

# Guidelines for Appointment and Promotion of the Teaching Professor

## College of Letters & Science

April 11, 2022

## Background

The purpose of this document is to: (1) provide guidelines for UW-Madison College of Letters & Science departments/units to use when considering recruitments, appointments, reappointments, and promotion of employees within the Teaching Professor title series; and, (2) broadly describe the framework, criteria and procedures for such appointments and promotions.

## Introduction

The **Teaching Professor title series** is a non-tenure track appointment that enables and recognizes excellence by academic staff whose job duties are devoted to teaching and learning. The title of Teaching Professor should be granted to academic staff whose duties and contributions can be characterized by demonstrated and ongoing excellence, distinction, and innovation in instruction. (See Appendix A for descriptions of each rank of Teaching Professor and Appendix B for descriptions of other UW-Madison instructional titles). 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 designing a range of courses in the field of expertise, assessing student performance, 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 Dean.

The title of Teaching Professor may not be used for positions whose responsibilities substantially replicate those of tenure-track faculty such as involving both teaching and regularly-conducted research. (For any period in which short-term research duties are assigned, an appropriate title will be required, in addition to approval from the University Committee following the [campus dual role policy](#). Additional limits and restrictions may be created at the department/unit level.)

This track is not intended to be a mechanism for recognizing outstanding performance by individuals in other academic staff positions, should not supplant current promotion or recognition systems that are in place (e.g., promotion in the Lecturer track), and should not be used for personnel who provide a predominantly service or research function.

Units should consider whether the Teaching Faculty title and other instructional titles might be more appropriate. See Appendix B.

## Duties

The Teaching Professor title should be granted to academic staff whose duties and contributions can be characterized by excellence, distinction, and innovation in the instructional enterprise. These qualities may include a range of relevant contributions, including but not limited to a strong record of excellence in teaching, classroom innovation, publication of scholarship of teaching and learning, creating and designing courses, assessment of student performance, formal or informal academic and/or career advising, supervising student employees (e.g., teaching assistants), delivering instruction, and collaborating with faculty and staff in the development of teaching strategies. The expectations for a Teaching Professor shall include department, college and/or university service.

Teaching Professor appointments may be part-time (less than 100% time and effort, but no less than 50%) and long-term (career-track) positions; employees who hold one-semester or one-year non-renewable appointments are ineligible for this job title. In order to be eligible for this title, at least 50% of the appointment must be devoted to classroom teaching or supporting classroom teaching through activities such as pedagogical training, curricular planning, support and assessment of classroom teaching, and the like. See Appendix A for Teaching Professor Track descriptions.

## Governance

Employees appointed or promoted into the Teaching Professor titles are considered academic staff. Therefore, the UW-Madison Academic Staff Policies and Procedures (<https://acstaff.wisc.edu/resources/policies-and-procedures>) apply to these appointments. Teaching Professors (all levels) are represented through academic staff governance and have representation in the Academic Staff Assembly with the governance rights afforded them through Wisconsin State Statutes 36.09 (4m).

The title of Teaching Professor does not entail tenure nor any protections similar to those provided by tenure.

## Track Promotion

Teaching Professor track employees may enter at the Assistant Teaching Professor level or any other level consistent with their experience and credentials. The placement of an employee into one of the levels of Teaching Professor, and the review of a Teaching Professor for promotion, should be a selective process that involves significant rigor.

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 department/unit metrics. Teaching Professors may remain in their rank indefinitely, as appropriate for a given employee.

## Appointment and Promotion Authority

Authority to approve appointments and promotions within the Teaching Professor track rests with the Dean. All letters of appointment will be approved using standard L&S Human Resources practices and will have content that follows existing Academic Staff Policies & Procedures.

The L&S Teaching Professor Appointment and Promotion Committee (L&S TPAPC) will consider department/unit requests for appointment and promotion of any individual to the title of Assistant Teaching Professor, Associate Teaching Professor, or Teaching Professor (see <https://hr.wisc.edu/standard-job-descriptions/>). The L&S TPAPC is composed of Academic Associate Deans, Associate Dean for Teaching & Learning Administration, and the Director of L&S Human Resources or their designee. The work of the L&S TPAPC will concern three tasks: (1) reviewing requests to approve the title transfer of individuals with other titles to the title of Assistant, Associate, or Full Teaching Professor and making a recommendation to the Dean; (2) reviewing requests to appoint individuals to the Teaching Professor title series at the appropriate rank and making a recommendation to the Dean; and (3) considering the promotion in rank of any individual holding the title Assistant Teaching Professor or Associate Teaching Professor and making a recommendation to the Dean.

For any appointment or promotion case that comes before the committee, additional input may be sought and obtained from UW-Madison faculty or instructional academic staff who are subject-matter experts. The committee's jurisdiction does not include the approval of PVLs or hiring of individuals as Teaching Professor (any rank).

The results of the L&S TPAPC review of both appointments and promotions shall be communicated to the Dean as a recommendation. A majority of members present and eligible to participate is required to substantiate any recommendation to the Dean. The Dean will communicate the acceptance or rejection of the L&S TPAPC recommendation to the department and candidate.

# Appointments

The department/unit executive committee will consider requests and make recommendations to the Dean about appointments and promotion within the Teaching Professor track. The department/unit Chair/Director will forward such requests to the Director of L&S Human Resources who will distribute the request to the L&S TPAPC.

Teaching Professor (all levels) appointments may be initiated by individual candidates, the Dean, and department chairs on behalf of the executive committee of their department. Current academic staff who wish to be considered for a title change from their current title to the title of Teaching Professor (regardless of rank) should work with their Chair/Director to prepare a dossier following the guidelines below for review by the L&S TPAPC.

In general, Teaching Professor track employees at all levels must demonstrate: (1) a solid record of teaching and pedagogical accomplishment that is highly regarded by individuals in their fields; and, (2) promise of continued, outstanding contributions to teaching. A credential dossier must be developed by the candidate to begin the appointment or promotion process for the Teaching Professor track (all levels).

Any individual in the Teaching Professor (all levels) track may apply for an open tenure-track position without prejudice or preference. Similarly, Teaching Professors (all levels) may apply for open academic staff positions without prejudice.

# Promotions

The Executive Committee of the department/unit shall determine when to recommend consideration for promotion. A record of success in rank is expected before promotion is considered.

Teaching Professors at the Assistant or Associate levels may put themselves forward for promotion with consultation with the mentoring/oversight committee and/or Department Chair.

The department executive committee and then the L&S TPAPC will evaluate cases based on L&S criteria for promotion (see section on Dossier for Promotion). Assistant Teaching Professors may remain at that rank throughout their career at UW-Madison. There is no “up or out” requirement for promotion through the Teaching Professor title series.

# Appeals

Individuals who wish to appeal denial of appointment or promotion within the Teaching Professor track, whether the decision was made at the departmental or college level, should use procedures established by Academic Staff Policy and Procedures, Chapter 7 (<https://policy.wisc.edu/library/UW-707>).

## Mentoring/Oversight Committee

A departmental mentoring/oversight committee shall be established for each Assistant Teaching Professor upon appointment. This Committee should include at least one instructional academic staff member who may or may not hold a Teaching Professor title. The composition and policies of this committee should be formulated and described in a document created by the department/unit and be kept on file.

The mentoring committee may continue to exist, or be dissolved upon promotion to Associate Teaching Professor, based on departmental policy for other non-tenure faculty tracks. The function of the mentoring/oversight committee is to encourage the professional development of the Assistant Teaching Professor, to suggest resources 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 help ensure that reasonable progress is made in their emerging career.

Each department shall, consistent with its personnel policies, appoint a mentor and/or mentoring committee for each Assistant or Associate Teaching Professor. The mentoring committee shall advise the Assistant/Associate Teaching Professor on expectations for job performance and offer feedback on progress toward promotion. The mentoring committee will evaluate the Assistant/Associate Teaching Professor's teaching at least once annually. That evaluation should, at a minimum, include a classroom observation and a review of teaching materials (e.g., syllabi, assignments, course website). The mentoring committee will also advise the department's Executive Committee on the timing of consideration for promotion. Each department is encouraged to update personnel policies to establish clear expectations for the mentoring of colleagues holding the title of Assistant or Associate Teaching Professor.

## Performance Review and Reappointment

Performance reviews of Teaching Professor track employees must be completed annually in accordance with policies applicable to UW Academic Staff. Performance reviews for Assistant Teaching Professors will be performed by the mentoring/oversight committee and reported to the Department Executive Committee and the Dean of the College of Letters & Science. Performance reviews of Associate Teaching Professors and Teaching Professors will be performed annually by the Department Executive Committee and reported to the College. Actions regarding non-renewal, layoff, or termination must follow UW-Madison Academic Staff Policies and Procedures and Procedures <https://acstaff.wisc.edu/resources/>.

Performance reviews of Teaching Professors may be documented through the [Performance Management and Development Program](#) (PMDP) or other tools customarily used by the department/unit. The reviews should be submitted to the Director of Human Resources no later than July 1 of each year.

# Credential Dossiers

## Dossier to Consider Appointment to Assistant Teaching Professor

All submissions to the L&S TPAPC will use the following format for the dossier. Although all categories may not apply to all candidates, the document should follow the outline and headings below. Prepare the dossier as a single PDF file and include bookmarks for each lettered and numbered section on the checklist. Ensure that each page is text-searchable.

Candidates for the position of Assistant Teaching Professor are expected to have a relevant terminal degree and should demonstrate the criteria outlined in Appendix A. The appointment/hire dossier should include:

1. A letter from the Department Chair/Director that describes the following (limit to 5 pages):
  - a. Noting the executive committee vote (for, against, abstain).
  - b. The total number of years the candidate has been in a teaching role, particularly teaching at the college/university level.
  - c. Information about the candidate's current or anticipated responsibilities.
  - d. Documentation of the candidate's contributions in the field of teaching and the quality and quantity of teaching activities, as well as confirmation of excellence of the candidate's level of teaching performance and in other related missions/services, if applicable. (Potential areas: curriculum development, strategic educational planning, teaching and learning scholarly output, etc.) (See Appendix A.).
2. The Candidate's curriculum vitae.
3. Teaching statement from the candidate (maximum length of 2 pages) describing their achievements as an instructor, major accomplishments to date, and goals for the future.
4. Documentation of teaching excellence. Include the following as applicable to document alignment of performance with the job title, see Appendix A.).
  - a. Narrative chronology of teaching experience.
  - b. At least three sample syllabi from each course recently taught by the candidate.
  - c. Other teaching materials (e.g., assignments, screenshots of course website).
  - d. Organized summary of student evaluations, and comparative evaluation of teaching. State how evaluations were administered. Provide a sample copy of each evaluation instrument that shows the questions asked.
  - e. Honors or other recognition for teaching.
  - f. Other evidence of the extent, scope, and quality of teaching activities.
  - g. (Optional) Letters solicited from current and former students. No more than 3 such letters should be included and, if included, also provide an explanation of how the students were chosen and a copy of the letter or email used to solicit the students' assessments of the candidate's qualities as a teacher.

# Dossier for Appointment or Promotion to Associate Teaching Professor or Teaching Professor

All submissions to the L&S TPAPC will use the following format for the dossier when seeking appointment to the title of Associate Teaching Professor or Teaching Professor (including title changes) or recommending the promotion of an Assistant or Associate Teaching Professor. Although all categories may not apply to all candidates, the document should follow the outline and headings below. Prepare the dossier as a single PDF file and include bookmarks for each lettered and numbered section on the checklist. Ensure that each page is text-searchable.

Associate Teaching Professors are expected to have a relevant terminal degree and should demonstrate the criteria outlined in Appendix A. Appointment at the rank of Associate Teaching Professor requires a more extensive and higher level of achievement compared to the expectations at the Assistant Teaching Professor rank. The application should document the candidate's contributions during their service as an Assistant Teaching Professor, if applicable. Evidence should demonstrate continued growth in stature and promise for continued future professional growth and achievement. The packet for appointment/hire/promotion should include:

1. A letter from the Department Chair/Director that describes the following (limit to 5 pages):
  - a. The executive committee vote (for, against, abstain).
  - b. The total number of years the candidate has been in a teaching role and at rank (e.g., *Assistant Teaching Professor for # years; Associate Teaching Professor for # years*) at the time of submission of the appointment/promotion document.
  - c. Information about the candidate's current or anticipated responsibilities.
  - d. Documentation of the candidate's contributions in the field of teaching and the quality and quantity of teaching activities, as well as confirmation of excellence of the candidate's level of teaching performance and in other related missions/services, if applicable. (Potential areas: curriculum development, strategic educational planning, teaching and learning scholarly output, etc.) (See Appendix A.).
2. The Candidate's curriculum vitae.
3. Teaching statement from the candidate (limit to 2 pages) their achievements as an instructor, major accomplishments to date, and goals for the future.
4. Three letters of evaluation of the candidate's body of work (e.g., CV, syllabi, course evaluations, and other artifacts) conducted by UW-Madison faculty or instructional staff.
  - a. Evaluators may be from other universities, provided they have appropriate expertise in teaching at the college and university level.
  - b. Evaluators should not have close personal or professional relationships with the candidate. For example, the evaluator should not have served as a mentor to the candidate or have co-taught or collaborated on any scholarly writing.
5. Peer reviews of teaching conducted by the candidate's mentoring committee.
6. Supporting Documentation for Teaching Excellence.
  - a. Narrative chronology of teaching experience.
  - b. At least three sample syllabi from each course recently taught by the candidate.
  - c. Other teaching materials (e.g., assignments, screenshots of course website).
  - d. Organized summary of student evaluations, and comparative evaluation of

- teaching. State how evaluations were administered. Provide a sample copy of each evaluation instrument that shows the questions asked.
- e. Honors or other recognition for teaching.
  - f. Other evidence of the extent, scope and quality of teaching activities.
  - g. (Optional) Letters solicited from current and former students. No more than 3 such letters should be included and if included, also provide an explanation of how the students were chosen and a copy of the letter or email used to solicit the students' assessments of the candidate's qualities as a teacher.
7. Supporting documentation for other areas of accomplishment (if applicable). Bookmark each section and, within each section, each document.
- a. Curriculum development.
  - b. Strategic educational planning.
  - c. Scholarly output.

Approved by L&S Senior Staff on April 11, 2022.



## **Appendix A: Teaching Professor Rank Descriptions (Campus)**

**Assistant Teaching Professors** should hold:

1. An impressive emerging record of teaching, and evidence of successful management and completion of prior teaching-related activities.
2. Demonstrated experience in independently creating and designing courses in the field of expertise, as is appropriate to the appointment.
3. Strong potential for development as an outstanding teacher through, and demonstrated interest in, the scholarship of teaching and learning and in pedagogy.
4. Experience in assessing student performance 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 criteria that follow:

1. An impressive, sustained record of excellent teaching, as evidenced by student and peer evaluation, 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 successful supervision of student employees, when relevant, 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 courses and contributing to the overall curricular mission of the unit.
7. Demonstrated record of implementing and/or producing creative activity or scholarship in teaching and learning.

**Full or no-prefix Teaching Professors** should demonstrate the criteria that follow:

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 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, as appropriate.

## Appendix B: Other Approved UW-Madison Instructional Titles

Clinical Professor (Assistant, Associate, Distinguished), and Clinical Instructor: “Responsible for the supervision of the clinical training of students. This function is used to describe instructional academic staff positions in the health sciences and other academic disciplines with clinical practices. Individuals appointed at the clinical instructor level may have qualifications and training comparable with faculty. Clinical titles must have approval of an academic department.”

Lecturer: “Facilitates classroom, online, and/or laboratory instruction and assists with instructional development and design for a single course or series of courses within an academic discipline to support the delivery of quality instruction. Provides for-credit instruction in formats such as classroom, online and/or laboratory settings, including grading. Serves as an instructor of record.”

Professor of Practice: “The Professor of Practice title series is intended for a non-tenure track, qualified instructional or outreach academic staff member who has established themselves by demonstrating expertise, holding distinguished leadership positions, and/or accruing professional achievements in their field outside the academy. These professionals, though accomplished in their areas of expertise, may not have traditional academic backgrounds or appropriate terminal degrees to lead instruction. They are expected to provide instruction directly related to their area of specialization that substantively benefits from their perspective as a practitioner.”

Teaching Faculty (levels I-IV): “Provides classroom, online and/or laboratory instruction associated with more than one lecture or laboratory course, assists with the design and execution of administrative functions associated with academic instruction and the development of pedagogy/andragogy or assessment tools and resources to support quality student learning. Provides for-credit instruction in formats such as classroom, online and/or laboratory settings, including grading. Serves as an instructor of record.”

Visiting Professor: “This function is used for individuals who come from outside the UW System for temporary academic assignments. Normally, the prefix will be comparable to the rank held at the individual's home institution. There may be cases where an individual's assignment at the UW-Madison is temporary, but no "home institution" is involved. In those instances, a visiting faculty title may still be used, with the appropriate level determined by the department executive committee after reviewing the individual's credentials in comparison with similarly qualified members of the UW-Madison faculty. Documentation supporting the selection of a visiting title must be provided to the appropriate dean's or director's office. Generally, such appointments do not last longer than one year and may not exceed two years without the approval of the Chancellor or his/her designee.”

NOTE: Under the policies used by UW-Madison's Office of Human Resources, each job title has salary ranges associated with it. A title change from one of the titles above to Assistant/Associate/Full Teaching Professor may or may not have salary implications for the person affected. Contact a member of the College of Letters & Science Office of Human Resources to understand the salary implications associated with each title.