the same title. (Please note that procedures for promotions may change with the implementation of the Title and Total Compensation Project)

13. What protections will prevent Research Professors from being exploited?
Letters of appointments should be specific and clear about what the expectations of the position are. Mentoring committees may be set up to give new Research Professors the advice and assistance they need to succeed in the position including helping the employee work through these types of issues.

**Research Specific**

1. Would the research professor title allow for PI status?
The Research Professor title would come with blanket PI status to allow individuals in these titles to apply for grants to support their salaries and research programs. It is expected that many of these individuals would apply for and be granted Permanent PI status.

2. Can research professors advise/mentor trainees and serve on thesis committees?
Currently, Academic staff are able to serve on thesis committees for graduate students. They are also able to serve as a co-advisor/major professor for graduate students. This would also be true of research professors.

3. Are departments required to provide startup funds and/or laboratory space to Research Professors?
Any startup funds or laboratory space for a Research Professor should be specified in the offer letter. There is no requirement to provide either of these items, but it is required that the employee be given the tools to operate an independent research program.

4. Can Research Professors be incorporated into an existing laboratory program?
Research Professors may report to a faculty member who has comparable research interests rather than a department chair. It may benefit the Research Professor to be in close contact with a faculty member for mentoring, funding collaboration, etc. It is important though that the Research Professor to have an independent research program.
Final Report of the 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\(^1\) and instructional
specialist\(^2\) should not be used for teaching appointments.

**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 be a position involving the development and
implementation of a program to train students in the use of a specific computer software for
educational applications, or development, supervision and management of such facilities as the
reading, writing, or mathematics laboratories.

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

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\(^1\) 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 be a position involving the development and implementation of a program to train students in the use of a specific computer software for educational applications, or development, supervision and management of such facilities as the reading, writing, or mathematics laboratories.

\(^2\) Instructional Specialist: Provides professional support to students in their programs of study and to faculty and instructional academic staff in their instructional duties. May include individual small group tutoring, outreach program activities, assisting faculty in arranging student field placements, or setting up instructional laboratories.
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.

The Ad Hoc Committee on Research Scientist Titles Report: Executive Summary

Introduction

The University of Wisconsin-Madison is a top academic research institution and continues to foster a strong research environment. Research scientists, and particularly those with terminal degrees, are vital components of this success. However, an evolving research landscape necessitates a re-evaluation of our current titling practices for Ph.D.-level research scientists at UW-Madison. Therefore, The Academic Staff Executive Committee charged the Ad Hoc Committee on Research Scientist Titles to review research scientist titling practices internally and at peer universities.

Our committee collectively agreed to focus on the Research Professor title, including its use, relationship to other Ph.D.-level research titles, and associated policies. We not only sought to understand whether and how peer institutions use the Research Professor title, but also how its implementation might affect the research mission of UW-Madison. In the following report, we present these findings and our resulting policy recommendations, which are provided in brief below.

Main Findings

- In our review, 19 out of peer 20 institutions (95%) have the Research Professor title, which is:
  - Distinct title series from other Ph.D.-level research scientists
  - Categorized as non-tenure track faculty at all institutions
  - 80% grant automatic Principal Investigator status to Research Professors

UW-Madison lags far behind our regional and research peers in introducing and implementing the Research Professor title.

- In our interviews across the UW-Madison campus with leadership within 10 units that employ research scientists we found:
  - In 8 of the interviews, the respondent believed it is more difficult for research scientists to acquire funding compared to faculty.
  - In 9 of the responses, the interviewee was in support of a Research Professor position on the UW-Madison campus
  - In 8 of the interviews, the person believed a Research Professor position would be helpful in the recruitment and retention of research scientists and address career opportunity issues.
  - All of the respondents believed the Research Professor position should have more than temporary PI status (i.e. automatic or blanket).

The leadership on the UW-Madison campus at several units that employ research scientists believes a research professor title would enhance the research mission on campus.

Summary of Notable Policy Recommendations

In order to remain competitive with our peers, maximize the potential of the nearly 700 current Ph.D.-level staff scientists, foster recruitment of new world-class research talent, and ultimately strengthen the research enterprise at the University of Wisconsin-Madison, we unanimously recommend the following changes to the current titling practice for Ph.D.-level research scientists at UW-Madison.
1. Introduction of a Research Professor title track (Assistant, Associate, No Prefix, Distinguished) that is distinct from preexisting Researcher and Scientist title series.

2. Criteria for Research Professor appointment shall closely mirror the research responsibilities outlined for a tenure-track Professor at the corresponding rank.

3. Research Professors receive automatic Principal Investigator status at all title ranks.

4. Research Professors can serve as co-advisor (or principal advisor as policy allows) and supervise undergraduate/graduate students, postdoctoral research associates, and staff.

5. Research Professors receive a minimum of 5 percent of their salary from the university general fund, are eligible to compete for intramural research funds, and are eligible for start-up, grant-writing, and bridge funding at the discretion of the unit.

6. Research Professors are categorized as Academic Staff, but culturally integrated as Faculty within units per standard practices.

7. Along with implementation of the Research Professor title track, we also recommend the following amendments to existing research scientist titles:
   a. Researcher:
      i. No change in title description
      ii. Current [no prefix] level is replaced with the Senior level (Assistant, Associate, Senior, and Distinguished)
   b. Scientist:
      i. Title series is no longer intended to parallel the faculty tenure-track
      ii. New language to distinguish Scientists from Research Professors regarding the level of independence
      iii. Principal Investigator status still requires approval for Scientists (no change from current policy)