

APPENDIX A

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COLLEGE MATERIALS

➤ **College of Business**

➤ **College of Education and Human Services**

➤ **College of Letters and Science**

➤ **College of Nursing**

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1 **College of Business**
 2 **Policies and Procedures for**
 3 **Appointment, Renewal, Promotion, Tenure and Merit**

4 *Initial Date Approved by COBA Faculty: May 30, 1989*
 5 *Initial Effective Date: July 1, 1989*
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 9 *Revisions Approved by COBA Faculty: December 5, 1997*
 10 *Revisions Approved by COBA Faculty: April 6, 2001*
 11 *Revisions Approved by COBA Faculty: June 2, 2004*

12 **INTRODUCTION**

13 The primary purpose of this document is to assist the College in accomplishing its mission, goals and
 14 objectives. A second purpose is to place in writing the College's guidelines and criteria, which should
 15 be applied in a judicious and professional manner, for personnel decisions concerning appointment,
 16 renewal, promotion, tenure, merit and assignment of professional responsibilities. The third purpose of
 17 this document is to outline the actions needed, timelines for those actions, and the needs of the
 18 College of Business (COBA) in the areas of teaching, research and service to accomplish its mission
 19 and to maintain AACSB accreditation.

20 **PRODUCTIVITY GUIDELINES**

21 **TEACHING:** Teaching is the primary duty and responsibility of a faculty member. Teaching
 22 assignments must meet the needs of our students and the needs of the College to generate Student
 23 Credit Hours (SCH) and Full-time Equivalents (FTE). In calculating the average SCH per FTE in the
 24 College, undergraduate SCH will be added to 1.33 times graduate SCH. In addition to meeting the
 25 workload requirements, faculty are expected to continuously improve the quality of instruction.

26
 27 **INTELLECTUAL CONTRIBUTIONS:** Research and scholarly activity, hereinafter referred to as
 28 research, is a significant part of the faculty's workload. For a given four-year period, the College's
 29 Intellectual Contributions Productivity Profile should approach the goal profile below.

30 **College of Business**
 31 **Four Year Intellectual Contribution Productivity Goal Profile**
 32

Aggregate goal cumulative percent of faculty	Scholarship Activity Level
25	6 scholarly works, at least 4 of which are articles
50	5 scholarly works, at least 3 of which are articles
80	4 scholarly works, at least 2 of which are articles
100	3 scholarly works, at least 1 of which is an article

33 AACSB categorizes Intellectual Contributions as Learning and Pedagogical Scholarship (works that
 34 focus on teaching and learning), Contributions to Practice (works that focus on applications) and
 35 Discipline-Based Scholarship (traditional scholarship furthering the academic discipline). When
 36 evaluating the Intellectual Contributions of our faculty and staff, AACSB expects a report that divides
 37 our contributions into Peer Reviewed Journal Articles (PRJ) and Other Intellectual Contributions (OIC)
 38 within each of the three categories.

Intellectual Contributions					
<i>Learning & Pedagogical Scholarship</i>		<i>Contributions to Practice</i>		<i>Discipline-Based Scholarship</i>	
Peer Reviewed Journal Articles	Other Intellectual Contributions	Peer Reviewed Journal Articles	Other Intellectual Contributions	Peer Reviewed Journal Articles	Other Intellectual Contributions

39 **Peer Reviewed Journal Articles** appear in a journal where the referee process consists of a review
 40 by at least two individuals. These can either be from the journal's editorial board or from outside
 41 reviewers. Journals listed in Cabell's Directory of Publishing Opportunities, whose review process

1 meets the above requirements, will qualify. For journals not listed in Cabell's, the author(s) is
2 responsible for providing evidence that the journal's review process meets the above requirements.
3 Judgments regarding the classification or value of a journal article or paper will be made by the
4 appropriate reviewing levels. Paper presentations which later appear as PROCEEDINGS are not
5 refereed journal articles.

6 **Other Intellectual Contributions** includes but is not limited to the following:

- 7 • monographs,
- 8 • scholarly books,
- 9 • textbooks,
- 10 • papers presented at academic or professional meetings and/or proceedings from scholarly
11 meetings,
- 12 • publicly available research working papers,
- 13 • papers presented at faculty research seminars,
- 14 • publications in trade journals,
- 15 • publications in in-house journals,
- 16 • published and disseminated book reviews,
- 17 • written cases with instructional materials,
- 18 • instructional software, other publicly available materials describing the design and
19 implementation of new curricula or courses including instructors' manuals, test banks, slide sets,
20 cases and/or PowerPoint presentations that are attributed to the faculty member as author,
- 21 • a significant consulting project whose results are publicly available,
- 22 • a significant research grant (at least \$15,000) from which articles or professional
23 presentations are anticipated.

24 Intellectual Contributions must be publicly available, (i.e., proprietary and confidential research and
25 consulting reports do not qualify as Intellectual Contributions)

26 SERVICE: Faculty are expected to participate on Team, College, and University committees that are
27 important to faculty governance and achieving the goals and mission of the Team, College and
28 University. Service includes participating in committees, student organizations, professional and
29 academic organizations; conducting seminars or workshops; being a reviewer of articles, papers or
30 books; coordinating classes; and providing service to the community.

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I. PERSONNEL GUIDELINES

33 The following guidelines are designed to provide a general framework for personnel decisions. These
34 criteria will be applied in a judicious and professional manner.

35 APPOINTMENT: The recruiting of faculty is the responsibility of the Team. All appointments are
36 made consistent with University and College Policies and Procedures.

37 DEGREE COMPLETION: Individuals without an appropriate terminal degree, or who are not near
38 completion of an appropriate terminal degree, will not be hired for a tenure track position. Individuals
39 without the appropriate credentials, if employed, are employed in a temporary position as academic
40 staff. Individuals pursuing the terminal degree may be renewed to the third year (renewal early in the
41 second year) without having completed the terminal degree. However, an individual may not be
42 renewed to the fourth year (renewal late in the second year) unless all requirements have been
43 completed for the degree by the time of the renewal decision. To assist tenure track faculty to
44 complete the terminal degree, Teams are encouraged, as appropriate to the individual and the
45 availability of resources, to:

- 46 a. reduce the teaching load for at least one semester of the first year;
- 47 b. reduce or eliminate service assignments for the first year;
- 48 c. discourage summer teaching; and
- 49 d. discourage outreach activities unless activities are applicable to degree completion.

50 RENEWAL: Teaching, research, and service are considered in the renewal process. In February of
51 their third year, probationary faculty are almost one-half way to the time at which the tenure decision is
52 normally made. By February of the third year, a faculty member should have begun to establish a
53 clear research track record or serious consideration will be given to non-renewal. In addition, faculty
54 are expected to have a satisfactory performance in the classroom and contribute to the service

1 requirements of the Team, College and University. Clear signals about progress and performance will
2 be given by the Team Personnel Committee and subsequent College level reviewers in their
3 recommendations for renewal. These signals should guide the faculty member toward the upcoming
4 tenure decision.

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6 **TENURE:** At the time of the tenure decision, a candidate should have at least six (6) works (as
7 defined in the
8 Intellectual Contributions section), at least three (3) of which are refereed journal articles. Under
9 exceptional circumstances, one article may be under review at the time a faculty member submits
10 tenure/promotion documents. Articles must be peer-reviewed.

11 Meeting Expectations in each of the three areas (Teaching, Intellectual Contributions and Service) is
12 necessary, but may not be sufficient to receive tenure. College expectations are in addition to the
13 University criteria for tenure as specified in the most recent UNIVERSITY OF WISCONSIN
14 OSHKOSH Faculty and Academic Staff Handbook. It is also to be noted that faculty may apply for
15 "early" tenure in accordance with the UNIVERSITY OF WISCONSIN OSHKOSH Faculty and
16 Academic Staff Handbook.

17 Consistent with University policy, faculty that have signed a contract prior to July 1, 2000, are
18 "grandfathered" under the criteria minimums of five (5) scholarly works, at least two (2) of which are
19 articles. Faculty who signed a contract after June 30, 2000 are subject to criteria of six (6) scholarly
20 works, at least three (3) of which are articles.

21 22 II. PROMOTION

23 The University's Promotion Policy, in its entirety, can be found in the UNIVERSITY OF WISCONSIN
24 OSHKOSH Handbook. The University's criteria for degree, experience, and time in rank for promotion
25 to each academic rank are restated below. The additional College of Business minimum requirements
26 for teaching, research and service are indicated by **bold** type print.

27 1. **Instructor**

28 Degree: Master's
29 Experience: No minimum
30 Time in Rank: No minimum

31 **Teaching: Potential for classroom proficiency.**

32 **Research: None**

33 **Service: None**

34 Note: The COBA usually does not appoint individuals at the instructor rank. Appointments
35 below the rank of Assistant Professor are designated as instructional academic staff.
36 Instructional academic staff appointments are temporary, non-tenure track appointments, with
37 an annual review for renewal.

38 2. **Assistant Professor**

39 Degree: Doctorate or ABD if an initial appointment. Faculty who acquire the
40 doctorate will be automatically promoted to this rank if official notice
41 that the degree has been granted is submitted to the Vice
42 Chancellor's office by January 1. Rank will be effective as of the
43 following July 1. Other Degree Options: **No exceptions**

44 Experience: No minimum.

45 Time in Rank: No minimum.

46 **Teaching: Potential for classroom proficiency.**

47 **Research: None**

48 **Service: None**

49 3. **Associate Professor**

50 Degree: Doctorate

51 Experience: A minimum of five years of college teaching.

52 Time in Rank: A minimum of two years as an Assistant Professor at this university.

53 **Teaching: Demonstrated teaching proficiency as evidenced by peer and
54 student evaluations.**

55 **Research: At least six (6) scholarly works (as defined in the Intellectual
56 Contributions section), at least three (3) of which are refereed**

1 journal articles. Under exceptional circumstances, one (1) article
2 may be under review at the time a faculty member submits
3 promotion documents.

4 Service: Satisfactory

5 4. Professor

6 Degree: Doctorate

7 Experience: A minimum of ten years of college teaching or relevant experience.

8 Time in Rank: A minimum of four years as an Associate Professor at this university.

9 Teaching: **Demonstrated teaching proficiency as evidenced by peer and
10 student evaluations.**

11 Research: **At least six works (as defined in the Intellectual Contributions
12 section), three or more of which are refereed journal articles,
13 since last promotion.**

14 Service: Satisfactory

15 Evidence: The faculty member shall document that all data are consistent with university records and
16 that evidence of degree completion, years of experience, and other factual information is on file in the
17 Vice Chancellor's office.

18 **III. MERIT GUIDELINES**

19 All faculty are evaluated once every two years. Across-the-board or cost-of-living adjustments are
20 given only if such adjustments are mandated by the University. Although teaching, research, and
21 service are considered in the biennial review process, it is recognized that quality research and
22 scholarly activity can often take longer than two years. Thus, a four-year time frame is used for
23 research, while two-year time frames are used for teaching and service.

24 Expectations: It is recognized that not all faculty will contribute in the same manner or at the same
25 level of performance. Expectations for teaching, research and service in each of the College's merit
26 classifications are outlined below:

27 **Teaching:**

28 Multiple factors will be considered in evaluating teaching. Examples of these factors include:

- 29 1. **WHAT IS TAUGHT**: currency, relevance, meets ultimate customers' needs, depth and
30 breadth, theory and application, creation of new course.
- 31 2. **HOW IT IS TAUGHT**: effective use of teaching methods, appropriate pedagogy for course
32 material, use of innovative teaching techniques, development of new pedagogy:
- 33 a) Lecture and discussions - organization, clear presentation, stimulates thinking.
 - 34 b) Assignments - effective in evaluating students' learning, stimulates thinking, helps
35 students to learn and communicate.
 - 36 c) Examinations - appropriate for course.

37 For the biennial review of teaching, each member of the faculty will submit documentation which best
38 describes the quality of their teaching outcomes during the period under review. In so doing, each
39 faculty member will specify his/her own judgment of what level of achievement has been attained (A,
40 B, C, or D).

41 Meets Expectations (C). To justify a rating of Meets Expectations, the faculty member must submit:

- 42 • Student Opinion Surveys. Using the New Business Form (NBU), Student Opinion Survey data
43 including associated grade distribution (for 50% of classes taught in the biennium) should
44 demonstrate average ratings above 3.0 in all of the following:
 - 45 1) Amount Learned (SOS 7, 18)
 - 46 2) Professor Behaviors (SOS 10, 14, 16, 19, 20, 21)
- 47 • Syllabi from each course taught over the past biennium. All syllabi must contain each of the
48 following: course objectives, grading policy, multiple assessment criteria, and a timeline/schedule;
49 and be evaluated by the Faculty Review and Development Committee as satisfactory.

50 A one-page summary explaining the link between course objectives and the objectives of major and/or
51 college, with examples of student work and evaluated by the Faculty Review and Development
52 Committee as satisfactory.

Biennial Merit Table - Teaching		
Merit Rating	Merit Weighting	Performance Level
A. Exceptional	200	<ul style="list-style-type: none"> Significantly Exceeds Expectations described under "Meets Expectations" AND Peer Reviews (2 + 1 + 1)¹ AND One (1) activity from Category 1² OR two (2) different activities from Category 2³ AND Demonstrate teaching excellence
B. Exceeds Expectations	150	<ul style="list-style-type: none"> Exceeds Expectations described under "Meets Expectations" AND One (1) activity from Category 1 OR two (2) different activities from Category 3⁴ OR administer pre/post test of student performance demonstrating statistically significant changes in student knowledge
C. Meets Expectations	100	-Criteria explained above-
D. Meets Most Expectations	50	-Criteria explained below-
E. Merit Not Justified	0	-Criteria explained below-

¹ *Peer Reviews (2 + 1 + 1)*

- * Receive a peer review of your classroom or on-line teaching for 2 sections. Write a reflective statement addressing what you learned (regarding teaching) from those reviews (required for Exceptional; optional for Exceeds)
- * Perform a peer review of classroom or on-line teaching for 1 section within your department and 1 section outside your department. Write a reflective statement addressing what you learned (regarding teaching) from those visits (required for Exceptional; optional for Exceeds)

² *Category 1*

- * Publish an article on teaching or curriculum improvement
- * Become a UW Oshkosh Teaching Scholar
- * Present a paper on teaching/pedagogy at an academic or professional meeting and/or have such a paper published in the proceedings from such meetings
- * Conduct a teaching/pedagogical workshop at an academic or professional meeting

³ *Category 2*

- * Write a substantive Teaching Development Plan to be implemented in the next biennium that includes evaluation of teaching effectiveness by self and external colleagues/sources, teaching philosophy, identification of strengths and weaknesses, a plan to address weaknesses, and specific measurable outcomes. Evidence of efforts to collect and evaluate data must be provided
- * Develop and implement a comprehensive Classroom Assessment Plan that includes a blend of evaluation techniques regarding important classroom outcomes [i.e., student reactions, measurement of learning, changes in behavior (transfer of training) and improved effectiveness of the major and/or College]
- * Document success with mentoring another faculty member's teaching
- * Present a Faculty College or COBA workshop on teaching pedagogy

⁴ *Category 3*

- * Attend a seminar on teaching improvement and demonstrate how it impacted your teaching
- * Supervise an Independent Study
- * Supervise a Masters' Thesis
- * Develop a NEW course
- * Document achievement of a teaching development plan implemented this biennium
- * Receive peer reviews (2 sections), see above
- * Perform peer reviews (1 inside and 1 outside department), see above

1 If faculty members do not provide the information required under “Meets Expectations” or if it is
 2 evaluated by the Faculty Review and Development Committee as unsatisfactory, they will be
 3 evaluated as (D) or (E).

4 Meets Most Expectations (D). Faculty will not meet expectations if any of the following occurs:
 5 • Faculty fail to provide all the documentation required for Meets Expectations
 6 • Faculty fail to meet the evaluation criteria for Meets Expectations
 7 • Student comments, peer reviews, or other data demonstrate that the faculty member is not
 8 performing at the Meets Expectations level.

9 Merit Not Justified (E). Merit will not be justified if any of the following occurs:
 10 • Faculty member fails to submit more than 50% of the documentation required for Meets
 11 Expectations
 12 • There is significant evidence that the faculty member is not performing teaching at a satisfactory
 13 level.

14 The presumption of Meets Expectations can be negated by evidence that indicates a faculty member
 15 is not performing at the Meets Expectations level. The presumption of Does Not Meet Expectations
 16 can be rebutted by additional evidence presented by the faculty member.

17 **Intellectual contributions:**

18 Faculty will qualify for one of five categories in the area of Intellectual Contributions. Qualifying for
 19 placement in each of the performance categories will depend upon meeting specific criteria as
 20 presented below. The requirements are expressed for a four-year time frame.

21 **Four Year Merit Table**
 22 **Intellectual Contributions**

Merit Rating	Merit Weighting	Scholarship Activity Level
A. Exceptional	200	6 scholarly works, at least 4 of which are articles
B. Exceeds Expectations	150	5 scholarly works, at least 3 of which are articles
C. Meets Expectations	100	4 scholarly works, at least 2 of which are articles
D. Meets Most Expectations	50	3 scholarly works, at least 1 of which is an article
E. Merit Not Justified	0	

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Merit Table
For Faculty with Three Years or Less In COBA

Merit Rating	Merit Weighting	Earliest Year Candidate Begins COBA Service		
		Less than 3 years*	Less than 2 years**	Less than 1 year***
A. Exceptional	200	5 scholarly works, at least 3 of which are articles	4 scholarly works, at least 2 of which are articles	2 scholarly works
B. Exceeds Expectations	150	4 scholarly works, at least 2 of which are articles	3 scholarly works, at least 1 of which is an article	1 scholarly work
C. Meets Expectations	100	3 scholarly works, at least 1 of which is an article	2 scholarly works, at least 1 of which is an article	Evidence of scholarly work in progress
D. Meets Most Expectations	50	3 scholarly works	1 scholarly work	
E. Merit Not Justified	0			

26 * January 1st of year of merit review with more than 2 years but less than 3 years in COBA
 27 ** January 1st of year of merit review with more than 1 year but less than 2 years in COBA
 28 *** January 1st of year of merit review with less than 1 year in COBA
 29

1 **New Faculty:** For faculty with three years or less in COBA, each faculty member will qualify for one of
2 five categories in the area of Professional & Scholarly Development by using the highest rating
3 developed from evaluating the individual based on each of two tables: (1) the Four Year Merit Table
4 (based on four years experience that can include experience prior to coming to UW Oshkosh); (2) the
5 Merit Table for Faculty with Three Years or Less in COBA (based on the appropriate column in which
6 the individual fits).

7 **Service:**

8 A faculty member is expected to attend Team and College meetings and make other value-added
9 contributions. Faculty will be evaluated for service activities, as previously defined, that require a
10 significant commitment of time and that are important to the reputation and functioning of the Team,
11 College and University. Service will be evaluated using information provided by faculty members
12 about their contributions to the Service mission of the College of Business. Information should include
13 description of leadership roles, effort level in terms of hours expended, and contribution in terms of
14 identifiable product(s). Team Leaders and Program Directors will be evaluated by the Dean (with input
15 from the relevant constituencies) for their contributions in those roles; the evaluation by the Faculty
16 Review and Development Committee will be based upon their contributions beyond those listed in the
17 position descriptions. If there is a difference in ratings for Team Leaders or Program Directors
18 between the Dean and the Faculty Review and Development Committee, they will meet to jointly
19 determine the final If there is a difference in ratings for Team Leaders or Program Directors between
20 the Dean and the Faculty Review and Development Committee, they will meet to jointly determine the
21 final it rating for service.

22 The service categories include the following:

- 23 1. University level,
- 24 2. College of Business,
- 25 3. Team,
- 26 4. Student Services [student advising including career counseling, club advisor, participation in
27 club activities, commencement exercises, etc.],
- 28 5. Professional Services [e.g., professional speeches, consulting activities, seminars/workshops,
29 review of papers/articles/books, offices held in academic/professional organizations or
30 conferences, and community services related to your field of academic/professional expertise
31 that advance the service mission of the university],
- 32 6. Other Services [Any other significant service-related activities that were not addressed above.]

33 The faculty member will be placed in one of four performance categories based upon information
34 provided about the above service.

35 For the biennial review of service, each member of the faculty will submit documentation which best
36 describes the quality of their service contributions during the period under review. In so doing, each
37 faculty member will specify his/her own judgment of what level of achievement has been attained (A,
38 B, C or D).

39 Because there is a lack of consensus on what constitutes effective service, ratings will necessarily be
40 based on the professional judgment of the evaluators. It is the individual faculty member's
41 responsibility to put forward the best possible case for evaluation. Faculty will be placed in one of the
42 following groups:

Biennial Merit Table - Service	
Merit Rating	Merit Weighting
B. Exceeds Expectations	150
C. Meets Expectations	100
D. Meets Most Expectations	50
E. Merit Not Justified	0

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50 Faculty who do not anticipate qualifying for the top rating in service (A. Exceeds Expectations) but do
51 feel qualified to receive the second rating (B. Meets Expectations) may elect to submit a set of
52 service-related documentation including only a list of the service activities in which he/she was
53 involved during the biennium. A statement from the faculty member should be provided indicating
54 his/her election to submit only the minimum documentation for evaluation.

1 Faculty who feel qualified to receive the top rating (A. Exceeds Expectations) must clearly describe
2 their rationale for this conclusion, supported by evidence. A more extensive set of documentation is
3 likely to be needed to support the case for the top rating.

4 New Faculty: During the first year, new faculty will "Meet Expectations" if they have limited or no
5 service that year. During the second year, new faculty will "Meet Expectations" if they have at least
6 Team or College committee service.

7 Division of Merit Pool: To address individual faculty strengths and interests, each College of Business
8 faculty member will select a set of three weights. These weights must comply with the ranges
9 indicated below and all weights will be expressed in integer multiples of 5%. The selected weights will
10 be provided confidentially to the Faculty Program Director at the beginning of the biennium. The
11 weights will remain confidential throughout the biennium and during the FRED Team's evaluation
12 process. After evaluation has been completed, the weights will be used in calculating individual faculty
13 merit increases. Allowable ranges are:

14	Teaching	35% to 45%
15	Scholarly & Professional Development	35% to 45%
16	Service	10% to 25%

17 Merit Review Process: Biennial evaluations are based on performance. The Faculty Review and
18 Development Team (FRED) is responsible for developing a uniform procedure for reporting
19 accomplishments in the areas of teaching, research, and service. This procedure shall be
20 communicated to the faculty prior to January 1 of the evaluation period. After the evaluation is
21 complete, each faculty member will be provided a written summary of his/her ratings in each of the
22 three performance categories. Within 20 working days of the date of this written feedback two
23 representatives of the FRED Team, and possibly the Dean, will meet with the faculty member for face
24 to face feedback on his/her performance and to discuss future professional development. For faculty
25 members receiving an overall evaluation that is below expectations the two FRED Team
26 representatives, the Dean and the faculty member will jointly create a development plan to improve
27 performance. This plan will specify dates on or before the next two-year merit/post tenure review to
28 assess improvement.

29
30 **REVISION AND UPDATING**
31 **COLLEGE OF BUSINESS ADMINISTRATION POLICIES AND PROCEDURES**
32

33 Every four years these Policies and Procedures for Appointment, Renewal, Promotion, Tenure and
34 Merit will be re-evaluated and any revisions will be recommended to the faculty for their action.
35

College of Education and Human Services Guidelines for Renewal and Tenure of Faculty

The purpose of this document is to establish uniform criteria for renewal and tenure in the College of Education and Human Services (COEHS). All COEHS departments are required to utilize these guidelines for renewal and tenure. If departments wish to add to or further define these guidelines, they are required to do so in writing, and to furnish those additional guidelines to the candidate.

Candidates for renewal and tenure are expected to contribute to the college and university through their efforts in the three areas of (A) Teaching, (B) Professional and Scholarly Growth, and (C) Service. Candidates are required to summarize data on Teaching, Professional and Scholarly Growth, and Service in the renewal/tenure papers with evidence to support this summary to be provided in separate folders. These summary data should be cumulative, providing information for all the years the candidate has been a member of the COEHS staff. The accompanying documentation should adequately support the summary and should follow the summary papers through the department and college levels of review. Candidates will be evaluated as Superior, Above Average, Average, Below Average, or Poor in each area by the department personnel committee, the department chair, college personnel committee, and COEHS Dean. These evaluations represent professional judgments of the candidates' performance. The rationale supporting these evaluations will be specified at all review levels, and will be provided to the candidates in writing for all three areas of review.

When a candidate for renewal has been credited with years of experience toward tenure prior to joining the University of Wisconsin Oshkosh staff, the candidate will provide, within the renewal and tenure papers, information and supportive documentation on Teaching, Professional and Scholarly Growth Activities, and Service for those prior service years.

The kinds of evidence supplied by candidates in the Teaching, Professional and Scholarly Growth, and Service areas will vary. Some evidence is required, while some is optional, with each being labeled as such in the sections of this document in which the specific categories of evidence are described. Evidence identified as "required" denotes information that is expected to be included in the candidate's renewal and tenure papers.

While it is the responsibility of the candidate to provide documentation of progress in Teaching, Professional and Scholarly Growth, and Service, it is the responsibility of the department and college reviewers to evaluate this progress and communicate their conclusions and recommendations to the candidate. When progress in any year is judged as being below what is expected for developing a record which supports a positive tenure decision, the probationary faculty member will be given explicit counsel and advice about expectations for the next renewal cycle by the level(s) of review which found the progress to be below expectations. A written summary of this counsel and advice will also be given to the candidate. It is not in the best interest of the faculty member, the department, or college to continue to reappoint a probationary faculty member if it is clear that the person's record is not adequate to support a positive tenure decision.

STATEMENT OF EXPECTATIONS

Expectations of what types of evidence are indicative of progress toward tenure vary with the candidate's length of time at University of Wisconsin Oshkosh. A discussion of renewal and tenure expectations will be held among the department chair, the chair of the department personnel committee, and the candidate. A statement of expectations will be written after this meeting which conforms to the College and department guidelines. This statement of expectations will cover the pre-tenure period, with specific expectations listed. This statement will be submitted for approval to the department personnel committee and the department chair within 90 days of a candidate's date of hire. Approved copies of this statement will be provided to the new faculty member, the chair of the department personnel committee, the department chair, the COEHS Dean, the Provost and the Chancellor by the department chair.

1 The new faculty member is to utilize the statement of expectations to determine what s/he needs to
2 accomplish to achieve renewal and tenure. The statement of expectations is to accompany the
3 renewal papers each year and will be addressed by the candidate and the department in their renewal
4 documentation and evaluation. Should a candidate not meet the expectations stated in this pre-tenure
5 written statement of expectations, s/he may be non-renewed. Should the candidate be renewed
6 having not met the written expectations or should either the initial level of review or the Chancellor
7 desire modification in the written statement of expectations, a new written statement of expectations
8 will be provided to the candidate by the department chair.

9
10 To guide departments in developing specific written statements of expectations, the following general
11 expectations are provided.

12 13 GENERAL EXPECTATIONS

14
15 In general, during the first three years it is expected that the candidate will focus upon becoming an
16 effective teacher and upon establishing an on-going record of professional development, with a
17 gradual but increasing involvement in service activities. To support this emphasis, candidates
18 applying for renewal in the first three years will be evaluated as making satisfactory progress in
19 Teaching if they receive Average ratings by the department and college personnel committees. While
20 teaching is of primary importance, during the first three years candidates should be developing an
21 active professional and scholarly record that will provide evidence of at least three (3) publications
22 prior to the tenure decision which normally occurs during the candidate's sixth year of service.
23 Professional publications shall include juried journal articles, books, book chapters, professional
24 organization monographs, and other scholarly products that the departmental committees recognize
25 as appropriate substitutes. If a department personnel committee makes such a substitution, this
26 decision should be documented in writing in the candidate's "Statement of Expectations for
27 Probationary COEHS Faculty." During the first three years, candidates may submit evidence of
28 scholarly work that is "in progress" as an example of their professional growth and development over
29 the past year.

30
31 After three years of probationary service at University of Wisconsin Oshkosh, Teaching will be
32 weighted 50% and Professional and Scholarly Growth and Service each weighted 25% in the renewal
33 and tenure decision process. A candidate must have an Above Average rating in Teaching and an
34 Above Average rating in at least one of the other categories to be evaluated as making satisfactory
35 progress for renewal/tenure after three years of credited time on the tenure track.

36
37 After three years at University of Wisconsin Oshkosh, continued service at the department and college
38 levels with increasing involvement at the University level is expected.

39
40 Probationary faculty members who receive an appointment before they complete the appropriate
41 terminal degree will be expected to make satisfactory progress toward obtaining the degree. Progress
42 shall be monitored through a written plan and timeline developed by the candidate and approved by
43 the department personnel committee. Progress as specified in the plan and timeline will be described
44 by the candidate in the renewal/tenure papers. Failure to make satisfactory progress as specified in
45 the plan and timeline can be considered adequate cause for nonrenewal and non-tenure.

46
47 A specific description of the types of data to be submitted as evidence in the Teaching, Professional
48 and Scholarly Growth and Service areas is provided in the following sections of this document.

49 50 TEACHING

51
52 The College of Education and Human Services historically has had a strong commitment to effective
53 instruction. For this reason it is desirable that the renewal papers, both in the summary and the
54 supporting evidence, reflect in a comprehensive manner the teaching ability and the teaching growth
55 of the probationary faculty member. The teaching growth is identified by the cumulative nature of the
56 summary statement and evidence folders. A list of required and suggested optional items for inclusion
57 in this section are identified below to aid the probationary faculty member in the completion of this
58 section.

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A. Required Items.

- 1. Load Assignments (see "C. Load Assignments" below) - In the comment section, the faculty member may include statements pertinent to the assignments, such as new preparations, courses being taught outside of the department, off-campus site teaching, etc.
- 2. Student Evaluations - A summary of student evaluations should be included for 50% of classroom teaching assignments for the renewal period. Student comments should be included.
- 3. Peer Evaluations - Two evaluations from department and/or other college faculty members should be included for each renewal period. In general these would be tenured faculty members.

B. Optional Items. (Include all items appropriate to you.)

- 1. New courses developed, course revisions (documented).
- 2. Advisement: number of undergraduates; number of graduates; number of advisement encounters in the past year.
- 3. Theses, Independent Studies, Other.
 Thesis: Chair _____ Reader _____
 Title: _____
 Independent Study Contracts: _____
 Other: (Please specify.) _____
- 4. Teaching Awards and Grants.
- 5. Course Syllabi: At least one syllabus should be included for each renewal period.

PROBATIONARY FACULTY LOAD ASSIGNMENTS

Annual Renewal Period _____ to _____

C. Load Assignment.

1. Courses Taught:

Semester	Course No.	Course Title	Enrollment	Load Credit
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. Other: Non-teaching responsibilities assigned as part of load.

3. Comments:

PROFESSIONAL AND SCHOLARLY GROWTH

It is expected that candidates shall demonstrate a continuing consistent involvement in a variety of professional and scholarly growth activities listed in Level I and Level II. However, professional activities in Level I are required and evidence of at least three (3) professional publications or

1 appropriate substitutions as determined by the departmental or college personnel committees must be
2 provided prior to the tenure decision.

3

4 Level I

5 A. Publications (indicate if juried)

6 1. National distribution

7 2. Regional or local distributions

8 3. Article submissions

9 B. Presentations

10 1. Papers read at major conferences

11 2. National presentations

12 3. Regional or state presentations

13 4. Local presentations

14 C. Grants

15 1. Funded, national level

16 2. Other funded grants

17 3. Grant proposals submitted

18 D. Research Activities

19 1. Completed

20 2. In progress

21 E. Other

22 Level II

23 F. Professional Development Activities

24 1. Attendance at faculty colleges

25 2. Workshops

26 3. Courses

27 4. Other (Give dates and descriptions)

28 a. Retraining

29 b. Intense, specific, hands-on conferences

30 c. Working with nationally known colleagues

31 d. Observing colleagues' classes

32 G. Memberships in Professional Organizations (Give dates.)

33 1. National

34 2. Regional

35 3. State

36 4. Local

37 H. Attendance at Professional Meetings (Give dates and responsibilities.)

38 I. Other

39 SERVICE

40 A candidate for renewal/tenure should show a gradual but increasing involvement in service activities
41 in all of the five categories listed below. During the first three years at University of Wisconsin
42 Oshkosh no specific service activities are required, but it is expected that the candidate begin to
43 establish a service record at the department, the college and the university levels during this period.

44 After three years at University of Wisconsin Oshkosh, a record of continued service at the department,
45 the college and the university levels is required. Although some service in each category is expected,
46 extraordinary service in any one category can compensate for limited service in another of the areas.

47

1 Additional services to professional organizations and/or to the greater university community are
2 optional but highly recommended. An optimum record of service will show a record of continued
3 service activities with a balance of activities across all five categories.

4

5 Service

6 A. To Department

7 1. Committees

8 2. Supporting and cooperating with department goals - examples: works cooperatively with
9 others, attends convocations, graduations, guest lectures, professor-for-a-day activities, to
10 specifically include governance roles.

11 3. Mentor to colleagues

12 4. Other

13 B. To College

14 1. Committees

15 2. Supporting and cooperating with the work of the college--especially governance activities

16 3. Advisor to student groups

17 4. Other

18 C. To University

19 1. Committees

20 2. Assuming leadership and governance roles

21 3. Other

22 D. To International, National, State, and Community

23 1. That directly relate to one's professional expertise

24 2. Service provided to community in terms of leadership roles

25 E. To Professional Organizations

26 1. To professional organizations of which you are a member

27 2. To professional organizations of which you are not a member - examples: task forces,
28 S.E.C. teams

College of Letters and Science

Policy on Reappointment and Tenure

Approved by L&S Faculty: February 22, 1991
Approved by Vice Chancellor: March 11, 1991
Approved by the Chancellor: March 12, 1991

INTRODUCTION

This document establishes the general policy for reappointment and tenure for the College of Letters and Science. It will serve as a guide for the development of policy specific to the particular discipline(s) by each academic department or unit. The activities in the areas of evaluation enumerated below are intended to preserve and enhance the excellence of the College of Letters and Science by encouraging faculty members to develop their full potential as teachers and scholars.

RELATIONSHIP TO UNIVERSITY MISSION AND TENURE AND REAPPOINTMENT POLICIES

The select mission calls for this University "to acquire, preserve, and disseminate knowledge," to intellectually "challenge students," and "to expect scholarly activity, including research, scholarship and creative endeavor." The University guidelines require that candidates for tenure demonstrate (1) "quality performance in teaching," (2) "scholarly achievement and institutional and extra institutional related professional services and activities at a level sufficient to ensure continued professional and intellectual growth," and (3) "a significant contribution to the growth and development of the institution."

AREAS OF EVALUATION

1. Teaching - Effective teaching requires mastery of the subject coupled with organizational and communication skills necessary to share this knowledge with students in a manner that encourages them to learn. Effective teaching requires continual updating of course subject matter and instructional techniques. Effective teaching may involve diverse pedagogical approaches and may take place in many settings, some removed from the classroom. Effective teaching may require collective as well as individual efforts in developing or revising a curriculum or carrying out cooperative instructional activities.

2. Professional and Scholarly Activity - Professional and scholarly activity implies active engagement with one's discipline or field. It includes the search for new knowledge, the expression of creative talent, and the application of existing knowledge to issues and problems within our society.

Professional and scholarly activity enables faculty members to acquire and maintain expertise within their disciplines and, where appropriate, across disciplines. It enhances their abilities to engage students both in gaining knowledge of their disciplines and in developing the skills by which that knowledge is acquired.

Professional and scholarly activity takes diverse forms depending upon each faculty member and upon each discipline. For the purpose of reappointment and tenure, the common criterion for all faculty members is that professional and scholarly activity must be demonstrated in such a manner that it can be observed and evaluated by appropriate peers.

3. Service - Service activities fall into three general categories: University, public, and professional. University service is work for the department, College, University and UW-System. Faculty members have an obligation to accept their share of faculty responsibilities for the governance of the institution. Public service relates to the non-academic community, especially that public directly related to one's professional expertise. Service to the profession includes such activities as serving as an officer in a professional organization, acting as a peer reviewer for a journal, conducting on-site evaluations and visits for purposes of academic review or reviewing grant applications.

1 4. Relative Importance of Areas - Teaching effectiveness and professional and scholarly activity are
2 the two most important elements in reappointment and tenure decisions.
3

4 PROGRESS TOWARD TENURE

5

6 Each year probationary faculty members should show satisfactory progress in developing a record in
7 teaching and in professional and scholarly activity which will result in the granting of tenure. The
8 annual process of positive renewal should lead to the granting of tenure. It is expected that
9 probationary faculty will concentrate on effective teaching and on establishing a record of professional
10 and scholarly activity in their first years on the faculty. By the time of the tenure decision, a clear
11 record of accomplishment in both areas should be established. Although major service roles for
12 institutional governance are normally the responsibility of tenured faculty, probationary faculty will be
13 expected to participate in general department responsibilities in the latter half of their probationary
14 period.
15

16 RELATIONSHIP TO DEPARTMENT POLICIES

17

18 This document serves as the framework for policies to be prepared and adopted by each department
19 within the College. Department policies shall define more precisely what activities constitute
20 professional and scholarly activities for their faculty members, and what levels of performance are
21 necessary conditions for reappointment and tenure. Department policies also shall recognize the
22 various contexts and methods of instruction appropriate to specific disciplines as they define what
23 constitutes effective teaching. Departments shall identify appropriate types and levels of service.
24 Finally, department documents shall describe the kinds of evidence that must be presented for
25 evaluation in all three areas.

1 **College of Nursing**
2 **TARPS Renewal/Tenure/Post Tenure Review/Merit Document**
3

4 Introduction

5 The College of Nursing is committed to quality programs and services that prepare undergraduate
6 and graduate students to practice nursing in a progressive, dynamic health care delivery system. The
7 faculty contributes to the overall advancement of these programs through teaching excellence, a
8 commitment to professional and scholarly activities and research, as well as engaging in College,
9 University, and community service.

10
11 This document outlines the processes used to carry out Chapter 6 FACULTY PERFORMANCE
12 REVIEW, from the current *University of Wisconsin Oshkosh Faculty and Academic Staff Handbook*. It
13 includes faculty evaluation, performance and merit distribution process, and the post-tenure review
14 process. The primary purpose of this document is to assist the faculty in accomplishing the mission,
15 goals and objectives of the university. The guidelines and criteria facilitate the process of consistent
16 judgment in personnel decisions. Criteria for appointment, renewal, tenure and promotion are found in
17 the *UW Oshkosh Faculty and Academic Staff Handbook* Fac. Chapters 3, 4, 5: Appointment (Fac.
18 Chapter 3); Renewal and Tenure (Fac. Chapter 4); and Promotion (Fac. Chapter 5, Parts A, B, C).

19
20 A. Faculty Evaluation

21 Renewal, tenure, merit and post-tenure reviews will be based on faculty's ability to demonstrate
22 meeting the College of Nursing standards and criteria in the areas of teaching, professional and
23 scholarly growth and service. For teaching, evaluation and merit will be based on documentation
24 submitted as it relates to a variety of teaching performance categories: (1) course planning and
25 preparation; (2) actual teaching; (3) evaluation of student learning and providing feedback; and (4)
26 keeping up with the professional field in areas related to teaching performance.

27
28 Faculty evaluation for tenure is consistent with criteria outlined in Faculty Chapter 4, Part B of the
29 current *University of Wisconsin Oshkosh Faculty and Academic Staff Handbook*. The same
30 review process as listed for renewal shall be followed. In addition, for tenure, the *University of*
31 *Wisconsin Oshkosh Faculty and Academic Staff Handbook* (2001), indicates that a statement
32 shall be included from each reviewing level indicating addressing the following factors [stated in
33 Faculty Chapter 4.E.2.(2)]. For tenure decisions faculty need to meet the criteria stated in Faculty
34 Chapter 4.B.5.(5) except for those individuals for whom Faculty 4.B.5.(6) applies.

- 35 1. Teaching: Based on the review of the candidate's performance as documented in the
36 credentials under review, that the candidate has established a record of teaching
37 effectiveness that enables the reviewer to believe the candidate will make a significant
38 contribution to the future growth and development of the University.
- 39 2. Scholarly Activities: Based on the review of the candidate's performance as documented in
40 the credentials under review, that the candidate has established a record of appropriately
41 scholarly activities that enable the reviewer to believe the candidate will make a significant
42 contribution to the future growth and development of the University.
- 43 3. Service: Based on the review of the candidate's performance as documented in the
44 credentials under review, that the candidate has established a record of appropriate service
45 that enables the reviewer to believe the candidate will make a significant contribution to the
46 future growth and development of the University.

47
48 Weight of the Professorial Role Components

49 The standard weighting of the professorial roles will be as follows:

50

51 Teaching	50%
52 Professional & Scholarly Growth	25%
53 Service	25%

54

1 The above weighting of teaching (50%), professional and scholarly growth (25%), and service
2 (25%) is applied to all decisions of reappointment, tenure, merit and promotion.
3

4 The evidence as submitted by the faculty member will be considered according to the above
5 weighting unless documentation of a prior written agreement exists among the faculty member,
6 the TARPS Committee, and the Dean. The negotiated weighting should not hinder the faculty
7 members' progression through the professorial ranks or the achievement of the mission and work
8 on the College of Nursing.
9

10 B. Merit Distribution Process and Definition of Solid Performance

11 Merit evaluations can occur in two-year cycles for faculty. Based on faculty-determined weighting
12 of teaching, scholarly growth and service, a point system is used to reflect this weighting. Each
13 applicant is evaluated and points are assigned reflecting performance level in each of the three
14 areas using the faculty-approved merit criteria. The criteria are intended to describe the array of
15 possible options; faculty are not expected to meet all criteria listed. Points earned in each area
16 are summed for each person and forwarded to the Dean, who can modify the amount awarded
17 based on additional evidence and rationale, which the Dean will provide to the TARPS Committee.
18 When merit dollars are known, the dollar amounts are awarded based on the merit points earned
19 by each individual.
20

21 Criteria for the academic ranks of instructor through professor, outlined in the *College of Nursing*
22 *Faculty Handbook*, are considered in the evaluation of solid and meritorious performance. The
23 definition of solid and meritorious performance is provided in the document, "Criteria for Solid and
24 Meritorious Performance (pp. 89-91).
25

26 The College of Nursing TARPS Committee provides written feedback to individual faculty
27 regarding the rating given, along with suggestions, if any, for improvement. Both face-to-face
28 meeting and written feedback will be provided to the faculty member.
29

30 C. Post-Tenure Review

31 All tenured faculty who have not been promoted in rank or who have not received tenure within
32 the past four years will participate in a performance appraisal. Post-Tenure Review must include
33 the following:

- 34 1. Evidence of quality teaching, professional and scholarly growth, and service. These
35 guidelines are consistent with the merit process and the promotion process.
- 36 2. Written feedback will be given to the faculty member being evaluated. A face-to-face
37 feedback meeting with the Chair of the College of Nursing TARPS Committee will also take
38 place.
- 39 3. For faculty whose performance does not meet professional expectations in either the area of
40 teaching or professional and scholarly growth, or service, a faculty development plan will be
41 developed by the faculty member with input from the TARPS Committee and program
42 director. The plan should outline major goals to be attained in order to improve performance.
43 Progress will be evaluated on an annual basis by the faculty member and the TARPS
44 Committee with input from the respective program director and Dean until expectations are
45 met.
- 46 4. Results of the Post-Tenure Review can be used to determine merit pay adjustments without
47 conducting a separate merit review.
48

49 D. Faculty preparing material for TARPS consideration need to comply with University of Wisconsin
50 Oshkosh policies and procedures as well as those of the College of Nursing. Faculty should refer
51 to the appropriate section(s) of both the current *CON Faculty Handbook* and the *UW Oshkosh*
52 *Faculty and Academic Staff Handbook*.

Personnel Document

Faculty/Academic Staff

A clear, concise and organized presentation is recommended for all folders. The current UW Oshkosh *Faculty and Academic Staff Handbook (FASH)* outlines documentation guidelines for tenure, renewal, promotion, post-tenure review, and merit in the Faculty Personnel Materials chapters under Faculty Renewal & Tenure (Chapter 4); Faculty Promotion (Chapter 5); Faculty Performance Review (Chapter 6); and in the College Materials Appendix A for the College of Nursing. For academic staff, the *FASH* Academic Staff Personnel material in the chapters on Evaluation (Chapter 6), Contract Renewal (Chapter 7), Career Progression (Chapter 9), and Changes of Title (Chapter 11) outlines general University information. In addition, the *College of Nursing Handbook* gives guidelines for preparation of a folder.

Reappointment and Tenure Folders: Tenure track faculty applying for reappointment or tenure need to submit full documentation including physical evidence of teaching, professional and scholarly activities, and service. Copies of reappointment recommendations at all levels from prior years should also be included. Academic staff applying for reappointment need to submit documentation including physical evidence of teaching, professional and scholarly growth, and service.

Promotion Folders: Tenured faculty applying for promotion need to submit full documentation including physical evidence of teaching, professional and scholarly activities, and service.

Merit—for 2-year period

Three SOS's are required, plus a current vitae and brief discussion that addresses the following:

- A. Teaching:
Include documentation of (1) course planning and preparation (note your individual role related to group/team planning and/or course teaching; (2) actual teaching (SOS, peer evaluation, etc.); (3) evaluating student learning and providing feedback; and (4) keeping up in the professional field in areas related to teaching (See *UNIVERSITY OF WISCONSIN OSHKOSH FASH*, Chapter 6: Faculty Performance Review), and *College of Nursing Faculty Handbook*.
- B. Professional and Scholarly Growth:
List in vitae and provide first page only of any publications, presentation, grant proposals, etc. Clearly indicate status of any submitted manuscripts, grants, etc. List professional conferences attended and other professional activities; do not include conference brochures, etc.
- C. Service:
List service activities. Further evidence not required.
- D. Self-Evaluation:
Provide a self-evaluation related to the above three areas and identify goals for the future.

Post-Tenure Review

For post-tenure review, faculty ranked as solid or meritorious performers in the last merit review need only submit the summaries from one or two previous merit reviews for the applicable 4-year period. These summaries would provide evidence of the three required SOSs in addition to summaries of professional and scholarly growth and service. Post-tenure faculty who did not submit a folder for merit review, or did not achieve a ranking of solid or meritorious performer during the 4-year period, are required to submit a vitae and evidence related to teaching, professional and scholarly activities, and service (see *FASH*).

CRITERIA FOR PERSONNEL DECISIONS

The following criteria will serve as a framework for personnel decisions involving faculty in the College of Nursing. This includes appointment, reappointment (renewal), tenure and promotion.

I. APPOINTMENT

The appointments are made consistent with University Policies and Procedures (*UW Oshkosh Faculty and Academic Staff Handbook*, Fac. Ch. 3 & 5).

- A. Assistant Professor
 - Option 1: Degree: Doctorate preferred in nursing or relevant field
Experience: No minimum teaching experience
 - Option 2: Degree: 30 semester credits beyond masters in nursing in a planned program of study
Experience: Four years of experience including relevant clinical practice and at least one year full-time college teaching
- B. Associate Professor:
 - Degree: Doctorate in nursing or relevant field
 - Experience: Minimum of five years full-time college teaching and/or relevant experience. Evidence of scholarship including publication.
- C. Professor:
 - Degree: Doctorate
 - Experience: Minimum of ten years full-time college teaching and/or relevant experience. Evidence of scholarship including publication.

II. CRITERIA FOR RENEWAL AND TENURE

INTRODUCTION:

The following represent the criteria for renewal and tenure in the College of Nursing. The activities and expectations as enumerated are intended to preserve and enhance the excellence of the College of Nursing by encouraging faculty members to develop their full potential as teachers, scholars and members of the University community. No candidate is expected to meet all the criteria listed. However, recognition will be given to faculty who meet criteria or are involved in activities that may be listed at higher ranks. Performance at meritorious level as defined in the College of Nursing criteria for solid and meritorious performance document is required for renewal and tenure. Tenure decisions require that the faculty member meet the criteria for promotion to associate professor (see *FASH*).

A. TEACHING

- 1. Assistant Professor
 - a. Self-evaluation identifying strengths and area(s) for improvement.
 - b. Peer evaluation of teaching attesting to quality of teaching.
 - c. Teaching evaluations, one of which should be the University SOS tool in accordance with the *UW Oshkosh Faculty and Academic Staff Handbook* guidelines.
 - d. Evidence of consistent quality in teaching as provided by data from students, faculty peers and clinical agency person(s).
 - e. With a doctorate, directs students in independent study or thesis/clinical research paper.

2. Associate Professor
 - a. Same as Assistant Professor (a-e above) plus,
 - f. Development of course materials of quality (course proposals, syllabi and supplement, AV materials, etc.)
 - g. Development of research, teaching or other UW Oshkosh faculty development grant proposals.
 - h. Evidence of using a variety of teaching methods and/or experimenting with new method(s).
3. Professor
 - a. Same as Associate Professor (a-i above) plus
 - i. Evidence of increasing responsibility for chairing committees for thesis/clinical paper.
 - j. Recognition, citations or awards for excellence or high quality of teaching and/or new course development.

B. PROFESSIONAL AND SCHOLARLY GROWTH

1. Assistant Professor
 - a. For continued reappointment, evidence of doctoral course work.
 - b. Participates in scholarly continuing education programs.
 - c. Membership in at least one professional organization.
 - d. Evidence of regular participation in professional meetings and activities, for example, WNA, etc.
 - e. Achievement(s) as demonstrated through significant scholarly (including clinical) contributions to the profession.
 - f. Evidence of scholarship (publications or presentations).
2. Associate Professor
 - a. Same as a-f above, plus
 - g. Evidence of a continuing publication record required. Publishes in relevant, juried, or peer-reviewed professional journals, or book chapters, monographs, which make a contribution to nursing and nursing education.
 - h. Presents scholarly papers at regional or national meetings.
 - i. Active membership in professional organizations, i.e., serves on committees and holds office, etc.
 - j. Submits/obtains grants for intramural funding, etc.
 - k. Serves as mentor for junior faculty.
 - l. Serves as consultant to health agencies or organizations.
 - m. Achievement(s) as demonstrated through significant scholarly (including clinical) contributions to the profession.
3. Professor
 - a. Same as a-m above, plus
 - n. Presentation of scholarly papers at national and/or international professional meetings.
 - o. Evidence of a continuing publication record required. Publishes in relevant refereed professional journals of national and international significance; published books (texts/workbooks) which make a contribution to nursing and nursing education, and published multimedia packages.
 - p. Serves as editor/reviewer for publications in the field.

C. SERVICE

1. Assistant Professor
 - a. Actively participates and provides leadership on College of Nursing committees.
 - b. Serves as speaker and/or provides leadership at community events.
 - c. Serves on at least one University committee.
 - d. Provides leadership to community organizations.

2. Associate Professor
 - a. Assumes a leadership role in implementing the CON mission and goals.
 - b. Actively and consistently participates in College of Nursing committees.
 - c. Chairs College of Nursing committees or serves in a leadership role on committees.
 - d. Actively participates on University and/or UW System committees.
 - e. Serves as speaker and provides leadership at community events.
 - f. Serves on community organizations

3. Professor
 - a. Assumes a leadership role in implementing CON mission and goals.
 - b. Chairs and serves in leadership roles on College and University committees.
 - c. Actively participates in UW System committees.
 - d. Serves on state, regional or national projects.
 - e. Serves as speaker and provides leadership at community events.
 - f. Consistent, sustained record of service at all levels.

III.

CRITERIA FOR PROMOTION

The normal minimum requirements for promotion and Appendix A (as outlined in the current University of Wisconsin Oshkosh *FASH* (5B.2-5B.5) include four categories: 1) degree, experience, and time in rank; 2) teaching effectiveness; 3) professional and scholarly growth, and 4) institutional and extra-institutional service. The CON follows University guidelines for promotion.

Evidence: The Dean shall document that data is consistent with University records and that evidence on degree completion is on file in the Provost/Vice Chancellor's Office.

REFERENCES

American Association of State Colleges and Universities (AASCU). (1987). *The core of academe: Teaching; scholarly activity, and service*. Washington, DC: Author.

University of Wisconsin Oshkosh Faculty and Academic Staff Handbook

Chap. 1, 2 and 3	Personnel Materials
Chap. 4	Faculty Renewal & Tenure
Chap. 5	Faculty Promotion
Chap. 6	Faculty Performance Review

- 1/04 Approved CON Personnel Committee
- 12/03 Approved CON Personnel Committee
- 12/11/97 Approved CON TARPS Committee
- 1/11/99 Revisions approved CON TARPS Committee