

Modified Professorial Titles for Academic Staff

Background

The academic staff of the university are those individuals employed by the university in professional positions that are considered unique to higher education. That status is the basis for the greater autonomy granted by the state of Wisconsin to the university system for determining job titles as well as the rules and procedures that cover faculty and academic staff employment. This authority is critical to the university. With authority comes responsibility, and the university system is currently considering whether academic staff are receiving equitable treatment. This document addresses titling; governance issues were addressed at the 2 October 2000 senate meeting as presented in Faculty Document 1488c.

The UW-System has constituted a committee in part to study the use of titles around the system and to bring system policy in line with national norms. System has expressed an interest in what we might determine in the UW-Madison Faculty Senate. In addition, the UW-Madison Academic Staff Executive Committee has developed a proposal on which the faculty have been asked to comment, and the University Committee has been working on its own proposal. However, the UC feels that additional discussion is needed before making a definitive proposal. Therefore, the University Committee would like to discuss modified professorial titles again in the November Faculty Senate meeting to guide the development of a UC proposal concerning the use of modified professorial titles and to provide a response to the ASEC proposal.

Discussion of Modified Professorial Titles

Currently UW-Madison uses a number of modified professorial titles for academic staff. Some, such as *professor emeritus/a*, are uncontroversial. The title series *visiting professor* generally is used only when someone holds a tenured or tenure track position at another institution and is also not controversial. In medicine and law the title series *clinical professor* is used routinely for individuals in academic staff positions. The Medical School uses the title series *professor (CHS)* [Clinical Health Sciences]. These uses of modified professorial title are generally accepted. *Clinical professor* and *professor (CHS)* are budget titles in that they are the title of the position independent of the person hired into the position and are used in the university budget.

The titles *clinical*, *research*, or *instructional professor* are generally understood around the country to indicate individuals with high-level responsibilities, most likely with a terminal degree (Ph.D., Ed.D., M.D., M.F.A. etc.). Persons holding such titles almost always do not have tenure and may not have all the same rights and protections as regular faculty. The question before us is whether to extend the use of modified professor titles from the limited use of *clinical professor* to include *instructional professor* and *research professor*. These titles would be helpful to incumbents when applying for grants and, perhaps more importantly, would give letters of recommendation for students more weight. There is an undeniable prestige associated with the term *professor* and there are staff members who would like and are deserving of that prestige.

To maintain the prestige associated with the title *professor*, it would be necessary to apply it only in cases of truly meritorious staff. Faculty have faced the "up-or-out" vetting of the tenure process as have *professors (CHS)*. However, *clinical professors* do not face an up-or-out process. Thus, we already have titles that blur the "up-or-out" criterion that is one way of ensuring that modified professor titles are restricted to appropriately meritorious staff. This is in line with national norms though at odds with the way the term *professor* is used in other countries, where even our use of *assistant professor* for a junior faculty member would be viewed unfavorably.

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Possible Approaches

1. Create the honorific titles *instructional professor* and *research professor* to add to the modified professorial titles already in use. These titles would be used for staff in addition to their regular title used in the budget documents. At the same time, it would become policy that the term *professor* could not appear in any working title, except as spelled out in the policy on honorific titles (yet to be written).
2. A proposal from ASEC to create titles that would become the budgeted titles for certain staff who are now *lecturers* or *scientists*.
3. Proposals that may come from a UW-System committee that has been convened to investigate changes in the titling guidelines for academic staff.

The Faculty Senate has already made clear its feelings on some of the details, for example if there are to be modified titles, the modifiers should be prefixes (e.g., *instructional professor* or *research professor*). Two other issues still require discussion. (1) Should these titles be the regular budget titles for the individuals or should they be honorific, zero dollar titles used in addition to the current budgeted titles? (2) Should there be ranks within these modified professorial title series (e.g., *assistant*, *associate*, and “*full*”)?

The University Committee favors honorific titles which would be granted by the executive committee of departments or by the academic planning council of the school or college if a staff member is employed by a center or unit not primarily associated with one department. We suggest that these titles would be used only for truly meritorious staff who are performing some component of what professors normally do at a level equivalent to that normally done by faculty. A single person could not hold both of the honorific titles simultaneously since someone doing both teaching and research should be a faculty member. Without this prohibition the temptation to hire academic staff in lieu of regular faculty would be too high. This approach would retain faculty control over the use of these titles, would be easy to institute, and would provide departments with a great deal of flexibility. The disadvantage is that the criteria for their use likely would vary across campus.

The University Committee also favors allowing ranks of *assistant*, *associate*, and “*full*” (but not *distinguished*). The use of only unranked modified titles would make them seem less like parallel tracks to faculty but some departments may want to use these titles for relatively junior people. Some faculty might be comfortable with the title of *instructional professor* but object if someone much their junior were a “*full*” *instructional professor* while the more senior faculty member is an *associate professor*.

The Academic Staff Executive Committee proposal calls for budgeted titles so that an appropriately meritorious person would no longer be a *scientist*, but would become a *research professor*. The ASEC proposal calls for ranks (*assistant*, *associate*, “*full*”, and *distinguished research* or *instructional professor*). The advantage to the budgeted title series is that guidelines would be applied more consistently across campus because the guidelines would become part of the titling definitions for academic staff. Faculty control would still occur since hiring of academic staff is approved by executive committees and *FPP* could be modified to prevent this from being delegated to the department chair. However, in this case the title would be a function of the position rather than a specific recognition of an individual's meritorious service.

There are then three questions that need discussion: (1) Should UW-Madison set policies for the use of additional modified professorial titles (assuming an appropriate document can be drawn up)? (2) Should such titles be honorific to be used in addition to the regular budgeted titles, or should they be regular budgeted titles? (3) Should there be ranks (*assistant*, *associate*, “*full*”, *distinguished*)?

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Academic Staff Executive Committee Recommendation to Create Academic Staff Professorial Series Titles for Instructional and Research Academic Staff

June 30, 2000

Provost John Wiley
150 Bascom Hall
500 Lincoln Drive
Madison 53706

Dear Provost Wiley,

The Academic Staff Executive Committee has completed the development of two new academic staff professorial series titles for instructional and research academic staff. We request that you review the attached proposed titles and forward them to Katharine Lyall for consideration by the UW System and the Board of Regents.

History

The Board of Regents conducted a *Study of the University of Wisconsin System in the 21st Century* that resulted in UW System conducting a study of *Teaching Academic Staff in the UW System* in 1996-97. The Board of Regents adopted the study recommendations on June 5, 1998. One of the recommendations under "Personnel Policies" states,

"UW System Administration should: 3. Consider revising Category B titles to reflect national titling trends so that UW System instructional and research titles might be better understood for grant applications, in the national job market, and for other academic purposes."

In February 2000, the Academic Staff Assembly passed the following resolution.

Be It Resolved, the Academic Staff Assembly authorizes ASEC to develop two new academic staff title series: Assistant, Associate, no prefix, and Distinguished Professor (IAS) and Assistant, Associate, no prefix, and Distinguished Professor (RAS).

(IAS) = Instructional Academic Staff
(RAS) = Research Academic Staff

ASEC approved the attached proposed new title series and revision to existing titles on June 15, 2000.

Recognizing reality

The proposed new titles can be used to recognize the reality that many academic staff members, who hold terminal degrees at the UW-Madison, are conducting independent instruction or research that contributes to excellence in the student learning experience and to the reputation of this institution as a world class public research university. The new titles better describe what these academic staff do and can also be used as a recruiting tool to enable the UW-Madison to continue attracting the very best instructional and research staff.

Universities in this country and others use "professor" in the title of staff members who independently conduct instruction or research. These include Penn State University and the University of Washington. At the University of Minnesota, the Faculty Affairs Committee has recommended creating Professor of Teaching and Professor of Research titles for some instructional and research staff members.

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The UW-System currently has three Category B academic staff professorial title series. They are: Clinical Professor, Professor (CHS), and Visiting Professor. The table below shows the number of academic staff members who hold these titles at the UW-Madison and other UW System campuses. It also shows the number of academic staff members who hold Faculty Associate, Lecturer, and Scientist titles and would be reviewed to determine if one of the new titles would be more appropriate.

Title Series (all prefixes)	UW-Madison	Other Campuses	Percent of Total
Clinical Professor	508	62	89 %
Professor (CHS)	360	0	100 %
Visiting Professor	92	38	71 %
Faculty Associate	153	21	89 %
Lecturer	562	1,826	24 %
Scientist	451	31	94 %

Leveling the playing field

The Professor (RAS) titles will help level the playing field for academic staff members who must compete as Principal or Co-Principal Investigators on research grants to pay their salaries and support their research programs. For example, in the Department of Surgery of the Medical School, Scientists who submit research grants to the National Institutes of Health (NIH) must include a letter with each grant they forward, informing NIH that a Scientist at the UW-Madison is equivalent to a professorial staff title at peer institutions.

The Professor (IAS) and (RAS) titles may benefit students who received letters of recommendation from instructional or research staff members. Students who receive letters of recommendations from academic staff members holding the titles Faculty Associate, Lecturer, or Scientist may be put at a competitive disadvantage when other students coming from peer institutions have letters of recommendation written by staff members holding professorial titles.

We would be happy to meet with you to discuss the proposed new titles.

Sincerely,

Barry Robinson, ASEC Chair

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<p>Current titles</p> <p>Faculty Associate (Asst., Assoc., No Prefix, Dist.) Provides instruction and training in an academic discipline or adult education, including formal, informal or laboratory instruction. Responsibilities include instruction associated with more than one formal lecture or laboratory course, or with supplemental modules to formal courses, training of Graduate Assistants, programming to adult and continuing education clients, and frequently includes extension and teaching associated with the instructional portion of faculty appointments. May involve development of disciplinary teaching techniques as an accompaniment to instructional responsibilities.</p>	<p>Lecturer (Assoc., No Prefix, Senior, Dist.) Provides formal classroom or laboratory instruction in an academic discipline, either independently or under the general supervision of a faculty member. Effective delivery of instructional material, testing and grading are the primary duties of a Lecturer. However, the degree of involvement in course and curriculum development, course scheduling, advising and subject matter expertise differs significantly depending on the prefix.</p>	
<p>Proposed</p> <p>Faculty Associate (Asst., Assoc., No Prefix, Dist.) Provides instruction and training in an academic discipline or adult education, including formal, informal or laboratory instruction, either independently or under the general supervision of a faculty member or Professor (IAS). Responsibilities include instruction associated with more than one formal lecture or laboratory course, or with supplemental modules to formal courses, training of graduate assistants, programming to adult and continuing education clients, and frequently includes extension and teaching associated with the instructional portion of faculty appointments. May involve development of disciplinary teaching techniques as an accompaniment to instructional responsibilities. This title series is primarily for persons who do not hold a terminal degree or whose appointment is terminal.</p>	<p>Lecturer (Assoc., No Prefix, Senior, Dist.) Provides formal classroom or laboratory instruction in an academic discipline, either independently or under the general supervision of a faculty member or professor (IAS). Effective delivery of instructional material, testing and grading are the primary duties of a Lecturer. However, the degree of involvement in course and curriculum development, course scheduling, advising and subject matter expertise differs significantly depending on the prefix. This title series is primarily for persons who do not hold a terminal degree or whose appointment is terminal.</p>	<p>Professor (IAS) Asst., Assoc., No Prefix, Dist.) Specifies members of the academic staff independently engaged in formal or informal instruction, in an academic discipline, in one or more of the following areas: traditional classroom setting, laboratory, outreach and continuing education, or extension program. This title ordinarily requires a Ph.D. (or other terminal degree) and the experience or knowledge necessary to perform one or more of the following: develop and teach a course(s), design curricula and/or techniques for instruction, or develop and present outreach programs in a discipline or integrated disciplines. Responsibilities also may include training graduate assistants, provide programming to adult and continuing education clients as well as outreach and teaching typically associated with the instructional or extension component of faculty appointments. This title series is primarily for persons who hold a terminal degree and whose appointment is renewable or indefinite.</p>

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<p>Current titles</p> <p>Researcher [Asst., Assoc., No Prefix, Dist.] Provides technical expertise in a research or scientific project at a more comprehensive and independent level than a Research Specialist. Solves problems in research, development, and applications by applying discipline-related skills normally gained from the completion of an advanced degree. May assist in the development of grant applications and the preparation and presentation of reports of research results, and in informal instruction of research students.</p>	<p>Scientist [Asst., Assoc., Senior, Dist.] Identifies research problems, designs research methodologies, performs or supervises research, and prepares the results for presentation to professional organizations or for scholarly publications. May supervise Research Specialists and other staff. A Ph.D. or the equivalent experience and/ or knowledge required to conduct research activities at the level of a principal investigator or co-principal investigator are ordinarily required to hold one of these titles. (Principal Investigator status is not automatic but is only granted on an individual basis by the Graduate School. This title series is intended to parallel the faculty tenure-track.)</p>	
<p>Proposed</p> <p>Researcher [Asst., Assoc., No Prefix, Dist.] Provides technical expertise in a research or scientific project at a more comprehensive and independent level than a Research Specialist. Solves problems in research, development, and applications by applying discipline-related skills normally gained from the completion of an advanced degree. May assist in the development of grant applications and the preparation and presentation of reports of research results, and in informal instruction of research students.</p>	<p>Scientist [Asst., Assoc., Senior, Dist.] Specifies members of the academic staff engaged in research in an academic discipline under the general supervision of or in collaboration with a faculty member or Professor (RAS). A Ph. D. or the equivalent experience and/or knowledge required to conduct research activities are ordinarily required to hold one of these titles. Identifies research problems, designs research methodologies, performs or supervises research, and prepares the results for presentation to professional organizations or for scholarly publications. May supervise Research Specialists and other staff and students.</p>	<p>Professor (RAS) [Asst., Assoc, No Prefix, Dist.] Specifies members of the academic staff independently engaged in research in an academic discipline. A Ph. D. or other terminal degree and the experience and/or knowledge required to conduct research activities at the level of a principal investigator or co-principal investigator are ordinarily required to hold one of these titles. Responsibilities include the development and submission of research grant applications, supervision of research programs, presentation of research findings at national and international meetings, publishing research findings in scholarly journals, and training graduate assistants typically associated with the research component of faculty appointments. (Principal Investigator status is not automatic but is granted only by the Graduate School.)</p>

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Four levels are defined for (IAS), (RAS), adjunct, emeritus, L/I, military science, and visiting (modified) professorial functions; five for the CHS and clinical (modified) professorial functions.

**Modified Professorial
Prefix**

**Modified Professorial
Prefix Definition**

Instructor ¹	The specific definition of each level for professorial academic staff titles is left to the purview of each unit in which the title is employed. However, differences between successively higher title levels must reflect demonstrable differences in experience and knowledge gained, applied to the specific duties of the function.
Assistant Professor	
Associate Professor	
Professor	

Although the typical ~~Instructional~~ academic staff member with a modified professorial title will show career advancement through the Assistant, Associate and No Prefix prefixes, Hayes/Hill, Inc., saw "the need for a superstar category stressing peer recognition both within and outside the institution as one of the key criteria. We would generally expect that a person in the superstar category would have at least ten or more years of progressively responsible experience in their field." Consistent with Hayes/Hill's original intent to reserve a prefix "for the truly exceptional performers," the Distinguished prefix is defined below:

Distinguished ²	An Instructional academic staff member <u>with a modified professorial title</u> at the Distinguished level performs at a level of proficiency typically requiring extensive experience and advanced knowledge and skills. The expertise of an academic staff member at this level is commonly recognized by his or her peers and through a reputation <u>that</u> which extends beyond his or her work unit. A Distinguished academic staff member is expected to develop new approaches, methods or techniques to resolve problems with little or no expert guidance and to cope independently with new, unexpected or complex situations. At this level, an academic staff member can be expected to guide or train other academic staff or to oversee their work.
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The Distinguished prefix is granted only after review by the Distinguished Prefix Review Committee (DPRC) composed of academic staff. If the Dean/Director approves the Distinguished prefix recommended by the DPRC, s/he should forward a rate/title change form, along with all documents submitted to the DPRC in support of the Distinguished prefix, to the Academic Personnel Office, 174 Bascom Hall. (See *Distinguished Prefix Review Committee Policies and Procedures*, pp. 73-78.)

¹This prefix is not available for (IAS) or (RAS).

²This prefix is available for CHS, Clinical, (IAS) or (RAS) only.

NOTE: The Professor (IAS) series is intended primarily for those with a Ph.D. (or other terminal degree). The Professor (RAS) series is intended primarily for those with a Ph.D. (or other terminal degree) who conduct research activities at the level of a principal investigator.

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Faculty Associate¹
Prefix

Faculty Associate¹
Prefix Definition

Assistant	Assists in developing techniques and/or model programs for carrying out instructional goals in disciplinary area; may help identify ways in which new techniques could be of assistance. Instructs students either in formal classroom/laboratory settings or in non-credit supplements to formal course instruction. Will normally have undergraduate degree in disciplinary area and/or possess experience or advanced training in the area.
Associate	Identifies instructional goals to be met; designs curriculum and/or techniques for accomplishing these goals. May train other staff in use of these techniques. Instructs students, either in formal classroom/laboratory settings or in non-credit supplements to formal course instruction. Works with faculty to identify and develop new methods of advancing instruction in the discipline. Normally possesses advanced degree in disciplinary area of instructional program. May assist in development of grant proposals for funding of model instruction programs. May make presentations to faculty and to staff members throughout the system and elsewhere on instructional programs and techniques.
(No Prefix)	Designs curriculum and/or techniques for instruction in disciplinary area, suggests new ways of effective instruction in courses within discipline. May supervise others in carrying out these techniques; instructs students; trains faculty and other instructional staff in use of instructional techniques and programs. Develops grant proposals for instructional development; may serve as principal or co-principal investigator in grants to develop new teaching methods in the discipline. Presents evaluations of teaching methods and techniques to those in the institution and elsewhere; is recognized by peers, often nationally, for work in this area. May administer budget and personnel for instructional grants and programs.

Although the typical Faculty Associate Instructional academic staff member will show career advancement through the Associate, No Prefix and Senior prefixes, Hayes/Hill, Inc., saw "the need for a superstar category stressing peer recognition both within and outside the institution as one of the key criteria. We would generally expect that a person in the superstar category would have at least ten or more years of progressively responsible experience in their field." Consistent with Hayes/Hill's original intent to reserve a prefix "for the truly exceptional performers," the Distinguished prefix is defined below:

Distinguished	<u>A Faculty Associate</u> An Instructional academic staff member at the Distinguished level performs at a level of proficiency typically requiring extensive experience and advanced knowledge and skills. The expertise of an academic staff member at this level is commonly recognized by his or her peers and through a reputation <u>that which</u> extends beyond his or her work unit. A Distinguished academic staff member is expected to develop new approaches, methods or techniques to resolve problems with little or no expert guidance and to cope independently with new, unexpected or complex situations. At this level, an academic staff member can be expected to guide or train other academic staff or to oversee their work.
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¹ THIS TITLE SERIES IS INTENDED PRIMARILY FOR THOSE PERSONS WHO DO NOT HOLD A PH.D. (OR OTHER TERMINAL DEGREE) OR WHOSE APPOINTMENT IS TERMINAL. THE PROFESSOR (IAS) SERIES IS INTENDED PRIMARILY FOR THOSE WITH A PH.D. (OR OTHER TERMINAL DEGREE) AND WHOSE APPOINTMENT IS RENEWABLE OR INDEFINITE.

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The Distinguished prefix is granted only after review by the Distinguished Prefix Review Committee (DPRC) composed of academic staff. If the Dean/Director approves the Distinguished prefix recommended by the DPRC, s/he should forward a rate/title change form, along with all documents submitted to the DPRC in support of the Distinguished prefix, to the Academic Personnel Office, 174 Bascom Hall. (See *Distinguished Prefix Review Committee Policies and Procedures*, pp. 73-78.)

Four prefixes are defined for the Lecturer function; three are defined for the Visiting Lecturer function.

**Lecturer¹/Visiting Lecturer
Prefix**

**Lecturer¹/Visiting Lecturer
Prefix Definition**

Associate	An Associate Lecturer is one who independently teaches a course(s) subject to broad guidelines describing the scope of the subject matter to be taught and the topics to be covered. Effective classroom delivery, testing and grading are the primary duties expected of lecturers at this level.
(No Prefix)	A Lecturer at this level has the experience and academic qualifications needed to develop and teach a course(s) subject to broad guidelines describing the scope of the subject matter to be covered. However, the specific topics to be covered and the degree of topic emphasis is left to the independent judgment of the (no prefix) Lecturer. At this level, a Lecturer may be involved in various instruction related activities. These may include undergraduate advising, assisting in developing lab safety protocols, course scheduling, curriculum development, participating in departmental outreach programs, or other instructional activities.
Senior	A Senior Lecturer has extensive teaching experience and subject matter expertise in an academic discipline. A lecturer at this level has gained a reputation among his or her peers for demonstrably sustained superior contributions to teaching within a department or division. At this level, the independent selection, organization and development of course contents and instructional materials and approaches used is expected. Involvement with committees engaged in supporting this development is typical. However, the direct delivery of instruction is the primary responsibility of this title.

Although the typical Lecturer ~~instructional-academic staff member~~ will show career advancement through the Associate, No Prefix and Senior prefixes, Hayes/Hill, Inc., saw "the need for a superstar category stressing peer recognition both within and outside the institution as one of the key criteria. We would generally expect that a person in the superstar category would have at least ten or more years of progressively responsible experience in their field." Consistent with Hayes/Hill's original intent to reserve a prefix "for the truly exceptional performers," the Distinguished prefix is defined below:

¹ **THIS TITLE SERIES IS INTENDED PRIMARILY FOR THOSE PERSONS WHO DO NOT HOLD A PH.D. (OR OTHER TERMINAL DEGREE) OR WHOSE APPOINTMENT IS TERMINAL. THE PROFESSOR (IAS) SERIES IS INTENDED PRIMARILY FOR THOSE WITH A PH.D. (OR OTHER TERMINAL DEGREE) AND WHOSE APPOINTMENT IS RENEWABLE OR INDEFINITE.**

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Distinguished
(Lecturer only)

A ~~Lecturer~~ ~~Instructional academic staff member~~ at the Distinguished level performs at a level of proficiency typically requiring extensive experience and advanced knowledge and skills. The expertise of an academic staff member at this level is commonly recognized by his or her peers and through a reputation that ~~which~~ extends beyond his or her work unit. A Distinguished academic staff member is expected to develop new approaches, methods or techniques to resolve problems with little or no expert guidance and to cope independently with new, unexpected or complex situations. At this level, an academic staff member can be expected to guide or train other academic staff or to oversee their work.

The Distinguished prefix is granted only after review by the Distinguished Prefix Review Committee (DPRC) composed of academic staff. If the Dean/Director approves the Distinguished prefix recommended by the DPRC, s/he should forward a rate/title change form, along with all documents submitted to the DPRC in support of the Distinguished prefix, to the Academic Personnel Office, 174 Bascom Hall. (See *Distinguished Prefix Review Committee Policies and Procedures*, pp. 73-78.)

Four prefixes are provided for the Scientist function, and three for the Visiting Scientist function.

**Scientist/Visiting Scientist
Prefix**

**Scientist/Visiting Scientist
Prefix Definition**

Assistant

This is the entry-level prefix title for this function. Entry into this position requires extensive knowledge in a specialized area of research at a level likely to lead to making a contribution to the field, or equivalent experience. An Assistant Scientist conducts research to investigate or resolve identified research problems, writes research reports, and assists in the preparation of research programs and grant applications under the general supervision of or in collaboration with a faculty member or Professor (RAS).

Associate

An Associate Scientist has extensive knowledge and a level of research experience in a specialized area of research which has led to a reputation extending beyond the institution. Promotion into this position must be based on evidence of sustained superior performance and peer recognition of potential to make significant research contributions. An Associate Scientist ~~independently~~ contributes to the development of research approaches and techniques to investigate and resolve research problems, develops research programs, and prepares research findings for publication or formal presentation under the general supervision of or in collaboration with a faculty member or Professor (RAS). At this level, a Scientist may have functional supervision for research support staff including Research Specialists, graduate student staff, and others.

Senior

A Senior Scientist has extensive knowledge and research experience in an area of research specialization. The Senior Scientist identifies independent identification of research problems and the development of research approaches and techniques ~~is a key aspect of the work at this level.~~ under the general supervision of or in collaboration with a faculty member or Professor (RAS). At this level of the function, the supervision of research support staff, research project budgeting responsibilities and other aspects of research project management are is common. ~~However, high potential for advancing knowledge in a particular field of research is the primary characteristic of a Senior Scientist.~~ The development and presentation of research findings through publication or ~~and~~ at meetings at a level needed to sustain and develop a reputation within the research community is required.

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Although the typical Scientist Research academic staff member will show career advancement through the Assistant, Associate and No Prefix prefixes, Hayes/Hill, Inc., saw "the need for a superstar category stressing peer recognition both within and outside the institution as one of the key criteria. We would generally expect that a person in the superstar category would have at least ten or more years of progressively responsible experience in their field." Consistent with Hayes/Hill's original intent to reserve a prefix "for the truly exceptional performers," the Distinguished prefix is defined below:

Distinguished
(Scientist only)

A Scientist Research academic staff member at the Distinguished level performs at a level of proficiency typically requiring extensive experience and advanced knowledge and skills. The expertise of an academic staff member at this level is commonly recognized by his or her peers and through a reputation that which extends beyond his or her work unit. A Distinguished academic staff member is expected to develop new approaches, methods or techniques to resolve problems with little or no expert guidance and to cope independently with new, unexpected or complex situations. At this level, an academic staff member can be expected to guide or train other academic staff or to oversee their work.

The Distinguished prefix is granted only after review by the Distinguished Prefix Review Committee (DPRC) composed of academic staff. If the Dean/Director approves the Distinguished prefix recommended by the DPRC, s/he should forward a rate/title change form, along with all documents submitted to the DPRC in support of the Distinguished prefix, to the Academic Personnel Office, 174 Bascom Hall. (See *Distinguished Prefix Review Committee Policies and Procedures*, pp. 73-78.)

NOTE: It is intended that the scientist series be parallel to the research component of the faculty tenure-track and normally used only for individuals who are appropriate for principal investigator status. In light of this, the prefix definitions for this series should be interpreted as minimal qualifications.

NOTE: This title series is intended primarily for those persons who hold a Ph.D. (or other terminal degree) but do not conduct research activities at the level of a principal investigator. The Professor (RAS) series is intended primarily for those with a Ph.D. (or other terminal degree) who conduct research activities at the level of a principal investigator.