

**Guidelines for Use of Teaching Professor titles**  
**University of Wisconsin-Milwaukee**  
**(October 15, 2021 DRAFT)**

**A. Introduction**

The 2021 revision of titles within the University of Wisconsin System includes Teaching Professor titles. This document describes the criteria and procedures for such appointments, reappointments, and promotions. Schools and colleges utilize teaching professor appointments that reflects particular departmental and disciplinary needs and practices.

The Teaching Professor titles should be granted to instructional staff whose contributions can be characterized by excellence, distinction and innovation in the instructional enterprise within their department and, at the associate and full level, beyond. These qualities can be assessed by a range of relevant contributions, including but not limited to a strong record of teaching, classroom innovation, student interactions, scholarly accomplishments in the scholarship of teaching and learning, independently creating and redesigning a range of courses in the field of expertise, assessing student performance and learning outcomes, providing formal or informal advising on students' academic and career directions, supervising student employees delivering instruction, and collaborating with faculty and staff in the development of teaching strategies. A case for a strong record of teaching will involve more than an assessment of student course evaluations, given their limitations.

Teaching professors will ordinarily be expected to have a relevant terminal degree, expertise in the relevant discipline, and pedagogical expertise in that discipline. Exceptions to the terminal degree expectation can be made in cases where the norm in the discipline is, or the accreditation standards of the profession require, otherwise. Exceptions may be made only with the approval of the Provost.

**B. Coverage**

Employees appointed or promoted into the Teaching Professor titles are academic staff. Therefore, the UWM Academic Staff Policies and Procedures apply to these appointments. Teaching Professors (all levels) are represented by the academic staff governance and have representation in the Academic Staff Senate with the governance rights afforded them through Wisconsin State Statutes 36.09 (4m).

**C. Duties**

- Teaching Professors are expected to make long-term and consistent contributions to the teaching mission of their departments, advance teaching and learning in their discipline, and use innovative strategies that produce course and/or curricular improvement at the departmental level and beyond.
- The expectations for a teaching professor shall include department, school/college and/or university service.

## **D. Appointments**

- Teaching Professors appointments are made using standard campus and unit HR policies for appointing Academic Staff.
- Teaching Professor (all levels) appointments may be initiated for individual candidates by the Department Executive Committees.
- Teaching Professor track employees may enter at the Assistant Teaching Professor level, or any other level consistent with their experience and credentials.
- Teaching professor positions are renewable multi-year, probationary, or indefinite positions at 0.5 FTE or higher. Fixed-term non-renewable appointments cannot be made in this job title. At least 50% time should be devoted to classroom teaching. Appointments may be part-time (less than 100% time and effort, but no less than 50%).
- A clock for promotion through the title series will not be prescribed. Employees may progress from Assistant to Associate to Full at a pace commensurate with their goals, achievements, and particular unit metrics. Assistant or Associate Teaching Professors may remain in those ranks indefinitely, as appropriate for a given employee.

## **E. Mentoring Committee**

A departmental mentoring committee shall be established for each Assistant Teaching Professor when they are appointed. It may continue, or be dissolved upon promotion to Associate Teaching Professor, based on a given school/college policy for other non-tenure faculty tracks. The function of the mentoring committee is to encourage the professional development of the Assistant Teaching Professor, to suggest resources when needed to further teaching and other pedagogical aims, to assist in removing barriers when they are encountered, to advocate for the Assistant Teaching Professor when needed, and to ensure that reasonable progress is made in their emerging careers. A mentoring committee chair should be designated as determined by the Department or comparable unit.

The committee should strive to include tenured faculty and instructional or other academic staff members, as appropriate. If beneficial to the Assistant Teaching Professor and/or the committee, UWM faculty/staff outside of the School/College/Department who have appropriate subject matter knowledge of the employee's work may also be recruited to serve on the mentor committee.

The mentoring committee is responsible for ensuring, guiding, and evaluating progress of the Assistant Teaching Professor. Mentoring should be distinct from performance evaluation.

## **F. Performance Review, Reappointment and Promotion**

- Performance reviews, reappointment and promotions within the Teaching Professor titles will follow UWM HR practices and Academic Staff Policies and Procedures.
- Performance Reviews will be performed by the Department Executive Committee. The criteria for review are outlined in section C (Duties) and G (Review Criteria).

- Teaching Professors at the Assistant or Associate levels may put themselves forward for promotion with consultation with their mentoring committee or Department Chair.
- The Department Executive Committee will review and evaluate promotional requests. If approved, the promotions are sent to the Dean for a decision.
- Promotion is not required to remain in an appointment.

## **G. Review Criteria for Teaching Professor titles**

**Assistant Teaching Professors** should demonstrate the following:

1. An impressive emerging record of teaching, and evidence of successful management and completion of prior teaching-related activities.
2. Demonstrated experience in instructional activities such as creating, revising, and/or redesigning courses, and contributing to curriculum development in the field of expertise.
3. Strong potential for development as an outstanding teacher through, and demonstrated interest in, scholarship related to teaching and learning, and in pedagogy.
4. Experience in assessing student performance and learning outcomes and supporting student success.
5. Demonstrated ability, if not experience, in the supervision of student employees delivering instruction, when appropriate
6. Demonstrated ability in collaborating with faculty and staff in the development of teaching strategies
7. A willingness to support the overall instructional mission of the respective unit.

**Associate Teaching Professors** should demonstrate the following:

1. An Impressive and sustained record of excellent teaching, as evidenced by student and peer evaluations, departmental recognition through awards or other marks of achievement.
2. Demonstrated instructional contributions to the department and college, and/or campus, and/or broader discipline
3. Demonstrated experience – beyond that of assistant teaching professor – in assessing student performance and learning outcomes, and supporting student success.
4. Demonstrated excellence in the supervision of student employees delivering instruction, when appropriate.
5. Excellence in collaboration with faculty and staff in the development of teaching strategies, including participation in department, unit, or campus- level faculty/staff instructional development activities/programs.
6. Demonstrated experience in creating, revising, and/or redesigning courses and contributing to the overall curricular mission of the unit.
7. Demonstrated record of consuming, implementing and/or producing creative activity or scholarship related to teaching and learning.

**Full or no-prefix Teaching Professors** should demonstrate the following:

1. An impressive and sustained record of outstanding teaching, as evidenced by student

and peer evaluation; departmental, school/college, and national/international recognition through awards and other marks of achievement such as producing scholarship/creative activity in teaching and learning.

2. Demonstrated instructional contributions to the department, college, campus, and/or broader discipline.
3. Demonstrated and recognized outstanding achievement in the successful supervision of student employees delivering instruction, when relevant.
4. Demonstrated and recognized outstanding achievement in supporting student success
5. Leadership in collaboration with faculty and staff in the development of teaching strategies, including designing, organizing, and/or leading department, unit, or campus-level faculty/staff instructional development programs
6. Leadership in the creation and redesign of courses and in contributions to the overall curricular mission of the unit
7. Representation of the unit on college or campus committees in support of the university's instructional mission