

**ARTICLES OF FACULTY GOVERNANCE APPENDIX I.C**

**(This version, established in June 2008 applies to faculty who began on the tenure track on or after July 1, 2009. This version is available by choice for faculty who began on the tenure track prior to July 1, 2009.)**

**CRITERIA FOR FACULTY APPOINTMENT AND PROMOTION IN UW-EXTENSION**

**I. Introduction**

The effectiveness of the educational programs of the University of Wisconsin-Extension depends on the scholarship of its faculty. Quality faculty with the capacity to grow and mature professionally and with the ability to adjust to changing demands are imperative for University of Wisconsin-Extension to continue to be a vital force in meeting the needs of the people of Wisconsin. Faculty appointments, the granting of tenure, and promotion in rank at UW-Extension are based on a record of and potential for a consistent and high level of scholarship and scholarly activity.

Scholarship includes teaching, research, outreach, or integration. (See Boyer, E. L. (1990). Scholarship Reconsidered: Priorities of the Professoriate. San Francisco, CA. Jossey-Bass.)

Scholarship in UW-Extension is...

- creative, intellectual work;
- reviewed by the scholar's peers who affirm its value;
- added to our intellectual history through its communication; and
- valued by those for whom it was intended.

Information included in this document identifies general criteria for appointment of tenured and probationary faculty. Tenured faculty includes all professors and associate professors. The probationary faculty includes assistant professors and instructors.

**II. Rank Appointments**

Appointment of probationary or tenured faculty in UW-Extension at each of the four ranks is dependent on academic preparation, evidence of past and current performance, and an expectation of continued growth. An interpretation of each rank is as follows:

Instructor:

The faculty member is prepared to work as an independent scholar and has the capacity for professional maturity and leadership.

Assistant Professor:

The faculty member is developing as an independent scholar and gives evidence that within a few years professional maturity and leadership will be attained.

Associate Professor:

The faculty member has demonstrated, to the satisfaction of colleagues, attainment of professional maturity and leadership, and shows promise of continued professional growth.

Professor:

The faculty member has fully demonstrated professional maturity and leadership and continues professional growth.

It is the policy of UW-Extension to appoint probationary faculty only to those positions which encourage development to the rank of professor. The inherent qualifications requisite for appointment to the faculty at any rank are the same as those required for appointment at the highest level.

**III. Appointments and Promotion**

UW-Extension differs significantly from resident campuses with respect to program content, clientele, teaching methods, and financing. Therefore, criteria for appointment and promotion to rank and tenure of UW-Extension faculty are established to evaluate performance and scholarship in this unique situation. This document suggests criteria for evaluating contributions of the faculty to the mission of UW-Extension.

For initial appointment, renewal, promotion, or the granting of tenure, the qualifications and accomplishments of the candidate shall be evaluated on the candidate's education, experience, and professional activities as a scholar.

**IV. Criteria Used to Evaluate Candidates for Faculty Appointments, Granting of Tenure, and Promotion in Rank**

As stated in Section I, Introduction, scholarship is the foundational concept basic to faculty appointments, tenure, and promotion in rank in UW-Extension. Scholarly activity and behavior on the part of UW-Extension faculty is demonstrated throughout a faculty member's academic career – including teaching, research, service, and outreach. Documentation of scholarship should be demonstrated and evaluated with all criteria listed below:

**A. Education and experience.**

UW-Extension faculty are required to have education and experience appropriate to their appointments. Candidates for tenure must demonstrate the desire and capacity for professional growth and continued productive scholarly study.

For initial appointment to a faculty position, previous experience and formal education should be evaluated. To judge previous experience, evidence should be obtained from the candidate's employer and from colleagues in his/her own field. Consistency of performance over a period of years is usually an excellent predictor of future performance.

**B. Continuing professional development and growth**

Evidence of continued professional growth may be the following:

1. Progress on an organized plan for scholarly development, and completion of course work or degrees when appropriate;
2. Active participation in professional associations and conferences, and presentation of papers as appropriate; and
3. Development of professional networks through active participation at workshops, program travel, study, and conferences.

**C. Leadership in program development**

Evidence of leadership in program development may include development of work plans that include assessment of needs, identification of appropriate educational responses to those needs, assessment of outcomes, and related program activities.

**D. Effective working relationships with colleagues and clientele**

Such evidence may include description and documentation of opportunities to collaborate with colleagues and the results of those collaborations, examples of impact and outcomes resulting from experiences of clientele, and related descriptive and evaluative information selected by the candidate.

**E. Contributions to the profession, department, and university**

Documentation and descriptions of such contributions may include membership in and leadership of committees, organizations, and governance groups appropriate to the faculty member's position descriptions(s) and her/his profession.

For all the criteria listed above, a faculty member's scholarship, as demonstrated by scholarly activity and behavior, needs to be documented and evaluated by candidates themselves and by their faculty colleagues, as they work as UW-Extension educators on behalf of the citizens of the state, the university, and their profession. Guidelines for the assessment of scholarship are listed in Section V.

V. **Assessment of Scholarship**

The effectiveness of the educational programs of the University of Wisconsin-Extension depends on the abilities and skills of its faculty. Quality faculty with the capacity to grow and mature professionally, with the ability to adjust to changing demands and needs of clients, customers, and colleagues, and with the commitment to do scholarly work are imperative for the UW-Extension to continue to be a vital force in meeting the needs of the people of Wisconsin.

These guidelines are presented to assist faculty in the assessment of their own scholarly work or the scholarly work of a faculty colleague. This assessment is to determine the presence of a rigorous, intellectual approach to issue identification, clarification, plan of action development, plan implementation, and appropriate evaluation of the resulting outcomes and impacts of the work. Scholarship, therefore, is an approach to the way faculty do their work that is:

- creative intellectual work;
- reviewed by the scholar's peers who affirm its value;
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Scholarship may occur in many forms, such as academic presentations, exhibitions of work, creative performances, or publication of articles. Certainly one of the significant contributions of Extension work is the diversity of its manner of presentation to and incorporation in the lives of Wisconsin residents; however, across all of the diversity of Extension work, the four elements of scholarship assessed in these guidelines are all present in substantive form.

Collaborative work and teamwork are valued, encouraged, and may be scholarly. Collaborative work is defined as work with agencies or clientele groups to address a local, regional, or state effort, priority or an identified need. Teamwork may be programmatic, cross-programmatic, or institutional and may address statewide or local priorities. Collaborations and teamwork are important within Extension and are an effective way of utilizing people and fiscal resources. When addressing a candidate's contributions with respect to collaboration and teamwork, it is important to highlight individual contributions as well as collective team results. Candidates must describe and assess their own contributions and how that contribution enhanced the collective effort.

It should be noted that not all scholarly work need be "successful" in the sense that the desired outcomes are always achieved, nor is all of the work of an Extension faculty member necessarily scholarly.

Listed after each of the four elements of scholarship are pertinent questions that can be used to assess scholarly work. These guidelines are applicable to all collegial

assessments of scholarly work, reviews (e.g., annual, three-year, post-tenure) and promotion in tenure or rank. In the development of a portfolio, the candidate must provide evidence of all four components of scholarly work.

Scholarly work is shown through:

**"Creative intellectual work"**

To be considered as scholarship the work must be creative and intellectual in nature. The scholar has developed new knowledge, and/or incorporated creative methods of applying, sharing or presenting new or existing knowledge. The scholar demonstrates personal awareness of best practices plus existing knowledge available in the field. The scholar has clearly identified the need for new knowledge or an improved practice, and has developed that knowledge, method, or approach to appropriately fill the need.

- A. How does the work build upon the knowledge, research, or practice in the field?
- B. How does the work respond to an identified need, fill a need for new knowledge, a new approach, or a new method, or the creative adaptation of existing knowledge, approaches, or methods?
- C. How did the work result in the development of new information or the development of new or creatively adapted methods or approaches?

**"Reviewed by the scholar's peers who affirm its value"**

Through review and evaluation peers affirm the work of the scholar as it is shared in the form of academic presentations, exhibitions of work, creative performances, or publication of articles. This listing is not meant to be exclusive of other means by which the product of a scholar's work has undergone independent evaluation by those persons having comparable understanding of the discipline or activity and who can provide judgment as to the work's value or merit to the academic discipline.

Since evaluation of one's work is most valid when that judgment is independent, the scholar's peers, as opposed to collaborators, should do the evaluation. Collaborators can and do provide useful review, but such review is not peer review in the sense meant here. A "peer" or "one's peers" are persons working in the same academic discipline or who are familiar with the body of knowledge in that discipline, and may include person(s) whose professional work has been done outside of the University of Wisconsin-Extension.

- A. How has the scholar's work been shared in published articles, academic presentations, exhibitions of work, creative performances, or in other public venues in which peers independently evaluated this work?
- B. How has the scholar's work resulted in the receiving of an award, honor, or some other public recognition by peers?
- C. How has the scholar's work resulted in testimonials, letter of recommendation, or adaptations that affirm the value of this work?

**"Added to our intellectual history through its communication"**

It is important that faculty communicate their work and add to the existing body of intellectual history. Faculty members choose the various ways to share and similarly, the specific ways that they will make their work accessible to others. This may be accomplished through a variety of means including, but not limited to, presentations, publications (e.g., journal articles, hard copy and electronic papers), internet and other web-based material, and other ways of sharing work with colleagues.

- A. How has the work been shared with colleagues?
- B. How has the work added to the body of knowledge?
- C. Where is the work accessible?

**"Valued by those for whom it was intended"**

The term "valued" is meant to convey the following meanings: persistence of use, impact, and duration of public use, scope, persistence of influence, and/or public appreciation. The "intended" portion of the statement is framed within the context of a primary audience. These audiences might be peers, educators, students, various publics, patrons, and/or customers.

- A. What actions did the intended audience take as a result of this work?
- B. What measurable impacts occurred as a result of the effort (e.g., individual, family, community -- knowledge gained, information shared, behavior change)?
- C. How were the developed materials or processes subsequently used by others?
- D. What were the implications, either positive or negative, beyond those anticipated for the intended clientele and/or community?

**VI. Mission and Resource Support**

The educational needs of Wisconsin citizens are constantly evolving. Accordingly, the response of UW-Extension should evolve to meet changing needs. Review of UW-Extension responses should be the responsibility of both the faculty and administration, with the faculty assuming primary responsibility, as required by law. Likewise, the capacity of the state to support its various functions may also be subject to change. It is in the interests of both individual UW-EXTENSION faculty and UW-Extension to recognize the factors of changing needs and resources and to incorporate them into the promotion process.

There may well be occasions in which promotions will be sought despite inhibiting fiscal situations, typically manifested in programmatic limitations or budgetary constraints, or conceivably both. Individual faculty should be informed of such restrictions as early as possible. UW-Extension administration has the responsibility to make faculty aware of potential restrictions as promptly as they are known, to assist faculty in revising their career decisions.

University of Wisconsin-Extension departments or administrative units (whichever entities have the programmatic budgetary responsibility) shall exercise their

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responsibility as charged under UWS 3.06(l)(b) to assess in the above-mentioned faculty personnel matters, their programmatic needs, their tenure density, and their budgetary situation. This should be done in such a way that maximum protection for the quality and the vitality of the department/unit is provided.

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The Faculty Senate is charged with reviewing this document at least every three years, following consultation with the University Committee and the Faculty Tenure Advisory Committee. The process of the adoption and revision of this document is carried out in consultation with the Chancellor, or Chancellor's designee, and his/her concurrence is assumed unless he/she indicates otherwise.

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