

Academic Staff Personnel Rules

Chapter Nine - Career Progression

ACS 9.1. Instructional Academic Staff.

Instructional academic staff in the lecturer title may progress through a series of title prefixes based on the degree of involvement in course and curriculum development, course scheduling, advising and subject matter expertise. The following prefixes are available and may be applied for through the Academic Staff Title Change Request procedure described in Chapter 10.

- (1) Associate. An Associate Lecturer is one who independently teaches one or more courses 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. In practice at UW Oshkosh, the Associate prefix is used primarily for individuals with bachelor's degrees.
- (2) No Prefix. A Lecturer at this level has the experience and academic qualifications needed to develop and teach one or more courses subject to broad guidelines describing the scope of the subject matter to be covered. However, the specific topics to be covered are left to the independent judgement of the 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. In practice at UW Oshkosh, Lecturer is used primarily for individuals with master's and Ph.D. degrees.
- (3) 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 academic staff member is expected to exercise independent selection, organization and development of course content, instructional materials, and instructional approaches. Involvement with committees engaged in supporting this development is typical. However, the direct delivery of instruction is the primary responsibility of individuals holding this title. In practice at UW Oshkosh, "extensive teaching experience" is interpreted in this context as at least five continuous years of full time teaching or at least seven continuous years of part time teaching (continuous, in this case refers to sequential service regardless of the type of contract).
- (4) Clinical Appointments – College of Nursing
 - (a) Clinical Instructor. A clinical instructor is one who instructs students in a clinical setting within guidelines from a mentor or area facilitator. In practice at UW Oshkosh, this title is used by instructional academic staff in nursing with a master's degree and one year of clinical practice within the past three years in the area of assigned teaching.
 - (b) Clinical Assistant Professor. A clinical assistant professor independently selects, organizes and develops course content and instructional materials. In practice at UW Oshkosh, this title is used by instructional academic staff with a master's degree and an advanced practice certification of specialty practice, or formal study beyond a master's in nursing. The title also requires a minimum of three years of clinical practice in the area of assigned teaching and one year of full-time college teaching.
 - (c) Clinical Associate Professor. A clinical associate professor is one who can demonstrate evidence of outstanding contributions to teaching, clinical practice, and services, including recognition by others in the profession for demonstrably sustained superior contributions. In practice at UW Oshkosh, this title is used by instructional academic staff with a doctorate in nursing or related field, a minimum of five years full-time teaching, and five years clinical practice in the area of clinical specialty.

ACS 9.2. Professional/Administrative Academic Staff.

1 Career progression may occur through advancement to a higher level within one's current title series re-
2 flecting progressively greater required experience, professional expertise and knowledge applied to duties
3 of greater scope and/or complexity. Additionally, career progression may occur through placement in a
4 different title series due to (1) more extensive responsibilities; (2) greater levels of supervisory budgeting
5 and decision-making control and impact; or (3) a lateral move to enhance career advancement opportuni-
6 ties. Career progression must be applied for through the Academic Staff Title Change Request procedure
7 described in Chapter 10.

8 Career progression within a title series varies for each series as follows.

9 (1) Professional Titles Series. The three prefix levels reflect successively greater experience, exper-
10 tise and applied ability in a particular specialty area. As described below, these three prefix levels
11 constitute a "natural career progression" track through which professional academic staff might be
12 expected to progress in the area of specialty.

13 (a) Associate. At this level, a professional is expected to perform at the entry level of proficiency.
14 This includes performing all or any of the basic duties and functions as defined for the spe-
15 cialty or by the level of certification or licensure.

16 (b) No Prefix. An individual at this level performs those duties and responsibilities expected of a
17 fully competent professional. Typically, such duties and responsibilities require knowledge and
18 skills gained only through considerable experience. A fully competent professional works inde-
19 pendently in applying the approaches, methods and techniques of his or her profession and is
20 active in developing or assisting in the development of new approaches to resolving problems.
21 An employee shall be eligible for promotion from an "associate" to a "no prefix" title upon com-
22 pletion of at least two years experience in the position with satisfactory performance evalua-
23 tions each year.

24 (c) Senior. A professional at the Senior level performs program functions at a level of proficiency
25 typically requiring extensive experience and advanced knowledge and skills. At this level, the
26 professional has a consistent record of exemplary performance. A Senior professional is ex-
27 pected to develop new approaches, methods or techniques to resolve problems with little or no
28 expert guidance and to cope independently with new, unexpected or complex situations. At
29 this level, a professional can be expected to guide or train other professionals or to oversee
30 their work. An employee shall be eligible for consideration for promotion from a "no prefix" title
31 to a "senior" designation upon completion of six years experience in the position at the "no pre-
32 fix" level with a record of performance justifying promotion to the senior title.

33 (2) Program Manager Series. The three levels, listed below, reflect differences in experience and
34 knowledge gained by a Program Manager as a program grows and develops, differences in the
35 complexity of a program, and differences in the degree of supervision that may be required to
36 manage programs of different sizes and complexity.

37 (a) Program Manager I. This level applies to a Program Manager who is managing a small pro-
38 gram which may require the supervision of up to two persons. In general, the duties of the
39 Program Manager I are well defined and not readily expanding. Ongoing maintenance of a
40 level of service or product delivery rather than program development and growth is the pri-
41 mary objective of the incumbent.

42 (b) Program Manager II. This level applies to a Program manager who is managing a medium-
43 sized program. In general the duties are less well defined and maybe expanding.

44 (c) Program Manager III. This level applies to a Program Manager who has the knowledge and
45 experience to manage a large, complex program or several smaller programs. At this level,
46 program management may entail supervision of as many as five or more staff as well as sig-
47 nificant budgetary control responsibilities. A program undergoing rapid growth or expansion
48 may require a Program Manager III to handle that growth in a planned manner.

49 (3) Director Series. The three prefix levels, noted below, reflect the scope of the position as well as
50 the hierarchical organization structure of units and institutions in which their functions are per-
51 formed. These levels of Administration are defined for the institutions in the UW System and are
52 determined by the nature of the work performed.

NOTE: This entire section has been updated and UW System Board of Regents' approval is pending. (Fall 2007)

- 1 (a) Assistant Director. An Assistant Director manages a subunit of a major department and re-
2 ports to a Director or Associate Director. At the Assistant level, a Director supervises three or
3 more staff members (excluding the program assistant or secretary personnel assigned to
4 work closely with the Assistant Director), develops and recommends an annual unit budget
5 and develops or assists in developing and recommending policy to the director. An Assistant
6 director is responsible for the day-to-day administrative management and policy implementa-
7 tion activities of an administrative unit. The role of an Assistant Director is primarily supervi-
8 sory and managerial as contrasted with a Program Manager whose primary responsibility is
9 direct service delivery and whose job is largely non-supervisory.
- 10 (b) Associate Director. An Associate Director is defined as a deputy director who assists in di-
11 recting the administrative and policy development and implementation endeavors of a major
12 administrative unit under the general supervision of the Director. An Associate Director acts
13 on behalf of a Director on an on-going basis as well as in the Director's absence. There is
14 typically no more than one Associate Director per unit. An Associate Director title is typically
15 defined in units of sufficient size and scope of responsibility such that secondary decision
16 making must be shared with or allocated to an Associate Director.
- 17 (c) No Prefix Director. A Director with no prefix directs all the administrative, policy development
18 and implementation endeavors of a major administrative unit.

19 **ACS 9.3. Salary Adjustment.**

20 When an employee is promoted within the same title series or advanced to a position of greater responsi-
21 bility in a different title series, a salary increase shall occur. The salary increase shall be no less than the
22 greater of: (1) the minimum of the salary range for the new title, or (2) five percent (5%) greater than the
23 current salary.

24 **ACS 9.4. Procedures for Promotion.**

25 An employee who has met the eligibility criteria for a promotion may request a promotion by following the
26 established procedures for requesting a change in academic staff title (see Chapter 10).