Decisions concerning faculty merit/salary, contract renewal, tenure and promotion and post-tenure reviews in the School of Freshwater Sciences are based on the criteria established by the Executive Committee of the School of Freshwater Sciences (as contained herein), and are subject to the University of Wisconsin System Administrative Code, Chapter 5 of the University of Wisconsin-Milwaukee Policies and Procedures. The following are the criteria used by the Executive Committee of the School of Freshwater Sciences.

1. Criteria

The primary role of a professor in this school is to be a scholar. One responsibility of the Executive Committee of the School is to evaluate faculty members as scholars. Scholarship is expressed, and can be evaluated, on three dimensions: research, teaching, and service. In this document, the criteria are delineated and placed within the broader context of the School's mission.

The range of topical instructional and research areas within the School is broad and includes the full range of freshwater sciences sub-disciplines and interdisciplinary studies. Freshwater science research includes a broad range of scholarly activities such as field work; descriptive and comparative analyses; experimental, theoretical and applied studies; and pedagogical contributions to teaching and learning. The School encourages its faculty to engage in a wide variety of scholarly research, teaching, and service activities.

Research

Faculty research activities and results will be evaluated as to whether they are well conceived and developed, and relevant and critical to freshwater sciences. The activities and products will also be evaluated with respect to their impact on and acceptance in freshwater sciences, as measured by dissemination in scholarly, especially peer-reviewed, publications. The faculty member’s research activities will also be assessed for evidence of continuing contribution to freshwater sciences.
Review committees may consider various research contributions but the most important elements are refereed publications and competitively-awarded extramural support.

**Teaching**

Faculty teaching will be evaluated on the basis of demonstrated competency and excellence in course design/development and instructional skill. Faculty must demonstrate: mastery of knowledge in the areas of instruction and graduate advising, competency in organization and presentation of course materials, competency in managing the student learning process, conscientiousness and fairness in relationships with students, skill and instruction, and commitment to developing better approaches to teaching and learning. Faculty members are expected to be involved in mentoring students, supervising graduate theses and dissertations, and directing undergraduate research projects. In addition, members of the faculty are expected to engage in instructional innovation and curricular development.

Review committees may consider various teaching contributions but the most important elements are the contributions to the school’s academic programs and graduate students who complete their degrees.

**Service**

Faculty service is an integral part of a faculty member’s obligation; *i.e.*, service to the School, the University, and externally to the academic, professional and public communities. Faculty members are expected to serve on various school and university governance committees, professional associations and to provide expertise on matters of public interest. Contributions to professional activities that produce tangible contributions to the profession and public communities provide additional evidence of the strength of a faculty member service record. However, service within and/or outside the School and University does not by itself provide grounds for promotion and/or tenure.

2. **Relative Importance of Research, Teaching and Service Activities**

A faculty member’s job consists of three scholarly activities: Research, Teaching and Service. The relative weight of the three activities will reflect the individual’s duties. Part of the quality of the contribution of the faculty member shall involve an assessment of collegial contribution in creating a professional atmosphere for School members to successfully fulfill research, teaching, and service missions.

Quality of work is our criterion for judging research, teaching, and service. Quality of work is inherently a subjective judgment. Thus, the Executive Committee as part of the evaluation process makes subjective judgments of the quality of a faculty member’s work. However, quality of work can, in part, be judged by
objective criteria. For example, a scholarly monograph or research-oriented book can be judged by whether it is refereed, the critical response from the discipline, the distribution and stature of the press, number of times the work is cited, etc.

The School recognizes that its faculty members will make research, teaching and service contributions toward the University’s and School’s missions in different ways. A faculty member’s total scholarly contributions shall be considered in evaluating his or her achievements in meeting the specific criteria noted in section 1.

The Executive Committee will sometimes make exceptions to the written criteria to satisfy an important concern. Such exceptions may be based on issues including, but not limited to, a faculty member's progress toward promotion, efforts at retention, efforts to achieve equity, etc.

3. Documentation of Teaching, Research, and Service Activities

Faculty members are responsible for documenting their research, teaching and service activities for use in review processes. This documentation should be detailed and updated annually. Faculty members typically use the Annual Summary and Assessment of Academic Activities for Faculty form to summarize their activities. Detailed documentation can include:

Research: Scholarly monographs or research-oriented books, refereed articles, scholarly articles published in proceedings or as book chapters, book or computer software reviews published in journals, critical responses, technical research reports, non-refereed articles, professional papers presented at conferences or other universities, research grant submissions and contract proposals and awards, research fellowship and award notices, patents and commercial licenses.

Teaching: Evidence of teaching effectiveness includes peer review, student evaluations of teaching, awards, written testimony regarding teaching effectiveness, student advising, professional development activities, instruction-oriented books or training manuals, instructional grant/contract proposals and awards, outreach activities, and contract proposals.

Service: A detailed listing of all service activities including dates of service, appointment type (appointed or elected), committee assignments and roles, tasks undertaken and completed, awards, citations or other recognitions given for service activities. If service was provided to a public or private entity, indicate which specific professional skills/knowledge was provided. Faculty members can include any materials relevant to the existence and extent of their service to supplement the Annual Summary.