
Approval of Possible Academic Staff Title: Professor of Practice

At its November 5, 2018, and March 5, 2019, meetings, the Faculty Senate discussed the use of the word “professor” in potential future Academic Staff titles. One of the titles that was discussed was “Professor of Practice,” which was originally combined with another title (“Teaching Professor”) due to the fact that both grew out of the same ad hoc committee originally. The report of that committee – the Ad Hoc Committee on Instructional Titles – is attached hereto. 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 title is substantially different from the other two discussed concurrently. This is a no-prefix title intended for short-term use in order to provide a mechanism to bring practitioners to campus to share their experience and knowledge with students. Professional schools and departments, such as the College of Engineering, the Nelson Institute for Environmental Studies, and the La Follette School of Public Affairs, have particularly expressed interest in such a title and have argued that the lack of it has prevented us from bringing some important people to campus as instructors.

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 several schools, colleges, and departments 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 a relevant “professor of practice” title would allow for the hiring of people with relevant experience and expertise in non-academic organizations, significant leadership experience and evidence-based reputations for superior accomplishments in field, senior technical, research, or management positions outside academia;

WHEREAS such short-term instructional personnel would enrich student experience through deep understanding and appreciation of best practices in settings outside the academy, provide students with understanding of practical applications of a particular field of study, and be able to teach, advise, and collaborate in areas directly related to expertise and experience outside academia;

THEREFORE, BE IT RESOLVED that the Faculty Senate approves the creation of the “Professor of Practice” title in this context;

BE IT FURTHER RESOLVED that the Faculty Senate strongly opposes the use of the “Professor of Practice” title as a substitute for tenure-track faculty appointments and acknowledges that those hired into such a position would have to hold a bachelor’s degree or unique qualifications as per the minimum qualifications policy.



Professor of Practice
(Title pending Faculty Senate approval)
J o b D e s c r i p t i o n
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JOB INFORMATION

Job Title:	Professor of Practice <i>(Title pending Faculty Senate approval)</i>
Job Group/Family	Teaching and Learning

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

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.

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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. What levels are available with the titles?

Professor of Practice has one level. Teaching Professor and Research Professor are being proposed with three levels: Assistant, Associate, and “no prefix,” which is often referred to as “full.” Research Professor was originally proposed at Associate and “Full” levels only, but the Assistant level was added after the March Senate reading for the April Senate vote. [*The Q&A originally included with the April Senate materials still had the old information about two levels for the Research Professor title.*]

11. 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)

12. 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.

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 manager¹ and instructional specialist² 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 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.

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.