

I. Communication Studies, bylaws adopted May 2008

II. Organization and Operation

Department members are governed by six interdependent sets of regulations:

1. Federal and State laws and regulations;
2. UW System policies and rules;
3. UW-L policies and rules;
4. College policies and rules;
5. Shared governance by-laws and policies for faculty and academic staff; and
6. Departmental by-laws.

A. Preamble

Effective and successful communication is essential to human life and human endeavors. The 21st century communication environment is becoming increasingly complex due to the rapid evolution of electronic media. Urgent demand for increasingly sophisticated communication competencies is driven by this evolution. People process more messages and have more information available to them than ever before in human history. Therefore, the mission of the CST Department is to pursue and provide opportunities for increasing understanding of the communication process and developing communication competencies required by a wide variety of personal and professional contexts, both currently and in the future. Our primary constituencies are UW-L students, faculty, and staff; the La Crosse community; and the Coulee region. Our primary function is to field a competitive and rigorous curriculum for majors who wish to pursue communication intensive careers; for minors who wish to enhance communication competencies demanded by other chosen career paths; and for all UW-L graduates who require basic skills in public communication as prerequisites for success in their personal and professional lives.

B. Meeting Guidelines

Department meetings will be run according to the most recent edition of Robert's Rules of Order (<http://www.robertsrules.com/>) and WI state opening meeting laws (<http://www.doj.state.wi.us/AWP/OpenMeetings/2005-OML-GUIDE.pdf>, summary at http://www.uwlax.edu/hr/recruit/Academic_Recruitment/OPENMEETING.htm).

C. Definitions of Membership & Voting Procedures

All tenured and tenure-track faculty shall be considered voting members of the department of Communication Studies. An Academic Staff member may request voting membership by submitting a letter of interest at the beginning of each semester. Prior to the second department meeting of the academic semester, the personnel committee will determine voting membership through a committee vote. Academic staff voting members will not vote on personnel decisions (retention, promotion, staffing [including supplemental teaching staffing], election of the department chair, etc.). If an academic staff voting member misses two consecutive meetings his or her voting rights will be revoked for that semester. The Academic Staff member may reapply for voting rights the following semester. Academic staff may participate in all departmental discussions regardless of voting member status.

Voting shall be done by voice vote or show of hands unless a roll call vote or secret ballot is requested. Under unusual circumstances, such as a request from the administration for a decision on an important issue during summer session, a vote by email may be used, in which case all eligible members would be asked to vote via email. The department shall meet in the committee of the whole at least once in each fall and spring semester. Other meetings of the

committee of the whole shall be convened on an as-needed basis by the department chair. The department chair must also convene a meeting of the committee of the whole within two weeks time if a meeting is requested by three or more department members.

D. Definitions of Quorum and Majority

Quorum: for meetings of the department and its committees, a quorum is defined as the majority of the entire membership eligible to participate.

Majority: within a meeting, a simple majority or a two-thirds majority is defined on the basis of those present at the meeting and voting on the motion.

Abstentions: members who choose to abstain from voting on a motion are considered not to have voted, and are not counted in the calculation of simple or two-thirds majorities needed to pass that motion.

Proxy Votes: proxy votes, defined as one member of the department giving another member the right to vote for him or her, are not allowed in proceedings of the department as a whole or in proceedings of its committees.

E. Changing by-laws

Amendments or additions to these bylaws may be proposed to department members for a first reading at any department meeting. These changes to the bylaws may be adopted at the subsequent department meeting by a two-thirds vote of the membership present at that meeting and voting on the motion. Amendments or additions to policies and procedures may be proposed to department members for a first reading at any department meeting. These changes to policies and procedures may be adopted at the subsequent department meeting by a majority vote of the membership present at that meeting and voting on the motion. A vote to adopt a change in policies or procedures may occur at the same meeting in which they are proposed, if there is unanimous agreement to waive the second reading at a subsequent meeting.

III. Faculty/Staff Responsibilities

A. Faculty

Faculty responsibilities are referenced in section IV of the Faculty Senate by-laws entitled "Responsibilities of Departments, Department Members and Department Chairpersons." A complete set of the by-laws are available off the Senate webpage under "Senate Articles and By-laws" <http://www.uwlax.edu/facultysenate/>.

B. Instructional Academic Staff Responsibilities and Expectations

Requests for IAS hiring will be presented to the college dean. The request will indicate one of the standard titles from the lecturer or clinical professor series <http://www.uwlax.edu/facultysenate/committees/ias/pages/titling.html> and will outline specific duties including teaching and any additional workload. Total workload for IAS is defined as a standard minimum teaching load plus additional workload equivalency activities. <http://www.uwlax.edu/facultysenate/41st/3-29-07/IAS%20Appendix%20B.htm>.

C. Student Evaluation of Instruction

The department will follow the UW-L SEI policy and procedure available off the Faculty Senate webpage <http://www.uwlax.edu/facultysenate/>. Ranked Faculty & SEIs. Results from the Faculty

Senate approved SEI questions are required for retention, tenure, and promotion in the form of (1) the single motivation item and (2) the composite SEI consisting of the 5 common questions. These numbers will be reported using the Teaching Assignment Information (TAI) form. The department will add both the motivation item and the composite SEI fractional median for each course. In addition, the candidate's overall fractional median for the term on both the single motivation item and the composite SEI are reported. Finally, the department adds the departmental fractional median for both the single motivation item and the composite, the minimum and maximum composite SEI for the department, and the candidate's rank in SEI scores relative to all departmental ranked faculty (tenure-track or tenured) for that term (e.g. 3 of 15). IAS renewal and career progression. The same information as above is reported; however, no TAIs are generated for IAS.

IV. Merit Evaluation (Annual Review)

The results of merit reviews for all ranked faculty who have completed at least one academic year at UW-L are due to the Dean's Office on Dec. 15 annually. Merit reviews reflect activities during the prior academic year ending June 1.

A. Evaluation Processes & Criteria

1. Faculty

1. Purpose of Annual Merit Review

The purposes of merit evaluations are to recognize, celebrate, and award excellence in the department, allowing colleagues to understand and appreciate the work of one another. The CST Department conducts an annual merit review to evaluate outstanding faculty performance.

2. Procedures for Merit Review

The merit year is defined as the previous summer, fall and spring semesters. For example, a merit report for Fall 2008 is in reference to Summer 2007, Fall 2007 and Spring 2008. New faculty members who begin in the fall semester do not undergo an annual merit review in that first semester.

Procedures for the annual evaluation of faculty performance must be consistent with relevant sections of current UW System personnel Rules (UWS 3.05), UW-L Personnel Rules (UW-L 3.05), UW-L Faculty Bylaws, and the UW-L Employee Handbook.

Faculty members who choose to participate in the Merit Review process will create a merit report through *Digital Measures* and submit the report via email to the department chair. All Merit Evaluation Committee members will review each merit report, identify the accumulation of points to each merit report, and attend the merit committee review meeting to determine those faculty members who are highly meritorious.

a. Merit Report Format

Each faculty member will provide the following information and materials to the Academic Department Assistant.

Merit Report—selected from *Digital Measures*

Current Curriculum Vita

SEI—Highest cumulative composite fractional median SEI score from the previous fall or spring semester scores.

Narration—a brief report that includes justification and/or explanation of one’s eligibility according to the departmental point system.

Merit Evaluation Committee

The merit evaluation committee will consist of all department faculty members who are eligible for merit based on the academic year under evaluation. In the case of two eligible faculty members who are married or otherwise related, one or both may be eligible for merit but neither can participate in the merit committee review meeting if one or both are part of the evaluation process that year.

Merit Eligibility

Any faculty member (unless in his/her first semester) is welcome to submit a merit report. As described in procedures below, the report will use the *Digital Measures* format and additional materials that explain and/or justify points in the areas of teaching, scholarship/creative endeavors and service.

a. Categories of Merit Evaluation

No Merit—Those faculty who choose to not participate in the merit process and do not complete the Merit Report or those faculty who do not meet the minimum points established for merit.

Meritorious—Those faculty who complete and submit the Merit Report and meet or exceed the minimum points established for merit.

Highly Meritorious—Those faculty who complete and submit the Merit Report and who are subsequently awarded a *Highly Meritorious* evaluation by the Merit Evaluation committee. The Merit Evaluation committee will meet and discuss point values for each merit report. No more than one third of department faculty who are eligible for merit may be awarded “Highly Meritorious” evaluations in any given year. One third of faculty members who have received the highest amount of points will be considered highly meritorious. In case of a tie in points, the Merit Evaluation committee may consider more than one third of faculty highly meritorious. Faculty members can choose not to be considered for highly meritorious at any time.

b. Merit Review Process

In May, each faculty member interested in Merit is encouraged to begin preparing a Merit Report of his/her relevant activities during the previous summer, fall, and spring semesters. This report will be submitted to the department chair via email using the *Digital Measures* format. The deadline for Merit Reports will be at the end of September, prior to the meeting of the Merit Evaluation Committee in October.

c. Merit Committee Process

The Merit Evaluation Committee will review Merit Reports and additional material during the first two weeks of October. The committee meeting will include discussion of the evaluation criteria (below) to reach agreement regarding points earned. The committee will agree on the number of highly meritorious faculty members with no more than one third of eligible meritorious faculty members receiving this distinction (with the exception of a possible tie).

d. Criteria for Merit Evaluation

The criteria used in the Communication Studies Department to evaluate a faculty member's annual performance are designed to promote effective teaching, scholarship/creative work, and service. To measure effectiveness in these three categories, faculty members will use the point system below.

Minimum points required to earn Merit are as follows:

Teaching: 6 points

Scholarship: 2 points

Service: 2 points (at least 1 in department service)

B. Distribution of Merit Funds

Distribution of Merit Monies:

In most years, most members of the department will fall into the "Meritorious" category. The chair will verify that faculty members have turned in their Merit Evaluation form to qualify as "Meritorious". The "Highly Meritorious" category shall be for one third or fewer faculty who have provided a detailed essay describing why they deserve to be evaluated as "Highly Meritorious" and receive the most votes from the Merit Evaluation committee. Faculty who are evaluated as "Highly Meritorious" will receive \$100 more than faculty evaluated as "Meritorious". The figures will be established using the following formula. When the department chair has been informed of the total pool of dollars available for merit distribution, the department chair will calculate these figures and report them to department faculty and to the dean of the college.

$$mx + HM(x + 100) = \text{pool of dollars available for merit distribution}$$

m = number of faculty determined to be Meritorious

HM = number of faculty determined to be Highly Meritorious

x = merit dollars for each Meritorious faculty member

x + 100 = merit dollars for each Highly Meritorious faculty member

C. Appeal Procedures

Appeals of Merit Evaluation

A faculty member may request a reconsideration of his/her annual merit rating. This request must be made in writing to the department chair within one week of the chair's report of merit evaluation results to the department faculty and staff. The appellant will meet with the merit committee to discuss his/her evaluation. Within one week of this meeting, the merit committee's final evaluation decision will be communicated in writing to the faculty member. Appeals beyond the department level may be presented to the Complaints, Grievances, Appeals, and Academic Freedom committee (see Faculty Senate Bylaws).

V. Faculty Personnel Review

The department will follow the policies regarding retention and tenure described in the Faculty Personnel Rules (UWS 3.06 - 3.11 and UWL 3.06 -3.08) http://www.uwlax.edu/HR/F_Handbook.htm.

Tenure/retention decisions will be guided by the criteria established in the by-laws at the time of hire unless a candidate elects to be considered under newer guidelines. The criteria outlined in Section V. A & V. B. "Faculty Personnel Review" in these by-laws should be applied to faculty with a contract date after

[5-5-07].

The department will follow policies guiding part-time appointments for faculty and tenure clock stoppage available on the Human Resources website.

A. Retention (procedure, criteria and appeal)

- i. Faculty under review provide an electronic portfolio related to their teaching, scholarship, and service activities extracted from their date of hire to date of review. Hyperlinked syllabi are required and the candidate may choose to provide additional evidence. Additional materials may be required for departmental review and will be indicated in these by-laws.
- ii. Departments will provide the following materials to the dean: 1. Department letter of recommendation with vote; 2. Teaching assignment information (TAI) datasheet that summarizes the courses taught, workload data, grade distribution and SEIs by individual course and semester (which are only available after completing a full academic year) and departmental comparison SEI data; and 3. Merit evaluation data (if available).
- iii. The initial review of probationary faculty shall be conducted by the tenured faculty of the appropriate department in the manner outlined below.
- iv. Starting with tenured-track faculty hired effective Fall 2008, all first-year tenure-track faculty will be formally reviewed in the spring of their first year. A departmental letter will be filed with the Dean and HR. Formal reviews resulting in contract decisions will minimally occur for tenure-track faculty in their 2nd, 4th and 6th years.

B. Tenure review and departmental tenure criteria

I. Review Process

A. Candidacy

Retention reviews are usually conducted in the fall semester. Exceptions are first year faculty, who begin in the fall and are reviewed in the following spring semester, and second year faculty, who are reviewed in both the fall and spring semesters. At least 20 days prior to the annual retention review, the department chair will notify each probationary faculty member in writing of the time and date of the review meeting.

B. Committee

The Department Personnel Committee shall consider all retention reviews. In cases where the committee consists of fewer than three faculty members, the department chair shall work with the dean to establish an appropriate committee.

C. Process

At least seven days prior to the date of the review, probationary faculty members shall submit a Retention Report modeled on the Faculty Promotion Evaluation Report to the Personnel Committee. Included in this report shall be the probationary faculty member's proposed accumulated points for each of the three areas (teaching, research, and service). Using their electronic portfolio, the probationary faculty members will create the report for distribution to the Personnel Committee. Probationary faculty members should give a short oral presentation that highlights their contributions in teaching, scholarship, and service at the review meeting. The requirements of the Wisconsin Open Meeting law shall apply to the review meeting.

The following information should be submitted for review by the Personnel Committee, CLS dean, and Provost/Vice Chancellor for Academic Affairs for each person recommended for either retention or non-retention:

1. Vita, detailing at a minimum, degree status, professional history, fellowships, grants, publications, professionally related activities;
2. Teaching development activities;
3. Evidence of scholarship with supporting documents; and
4. Record of service (department, college, university, professional);
5. Department letter of recommendation with retention/tenure vote (yes, no, abstain) clearly noted;
6. Dean's letter of recommendation;
7. SEI scores, with department comparison;
8. Merit evaluation data, accompanied by a description of the process (if applicable).

The department chair and dean will supply items five through eight for the probationary faculty member's file.

D. Recommendation/Decision

Using the criteria in Section II below, the Personnel Committee shall evaluate the probationary faculty member's performance. Votes shall be cast by a show of hands on a motion to retain. At least a two-thirds majority is necessary for a positive retention recommendation. The results of the vote shall be recorded by the department chair.

E. Notification of Decision

Within seven days of the review meeting, each probationary faculty member shall be informed in writing by the department chair of the results of the retention review including the vote of the committee. In the case of a positive retention decision, the department chair, in consultation with the Personnel Committee, will prepare a written notice summarizing the committee's deliberations and including concerns or suggestions for improvement identified by the Personnel Committee. In the case of a non-renewal recommendation, the department chair, in consultation with the Personnel Committee, will prepare a written notice that shall include the committee's reasons for its decision. The notification letter will include the committee's vote, recommendations, and be signed by all members of the Department Personnel Committee.

The department chair will meet with the probationary faculty member to answer any questions and discuss the contents of the letter and set goals for the next review.

II. Criteria

The members of the Personnel Committee shall use the retention file information to judge each probationary faculty member's performance in the areas of teaching, scholarship, and service. Of these areas of responsibility, teaching is most important. After establishing a record of successful teaching, a program of continued scholarship is necessary for retention and, ultimately, a positive tenure recommendation. Service is also an important faculty responsibility. Probationary faculty should demonstrate success in teaching and scholarship before establishing a record of service. First and second year faculty members should focus their attention on teaching and research, and develop as teacher-scholars knowing that a record of service within and outside the department will be expected after their first two years at UW-L. In order to clarify expectations, a point system will be used in the areas of scholarship/creative activity and service with guidelines provided based on years of employment at UWL. The point system is used as a guideline in order to clarify minimum departmental expectations. The minimum number of points in each category is necessary for retention, but not sufficient for retention and tenure. The relative weighting of the three areas of faculty responsibility will vary depending on job descriptions, the department's changing needs within context of the university as a whole, and personal preferences of individual probationary faculty. Minimum standards are described below.

A. Teaching

Establishing a successful record of teaching is the most important priority for probationary faculty members. Thus, the points listed below reflect the department's commitment to teaching but does not suggest how a probationary faculty member defines his or her contributions to the department.

The Communication Studies Department encourages faculty members to contribute to the existing curriculum as well as develop new courses as appropriate. Innovative assignments, teaching strategies, and improvements will be recognized for retention and tenure. At a minimum, probationary faculty members are expected to meet the following standards of performance for all courses:

- Provides syllabi for all courses
- Reflects course content objectives from LX forms
- Reflects course content that mirrors a common course syllabus or curriculum (if applicable)
- Teaches course content that is current and relevant
- Meets class regularly
- Attends regularly scheduled office hours
- Cooperates with departmental assessment efforts
- Advises majors
- Has a pattern of effective teaching as documented in yearly evaluation
- Has peer teaching observations/letters
- Includes self-evaluation of teaching strengths and opportunities for improvement
- Has no written complaints by students concerning academic performance or nonacademic performance that the Personnel Committee has identified as substantive

In addition to the minimum standards of teaching in Communication Studies, probationary faculty members should provide additional materials as evidence of teaching effectiveness. A point system for teaching will be used throughout the retention and tenure process. Each year, expectations increase in this area. Each item is ranked on an eight point scale according to contribution to the

field. A score of 8 is the highest and 1 is the lowest. Some categories have a range based upon the activity, allowing the probationary faculty member an opportunity to make an argument for a certain point value based on the activity. Although points are cumulative, a probationary faculty member must earn points each year. In other words, one cannot “bank” points after an extremely productive year and not earn points in subsequent years.

Guidelines for probationary faculty cumulative points include:

First year—a minimum of 1 point	Fourth year—a minimum of 24 points
Second year—a minimum of 8 points	Fifth year—a minimum of 32 points
Third year—a minimum of 16 points	Sixth year—a minimum of 40 points

Below are the points allocated for each activity:

1. Course development—includes new LX forms as documentation of developing new courses, as well as revising, diversifying, and including current research in courses = 1-4 points
2. Documentation from former students or community members that demonstrates effective teaching = 1-2 points
3. Evidence of assessing student outcomes and providing evidence of adjusting teaching based on that assessment = 1-3 points
4. Best overall SEI scores from either Fall or Spring semester: A score of 4.8-5.0 = 5 points; 4.5-4.79 = 4 points; 4-4.49=2 points; 3.5- 3.9 = 1 point; 3.49 or below = 0 points
5. Supervision of organized instructional activities
 - a. Broadcasting productions—each student enrolled = .25 point
 - b. Independent Studies—each student enrolled = .5 point
 - c. Internships—each student enrolled = .25 point
6. Supervision of student creative and academic projects
 - a. Convention presentations by students = 2-4 points per panel
 - b. Student publications = 3 points per publication
 - c. Other projects that demonstrate effective teaching = 2-4 points per project
7. Teaching excellence/awards = 5 points
8. Professional Development
 - a. Short courses on teaching = 1 point
 - b. Teaching workshops = 1 point

B. Scholarship, Research and Creative Productivity

The Communication Studies Department supports a broad definition of scholarship that emphasizes keeping current in the discipline while incorporating new knowledge into effective teaching. It is assumed that Communication Studies faculty engage in scholarship and creative endeavors and that they share the products of their scholarship with colleagues and peers.

When evaluating the work of faculty, the Personnel Committee considers examples of scholarly activity (as outlined below) as one, albeit important, aspect of the work demonstrated in promotion decisions. We recognize that different individuals have different talents and encourage faculty to make the most of their talents within the department, university, and discipline.

A point system for scholarship, research and creative activity will be used throughout the retention and tenure process. Each year, expectations increase in this area. Each item is ranked on an eight point scale according to contribution to the field. A score of 8 is the highest and 1 is the lowest. Some categories have a range based upon the activity, allowing the probationary faculty member an opportunity to make an argument for a certain point value based on the activity. Although points are cumulative, a probationary faculty member must earn points each year. In other words, one cannot “bank” points after an extremely productive year and not earn points in subsequent years.

Guidelines for probationary faculty cumulative points include:

First year—a minimum of 1 point

Fourth year—a minimum of 12 points

Second year—a minimum of 4 points

Fifth year—a minimum of 16 points

Third year—a minimum of 8 points

Sixth year—a minimum of 20 points

Probationary faculty members in their tenure year are also expected to have at least three publications (one of which should be a regional or national publication).

Below are the points allocated for each activity:

1. Publications completed or in press

a. Articles in scholarly journals

i. National journal = 8 points

ii. Regional journal = 6 points

iii. State journal = 2 points

b. Other publications = 2-5 points

c. Books

i. Single authored = 8 points

ii. Co-authored = 7 points

iii. Edited = 6 points

d. Monographs = 6 points

e. Chapters in books = 6 points

f. Book reviews = 2 points

2. Research Grants

a. External grants = 5-8 points

b. Internal grants = 1-3 points

3. Creative productivity

a. Television programs—Produced and broadcast internationally or nationally = 6-8 points

Produced and broadcast locally or regionally = 3-5 points

b. Television scripts—Produced and broadcast internationally or nationally = 6-8 points

Produced and broadcast locally or regionally = 3-5 points

c. Video productions—Produced and broadcast internationally or nationally = 6-8 points

- Produced and broadcast locally or regionally = 3-5 points
- d. Radio programs—Produced and broadcast internationally or nationally = 6-8 points
 - Produced and broadcast locally or regionally = 3-5 points
- e. Radio scripts—Produced and broadcast internationally or nationally = 6-8 points
 - Produced and broadcast locally or regionally = 3-5 points
- f. Webcasts = 1-3 points
- 4. Presentations at meetings of scholarly and professional associations
 - a. Competitive papers-presented internationally or nationally = 5 points
 - Competitive papers-presented regionally = 3 points
 - Competitive papers-presented in state = 1 point
 - b. Panel member/discussant—international or national organization = 2 points
 - Panel member/discussant—regional organization = 1 point
 - Panel member/discussant—state organization = 1 point
- 5. Invited lectures, papers or speeches related to research/creative endeavors
 - a. National organization = 2 points
 - b. Local or regional organization = 1 point
- 6. Public performance
 - a. National or regional audience = 2 points
 - b. Local or campus audience = 1 point
- 7. Research/Top Paper Awards
 - a. At international or national organization = 2 points
 - b. At regional or state organization = 1 point

C. Service

The Communication Studies Department recognizes service to the department, college and university, as well as professional and community service. We recognize that the level of service, particularly at the university level, depends on the probationary faculty member's current rank and his/her focus on scholarship appropriate to that rank. Rather than simply providing a list of service, the probationary faculty member should explain the specific work accomplished in the service area and the relative importance of that service.

A point system for service will be used throughout the retention and tenure process. Each year, expectations increase in this area. Each item is ranked on an eight point scale according to contribution to the department, university, community, and profession. A score of 8 is the highest and 1 is the lowest. Some categories have a range based upon the activity, allowing the probationary faculty member an opportunity to make an argument for a certain point value based on the activity. Although points are cumulative, a probationary faculty member must earn points each year. In other words, one cannot "bank" points after an extremely productive year and not earn points in subsequent years.

Guidelines for probationary faculty cumulative points include:

First year—a minimum of 1 point

Fourth year—a minimum of 12 points

Second year—a minimum of 4 points

Fifth year—a minimum of 16 points

Third year—a minimum of 8 points

Sixth year—a minimum of 20 points

Below are the points allocated for each activity:

1. Administrative service at departmental level = 3 points

Administrative service at school or college level = 4 points

Administrative service at university level = 5 points

2. Awards and honors for service = 3-5 points

3. Community service = 2-4 points

4. Unpaid consulting service = 3-5 points

5. Editorial service

a. Editorial review board member at the international or national level = 4 points

Editorial review board member at the regional or state level = 3 points

b. Consulting editor/manuscript referee = 2 points

c. Pre-publication/textbook reviewer = 1 point

6. Professional service in associations at local, state, regional, national and international levels

a. Elected officer at international or national level = 4 points

Elected officer at regional or state level = 3 points

b. Program planner at international or national level = 3 points

Program planner at regional or state level = 2 points

c. Paper reviewer at international or national level = 2 points

Paper reviewer at regional or state level = 1 points

7. Presenter at professional, educational or community workshops = 1-3 points

8. Student services

a. Advising student organizations = 2 points

b. Participation in student-sponsored programs and seminars = 1 point

9. University-related committee service at all levels

a. Committee service at departmental level = .25-.50 point

b. Committee service at school or college level = 2 points; 1 point for chairing the committee

c. Committee service at university level = 2-4 points; 1 point for chairing the committee

d. Elected or appointed university service = 2-4 points

III. Reconsideration

If a non-renewal recommendation is made by the Personnel Committee, the probationary faculty member may request reasons for the non-renewal recommendation. This request must be made in writing within 10 days of the non-renewal notice. The Department chair shall supply these reasons

in writing within 10 days of the request. The reasons then become part of the personnel file of the probationary faculty member.

If the probationary faculty member wishes a reconsideration of the initial non-renewal recommendation, he/she shall request such a meeting in writing within two weeks of the receipt of the written reasons for non-renewal. The procedure for the reconsideration meeting is detailed in UW-L 3.07(4), (5), and (6).

C. Post-tenure Review

The requirements for post-tenure review are described in the UW-L Employee Handbook. “The purpose of reviewing faculty is to encourage and support the meaningful growth and development of faculty in ways that positively contribute to the university mission and goals and to the missions of colleges and departments” (UW-L Employee Handbook, p. 147).

I. Review Cycle

The tenured faculty review cycle is determined by listing tenured faculty with the longest tenure first (excluding those who have officially announced retirement) and dividing by five. Once every five years, each tenured faculty member will be reviewed by a Post-Tenure Review Committee.

II. Methods

A. The review shall be conducted over the course of the spring semester by a committee of three to five faculty members who are chosen by the tenured faculty member to be reviewed and agree to serve on the Post-Tenure Review Committee. If no one agrees to serve, the committee will be appointed by the department chair.

1. At least one member of the committee shall be from the tenured faculty member’s emphasis area.
2. The chair of the committee must be a tenured member of the department.
3. One member of the committee may be from outside the department.

B. The tenured faculty member being reviewed should enter all of the post-tenure review information in *Digital Measures*.

C. The committee shall have at least two face-to-face meetings with the faculty member being reviewed. One meeting will be conducted at the beginning of the review process and one at the conclusion of the review process.

1. At the initial meeting, the tenured faculty member shall have an opportunity to present relevant post-tenure review information and request that the committee provide feedback specific to his/her own concerns. The committee shall review the criteria used within the evaluation process with the tenured faculty member.
2. A draft of the committee’s letter will be provided to the tenured faculty member being reviewed prior to the concluding meeting.
3. At the concluding meeting, the committee shall present their findings, including any recommendations for development, to the faculty member being reviewed. Results of the review will be summarized in a letter and sent electronically to the department chair, Dean, and the faculty member being reviewed. A hard copy of the letter will be signed by the post-

tenure review committee and be included in the tenured faculty member's departmental personnel file.

4. In the event that the faculty member's contribution to the department has not been satisfactory, the committee will present a written list of its concerns to the tenured faculty member. After the tenured faculty member has reviewed the list of concerns, the committee will continue to meet with the faculty member to develop a plan to overcome these areas of concern by a date the post-tenure review committee specifies.
5. At the date provided, if the committee determines that sufficient improvement has not occurred, the committee will furnish its concerns in writing to the tenured faculty member and to the Dean for the purpose of establishing a process for improvement. Procedures to be followed to resolve concerns and/or appeal the findings of the committee are described in the UW-L Employee Handbook, under "UW-L Tenured Faculty Review and Development."

D. In conducting their review, the committee shall examine electronic materials documenting the tenured faculty member's performance over the previous five years in teaching, scholarship and/or creative activity, and service. These materials shall be consistent with the *Digital Measures* format. Materials relevant to the last five years may include, but are not limited to, the following:

1. Teaching and course materials
2. Documentation of scholarly and/or creative activity
3. Documentation of service activity
4. Merit materials
5. Student Evaluation of Instruction scores (provided by the department)
6. Grade distributions (provided by the department)

E. The committee and faculty member being reviewed shall solicit peer and student input relevant to the faculty member's performance over the last five years in teaching, scholarship and/or creative activity, and service. This may include, but is not limited to, the following:

1. Open-ended confidential questionnaire sent to students who have completed at least one course with the tenured faculty member
2. Letters from departmental colleagues
3. Letters from university colleagues outside the department
4. Letters from members of the local community
5. Letters from members in the discipline

F. The committee and tenured faculty member shall arrange for classroom visitation by committee members.

1. Classes to be observed are chosen by agreement between the committee and the tenured faculty member.
2. The tenured faculty member should provide observers with objectives for the class session being observed.
3. All members of the committee shall observe the tenured faculty member at least once.
4. The tenured faculty member will have the choice of having all committee members observe at once, in various combinations, or individually.
5. The tenured faculty member will meet with committee members to discuss observations.
6. Any written notes or tapes of observed class sessions will be given to the tenured faculty member upon completion of the review process. No video or audio tape will be used unless requested by the tenured faculty member.

III. Criteria for Review

A. Decisions concerning the satisfactory performance of the faculty member being reviewed will be based on the criteria delineated below.

B. In assessing whether the faculty member being reviewed meets the criteria for his/her rank, the committee shall consider the following as minimum standards.

1. Meets class at least 80% of the regularly scheduled class meetings.
2. Makes time for students outside of regularly scheduled class meetings; has no written complaints from students concerning failure to abide by posted office hours that the department chair has identified as substantive.
3. Distributes syllabi in all classes that inform students of course content and expectations.
4. Includes content in course that is current and relevant.
5. Content of course reflects objectives of course outlined in LX document.
6. Makes time available for advisees.
7. Has no written complaints by students concerning academic performance or nonacademic performance that the department chair has identified as substantive.
8. Has maintained an S.E.I. semester score at or above 3.50 over the last two years.
9. Engages in appropriate departmental and university service.
10. Engages in appropriate scholarly activities as defined by department.

C. In assessing whether the faculty member being reviewed meets the criteria for his/her rank, the committee shall consider the following as typical levels of performance.

Criteria for Tenure Review Process Based on Rank

Instructor: Teaching—Meets the objectives of course LX forms; is easily accessible to students; implements disciplinary changes in content and pedagogy. Scholarship/Creative Activity—Stays informed about disciplinary changes in content and pedagogy. Service—Constructive participation on departmental committees; available to share disciplinary expertise with the community.

Assistant Professor: Teaching—Responsible for prior criteria plus: Participate in course development. Scholarship/Creative Activity—Responsible for prior criteria plus: Development of a program of scholarly activity. Service—Responsible for prior criteria plus: Service on university-wide committees; willingness to disciplinary expertise with the community; member of professional organization.

Associate Professor: Teaching—Responsible for prior criteria plus: Contributing role in program development and curriculum development. Scholarship/Creative Activity—Responsible for prior criteria plus: Has established a program of scholarly activity. Service—Responsible for prior criteria plus: Leadership on departmental committee; actively seeks out opportunities to share disciplinary expertise with the community; attendance at professional conferences.

Full Professor: Teaching—Responsible for prior criteria plus: Leadership role in program development and curriculum development; active role in mentoring junior faculty. Scholarship/Creative Activity—Responsible for prior criteria plus: Maintain a program of scholarly activity; active role in mentoring junior faculty. Service—Responsible for prior criteria plus: Leadership on university committee; active role in mentoring junior faculty.

D. Faculty Promotion Procedures (procedure, criteria and appeal) The department will follow the guidelines and schedules regarding faculty promotion available at <http://www.uwlax.edu/hr/promo-resources.htm>

The department promotion policies and procedures are designated to facilitate the implementation of the guidelines outlined in the UW-La Crosse Employee Handbook.

A. Candidacy:

Subsequent to the Department Chair receiving notification from the Vice Chancellor of candidate's eligibility for promotion in rank, candidates will be informed in writing by the Chair of eligibility at least 20 days prior to a scheduled and publicized promotion review meeting. The department will set the date and time for the promotion review meeting. Candidates are advised to prepare written material in support of their candidacy and to select a promotion committee prior to the first meeting.

B. Committee:

The Promotion Committee for faculty pursuing promotion to Associate Professor or Full Professor will consist of at least three tenured colleagues chosen by the promotion candidate. If the invited colleagues do not agree to serve, the Department Chair will appoint the committee. Criteria for membership of the committee include the following:

1. At least one member from the candidate's emphasis area
2. The chair of the committee must be of higher rank than the candidate
3. The majority of committee members must be of equal or higher rank than the rank for which the candidate is applying
4. Committee members may be from outside the department if necessary
5. Composition of the committee shall be published in the department's weekly bulletin prior to the first promotion review meeting.

C. Process:

1. The committee shall have at least two face-to-face meetings with the faculty member being reviewed. The candidate's promotion file will be available to the committee at least seven days prior to the first meeting.
2. During the promotion review meeting, the ranked faculty will discuss oral and written material, student evaluations, and peer evaluations. The chair of the committee will be assigned the task of writing the candidate's assessment.
3. Subsequent meeting(s) will be determined by the candidate and committee members as needed. The final meeting and resulting recommendation will occur at least 10 days prior to the College deadline for promotion materials.

D. Recommendation/Decision:

1. The members of the departmental Promotion Committee will use the candidate's submitted material to make a recommendation about promotion. Although all areas (teaching, scholarship, service) are important, a strong teaching and scholarship program should be established before a university-wide service record. However, active service at all levels may strengthen a candidate's portfolio.
2. The committee shall formulate and record its reasons for recommendation or non-recommendation. The Chair of the Promotion Committee will notify the candidate

in writing of the decision regarding promotion within seven days of the last meeting.

3. If the Promotion Committee approves the candidate, the Department Chair will transmit a department letter of recommendation to the Dean. The letter shall include the vote and the reasons for recommending the candidate. The letter will be accompanied by the candidate's supporting material. As stated in the University Guidelines for Promotion, a copy of the letter shall be provided to the candidate at least one day prior to the submission of the promotion file to the Dean of the College and within seven days of the departmental decision.
4. If a candidate is not recommended for Promotion at the departmental level, the promotion candidate is given written notification of the decision with written reasons for the decision.
5. After receiving the notification, the promotion candidate will have 14 days to request reconsideration by the Promotion Committee. The candidate will be allowed an opportunity to respond to the written reasons and to present additional evidence relevant to the decision.
6. Each promotion candidate will have the right to appeal the department's reconsideration decision to the Grievances, Appeals, and Academic Freedom Committee. Written notice of the reconsideration decision will be transmitted to the candidate and the Dean within seven (7) days.

E. Criteria:

To be considered for promotion to a higher rank, faculty must meet the minimum University criteria as stated in the UW-L Staff Handbook. For the rank of Associate Professor, a candidate must provide evidence of teaching excellence and the establishment of a program of scholarship. Evidence of teaching excellence includes the results of self, peer, and student evaluations of instruction. Scholarship will be consistent with the department's definition of scholarly activity.

To be promoted to the rank of Professor, a faculty member must show evidence of continued excellence in teaching, significant scholarly productivity, and substantial service activity. Continued teaching excellence is measured by the results of self, peer and student evaluations. Significant scholarly productivity is judged by the quality and quantity of presentations, publications and grant acquisitions as evaluated by the department. Substantial service activity will include service to the department, institution and profession.

The Communication Studies Department adopts the guidelines offered by the National Communication Association as appropriate for evaluating promotion candidates. See the appendix of the Communication Studies Handbook for a complete version of the NCA guidelines.

1. Teaching

- a. Candidates for promotion are expected to meet minimum standards of classroom performance, including:
 - Meets class regularly
 - Provides syllabi in all courses
 - Teaches course content that is current and relevant
 - Reflects course content objectives from LX forms
 - Assesses regularly for student outcomes

- Attends regularly scheduled office hours
 - Advises majors
- b. Has no pattern of failing to meet minimum requirements as evidenced by substantive written complaints from students
- c. In addition, the following may be used as evidence of teaching excellence (presented in alphabetical order):
- Colleague evaluations/letter
 - Course development
 - Documentation from current and former students
 - Evidence of student outcomes
 - Merit evaluations
 - SEI scores
 - Self-evaluations
 - Senior Project mentorships
 - Supervision of organized instructional activities
 - Broadcasting productions
 - Independent Studies
 - Internships
 - Supervision of student creative and academic projects
 - Convention presentations by students
 - Public Relations campaigns
 - Student publications
 - Other projects as appropriate per course
 - Teaching excellence/awards
 - Teaching improvements
 - Conferences/short courses
 - Workshops

2. Scholarship, Research and Creative Productivity

a. Communication includes the study of how people generate shared meaning through the use of verbal and nonverbal symbols. The communication discipline promotes the study, criticism, research, teaching, and application of the artistic, humanistic, and scientific principles of communication. The breadth of the communication discipline is reflected in the four diverse areas of the Communication Studies Department: Interpersonal Communication, Persuasion and Public Communication, Public Relations and Organizational Communication, and Telecommunication.

b. The Communication Studies Department supports a broad definition of scholarship that emphasizes keeping current in the discipline while incorporating new knowledge into effective teaching. It is assumed that Communication Studies faculty engage in scholarship and creative endeavors and that they share the products of their scholarship with colleagues and peers.

c. When evaluating the work of faculty, the Promotion Committee considers examples of scholarly activity (as outlined below) as one, albeit important, aspect of the work demonstrated in promotion decisions. We recognize that different individuals have different talents and encourage faculty to make the most of their talents within the department, university, and discipline.

d. Examples of scholarly activity include, but are not limited to, the following (presented in alphabetical order):

- Citations in scholarly or professional books and journals
- Creative productivity
 - Audio productions
 - Fundraising
 - Multi-media productions
 - Photographic productions
 - Public Relations activities
 - Radio program or series
 - Radio scripts
 - Television programs or series
 - Television scripts
 - Video productions
- Invited lectures, papers or speeches related to research/creative endeavors
- Presentations at meetings of scholarly and professional associations
 - Panel chairperson
 - Panel member
 - Panel planner/contact
 - Papers
 - Program chairperson
 - Program respondent/discussant/evaluator
- Public performance
- Publications completed or in press
 - Articles
 - Audio-visual research publications
 - Books
 - Book reviews
 - Chapters in books
 - Journal editorships
 - Monographs
 - Working papers
- Publications in progress (above categories)
- Research Awards
 - Recognition in local, regional and national associations
 - Top papers
- Research Grants

3. Service

The Communication Studies Department recognizes service to the department, college and university, as well as professional and community service. We recognize that the level of service, particularly at the university level, depends on the candidate's current rank and his/her focus on scholarship appropriate to that rank. Examples of service include, but are not limited to, the following (presented in alphabetical order):

- Administrative service at departmental, school, college and university levels
- Awards and honors for service
- Community service
- Consulting service
- Editorial service

- Consulting editor/manuscript referee
 - Editorial review board member
 - Pre-publication/textbook reviewer
- Invited lectures
- Professional associations at local, state, regional, national and international levels
 - Elected officer
 - Member
 - Paper respondent
 - Paper reviewer
 - Program planner
- Professional, educational or community workshops
- Student services
 - Advising student organizations
 - Participation in student-sponsored programs and seminars
 - Sponsorship of student organizations
- University-related committee service at all levels

VI. Instructional Academic Staff Review

A. Annual Review

In Accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually. The Individual Development Plan (IDP) form will accompany the department's evaluation. IDP Form: <http://www.uwlax.edu/hr/IDP/IDP.General.Info.html>.

Academic staff teaching appointment and/or reappointment may be either part-time or full-time in nature. The number of academic staff positions is influenced by departmental deliberations, recommendations from the curriculum committee, and resources provided by the CLS Dean's office. The recommendation for staffing will be determined by the CST Personnel committee. These recommendations will be based on record of effective teaching, the evaluation process, and adherence to the expectations below.

Instructional Academic Staff Expectations

Academic staff will be reviewed yearly for consideration of reappointment. All academic staff are held to the same teaching expectations specified for faculty. Since academic staff do not have the full range of faculty responsibilities as tenure and tenure-track members, the evaluation of instructional academic staff is based primarily upon the quality of their classroom teaching. Although academic staff are welcome to pursue leadership in departmental service or service to the university at large, it is not an expectation of the department.

Academic Staff Evaluation

In accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually. The Individual Development Plan (IDP) checklist will accompany the department's evaluation. Candidates for reappointment are expected to meet minimum standards of classroom performance, including:

- Provides syllabi for all courses
- Reflects course content objectives from LX forms

- Reflects course content that mirrors a common syllabus (if applicable)
- Teaches course content that is current and relevant
- Meets class regularly
- Attends regularly scheduled office hours
- Cooperates with departmental assessment efforts
- Has a pattern of effective teaching as documented in yearly evaluation
- Has no written complaints by students concerning academic performance or nonacademic performance that the Personnel committee has identified as substantive

Process: Evaluations will be conducted by the Personnel committee. At least 20 working days prior to the portfolio due date, the department chair will notify by letter each academic staff member being reviewed. The letter will include portfolio expectations and suggested dates for peer review. The portfolios will be due by the first Friday of March. Completed portfolios will include a peer evaluation from one member of the Personnel committee using the Academic Staff Evaluation Rubric, Classroom Observation Form, and Observational Report (see Peer Evaluation Below). If an Instructional Academic Staff member desires a second evaluation, another observation can be requested prior to the portfolio due date. Once portfolios are complete, the Personnel committee will convene to discuss each portfolio.

Recommendations: The members of the Personnel committee will use the candidate's portfolio to prepare an evaluative letter signed by the committee. An evaluation less than "exceeds expectations" will include suggestions for improvement for the Instructional Academic Staff member. The letter and IDP checklist will be filed with human resources and used in consideration for future teaching assignments. The academic staff member is allowed to file a response within two weeks of receiving the letter if he or she so wishes. Academic staff teaching appointments will be influenced by yearly evaluations, with stronger portfolios and letters receiving teaching assignment priority. The department chair will meet with the Instructional Academic Staff member to discuss the Personnel committee evaluation and complete the IDP checklist. Recommendation letters will be due in the CLS Dean's office the last Friday of April.

Criteria: The criteria are based on classroom teaching. The portfolio should reflect individual's teaching style and decisions, making an argument for those decisions. All academic staff being evaluated will prepare a 1" 3-ring binder that contains the following sections:

1. Current Resume/Academic Vita
2. Teaching Philosophy
3. Self Evaluation
 - This evaluation should be at least two pages that include:
 - a. strengths as an instructor (methods, style, etc.)
 - b. limitations as an instructor (methods, style, etc.)
 - c. (includes areas where instructor recognizes s/he needs improvement)
 - d. consistency with LX or common syllabus
 - e. contributions to departmental goals
4. Peer Evaluation from a member of the Personnel committee
5. Instructor's Current Syllabi/syllabus
6. Course Supporting Material
 - Options include the following with any necessary explanation:
 - a. Exams, assignment criteria, handouts
 - b. Current sample student work from the course (tape, outline, etc.)
7. Student Evaluation of Instruction

- a. Numerical data
- b. Written data—all CST faculty members should be collecting written comments from students on the back of the SEI form

In accordance with departmental policy, SEIs are collected by someone OTHER THAN the instructor being evaluated

Peer Evaluation: The department requires a pre-peer evaluation meeting between the observer (one member of the Personnel committee) and the Instructional Academic Staff member being observed. Consistent with the CST faculty teaching observation by-laws for tenured and tenure-track faculty members, academic staff peer evaluation will include:

- Pre-observation meeting that includes a discussion of pedagogical practices, course delivery methods, objectives for the class period being observed, and any help or areas of focus the academic staff member is interested in suggesting.
- A classroom observation form to be completed during the classroom observation. This form will inform the observer as s/he writes the observational report.
- A 1-2 page observational report that includes the specifics of the observation (observed staff member, date, identification and brief description of course, and brief description of class period content), the activities of the Instructional Academic Staff member being observed (both content and delivery observations) and the strengths of and recommendations for the observed Instructional Academic Staff member.

B. Career Progression Procedures

Policies and procedure guiding career progression for IAS are available at <http://www.uwlax.edu/facultysenate/committees/ias/pages/CareerProgression.html>.

Instructional Academic Staff at UW-L have the opportunity to advance through their respective titles via Career Progression. The department chair will inform IAS of Career Progression opportunities during annual IDP meetings.

A. IAS Career Progression

IAS members in the Communication Studies department can request career progression via letter or email to the department chair by the last Friday in October. IAS members pursuing career progression must address the minimum requirements for IAS career progression as described in the Minimum Educational Preparation and Experience for Career Progression Eligibility (below).

B. Committee:

The IAS Personnel Committee consists of all tenured faculty members in Communication Studies with the exception of spouses or relational partners of IAS members.

C. Process:

1. The committee shall have at least one face-to-face meeting with the IAS member being reviewed. The candidate's career progression file will be available electronically to the committee at least seven days prior to the career progression meeting.
2. During the career progression review meeting, the IAS member will discuss oral and written material, student evaluations, and peer evaluations. The chair of the department will be assigned the task of writing the candidate's career progression recommendation.

D. Recommendation/Decision:

1. The members of the IAS Personnel Committee will use the candidate's submitted material to make a recommendation about career progression.
2. The committee shall formulate and record its reasons for recommendation or non-recommendation. The chair of the department will notify the candidate in writing of the decision regarding career progression.
3. If the IAS Personnel Committee approves the candidate, the department chair will transmit a department letter of recommendation to the Dean. The letter shall include the vote and the reasons for recommending the candidate.
4. If a candidate is not recommended for career progression at the departmental level, the IAS candidate is given written notification of the decision with reasons for the decision.
5. After receiving the notification, the IAS candidate will have 14 days to request reconsideration by the IAS Personnel Committee. The candidate will be allowed an opportunity to respond to the written reasons and to present additional evidence relevant to the decision.
6. Each IAS candidate will have the right to appeal the department's reconsideration decision to the Grievances, Appeals, and Academic Freedom Committee. Written notice of the reconsideration decision will be transmitted to the candidate and the Dean within seven (7) days.

E. Criteria:

To be considered for career progression to a higher rank, IAS must meet the minimum University criteria as stated in the Guide to Instructional Academic Staff (IAS) Career Progression and Portfolio Development at UW-La Crosse.

The same criteria used in the IAS Evaluation Policy will be used to evaluate effective teaching. The *Digital Measures* portfolio should contain the following sections:

1. Current Resume/Academic Vita
2. Teaching Philosophy
3. Self Evaluation
 - This evaluation should be at least two pages that include:
 - a. strengths as an instructor (methods, style, etc.)
 - b. limitations as an instructor (methods, style, etc.)
 - c. consistency with LX or common syllabus
 - d. contributions to departmental goals
4. Peer Evaluation from a member of the Personnel committee
5. Instructor's Current Syllabi/syllabus
6. Course Supporting Material
 - Options include the following with any necessary explanation:
 - a. Exams, assignment criteria, handouts
 - b. Current sample student work from the course
7. Student Evaluation of Instruction
 - a. Numerical data
 - b. Written data

Evidence of professional development/creative activity/scholarship and/or service will be evaluated based on the Minimum Educational Preparation and Experience for Career Progression Eligibility criteria and the service as described in the IAS member's IDP.

Excerpt from “A Guide to Instructional Academic Staff (IAS) Career Progression and Portfolio Development at UW-La Crosse”

<http://www.uwlax.edu/IASsenate/committees/IAS%20documents/IAS%20Career%20Progression%20&%20Portfolio%20Dev.htm>

Minimum Educational Preparation and Experience for Career Progression Eligibility:

LECTURER Effect of Career Progression on Position Title	CLINICAL Effect of Career Progression on Position Title	Minimum Higher Education Teaching Experience and Time in Title at UW-L	Documentation of Effective Teaching	Additional Accomplishments
Associate Lecturer to Lecturer	Clinical Instructor to Clinical Assistant Professor	<ul style="list-style-type: none"> 8 semesters teaching in higher education or other appropriate experience. At least 2 semesters of which must be teaching at UWL 	Demonstrated <i>strong</i> record of accomplishment in Teaching from: <ul style="list-style-type: none"> Self Assessment Peer Reviews Chair Evaluation SEI Scores Other Teaching Assessment, if applicable 	Evidence of professional development/creative activity/scholarship and/or service such as: <ul style="list-style-type: none"> Undergraduate Advising Assisting in Developing Lab Safety Protocol Lab Scheduling Curriculum Development Participating in Outreach Programs Attending Workshops In Service Training Committee Work Participating in Mentoring
Lecturer to Senior Lecturer	Clinical Assistant Professor To Clinical Associate Professor	<ul style="list-style-type: none"> 12 semesters teaching in higher education or other appropriate experience. At least 6 semesters of which must be teaching at UWL 	Demonstrated <i>sustained</i> record of accomplishment in Teaching from: <ul style="list-style-type: none"> Self Assessment Peer Reviews Chair Evaluation SEI Scores Other Teaching Assessment, if applicable 	<ol style="list-style-type: none"> Demonstrated sustained record of accomplishment in area of professional development/creative activity/scholarship and/or service, such as: <ul style="list-style-type: none"> Teaching- or Clinical-Related Research Clinical Practice Additional Accomplishments Activities from Above Grid Advanced degree and documented certification or license if required by the specific program or department.
Senior Lecturer To Distinguished Lecturer	Clinical Associate Professor To Clinical Professor	<ul style="list-style-type: none"> 20 semesters teaching in higher education or other appropriate experience. At least 10 semesters of which must be teaching at UWL 	Demonstrated sustained record of excellence in Teaching from: <ul style="list-style-type: none"> Self Assessment Peer Reviews Chair Evaluation SEI Scores Other Teaching Assessment, if applicable 	<ol style="list-style-type: none"> Recognition for significant contributions in service, research or clinical practice. May guide, train or supervise others. Terminal degree and documented certificate or license if required by the specific program or department.
	Clinical Professor To Distinguished Clinical Professor	<ul style="list-style-type: none"> 30 semesters teaching in higher education or other appropriate experience. At least 10 semesters of which must be teaching at UWL 	Demonstrated excellence above and beyond the level of Clinical Professor with regards to accomplishments in Teaching from: <ul style="list-style-type: none"> Self Assessment Peer Reviews Chair Evaluation SEI Scores Other Teaching Assessment, if applicable 	<ol style="list-style-type: none"> External recognition for significant contributions in service, research or clinical practice. Expected to guide, train or supervise others. Terminal degree and documented certification or license if required by the specific program or department.

VII. Non-Instructional Academic Staff Review

In Accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually. The Individual Development Plan (IDP) form will accompany the department's evaluation. IDP Form: <http://www.uwlax.edu/hr/IDP/IDP.General.Info.html>.

VIII. Governance

A. Department Chair

1. Election of the Department Chair

The election of department chairperson shall be conducted according to UW-L Faculty Bylaws.

1. All members of the department shall be eligible to serve as department chairperson provided they are:
 - a. Of the rank of assistant professor or above;
 - b. On staff at this university at least three full semesters;
 - c. Not on terminal contract or temporary appointment;
 - d. Tenured.
 - e. It is also strongly recommended that the chairperson be of associate professor or full professor rank prior to taking office.

2. Responsibilities and Rights of the Department Chair

The department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate By-Laws (revised 2006) <http://www.uwlax.edu/facultysenate> under the heading "IV. Responsibilities of Departments, Department Members and Department Chairpersons " and "V. The Selection of Department Chairpersons" and "VI. Remuneration of Department Chairpersons." in addition references to chair-related duties are stated throughout the Faculty Handbook http://www.uwlax.edu/HR/F_Handbook.htm.

Responsibilities of Department Chairperson: According to UW-L Faculty Bylaws, the department chairperson is generally responsible for ensuring that the department as a whole and individual faculty members are fulfilling their responsibilities to the university; in addition, the department chairperson is responsible for other specific duties noted below.

- A. The department chairperson is responsible for ensuring that the primary function of the department, to teach in its discipline(s), is being fulfilled.
- B. The department chairperson is responsible for ensuring that the department promotes scholarship and creative activities.
- C. The department chairperson is responsible for ensuring that the department promotes the continued professional growth and development of its members by encouraging their participation in sabbatical leaves, developmental leaves, conferences, professional workshops and other similar programs.
- D. The department chairperson is responsible for ensuring that the department utilizes the expertise and interest of its members to provide professional service.
- E. The department chairperson is responsible for ensuring that the department advises students and provides students opportunities to develop and grow outside the environs of the classroom.
- F. The department chairperson is responsible for ensuring that the department provides an internal governance structure in which the functions of the department can take place.
- G. The department chairperson is responsible for ensuring that the department makes appropriate personnel decisions.
- H. The department chairperson shall assume a prominent role in creating a professional environment conducive to high morale and productivity in the department.

- I. Specific department functions supervised or performed by the chairperson include:
1. Registration and scheduling
 - a. Developing semester and summer session class schedules in consultation with the faculty.
 - b. Monitoring registration and assessing the need to add or cancel classes.
 2. Curriculum
 - a. Implementing the authorized curriculum; initiating discussion of curricular issues; developing proposals for new or revised courses, special projects, grant proposals, curriculum changes; arranging for textbook selection; and participating in the presentation of departmental proposals before the appropriate committees.
 - b. Receiving and responding to concerns about curriculum and acting on substitution and waiver requests brought by students and others.
 3. Budget, Textbooks, Equipment and Facilities
 - a. Preparing the annual departmental budget for travel, services, supplies and equipment; ordering all budgeting items; and managing expenditures in accordance with the budget plan.
 - b. Making recommendations for textbook and library budgets and other budgets as requested.
 - c. Reporting textbook choices to the Textbook Rental Service in timely fashion.
 - d. Making assignments of offices, classrooms, and other work areas; obtaining other facilities when needed; and requesting maintenance for repairs for equipment, offices, classrooms and other work areas.
 4. Meetings and Committees
 - a. Establishing a schedule of department meetings and presiding at same.
 - b. Ensuring that departmental committees are meeting to fulfill their responsibilities.
 - c. Attending meetings of appropriate departmental, college, and university committees.
 - d. Designating or recommending department members to serve on committees as requested.
 - e. Arranging for representation and participation of the department at professional meetings and placement centers as appropriate.
 - f. Serving on committees as required.
 5. Personnel
 - a. Conveying to the appropriate administrative officer the personnel needs of the department for faculty and academic staff, graduate assistants, classified staff and student help.
 - b. Monitoring all departmental search and screen activities for compliance with UW-L Affirmative Action hiring procedures.
 - c. Describing and publicizing faculty and academic staff vacancies and corresponding with applicants and placement agencies; scheduling and participating in interviews; making recommendations to the appropriate administrative officer regarding hiring; and providing orientation for new members regarding departmental policies and procedures, departmental expectations for faculty and academic staff, and faculty and academic staff responsibilities.
 - d. Arranging for the required evaluations of faculty and academic staff; scheduling student evaluation of department members; monitoring department personnel committees with regard to conformance with UW System, UW-L and department

- procedures; and informing individual members of any recommendations regarding them.
- e. Arranging for the selection, hiring, training, overseeing, and evaluation of classified staff.
 - f. Recommending summer school appointments to the appropriate administrative officer within university, college and departmental guidelines.
 - g. Ensuring the continuation of classes during prolonged faculty absences.
6. Students
 - a. Receiving and responding to student questions, concerns, and complaints regarding courses, curriculum requirements, faculty and grades.
 - b. Coordinating advising activities for the department.
 7. Teaching a reduced load in the department in accordance with Bylaw VII.B. of UW-L Faculty Bylaws.
 8. Other responsibilities
 - a. Responding to inquiries from the university, the UW System, and external accrediting agencies regarding department programs.
 - b. Conferring, as needed, with other chairpersons in the university and with other departments of the same discipline in the system and area.
 - c. Corresponding with prospective students, teachers, and the general public on their inquiries.
- K. The selection of department chairperson shall be conducted according to UW-L Faculty Bylaws.
1. All members of the department shall be eligible to serve as department chairperson provided they are:
 - a. Of the rank of assistant professor or above;
 - b. On staff at this university at least three full semesters;
 - c. Not on terminal contract or temporary appointment;
 - d. Tenured.
 - e. It is also strongly recommended that the chairperson be of associate professor or full professor rank prior to taking office.
 2. The term of office shall be three years subject to removal for cause. The term shall start at the beginning of the first semester.
 3. A chairperson-elect shall receive at least a 50% teaching appointment during the summer semester preceding his or her taking office in order for the outgoing chairperson and chairperson-elect to conduct an effective transition of responsibilities.
 4. The department shall elect its chairperson using the procedures in the UW-L Faculty Bylaws.
 5. The department may remove the chairperson from office using the procedures in the UW-L Faculty Bylaws.
 6. The department may temporarily replace the chairperson using the procedures in the UW-L Faculty Bylaws.
 7. The department chairperson is to receive the standard fixed chairperson's stipend in the form of additional lump sum compensation during the academic year as stipulated in the UW-L Faculty Bylaws.
 8. The chairperson shall be evaluated annually by the department in accordance with current university policy applicable to faculty evaluation and merit pay as stipulated in the UW-L Faculty Bylaws.

9. The department chairperson is to be assigned a reduced teaching load appropriate to the department's size as stipulated in UW-L Faculty Bylaws.

B. Standing Departmental Committees

Curriculum Committee (MSP 10/7/05)

1. Membership: One member from each of the emphasis area committees, and one departmental voting member from the CST 110 Committee, as well as any member of the department with interest in curriculum. The department chair will serve as chair of this committee.
2. Duties and Responsibilities:
 - a. Review all aspects of department curriculum as appropriate.
 - b. Review and recommend all LX forms to be submitted for departmental approval.
 - c. Recommend new courses and courses for deletion from curriculum.
 - d. Coordinate course offerings from emphasis areas.
 - e. Serve as departmental representative for CST core in scheduling process.
 - f. Communicate curriculum changes to webmaster promptly.

Research Committee (MSP 10/18/02)

The responsibilities of the Undergraduate Research Committee are to provide departmental review of student and faculty Institutional Review Board Human Subject Protocols. The committee is composed of four academic faculty members from the Communication Studies Department. Any three of the four members may approve and sign Human Subject Protocols. The term of the Undergraduate Research Committee is indefinite.

Assessment Committee

1. Membership: One member from each of the emphasis area committees, and one member from the CST 110 Committee, as well as any member of the department with interest in assessment. The committee shall elect its chair annually. The department chair will meet with the committee in an advisory capacity.
2. Duties and Responsibilities:
 - a. Research and share information on methods of course and program assessment
 - b. Propose adoption of new methods of program assessment to the department.
 - c. Assist emphasis area committees and individual faculty with course assessment.
 - d. Conduct program assessment, including CST 391, exit interviews of graduating seniors, alumni surveys, etc.
 - e. Report any new program assessment data to the department at the beginning of each semester.
 - f. Maintain records of course and program assessment methods used, data collected, and changes made on the basis of that data.
 - g. Produce reports on the department's assessment efforts when these are requested by the administration.
 - h. Present these reports to the Executive Committee for review and to the department as a whole for approval prior to their submission to the administration.
 - i. Review the department's Student Evaluation of Instruction instrument on a regular basis, and revise it if needed.

Gifts, Grants, and Scholarship Committee

1. Membership: One member from each of the emphasis area committees, and one member from the CST 110 Committee, as well as any member of the department with interest in fund raising. The committee shall elect its chair annually. The department chair will meet with the committee in an advisory capacity.
2. Duties and Responsibilities:
 - a. Research, maintain records, and share information on possible sources of gifts, grants, and scholarship funds for the department.
 - b. Pursue gift funding on behalf of the department for scholarships and other department activities.
 - c. Assist individual faculty and groups of faculty in pursuit of grant funding.
 - d. Prepare requests for special funding from the college, university, and UW System when such funds are made available, including but not limited to the following:
 - (1) Laboratory modernization
 - (2) Classroom equipment/furnishings
 - (3) Instructional technology
 - e. Present requests for special funding to the Executive Committee for review and to the department as a whole for approval prior to their submission to the administration.
 - f. Annually review applicants for department scholarships and propose slates of recipients and alternates to the department for departmental approval.

Executive Committee

1. Membership: The Department Chair, the Directors of each of the four emphasis areas, and the Director of CST 110. The Department Chair will chair this committee.
2. Duties and Responsibilities:
 - a. Draft proposals for changes in departmental bylaws, policies, and procedures, and forward these proposals to the department as a whole for its consideration.
 - b. Review student proposals for CST 399 projects that have been forwarded from the four emphasis area committees, consider recommendations from the emphasis area committees, and then vote on whether or not to give each proposal final departmental approval.
 - c. Review requests by students for course substitutions in the major for core courses or free elective courses, and then vote on whether or not to give each request final departmental approval.
 - d. Advise and assist the department chair as needed.

D. Additional departmental policies

Sickleave. Department members will account for sickleave in adherence to the most current UW System guidelines: <http://www.uwsa.edu/hr/benefits/leave/sick.htm>. Vacation. For unclassified staff, 12-month employees garner vacation time, 9-month employees do not.

VIII. Governance

IX. Search and Screen Procedures

The department will follow hiring procedures prescribed by the University's Office of Human Resources (HR) in conjunction with AAOD and UW System and WI state regulations.

A. Tenure-track faculty

The approved UW-L tenure track faculty recruitment and hiring policy and procedures are found at http://www.uwlax.edu/hr/recruit/Faculty_Recruitment/Faculty.Recruitment.Hiring.Guidelines.pdf. Additionally, UW-L's spousal/partner hiring policy can be found at <http://www.uwlax.edu/hr/unclasspp.html#spouse.partner.employment>.

A. Committee Organization

1. The Committee shall elect a Chair in order to carry on the appropriate functions of the Committee; a Vice Chair shall be elected in the event the Chair is unable to be present.
2. The Committee shall elect a Secretary who will be responsible for posting of meetings through the Campus Connection, and taking summary minutes of meetings.
3. For the conduct of all Committee business, a quorum is defined as two-thirds of the committee members. There shall be no votes cast in a Committee meeting in absentia or by proxy. A minimum of two-thirds affirmative votes cast by the Committee is required for adoption of amended procedures. The Chair is a voting member of the committee.
4. All voting shall be done by show of hands unless a roll-call vote is requested by any member of the committee. Records of all votes shall be maintained. For roll-call votes, the votes of each member shall be ascertained and recorded.
5. All members of the Committee agree, by virtue of accepting their appointment to the committee, to regard all deliberations of the committee and the names of nominees and candidates as confidential. Public statements are to be made only by the chair, and all questions relating to the business or progress of the committee are to be referred to the Chair for reply.
6. Items of business shall be placed on the agenda at the request of any member.
7. Meetings will be conducted in accordance to open meeting laws as appropriate. More information can be obtained at Human Resources Office.

B. Committee Record

1. All materials concerning individual nominees/applicants shall be confidential. Materials on nominees/applicants shall be kept in a locked room and file in the custody of the Chair and made available to committee members upon arrangements with the Chair.
2. The secured room shall be used by committee members for the review of materials concerning nominees/applicants. Committee members shall not remove any materials from this area. A private file for each Committee member's personal notes shall be maintained in the locked file with the nominee/applicant files.
3. A record of the approved minutes of all meetings will be kept on file by the Secretary.
4. The Chair shall bring lists of nominees, applicants and candidates, evaluation sheets, and other documents needed for Committee closed meetings and shall collect them again at adjournment.
5. The Affirmative Action Officer shall compile information on affirmative action, and summary data on sex, ethnic background, and geographic distribution of all nominees/applicants. (Sometimes a reference letter will indicate the ethnicity of a candidate when an EEO has not been returned.) This information shall be maintained on file until the search and screen process has ended, then recorded and retained appropriately.

C. Search Procedures

1. Nominations and applications will be sought by placing ads in publications listed on the Recruitment Efforts Plan (Form L-1747) submitted to the UW-La Crosse Affirmative Action Office.
2. Letters will be written to other contacts listed on the Recruitment Efforts Plan (Form L-1747) submitted to the UW-La Crosse Affirmative Action office.
3. All nominations and applications must be in writing.
4. Committee members shall not be considered for the position.
5. When nominations are received, they shall be given to the Chair, who will send out a letter to the nominee to determine interest and request application materials be sent.
6. All letters of interest and requested application materials received shall be given to the Chair, who will acknowledge them using the criteria indicated and sample letters in the Unclassified Recruitment Reference Manual.

D. Initial Screening

1. All screening will take place after the criteria have been established.
2. An updated list of applicants shall be maintained by the Chair. The list shall indicate which applicants have withdrawn.
3. Each committee member who is a faculty member in the Communication Studies Department shall review all of the completed applications. Committee members from other departments and/or student members may choose only to review completed applications remaining after this initial screening.
4. The Committee shall use the previously determined criteria to develop a pool of candidates from the applicants.
5. The Secretary, in compliance with open meetings rule, will post all meetings—noting if any meeting will go into closed session and open session.
6. At evaluation meetings, the meeting may be closed by majority vote of those in attendance (taken by roll call) for the purpose of discussing individual candidates. The Chair or presiding officer will announce they will entertain a motion **“to convene in closed session to consider personal history information about applicants for the position of as provided in section 199.85 (1)(f) of Wisconsin Statutes”**. The usual order of business in evaluating applicants will be to consider, in order received, those applicants who have not been previously evaluated. Using a system of rotation, the Chair shall assign to committee members responsibility to introduce discussion of applicants; all Committee members may participate in subsequent discussions of an applicant.
7. After completing business in closed session, the committee may not thereafter reconvene in open session within 12 hours after completion of the closed session, unless public notice of the subsequent open session was included in the original meeting notice.
8. Following initial discussion of the applicant’s qualifications in terms of the stated criteria, Committee members shall vote to assign each applicant to one of the following categories: (1) Retain for detailed evaluation (the Chair will seek further information from the applicant). (2) Remove from further consideration. If the majority of those in attendance vote to assign an applicant to category (1), the individual is advanced to candidate status. Those not becoming candidates shall be notified in writing at the appropriate time and thanked for their interest.

E. Semi-Final Screening (MSP 9/12/03)

1. Telephone reference checks shall be made on each of the semi-finalists. These contacts shall be made by a team of committee members assigned by the Chair. A standard set of questions will be used. A record of the interview will be maintained from each call.
2. The teams shall share the information obtained from the reference checks with the Committee. The Chair or designee may seek further information about each semi-finalist as needed, while respecting the semi-finalist's need for confidentiality.
3. The Committee shall vote on the semi-finalists, one at a time, to select which will be invited for a personal interview. At least a two-thirds affirmative vote of those in attendance is required to move semi-finalists to the final screening process.

F. Final Screening

1. The process of the final screening shall include personal interviews with those finalists selected as described in Section F, to be conducted with legal and equal questions across the candidates, as indicated in the reference materials found in the Unclassified Recruitment Reference Manual.
2. After gathering information, interviewing, etc., Committee members shall vote on the finalists, one at a time. At least a two-thirds affirmative vote of the Committee is required to move the finalist to the recommendation to hire.

G. Recommendation to Hire

1. The Committee, with consultation with AAO and HR, shall deliver the recommendation, with supporting information, to the Dean/Division Officer, who will use form L-1347, following established procedures and forward to HR (refer to the Unclassified Recruitment Reference Manual Staffing Process for complete details).
2. After selection has been assured, the Chair will notify all candidates, semi-finalists and finalists not selected in writing.
3. The Chair will prepare final committee materials and is responsible for the archiving or other disposition of committee records in consultation with HR.
4. The work of this Committee shall reflect the fact that the University of Wisconsin System is an equal opportunity affirmative action employer.

B. Instructional Academic Staff

Hiring policy and procedures are found at <http://www.uwlax.edu/hr/fac.recruit.html>.

C. Contingency Workforce (Pool Search)

Hiring policy and procedures are found at <http://www.uwlax.edu/hr/instr.acst.POOL.search.htm>

D. Academic Staff (if applicable)

Hiring policy and procedures are found at <http://www.uwlax.edu/hr/acst.recruit.html>.

X. Student Rights and Obligations

A. Complaint, Grievance, and Appeal Procedures

A. Student Evaluation of Instruction

In each of the group instruction courses offered by the Communication Studies Department, students will have the opportunity to evaluate their instructors. Usually this evaluation will take place during the last weeks of a semester when the Student Evaluation of Instruction instrument is distributed to the class.

B. Appeal of Grades and Grade Changes

Students who believe that the grade they received for a course does not reflect their performance in that course may appeal the disputed grade. This appeal must take place before the end of the semester immediately following the semester in which the grade was recorded. The student should first discuss this difference with the instructor. If a student-instructor meeting is not possible, or if such a meeting does not result in a resolution of the difference, the student should contact the department chair. After meeting with the student, the chair will discuss the student concern with the instructor, if possible. Following these meetings, the chair will make a recommendation to the instructor regarding the grade change. After the chair's recommendation and the instructor's response, a student may file a written appeal for a grade change with the department chair. Upon written request, the chair will form an *ad hoc* committee consisting of three department members (not including the chair or the instructor) to review the appeal. This committee may request additional information from the student and the instructor before forming and forwarding its final decision to the student and the instructor.

C. Incomplete Grades

A student may request an incomplete grade in such situations as outlined in the university catalog. The student and instructor must sign an agreement indicating how the incomplete can be made up. Forms are available in the department office.

D. Student Non-academic Complaints and Grievances

Students may initiate and resolve complaints regarding faculty/staff behavior. Such complaints can be reported either orally or in writing to the department chair within 90 days of the last occurrence. Complaints about the department chair should be reported to the dean of the college within 90 days of the last occurrence. The hearing procedures for these non-academic concerns are detailed in the UW-La Crosse student handbook, the Eagle Eye.

B. Expectations, Responsibilities, and Academic Misconduct

Academic and nonacademic misconduct policy referenced:

<http://www.uwlax.edu/StudentLife/uws14.html>; <http://www.uwlax.edu/StudentLife/uws17.html>.

XI. Other

Supplemental Teaching Policy

Supplemental teaching includes summer sessions and J-term. Each faculty member eligible for supplemental teaching will only be allowed to teach one section per academic year, with the exception of the Chair of the department.

Request to Teach

During the first week of the academic year, the personnel committee will ask departmental members to make a written request for supplemental teaching. The request should include course title, supplemental term, dates, and time of course. Upon receipt of all requests, the personnel committee will meet to determine all course offerings during J-term and summer sessions.

Allocations

The department will allocate one J-term and one summer session for the Chair of the department.

Course offerings will first be reserved for tenured and tenure-track faculty based on years of continuous employment. If a faculty member selects a J-term course offering, he/she is not eligible to teach a summer course teaching opportunities.

If any classes remain available, academic staff will be offered the course based on years of continuous employment. If all eligible department members have declined to teach a section, a second section may be allocated to tenured and tenure-track faculty based on years of employment with order determined by seniority.

Course Offerings

Names of instructors will be included on courses offered with the exception of CST 110. With the exception of CST 110, no course offerings shall be repeated in a given supplemental term. If a faculty member's course does not make, that person has the option of taking a CST 110 course based on seniority.

In order to eliminate competition, CST 110 courses will be offered using "staff" as the instructor. Once one section of CST 110 fills, another section of CST 110 will open. This process will continue until no other sections of CST 110 are needed.

Retirement Preference

Tenured faculty members who have declared retirement will have preference in the supplemental teaching policy in the three years prior to their retirement. If a faculty member who declares retirement does not retire in that three year period, the years of preference end after the third year.

CST 491 Exception

Teaching a Special Topics course (CST 491) is an exception to the priority standards of the supplemental teaching policy. Since Special Topics courses require departmental approval, faculty who propose these courses in a supplemental session will be allocated the course, regardless of priority. However, that faculty member will still only be allowed to teach one section of supplemental teaching.

XII. DEPARTMENTAL POLICIES

A. Internship Director (MSP 10/04/02)

The responsibilities of the Internship Director include: signing Career Services Internship Approval Forms on behalf of the CST Department; reviewing internship applications to verify internship candidates have met departmental requirements, providing information to prospective internship candidates about Career Services and departmental internship processes; serving as a clearinghouse for departmental internship information; maintaining the departmental internship bullet board; serving as a liaison with Career Services for all internship issues and information; and promoting Communication Studies internships within and outside the department. The term of the Internship Director is indeterminate. The position may be filled by a tenured or tenure-track departmental faculty member.

B. Internship Instructions

The Communication Studies Department encourages students to include an internship as part of their academic experience. Many employers consider an internship to be one of the most important parts of a student's pre-employment preparation. Students typically complete internships near the end of their academic career to draw on the widest possible range of coursework in completing the internship. It is never too early, however, to begin thinking about and planning for an internship.

For more CST internship information, contact CST Internship Director, Dr. Scott Dickmeyer, 311 Center for the Arts, 785-8364, dickmeyer.scot@uwlax.edu.

To apply for and complete a CST internship, you will need:

- An internship site approved by Career Services
 - A CST faculty member who agrees to be your internship supervisor
 - CST department approval
1. Career Services Approval
 - a. ALL INTERNSHIPS MUST BE FILED WITH THE CAREER SERVICES OFFICE.
 - b. Identify an internship site at which you are interested in working. You may use the Career Services files to find an appropriate internship that has already been approved by Career Services, **OR** you may work with a business or organization to develop a new internship. In either case, a person who works with the business or organization must agree to be your on-site internship supervisor.
 - c. Career Services files contain detailed descriptions of job responsibilities for established internships. These may be used as they are, or you may work with the on-site internship supervisor to modify the job descriptions to suit your available time and desired credit load. Some internships are very competitive, and you will need to apply in the same way that you would apply for a job, but submitting a resumé and going through a selection process with an interview.
 - d. If you develop a new internship, you will work with your on-site internship supervisor to create a detailed description of the job responsibilities for this internship and complete the Position Description Form (provided by Career Services).
 2. Faculty Supervisor
 - a. Identify an appropriate faculty supervisor who will agree to be the instructor of record for the internship. Your faculty supervisor should be a member of the faculty who is familiar with the type of work you are doing in your internship.
 - b. Faculty members have limited time and cannot supervise large numbers of internships. They may be unwilling or unable to supervise you if they have prior commitments. Therefore, you need to discuss your plans to set up an internship with the faculty supervisor early in this process. Many faculty members are not available during the summer, so make summer plans early!
 3. CST Department Approval
 - a. When you have filed your internship with Career Services and identified an appropriate faculty sponsor, submit the following materials to the CST Internship Director for review and approval:
 - A brief business letter (*use a professional business letter format*) addressed to your faculty supervisor and the CST Internship Director asking for approval of

your internship. This letter should identify the internship site, the on-site supervisor, the faculty supervisor, the number of credits you wish to earn, the number of hours per week that you plan to work, and the dates on which you will start and end the internship. If you have not met any of the CST Department prerequisites for an internship, explain the reasons why they should be waived (discuss this with your faculty supervisor and/or the CST Internship Director before writing your letter). Any unusual circumstances concerning the internship should be explained in this letter as well.

- A current copy of your SNAP form.
 - A 1-2 page essay in which you explain why you believe your proposed internship deserves academic credit. Explain in the essay how the work you will be doing in your internship fits into your academic program of study.
 - A detailed description of the responsibilities of your position (this can be the position description filed with Career Services).
 - The Career Services Internship approval Form, filled out with requested information, with needed signatures from you, your on-site internship supervisor, and your faculty supervisor.
- b. Internships are typically given credit on a 40 hours of work per credit basis. Thus, 120 hours of internship work, about 8-10 hours per week in a semester, is required for 3 internship credits.
- c. When your internship has been approved, the CST Department Internship Director will sign your Career Services Internship Approval Form and provide you with an override form. Get the override form signed by your faculty supervisor. Return both the Internship Approval Form and the override form to the Career Services Office where you will be registered into the course. (You do not need to take the override form to the registrar.)
- d. There are no departmental deadlines for internship approval. Be aware, however, that many organizations select their interns well before the beginning of the academic semester of the internship. All internship candidates are strongly encouraged to submit their internship proposal on or before the last week of the semester before the internship. Visit Career Services early to begin your internship search.

4. Begin your internship search at least one semester before the semester in which you plan to do the internship!!

C. CST Department Equipment Use Policy (MSP 10/6/98)

Due to limited equipment resources in the CST Department, use of department equipment is prioritized as follows.

- **FIRST PRIORITY:** use of equipment by students enrolled in department courses who are using the equipment for course assignments, course projects, and related course activities.
- **SECOND PRIORITY:** use of equipment by CST Department faculty for faculty research and development projects.

- **THIRD PRIORITY:** use of equipment by students involved in extra-curricular activities sponsored by the CST Department. Students using equipment must have the permission of the supervising faculty advisor for the activity. They must be able

to demonstrate their proficiency and expertise in the operation of the equipment. Due to the limited equipment resources, equipment may only be used for short-term projects. Use of equipment for projects that exceed one semester in length must be reviewed by the CST Department Executive committee: faculty advisors have the responsibility to bring these lengthy projects to the attention of the Executive Committee.

- **FOURTH PRIORITY:** non-departmental use by individuals, academic units, or organizations outside the CST Department. Applications for use must be submitted to the CST Department Executive committee. The CST Department may choose to charge a fee for equipment use to defray depreciation of equipment. Use of equipment for projects that exceed one semester in length must be reviewed by the CST Department Executive committee.

D. Writing in the Major (MSP 10/4/02)

1. The purpose of the Writing-in-the Major Program (WIMP) is three fold: first, to raise students' awareness that effective writing is an essential requirement of communication intensive careers; second, to motivate students to take ownership of and pride in their writing; finally, to provide opportunities to develop writing proficiency. To accomplish these goals, the Communication Studies faculty has identified ten writing competencies the program is designed to improve. Those ten are: Mechanics, Organization, Reaction, Observation, Analysis, Application, Research, Argument, Criticism, and Synthesis.
2. The program includes two assumptions. First, each writing assignment within the department's curricula will include practice in developing one or more of these competencies. Second, improvement in them will occur developmentally over time in each of the department's four emphases.
3. In order to facilitate expected student improvement, the program defines each of the competencies and provides examples of typical student responses. Furthermore, it provides sample feedback designed to indicate to the student the level of proficiency he/she has attained to providing examples of unsatisfactory writing, underdeveloped writing, proficient writing and exemplary writing. The program is designed to produce proficient student writers at the time of graduation.
4. A major benefit of the program is to achieve consistency among the department's coursework. As faculty share criteria in evaluating assignments, students will have a clearer understanding of class expectations and see a constancy as they continue through the department's curricula. That constancy will enhance both the teaching and learning that are at the core of the Communication Studies Department. (See WIMP Handbook)

E. Grade Distribution Policy (MSP 2/15/02)

1. Every semester, each instructional faculty member will receive a summary of his/her grade distribution from the preceding semester as well as a summary of the departmental grade distribution. The grade distributions will be distributed no later than the date on which Student Evaluation of Instruction scores are distributed.
2. The summary shall include the following:
 - The faculty member's overall GPA and distribution of grades.
 - The GPA and distribution of grades for each class taught.

- The GPA and distribution of grades for all CST courses.
 - The GPA and distribution of grades for all CST courses minus CST 110.
 - The GPA and distribution of grades for any course taught by the instructor that was also taught by other instructors.
3. GPA and grade distribution data shall be considered confidential and receive the same treatment as SEI data.

F. Admission in CST Program (MSP 11/16/01)

To declare a CST major, students must fulfill the following admission requirements: completion of a minimum of 45 semester credits with a cumulative GPA of 2.50, including courses taken at other institutions; completion of CST 110, ENG110 and CST 190 (or equivalent courses transferred from other institutions) with grades of at least B (not B/C). Students receiving a D or F in these courses on first attempt at UW-L may retake them to achieve the B grade. Students receiving less than a B in CST 110 at UW-L may obtain admission to the program by receiving a B or better in CST 210. Students receiving less than a B in ENG 110 may obtain admission to the program by receiving a B or better in any 300 level ENG writing course.

Students who have fulfilled these requirements must see the CST department chair or a CST faculty adviser to obtain approval to declare the major. A current transcript or SNAP form must be submitted to document fulfillment of admission requirements. The approval form then must be submitted to the Office of the Dean of the College of Liberal Studies.

Students choosing to declare a communication studies major, but not yet meeting the requirements, may declare a pre-CST major. Declaring a pre-CST major will identify the student's interest to the communication studies department and insure assignment of a communication studies adviser.

To appeal admission requirements, students must submit the following materials to the CST department chair no later than midterm of the semester in which they want to be considered for admission to the program: a persuasive letter requesting waiver of the specific admission requirement(s) not met, a copy of the student's current transcript or SNAP form; and a resume documenting experiences and/or qualifications that justify admission to the program in spite of deficiencies in admission requirements.

CST majors may choose any minor offered by the CST department that does not duplicate the emphasis they have selected for their CST major. Courses counted toward the 39-credit major, while they may fulfill requirements for that minor, may not be counted in the minor. An additional elective course or courses in the minor must be taken to complete the 24 credits required in that minor. Students who combine a CST major with a minor also offered by the CST department must complete 60 credits of courses in CST programs.

