

ARTICLES OF FACULTY GOVERNANCE APPENDIX I.A

(This version, which existed prior to September, 1997, is available by choice for faculty who began on the tenure track prior to July 1, 1998. Faculty who began on the tenure track on or after July 1, 1998 must refer to APPENDIX I.B)

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 abilities and skills 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.

Information included in this document identifies general criteria for appointment of tenured and probationary faculty. Tenured faculty includes all professors and associate professors and any assistant professors and instructors who had been granted tenure at those ranks prior to 1975. 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-teacher and has the capacity for professional maturity and leadership.

Assistant Professor:

The faculty member is developing as an independent scholar-teacher 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 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 following criteria: (a) education and experience, and (b) performance, including program development, teaching, research, publication, administration, public service relating to the candidate's instructional role, and professional activities as an educator.

IV. Criteria of 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. Evidence of continued professional growth may be the following:

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

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.

V. Criteria for Evaluation of Performance

- A. **Program Development**
All programming should be based in research. Efforts to improve programming can result in research and publication. Innovative programs can advance a discipline and attract external support.

The phrases that follow suggest criteria to be used in appraising program development:

- 1. Includes needs assessment to identify clientele needs.
- 2. Defines objectives and learning experiences for education programs.
- 3. Identifies and mobilizes resources to support objectives.

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4. Bases program development on research, identified needs of clientele and the philosophy of UW-Extension education.
5. Adapts and relates a discipline(s) or specialization(s) to the needs of diverse clientele groups.
6. Demonstrates creativity in developing and implementing programs to meet specific needs and addresses community issues cooperatively with clientele.
7. Evaluates program impact based on measurable changes in knowledge, values, attitudes, and behavior or overall impact.
8. Works independently and/or through team effort and/or through collaborative networking.

B. Teaching

Wisconsin citizens represent a heterogeneous group with diverse learning capabilities, educational and cultural backgrounds. Effective UW-Extension programs may include a variety of instructional methods and use of media, including, but not limited to, credit and non-credit courses, conferences, institutes, workshops, newsletters, other media and distance education and individual counseling.

Excellence in teaching can be measured by the ability to collect, reduce, organize, and present content or research findings that are useful and meaningful to diverse clientele and/or to facilitate learning in a cooperative environment.

The phrases that follow suggest criteria to be used in appraising teaching:

1. Clearly defines objectives and learning experiences that reflect the needs of the learner.
2. Stimulates learner interest, thinking, and questioning, resulting in a desire for further knowledge.
3. Interprets and presents content so that it is appropriate for the ability of the group, meaningful and instructive.
4. Selects and uses appropriate educational methods, techniques, and delivery systems including publications.
5. Exhibits flexibility in adapting methods to diverse audiences.
6. Develops and utilizes formal and informal evaluation methods to determine progress and results achieved, and incorporates results into plans for future teaching.

As position descriptions vary, these criteria will assume varying degrees of importance.

C. Applied Research and Publications

Applied research is broadly defined and may include the evaluation of original and innovative program efforts. Research is planned study that reveals previously unknown facts and relations or improves the understanding of a body of knowledge. Research results and scholarly writings published in professional journals or

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reported through business, trade, or community publications are evidences of significant professional accomplishment. The faculty of UW-Extension are encouraged to conduct research and publish results.

The following guidelines should be used in assessing the significance of the faculty member's research and publications. Publications include books; journal articles; monographs; pamphlets; bulletins; video-tapes; slide-tapes; audio-tapes; computer programs; fact sheets; syllabus reprints; program materials; newspaper articles; exhibits; shows; newsletters; business, trade, and community publications.

1. Professional evaluation of the value of the work by colleagues in his/her own and related fields.
2. Breadth, originality, and accuracy of the scholarly work.
3. Usefulness of research to decision-making.
4. Consistency in publishing over a period of years.

D. Administration of Educational Programs

UW-Extension has many faculty members with administrative leadership and management responsibilities. Administrative leadership involves stimulating others to contribute effectively to the objectives of the organization. Management responsibilities include interpersonal relations, internal coordination and control, personnel, and budget. An effective administrator does the following:

1. Establishes conditions which encourage excellence of teaching and research.
2. Clarifies objectives, establishes policy, and provides program direction.
3. Organizes and coordinates the activities necessary to carry out the educational program.
4. Obtains sufficient budget and personnel to meet program requirements.
5. Reports program activities and results.

E. Community Service Activities

Community service activities are frequently closely related to and in many cases are an essential part of an educational program. UW-Extension faculty members may be involved in a variety of professional, scientific, and community activities. In all cases the focus should be on an educational contribution to the activity.

Community service activities may include the following:

1. Advising public or community agencies.
2. Consulting with groups concerned with educational, social, economic, environmental, and cultural development of the community.
3. Presenting information to organizations, agencies, and other groups.

F. Contributions to UW-Extension, the University, and Professional Organizations

UW-Extension faculty are encouraged to play a vital role in faculty government, to serve on faculty committees, and to take part in other faculty activities including

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professional projects. Involvement in professional organizations is important. The following are ways in which contributions may be made:

1. Participation in departmental activities, on faculty committees, and other faculty assignments, and in professional projects.
2. Participation in professional organizations at county, state, national, and international levels.

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 UWEX 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 responsibility as charged under UWS 3.06(1)(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.

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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