

## Bylaws of the Department of Psychology

**NOTE:** These bylaws follow the University of Wisconsin-La Crosse template and include the required language. Prior to making changes in any area of these bylaws, the department should consult the template and the required language by going to: <http://www.uwlax.edu/provost/administration/by-laws.html>.

### I. The Psychology Department

- A. The Psychology Department is an instructional unit within the College of Liberal Studies at the University of Wisconsin-La Crosse (UWL).

*NOTE: URLs in these bylaws are provided for convenience and should be reviewed regularly for accuracy.*

- B. The Bylaws in this document were adopted by the members of the Department of Psychology in accordance with the University of Wisconsin System (UWS) and University of Wisconsin-La Crosse (UWL) Faculty and Academic Staff Personnel Rules.

- C. Adoption Date

These bylaws were last updated and adopted on May 14, 2009 at a regularly scheduled department meeting.

### II. Organization and Operation

**A. 1. Department members are governed by six interdependent sets of regulations.**

- Federal and State laws and regulations;
- UW System policies and rules;
- UWL policies and rules
- College policies and rules
- Shared governance bylaws and policies for faculty and academic staff; and
- Departmental bylaws

**A. 2. Preamble and History.**

The principle functions of the Psychology Department include teaching, research and service within the discipline of psychology and the related administration of the undergraduate major, several minors, service courses, and graduate programs in School Psychology and Student Affairs Administration in Higher Education (SAA). The development of Psychology at UW-La Crosse parallels the growth of the University. Beginning with the normal school and continuing through the teacher's college era, the primary purpose of UW-La Crosse was that of training teachers and Psychology was taught as a service course for the various teacher education programs. The Psychology Department was established as a separate unit in the Division of Arts, Letters & Sciences in 1958. In 1964, the same year state university status was achieved, the psychology major was approved. Graduate programs in Special Education and School Psychology were approved in 1967 and 1969 respectively. Subsequent curricular development has included revision of the psychology major and the development of minors and service courses for other majors and programs in all four colleges. In 1990 the graduate program in Special Education was moved to the College of Education. In 1994 the College of Arts, Letters & Sciences was abolished and two new colleges were created. The Psychology Department became a unit of the new College of Liberal Studies (CLS). In 2004, the graduate program in School Psychology awarded its first Ed.S. degree. Since 2005, the Psychology Department has been the academic home for the Child and Youth Care Emphasis and the Gerontology program (through continuing education). Finally, in 2005, the graduate program in College Student Development and Administration became affiliated with the Psychology Department and in 2007 changed its name to Student Affairs Administration in Higher Education (SAA).

54 **A. 3. Mission.**

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56 The primary mission of the Psychology Department is to meet the educational, professional,  
57 vocational and personal needs of a wide variety of undergraduate students seeking a general,  
58 liberal arts education and the educational, vocational, and personal needs of the graduate students  
59 seeking to become professional practitioners in the field of School Psychology and professionals in  
60 Student Affairs Administration. The Department endeavors to meet the needs of undergraduate  
61 students by offering a wide spectrum of psychology courses to various groups of students  
62 throughout the university and the needs of the graduate students by offering appropriate select  
63 courses that allow them to develop the necessary knowledge and skills required for their  
64 respective professional roles. The department's broad/integrated undergraduate curriculum  
65 provides the foundation for the more specific educational needs of graduate students. Moreover,  
66 the purpose of the department is to create a climate that stimulates learning, thinking, research  
67 and creative activity for students, faculty and the community.

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69 **B. Meeting Guidelines.**

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71 **1. Meetings.**

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73 a. *Protocol.*

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75 Department meetings will be run according to the most recent edition of Robert's Rules of  
76 Order (<http://www.robertsrules.com/>) and WI state opening meeting laws (summary found in  
77 Appendix A) or go to [http://www.doj.state.wi.us/AWP/2007OMCG-](http://www.doj.state.wi.us/AWP/2007OMCG-PRO/2007_OML_Compliance_Guide.pdf)  
78 [PRO/2007\\_OML\\_Compliance\\_Guide.pdf](http://www.doj.state.wi.us/AWP/2007OMCG-PRO/2007_OML_Compliance_Guide.pdf) ).

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80 The Chair shall convene the first department meeting at the beginning of each academic year  
81 and the Executive Committee members shall determine times and days for succeeding  
82 meetings. The Chair and/or Executive Committee may add or delete meetings according to  
83 the press of business. An individual faculty member wishing to call a departmental or  
84 personnel meeting must do so via the Chair or the Executive Committee. During the Summer  
85 Session, or when the University is not in session, meetings shall be called at the discretion of  
86 the Chair. Chairs of committees, subcommittees, and ad hoc committees shall decide the  
87 dates for their meetings.

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89 b. *Notification of meetings.*

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91 Chairs of committees, subcommittees, and ad hoc committees whose recommendations will  
92 be considered by the entire department must announce their meetings to all members of the  
93 department in a timely fashion. Minutes of committee meetings will be recorded and made  
94 available to the Chair of the department or other department members, upon request as  
95 appropriate.

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97 c. *Open Meetings Rule.*

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99 Departmental decisions shall be made by voting in accordance with the Wisconsin Open  
100 Meeting Law that includes the provision for posting the meeting date, time, place and agenda  
101 at least 24 hours in advance of the meeting. When the department moves to close a meeting,  
102 they must do so by citing the proper statute (Section 19.85 in the Wisconsin Statutes).

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104 **2. Recording of Minutes.**

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106 Minutes will be recorded by a voting member or the departmental ADA and distributed in a timely  
107 fashion to department members. Copies of the minutes of department meetings and committee  
108 meetings shall be in a secure location by the department. Minutes from closed meetings will be  
109 taken by the Department Chair and written within one week of the proceedings. They will be  
110 available by request.  
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**C. Definitions of Membership & Voting Procedures.**

In general, the department functions as a committee-of-the-whole, headed by an elected department chair. Specific administrative and other responsibilities are delegated by the chair and/or department members to certain committees and coordinators as described in articles VIII.B.1-4 and VIII.C.1-10 described below.

**1. Membership.**

Members of the department are defined as instructional academic staff members with a 50% contract, non-instructional academic staff members with 100% appointments, all ranked (tenure-track or tenured) faculty (including those on leave or sabbatical who are in attendance), and the program director for SAA( if not included in one of the above categories) for the purpose of conducting business at any regular meeting.

**2. Voting.**

- a. Unless specifically indicated otherwise, a simple majority of those voting carries the vote (50% + 1). Voting occurs with a voice vote or a hand vote and any member can call for a roll call vote. Proxy voting is not allowed. Members who join by teleconference and have heard all the deliberation are eligible to vote “Robert’s Rules indicates that abstentions do not affect the voting outcome (they are non-votes).” Paper balloting will be allowed upon request by any voting member of the department. Paper ballots must be signed and kept securely for seven (7) years.

Late or non-received ballots, a non-response to a vote, or improperly marked ballots shall be treated the same as a non-vote and will not be counted in determining the vote. In addition, abstentions and blank votes are treated as non-votes and are ignored. (For example, if 20 ballots were cast with 2 voting yes, 1 voting no, and 17 abstaining, the motion would pass). Abstention votes in retention, promotion, or tenure matters are discouraged except when a conflict of interest exists or the voter has no or little knowledge of the person being considered.

- b. All members of the Psychology Department with the rank of Associate Lecturer or above shall have equal voting privileges.

- c. Voting can be conducted by email.  
Voting by email will be allowable under the following conditions: 1. the action item is not related to ranked faculty personnel decisions; 2. A department meeting is not feasible within the time needed for a decision (e.g., outside of a regular academic session). Process: A motion can come from any voting department member. A second is needed. A call for the final vote cannot occur until 48 weekday hours from the last discussion email and 48 hours will be allowed for voting. A quorum of voting members must reply for the vote to carry. Results from an email vote will be reported in the minutes of the next official department meeting.

**D. Quorum.**

A quorum for the purpose of conducting business at any department meeting shall be a simple majority of the persons eligible to vote. For personnel meetings a quorum is achieved with 2/3 of those eligible to vote.

**E. Changing Bylaws.**

The Bylaws in this document were adopted by the members of the Department of Psychology in accordance with the University of Wisconsin System (UWS) and University of Wisconsin-La Crosse (UWL) Faculty and Academic Staff Personnel Rules.

### 1. **Amendments to Bylaws.**

These bylaws may be amended according to the following procedures:

- a. Any proposed amendment(s) shall be presented and distributed in writing at a department meeting and voted on at the next subsequent meeting.
- b. A two-thirds majority of the current department membership present and eligible to vote on bylaws is required to amend the bylaws.
- c. Policies pertaining to personnel issues, which are the responsibility of the ranked-faculty, or of the tenured faculty as outlined above and may be changed only by the voting of the appropriately responsible group.
- d. Second readings can be waived for bylaws that do not pertain to personnel decisions.
- e. Amendments to these bylaws shall become effective five days following their adoption.

## III. **Faculty/Staff Responsibilities**

### A. **Faculty.**

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

The faculty has the responsibility of carrying out the responsibilities of the department through their contributions in the areas of teaching, scholarship, and service. The primary functions of the Psychology Department are to teach courses in its discipline, to provide graduate level training in school psychology and student affairs administration, and service a variety of general education and programmatic needs. In addition, the Department's most fundamental responsibilities include:

- promoting scholarship and creative activities,
- promoting 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,
- utilizing the expertise and interest of its members to provide professional service,
- advising students on academic program requirements and presenting the array of available career opportunities,
- providing an internal governance structure in which the functions of the department can take place, and
- making personnel decisions.

### B. **Instructional Academic Staff (IAS) 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. Starting with contracts for 2008-2009, 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>).

224 Full-time instructional academic staff engaged in undergraduate instruction typically have a *teaching*  
225 *load* of 12 contact hours of group instruction per week. Full-time instructional academic staff engaged  
226 in graduate instruction typically have a *teaching load* of 9 contact hours of group instruction per  
227 week. The *total workload* for a full-time equivalency shall not exceed 15/16 contact hours (e.g., 12  
228 contact hours *teaching load* plus up to 3 contact hours *additional workload equivalency*). A *total*  
229 *workload* that exceeds the 15/16 contact hour maximum will constitute an overload for payroll  
230 purposes.

231 Half-time instructional academic staff engaged in undergraduate instruction typically have a *teaching*  
232 *load* of 6 contact hours of group instruction per week. The *total workload* for a half-time equivalency  
233 shall not exceed 8 contact hours (e.g., 6 contact hours *teaching load* plus up to 2 contact hours  
234 *additional workload equivalency*). To fulfill the responsibilities of individual units and the mission of  
235 this institution, variations will occur in the composition of individual, departmental and college  
236 workloads. Composition of workload varies among individual IAS members and departments,  
237 depending upon the number of students in classes, number and nature of course preparations  
238 required, the nature of instructional patterns (e.g., lecture, discussion, laboratory, clinical and/or field  
239 activity), the nature of the students (lower division, upper division, or graduate), the extent of other  
240 assigned responsibilities in non-instructional duties (e.g., program direction, lab preparation and/or  
241 coordination), scholarly activities, and/or service activities (such as committee assignments, academic  
242 advisement, or assistance with student activities and organizations, public service, community service  
243 and professional service).

244 **1. Additional policies for Psychology IAS.**

245 In addition to the institutional policies stated above, the following policies pertain to IAS  
246 members in Psychology. Scholarly activity and/or service activity (beyond any duties specified  
247 in the contract) is not expected of individual IAS members, but is supported and encouraged for  
248 advancement of the individual and the institution. Summative evaluation of instructional  
249 academic staff is based primarily upon the quality of their teaching record. All new IAS will be  
250 provided with a formative mid-semester evaluation of each course.  
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253 **III. C. Non-Instructional Academic Staff Responsibilities and Expectations.**

254 These are defined by specific job descriptions and contracts.  
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257 **D. Student Evaluation of Instruction (SEI).**

258 The department will follow the UWL SEI policy and procedure available off the Faculty Senate webpage  
259 <http://www.uwlax.edu/facultysenate/>. All individuals teaching courses in psychology, school psychology  
260 and/or student affairs will administer SEIs for each course taught each semester onsite or online  
261 (excluding independent studies courses, individual thesis or research, thesis supervision, school psych  
262 internships, and SAA practica and internships) In addition, SEIs will be administered for courses taught  
263 during intersessions (summer or winter session) if the course is a program requirement not offered during  
264 the traditional academic year. Otherwise, SEIs associated with intersession teaching are optional (as  
265 decided by the instructor). See Appendix B for copy of SEI form.  
266

267 **1. Ranked Faculty & SEIs.**

268 Results from the Faculty Senate approved SEI questions are required for retention, tenure, and  
269 promotion in the form of (1) the single motivation item and (2) the composite SEI consisting of  
270 the 5 common questions. These numbers will be reported using the Teaching Assignment  
271 Information (TAI) form. The department will add both the motivation item and the composite SEI  
272 fractional median for each course. In addition, the candidate's overall fractional median for the  
273 term on both the single motivation item and the composite SEI are reported. Finally, the  
274 department adds the departmental fractional median for both the single motivation item and the  
275 composite, the minimum and maximum composite SEI for the department, and the candidate's  
276 rank in SEI scores relative to all departmental ranked faculty (tenure-track or tenured) for that  
277 term (e.g., 3 of 15). (See Appendix B for SEI form.)  
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280 In addition to the standard questions listed above, the Psychology SEI form will include the  
281 following two open-ended questions:

- 282 1. Please comment on whatever your instructor does to make this a worthwhile course  
283 from your standpoint (e.g., engages me in relevant dialogue, provides clear  
284 examples, etc.). Please be as specific as you can.  
285
- 286 2. Please comment on whatever your instructor does which may hinder your learning in  
287 this class (e.g., uses discussion/lecture/films too frequently or too infrequently, class  
288 does not meet regularly or in full, etc.). Again, please be as specific as you can. (See  
289 Appendix C for summary of student comment form.)  
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291 **2. Evaluation of Instruction of PSY 100.**

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293 The PSY 100 course is a team taught course whereby the course content is divided among four  
294 individuals. At the end of each content section, students complete an exam and complete the  
295 SEI for that session's instructor. Students in PSY 100 will complete the six SEI items regarding  
296 the PSY 100 instructors at the conclusion of the each instructor's unit. The SEI results will be  
297 reported as a means for the motive item and the aggregate of the other five items. The means  
298 of the PSY 100 instructors' SEIs will not be included in the department fractional median nor in  
299 the individuals' fractional medians for the semester, but they will be reported for personnel-  
300 related decisions. The PSY 100 SEI means are not included in the individual or departmental  
301 fractional medians because they are collected at a different time in the semester and are  
302 calculated as means rather than medians.  
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304 **3. SAA SEIs.**

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306 SAA will calculate SEI using median and comparison to other faculty in SAA. SEIs for  
307 instructors in SAA whose primary affiliation is non-instructional will be completed in all courses  
308 as noted above. However, SEIs for this group of instructors will be calculated separately from  
309 instructional staff and faculty. The program director for SAA will provide the SEI feedback to  
310 the SAA faculty and the chair of psychology.  
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313 **4. IAS renewal and career progression.**

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315 The same information as above is reported; however, no TAIs are generated for IAS.  
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317 The comparison group for IAS will be the department as a whole for renewal and career  
318 progression purposes.  
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320 **IV. Merit Evaluation (Annual Review)**

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322 The results of merit reviews for all ranked faculty who have completed at least one academic year at UW-L  
323 are due to the Dean's Office on Dec. 15 annually. Merit reviews reflect activities during the prior academic  
324 year ending June 1.  
325

326 Faculty Personnel Rules UWS 3.05 - 3.11 and UWL 3.08 describe the requirements for annual review of  
327 faculty (see <http://www.uwlax.edu/HR/rules/F-UPRs.htm>). Academic Staff Policies and Procedures UWS  
328 10.03 - 10.05 and UWL 10.3 and 10.4 describe the requirements for the reappointment of academic staff  
329 (see [http://www.uwlax.edu/HR/rules/AS-UPRs.htm#Chapter\\_10](http://www.uwlax.edu/HR/rules/AS-UPRs.htm#Chapter_10):). No policies of the Psychology  
330 Department may conflict with these rules. (See UW-L Employee Handbook, pp. L-7, L-8.)  
331 [http://www.uwlax.edu/hr/current/docs/2008\\_UW-L\\_Handbook.pdf](http://www.uwlax.edu/hr/current/docs/2008_UW-L_Handbook.pdf).  
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333 Procedures for the annual review of Psychology Faculty are detailed below:  
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335 **A. Psychology Department Faculty Peer Evaluation and Merit Plan.**

336 **1. Evaluation Processes & Criteria.**  
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a. *Purpose and Rationale.*

- \* To evaluate all ranked faculty.
- \* To provide information/criteria for assessment.
- \* To acquaint the staff with other department members' activities.
- \* To assure evaluation of all ladder rank faculty for retention, tenure, promotion, and/or merit decisions.

b. *Evaluation Objectives.*

- \* To encourage collegiality and cooperation among faculty in different curricula areas.
- \* To encourage excellence in teaching, scholarship and service.
- \* To encourage innovation and experimentation in teaching.
- \* To provide direction to the department and department members.
- \* To provide formative feedback to the faculty.
- \* To inform members of the department of other members' scholarly activities.
- \* To encourage activities which will enhance the promotion of department members.
- \* To encourage activities which will benefit the department.
- \* To provide face-to-face feedback.

c. *Procedure for Non-Tenured Faculty and High Merit Candidates.*

Non-tenured faculty and tenured faculty applying for "high merit" must submit the materials detailed below, state their intent to be evaluated, and meet with the Peer Evaluation and Merit (PEM) Committee. The procedure (including the committee structure) is described below.

d. *Peer Evaluation and Merit Review.*

1). *Timing and Scheduling of Peer Evaluation and Merit Review.*

The peer evaluation and merit review will take place in October of every year. Merit meetings must take place early enough in the semester to allow for appeal procedures to be completed by the deadline for retention and promotion submittals to the Dean. As dates are set, the following should be considered:

- a) one week from PEM voting to file appeal,
- b) ten days to schedule meeting of appeal,
- c) one week to schedule second meeting (if necessary).

Each candidate must have his/her materials compiled and his/her desired designation stated by late September or early October (date determined annually) and will be given at least ten working days notice. Additionally, any "peer commentary" (see below) about fellow faculty members must be made available to the committee by the same date.

All faculty and IAS have a June 1st deadline for entering teaching, scholarship, and service activities into the electronic portfolios system (Digital Measures) on activities from the prior year June 1st – May 31st. Attachments such as syllabi, narrative statements, reprints, etc. can be entered by June 1<sup>st</sup> or by the date materials are due to the chair for personnel review. In addition, graduate program directors have a June 1<sup>st</sup> deadline for entering program summary material.

During the month of October the PEM committee will arrange face-to-face meetings with each faculty member (except those on sabbatical or other approved leave). The meeting will provide a format for candidates and committee members to discuss the candidate's goals and past activities. All junior (probationary) faculty

and candidates applying for "high merit" should have a 30 minute meeting scheduled; whereas, meritorious (tenured faculty) candidates should have a 15 minute meeting scheduled. Before meeting with candidates, members of PEM will read each evaluation file, including any peer commentary. PEM committee members will be required to indicate in writing that they have read the appropriate materials. PEM will convene prior to the face-to-face meeting with each candidate. Any concerns will be identified at this prior meeting and a spokesperson will be designated to initiate discussion of goals, achievements, and concerns at the face-to-face meeting. Indeed, the primary purpose of the process is to provide constructive feedback to the candidates. Categorization of candidates is a secondary process.

Unless tenured faculty are going up for "high merit" they can opt to go through a condensed version of the Peer Evaluation and Merit Review (PEM) process (see IV.A.3.b below). However, tenured faculty will receive the comprehensive PEM review every five years to coincide with post-tenure review. See *abbreviated PEM review below*.

IV. A. 1. e. *Merit categories and voting.*

Each candidate completing the comprehensive full PEM procedures will be considered for one of three categories: high merit, merit, or merit deficient. The first category is to be used only for candidates who 1) have indicated that they wished to be considered for "high merit" and 2) are deemed exceptionally meritorious by the committee. The expectation is that fewer than 30% of the faculty will fall in this category. In the event that this number is exceeded, the PEM committee will monitor the situation to determine if the criteria need to be adjusted. The third category of "merit deficient" is to be used for candidates clearly doing substandard work. The expectation is that only in rare cases will a candidate fall in this category. A VOTE OF 2 OUT OF 3 IS REQUIRED TO PLACE A CANDIDATE IN EITHER THE "HIGH MERIT" OR "MERIT DEFICIENT" CATEGORY. All other candidates will be designated as falling in the "merit" category. The criteria for each category are outlined below.

Voting regarding high merit or merit deficient candidates will occur after the completion of all PEM face-to-face meetings. The meeting will be moved into closed session with a roll call vote citing the proper statute which is 19.85 (1) (c) for performance evaluation (e.g., "Motion to convene in closed session for the purpose of considering performance evaluations as provided in Section 19.85 (1) (c) of Wisconsin Statutes."). Voting during the closed session will take place with a hand vote. Within seven days of the vote, candidates will be informed of the results. Candidates will receive additional written commentary on their files before the beginning of Spring semester. All ranked members of the Department will receive notification of which of their colleagues received high merit. Merit letters and selected material will be kept on file by the Chair in a file separate from other personnel business. Additionally, a copy of the goal statements and one-page summaries will be kept by the Department Chair for a maximum of five years. Department members may request access to this latter material. All electronic materials will remain on the departmental D2L site until any potential appeal procedures have taken place.

When faculty discretionary dollars are available, the conversion of the merit categories into dollars will follow the merit pay model attached to this plan.

f. *Category Criteria (these are general descriptors NOT stringent guidelines).*

- The overall criteria for merit recommendations shall be:
- for faculty with 100% teaching appointments: Teaching, Research, and Service,
  - for faculty with teaching and administrative appointments: Teaching, Research, General Service, and departmental Administrative Service

452  
453 1) *Merit Deficient.*  
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- 455 a) violations of APA ethical codes for teaching or research  
456 b) met with classes less than 75% of the required time  
457 c) rarely available to students outside of class/failure to hold office hours  
458 d) no syllabus or inadequate syllabus  
459 e) content and material clearly out of date  
460 f) content and/or tests did not reflect course outlines or objectives  
461 g) inappropriate treatment of students (as outlined in the university guidelines)  
462 h) fails to meet with advisees  
463 i) deficient university service (e.g., no committee work and/or poor committee  
464 service such as not attending meetings)  
465 j) deficient departmental service (undependable, abuses of power)  
466 k) deficient scholarship (e.g., no signs of professional development such as no  
467 professional memberships and/or no conference attendance).  
468 l) no evidence of trying to attain goals stated by the candidate him/herself.

469  
470 2) *High Merit.*  
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472 A candidate should be considered outstanding in at least two areas to receive high  
473 merit (one of which must be teaching). However, the candidate should be proficient in  
474 all three categories. Additionally, excellence in three categories shall be considered  
475 evidence of high merit.

- 476 a) Outstanding teaching (e.g., evidence of trying to improve methods, development  
477 of original and effective instructional activities, teaching development activities,  
478 outstanding SEIs).  
479 b) Outstanding scholarship (e.g., maintained an active research program, wrote  
480 grant proposals (funded and not), published article, published book, published  
481 chapter in book, organized conference, submitted manuscript, presented at  
482 professional meeting).  
483 c) Outstanding service (e.g., chaired committee(s) with evidence of a job well done,  
484 and/or took on special projects of value).  
485

486 **IV. A. 2. *The Peer Evaluation and Merit Committee (PEM) Structure.***

487  
488 a. *Composition.*  
489

490 The PEM Committee will be comprised of three psychology faculty members and a fourth  
491 person chosen by the faculty candidate. The fourth member does not vote on merit  
492 decisions. Three members will be tenured faculty serving staggered three year terms.  
493 The Department Chair will comprise one of these positions. Tenured faculty must serve  
494 on PEM if selected; however, if the numbers allow, a tenured faculty member who has  
495 just completed a term may opt out of the draw for one year. Tenured faculty are chosen  
496 in recognition of the fact that junior faculty are most in need of feedback and least in need  
497 of additional committee responsibilities. Committee members must have at least a 50%  
498 faculty appointment. Faculty on sabbatical are to be evaluated, but may not serve on the  
499 PEM committee. The PEM committee will also provide the chair with nominations of  
500 faculty for the CLS Excellence Awards at their last meeting in the Fall.  
501

502 Candidates are responsible for choosing a fourth committee member who must be a UWL faculty  
503 member (not necessarily tenured) who has been at UWL at least one year who serves on the  
504 committee for full review and provides feedback for the abbreviated review.

505 b. *Full Review.*  
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507 FOR THE FULL REVIEW the fourth person serves to visit the candidate's classes and  
508 provide commentary on their teaching and to summarize students' comments (see  
509 "teaching materials" section below). The fourth person is not under obligation to

"advocate" for the candidate; he/she is merely a reviewer chosen by the candidate. Furthermore, a faculty member may decline to serve as the fourth PEM member after agreeing to serve on one committee. A person from outside the department may be invited to sit with the committee as a fourth person (at the invitation of the person being evaluated).

Faculty with primary appointments in a graduate program associated with psychology are strongly recommended to choose an instructor from the graduate program as their 4<sup>th</sup> PEM member.

c. *Abbreviated Review.*

FOR THE ABBREVIATED REVIEW the fourth person summarizes the student comments from at least one course each semester for the candidate (course selection determined by the candidate).

d. *Alternate PEM member.*

In the situations where the three committee members are up for evaluation themselves, the committee will be comprised of the two other PEM members, the candidate's chosen member, and the next tenured faculty member due for PEM committee service (known as the "alternate"). The latter person will serve for each of the committee members up for evaluation.

e. *Nepotism Policies.*

As is stated in the University's nepotism policies, in the event that a PEM member's spouse or partner is the faculty member under review, he/she will remove him/herself from PEM for the purpose of this review. The next tenured faculty member due for PEM committee service and who is not related to the member under review will serve in his/her place. In addition, if the spouse or partner is being considered for high merit, the other spouse or partner serving on PEM may not participate in any high merit decisions.

**IV. A. 3. Peer Evaluation Materials.**

a. *Full Review Materials.*

Materials to be submitted to the committee are described below as broken down into eight categories, all of which are mandatory. In general, the material involves an individual goal plan and a written narrative account (and accompanying by supporting documentation) which addresses the three primary merit arenas: 1) teaching effectiveness; 2) scholarly and/or professional accomplishments; 3) service to the university and the community. The abbreviated review materials are a subset of the peer evaluation materials.

The plans and materials are subject to yearly updates and must reflect evidenced progress toward the individually defined goals and objectives in accordance with university timetables.

Materials include both internal and external as well as required and recommended sources of evaluation. Failure to produce required material may jeopardize the evaluation process. If excessive and/or poorly organized material is provided, the PEM committee will advise the candidate to improve his/her presentation.

**NON-TENURED FACULTY AND THOSE APPLYING FOR HIGH MERIT SHOULD SUBMIT AN ELECTRONIC REPORT VIA EMAIL TO THE DEPARTMENT CHAIR BY THE DEADLINE FOLLOWING THE GUIDELINES BELOW.**

**The electronic merit report consists of a report drawn from the annual report dates from the year ending May of the review year with attachments including a narrative statement and evidence links as described below.**

1) *Past Year's Activities.*

Each candidate should enter activities pertaining to the three central areas: teaching (including advising), scholarship and service and must have these entered by June 1<sup>st</sup>.

2) *Syllabi.*

Candidates should upload a syllabus for each course prep from the prior year. Candidates are expected to have student learning objectives (SLO)s for each course in their syllabi and required to include UWL General Education SLOs if the course is a general education course (See <http://www.uwlax.edu/gened/Outcomes.htm>).

3) *Teaching Evidence.*

In addition to syllabi, candidates may provide up to 10 hyperlinks of materials appropriate to evidence of quality teaching. Candidates are directed to the department's statement on teaching to get a sense of the general priorities given to various teaching activities and products.

a) *Assessment of student learning.*

Candidates are required to provide indirect or direct evidence of student learning outcomes such as assessment of student learning, achievement and/or development.

b) *Additional examples of teaching evidence may include:*

- Sample exams, class tasks, projects, and papers (may include audio or video tapes if desired).
- Additional teaching philosophy statements or in-progress teaching goals not covered in his/her individual goal statement including issues such as analyses of student learning and problems addressed.
- Reports on participation in improvement activities.
- Candidates may provide written appraisals from other various sources (e.g., colleagues, students).

4) *Scholarship Evidence (up to 10 hyperlinks allowed.)*

a) Whenever possible, candidates should upload full-text versions of preprints/reprints. In addition, grant protocols and presentation handouts should be uploaded. Candidates should complete all information regarding the type of review and acceptance rates of the publishing outlet if known.

b) Additional examples of evidence may include: Correspondence from other evaluators (e.g., colleagues at other institutions, chairs, experts in the field) providing evaluation of the scholarship and/or citation statistics on previous publications.

5) *Service Evidence (up to 10 hyperlinks allowed).*

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- a) Within the electronic portfolio, please give a brief description of the committee's purpose, any leadership responsibilities, and give an overall estimate of the number of hours you invested over the semester/year.
- b) Additional examples of evidence may include: correspondence from colleagues regarding the quality/extent of service work, outcomes of service products, presentation handouts.

IV. A. 3. a. 6) *Narrative Statement.*

This statement will not exceed 3 pages of narrative and up to 1 page of goals and needs to be uploaded by the candidate into the electronic portfolio system under Your Activities Database Main Menu>Personnel Review/Promotions Materials>Retention/Tenure/Post Tenure or Merit Review. The narrative statement *should* include the following:

- a) A Declaration of Intention. The narrative should start by indicating whether the candidate is going up for high merit and who is serving as his/her fourth person. If a person is applying for high merit and wants to be considered on the basis of two categories she/he must indicate teaching and the other category in which he/she is exemplary and provide a brief discussion of why they are exemplary AND/OR he/she must discuss excellence in all three categories.
- b) An Individual Faculty Goals Plan. It is the responsibility of each Psychology Department faculty member undergoing full review to design a professional development plan that clearly defines goals/objectives relating to each of the three criteria areas (teaching, scholarship and service). The plans should include goals in each area. Candidates should also comment on their goals from the previous year (and should include those previous goals in a truncated form). The PEM Committee may choose to advise a candidate that his/her goals may not be best suited to potential promotion, tenure decisions, etc. Candidates are strongly advised to discuss their goals with fellow faculty before submitting them to the PEM Committee.
- c) A narrative statement regarding teaching, scholarship and service. For teaching, a teaching philosophy is appropriate as are descriptions of teaching developments. For scholarship and service the candidate should endeavor to provide the reader with some context for understanding the meaning and importance of the activities. Candidates may wish to read the Joint Promotion Committee guidelines for a more complete description of the role of narratives in the review of faculty activities.

7) *Fourth Person Reports.*

Each full review candidate should upload an electronic version of their fourth person's report as teaching evidence by the personnel materials review deadline. The report should include:

- a) A statement regarding a summary of the classroom observation, and
- b) Summaries of the prominent themes in the written commentary from at least two classes that the instructor taught during the year under review (see sample forms in Appendix D).

c) For probationary faculty and those seeking high merit, all courses will be summarized. Classes with 45+ students can be sampled at ~30%. When only one class per semester is summarized it can be either at the choice of the instructor or a rotation through the various preps of that instructor.

8) *Student Evaluation of Instruction (SEI) Scores.*

The candidate should provide his/her SEI scores for each course taught during the year under review. The candidate is invited to provide written commentary on these scores if so desired in their narratives. In other words, a candidate may expound on variables which may have influenced the scores (e.g., required course, heavy writing course, new textbook, new teaching strategy, differing student needs, etc.)

V. A. 3. b. *The Abbreviated Review Process.*

Candidates opting to go through the abbreviated PEM review must submit one hard copy of the following materials:

- 1) a print-out of the individual's activities report from the previous year (activities need to be entered into the electronic portfolio system in May for the department's annual report)
- 2) the quantitative SEIs for all their courses
- 3) summary of student comments from at least one course each semester by fourth member (as determined by the candidate)
- 4) assessment information (identify the course, the outcome assessed, assessment results, use of assessment information to improve student learning (hard copy or entered into the electronic portfolio system)).

*Note: Tenured candidates considering promotion are encouraged to upload the information above into the electronic portfolios system.*

The PEM committee will meet face-to-face with each faculty member going through abbreviated review upon request of the faculty member or upon request of any member of the PEM committee. If no face-to-face is requested, each faculty will receive a written report summarizing strengths, concerns, and recommendations.

c. Comprehensive Reviews for Post Tenure

Materials required in the portfolio for the five year comprehensive review of faculty who have opted for the abbreviated PEM review shall include the materials identified above for a full review with the modification that the narrative should focus on a long-term goal plan.

**B. Instructional Academic Staff (if included in merit processes, otherwise see VI).**

Instructional Academic Staff are not included in the Merit Review Process. Please see section VI below on annual reviews of IAS.

**C. Non-Instructional Academic Staff (if included in merit processes, otherwise see VII).**

The Psychology Department has no non-instructional academic staff. If individuals are hired into this position, they will not be included in the Merit Review Process. Please see section VII below on annual reviews of NON- IAS.

**D. Department Chair.**

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The Department Chair should receive formal feedback regarding his/her service as chair and scholarship and teaching should be weighted as approximately .5 of his/her overall activity.

**E. Distribution of Merit Funds.**

The intention of this plan is to maintain a distribution of salary increases consistent with University practices in effect. Two-thirds of salary increases are to be distributed on an across-the-board basis as a percentage of current salary. This is what is known as the "Solid Performance" portion of the salary increase. The remaining third is to be distributed on the basis of the merit evaluation process. Each faculty member designated highly meritorious shall receive \$100 from the pool of funds available for discretionary distribution. The remainder is to be distributed equally among faculty designated meritorious (including those designated highly meritorious). That is, the dollar amount of the increase of all meritorious faculty is the same, except that those in the high merit category will receive \$100 more than those in the meritorious category. Evaluation for the purposes of merit is described in the faculty handbook on the HR webpage under "FACULTY EVALUATION PROCEDURES; Adopted by the Faculty Senate, 4/7/07. Tenure track faculty are reviewed for merit funds starting their second year based on their first year's performance.

**F. Appeal Procedures (if applicable).**

**1. Merit Appeals Procedure.**

If the candidate is not satisfied with the decision of the PEM committee (see above for makeup of the Peer Evaluation & Merit or PEM committee) the candidate may appeal to a subset of the department's Personnel Committee. The appeal must be made in writing to the Department Chair, who will schedule a meeting of all tenured faculty who have participated in the PEM process for that year (i.e., were reviewed by the PEM committee and/or served as a committee member or alternate). The meeting will take place within ten working days of the notification of the appeal. A quorum will be obtained if 2/3 of those eligible are in attendance at the appeal meeting. If the appellant is tenured, he/she will not be a voting member nor counted toward the baseline on which the quorum is determined. A 2/3 vote is required to change the original decision. The 2/3 level of endorsement during the appeal is in place in order to parallel the PEM procedures. Under no circumstances will the appeal committee overturn a PEM decision by less than four votes. All voting committee members are expected to read the appellant's file and the other candidates' files before rendering a decision. If the department calls two "good faith" meetings (i.e., at reasonable times and dates), and is unable to obtain a quorum of eligible votes, the appeal will go to the Dean without departmental level review.

The meeting will consider one of two motions: 1) in the case of an appealed low merit designation the motion will read "to award the appellant "meritorious" designation" OR 2) in the case of an appealed "merit" decision when high merit was requested, the motion will read "to award the appellant high merit designation". Absentee or proxy ballots will not be allowed. The meeting will be moved into closed session with a roll call vote citing the proper statute which is 19.85 (1) (c) for performance evaluation (e.g., "Motion to convene in closed session for the purpose of considering performance evaluations as provided in Section 19.85 (1) (c) of Wisconsin Statutes."). Voting during the closed session will take place with a hand vote. Minutes of the meeting and the vote will be taken by the Chair and distributed within one week of the proceedings. The Department Chair will transmit the action to the appellant within one week of the re-consideration meeting. If the appellant is not satisfied at this stage, an appeal may be forwarded to the Dean for consideration.

**V. Faculty Personnel Review**

796 The department will follow the policies regarding retention and tenure described in the Faculty Personnel  
797 Rules (UWS 3.06 - 3.11 and UWL 3.06 - 3.08) [http://www.uwlax.edu/hr/current/docs/2008\\_UW-](http://www.uwlax.edu/hr/current/docs/2008_UW-)  
798 [L\\_Handbook.pdf](http://www.uwlax.edu/hr/current/docs/2008_UW-). The department will follow policies guiding part-time appointments for faculty and tenure  
799 clock stoppage available on the Human Resources website.

800  
801 Tenure/retention decisions will be guided by the criteria established in the bylaws at the time of hire unless  
802 a candidate elects to be considered under newer guidelines. The criteria outlined in Section V. A & V. B.  
803 "Faculty Personnel Review" in these bylaws should be applied to faculty with a contract date after May 15,  
804 2009 (date bylaws last updated, approved by department).  
805

806  
807 **V. A. Retention (procedure, criteria and appeal).**

808  
809 **1. Procedure.**

810 Faculty under review provide an electronic portfolio related to their teaching, scholarship, and  
811 service activities extracted from their date of hire to date of review. Hyperlinked syllabi are  
812 required and the candidate may choose to provide additional evidence. Additional materials  
813 may be required for departmental review and will be indicated in these bylaws.  
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816 **2. Departments will provide the following materials to the Dean.**

- 817  
818 a. Department letter of recommendation with vote.  
819  
820 b. Teaching assignment information (TAI) datasheet that summarizes the courses taught,  
821 workload data, grade distribution and SEIs by individual course and semester (which are  
822 only available after completing a full academic year) and departmental comparison SEI  
823 data.  
824  
825 c. Merit evaluation data (if available).  
826

827 **3. Initial Review.**

828  
829 The initial review of probationary faculty shall be conducted by the tenured faculty of the  
830 appropriate department in the manner outlined below.  
831

832 **4. Review.**

833  
834 Starting with tenure-track faculty hired effective Fall 2008, all first-year tenure-track faculty will be  
835 reviewed in the spring of their first year. This is a non-contract review. A departmental letter will  
836 be filed with the Dean and Human Relations (HR). Formal reviews resulting in contract decisions  
837 will minimally occur for tenure-track faculty in their 2nd, 4th and 6th years.  
838

839 **5. Graduate Faculty.**

840 When a probationary faculty member with a primary appointment in a graduate program is  
841 reviewed for retention and/or tenure, the faculty from the program will provide a letter by the date  
842 of departmental review indicating points of consensus regarding the candidate's strengths and  
843 areas for improvement from the date of hire with particularly emphasis on the past academic  
844 year. This letter will be provided to the candidate within seven days of the review at the graduate  
845 program level. The department's letter will incorporate key ideas from the graduate program's  
846 letter.  
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849 **B. Tenure review and departmental tenure criteria (if applicable).**

850  
851 The basic rules regarding retention and tenure are described in the Faculty Personnel Rules (UWS  
852 3.06 - 3.11 and UWL 3.06 - 3.08). The following procedures are designed to enable the tenured

853 faculty in the Department of Psychology to maintain a staffing plan that is consistent with student  
854 needs and the UWL Tenure Density Policy.

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856 **1. Retention.**

- 857  
858 a. Subsequent to the call of the Vice Chancellor, the department shall establish a review  
859 date and inform all probationary faculty with at least 20 calendar days notice to prepare a  
860 set of materials describing performance in the areas of:
- 861 1) Teaching
  - 862 2) Department Service
  - 863 3) University Service
  - 864 4) Scholarly and Research Activity (see Department statement on Scholarly Activity).
  - 865 5) Community and Professional Service
- 866  
867 b. The date, time and place of the above meeting shall be conducted in compliance with the  
868 Wisconsin Open Meeting Rule. For a retention and tenure meeting to take place,  
869 attendance by 2/3 of the tenured faculty constitutes a quorum. The probationary faculty  
870 persons shall have the opportunity to make a written and/or oral presentation at the  
871 meeting.
- 872  
873 c. Materials: Candidates under review for retention should provide two reports from the  
874 electronic portfolio system.
- 875 1) A retention report drawn from the date of hire at UWL as an assistant professor  
876 (with appropriate evidence hyperlinks) with a narrative statement provided  
877 addressing (up to 3 pages) the candidate's teaching philosophy, teaching  
878 development and appropriate context for scholarly and service work.
  - 879 2) An annual report from the most recent year.
  - 880 3) The Department Chair will provide merit and SEI summary information.
- 881  
882 d. Prior to the beginning of the review of the candidate(s) the meeting will go into closed  
883 session according to Section 19.85 in the Wisconsin Statutes. During the review meeting,  
884 the Chair shall entertain a motion regarding the retention of the candidate(s). Passage of  
885 a motion to retain a candidate(s) (and, if appropriate, to recommend tenure) shall require  
886 a 2/3 majority of those present and voting.
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888 e. The Department recommendation and decision (actual vote) shall be reported in writing  
889 with supporting documentation to the Dean. Retention requires a 2/3 majority vote by  
890 tenured faculty.

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900 **V. B. 2. Tenure.**

901 The granting of academic tenure represents a long-term commitment of institutional resources  
902 which requires proof of excellence in past performance and a forecast that an individual faculty  
903 member's intellectual vitality and future contributions will continue to be of high quality for many  
904 years to come. Non-tenured instructors should not expect an award of tenure solely on the fact  
905 that their contracts have been consistently renewed; however, the procedures for making  
906 tenure decision and recommendations for probationary faculty parallel procedures for retention  
907 and are based on the body of work evidenced during the individual's time in rank. Tenure will  
908 be granted with a 2/3 majority vote by tenured faculty.  
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The decision to recommend a faculty member for tenure in the Psychology Department is based on an appraisal of the candidate's overall contribution from their date of hire at UWL in a tenure-track position. Tenure in the Department of Psychology reflects:

- Consistent evidence of a strong commitment to student learning and to quality teaching.
- Evidence of a consistent program of scholarly inquiry (as defined by the department's statement on scholarship). See Appendix E-G for Statement on Scholarship, Service, and Teaching, respectively.
- Evidence of consistent service to the department. Additional evidence of consistent service to the university and/or professional service. Community service that utilizes professional expertise is encouraged but not required.

Specifics regarding departmental expectations regarding evidence of strong teaching, scholarship and service are indicated in the details of the merit and retention segments of these bylaws.

Junior faculty should pay close attention to retention letters as guides for promotion and tenure recommendation from the department.

**3. Reconsideration.**

Any candidate wishing to appeal his/her own Department retention or tenure decision is required to submit a written petition to the Chair of the Department carefully detailing the basis on which this appeal is being made. This appeal must be filed with the Chair within two weeks of the notification of the contested retention/tenure decision. The Personnel Committee will then hold a special closed session hearing to review all evidence pertinent to this petition in the presence of the appellant. Subsequent to this hearing of the facts the Personnel Committee will dismiss the appellant from the hearing room chambers and will render its final decision on the appeal.

**V. C. Post-tenure Review.**

The requirements for post-tenure review are described in the UWL Employee Handbook. Once every five years, each tenured faculty member's activities and performance will be reviewed in accordance with the mission of the department, college, and University. The Post-tenure Review and Development Policy of the Psychology Department follows UW-System and UW-La Crosse policy guidelines and builds upon the mission of the university and goals of the department. UW-La Crosse policy is detailed in the employee handbook under the section entitled "UWL Tenured Faculty Review and Development"

Introduction: Every year the work of every member of the Psychology Department is reviewed. One purpose of this review is to determine how merit pay is to be distributed. By providing more detailed feedback, however, the same data gathering and peer review process can be used as a continuous quality improvement tool for tenured faculty. This process is already used as part of the evaluation of probationary faculty and for determining whether academic staff should be retained.

Faculty undergoing post-tenure review will complete a full merit review portfolio, following the process detailed in section IV.A.3.c. of these bylaws. The goal statement should include a review of previous goals and a description of long term goals to cover the next five years until the next full review. The Department Chair is responsible for sending the post-tenure review letter to the Dean.

**1. Identification of Areas of Concern.**

One part of the post-tenure process is aimed at detecting areas of concern that may develop after tenure has been granted. The following statements represent minimum expectations of every member of the Department. A mechanism for determining when an area of concern might be identified is included.

**a. Scholarship.**

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The Department expects each faculty member to engage in scholarly activities that (in decreasing order of importance):

- 1) maintain the quality of the faculty member's teaching activities
  - a) the faculty member keeps up with the fields of study represented by his/her teaching assignments
  - b) keeps up with knowledge of what constitutes effective teaching in the discipline
- 2) develop new areas of knowledge germane to his/her discipline and that may be reflected in new teaching assignments
- 3) lead to professional presentations and publications.

Performance in this area may be deemed an area of concern if none of the above (or similar) activities occur at a satisfactory level for a period of two successive years, unless circumstances have led to an agreement between the Department and the faculty member that scholarly activities be reduced (e.g., a faculty member having significant service responsibilities or an unusual teaching load). A majority of the tenured members of the Department must agree that no evidence of these activities has been provided for two years before this may be deemed an area of concern.

V. C. 1. b. *Service.*

The Department expects faculty to volunteer for and serve on committees that contribute to the success of the Department and University in fulfilling their missions. The Department further expects faculty to respond to requests from members of the local community, region and state for professional service within their areas of expertise. Faculty are expected to participate in advising students. Faculty are expected to maintain professional affiliations outside the University and to respond to requests for service by such organizations.

Performance in this area may be deemed an area of concern if none of the above (or similar) activities occur at a satisfactory level for a period of two successive years, unless circumstances have led to an agreement between the Department and the faculty member that service activities be reduced (e.g., a faculty member holding a significant research grant or an unusual teaching load). A majority of the tenured members of the Department must agree that no evidence of these activities has been provided for two years before this may be deemed an area of concern. (See Appendix F.)

c. Teaching

The Department expects each faculty member to teach courses in his/her areas of expertise (or to engage in activities deemed teaching); the expected teaching load is the equivalent of 12 semester-hours. Under special circumstances faculty may be granted a reduced load (e.g., a faculty member holding a significant research grant or unusual service responsibilities). Faculty shall develop an acceptable (in the judgment of their peers) syllabus including appropriate readings and other activities for each course. Faculty shall develop acceptable (in the judgment of their peers) and fair (in the judgment of both their peers and students) methods of evaluation for each course. Faculty shall meet with their students as scheduled or make provisions for acceptable alternative activities.

Performance may be deemed an area of concern if, for more than three consecutive semesters, peers and/or students report that any of the above activities are not carried out at a satisfactory level. Taking into consideration both the reports of students and

peers, a majority of the tenured members of the department must agree that no evidence of these activities has been provided for three consecutive semesters before this may be deemed an area of concern. (See Appendix G.)

**D. Faculty Promotion Procedures (procedure, criteria and appeal).**

The department will follow the guidelines and schedules regarding faculty promotion. These are available at <http://www.uwlax.edu/hr/current/Unclassified/openmeetings.pdf> and <http://www.uwlax.edu/hr/promo-resources.htm>.

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

**1. Review Process.**

- a. Subsequent to the 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 the scheduled and publicized promotion review meeting. The date and time for the promotion review meeting is set by the department. Candidates are informed of the Wisconsin Open Meeting Rule and are advised to prepare the Faculty Promotion Evaluation Report and other written material in support of their candidacy.
- b. During the promotion review meeting, the ranked faculty will review and discuss oral and written material and the results of student and peer evaluations. At the time of the promotion meeting, a tenured faculty member will be chosen to write-up the promotion committee's assessment of the candidate. This person will have the required 7 days to complete the forms. In the event of more than one candidate, one personnel member will be chosen for each candidate.
- c. The Promotion Committee for faculty pursuing promotion to Associate Professor will consist of all ranked professors. The Promotion Committee for faculty pursuing promotion to Full Professor will consist of Associate and Full Professors. The committee will vote by roll call.
- d. The promotion candidate shall be notified in writing by the Chair of the promotion committee's decision regarding promotion within seven (7) days.
- e. If approved by the Promotion Committee, the Department Chair will transmit the vote and the letter from the promotion committee to the Dean following the most current JPC guidelines.
- f. When a probationary faculty member with a primary appointment in a graduate program is reviewed for promotion the faculty from the program will provide a letter by the date of departmental review indicating points of consensus regarding the candidate's strengths in terms of promotion to the next appropriate rank. This letter will be included in the candidate's portfolio.

**2. Criteria.**

To be considered for promotion to a higher rank, faculty must meet the minimum University criteria as stated in the UWL 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 will include the results of self, peer and student evaluations of instruction. Scholarship will be consistent with the Department's definition of scholarly activity (see Appendix D). 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. Substantial service activity will include service to the department, the institution, and the profession.

Data describing the candidate's performance in the above areas will be collected according to procedures approved by the Department.

**3. Reconsideration.**

- a. After receiving the Chair's notification, the promotion candidate will have 14 days to request reconsideration by the Promotion Committee.
- b. Each promotion candidate will have the right to appeal the Department's reconsideration decision to the Grievance, Appeals and Academic Freedom Committee. Written notice of the reconsideration decision will be transmitted to the candidate and the Dean within seven (7) days.

**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. The IDP form is found at <http://www.uwlax.edu/hr/current/IDP/IDP.htm>.

Summative evaluation of instructional academic staff is based primarily upon the quality of their teaching record. All new IAS will be provided with a formative mid-semester evaluation of each course. Continuing IAS will be provided with a formative mid-semester evaluation of at least one course each semester. A classroom observation in at least one course will be made for all continuing IAS annually. New IAS, if teaching for both semesters, will have two observations made, one each semester. Annually, during the Spring Semester, the Chair will communicate with each IAS member. Prior to this communication the IAS member will make available his/her Activity Report as generated by Digital Measures and provide a narrative statement relative to progress on the goals identified in the Individual Development Plan (IDP) for that Academic Year (AY) and goals for the upcoming AY (assuming reappointment is intended). These materials will be placed on the Departments Personnel D2L website. All members of the Personnel Committee will have an opportunity to review these materials and express any concerns or recommendations to the Chair prior to the review. The annual review will consist of a review of the position description; department/unit goals; employee career goals; supervisor position expectations; the Activity Report generated through Digital Measures; summary of student comments and SEI information; and a narrative statement relative to progress on the goals as found on the current year's Individual Development Plan. A new individual development plan will be developed which will be used to review the outcomes of established employee career goals and position expectations. The IDP will be the guide throughout the year to ensure that employee career goals and supervisor position expectations are met. Additionally, as described above, academic staff can be given voting rights via a "faculty status" designation from the ranked faculty of the department.

**VI. A. 1. Annual Review of Academic Staff with Administrative Responsibilities (Director of SAA Program).**

The Director of the Student Affairs Administrative (SAA) program will meet with the chair for a summative review at the end of each academic year. Prior to meeting, the Chair will receive a statement (letter) from the SAA faculty that provides feedback to the Director and that can be incorporated into the review and subsequent IDP for the upcoming year.

**B. Career Progression Procedures.**

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

**1. Career Progression.**

IAS wishing to go through career progression will follow the guidelines and timetable as found on the following websites:

[http://www.uwlax.edu/facultysenate/committees/IAS\\_documents/IAS Career Progression & Portfolio Dev.htm](http://www.uwlax.edu/facultysenate/committees/IAS_documents/IAS_Career_Progression_&Portfolio_Dev.htm)

The Department will adhere to the Career Progression Deadlines:

<b>First Friday of December:</b>	Career Progression Portfolio with Departmental Materials due from Department Chairs
First Friday of January	Career Progression Portfolio due to the Faculty Senate Office held in Senate Office for review by committee members.)
First Friday of February	IASCPC recommendations due to the Provost Office. (Portfolio transferred to Human Resources.)
Within 14 days of receiving IASCPC recommendations	Provost recommendations due to Human Resources
Within 7 days of receiving Provost decisions	Human Resources issues notification letters to all IAS applicants
July 1 of Next Academic Year	New Title takes Effect

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In addition, the Departmental PEM committee which will include the alternate member (creating a four-member committee), will serve as the IAS promotion committee and will review and vote on the career progression request. The IAS member will be notified no less than 20 days in advance of the Career Progression review meeting and asked to prepare the portfolio for review using the Digital Measures reports. The review meeting will be set in October during the time that the usual PEM meetings occur. At least one week prior to the review the IAS member will provide the portfolio to the Department Chair who will upload it onto the Department Personnel D2L website. All PEM members will review the portfolio prior to the meeting. The IAS member will be given an opportunity to provide additional oral or written support for the career progression prior to the meeting going into closed session. The IAS member will be notified within seven days of the results of the hearing. The Chair will be responsible for writing the letter of support and completing the departmental report that will accompany the candidate's portfolio that is sent to the Dean.

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**VI. B. 2. Career Progression Reconsideration.**

The candidate can appeal the decision of the IAS promotion committee by following a process similar to the policy established for Reconsideration of Promotion for ranked faculty. Specifically:

After receiving the Chair's notification, the career progression candidate will have 14 days to request reconsideration by the IAS Promotion Committee. The Chair will then convene the Departmental Personnel Committee to hear all relevant evidence to support promotion. The candidate will have an opportunity to provide additional written or oral support relevant to promotion. The Personnel Committee will then dismiss the appellant from the hearing room chambers and move into a closed session hearing to review all evidence pertinent to this petition. The Personnel Committee will then render its final decision on the appeal.

**C. Appeal Procedures.**

Each career progression candidate will have the right to appeal the Department's reconsideration decision to the Grievance, Appeals and Academic Freedom Committee. Written notice of the reconsideration decision will be transmitted to the candidate and the Dean within seven (7) days.

**VII. Non-Instructional Academic Staff Review (if applicable)**

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. The IDP form is located at <http://www.uwlax.edu/hr/current/IDP/IDP.htm>.

**VIII. Governance**

The Department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate ByLaws (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/current/Unclassified/faculty\\_and\\_academic\\_staff.htm](http://www.uwlax.edu/hr/current/Unclassified/faculty_and_academic_staff.htm).

**A. Department Chair.**

The duties and selection of the Chair are determined by the Articles of Faculty Organization as printed in the Faculty Handbook.

**VIII. A. 1. Election of the Department Chair.**

The Chair is elected by the Department in February for a three-year term. All department members (as determined by Department bylaws [i.e., all ranked faculty, academic staff who have been granted faculty status by the Department]) are eligible to vote. The Dean shall send out nominating ballots to all eligible to vote. Any candidate who consents to serve and receives 60% of the ballots will be elected chair. If this does not occur, there will be a runoff between the two persons with the most nominations who have consented to run.

**2. Responsibilities and Rights of the Department Chair.**

The duties of the Chair are stated in the Faculty Handbook (Bylaws revised in May 2006; refer to Faculty Senate minutes Vol. 40, No. 17. Also see Appendix H). The Chair is responsible for:

- selection, supervision, merit rating and promotion of faculty for regular and summer sessions and of graduate assistants and support staff;
- for developing and implementing the curriculum, advising students and informing the administration of progress and problems;
- for drawing up and supervising a budget, reporting textbook selections, assigning offices and space and maintenance of facilities and equipment;
- for scheduling classes and registering students in regular and summer sessions;
- for convening and presiding at regular and special meetings of the Department;
- for convening and serving on PEM; and
- other matters outlined in the Faculty Handbook including hearing and responding to student concerns.

- Additionally, the handbook specifies that the Chair will assume a prominent role in creating a professional environment conducive to high morale and productivity in the Department. The Chair may delegate performance of the duties to committees or members of the department. In compensation, the Chair receives a .5 reduction in load during the academic year and a fractional administrative summer appointment determined by the Dean of the College of Liberal Studies.

**3. Formative Evaluation of Chair.**

1236  
1237 In February of the Chair's second year, the CLS Dean's Office should administer a chair  
1238 evaluation form to all faculty, IAS with faculty status, the SAA program director, and  
1239 administrative assistants. The quantitative and qualitative results are tabulated by the Dean  
1240 and a summary is sent to the Chair and all the potential respondents. The purpose of this  
1241 evaluation is formative.

1242  
1243 **4. *Summer Administrative Duties.***  
1244

1245 In the summer the Department Chair receives a fractional appointment and is responsible for  
1246 seeing to department business as it comes up. The Chair should use the Executive Committee  
1247 for consultation regarding business that impacts the department as a whole. The Chair should  
1248 appoint an interim chair if he/she is going to be away for more than three days and notify the  
1249 Department and the Dean's office.

1250  
1251 **B. Other Administrative Appointments**  
1252

1253 **1. *School Psychology Program Director.***  
1254

1255 The School Psychology Program Committee will nominate an individual who has primary  
1256 teaching duties in the program to serve as the Director of the School Psychology Program for  
1257 confirmation by the department at a meeting early in the second semester (by January 31) of  
1258 the appropriate academic year. The director serves for three years (August to August). The  
1259 Director receives a .25 reduction in load per semester and is responsible for administrating the  
1260 duties associated with the work of the program committee as outlined below. Personnel reviews  
1261 for the director include feedback on administrative duties.

1262  
1263 **VIII. B. 2. *Student Affairs Administration Director.***  
1264

1265 The SAA Program Director will be appointed by the Dean in consultation with the Department  
1266 Chair and SAA faculty. The Director is responsible for contracted duties and administrating the  
1267 work of the SAA program committee as outlined below and other duties as needed.

1268  
1269 **3. *General Psychology Team Leader.***  
1270

1271 The Team Leader is determined at the time that the department votes on load. The Team  
1272 Leader, along with the General Psychology Committee, is responsible for supervising all  
1273 aspects of the General Psychology course during the academic year, including: 1) developing  
1274 curriculum, teaching materials and handouts; 2) supervising lecturers; 3) training and  
1275 overseeing teaching assistants 3) developing, administrating and scoring tests; 4) maintaining  
1276 records and grading students; 5) advising and assisting students in the course and giving  
1277 make-up exams; 6) maintenance of facilities and equipment used in the course; 7) maintenance  
1278 of the human participants pool, and 8) reporting on a regular basis to the department -The  
1279 faculty Psy100 Team Leader works in conjunction with an administrative assistant and a GA  
1280 and is guaranteed a 2 -semester appointment to Psy100 lecturing in exchange for the additional  
1281 administrative tasks.  
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**4. Advising Coordinator.**

In response to assessment data and workload demands, the Psychology Department initiated an Advising Coordinator by reallocating teaching load. The Advising Coordinator spends .25 of his/her FTE time coordinating a wide variety of advising activities including but not limited to the following: teaching a one-credit course "Orientation to the Psychology Major," holding additional office hours throughout the semester, overseeing peer advisors, planning freshmen advising, overseeing Campus Close-up materials and staffing, organizing "Psych Faire," and providing advising related materials and information to the department-at-large.

**C. Standing Departmental Committees.**

Standing committees of the Psychology Department are described below. Chairs of all committees (except #2 and #3) are to be elected by the department members at the last department meeting in May of each year and shall serve for one year beginning in August. Membership on these committees is determined at the last department meeting in May of each year. Department members at a regular meeting may establish or terminate ad hoc committees as the need arises. The committees serve to help the department function more efficiently. If timing concerns keep the committees from meeting prior to a department meeting, action items need not go through committee. However, these action items must be indicated on the meeting agenda and faculty must be properly notified of the meeting.

**1. Executive Committee.**

The committee shall be composed of the Department Chair, the chairs of the Curriculum Committee, Materials Equipment and Space Committee (MES), the program director of SAA and the program director of School Psychology. One additional member of the Executive Committee is to be elected at-large if the above membership does not total five individuals. The duties of the committee can include assisting in setting department meeting agendas, keeping the Chair current on committee work, assisting the Chair in his/her duties, and carrying out any specific duties assigned by the members of the Department. Additionally, the Executive Committee can call a department meeting with or without the Chair's initiative and the Executive Committee can serve as a consultative body if there are urgent departmental matters that cannot wait until the next scheduled department meeting. The Executive Committee will meet as needed.

**2. SAA Graduate Program Committee (SAAPC).**

This committee is chaired by the SAA Program Director and comprised of the faculty teaching in the SAA program. The SAAPC provides the following functions: 1) recommends curriculum changes to the departmental curriculum committee with final approval by the Psychology Department; 2) schedules the dates/times of courses in conjunction with the administrative assistants; 3) searching, screening and recommending hiring for instructors who teach SAA courses to the Chair; 4) overseeing budget issues specific to the program in consultation with the Chair; 5) providing the Chair with appropriate personnel-related material\* on individuals teaching in the program; 6) carrying out functions associated with promoting the program; 7) coordinating the review of student applicants; 8) coordinate program assessment in line with University and national standards; and 9) provide supervision for administrative assistants for the program.

*\*Program directors will provide SEI information (working with the Administrative Assistant) for each instructor (aggregate SEI per course and per term, aggregate SEI for program (if applicable) and rank information for instructors per term) in addition to approximately a paragraph of narrative information on each instructor for whom they are recommending re-appointment. The narrative should reflect common themes in written student feedback on the instructor and commentary on the role of the instructor in other program related duties if applicable such as thesis advisement and/or supervision.*

1341 **VIII. C. 3. School Psychology Graduate Program Committee (SPYPC).**

1342  
 1343 The committee is chaired by the School Psychology Program Director and comprised of any  
 1344 faculty teaching .5 or more in the School Psychology Program. The SPYPC provides the  
 1345 following functions: 1) recommends a School Psychology Director to the Department for final  
 1346 approval every three years in January; 2) recommends curriculum changes to the departmental  
 1347 Curriculum Committee and the Teacher Education Governing Council with final approval by the  
 1348 Psychology Department; 3) schedules the dates/times of courses (consulting with other  
 1349 departments and undergraduate needs when appropriate) in conjunction with the administrative  
 1350 assistants; 4) searching, screening and recommending hiring for IAS who teach school  
 1351 psychology courses to the Chair; 5) overseeing budget issues specific to the program with the  
 1352 Chair as the signing authority; 6) providing the Chair with appropriate personnel-related material  
 1353 on individuals teaching in the program (appropriate materials for the hire of instructors<sup>\*see above</sup>  
 1354 and the retention of ranked faculty are determined by the Department and/or the Dean); 7)  
 1355 carrying out functions associated with promoting the program; 8) coordinating the review of  
 1356 student applicants; 9) coordinate program assessment in line with University and national  
 1357 standards; and 10) provide supervision for administrative assistants for the program.

1358  
 1359 **4. Psychology Curriculum Committee (PCC).**

1360  
 1361 The committee shall be composed of five department members. At least one of these should  
 1362 have primary teaching responsibilities in the school psychology graduate program. At least one  
 1363 of these should have primary teaching responsibilities in the General Psychology course. The  
 1364 chair of the committee shall be elected by department members at the last department meeting  
 1365 in May of each year and shall serve for one year. The duties of the committee are to  
 1366 recommend to the department:

- 1367 a) *the content of the major, all minors and concentrations.*
- 1368 b) *new courses and deletion of unneeded ones.*
- 1369 c) *the courses to be offered each semester and the faculty to teach those courses*  
 1370 *(i.e., load).*
- 1371 d) *any policies which affect instruction.*

1372 The committee shall also

- 1373 e) *periodically review the content of courses required for the major, the graduate*  
 1374 *programs, and of approved courses,*
- 1375 f) *develop and supervise the undergraduate advising program, and*
- 1376 g) *supervise admission to and advising within graduate programs.*

1377  
 1378 Although the curriculum chair aids the Chair and the administrative assistant in scheduling  
 1379 concerns, neither the Committee nor the Department need to approve of the schedule or  
 1380 scheduling changes. However, the Department must be apprised of these changes. The  
 1381 Committee shall oversee the workings of the following subcommittees:

1382  
 1383 **VIII. C. 5. General Psychology Sub-Committee.**

1384  
 1385 The Committee shall be composed of the General Psychology Coordinator and all faculty  
 1386 assigned credit for teaching the course. The committee shall: 1) determine the content and the  
 1387 text for the course; 2) approve assignments, testing and grading policies for the course; 3)  
 1388 recommend who shall teach the course; and 4) handle all problems and policies affecting the  
 1389 course. The Coordinator shall be elected by the Department by January 31 every year (at the  
 1390 time the Fall Schedule of classes is prepared) and serve for one year beginning in August. The  
 1391 Coordinator shall report to the curriculum committee on a regular basis.

1392  
 1393 **6. Assessment Committee.**

1394  
 1395 The Committee shall consist of three department members who shall have responsibility for  
 1396 developing, conducting, and reporting the results of appropriate assessments of all department  
 1397 programs. One member of this subcommittee should be a Department member involved with  
 1398 the School Psychology graduate program and one member from the SAA program. Members

1399 shall be designated at the last regular meeting of the Department in May of each year, and they  
1400 shall serve for one year. Members may be re-appointed.

1401  
1402 **7. Materials, Equipment and Space Committee (MES).**

1403 The Chair of the Committee and four members shall be elected by the Department members at  
1404 the last department meeting in May of each year, and they shall serve for one year. The duties  
1405 of the committee are to recommend to the Department: 1) prioritized budget expenditure for  
1406 travel and materials; and 2) the assignment of offices, labs, research areas and other space to  
1407 faculty and staff as the need arises. The committee shall review the spending of budgeted  
1408 money and the maintenance of the department's inventory of property and equipment.  
1409

1410  
1411 **8. Faculty Development Committee.**

1412 The Chair of the Committee and four members shall be elected by the Department at the last  
1413 department meeting in May of each year, and they shall serve for one year. This Committee is  
1414 responsible for planning programs for the enhancement of the knowledge and expertise of  
1415 Department members as a group and for recommending faculty development activities for  
1416 Department members individually, including mid-semester formative evaluation of part-time  
1417 academic staff (see below).  
1418

1419  
1420 **Formative mid-semester evaluations and observations**

1421 The Faculty Development Committee oversees two forms of evaluations. The committee  
1422 organizes the administration of mid-semester formative evaluations, which consist of a brief  
1423 open-ended questionnaire administered to all students that is summarized by someone other  
1424 than the course instructor. The written summaries are provided to the course instructor, in a  
1425 face-to-face meeting if possible. The department chair also receives a copy. In addition, the  
1426 committee organizes course observations wherein a psychology faculty member with voting  
1427 privileges observes at least 30 minutes of a class session, preferably near the time of the mid-  
1428 semester evaluation, and provides a brief written summary to the instructor and the department  
1429 chair. The extent of the mid-semester evaluations and observations overseen by the committee  
1430 are dependent on the instructor's status as delineated below.  
1431

1432 For Instructional Academic Staff, a mid-semester evaluation will be administered to students in  
1433 each new course preparation (i.e., when first teaching for the department and each subsequent  
1434 new course). The first semester teaching for the department, the IAS will receive a mid-  
1435 semester classroom observation in one course. IAS interested in career progression, or for any  
1436 other reason, can request a course observation from the Faculty Development Committee. In  
1437 addition, the department chair may request a course observation for an IAS if significant  
1438 concerns have been raised.  
1439

1440 For tenure-track faculty, a mid-semester evaluation will be administered in all courses during  
1441 the first year. The first semester teaching for the department, tenure-track faculty will receive a  
1442 mid-semester classroom observation in one course. A mid-semester observation will also be  
1443 conducted during the second semester when the faculty member has a new course preparation  
1444 second semester. After the first year, a tenure-track faculty member is reviewed following the  
1445 PEM guidelines.  
1446

1447 In addition to the above processes and formal SEI procedures, all psychology instructors are  
1448 encouraged to assess student learning and student satisfaction in their courses regularly  
1449 according to the instructor's needs.  
1450

1451  
1452 **9. Personnel Committee.**

1453 The Committee shall consist of all the ranked faculty members of the department. Probationary  
1454 faculty in their first year of service may attend meetings of the committee, but shall not vote.  
1455 The duties of the committee as a whole or by subset (as indicated elsewhere in these  
1456

1457 bylaws) are to determine: 1) retention/non-retention of academic staff personnel, 2)  
1458 retention/non-retention or tenure of probationary faculty, 3) promotion of faculty, 4) granting of  
1459 faculty status to academic staff, 5) the granting of emeritus status, and 6) solutions to personnel  
1460 problems with faculty or staff as they arise. The committee shall be convened by the  
1461 Department Chair (or the Executive Committee) as the need arises. The procedure for  
1462 Personnel meetings includes the following: postings which indicate that the meeting may go into  
1463 closed sessions, motions for closed sessions that cite specific statutes (Section 19.85 in the  
1464 Wisconsin Statutes), quorum rules (see 1.4), roll-call voting, and specific minutes taken by the  
1465 Chair.

1466  
1467 **10. Peer Evaluation and Merit Committee (PEM).**  
1468

1469 This Committee is responsible for conducting annual reviews of ranked faculty as required. The  
1470 responsibilities of the PEM Committee are described above under the Merit Review Process  
1471 (see section IV. A. 2 above).  
1472

1473 **VIII. D. Special Committees.**  
1474

1475 Special committees may be appointed to handle specified responsibilities that occur on an irregular  
1476 basis.  
1477

1478  
1479 **E. Individual Representatives.**  
1480

1481 In addition to these standing committees the Department may appoint individual representatives to  
1482 serve in the following capacities:  
1483

1484 **1. *Psych Club Advisor***

1485  
1486 **2. *Disability Resource Center Liaison***

1487  
1488 **3. *Murphy Library Liaison***

1489  
1490 **4. *Although not appointed by the department as the Psi Chi constitution indicates that the***  
1491 ***students in Psi Chi elect their faculty advisor a faculty member may also serve as the Psi***  
1492 ***Chi Advisor.***  
1493

1494 **IX. Departmental Programmatic Goals and Assessment Plan (if not included in IX.B.)**  
1495

1496 **A. Program Goals.**  
1497

1498 **1. *Undergraduate Program Goals.***  
1499

1500 The Psychology faculty is committed to helping students meet the APA outcomes as approved by APA  
1501 (August, 2006) and approved as outcomes for the Psychology Department at UW-La Crosse (2005).  
1502

1503 These outcomes can be found at the following website: <http://www.apa.org/ed/pcue/taskforcereport.pdf>  
1504 and can be found on the Psychology website: <http://www.uwlax.edu/psychology/apaSLOs.htm>.  
1505

1506 **2. *School Psychology Graduate Program Goals.***  
1507

1508 School psychologists exiting the School Psychology Program at the University of Wisconsin-La Crosse  
1509 should be psychologists who function in educational settings as advocates for children, pupil service  
1510 providers, experts in the assessment of children, psychoeducational consultants who use effective  
1511 problem solving strategies, and experts in the design and delivery of effective psychological and  
1512 educational interventions. School psychologists exiting the University of Wisconsin-La Crosse will also  
1513 be lifelong learners who continually seek and engage in professional development and leadership.  
1514

1515 **3. Student Affairs Administration Graduate Program Goals/Mission.**

1516  
1517 Using a theory to practitioner model, the mission of the Student Affairs Administration in Higher  
1518 Education master's degree program is to prepare student affairs professionals with the  
1519 competencies to work effectively within the complex political, economic, cultural, and social  
1520 contexts of student affairs and higher education.

1521  
1522 **B. Program Assessment.**

1523  
1524 **1. Philosophy of Assessment: Undergraduate.**

1525  
1526 The interdisciplinary nature of psychology necessitates a complex, multi-dimensional assessment plan.  
1527 In addition to our Department's stated goals (see above), we recognize the rapidly changing face of the  
1528 workplace. Consequently, we hope to help our students develop the attitudes and skills necessary to  
1529 respond to diverse populations and to develop a broader picture of society. This mission is particularly  
1530 acute for psychology because so many of our students wish to pursue human services careers.  
1531 Psychology as a discipline is well suited to students' understanding of individual differences and their  
1532 impact on human behavior.

1533  
1534 Our assessment plan endeavors to ask questions about broad-based implications of psychology as a  
1535 discipline as well as more specific questions about the effectiveness of our specific department and its  
1536 operations. Assessment should provide us with insight into both our strengths and weaknesses, but  
1537 also enable us to effectively plan for the future, to modify our goals, curricula, operations, policies and  
1538 procedures, and thereby, to continually evolve as a discipline and program to best serve our students,  
1539 the university, and the community.

1540  
1541 **IX. B. 2. Assessment Methods and Practices: Undergraduate.**

- 1542  
1543 a. Currently, the department offers a one-credit course every other Spring entitled "Appraising  
1544 Psychology" in which senior psychology majors complete a variety of direct and indirect  
1545 assessment measures.
- 1546  
1547 b. Each academic year faculty member should identify one learning outcome (either an APA  
1548 outcome or one developed by faculty member) for one course, and directly or indirectly assess  
1549 students' performance (learning) on this outcome, and based on results, identify possible  
1550 changes to the course that can improve student learning. Each faculty member will include this  
1551 assessment information in his/her annual PEM materials. Assessment information will also be  
1552 included in retention, tenure, and promotion reports.
- 1553  
1554 c. The psychology department is responsible for assessment and long-term planning of CYC and  
1555 Gerontology.

1556  
1557 **3. Philosophy of Assessment: School Psychology.**

1558  
1559 School Psychology Graduate Program assessment provides valuable information that guides program  
1560 changes. The results of assessment are used to improve student learning/outcomes, program quality,  
1561 and the teaching effectiveness of graduate instructors.

1562  
1563 **4. Assessment Methods and Practices: School Psychology.**

1564  
1565 The School Psychology Graduate Program uses several direct and indirect measures to assess  
1566 program goals and graduate student learning outcomes. Direct measures include several performance-  
1567 based measures of graduate student professional functioning during practicum and internship  
1568 experiences. The indirect measures include the National School Psychology Exam and an alumni  
1569 survey.

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**5. Philosophy of Assessment: Student Affairs Administration in Higher Education.**

Student Affairs Administration Graduate Program assessment provides valuable information that guides program innovation and changes. The results of assessment are used to improve student learning/outcomes, program quality, internship experiences, and the teaching effectiveness of graduate instructors.

The following competencies describe learning outcomes expected of our graduates who are entering the student affairs profession. These competencies provide the foundation for SAA program planning and assessment.

- a. *Applied Research.*
- b. *Critical Analysis and Problem Solving.*
- c. *Effective Communication.*
- d. *Ethics and Professional Responsibility.*
- e. *Global Connection and Human Diversity.*
- f. *Higher Education Knowledge.*
- g. *Student Characteristics and Effect of College on Students.*

**IX. B. 6. Assessment Methods and Practices: School Psychology.**

The SAA program uses the following measures to assess program goals and learning outcomes:

- a. *Electronic Portfolio.*
- b. *Comprehensive Exam.*
- c. *Thesis.*
- d. *Applied Project.*

**X. Additional Departmental Policies**

**A. Salary Equity.**

Salary equity adjustments are to be made in accordance with the policy of the College of Liberal Studies. Faculty who believe they are entitled to an equity adjustment are advised to consult with the Chair of the Department.

**B. Sick Leave & Vacation.**

**1. Guidelines.**

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

**2. Absence Sheets.**

Sick Leave Policy (approved spring 2007 by UW-L). The spring 2007 revised sick leave reporting system form can be found in Appendix I.

**C. Curriculum Policies**

**1. Teaching Workload.**

The standard full-time teaching workload in the undergraduate Psychology Department is twelve credits in both the spring and fall semesters. The standard full-time teaching workload for faculty whose primary appointment is in a graduate program is nine credits in both the fall and spring semesters. Summer and interim session teaching is optional. For undergraduate instructors, the Department will endeavor to provide a schedule that requires no more than three different preparations. Variations in this workload formula are permitted special circumstances, subject to review by the Department, and the approval of the Dean of CLS.

**X. C. 2. Staffing and Course Offering Policy.**

The primary goal of curriculum planning is to best serve programmatic and student needs. Course staffing, offerings and schedules will be set by a variety of criteria including but not limited to: departmental curricular needs, fluctuating or changing curricular demands, student load per class data, alternating between special topic courses so that they are offered different semesters, regard to class times such that two like courses are not "up" against one another, appropriate loads for new faculty (2 preps if possible), appropriate loads for all faculty (3 preps per semester), opportunities for faculty to teach new preps again, professional development opportunities for faculty, faculty expertise, workload fairness, course schedule fairness, and faculty preference. Although faculty preferences will be considered, they are secondary criteria to curricular needs.

**3. Intersession Teaching Policy.**

Starting in Summer of 2005, the following policy is in place for UWL: No post-Spring (Summer I, Summer II, Summer III) classes should start earlier than their official start date, which should follow the official end of the Spring Semester. Each session should then be allocated one 4-week "box" of time that does not overlap with other sessions. The three 4-week terms should subsequently be referred to as "Summer I", "Summer II", and "Summer III". Summer session courses should be allowed to run for any length, as long as the start date coincides with an official start date of a session. Courses should be allowed to run over multiple sessions (boxes) only if they are longer than four weeks in duration. The maximum allowable number of total credits for Summer Session is 12 (following the standard of 1 credit/week of class instruction). Registration for >12 credits for the entire Summer Session should will the signature of the Dean. Standardization of daily class times may be addressed at a later date to minimize class period overlap.

Recognizing that intersession teaching appointments are not guaranteed, the Psychology Department endeavors to provide its ranked faculty with fair access to the opportunity to teach intersession. As of May 2002, the College of Liberal Studies initiated a new intersession policy. This policy changes the pay structure for courses taught during intersession terms to be based solely on student credit hour (SCH) production. The intersession summer school policy for psychology will be based on the following:

- a. All ranked faculty will indicate their interest in teaching winter session, summer 1, 2 or 3 school at the first fall faculty meeting.
- b. A rotation list of faculty will be created based on seniority (beginning 2002-2003) in the order of most senior to least senior (by years in rank). Starting at the top of the list, each faculty member will get to choose the class and the time that is their preference. Once a faculty member has taught a course in winter session or a summer term, they will move

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to the bottom of the rotation (unless they are retiring). Consequently, the list will be by seniority in the first year only. New hires will start at the bottom of the list.

- c. Faculty who have officially declared retirement will be given the top slot on the rotation for up to 3 years. They must declare before summer school assignments are made.
- d. After each faculty member has been given a chance to claim a winter session or summer school teaching opportunity, faculty will be offered a chance to teach a second class. However, the overall number of courses offered over winter- and summer-terms will not exceed 14 (including graduate classes) and no faculty will teach more than two 3-credit courses.
- e. School Psychology faculty will determine the instructors for the graduate school psychology offerings (traditionally 2 summer courses) and those instructors will return to the queue with the rest of the faculty for a second choice for teaching if applicable.
- f. Internship credits are counted by a 2:1 basis by the Dean. They will be assigned to the faculty member teaching a summer class who has the lowest enrollment (and/or those near a salary cut-off point) and that faculty member will oversee them. In the summer internship credit is comprised of PSY 309s, PSY 450s and CYC 450. PSY 309 and 450 may be offered as online courses with approval of the Department. Faculty must agree to oversee the volunteers and interns using the D2L website set up for these courses.
- g. Course offerings will be based largely on demand; however, we will attempt to offer 100 and 451 as part of the array.
- h. Instructors may request an enrollment cap on a course; however, the financial implications are borne by the instructor.

X. C. 3.

**D. Material, Equipment and Space (MES) Policies.**

Note: Budgeting decisions pertaining to accounts associated with school psychology and SAA are decided by the program committees and reviewed by the Chair. SAA funding is associated with the SAA program only and no portion comes from the Psychology Department budget; whereas, school psychology has only a portion of its funding solely associated with the graduate program.

**1. Material and Equipment Requests.**

At the beginning of the Fall semester, each tenure-track FTE will be allotted \$200 and instructional academic staff with faculty status will be allotted \$100 to spend on academically-related resources. The money must be spent or allotted for a known future expense by Feb. 1st. After the \$200 has been spent, additional expenditures for office supplies, teaching materials, and other faculty requests less than \$100 can be approved directly by the Department Chair throughout the year for any of the psychology-related accounts. Total expenditures in this manner should not exceed 3% of the total yearly supply and equipment (S&E) budget. All money can only be spent on purchases sanctioned by university policy (e.g., no food, etc. unless from alumni account) and the original \$200 discretionary will not include travel related expenses including registration fees. Any materials purchased are the property of the university and cannot be a personal purchase. All purchases will go through the set departmental purchase order or procurement card procedures (which require the Chair's approval). Reimbursement will not be an option unless cleared with the Department Chair prior to purchase. All monies not spent will be reassigned to the Department as a whole. Any request for over \$200 will go through the traditional MES prioritizing process and should be made known to MES no later than Feb. 1st. Requests for travel money are due to the MES chair early in the Fall semester soon after the chair distributes request forms. For larger expenditures and travel, the MES committee discusses and prioritizes the requests and makes recommendations to the Department for expenditures. MES has several criteria by which it judges requests including but not limited to: impact of expenditure on instructional improvement,

keeping current with technology, and overall fit with departmental goals. There is a specific policy for prioritizing technology requests (see below). Faculty with requests are strongly encouraged to attend MES meetings in which their requests are discussed.

**2. Travel Requests (Approved Jan 2008)**

The Department strongly encourages and supports faculty travel to conferences, seminars, and/or other venues for professional enrichment. The Department is allocated travel money from CLS based on the FTE of the department. The MES Committee will allocate 85-88% of these funds on a per faculty basis to all eligible department members (see eligibility below). Faculty will be informed of the specific amount at first meeting of the academic year by the MES Chair. Faculty must develop a travel plan (communicated to the MES Chair and Committee and endorsed by the Department) of his/her intended travel plans in September.

Faculty may also submit travel requests to the CLS Dean. CLS will expect substantial departmental funding for first conferences. The Dean's office requires a commitment of at least \$30 dollars from the department for any additional travel beyond the first trip. Following the travel support priorities indicated on the CLS form and subject to the availability of funds, the Dean determines how much additional support will be given from the College and notifies the applicant of the determination via personal letter.

X. D. 2. a. *Eligibility.*

Any ranked faculty from their initial date of appointment and any academic staff with a full-time appointment in the department that has been in effect for one year are eligible.

b. *Procedures.*

Individual faculty members will prioritize travel requirements based on his/her professional development needs and this must be communicated on the faculty travel plan to the MES Chair and endorsed by the department. The Academic Department Associate will help the faculty member track expenses based on the accepted plan.

Funds not used by faculty (e.g., when travel is not requested or completed or papers not accepted, etc.) will be reallocated by: (1) funding faculty travel plans where the first priority was not fully funded, (2) funding second priority travel on an equal basis across faculty member plans, and (3) funding special requests (e.g., travel requests for administrative purposes). Final amounts will be determined by the MES Committee subject to department approval.

Travel funds allocated by the Department may ONLY be used for the specific purpose allocated. Faculty members may not apply the money to another meeting or presentation without the specific permission of the Department, which would require the resubmission of the faculty travel plan for Department approval. Before final disbursement of funds, the MES committee MUST receive a confirmation of the completion of the trip as reported on the travel plan form. This may consist of such evidence as a letter confirming acceptance of a paper, etc. Complete documentation of travel expenses is required for reimbursement. Necessary documentation includes items such as program agendas, hotel bills, meal receipts, parking receipts, etc.

Faculty are encouraged to request funds from the Dean's Office to cover the same travel. On the request forms to the Dean's Office the department will indicate the level of departmental support as stated on the faculty travel plan.

Under this policy, funds will be provided ONLY to cover travel expenses in connection with professional activities that are directly related to the individual's assigned departmental duties whether or not release time is provided for these activities. (It is suggested that travel support for non-departmental activities such as faculty development leaves be sought from the sources for whom these activities are carried out and/or providing the support for release time.)

Other than the exceptions noted above, funds can be requested and used to cover any expenses allowed by the state travel policy incurred in connection with attendance at professional meetings, including registration or tuition fees for workshops.

Requests for travel solely for administrative purposes such as that required in connection with program development (e.g., School Psychology Trainer's meeting), faculty recruitment, etc. may be submitted to the MES Committee on a different form to be processed separately. Funds for this purpose may or may not be drawn from the budgeted travel allocation at the discretion of the MES Committee.

Exceptions to this policy will be considered by the MES committee and approved by the Department on an ad hoc basis.

**X. D. 3. Office Assignment Policy**

The department prioritizes the assignment of office space for faculty and staff. Curricular and programmatic needs are prioritized over secondary needs. Secondary needs are in the following order: research, student offices, and storage. Room 335A is reserved for the Chair of the Department and 341A is reserved for the School Psychology Director. In addition, the department will provide office space for the Director of the SAA program large enough to accommodate both the program and Director's needs. Vacated offices are determined by a set of criterion that is applied in the following order.

- a. *Faculty Hire Date* (as shown in official university records)
- b. *Rank* (used if two or more faculty have same hire date)
- c. *Date of Rank* (if two or more faculty have same hire date, same rank)
- d. *Academic Staff Service* (if two or more faculty have same faculty hire date, same rank, same date of rank, number of full-time equivalent years of service as Academic Staff is used to determine seniority). Priority will be based on expected FTE level first and then the other criteria.
- e. *If there are ties remaining after the above criteria have been applied, they shall be determined by some random method.*
- f. *The exiting Department Chair has the right to bump another faculty member from his/her office, based on his/her seniority and rank.*

If a faculty member is assigned to a duty outside of the Department for 50% or more and an office is provided for that duty, the MES committee may assign ad hoc faculty to share the office of the re-assigned faculty member.

**4. Use of Departmental and University Resources Policy**

- a. *For University-Related Business.*

Faculty involved in activities that are directly-related to their teaching, scholarship and service will have access to the limited resources of the department. If a project requires resources that are beyond the scope of normal university activity, the faculty member should request MES approval. Normal activities include moderate use of phones, faxes, printers, photocopies, etc. Examples of "special projects" in the past include brochures, special overheads or slides, or one-time mailings. Resources for service that is not within the scope of the department should be accounted for elsewhere (e.g., Faculty Senate

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committee copying through Faculty Senate, community work through those organizations).  
At-home expenses will not be reimbursed except in circumstance of pre-approval by MES.  
Work (service, teaching or scholarship) which is remunerated above and beyond a faculty's  
regular salary is discussed below.

b. *For University-Related Business that is Remunerated.*

Faculty involved in activities that involve remuneration from outside sources may request  
MES approval for a set amount of money not to exceed \$25 dollars. The faculty member  
will monitor his/her expenses and once this amount is expended must supply his/her own  
resources for the project. To be considered for departmental resources, the project or  
activity must be directly related to the faculty members' expertise and be directly linked to  
UW-L in all associated publicity.

X. D. 4. c. *For Non-University Related Business.*

Faculty involved in professional activities that do not directly benefit the Department or  
the University and/or whose primary affiliations for the activity are with another  
organization will have NO access to departmental resources for those purposes.  
Activities include professional activities in other venues, through other organizations, and  
non-academic publications and presentations. Resources such as phones, paper,  
postage, psychological testing supplies, video cameras, VCRs and the like should be  
secured off-campus. Personal photocopying can be taken to the UWL Document  
Services (paid out of pocket but no tax charge) or to a local photocopier. It is illegal for  
the Department to accept reimbursements for personal photocopying. If this policy is  
violated, the Department will respond to it as a personnel issue. The University policy  
regarding this issue reads as follows:

Use of State Property

A University employee shall not use, or allow the use of, state property, including  
property leased by the University, for private activities. No personal use may be  
made of the University's (STS) long distance telephone lines or the campus mail  
service.  
Local telephone lines may be used only for essential calls. Tools, equipment, or  
supplies that are the property of the University may not be borrowed for personal  
use. Laboratories, workshops, offices, and other areas not open to all staff or the  
general public may not be used for personal (non-job related) projects or  
endeavors.

**E. Department Technology Policy**

**1. Definition.**

Technology refers to electronic equipment purchased by UWL (and department funds) and  
used in UWL Department offices and classrooms. It includes computer hardware and software,  
printers, video equipment, and other electronic equipment.

**2. Goals.**

- a. To obtain and maintain a level of technology which allows faculty and academic staff to  
continue their professional development by accessing and utilizing the latest educational,  
psychological, and professional information.
- b. To obtain and maintain a level of technology which allows faculty and academic staff to  
continue to improve their classroom instruction and to supervise student research  
projects.

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- c. To improve and maintain classrooms so that technology which enhances student learning is available in all classrooms.
- d. To provide administrative assistants with a level of technology which allows them to efficiently perform their responsibilities.
- e. The continual upgrading of technology is a high priority of the Department.

**3. General Procedures Related to Technology Usage.**

- a. Department members are reminded that any and all equipment, software, etc. purchased with University funds is the property of the University of Wisconsin-La Crosse. Although technology may be purchased at the individual request of a Department member, such property is not for personal use and does not become the property of the Department member to whom it is assigned.
- X. E. 3. b. The purchase of any technology for Department or individual use and the assignment of technology to Department members must have the approval of the MES committee and the Department.
- b. Once the Department has approved the purchase of technology for individual or departmental use, the Department Chair shall be responsible for submitting a purchase order within 30 days of the approval.
- d. Student access to Department technology is limited to faculty related use. Student technology needs can more appropriately be met through student labs or technology intended for student use.
- e. A Department member who wishes to use Department technology while on a sabbatical or professional leave must request permission from the Department before doing so.
- f. Short-term off-campus use of laptop computers does not require departmental approval each time. However, such technology is only to be used for University-related business, such as University approved professional development (e.g., conferences). Laptops not assigned to an individual Department member need to be signed out.
- g. Department members are not guaranteed long-term individual use of any technology, equipment, etc. Technology may be reassigned by the Department at any time, especially if the need for which the technology was provided no longer exists or the Department member is no longer using the technology for the intended purpose.
- h. The MES Committee shall review technology policy and procedures on an annual basis.

**4. Level of Technology Available to All Faculty and Academic Staff.**

All faculty and full-time academic staff should have individual office access to technology which allows them to utilize email, access the internet, word process and print. This includes a color monitor, enough RAM to run necessary software, up-to-date word processing software, and a large enough hard drive to store necessary data. Part-time academic staff may have to share technology but should have access to email, the internet, word processing, and printing.

**F. Miscellaneous Policies**

**1. Complaints/Grievances.**

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Complaints and grievances are to be handled in accordance with a document entitled "Procedures for resolution of student grievances and other complaints concerning instruction in the Psychology Department." See Appendix L Grievance Policy.

**2. Office Hours.**

All instructors must post office hours on their doors and provide a copy to the Program Assistant. In general, instructors should strive to post approximately **60 minutes per course per week (about four hours per week)**. Furthermore, faculty should endeavor to have office hours that span the time between courses and that reflect the needs of student schedules (e.g., between 9 a.m. – 4 p.m. or before a night course).

For SAA faculty and others teaching online: When teaching in an online course, instructors will provide the students with a 24-48 hour response time. Instructors will notify the class if they will be away from class longer than 48 hours or if they will have limited access for a period of time. Instructors must provide a discussion area for questions regarding course-related concerns.

**X. F. 3. Syllabi.**

The Department expects all faculty to provide students with a printable course syllabus within the first week of classes. At the minimum, the syllabus should outline the class requirements, course objectives or learning outcomes, due dates, instructor contact information and office hours. General education classes should include information regarding the general education category and specific general education learning outcomes. Instructors are also encouraged to include the following: grading scales, teaching philosophies, detailed content and exam schedules, cheating policies, return of papers policy, students with disability statement, absence policy, etc. Syllabi are legally seen as a form of a contract with the students. Instructors shall submit an electronic copy of each syllabus to the departmental administrative assistant or Chair for uploading on the Department's Syllabi D2L website.

**4. Class Size.**

In general, a single section of most 200, 300 and 400 level courses is capped at approximately 40 students. General Psychology is team taught and may enroll up to 500 students. It is up to the individual preference of instructors whether to over-enroll their classes. The Department may determine that some courses, due to their requirements, can be capped at a lower enrollment than 40. Due to the "revenue model" of the UW System, under which colleges are funded based on student credit hour generation, the Department or the Dean may cancel courses that enroll less than 10 students due to low enrollment. However, the Department may choose to sponsor low enrollment courses by over-enrolling other courses in the Department and/or other courses of the particular instructor (if applicable). Any other requests regarding the capping of courses for course content or workload must be approved through the Curriculum Committee and the Department.

**5. Final Exams.**

The Department final exam policy is as follows:

- a. Final exams are required to take place as scheduled during the final exam week. A student must not be precluded from taking the final during the scheduled closure week time.
- b. Any exceptions to the afore-stated rule must be filed with and approved by the Provost.
- c. These exceptions should also be filed with the College Dean.

**6. Human Participants.**

2031 The Department policy on the use of human participants requires conforming to the policy of the  
2032 University. Before an experiment or study using human participants may be conducted, the  
2033 researcher must obtain approval from the institutional review board (IRB). Student projects  
2034 require the signature of their faculty advisor. No departmental level of review is required. Use  
2035 of the human participant pool through PSY 100 requires IRB approval and/or permission from  
2036 the human subjects pool coordinator.

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2038 **7. *Campus Absence Forms.***  
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2040 For liability reasons, all faculty, IAS, or staff traveling on university related business should fill in  
2041 a campus absence form (whether or not they will be missing class or work). During times when  
2042 classes are in session, faculty who will be away from campus for non-university related  
2043 business should inform the department chair of the upcoming absence including arrangements  
2044 for class coverage by filling out the campus absence form via the electronic Survey version  
2045 available online or by completing the blue form.

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2048 **X. F. 8. *Leaves of Absence.***  
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2050 **a. *Faculty and Staff.***  
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2052 Normal leave of absence without pay is a leave that exceeds 30 calendar days. Formal  
2053 leaves require written approval of Human Resources and the employing department.  
2054 Leave without pay for a complete pay period or up to 30 days requires written approval  
2055 from the supervisor and notification to Human Resources. Leaves without pay are  
2056 granted for illness, care of a child, spouse, or parent with a serious health condition,  
2057 education, military and exceptional personal reasons. Maternity/paternity leaves will be  
2058 granted for birth or adoption of a child for up to, but not exceeding, six months. Upon  
2059 request of the employee, maternity leave of absence may be extended for another period  
2060 of time, not to exceed six months. For more information on leaves, contact Human  
2061 Resources and/or review the appropriate union contract. The Department may approve a  
2062 leave of absence request that extends beyond a twelve-month period only under  
2063 extraordinary circumstances and then only when the Department determines that such an  
2064 extension of the leave of absence is in the Department's best interests.

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2066 **b. *Faculty Only.***  
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2068 Administrative leaves involving service to UWL do not have to be approved by the  
2069 Department. However, leaves involving a change in faculty residence or any other type  
2070 of leave (e.g., sabbaticals and/or international teaching) need to be approved by the  
2071 departmental personnel committee.

2072 **9. *Faculty Status.***  
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2074 Members of the academic staff who have served for four continuous semesters with an  
2075 appointment of 50% or more may be granted faculty status in the Department. Faculty status  
2076 will not normally be granted to academic staff who are temporarily replacing a faculty member  
2077 who has been granted released time, or any recognized leave of absence (including, but not  
2078 limited to, sabbaticals, faculty development leaves, and medical leaves). Faculty status for  
2079 purposes of University governance is not sufficient for faculty status in the Department. Faculty  
2080 status must be granted by a majority the ranked faculty of the Department. Once granted,  
2081 faculty status will continue as long as the academic staff member holds an appropriate  
2082 appointment. If the appointment does not continue at an appropriate level, faculty status must  
2083 be granted again when the academic staff member is again qualified by virtue of length of  
2084 service and appropriate level of appointment.  
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**10. Graduate Faculty Status.**

The Department does not have a policy that goes beyond University policy for the granting of graduate faculty status.

**11. Tenure Density.**

The Department does not have a tenure density policy that goes beyond that of the College of Liberal Studies and the University. As of April, 1998 (and for the next several years) fewer than 80% of the faculty are tenured.

**12. Tenure Clock Stoppage.**

UW System allows for a tenure-track faculty member to "stop" their tenure clock for the sake of dependent and/or elder care. Faculty interested in this option should contact Human Resources.

**X. F. 13. Classified Staff Policies.**

*a. Annual review.*

The Wisconsin Statutes call for "a uniform classified employee performance evaluation program to provide a continuing record of employee development and, when applicable, to serve as a basis for decision-making on employee pay increases and decreases, potential for promotion, order of layoff and for other pertinent personnel actions." Annually, classified employees and their supervisor will meet to set performance goals and objectives for the upcoming year. At the end of the year, employees and supervisors will meet again to review work performance. A copy of the completed performance evaluation will be placed in personnel files.

*b. Administrative Assistants Policy.*

The Psychology Department employs two administrative assistants at 92% per year. One position is designated fully to the Psychology Department and is responsible for Department at-large business stemming from the Chair's office such as travel, budgeting, class scheduling, textbook ordering, student worker management, and supply management. In addition, this position has clerical responsibilities for a proportion of the individual faculty. The second position is designated 50% to the School Psychology Graduate Program and 50% to the clerical responsibilities for a proportion of the individual faculty. The second position is also responsible for maintaining the department's audio-visual materials. Both positions involve receptionist duties and activities associated with the information flow to students and the public. Appropriate duties for individual faculty include exam preparation, course handout duplication, typing associated with courses and scholarship, and assorted budgeting duties. Administrative assistants should not be asked to complete personal tasks for faculty. Concerns regarding appropriate administrative assistant duties or work assignments should be directed to the Chair.

Administrative assistance for the SAA Program is provided by the CLS Dean's Office and supervised by the SAA Program Director.

**14. Work-Life Balance Statement.**

In an attempt to help staff and faculty balance their work and personal lives, the Department will endeavor to schedule all meetings within the hours of 8:30 am and 5:00 p.m. Additionally,

childcare and eldercare duties will be considered when setting class schedules if requested by the instructor.

**15. Distance Education Policy.**

Given that psychology as a discipline has many applied and service components, the Department should endeavor to offer at least one course per year as a distance education offering (preferably one a semester). The Department will try to identify regular offerings (or special topics) that have the potential of being useful to wider populations than traditionally aged undergraduates (e.g., community professionals such as teachers and guidance counselors). If a faculty member agrees to teach a regular offering as a distance education course, the proceeds from the course will be split 75% to the instructor and 25% to the Department (to the Psychology Development Fund). Instructors should be fully apprised of the fact that distance education courses have to be taught in the evening (5 pm or later).

**16. Outside Employment Statement.**

Outside professional employment for faculty in the Psychology Department is acceptable and encouraged when it does not infringe upon the faculty member's primary obligation to the Department and the University. These responsibilities are outlined in the Department's bylaws. Outside work is defined as any work outside the parameters of the faculty member's job description within the Department. In the Psychology Department, outside work is likely to include clinical work, consulting, paid scholarship, teaching activities and/or professionally unrelated activities.

For outside employment to be acceptable it may not:

- X. F. 16. a. *Involve such hours or such jobs that conflict with current position description.*
- b. *Involve the use of Department personnel and/or resources.*
- c. *Infringe on the reputation of the UWL Psychology Department.*

Concerns regarding the above are under the purview of the personnel committee. Ongoing outside employment of 10+ hours per week during the academic semesters (corresponding to normal business hours) needs to be approved by the personnel committee. This policy applies to outside employment initiated after Spring 2001.

**17. Emeritus Policy for Faculty.**

The Psychology Department calls a personnel committee meeting to determine whether or not a retiring faculty member shall be designated as emeriti. A majority vote of those present is required to allow for the designation. Within the Department the designation is associated with a mailbox and access to an office. In making this determination the Department follows the University policy as outlined below.

Members of the faculty may be nominated and designated as emeriti only at the time of retirement and must be recognized by their distinguished records of service at institutions of higher education. Nomination for and official designation as emeritus is dependent on the following measures of distinguished service:

- a. Those members of the faculty having a record of 25 or more years of service at accredited institutions of higher education, including ten or more years of service at the University of Wisconsin-La Crosse may be designated by their rank and the title of emeritus. Thus, a faculty member may be designated as Faculty Emeritus with the appropriate rank held at the time of retirement.

- b. Those members of the faculty not meeting the criteria under (a) above, having a record of 15 or more years of service at the University of Wisconsin-La Crosse, regardless of rank, and having attained the age of 55 or more, may be designated as Faculty Emeritus.

Departments and their functional equivalents may nominate qualified members of the faculty to the Chancellor for designation as emeriti. These nominations shall be forwarded to the appropriate Dean for endorsement prior to their submission to the Chancellor.

**18. *Psychology Individual and Departmental Special Projects Reassignment Policy***  
(endorsed 12/10/04).

Every semester the Psychology Department will endeavor to provide a .25 credit reassignment to a faculty member with an individual special project and an additional .25 reassignment to an additional individual who will be responsible for departmental special projects.

a. *Departmental Special Projects.*

Each tenure-track faculty member who taught a 12-credit load in the previous semester is eligible for a rotational .25 reassignment in order to participate in departmental special projects. Faculty will be considered in reverse seniority and reverse rank based on the hiring date into the ranked faculty. New faculty's 9/9 load may delay the rotation – but the new faculty member will be moved to the end of the list after their first year. The list will be constructed every semester. Faculty who in the prior semester did not teach 12 credits (e.g., the chair, graduate faculty, and leave faculty will rotate to the bottom of the list.

X. F. 18. b. *Individual Special Projects.*

Every semester, the Department will provide a .25 reassignment for the purpose of an individual special project. Interested faculty should submit a one page proposal by the established deadlines. The executive committee will make the decision. If one of the executive committee members wishes to apply, a replacement will be chosen to serve on the Executive Committee. If a faculty member is awarded a sabbatical, the sabbatical will count as that semester's individual special project award.

Proposals can range across the following topics:

- 1) A significant faculty development opportunity
  - a) (e.g., substantially reworking a course – regular “tweaking” does not count)  
Example? Moving from lecture to problem-based learning.
  - b) (e.g., teaching a “special topics” course that might not “fill” – especially one that is interdisciplinary – e.g., a course on Suicide with a literature professor)
  - c) (e.g., asking to teach a course that normally fills to 30-40 as a seminar course of 12 – buy out used to teach a regular section of the course)
- 2) Special projects regarding a large-scale service obligation
  - a) (e.g., chairing a university search and screen, doing a large-scale program evaluation; hosting a conference)
- 3) A significant scholarship project
  - a) (e.g., a significant grant, a book contract)

Limitations:

- 1) Preference will be given to proposals for special topic courses and seminars – as those options best service our students.

- 2) The person requesting will indicate from which course he/she wants to be bought out – but the Department may need to indicate another course in regards to potential staffing.
- 3) Preference will be given to faculty who consistently produce high SCH.
- 4) Preference will be given to ranked faculty.
- 5) Preference will be given to projects without other avenues for funding.
- 6) Preference will be given to faculty who have not received recent reassigned time (e.g., special project reassignment, faculty development, or teaching abroad).

**XI. Search and Screen Procedures**

- A. The department will follow hiring procedures prescribed by the University's Office of Human Resources (HR) in conjunction with Affirmative Action Office (AAO) and UW System and Wisconsin state regulations.
- B. Tenure-track positions in graduate programs. The chair of the search and screen committee for tenure-track positions in graduate programs will provide the department with the strengths and weaknesses of each candidate who was interviewed. In addition, if the program director and/or search and screen chair is not a voting member of the psychology personnel committee, that individual will be invited to the meeting to present the opinions and thoughts of the graduate program faculty prior to the closing of the meeting and formal vote.

**XI. A. Tenure-track faculty**

The approved UWL tenure track faculty recruitment and hiring policy and procedures are found at <http://www.uwlax.edu/hr/employment/PeopleAdmin.htm>. Additionally, UWL's spousal/partner hiring policy can be found at <http://www.uwlax.edu/FacultySenate/42nd/FS%20Mtgs/10-11-07/Spousal-Partner%20Hiring%20Policies%20&%20Procedures.htm>.

**(The following statement/requirement was established June 2009 by HR and AAO).**

Searches are conducted electronically via PeopleAdmin. All search and screen (SS) committees will need to meet with the AAO prior to obtaining access and/or creating a posting in PeopleAdmin. During this charging meeting, committees will be provided with resources and tips to:

- 1. ***Assist you with your search.***
- 2. ***Maximize the success of the search.***
- 3. ***Attract a large and diverse pool of highly qualified candidates.***
- 4. ***Hire the very best person in the pool.***

See Appendix J for full description of UWL Tenure-Track Faculty Recruitment and Hiring Policy and Procedures.

See Appendix K for Psychology Department Recruitment Checklist.

**B. Instructional Academic Staff and Academic Staff**

- 1. ***Instructional Academic Staff.***

Hiring policy and procedures are found at [http://www.uwlax.edu/hr/recruit/recruit\\_class.htm](http://www.uwlax.edu/hr/recruit/recruit_class.htm). 100% IAS positions with all responsibilities within a graduate program should follow university

2317 guidelines but will be conducted by the graduate program committees. A psychology  
2318 department member from outside the graduate program should serve as one of the individuals  
2319 on the search and screen committee. As with all searches, the Department Chair makes the  
2320 recommendation to the Dean who is ultimately the hiring authority.

2321  
2322 NO current policy is in place for hiring of long term or permanent instructional academic staff. If  
2323 we should be allowed to hire IAS for long term or permanent roles, the university policies and  
2324 the special processes used for faculty search and screen procedures will be followed.  
2325

2326 **2. Academic Staff Teaching Appointments.**

2327  
2328 Academic staff teaching appointments may be either part-time or full-time in nature. The need  
2329 for such appointments is generally the result of faculty sabbaticals, leaves of absence, special  
2330 workload releases, or special dispensation from the Dean. In general, the selection of the  
2331 courses to be taught by academic staff lecturers is decided through the deliberation of the  
2332 Department as a whole body as advised by the Curriculum Committee. The instructor is  
2333 generally decided upon by the Personnel Committee after a recommendation from the pool-  
2334 search screening committee. However, when there is a need for an emergency nature of such  
2335 hires, the Department Chair has the ability to make an academic staff hiring decision (preferably  
2336 in consultation with the Executive Committee).  
2337

2338 **C. Contingency Workforce (Pool Search)**

2339  
2340 Hiring policy and procedures are found at [http://www.uwlax.edu/hr/instr\\_acst.POOL.search.htm](http://www.uwlax.edu/hr/instr_acst.POOL.search.htm).  
2341 Graduate Program Directors should follow the guidelines below and review all procedures with the  
2342 Department Chair. As with all searches, the Department Chair makes the recommendation to the  
2343 Dean who is ultimately the hiring authority .  
2344

- 2345 1. After the advertised deadline, the Department Chair (or ADA) will submit the Applicant List  
2346 (Form L-1349) to Affirmative Action & Diversity.
- 2347  
2348 2. A Search and Screen Committee will be convened to perform an initial screening of applicants  
2349 to determine which candidates meet the general criteria/qualifications needed for the position.  
2350 Applicants will be notified by letter if they are in/out of the pool.  
2351
- 2352 3. Open meeting rules will be followed, including going into closed session (Wisconsin Statutes  
2353 19.85).  
2354
- 2355 4. Whenever possible, the Search and Screen Committee will invite qualified applicants in for  
2356 interviews. Following the interviews applicants still meeting the qualifications for teaching  
2357 courses in the Department will remain active in the pool. Those not qualified will be notified by  
2358 letter. If there are new applicants to the pool, and there is a need for an instructor to teach in  
2359 one of the advertised areas, the Search and Screen Committee will convene to consider the  
2360 additional pool applicants for the specific position needed.  
2361
- 2362 5. Qualified applicants will be interviewed in person or by telephone. If an applicant has taught for  
2363 the Department in the past, the committee may elect to waive the interview.  
2364
- 2365 6. Recommendations will be forwarded to the Dean who will authorize part-time hires.  
2366
- 2367 7. After the candidate(s) accept, the Dean will complete the Personnel Action Form and forward it  
2368 to the HR Office so that a contract letter may be issued.  
2369

2370 **D. Academic Staff (if applicable)**

2371  
2372 Hiring policy and procedures are found at <http://www.uwlax.edu/hr/acst.recruit.html>.  
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**XII. Student Rights and Obligations**

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**A. Complaint, Grievance, and Appeal Procedures**

1. Course Grade Appeals

See Appendix L for Grievance Policy

2. Non-Grade Appeals

Non-grade appeals may be lodged by students regarding faculty and staff. Such complaints should be lodged either orally or in writing with the Department Chair or College Dean. The hearing procedure for these non-grade concerns is detailed in the Student Handbook, Eagle Eye.

3. Student Complaints to the Chair

Students who present themselves to the Chair with complaints regarding an instructor or his/her class will be presented with a variety of options starting with a strong urging by the Chair for the student to speak directly with the instructor. If the student is resistant to this suggestion the following options may be offered: speak with the instructor with a third person in the room (such as the Chair of the Department), meet with the Chair, write a letter to the instructor, and/or Chair and/or Dean, meet with the Affirmative Action and Diversity Officer or Office of Student Life (for special concerns). If the student endorses the action, the Chair will discuss concerns raised with the individual faculty member.

**XII. B. Expectations, Responsibilities, and Academic Misconduct**

Academic and nonacademic misconduct policy referenced: Please see Appendix M and <http://www.uwlax.edu/StudentLife/uws14.html>; <http://www.uwlax.edu/StudentLife/uws17.html>

1. **Advising Policy.**

Each student majoring in psychology will be assigned a faculty advisor. Student requests for a particular faculty advisor will generally be honored whenever it is feasible to do so. Students are expected to meet with their faculty advisor at least once each semester to discuss their academic progress, career interests, and course schedule. All students (except seniors with a GPA of a 2.25 or above) will not be able to register for the next semester's courses until they have met with an advisor. A mass advising day (Psych Faire) will be held prior to the start of registration each semester during which students are encouraged to meet with an advisor to plan courses for the next semester. Faculty are expected to attend Psych Faire and advise students through that venue. Students who meet with an advisor during Psych Faire will have their registration (advising) restriction removed. Students not participating in Psych Faire will need to meet individually with their advisor to plan courses and have their restriction removed. Faculty are expected to keep their posted office hours throughout the academic semester and are expected to expand these hours during the times that students are scheduled for course registration (by posting "green sheet" appointment forms on their doors or in other ways informing students of appointment opportunities).

A faculty member will be selected to serve as the Advising Coordinator and teach PSY 200 which will constitute .25 of load for the semester (see section VIII.B.4. above).

2. **Incomplete Grades.**

As a matter of University policy, grades of "Incomplete" are issued to students strictly on the basis of illness or other unusual causes beyond the student's control which have rendered the

2432 student unable to take the course final exam or to complete some limited amount of  
2433 coursework.

2434  
2435 **3. Credit-by-Exam Course Options.**

2436  
2437 Students may earn credit by examination for PSY 100, General Psychology, a 3-credit course.  
2438 The following examinations are acceptable: Advanced Placement Program (APP) in  
2439 Psychology with a score of 3, 4, or 5; the "Higher Level" International Baccalaureate (IB) with a  
2440 score of 4 or above; or the College Level Examination Program (CLEP) with a score of a 47 or  
2441 above. Students should contact the Counseling and Testing Center for information about  
2442 CLEP; however, once a student has enrolled in PSY 100 they may not petition to earn credit  
2443 with a CLEP exam.

2444  
2445 **4. Psychology Honors Program (see Course Catalog).**

2446  
2447 **5. Graduate Assistant Policies.**

2448  
2449 A graduate assistant is a graduate student employee who can be assigned to the following  
2450 responsibilities under the supervision of a faculty member. They can assist faculty members  
2451 with research including: conducting research, data collection, library and internet searches and  
2452 collecting materials, data entry and analysis. They can assist faculty members with course  
2453 instruction and related responsibilities including: administration or proctoring of course  
2454 examinations, scoring of course examinations (when properly trained by a faculty member),  
2455 grading of assignments and other student products (when properly trained by a faculty  
2456 member), special class presentations and showing of videos. They can also be involved in any  
2457 of the following: assisting faculty members with academic support projects; assisting faculty  
2458 members with program administration activities; assisting faculty members with special training  
2459 activities; assisting faculty members with department/program fundraising activities; assisting  
2460 faculty members with department/program recruiting efforts; manual or clerical assignments  
2461 (appropriate only when all other responsibilities have been completed).

2462 When funding is available, SAA supports a GA whose responsibilities are associated with  
2463 advising for the undergraduate psychology program and under the supervision of the  
2464 Department Chair. A graduate assistant (GA) assigned to the SAA Program may assist the SAA  
2465 Program Director with the following: (1) alumni & friends relations; (2) program marketing; (3)  
2466 program recruitment; (4) admissions processes; (5) innovative programs and services to  
2467 enhance the overall program; (6) the international initiative including the international study tour  
2468 planning process; and (7) the supervision of a student organization. In addition, the SAA GA will  
2469 assist the SAA Program Director with on-going SAA Program processes as needed.

2470 The following responsibilities are not appropriate for graduate assistants: regular preparation of  
2471 instructional materials.

2472  
2473 **6. Academic Misconduct.**

2474  
2475 Academic dishonesty, sometimes known as "cheating," is subject to appropriate punishment as  
2476 a matter of UW System policy. This is not something to be taken lightly or ignored as such  
2477 action works to demean the integrity of the hard-earned grades of all students, the vast majority  
2478 of whom never cheat. To ignore "cheating" is to foster it and thereby constitutes a dereliction of  
2479 professional obligation. Appendix E clarifies the UW System policy on "academic misconduct"  
2480 as it specifically applied to this campus. The Department follows this policy.

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2482 **XI. Other**

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2484 **XIII. Appendices**

2485  
2486 **A. Open Meeting Rules Summary.**

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2488 **B. Psychology SEI Form.**

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- 2490 C. **Psychology – Student Comment Summary Form.**
- 2491
- 2492 D. **Observation Forms.**
- 2493
- 2494 1. **Classroom Observation Form 1.**
- 2495
- 2496 2. **Peer Observation Form.**
- 2497
- 2498 E. **Department of Psychology – Statement on Scholarly Activity.**
- 2499
- 2500 F. **Department of Psychology – Statement of Service Activity.**
- 2501
- 2502 G. **Department of Psychology – Statement on Teaching Activity.**
- 2503
- 2504 H. **Responsibilities of Departments, Department Members and Department Chairpersons.**
- 2505
- 2506 I. 1. **Leave Reporting Requirements Fact Sheet and Form (9-month employee).**
- 2507
- 2508 I. 2. **Leave Reporting Form.**
- 2509
- 2510 J. **UWL Tenure-Trace Faculty Recruitment & Hiring Policy and Procedures.**
- 2511
- 2512 K. **Psychology Department Recruitment Checklist.**
- 2513
- 2514 L. **Psychology Department – Grievance Policy.**
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- 2516 M. **Academic Misconduct Policy.**
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**APPENDIX A**

**OPEN MEETINGS RULES SUMMARY**



- 2522 1. For consistency, all faculty, academic staff and administrative recruitment will follow the Open Meetings
- 2523 rules of the State of Wisconsin.
- 2524 2. Any committee meetings, or gatherings of one-half or more of the committee membership to discuss
- 2525 the matters of this committee, constitute a meeting under the Open Meetings rules. Telephone
- 2526 conference calls that fit this description are also subject to the Open Meetings rules.
- 2527 3. Advance notice of the meetings must be given to: 1) the public, 2) any members of the news media
- 2528 who have submitted a written request for notice, and 3) the official newspaper/medium in the area. The
- 2529 executive director for human resources assumes this responsibility for the first organizational meeting
- 2530 for administrative searches. Thereafter this responsibility is vested in the committee chair. For all other
- 2531 searches, the convener or chair has this responsibility.
- 2532 4. The notice should contain the time, date, place, and subject matter of the meeting, including what will
- 2533 be discussed in a closed session (see Sample Notice below). If you plan to go into a closed session to
- 2534 consider personal history relevant to hiring, for example, then you must include notice that you will go
- 2535 into a closed session and cite the exemptions under which you are invoking the closed session. The
- 2536 intent is to inform interested parties and your notice should do so. The **primary method of notice** is
- 2537 generally an announcement in the Campus Connection.
- 2538 5. Notice must be given at least 24 hours in advance of the meeting, unless for good cause such notice
- 2539 was impossible or impractical. Under these conditions at least two hours notice must be given. When it
- 2540 is not possible to make the announcement in the Campus Connection, the chair of the committee is
- 2541 charged with delivering an announcement ready for posting to Human Resources. This **emergency**
- 2542 **notice** will be posted on the bulletin board directly outside of 144 Graff Main Hall. Each meeting must
- 2543 be posted separately.
- 2544
- 2545

- 2546 6. All meetings of this committee must begin in an open session. It must be held in a location reasonably
- 2547 accessible to the public and open to all citizens. Open sessions can be audio taped or videotaped by
- 2548 anyone as long as doing so does not disrupt the meeting.
- 2549 7. Nonmembers can observe open meetings, but do not have the right to participate in the meetings.
- 2550 8. Committee minutes should record motions, roll call votes, decisions at both open and closed sessions.
- 2551 9. Open sessions go into closed sessions by invoking the exemption under law that allows the committee
- 2552 to go into a closed session. This can be made in the form of a motion by a committee member,
- 2553 seconded, a roll call vote held, which if positive will result in the committee going into a closed session.
- 2554 The motion for a Search and Screen committee would read, **"I move we convene in a closed**
- 2555 **session to consider personal history information about applicants for the position of [insert**
- 2556 **title] as provided in section 19.85 (1)(f) of Wisconsin Statutes."** A majority vote is required to go
- 2557 into a closed session. The vote and nature of the discussion should be part of the official minutes.
- 2558 10. The committee may not reconvene in an open session, after going into a closed session, for 12 hours
- 2559 unless public notice of the subsequent open session is given in the initial public notice.
- 2560 11. Any committee member who knowingly attends a meeting held in violation of the Open Meetings rules
- 2561 is subject to a penalty of \$25-\$300 per violation.
- 2562 12. Please consult with Jennifer Wilson, Executive Director for Human Resources on any questions related
- 2563 to Open Meetings Rules.

**SAMPLE OPEN MEETING  
FACULTY & ACADEMIC STAFF RECRUITMENT**

2564  
2565  
2566

OPEN MEETING NOTICE

2568 SUBJECT: First Meeting of the Search & Screen Committee for the (Position)  
 2569 PLACE: Provost/Vice Chancellor's Conference Room, Main Hall  
 2570 DATE: June XX, 20XX  
 2571 TIME: 11:00 a.m.

2572

AGENDA:

- 2574 Introduction of Committee Members
- 2575 Committee Charge
- 2576 Recruitment Process Information
- 2577 Affirmative Action Information
- 2578 Election of Chair and Recorder
- 2579 Setting Meeting Date and Time

2580

(If applicable, indicate meeting may go into closed session, such as "Meeting will go into closed session to consider possible employment and personal history of candidates **as provided in section 19.85 (1)(f) of Wisconsin Statutes.**")

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2585

**APPENDIX B  
PSYCHOLOGY SEI FORM (uses required SEI format/questions)**

**CLASSROOM ADMINISTRATION GUIDELINES**

“This course evaluation is an important means for you to express your view of your classroom experience. Although we assess the quality of instruction in many ways, we place great value on student input because of the unique perspective you have on what occurs in the classroom throughout the semester. Thus you are important partners in the process of making the course more effective, the instructor more attuned to his or her strengths and weaknesses, and the university a better place to learn. As such we ask you to treat the process professionally, seriously, sensitively, and collegially. Carefully consider the questions and answer truthfully. Your responses are one important factor in decisions affecting the career of your instructor. Instructors will not have access to course evaluations until after grades have been posted. We will treat the evaluation forms as the confidential documents that they are. These general guidelines also should be followed:

1. You should be given a minimum of 10 minutes to complete the evaluation.
2. The instructor, as well as any teaching assistants, should not be present when you are completing the evaluation.
3. The designated representative should deliver completed evaluations promptly to the proper office.”

	<b>Strongly Agree</b>				<b>Strongly Disagree</b>
1. I was looking forward to taking this course.	A	B	C	D	E
2. The instructor was helpful to students.	A	B	C	D	E
3. The instructor was well prepared.	A	B	C	D	E
4. The instructor communicated the subject matter clearly.	A	B	C	D	E
5. I learned a great deal from this instructor.	A	B	C	D	E
6. Overall, this instructor was excellent.	A	B	C	D	E

1. Please comment on whatever your instructor does to make this a worthwhile course from your standpoint (e.g. engages me in relevant dialogue, provides clear examples, etc.). Please be as specific as you can.
  
2. Please comment on whatever your instructor does which may hinder your learning in this class (e.g. uses discussion/lecture/films too frequently or too infrequently, class does not meet regularly or in full, etc.). Again, please be as specific as you can.

APPENDIX C

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2627 PSYCHOLOGY -- STUDENT COMMENT SUMMARY FORM

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Instructor:

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Semester :

2632

2633

Class number and name:

Class Section no.

2634

2635

Information in box to be completed by the department program assistant

2636

Class size (enrolled): N =

2637

2638

Number of students completing SEI info. N=

2639

2640

Number of students providing written comments: N=

% of respondents

2641

2642

median

#5

#4

#3

#2

#1

2643

2644

SEI score and distribution:

2645

2646

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Important demographic features of the class (as noted by the instructor)

2648

2649

2650

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Comment prompts:

2652

- Please comment on whatever your instructor does to make this a worthwhile course from your standpoint.
- Please comment on whatever your instructor does which may hinder your learning in this class.

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Summary completed by

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**APPENDIX D  
OBSERVATION FORMS**

APPENDIX D-1  
CLASSROOM OBSERVATION FORM 1

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Faculty member being reviewed:

Fifth person:

Course & section:

Date of Visit:

Number of students:

Length of visit:

**PRE-VISIT** (Look over the following materials:)

- **Syllabus:** Comment on the syllabus, particularly the goals for the course.
- **Course materials:** Comment on reading materials; laboratory/supplemental material; examinations and other assessments.
- **Objective for this class:** Discuss with the instructor prior to visiting the classroom specific objectives for this particular course as well as instructional strategies that are planned to meet these objectives.

**VISIT** (Watch for the following:)

- **Instruction**
  - **Content:** Comment on instructor’s knowledge of the material, intellectual challenge to students, explanation of relevant terms and concepts, points covered in relation to class and course objectives.
  - **Organization:** Comment on preparation for class, presentation of material in an understandable way.
  - **Style:** Comment on instructor’s enthusiasm; use of resources such as blackboard, audio-visual media, handouts, pedagogical approaches such as lecture, demonstrations, student presentations, group activities/discussions/ integration of various elements of class session, gestures, physical movement, clarity and audibility of presentation.
  - **Instructor/student rapport:** Comment on students’ involvement/interaction; opportunities to ask and answer questions; instructor’s openness to student comments and ideas, instructor’s recognition of students failure to understand course material.
- **Classroom:** Note inadequacies in the classroom such as an instructional station that might interfere with the instructor’s teaching effectiveness.
- **General comments:** What has this instructor done to enhance students’ learning? What are your specific suggestions for improving this class?

**POST-VISIT:** (At the end of the semester provide the following using the appropriate form:)

- Summary of Item 16 from SEI (Worthwhile)
- Summary of Item 17 from SEI (Hinder)

**Write-up?** For junior faculty, it will likely be of use for you to write-up a description of your visit using the guidelines established above. However, it is not a PEM requirement.

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**APPENDIX D-2  
PEER OBSERVATION FORM**

Instructor evaluated: \_\_\_\_\_ Course: \_\_\_\_\_

Number of Students Present \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator(s): \_\_\_\_\_

Purpose: The purpose of this classroom evaluation is (1) to provide more data for decisions on tenure, promotion, and merit, and (2) to improve faculty performance.

Instruction: Rate the instructor on each of the following items using a 5 point scale. It is permissible to use tenths of a point in the rating. Copies of the completed form should be provided to the instructor observed and the chair of the department.

Excellent	Very Good	Good	Satisfactory	Poor	Not Satisfactory	Not Applicable
5	4.5	4	3	2	1	NA

- |       |     |   |
|-------|-----|---|
| _____ | 1.  | Defines objectives for the class presentation.                              |
| _____ | 2.  | Effectively organizes and presents material that meets the objectives.      |
| _____ | 3.  | Uses instructional methods encouraging relevant student participation.      |
| _____ | 4.  | Uses class time effectively.  |
| _____ | 5.  | Demonstrates enthusiasm for the subject matter.                             |
| _____ | 6.  | Communicates clearly and effectively to the level of the student.           |
| _____ | 7.  | Explains important ideas and concepts simple and clearly.                   |
| _____ | 8.  | Demonstrates command of the subject matter.                                 |
| _____ | 9.  | Responds appropriately and respectfully to student questions and comments.* |
| _____ | 10. | Encourages critical thinking and analysis.                                  |
| _____ | 11. | Considering the previous items, how would you rate this instructor overall. |

Was the visit to this session pre-arranged with the instructor?	Yes	No
Were the results of this observation shared with the instructor?	Yes	No

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**Instructor:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Date of Session Observed:** \_\_\_\_\_

**What did you like best about this instructor in the session observed?**

**Are there any aspects of the instructor’s teaching in this session that you feel are a concern?**

**What specific suggestions for improvement or change would you recommend the instructor consider?**

**Name:** \_\_\_\_\_  
(Signature)

**Date:** \_\_\_\_\_

2816 **APPENDIX E** (Revisions approved 12/07)2817 **DEPARTMENT OF PSYCHOLOGY - STATEMENT ON SCHOLARLY ACTIVITY**

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The Department of Psychology supports a broad view of scholarship that emphasizes keeping current in the discipline, acquiring and advancing knowledge, and incorporating new knowledge into teaching on a regular basis. The Department of Psychology generally accepts the characterization of scholarly activity offered by the American Association of State Colleges and Universities (AASCU) in document entitled *The Core of Academe: Teaching, Scholarly Activity and Service*. While faculty may pursue research that leads to publication, there is an expectation that research and scholarship will be embedded in a commitment to translate and integrate new knowledge into effective teaching. Research has shown that such a broad definition is among the factors that characterize colleges where faculty are deeply committed to their work and enthusiastically support their institutions' distinctive missions (Rice & Austin, 1988). In addition, psychology, as a discipline, has several subdisciplines related to mental well-being in which applied research is considered among the most important forms of scholarship.

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The Department of Psychology defines scholarship as any creative endeavor that results in significant contributions to the behavioral sciences within the areas of teaching, research, and professional service. Furthermore, in conjunction with the views of the University's Joint Promotion Committee, scholarly activities are further characterized as those having value to social science discipline(s) and, in most cases, having been subjected to external peer review.

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Scholarly activity may include, but is not limited to, the following:

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- Basic and applied research
- New applications of existing knowledge
- Integration of knowledge
- Development and/or analysis of pedagogical methods

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**Expectations:** The Department of Psychology expects that successful candidates for retention, tenure, and promotion as well as for meritorious performance evaluations have a record of ongoing scholarly activity. Quality, rather than quantity, of scholarly activity shall be the major criteria for assessing a faculty member's record of scholarly activity. The department generally categorizes scholarship into three areas.

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**Primary Areas of Scholarship** are those that are highly competitive and subject to rigorous peer review by individuals or organizations external to the University. These activities include, but are not limited to:

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- Publication of research manuscripts in scholarly, peer-reviewed journals
- Publication of textbooks by recognized academic publishers
- Publication of textbooks or edited collections by recognized academic publishers (and/or chapters in textbooks or edited collections)
- Publication of popular press books on topics germane to psychology.
- Publication of manuals, book reviews, technical reports, and laboratory manuals (if peer reviewed).
- Grants from federal, state, or private agencies, UW-L or UW System research grants for research, equipment or innovative teaching methodologies.
- Publications regarding the scholarship of teaching and learning in peer-reviewed venues.
- Invited presentations at professional meetings, conventions, conferences.

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**Secondary Areas of Scholarship** are those that are subject to less rigorous peer review by individuals or organizations external to the University or are subject only to University peer review on campus. These activities include, but are not limited to:

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- UW-L or UW System professional development grants or sabbaticals
- Publication of manuals, book reviews, technical reports, and laboratory manuals.
- Presentation of papers on creative or original work at professional meetings, conventions, or other colleges and universities.
- Original integrations of applied knowledge (non-peer reviewed presentations or publications) to

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practitioner audiences.

- Published or presented original research by an undergraduate or graduate student for which the faculty member was the primary advisor.

**Tertiary Areas of Scholarship** are those that are not subject to peer review. These activities include, but are not limited to:

- Participation in institutes, short courses, seminars, workshops, and professional meetings.
- Refereeing and reviewing original manuscripts.
- Aids undergraduate and/or graduate students' independent research projects and/or supervises students involvement in the faculty member's program of research.
- obtains recognition regionally, nationally, or internationally for recent, as well as past, contributions to a particular field of study by a variety of means (requests for reprints, invitations to read papers, citations of research, etc.).
- Engaging in self-study or a professional growth plan to enhance professional competence – including licensure.
- Presentations before on-campus or general audiences that require original preparation.
- Conducting a program assessment for an external organization.

When evaluating the work of faculty, the Department considers examples of scholarly activity such as those enumerated above as one aspect of the work of a faculty member at the University of Wisconsin-La Crosse. We recognize that different individuals have different talents, and we encourage faculty to make the most of their talents, both individually and in cooperation with other faculty as well as members of the larger community of their own discipline and of scholars generally.

2899 **APPENDIX F**  
2900 **DEPARTMENT OF PSYCHOLOGY - STATEMENT ON SERVICE ACTIVITY**  
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2902 The Department of Psychology upholds the belief that a well-rounded academician is a teacher who also pursues  
2903 scholastic and service activities. This belief is particularly important to the discipline of psychology because of its  
2904 many applied aspects and objectives. In fact, the American Psychological Association upholds "social  
2905 responsibility" as one of its six general ethical principles. Other theorists (such as Boyer, 1994) have argued that  
2906 service is particularly important in higher education because colleges and universities need to respond to the  
2907 challenges that confront society. In terms of how service relates to scholarship and teaching, Lynton (1996)  
2908 suggests that these three components that comprise the triad of academic activity should be seen "as a  
2909 continuum along which basic and applied research overlap and merge into application and related forms of  
2910 outreach, which in turn almost inevitably include a formative component that melds into organized instruction (p.  
2911 17-18)."

2912  
2913 In defining service, the department considers the three traditional categories within service:

- 2914 1. Professional service: involves the use of ones professional expertise in a service activity that may be  
2915 internal or external to the University. This may include sharing professional expertise with one's  
2916 professional organizations.
- 2917 2. University service: involves work on committees, task forces, and special projects for the University,  
2918 college and/or department.
- 2919 3. Community service: involves volunteer or civic work in the community.

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2921 When evaluating the work of faculty, the department particularly values service that can enhance the department  
2922 and/or university, benefit the community, be incorporated back into the classroom and/or enhance scholastic  
2923 activities. UWL gives more weight to service that is related to the candidate's professional discipline and the  
2924 department is likely to weigh service work more heavily if the individual has played a key role on the committee or  
2925 contributed heavily to an activity. Finally, *evidence* of the service work's links back to the classroom is particular  
2926 encouraged (e.g., a practitioner's work serves to enhance class examples and case studies).  
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2928 The following is a list of service activities typical to professional academic psychologists:

- 2929 1. Department service
- 2930 2. University service
- 2931 3. Community service
- 2932 4. Professional Organization membership
- 2933 5. Professional Organization offices
- 2934 6. Consulting
- 2935 7. Speeches, addresses and workshops
- 2936 8. Media Liaison
- 2937 9. Community Education on psychology-related topics

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2939 Approved on 10/15/99  
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**APPENDIX G**

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**DEPARTMENT OF PSYCHOLOGY - STATEMENT ON TEACHING ACTIVITY**

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The UW-L Strategic Plan, Forward Together, contains a Vision Statement for the University, supported by four broad values and goals statements:

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1. Students as learners will be the primary focus of the University;
2. UW-L will be dedicated to developing dynamic curricula, programs and services, nurturing scholarship and pursuing effective public and private resource development to meet the needs of the 21st Century;
3. UW-L will continually nurture a climate which fosters understanding of diverse cultures and values systems, which promotes excellence and which results in high faculty, staff, student morale and a strong sense of community;
4. and UW-L will continue to serve as one of Wisconsin's major assets.

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In addition, when discussing the role of education in students' lives, seven areas of emphasis are encouraged:

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1. Place emphasis on academic rigor and scholarship/research/creative activity, and not solely career preparation.
2. Place emphasis on developing student communication, problem solving, and critical thinking skills.
3. Maintain a goal of student self-understanding in a world of others through emphasis on cultural and gender diversity, the social sciences, and international education.
4. Place emphasis on a focus on literature, the arts, and leisure in order to enhance students' ability to balance their lives.
5. Place emphasis on scientific literacy so that students can better understand, and function, within a technologically advancing society.
6. Use interdisciplinary and interdepartmental curricular approaches, where appropriate.
7. Focus on the ways information technology can enhance instruction and increase student and faculty technical competencies.

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The Department of Psychology acknowledges these goals and attempts to emphasize them in individual courses and our overall curricular plan. Additionally, the Department of Psychology recognizes advising of students as a critical component to faculty's role as teachers. The Department of Psychology considers student learning to be its primary goal.

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When evaluating the work of faculty, the Department considers examples of teaching activity such as those enumerated below as the fundamental aspect of the work of a faculty member at the University of Wisconsin-La Crosse. While we recognize that different individuals have different talents and objectives within the classroom, we want our faculty to strive to articulate and achieve student learning outcomes. Furthermore, we see this process as ongoing and expect our faculty to continually examine their objectives and teaching strategies in this light.

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Research has identified several components that make up effective teaching – five of which tend to be primary, overlapping and interrelated: enthusiasm, preparation & organization, ability to stimulate student thought and interest, clarity, and knowledge and love of the content (Gmelch & Miskin, 1995). The department recognizes that student evaluations of teachers may tap many of the above characteristics. However, student evaluations may or may not tap other important aspects of teaching -- namely, student learning. As Weimer (1993) stated "a good teacher entails more than a decision to be enthusiastic, organized, clear, stimulating, and knowledgeable, it involves translating those abstract ingredients into tangible behaviors, policies and practices." (Weimer, 1993). Consequently, the psychology department encourages our faculty to provide a wide portfolio of teaching materials in order to convey as many aspects of his/her courses as possible.

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The Psychology Department's review process (for retention and merit) requires syllabi, SEIs and student comment summaries (#1, #2 and #3) but we encourage additional material as detailed below\*. In the parentheses following each major category examples are given for the "type" of materials that faculty may wish to gather; however, they are not required by the department.

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1. Student evaluations: (with weight given to issues such as department averages, whether the course is required, the rigor of the course requirements, graduate or undergraduate students, grading curves, etc.).

- 2998 2. Student commentary: (We require a colleague to summarize students' written commentary from a sampling  
2999 of classes. We expect faculty to monitor persistent themes from these commentaries).  
3000 3. Syllabi (most effective when clearly linked to course objectives and goals – syllabi should be detail fully  
3001 enough such that an outside reader could get good sense of the course content and process).  
3002 4. Class materials: examples of class activities, examinations, essays, projects, etc. (Material that might also be  
3003 included in a teaching portfolio includes: Statement of teaching responsibilities, including specific courses,  
3004 and a brief description of the way each course was taught. A reflective statement by the professor describing  
3005 personal teaching philosophy, strategies, and objectives. A personal statement by the professor describing  
3006 teaching goals for the next five years. Self-evaluation by the professor. This would include not only a  
3007 personal assessment of teaching-related activities but also an explanation of any contradictory or unclear  
3008 documents or materials in the teaching materials.).  
3009 5. Additional descriptions of teaching involvement (e.g., Information about direction/supervision of honors,  
3010 graduate theses, and research group activities. Contributing to, or editing, a professional journal on teaching  
3011 the professor's discipline.).  
3012 6. Description of steps taken to evaluate and improve one's teaching (e.g., changes resulting from self-  
3013 evaluation, time spent reading journals on improving teaching, participation in seminars, workshops and  
3014 professional meetings on improving teaching, and obtaining instructional development grants).  
3015 7. Description of curricular revisions or new course development (e.g. new course projects, materials,  
3016 assignments or other activities).  
3017 8. Evidence of student learning (e.g., Student scores on professor-made or standardized tests, possibly before  
3018 and after a course, as evidence of student learning. Student essays, creative work, field-work reports,  
3019 laboratory workbooks or logs and student publications on course-related work. Information about the effect of  
3020 the professor's courses on student career choices or help given by the professor to secure student  
3021 employment. A record of students who succeed in advanced courses of study in the field. Statements by  
3022 alumni on the quality of instruction. Student publications or conference presentations on course-related work.  
3023 Examples of graded student essays showing excellent, average, and poor work along with the professor's  
3024 comments as to why they were so graded.) This evidence is particularly important when clearly linked to  
3025 stated course goals and objectives.  
3026 9. Outside validation (solicited and unsolicited letters of support, classroom visitations, videotape analysis,  
3027 awards or recognitions, classroom group interviews, senior exit interviews).  
3028

3029 **Finally, as aforementioned, we expect each of our faculty to be active in advising which entails availability**  
3030 **to students, knowledge of university policies and curricula and ongoing training in this arena.**

3031 \*Material culled from Seldin (1991), Braskamp & Ory (1994), Centra (1993), and Boyer (1990).  
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3034 Statement approved 10/15/99

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## APPENDIX H

(As found in *UW-L Faculty Organization and Policies, Articles of Organization and Faculty Senate Bylaws - Approved 5/4/06*)

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### IV. Responsibilities of Departments, Department Members and Department Chairpersons

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Faculty are organized on the basis of their disciplines into departments. The faculty carry out the responsibilities of the department through their creative and other contributions in the areas of teaching, scholarship and service.

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A. The primary function of a department is to teach in its discipline(s). The key teaching responsibilities of the department and its members include:

1. Maintaining a faculty collectively expert in the breadth and depth of their discipline(s).

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2. Keeping abreast of the subject matter of their discipline(s) and incorporating this matter into courses.

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3. Continually assessing courses and curriculum to recommend and implement suitable revisions including consideration of interdisciplinary offerings.

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4. Keeping current on and developing new ways of teaching and learning in the discipline(s), including the use of appropriate technology.

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5. Reviewing, developing and expanding library holdings to ensure coverage of the discipline.

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6. Continually relating the substance of the discipline(s) to the needs and interests of the general student, the potential specialist, and the community.

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7. Assessing the effectiveness of departmental instruction.

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B. The department is responsible for promoting scholarship and creative activities. Scholarship responsibilities of the department and its members include:

1. Making contributions of scholarly and other creative activities in the discipline(s).

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2. Providing the opportunity for and supervising the scholarly activities of undergraduate and graduate students.

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C. The department is responsible for promoting 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.

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D. The department is responsible for utilizing the expertise and interest of its members to provide professional service. Service responsibilities of the department and its members include:

1. Contributing to the university through participation in faculty governance or other university service.

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2. Actively participating in the functions of the department.

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3. Contributing to and participating in professional organizations.

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4. Utilizing their professional expertise and interest through participation in community and other organizations.

- 3075 E. The department is responsible for advising students and providing students opportunities to develop  
3076 and grow outside the environs of the classroom. The department and its members are responsible for:  
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- 3078 1. Providing advising on academic program requirements and presenting the array of available career  
3079 opportunities.
  - 3080 2. Affording the student the opportunity to learn outside the classroom through internships, cooperative  
3081 agreements and other mechanisms (such as visiting scholars programs).
  - 3082 3. Encouraging and advising organizations for majors and other students interested in the discipline.
- 3083 F. The department is responsible for providing an internal governance structure in which the functions of  
3084 the department can take place. The department and its members are responsible for:  
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- 3086 1. Establishing department bylaws that define the rights, responsibilities and privileges of the Ranked  
3087 Faculty, Instructional Academic Staff or Academic Librarians, and the chairperson in accordance with  
3088 UW System and UWL policies.  
3089
  - 3090 2. Selecting the department chairperson (according to UW-L guidelines). The department delegates  
3091 authority to the chairperson consistent with section H. of this policy and consults with the chairperson  
3092 on department matters.
  - 3093 3. Working with its chairperson, through regular department meetings and committee assignments, to  
3094 formulate and carry out policy.  
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- 3096 G. The department is responsible for making personnel decisions.  
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- 3098 1. The department shall establish bylaws that govern personnel decisions made about Ranked  
3099 Faculty, Instructional Academic Staff or Academic Librarians.
  - 3100 2. These bylaws shall specify requirements and procedures for retention, tenure, promotion, tenured  
3101 faculty review and development, and the distribution of funds allocated to the department for salary  
3102 adjustments or summer salaries. These bylaws shall comply with UW System and UWL Faculty  
3103 Personnel Rules.
  - 3104 3. The department shall make these bylaws available to its members. Notification of any changes in  
3105 bylaws must be provided to all members within fourteen days.  
3106
- 3107 H. The Chairperson is generally responsible for ensuring that the policies and procedures of the  
3108 department are carried out in accordance with the departmental bylaws and that the department and  
3109 its members are fulfilling the responsibilities described in A. through G. above. The Chairperson shall  
3110 assume a prominent role in creating a professional environment conducive to high morale and  
3111 productivity in the department. Specific department functions supervised or performed by the  
3112 chairperson include:  
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- 3114 1. Registration and scheduling  
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3116 a) Developing semester and summer session class schedules in consultation with the faculty.  
3117 b) Monitoring registration and assessing the need to add or cancel classes.  
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  - 3119 2. Curriculum  
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3121 a) Implementing the authorized curriculum; initiating discussion of curricular issues; developing  
3122 proposals for new or revised courses, special projects, grant proposals, curriculum changes;  
3123 arranging for textbook selection; and participating in the presentation of departmental proposals  
3124 before the appropriate committees.

- 3125 b) Receiving and responding to concerns about curriculum and acting on substitution and waiver  
3126 requests brought by students and others.  
3127
- 3128 3. Budget, Textbooks, Equipment and Facilities  
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- 3130 a) Preparing the annual departmental budget for travel, services, supplies and equipment; ordering  
3131 all budgeted items; and managing expenditures in accordance with the budget plan.
- 3132 b) Making recommendations for textbook and library budgets and other budgets as requested.
- 3133 c) Reporting textbook choices to the Textbook Rental Service in timely fashion.
- 3134 d) Making assignments of offices, classrooms, and other work areas; obtaining other facilities when  
3135 needed; and requesting maintenance for repairs for equipment, offices, classrooms, and other work  
3136 areas.  
3137
- 3138 4. Meetings and Committees  
3139
- 3140 a) Establishing a schedule of department meetings and presiding at same.
- 3141 b) Ensuring that departmental committees are meeting to fulfill their responsibilities.
- 3142 c) Attending meetings of appropriate departmental, college, and university committees.
- 3143 d) Designating or recommending department members to serve on committees as requested.
- 3144 e) Arranging for representation and participation of the department at professional meetings and  
3145 placement centers as appropriate.
- 3146 f) Serving on committees as required.  
3147
- 3148 5. Personnel  
3149
- 3150 a) Conveying to the appropriate administrative officer the personnel needs of the department for  
3151 faculty and academic staff, graduate assistants, classified staff and student help.
- 3152 b) Monitoring all departmental search and screen activities for compliance with UW-L Affirmative  
3153 Action hiring procedures.
- 3154 c) Describing and publicizing faculty and academic staff vacancies and corresponding with  
3155 applicants and placement agencies; scheduling and participating in interviews; making  
3156 recommendations to the appropriate administrative officer regarding hiring; and providing orientation  
3157 for new members regarding departmental policies and procedures, departmental expectations for  
3158 faculty and academic staff, and faculty and academic staff responsibilities.
- 3159 d) Arranging for the required evaluations of faculty and academic staff; scheduling student evaluation  
3160 of department members; monitoring department personnel committees with regard to conformance  
3161 with UW System, UWL and department procedures; and informing individual members of any  
3162 recommendations regarding them.
- 3163 e) Describing and publicizing graduate assistantship positions; making recommendations to the  
3164 appropriate administrative officer regarding hiring of graduate assistants; providing orientation and  
3165 assignment for graduate assistants; and participating in the evaluation of graduate assistants.

- 3166 f) Arranging for the selection, hiring, training, overseeing, and evaluation of classified staff and  
3167 student help.
- 3168 g) Recommending summer school appointments to the appropriate administrative officer within  
3169 university, college and departmental guidelines.
- 3170 h) Ensuring the continuation of classes during prolonged faculty absences.  
3171
- 3172 6. Students  
3173
- 3174 a) Receiving and responding to student questions, concerns, and complaints regarding courses,  
3175 curriculum requirements, faculty and grades.
- 3176 b) Coordinating advising activities for the department.  
3177
- 3178 7. Teaching  
3179
- 3180 a) Teaching a reduced load in the department in accordance with by-law VIII.B.
- 3181 8. Other Responsibilities  
3182
- 3183 a) Responding to inquiries from the university, the UW System, and external accrediting agencies  
3184 regarding department programs.
- 3185 b) Conferring, as needed, with other chairpersons in the university and with other departments of the  
3186 same discipline in the system and area.
- 3187 c) Corresponding with prospective students, teachers, and the general public on their inquiries.
- 3188 V. The Selection of Department Chairpersons
- 3189 A. Eligibility Requirements for Voting  
3190
- 3191 1. All members of a department holding at least half time appointment are eligible to vote provided they  
3192 have the status of:  
3193
- 3194 a. Ranked Faculty designated as holding appointments or tenure in a department in official  
3195 personnel records maintained by the provost/vice chancellor;
- 3196 b. Instructional Academic Staff or Academic Librarians holding appointments in a department who  
3197 have been granted eligibility by action of the Ranked Faculty of the department;
- 3198 c. Ranked Faculty, Instructional Academic Staff or Academic Librarians described in a. or b. whose  
3199 leave of absence from the university or assignment to duties outside the department will terminate  
3200 within the three-year term of the chairperson to be elected;
- 3201 d. Ranked Faculty, Instructional Academic Staff or Academic Librarians who are not in positions of  
3202 administrative authority over the department chairpersons with titles of dean, associate dean,  
3203 assistant chancellor, assistant vice chancellor, provost/vice chancellor, or chancellor;
- 3204 e. Faculty or academic staff who claim membership in a department or who have been extended  
3205 voting privileges by a majority of the other eligible voters of the department on grounds that their  
3206 university appointment is functionally part of the department's activities.  
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B. Eligibility Requirements for Serving as Chairperson

1. All members of a department shall be eligible to serve as department chairperson provided they are:
  - a. Of the rank of assistant professor or above;
  - b. On staff of this university at least three full semesters;
  - c. Not on terminal contract or temporary appointment.

C. Term of Office

1. A term of office shall be three years subject to removal for cause. The term shall start at the beginning of the first semester.

D. Method of Selection

1. Departments with fewer than five members eligible to vote shall have the chairperson appointed by the Chancellor.
2. Departments with five or more members eligible to vote shall elect the chairperson under the following procedures:
  - a. Elections shall be held during the month of February;
  - b. The dean shall send nominating ballots, containing the names of all members of the department eligible to serve as chairperson to each member of the department eligible to vote;
  - c. Each person receiving a ballot shall nominate one person and return it to the dean who shall tabulate the results;
  - d. The dean shall determine whether or not the two persons receiving the highest number of votes are willing to serve if elected; however, if one person has received nominations from 60 percent or more of the eligible voters, that person shall be declared elected;
  - e. If a chairperson has not been selected in the nomination balloting, the dean shall place the names of the two persons receiving the highest number of nominations on a ballot and send it to eligible voters for an election;
  - f. Each person receiving the ballot shall vote for one person and return it to the dean;
  - g. The dean shall tabulate the results of the election and submit the name of the nominee receiving the most votes as the chairperson-elect to the provost/vice chancellor for approval, who in turn, shall submit it to the chancellor for approval. If approval is not given, the dean shall conduct another election under the provisions of this policy.
3. A department may elect to have its chair determined by the chancellor's appointment under the following procedures:
  - a. Prior to the distribution of an election ballot, a petition signed by no fewer than 25 percent of the members of a department may be addressed to the dean requesting a department meeting be held to consider the issue of selecting a chairperson by chancellor's appointment;

- 3250 b. At least one week in advance, the dean shall announce in writing to each department member  
3251 eligible to vote the time, place, and purpose of the meeting at which the dean will preside and the  
3252 issue will be discussed;
- 3253 c. The dean shall then send ballots to each department member eligible to vote to determine if the  
3254 chairperson is to be selected by election or by appointment by the chancellor;
- 3255 d. Each department member receiving a ballot shall mark his/her preference and return it to the  
3256 dean who shall tabulate the votes and communicate the results to the provost/vice chancellor and  
3257 the chancellor;
- 3258 e. If the department majority votes for selecting a chair by chancellor's appointment, the chancellor  
3259 shall appoint a chairperson for the term of office;
- 3260 f. If it is deemed necessary, the chancellor may fill the chair from off campus providing the  
3261 appointee has credentials appropriate to the department's academic discipline and the  
3262 appointment conforms to the departmental application of the university's tenure density policy;
- 3263 g. Unless another petition is received by the dean by the end of the three-year term and the  
3264 department votes again to request the chancellor appoint a chairperson, the department shall  
3265 return to the elective system;
- 3266 h. The names of all chairpersons-elect shall be announced by the chancellor.

3267  
3268 E. Elastic Clause  
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- 3270 1. Nothing in this policy shall preclude the chancellor from appointing a chairperson from within or  
3271 from outside a department when and if the need exists.

3272 F. Removal of a Chairperson from Office  
3273

- 3274 1. Dissatisfaction among department members may result in the replacement of the chairperson by  
3275 the following procedures:  
3276

3277 a. A petition signed by no fewer than 50 percent of the members of a department shall be  
3278 addressed to the dean requesting a department meeting at which the question of removal of the  
3279 chairperson will be considered;

3280 b. At least one week in advance, the dean shall announce in writing to each department member  
3281 eligible to vote the time, place, and purpose of the meeting at which the dean will preside and the  
3282 question will be considered;

3283 c. The dean shall then send ballots to each department member eligible to vote to determine if the  
3284 chairperson shall be removed or retained;

3285 d. Each department member receiving a ballot shall mark his/her preference and return the ballot  
3286 to the dean who shall tabulate the votes and communicate the results to the provost/vice  
3287 chancellor and the chancellor;

3288 e. A vote of two-thirds of the members of a department eligible to vote shall be required to remove  
3289 the chairperson from office;

3290 f. If the vote is for removal of the chairperson, a new chairperson shall be selected in accordance  
3291 with one of the methods outlined in this policy;

3292 g. Proceedings to remove a chairperson may be instituted only once during a term of office and not  
3293 before the end of the third semester of the term;

3294 h. The Chairperson may resign without prejudice at any point in the removal proceedings.  
3295

3296 2. A chairperson's inability to complete a term may result in his/her replacement;  
3297

3298 a. The department shall hold election or request the Chancellor to appoint a chairperson for the  
3299 remainder of the term in accordance with the provision of this policy.

3300 3. A temporary leave taken by the chairperson may result in an interim appointment being made  
3301 according to the length of leave;  
3302

3303 a. For one semester or for a summer, the dean in consultation with the incumbent chairperson  
3304 shall recommend a temporary replacement to the provost/vice chancellor and the chancellor for  
3305 the period of the leave;

3306 b. For a leave extending for more than one semester, the department shall hold an election or  
3307 request that the chancellor appoint a chairperson in accordance with the provisions of this policy.  
3308 In this event, the time constraints affecting the selection process will not be applicable and the  
3309 replacement will serve for the remainder of the chairperson's term of office.

## 3310 VI. Remuneration of Department Chairpersons

### 3311 A. Salary adjustment for chairpersons 3312

3313 1. There will be a fixed chairperson's stipend paid to each department chairperson in the form of  
3314 additional lump sum compensation during the academic year. The amount of the fixed stipend shall  
3315 be reviewed periodically by the Promotion, Tenure and Salary Committee.

3316 2. Chairpersons shall be evaluated annually by their departments in accordance with current  
3317 university policy applicable to faculty evaluation and merit pay.  
3318

### 3319 B. Reduction of Load 3320

3321 1. Department chairpersons are to be assigned a reduced load depending on department size:  
3322

3323 a. A reduction of one-quarter time for a chairperson of a department with fewer than 10 full-time  
3324 faculty positions.

3325 b. A reduction of one-half time for a chairperson of a department with 10 or more full-time faculty  
3326 positions.  
3327

3328 2. Exceptions to the preceding guidelines are permitted when justified by the volume of departmental  
3329 business or by other university responsibilities held by the chairperson. Such exceptions shall be  
3330 arranged in consultation with the chairperson's dean.  
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## APPENDIX I-1

### Leave Reporting Requirements Fact Sheet and Form (9 month employee)

**Whether you are a new or existing employee, it's important to recognize that sick leave, vacation, and personal holidays are significant elements of the UW System total compensation package. Accountability for proper leave use and reporting are essential to ensure the on-going availability of these valuable benefits.**

For unclassified employees – faculty, academic staff, and limited appointments – leave is earned on a fiscal basis, July 1 through June 30.

Annual-based employees earn sick leave, vacation, and personal holidays.

Nine-month academic year employees earn sick leave and legal holidays that fall during the academic year, but not vacation or personal holidays.

If you are employed on a part-time basis, your leave time is pro-rated consistent with your percentage of employment or actual hours worked.

#### Sick Leave

**In Wisconsin, unused sick leave has a high value after retirement. At retirement, the sick leave balance is converted to dollar credits to pay for health insurance. Employers contribute to fund the program.**

New full-time employees are granted an initial entitlement of 22 working days (176 hours) of sick leave. After 18 months of service, employees with *annual appointments* earn sick leave at the rate of one day per month and employees with *academic-year appointments* earn sick leave at the rate of six days per semester.

Except for the initial entitlement, sick leave may be taken only after it has been earned.

Sick leave can be used when you cannot be present during your official schedule due to medical appointments, your own illness or injury or that of a family member who requires your care, or the death of a family member. State law and UW policy allows employees to use sick leave for time off for a birth or adoption.

If you report completely, accurately, and in a timely manner, your unused sick leave accumulates from year to year without limit.

#### Leave Reporting

In response to a Legislative Audit Bureau (LAB) report, in 1987 the state legislature imposed a cap on the amount of sick leave faculty, academic staff, and limited appointees could use to pay for health insurance upon retirement, layoff, or death. With the cap, accrued sick leave would be limited to 8.5 days per year for annual employees and 6.4 days per year for academic-year employees.

In order to obtain a waiver to this cap, each UW institution independently agreed to identify a standard 40-hour work week for reporting purposes, distribute a monthly statement, and collect monthly reports, even if no leave has been used. Accurate leave reporting is part of the UW System's responsibility to the public. It is important to remember that you are a part of a larger community and your actions can affect not only you but also your colleagues and your institution.

You must establish a standard work week for reporting purposes.

Your official schedule should total 40 hours per week (pro-rated for part-time), and should include all classes, office hours, other regularly scheduled obligations, and time for research or other self-directed work required by your appointment.

The default schedule for all unclassified employees is Monday through Friday, 7:45 a.m. – 4:30 p.m.

With the approval of your department chair or supervisor, you may file an alternate schedule. With the approval of your department chair or supervisor, you may change your official schedule whenever necessary.

A leave report is due monthly, regardless of whether any leave time is used during the month.

Submit your monthly leave report to your department chair or supervisor, whichever is applicable, no later than the **5th of the month.**

Indicate the amount and type of leave taken on the day or days of the month for which the report is completed, and sign and date the form.

Part-time appointees report actual hours missed.

Full-time employees report leave in half- and full-days.

<b>During an 8-hourwork day, if you miss:</b>	< 2 hrs	2-6 hrs	>6hrs
<b>Report leave of:</b>	0 hrs	4 hrs	8 hrs

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**Additional Information**

- Unclassified Personnel Guideline (UPG) on Sick Leave Policy [www.uwsa.edu/hr/upgs/upg10.pdf](http://www.uwsa.edu/hr/upgs/upg10.pdf).
- UWSA web site for sick leave: [www.uwsa.edu/hr/benefits/leave/sick.htm](http://www.uwsa.edu/hr/benefits/leave/sick.htm).
- UWSA presentation on leave reporting [www.uwsa.edu/hr/leave/unclassleavereporting.ppt](http://www.uwsa.edu/hr/leave/unclassleavereporting.ppt).
- UWSA sick leave presentation [www.uwsa.edu/hr/benefits/leave/unclasssickleave.ppt](http://www.uwsa.edu/hr/benefits/leave/unclasssickleave.ppt).
- UWSA unclassified employees benefits presentation [www.uwsa.edu/hr/benefits/newemp/orientunclass.ppt](http://www.uwsa.edu/hr/benefits/newemp/orientunclass.ppt)
- Leave reports are required by [www.legis.state.wi.us/statutes/Stat0040.pdf](http://www.legis.state.wi.us/statutes/Stat0040.pdf)

See Leave Form next page.

**APPENDIX I-2  
Leave Reporting Form**

<b>Employee Name:</b> Last, First MI			<b>Employee Title</b>		<b>Leave Report For:</b>	
					<b>November</b>	
<b>Department</b>					<b>Type of Employee</b>	
<b>Person ID</b>		<b>Appointment ID</b>		<b>Payroll %</b>		<b>Pay</b>
<b>Instruction for Reporting Leave</b> 1. If no leave time used, enter 0 in the Total Hours Row. 2. See chart to the right for reporting requirements. 3. Obtain appropriate signatures, date, and return report to Human Resources asoon as possible.			<b>Percent</b> Part Time Full Time Full Time Full Time	<b>Time Used</b> Any Amount Less than 2.0 hours 2.0 to 6.0 hours Greater than 6.0 hours		<b>Time</b> Act 0 h 4 h 8 h
<p><b>Regent policy:</b> A leave report must be submitted each month, regardless of whether any leave was taken. <b>Failure to submit leave report on a regular basis will result in a reduction to your sick leave accrual.</b> Regent policy requires that you provide medical certification for sick leave use of more than five consecutive work days, except when the use of sick leave is authorized in advance.</p> <p><b>Regent policy/state law:</b> Sick leave must be reported for absences during a designated 40-hour week. If no week is designated, it defaults to the standard state work week. It is important to note this "standard work week" exists only for the purpose of reporting sick leave. Refer to <a href="http://www.uwsa.edu/hr/benefits/leave/40hrrationale.pdf">www.uwsa.edu/hr/benefits/leave/40hrrationale.pdf</a> for more detailed information.</p>						
<b>Date</b>	<b>Sick leave</b>					
<b>* Holiday</b>						
10/25/08						
10/26/08						
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10/30/08						
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11/20/08						
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11/23/08						
11/24/08						
<b>Total Hours</b>		0				

\_\_\_\_\_ **CHECK IF YOU REPORTED VACATION, FLOATING HOLIDAY, PERSONAL HOLIDAY OR ALRA FOR ANY TIME FOR WHICH YOU COULD HAVE USED SICK LEAVE.**

<p><b>Employee Signature:</b> I certify that this report is accurate. I understand that misrepresentation can lead to disciplinary action.</p>	<p><b>Date:</b></p>
<p><b>Supervisor/Approving Authority Signature:</b> I confirm the accuracy of this report.</p>	<p><b>Date:</b></p>

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APPENDIX L

PSYCHOLOGY DEPARTMENT – GRIEVANCE POLICY  
PROCEDURES FOR RESOLUTION OF GRIEVANCES  
OR OTHER COMPLAINTS CONCERNING ACADEMIC MATTERS  
PSYCHOLOGY DEPARTMENT  
UNIVERSITY OF WISCONSIN - LA CROSSE  
(Approved: October 20, 2000)

3408 *I. INTRODUCTION AND RATIONALE*

3409 The following procedures have been established within the Psychology Department to handle  
3410 grievances or other complaints that may be originated by students, administrators, faculty/staff,  
3411 or others, with respect to any instructional or academic matters for which a Psychology  
3412 Department faculty/staff member has responsibility. It is respectfully requested that all recipients  
3413 of grievances or complaints of these kinds inform the petitioner of the procedures described  
3414 below. These departmental procedures serve to examine academic grievances. Students and  
3415 faculty with non-academic grievances should be directed to the Office of Student Life and/or the  
3416 Affirmative Action Office. Included in cases that should be referred would be situations involving  
3417 allegations of sexual harassment or discrimination. These procedures have been established in  
3418 accordance with the belief that matters of instructional or academic performance are most  
3419 appropriately appraised and resolved by the departmental colleagues of the faculty/staff  
3420 member(s) involved, on the basis of their greater familiarity with, and knowledge of, the  
3421 instructional objectives and procedures in courses for which the department has direct  
3422 responsibility. Additionally, the department has direct and primary responsibility for initiating  
3423 changes in instructional conditions and procedures. Students who elect to use these procedures  
3424 should be directed to the department Chair as the first step in the process of resolving such  
3425 matters (see section III of this document). Faculty and others may initiate a grievance procedure  
3426 by approaching either the department chair, or the designated convener of the Psychology  
3427 Department Academic Grievance Committee (PD-AGC).  
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3429 **II. PSYCHOLOGY DEPARTMENT ACADEMIC GRIEVANCE COMMITTEE (PD-AGC).**

- 3430 **A. MEMBERSHIP:** The PD-AGC shall be composed of three tenured faculty. One tenured faculty member will  
3431 be selected each Spring during the reorganization meeting to serve as the designated convener. This  
3432 convener will randomly select two other tenured faculty members to process the grievance at hand. Unless  
3433 there are no other tenured faculty members available, the Chair is excluded as a committee member.  
3434 Furthermore, if the convener is the target of the complaint, the Chair will convene a three person committee.
- 3435 **B. FUNCTION:** The PD-AGC is the body designated to investigate and to attempt to resolve formal, written  
3436 grievances, complaints, or allegations of the types listed below.
  - 3437 1. **Student Grievances** including
    - 3438 a. requests for changes of grades on papers, exams, or course grades
    - 3439 b. complaints about teaching performance, or course requirements or  
3440 content.
  - 3441 2. **Ethical and Professional Questions** including
    - 3442 a. Allegations of violations of The TAUWP Principles of Professional Ethics,  
3443 or The American Psychological Association Code of Ethics (as they  
3444 pertain to academic circumstances).
  - 3445 3. **Questions of Incompetence, Malperformance or Non-performance of  
3446 Duties** including, but not limited to contentions that the faculty/staff member is:

- 3447 a. overloaded with outside work or duties
- 3448 b. failing to perform some job function(s)
- 3449 c. not maintaining professional competence
- 3450 d. not reasonably available to students

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**EXCLUSIONS:** Complaints about personal conduct or allegations concerning non-university activities will NOT be considered by the PD-AGC unless (1) such conduct may reasonably be argued to have interfered with job performance, or (2) the University takes formal action against the faculty/staff member on the basis of such conduct. (In this event, further review by the PD-AOC or the department may be superseded or prohibited under university or state policy).

### III. PROCEDURES FOR RESOLVING GRIEVANCES (Operational Ordering)

#### 3461 **Instructor -Level**

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Students and others are strongly encouraged to make every effort to resolve complaints directly with the faculty/staff member involved. Instructors are urged to inform students of their availability and interest in discussing any instructionally-related questions or problems that may arise. If resolution at this level is not possible, or has not been successful or satisfactory, the student or other petitioner should next approach the Psychology Department chair.

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#### **B. Department Chair-Level**

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1. The Psychology Department Chair will meet with the petitioner, and will attempt, through discussion to determine the nature of the grievance, and the relevant facts.
2. The Chair may use his/her discretion to inform the petitioner about reasonable expectations or likely outcomes to the grievance process, based upon the information provided.
3. The Chair will encourage the petitioner to attempt to resolve the problem at the instructor level (III-A, above) if this has not already been attempted.
4. The Chair will also inform the petitioner of the subsequent procedures that can be followed (below) in the event that there is no adequate resolution at this level.
5. After the Chair informs the petitioner of the various options regarding grievances, he/she should make it clear that the petitioner has the option of a formal or informal complaint. An informal complaint might involve the airing of a concern that will not go beyond the Chair. If there is more than one informal complaint regarding a particular faculty member it is up to the Chair's discretion to inform the faculty member. A formal complaint (written or verbal) will be communicated to the faculty member. If the student requests anonymity, the request will be honored. If necessary, the faculty member will not be informed until the completion of final grades. The Chair may solicit from the faculty/staff member his/her reaction to the matter, and opinions regarding an appropriate resolution to the complaint.
6. The Chair is responsible for communicating any resolution(s) (or lack of resolution) to the petitioner.
7. If the petitioner feels the resolution is not adequate, he/she may then state in writing the nature of the grievance or complaint, along with supporting facts

3495 and a statement of whatever actions he/she believes necessary to resolve the  
3496 problem. This statement is to be submitted to the department Chair, who shall  
3497 forward copies of the statement document to the PD-AGC convener who will  
3498 then form and inform the committee. If a complaint is taken to the PD-AGC,  
3499 the identity of the petitioner will be revealed to the PD-AGC and the instructor  
3500 who is the target of the complaint.

- 8. The petitioner should informed of further levels of review available to him/her after (and only after) the PD-AGC renders an opinion.

3504 **C. PD-AGC Level**

- 1. The PD-AGC shall solicit pertinent information as to the facts of the complaint, and also a (written) response to the written statement from the instructor who is the target of the complaint.
- 2. The petitioner, or the faculty/staff member targeted by the complaint, or both, may request a meeting with the PD-AGC, to represent their position and provide additional information, or they may be requested by the PD-AGC to do so.
- 3. The PD-AGC will offer a written resolution, which may take the form of recommendations for changes in instructional content, assignments, or methods, or other specific changes, or possibly a recommendation to the faculty/staff member to obtain an appropriate appraisal from his/her classes. The PD-AGC will make every attempt to conclude the process within one month of the written complaint.
- 4. The resolution of the PD-AGC will be conveyed to the faculty/staff member targeted in the grievance or complaint. If the petitioner or target of the complaint does not accept the resolution, he/she, or the PD-AGC may take the matter to the Chair, for submission to the department as a whole, for final departmental action.

3524 **D. Department-Level**

- 1. If the petitioner or target of the complaint requests a departmental action, the Department will consider the written documentation in the case and make recommendations. If there is no regularly scheduled faculty meeting within one month of the request, a meeting for the purpose of hearing the complaint will be called. The Chair will convey these recommendations to the petitioner.

3530 **E. Dean – Level**

- 1. If the petitioner or target of the complaint is not satisfied with the resulting resolution, he/she may, at that time, bring the grievance to the attention of the Dean of the College of Liberal Studies.

3535 **IV. MISCELLANEOUS**

3537 **A. Limitations of the Powers of the PD-AGC**

3538 The PD-AGC may review a formal, written grievance or complaint and recommend a  
3539 resolution to the parties involved and/or to the department. However, the recommendation  
3540 or resolution is non-binding on both petitioner and the target of the complaint, and either  
3541 party may appeal the recommendation to the department, CAPS, the CLS Dean, a  
3542 professional association, or to the courts. However, the department strongly urges the

3543 parties to the grievance, the Administration and other bodies to accept the resolution of  
3544 the PD-AGC or of the Psychology Department.

3545 **B. Who may initiate an Academic Grievance?**

3546 Essentially anyone may initiate a complaint about a department faculty/staff member to  
3547 the Administration or to the department Chair. However, in accordance with the current  
3548 policy, only students (by way of a formal written statement), the department Chair, or  
3549 other Psychology Department faculty/staff members may request formal action by the PD-  
3550 AGC. Department faculty/staff member(s) may elect to bring a grievance directly to the  
3551 members of the PD-AGC if the Chair is the target of a grievance, or if the involvement of  
3552 the Chair might otherwise, in the opinion of the faculty/staff member(s), impede the  
3553 resolution of the grievance. If a complaint against a department faculty/staff member is  
3554 brought by someone from outside the department (not a student), the department should  
3555 request that the resolution of the complaint be accomplished using these procedures.  
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APPENDIX M

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**Academic Misconduct Policy**

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Cheating technically refers to “academic misconduct” as defined in UWS 14.03 as an act in which a student:

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1) seeks to claim credit for the work or efforts of another without authorization or citation;

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2) uses unauthorized materials or fabricated data in any academic exercise;

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3) forges or falsifies academic documents or records;

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4) intentionally impedes or damages the academic work of others;

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5) engages in conduct aimed at making false representation of a student’s academic performance; or

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6) assists other students in any of these acts.

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In its most common forms “cheating” is transparent and obvious to all. It frequently involves copying answers from another student’s exam or from a crib sheet that is concealed from the instructor’s view. The purpose of these acts is to get credit for having learned something that in reality the student has not learned. This type of “cheating” involves deliberate deception and misrepresentation.

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However, there are other types of “cheating” that are less transparent and warrant clarification. Generally, these types of cheating fall under the broad umbrella of “plagiarism.” This type of “cheating” is more subtle with the exception of the instance where the student copies verbatim the work of another and presents it without any citation as one’s own original work. This case of “cheating” is directly analogous to copying another student’s answers during an examination. Both involve deliberate deception and misrepresentation.

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Regarding the other forms of more subtle “plagiarism,” it would be appropriate for the instructor to clarify exactly what is expected in terms of citation protocol. This is very important because what may legitimately be defined as “cheating” in one class may not be so defined in another. Examples here would involve different footnoting requirements in different courses as well as different regulations governing student collaboration in fulfilling required coursework. In short, the instructor has the legitimate right to define exactly what is permitted and what is not permitted within a particular course but these regulations should be communicated to the students to whom they will apply as they are by no means uniform across the campus or even within a single discipline.

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In summary, it is probably true that some part of the confusion regarding “cheating” is the result of different instructors having different standards about which forms of student collaboration are acceptable. For example, students may be encouraged to work together on take-home assignments or they may be strictly prohibited from doing so just as open-book examinations may be legitimate in some instances and yet strictly prohibited in others. Which regulation applies is determined by the instructor and must be clearly communicated to the students who are obligated to follow these regulations.

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***What choice does the instructor have about recommending a sanction for an instance of academic misconduct?***

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The full range of legitimate sanctions for “academic misconduct” available to the instructor are provided in UWS 14.04 as follows:

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- a) an oral reprimand;
- b) a written reprimand presented only to the student;
- c) an assignment to repeat the work, to e graded on its merits;
- d) a lower or failing grade on the particular assignment or test;
- e) a lower grade in the course;
- f) a failing grade in the course;
- g) removal of the student from the course in progress;
- \*h) a written reprimand to be included in the student’s disciplinary file;
- \*i) disciplinary probation; or
- \*j) suspension or expulsion from the university.

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Any one or any combination of these sanctions may be imposed for an incident of academic misconduct at the discretion of the instructor. However, the sanctions with the asterisk (“g” through “j” listed above) do require a hearing and the Student Affairs Officer is responsible for convening the academic misconduct hearing in such instances. Students do have the right to challenge any allegations of “academic dishonesty” made against them and/or the severity of sanctions recommended by the instructor.

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***What process must be followed to enforce the aforementioned sanctions against cheating?***

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Given that UW System policy recognizes a spectrum of academic misconduct sanctions, an instructor may want to indicate to his or her students the types of sanctions they might anticipate. One way of dealing with this obligation would be to simply

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3622 encourage students to read their *Eagle Eye* or another would be to include such information in the course syllabus. Of course,  
3623 alternate means of communicating this information are also possible.

3624  
3625 Whichever penalty an instructor chooses to enforce, it is important to note that “no disciplinary sanction may be imposed  
3626 ...unless the instructor promptly informs the student of the bases for the instructor’s belief that the student has engaged in  
3627 academic misconduct and [affords] the student an opportunity to respond” (UWS 14.05). This is basic due process protection  
3628 (i.e., the right to confront your accuser).

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3630 If after notifying the student of the alleged “academic misconduct,” the instructor desires to impose a lowered or failing grade in  
3631 the course (or any more serious sanction), then the instructor is required to notify the student about this *in writing*. This written  
3632 notification must include the following:

- 3633  
3634 1) a description of the observed misconduct;  
3635 2) specification of the sanction the instructor is recommending; and  
3636 3) notice of the student’s right to request a hearing before the academic misconduct hearing committee (the composition  
3637 of this committee is stipulated in UWS 14.15).  
3638

3639 This written notification must be delivered personally or be mailed to the student. In addition, a copy of the notification must be  
3640 provided to the campus Student Affairs Officer. Any questions regarding the implementation of “academic misconduct”  
3641 proceedings should also be referred to the Student Affairs Officer.  
3642

3643 If the student requests an academic misconduct hearing, he or she must file a written request within ten days of the instructor’s  
3644 written notification. If the student does not request a hearing within this specified time, the instructor’s recommended  
3645 sanction(s) will be imposed. However, the more serious variety of academic misconduct sanctions (“g” through “j”) always  
3646 require a hearing before sanctions are administered.  
3647

3648 Whenever a hearing is requested, the Student Affairs Officer will convene the academic misconduct hearing committee within  
3649 ten days and assumes the responsibility of seeing that due process procedures are followed from this point to the final  
3650 disposition of the case. Copies of UWS 14, which enumerate these due process procedures, are readily available at the Office  
3651 of Student Life, 149 Graff Main Hall. The UW-La Crosse *Eagle Eye* publication also details the procedures germane to the  
3652 pursuance of an “academic misconduct” allegation. Finally, any questions regarding any aspect of “academic misconduct”  
3653 policies at UW-L may be referred to Student Affairs Officer and/or the Assistant Dean of Students.  
3654

**APPENDIX J**  
**UW-L TENURE-TRACK FACULTY**  
**RECRUITMENT & HIRING POLICY AND PROCEDURES**  
 (Includes search and screen procedures)  
 (Updated 7/09)  
 Updated for Psychology 9-25-09

**HIRING POLICY DOCUMENTS & PROCEDURES** – this document has been generated from the *UW - La Crosse Faculty Recruitment & Hiring Guidelines* recommended by the Faculty Senate to the Chancellor for approval and approved in 2001. This document will be reviewed every two years according to the Faculty Recruitment Hiring Guidelines.

**OPEN MEETING LAWS:** SS committees must comply with Wisconsin Open Meeting Laws – a summary of which is available at the following link: [OPENMEETING.htm](#).

**AAO CHARGING MEETING:** All SS committees will need to meet with the AAO prior to obtaining access and/or creating a posting in PeopleAdmin. During this charging meeting, committees will be provided with resources and tips designed to maximize the success of the search, in other words, to attract a large and diverse pool of highly qualified candidates and to hire the very best person in the pool. This meeting is designed to last one hour and all SS committee members will be expected to attend. Committees will not need to create anything prior to that meeting. **CONFIDENTIALITY STATEMENT:** During the search process, search and screen committee members may have access to confidential information, including, but not limited to, personal information, education history, and employment history of applicants. This information and all discussions and voting outcomes conducted in a closed meeting must remain confidential both during the search and after the completion of the search process. SS committee members may discuss this information only with other members of the search committee, as well as with the authorized ex officio individuals – the dean, the Human Resources director, and the Affirmative Action Officer. Members must not permit any unauthorized person to access documents in their possession that contain applicant or search and screen information.

**DEPARTMENTAL RESPONSIBILITY STATEMENT:** The search and screen chair and department chair are responsible for reviewing current hiring procedures and updates.

As your department or unit plans for new searches, please contact Affirmative Action at 785-8043 or 785-8541 to schedule a meeting.

The University of Wisconsin–La Crosse is committed to recruiting and hiring the best faculty to meet the campus mission of providing a high quality university education for a diverse population. The hiring process itself should be one that enables the university to reach these decisions with a minimum of delay. Attaining diversity in hiring is best promoted when job offers can be made expeditiously.

The following abbreviations are used in this document:

- PVC (provost & vice chancellor for academic affairs)
- AAO (affirmative action officer)
- HR (office of human resources)
- chair (department chair)
- SS chair (search and screen committee chair)
- SS committee (search and screen committee).

**(Note: Changes to these procedures must be clearly indicated to HR and AAO – and be approved by the dean, the AAO, and HR)**

**General Procedures and Information**

**Part 1: Roles of the Faculty and the Administration**

Faculty Authority in Recruiting and Hiring Members of the Faculty

- The Faculty Personnel Rules, which are part of the Wisconsin Administrative Code, and the corresponding UW-L Faculty Personnel Rules, give departmental faculty the primary role in the recruitment and hiring process for faculty as outlined in Part 2, below. Specifically, UWS 3.02 states that

3712 *"In all instances the procedures shall provide for departmental peer review and judgment as the operative*  
 3713 *step in the recruiting process."* UW-L 3.02 further details areas of faculty responsibility. With respect to the  
 3714 decision to hire, UW-L 3.03(2) states that *"Appointments and all terms of appointments shall be made*  
 3715 *only if based on an affirmative recommendation of the department and with the approval of the*  
 3716 *appropriate academic administrative officers."*

- 3717 • Administrative Authority in Faculty Searches  
 3718 Section 5.04 of UWS Unclassified Personnel Guideline #5 gives final approval in the hiring of faculty  
 3719 members to the chancellor. In practice, the chancellor has delegated this authority to the PVC who in turn  
 3720 delegates primary oversight of individual faculty searches to the appropriate dean (or equivalent) while  
 3721 retaining appointing authority. The chancellor has also delegated primary responsibility for compliance  
 3722 with affirmative action regulations and oversight of campus progress in achieving diversity goals to the  
 3723 AAO. The dean will only present recruitment materials for which the dean has ensured the department  
 3724 has the position and funding. HR will verify salary minimums, support the recruitment process, maintain  
 3725 official records of the searches, and open a personnel file when an applicant accepts a position at UW-L.

3726  
 3727 **Part 2: SS Committee Roles and Responsibilities**

- 3728 • SS committees include members identified by the department according to department procedures.  
 3729 Additionally the department chair (if not serving on committee), dean, HR director and AAO serve as ex  
 3730 officio, non-voting members.
- 3731 • By a simple majority vote, the SS committee will elect the SS committee chair (hereafter "SS chair") and  
 3732 recorder, if desired. The SS chair or departmental ADA/USA will be responsible for posting a notice of  
 3733 meetings through the *Campus Connection* (or outside the HR Office if unable to get in *Campus*  
 3734 *Connection*) in compliance with open meetings statutes, noting any meeting that will go into a closed  
 3735 session and whether a meeting that will go into a closed session will subsequently go into an open  
 3736 session. If a recorder is not elected or appointed (ADA will serve in this capacity), the SS chair will be  
 3737 responsible for taking official minutes of meetings for the record. Minutes must comply with open meeting  
 3738 rules.
- 3739 • The SS chair and department chair are responsible for reviewing current UW-L hiring procedures. The SS  
 3740 chair or department chair is responsible for briefing the SS committee on the SS procedures including the  
 3741 confidentiality requirements.
- 3742 • A simple majority of SS committee members constitute a quorum necessary to conduct SS committee  
 3743 business. Changes to these procedures require approval of a two-thirds majority of the SS committee  
 3744 members present and approval of the department chair, dean, HR and the AAO. Members may not vote  
 3745 by proxy but may participate and vote by teleconference with advance notice to the SS chair. The SS  
 3746 chair is a voting member of the SS committee. All voting shall be done by show of hands unless a roll-call  
 3747 vote is requested by any member of the SS committee. The SS chair shall maintain a record of all votes  
 3748 by indicating the number of yeas, nays, and abstentions. Roll-call votes shall be used if a member is  
 3749 attending via teleconference.
- 3750 • All deliberations of the SS committee and the names of nominees and applicants are confidential. Public  
 3751 statements are to be made only by the SS chair or department chair, and all questions relating to the  
 3752 business or progress of the SS committee are to be referred to the SS chair for reply.
- 3753 • Evaluation meetings for the purpose of discussing individual applicants shall be closed by majority vote of  
 3754 those SS members in attendance (taken by roll call and recorded in the minutes as a roll call). The SS  
 3755 chair will announce s/he will entertain a motion "to convene in a closed session to consider personal  
 3756 history information about applicants for the position [list the position title, such as „assistant professor in  
 3757 Psychology Department“] as provided in section 19.85(1)(f) of Wisconsin Statutes." Upon completing  
 3758 business in a closed session, the SS committee may not reconvene in an open session within 12 hours,  
 3759 unless notice of the subsequent open session was included in the original meeting notice.
- 3760 • The department chair shall be the custodian of all recruitment documentation outside of PeopleAdmin and  
 3761 shall be responsible for the maintenance and making them available to the SS committee. The SS chair  
 3762 shall maintain a file of SS committee documents and records as required by the HR Office. PeopleAdmin  
 3763 will provide a list of all applicants, including those who withdraw at a later stage. Applicants requesting  
 3764 confidentiality will be identified.

- 3765 • During the recruitment, search and screen, and hiring processes, the SS committee members may have  
3766 access to confidential information including, but not limited to, personal information, education history and  
3767 employment history of applicants. This information and all discussions and voting outcomes conducted in  
3768 a closed meeting must remain confidential both during the search and after the completion of the search  
3769 process. SS committee members may discuss this information only with other members of the search  
3770 committee or with the authorized ex officio individuals – the department chair, dean, the HR director, and  
3771 the AAO. Members must not permit any unauthorized person to access documents in their possession  
3772 that contain applicant or search and screen information.
- 3773 • SS committee members, their spouses, family members, or partners cannot be applicants for the position,  
3774 so that there can be no possibility of nepotism.  
3775

### 3776 **Part 3: The Recruitment and Hiring Process**

3777 Throughout the recruitment and hiring process, the department, dean, PVC, and AAO all retain the authority to  
3778 cancel any faculty search after appropriate consultation and with justification. A cancelled search must be formally  
3779 reported by the dean to the chair, SS chair, AAO, PVC, and HR.  
3780

3781 The UW-L Tenure-Track Faculty Recruitment & Hiring Policy and Procedures (including search and screen  
3782 procedures) beginning on the next page reflect the approved UW–L Faculty Recruitment and Hiring Guidelines.  
3783 AAO, the dean, and HR must approve any changes to the search and screen procedures shown below, and  
3784 changes must be clearly identified.  
3785

### 3786 **Part 4: Acceleration of Searches**

3787 It is important to remember that search and screen procedures can be amended. This can be an important tool in  
3788 aggressively pursuing an exceptionally well qualified applicant, including, but not limited to, applicants who would  
3789 further the affirmative action hiring goals of the campus. The advertised position description and application  
3790 deadline must be honored, but steps in the screening process may be modified or deleted by amendment. Such  
3791 amendments must first be adopted by the SS committee in accordance with provisions for amendments as  
3792 contained in the approved search procedures. The amended procedures must then be submitted by the chair of  
3793 the department to the dean and the AAO and must be approved by both the dean and the AAO before becoming  
3794 the official procedures.  
3795

### 3796 **Part 5: Review of the Faculty Recruitment Process**

3797 By midterm of spring semester in even-numbered calendar years the PVC will convene a review of the faculty  
3798 recruitment process, to be jointly conducted by the chair of the faculty senate, PVC, the deans, AAO, HR, and  
3799 three department chairs appointed by the Senate Executive Committee. Prior to convening this review, the chair  
3800 of the faculty senate will seek input from department chairs and SS committees regarding the process. The review  
3801 group may approve changes in the forms and documents used during searches to the extent that such changes  
3802 do not represent new policy. When a need for a change in the policy is identified, the Senate Executive  
3803 Committee and the PVC will appoint a committee to develop an appropriate amendment to the faculty recruitment  
3804 policy. To become effective, the amendment must be ratified by the senate and approved by the chancellor.  
3805

## 3806 **The Recruitment and Hiring Procedures and Steps for Tenure Track Faculty**

3807 **There are 6 steps involved in searching for a faculty position:**

- 3808 Step 1: Recruitment Planning & Approvals
- 3809 Step 2: Placing the Advertisement
- 3810 Step 3: Receiving and Processing Applications
- 3811 Step 4: Screening Applicants and Interviewing Applicants
- 3812 Step 5: The Hiring Process
- 3813 Step 6: The Closing of a Search  
3814

### 3815 **STEP 1: RECRUITMENT PLANNING & APPROVALS**

#### 3816 **1. Confirmation of FTE (position) and Salary (available resources for the position).**

3817 Prior to creation of a SS Committee or SS documents, the dean must have verification from the PVC of the  
3818 availability of the position and the replacement salary for the position.  
3819

#### 3820 **2. Creation of Search & Screen Committee.**

3821 After verification of the availability of and salary for the position has been established by the PVC, the department  
3822 shall organize a search committee and identify a convener.

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**3. Affirmative Action Officer Charging Meeting.** The first meeting of the SS committee shall be the charging meeting with the Affirmative Action Officer, and if appropriate and possible, the election of SS Chair and Recorder. Committees are not expected to have completed any documents (e.g., position description, advertising text, selection criteria, etc.) prior to the charging meeting. The AAO will provide resources and tips designed to maximize the success of the search, in other words, to attract a large and diverse pool of highly qualified candidates and to hire the very best person in the pool. This meeting is designed to last one hour and all SS committee members are expected to attend. Committees are required to meet with the AAO prior to obtaining access to PeopleAdmin.

**4. Obtaining Access to PeopleAdmin.**

The SS chair (or department chair) (Level 1), dean (Level 2), Budget & Finance, AAO, PVC (Level 3), and HR will utilize PeopleAdmin for the approval processes and for tracking purposes.

The SS chair, department chair, and support staff will need to complete a PeopleAdminTraining prior to obtaining access to the system. Individuals who have not previously completed the PeopleAdmin training should contact HR at 5-8013 to schedule the training. All three individuals, or any subset thereof, may complete the training together.

**5. Posting Positions**

The SS Chair or Department Chair (Level 1) will complete the posting template (including uploading print ad text, electronic ad text, position description, and selection criteria) in PeopleAdmin, save as “pending” and forward to dean (Level 2). Templates for required documents can be accessed at: *Forms/Templates/Samples*.

In PeopleAdmin, Level 2 (dean) will review the pending posting, and forward to HR for initial review. HR will then forward the pending posting to Budget & Finance for review of FTE availability and replacement salary. Upon verification of FTE and salary, Budget & Finance will forward the posting to AAO, who will review, make changes if necessary, and once approved, forward the posting to Level 3 (if necessary), or HR. HR will activate the posting in PeopleAdmin. Once the posting has been activated, the position will automatically appear on the UW-L employment website and HigherEdJobs.com. HR will send an email to the SS chair granting permission to advertise.

**STEP 2: PLACING THE ADVERTISEMENT**

- Upon receipt of the approval notice, the SS chair or department chair will place the faculty position advertisements promptly and **without modification** in all other publications as indicated in the posting detail.
- All of the advertisements regardless of form must include the official University affirmative action statement:  
“UW La Crosse is an affirmative action/equal opportunity employer. Women, persons of color, and individuals with a disability are encouraged to apply. If you have a special need/accommodation to aid your participation in our hiring process, please contact the SS chair above to make appropriate arrangements.”
- This statement may be modified (expanded or shortened) with advance approval of AAO. All advertisements must also include the following Criminal Background Check (CBC) statement:  
“Employment will require a criminal background check. A pending criminal background charge or conviction will not necessarily disqualify an applicant. In compliance with the Wisconsin Fair Employment Act, UW-La Crosse does not discriminate on the basis of arrest or conviction record.”
- One advertisement must be in a print professional journal and include the title, duties, and qualifications in full.
- Advertisements placed *in addition* to the full advertisement in a print journal may be shortened (if reviewed and approved by AAO) and placed in discipline-specific journals. These position descriptions must note that the full description is available on the UW-L website at <https://employment.uwlax.edu/applicants/jsp/shared/frameset/Frameset.jsp?time=1241558127401>

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**STEP 3: RECEIVING AND PROCESSING APPLICATIONS**

- The SS chair will manage the applicant files in PeopleAdmin throughout the process and will assign Guest User access to SS committee members to enable them to view applicant documents.

**STEP 4: SCREENING APPLICANTS AND INTERVIEWING APPLICANTS**

**1. Initial Screening**

- Each member of the SS committee will review files of the entire pool of applicants and make an initial assessment (yes/no) of each candidate to determine whether each applicant should be considered further – this should be based on whether the candidate meets the selection/qualifications criteria. The committees will then meet and discuss each candidate (must go into closed session for any discussion of candidates). If any committee member believes that a candidate deserves further consideration (based on the selection/qualifications criteria), that candidate will be placed in the “pool of applicants” to receive further consideration.
- Applicants deemed unacceptable for the position during the initial screening will receive no further review and will comprise Tier 3.

**2. Additional Screening Leading to a Finalist Group**

- The SS committee may solicit additional material from applicants retained for further consideration. Applicants may be asked to provide additional materials via written communication, including email, telephone, or videoconference in support of their application, to respond to any specific questions developed by the SS committee (and approved by the AAO), and/or to provide additional references.
- If telephone or electronic interviews are conducted, a common list of core questions (*samples on the web*) will be asked of all persons interviewed. Each member of the committee should review UW-L’s *Brief Guidelines for Contemporary Employment Interviewing*. The use of standard questions does not prevent the SS committee from asking follow-up questions as may be deemed appropriate.
- If unsolicited materials are received, the SS chair or department chair retains the materials and does not share them with the SS committee until such time (if ever) that similar materials are required of all candidates.
- The SS committee may conduct telephone reference checks on each of the applicants still under consideration. Calls will be made by one or more SS committee members (preferably at least two SS members) as assigned by the SS chair (or SS committee) and will use a standard set of questions that have been reviewed and approved by AAO. For each call, a written record will be maintained. A sample form is provided (*Telephone Reference Conversation Record*).
- The SS committee retains the right to make off-list phone calls. Off-list phone calls are reference calls to individuals not on the applicant’s list of references. Given that confidentiality requests by the applicants are still respected during this phase of the process, all applicants must be informed prior to any off-list phone calls being made, and a provision must be provided for the applicant to specifically identify any individuals s/he does not wish to have called. SS committee members making telephone reference checks shall verbally share the information obtained with the SS committee. The SS chair or designee may seek further information about each semifinalist as needed, while respecting the semifinalist’s need for confidentiality. A written record must be maintained for each call.

**3. Determining the Finalist Group**

- The SS committee shall discuss and vote on each applicant to select those to be moved to finalist status. A simple majority vote of those present is required to advance an applicant. Applicants not advanced to finalist status on the initial vote can be brought to a re-vote only once. Any SS committee member may request a re-vote.
- The SS committee shall vote to cluster the group of finalists into two “tiers”. The top tier (Tier 1) shall include applicants the committee believes should be invited to interview on campus. [Note: The dean in consultation with AAO will decide upon the total number of applicants to be interviewed (normally 2-4).]
- The second tier (Tier 2) shall include the remaining applicants who the SS committee believes would be suitable for the position if the top tier applicants are determined to be unacceptable after an interview or are unavailable/decline an offer. At this stage any additional applicants not advanced to Tier 1 or Tier 2 shall be included with the original Tier 3 applicants and all shall be assigned a “reason” in PeopleAdmin.
- Reason codes should also be assigned to Tier 2 applicants. In most cases Tier 2 applicants could be assigned the non-selection reason code of “Applicant is well qualified for the position, but the quality is higher in other applicants.”

- Unless otherwise designated in departmental by-laws, the SS committee will present its tiers of applicants with its recommendations for interviews to the department chair. After review by the department chair, the list of finalists will be forwarded to the dean.

#### 4. Authorization to Interview

- The SS chair will forward its recommendation to the dean requesting approval to interview. Applicants will be identified as Tier 1, Tier 2, and Tier 3. Upon review (possibly resulting in revision after consultation with the department chair), the dean will forward electronically to the AAO. AAO in consultation with the dean will make one of the following decisions:
  - (1) approve the existing applicant pool,
  - (2) require an extension of the application deadline,
  - (3) cancel the search,
  - (4) require other appropriate remedies.
- The SS chair must receive approval from the dean and the AAO, before scheduling interviews. If questions arise, the dean and AAO will consult before approving applicants to interview. At this time, at the discretion of the SS chair, department chair, and SS committee, correspondence can be sent to the Tier 3 applicants indicating they are no longer under consideration. Otherwise all applicants from the original pool will receive correspondence after the position has been filled (as described below in Step 5).

#### 5. Interviewing

- The SS chair and department chair or ADA will complete a *Faculty Pre-Approval for Reimbursement of Interview Expenses Form* following the Budget & Finance procedure and deliver it to the dean for approval of anticipated expenses before extending any invitations to interview on campus. This form is retained by the dean for audit purposes. This would also be the appropriate time to ask the applicant if she/he needs accommodations for a disability. Please see *Travel Reimbursement/Tools/Resources* for reimbursement resources for SS chairs and candidates.
- A list of core questions will be prepared and asked of all applicants brought to campus for interviews. The SS chair will attach the list of interview questions to the Documents tab in PeopleAdmin and notify the AAO via email that they are available for review and approval.
- Each member of the committee should review UW-L's *Brief Guidelines for Contemporary Employment Interviewing* and be apprised that interview guidelines regarding illegal questions apply to all conversation with the interviewee in both formal and informal settings. The SS committee may also choose to make off-list phone calls regarding finalists during this part of the process.
- Please see *Interviewing Tools* for interviewing resources, including an interview question bank and tips for on-campus interviews.
- In addition to following all of the procedures set forth in the university approved Search and Screen Procedures, the Psychology SS committee shall request each candidate invited to campus for an interview to give a talk regarding his/her research appropriate to an undergraduate audience (or graduate audience if position is predominantly in one of the graduate programs) of a specified length. Candidates will be notified of this expectation in advance of their arrival on campus.
- Official transcripts will be requested of each finalist.

### STEP 5: THE HIRING PROCESS

**1. Consulting with the Dean** After gathering information, interviewing, etc., the SS committee shall make recommendations to the psychology department personnel committee. At this time, the Psychology Department Personnel Committee is responsible for reviewing each applicant and making recommendations to the dean. A majority vote of the Personnel Committee is required to make this list of qualified candidates to be forwarded to the Dean. The personnel committee shall discuss the applicants and provide a non-ranked list of applicants to the dean with supporting information on strengths and weaknesses (as they relate to the selection criteria). This supporting information is provided outside the PeopleAdmin process. The dean may choose to make additional reference checks. Then, in accord with departmental by-laws and policies, the department chair or authorized representative(s) will consult with the dean to collaboratively agree on recommendation(s) for hire.

#### 2. Making the Offer

- Offers for hire must be agreed upon by the department or authorized representative(s) and the dean. Departmental by-laws and policies may be written to determine this process of consultation with the dean. If after appropriate consultation, the dean and the department or authorized representative(s) do not agree on a hiring decision, the following alternatives may be used: an additional applicant or applicants

- 3992 from the pool may be interviewed, an extension of the search may be authorized, or the search may be  
3993 terminated by the department or authorized representative(s), or the dean.  
3994
- 3995 • The SS chair will formally request via PeopleAdmin, approval to hire from the Dean, AAO and the PVC  
3996 (when necessary). Once approved at the appropriate levels, the Dean will contact the applicant to extend  
3997 the job offer. The terms of the offer are developed by the dean after consultation with the chair.  
3998
  - 3999 • If the applicant(s) declines to accept the offered position (verbally or in writing), the department may  
4000 request permission to offer the position to another interviewed applicant. Alternately, the department may  
4001 request permission to interview additional applicants from the identified pool of qualified applicants, may  
4002 request an extension of the search, or may close the search.

## 4002 **STEP 6: THE CLOSING OF A SEARCH**

### 4003 **1. Acceptance of the Offer**

4004 Upon acceptance of the offer by the applicant, the dean will complete the Hiring Proposal in the posting, and  
4005 forward electronically to Human Resources. Official transcripts (with university seal or other indication of being an  
4006 original document) will need to be forwarded by the department to Human Resources.

### 4008 **2. Issuing the Contract**

4009 HR will issue the contract letter and a CBC form.

### 4011 **3. Receiving the Signed Contract**

4012 After the signed contract has been received and the criminal background check has been completed, HR will  
4013 notify the dean and department chair. HR will designate the position as "filled" in PeopleAdmin and all remaining  
4014 applicants will need to be notified. HR will create an official personnel file for the new hire and will complete the  
4015 official recruitment file for the search process. This process should be completed within two weeks after the notice  
4016 of the hire.

- 4017
- 4018 ○ **Foreign Nationals:** If a foreign national is hired, the SS Chair and/or department chair and the dean  
4019 will assist HR with the necessary collection of documents to pursue an authorization to work. HR will  
4020 submit petitions on behalf of UW-L for foreign national hires in compliance with federal, state, UW  
4021 System, and UW-L rules, regulations, policies, and procedures.

### 4023 **4. Authorized to Work**

4024 New hires will be authorized to begin work **only** after HR has the necessary documents, including but not limited  
4025 to I-9, signed contract letter, and a satisfactory CBC. HR will notify the dean and the department chair via email  
4026 when the new hire is authorized to begin work.

### 4028 **5. Storage and Disposal of Search-Related Materials**

4029 The SS chair and all SS committee members shall shred any *informal* notes and/or worksheets from the search.  
4030 Applicant files will be retained by PeopleAdmin. The following documents are to be turned in to HR at the close of  
4031 a search:

4032 **Approved minutes**

4033 **Photocopies of actual advertisements placed**

4034 **Samples of correspondence (if applicable)**

4035 **Bylaws**

4036

4037 Additional applicant documents received outside of PeopleAdmin must be kept in a secure location for six years.  
4038 HR will notify the department when the files no longer need to be retained.

4039 ***The following documents are used in a faculty search:***

4040 *Forms/Templates/Samples*

4041 *Interviewing Tools*

4042 *Travel Reimbursement/Tools/Resources*

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**APPENDIX K**  
**PSYCHOLOGY DEPARTMENT RECRUITMENT CHECKLIST**

*(Needs updating to fit with PeopleAdmin)*

Check list for Search and Screen committee Members (this is based on the official UW hiring documents and Psychology's Hiring By-Laws that actually incorporate the former.

*There are 5 steps involved in searching for a faculty position:*

- Step 1: Approval to Recruit and Advertise—**Completed by Dept Chair, Dean, AAO, HR**
- Step 2: Receiving and Processing Applications—**Completed by Dept Chair & ADA**
- Step 3: Screening Applicants and Interviewing Applicants—**SS Committee**
- Step 4: The Hiring Process—**Department Personnel Committee, Dean**
- Step 5: The Closing of a Search—**SS Chair, Dept Chair, ADA**

- The SS chair and department chair are responsible for reviewing current UW-L hiring procedures
- The chair of the department or a SS committee member designated as the convener will convene the first meeting.
- The first meeting will include the selection of a SS chair, a recorder (if applicable), a review of position description, and discussion of search and screen process.
  - \_\_\_\_\_ By a simple majority vote, the SS committee will elect the SS committee chair (hereafter "SS chair").
  - \_\_\_\_\_ The SS chair will be responsible for posting a notice of meetings through the *Campus Connection* (or outside the HR Office at least two hours in advance if unable to get in *Campus Connection*) in compliance with open meetings statutes. (Departmental ADA/USA can be to do this.) Meeting notice should note if any meeting will go into a closed session and whether a meeting that will go into a closed session will subsequently go into an open session.
  - \_\_\_\_\_ Unless a recorder is elected (Lois can serve as recorder), the SS chair will be responsible for taking official minutes of meetings for the record. Minutes must comply with open meeting rules.
- The SS Committee will proceed as a separate body from the Department until it reaches Step 4, "The Hiring Process" of the Search and Screen Procedures at which time, the Department's Personnel Committee comprised of all ranked faculty (which does not include the outside member) replaces the SS Committee as the deliberative body with the authority of making final screening decisions.
- First Meeting: The SS chair and/or department chair is responsible for briefing the SS committee on the SS procedures including the confidentiality requirements.
- A simple majority of SS committee members constitute a quorum necessary to conduct SS committee business.
- Changes to these procedures require approval of a two-thirds majority of the SS committee members present and approval of the dean, HR and the AAO.
  - \_\_\_\_\_ Members may not vote by proxy but may participate and vote by teleconference with advance notice to the SS chair.
  - \_\_\_\_\_ The SS chair is a voting member of the SS committee.
  - \_\_\_\_\_ All voting shall be done by show of hands unless a roll-call vote is requested by any member of the SS committee.
  - \_\_\_\_\_ The SS chair shall maintain a record of all votes by indicating the number of yeas, nays, and abstentions.

4097 \_\_\_\_\_ Roll-call votes shall be used if a member is attending via teleconference.  
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4099  RESPONSIBILITY FOR SS COMMITTEE COMMUNICATIONS:

4100 \_\_\_\_\_ All deliberations of the SS committee and the names of nominees and applicants are confidential.

4101 \_\_\_\_\_ Public statements are to be made only by the SS chair or department chair, and all questions relating to the  
4102 business or progress of the SS committee are to be referred to the SS chair for reply.

4103 \_\_\_\_\_ Evaluation meetings for the purpose of discussing individual applicants shall be closed by majority vote of those  
4104 SS members in attendance (taken by roll call and recorded in the minutes as a roll call).

4105 \_\_\_\_\_ The SS chair will announce s/he will entertain a motion "to convene in a closed session to consider personal  
4106 history information about applicants for the position [list the position title, such as 'assistant professor in  
4107 Psychology Department'] as provided in section 19.85(1)(f) of Wisconsin Statutes." Voting to go into closed  
4108 session is done by roll call vote.

4109 \_\_\_\_\_ Upon completing business in a closed session, the SS committee may not reconvene in an open session within  
4110 12 hours, unless notice of the subsequent open session was included in the original meeting notice.

4111 \_\_\_\_\_ The SS Chair or Department Chair shall be the custodian of all application materials and shall be responsible  
4112 for their maintenance and making them available to the SS committee.

4113 \_\_\_\_\_ The SS chair shall maintain a file of SS committee documents and records as required by the HR Office. The  
4114 SS chair will keep a list of all applicants, including those who withdraw at a later stage. Applicants requesting  
4115 confidentiality may be identified on such a list by an applicant number.

4116 \_\_\_\_\_ During the recruitment, search and screen, and hiring processes, the search and screen committee members  
4117 may have access to confidential information including, but not limited to, personal information, education  
4118 history and employment history of applicants.

- This information and all discussions and voting outcomes conducted in a closed meeting must remain confidential both during the search and after the completion of the search process. Search and screen committee members may discuss this information only with other members of the search committee or with the authorized ex officio individuals – the Department Chair, dean, the HR director, and the AAO.
- Members must not permit any unauthorized person to access documents in their possession that contain applicant or search and screen information.

4119  The Department Chair will ask the Department ADA to transmit to each applicant or nominated individual an acknowledgment letter (*samples on the web*) that includes the disability accommodation phrase and a statement regarding mandatory criminal background checks. In addition, the following inserts should be included – available at <http://www.uwlax.edu/hr/fac.recruit.html>.

- o The *Equal Employment Opportunity (EEO) Information Request form (Form L-1353)* which the SS committee has completed by adding a unique tracking number for each applicant
- o A *Confidentiality Statement Form* (L-1824)
- o An *Informational Programs and Disclosure Information Insert* – a statement of crime statistics and drug abuse policy (also referred to as the Cleary Act statement).

4120  Within two (2) working days (Monday through Friday, except legal holidays) after the deadline for receiving materials (or if there is no deadline, within two working days of the initial review date listed in the advertisement), the SS chair will complete the *List of All Nominees and Applicants Who Did Not Request Confidentiality (Form L-1737)* and deliver it to HR (electronically to [recruit@uwlax.edu](mailto:recruit@uwlax.edu)) in compliance with Wisconsin law. This is an open record. If there is no specific deadline, the list must be updated as new applications are received.

4121 **Step 3: Screening Applicants and Interviewing Applicants**

4122  **1. Initial Screening**

4151 Each member of the SS committee will review files of the entire pool of applicants and make an initial assessment (yes/no) of  
4152 each candidate to determine whether each applicant should be considered further – this should be based on (1) whether the  
4153 candidate meets the selection/qualifications criteria.

4154  The committees will then meet and discuss each candidate. If any committee member believes that a candidate deserves further  
4155 consideration (based on the selection/qualifications criteria), that candidate will be placed in the “pool of applicants” to receive  
4156 further consideration.  
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4158  Applicants deemed unacceptable for the position during the initial screening **will receive no further review** and will comprise  
4159 Tier 3 following the process delineated below. The SS committee should list the individuals in alpha order and assign one of the  
4160 reason codes for non-selection (refer to the back of form L-1349) to each Tier 3 applicant.  
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4162  **2. Additional Screening Leading to a Finalist Group**

4163 The SS committee may solicit additional material from applicants retained for further consideration. Applicants may be asked to  
4164 provide additional materials via written communication, telephone, or videoconference in support of their application, to respond  
4165 to any specific questions developed by the SS committee (and approved by the dean, AAO, and HR), and/or to provide additional  
4166 references.

4167 \_\_\_\_\_ If telephone or electronic interviews are conducted, a common list of core questions (*samples on the web*) will  
4168 be asked of all persons interviewed. Each member of the committee should review UW-L's *Brief Guidelines*  
4169 *for Contemporary Employment Interviewing*. The use of standard questions does not prevent the SS  
4170 committee from asking follow-up questions as may be deemed appropriate.  
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4172 \_\_\_\_\_ If unsolicited materials are received, the Department Chair retains the materials and does not share them with  
4173 the SS committee until such time (if ever) that similar materials are required of all candidates.  
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4175 \_\_\_\_\_ The SS committee may conduct telephone reference checks on each of the applicants still under  
4176 consideration. Calls will be made by one or more SS committee members (prefer at least two committee  
4177 members) as assigned by the SS chair (or SS committee) and will use a standard set of questions that have  
4178 been reviewed and approved by the dean, AAO, and HR. For each call, a written record will be maintained. A  
4179 sample form is provided (*Telephone Reference Conversation Record L-1827*).  
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4181 \_\_\_\_\_ The SS committee retains the right to make off-list phone calls.  
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4183  Off-list phone calls are reference calls to individuals not on the applicant's list of references. Given that  
4184 confidentiality requests by the applicants are still respected during this phase of the process, all applicants  
4185 must be informed prior to any off-list phone calls being made, and a provision must be provided for the  
4186 applicant to specifically identify any individuals s/he does not wish to have called.

4187  SS committee members making telephone reference checks shall verbally share the information obtained  
4188 with the SS committee. The SS chair or designee may seek further information about each semifinalist as  
4189 needed, while respecting the semifinalist's need for confidentiality. A written record must be maintained for  
4190 each call.  
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4192  **3. Determining the Finalist Group**

4193 The SS committee shall discuss and vote on each applicant to select those to be moved to finalist status. A simple  
4194 majority vote of those present is required to advance an applicant.

4195  Applicants not advanced to finalist status on the initial vote can be brought to a re-vote only once. Any SS committee  
4196 member may request a re-vote.

4197  The SS committee shall vote to cluster the group of finalists into two “tiers” listed alphabetically in each tier. The top tier  
4198 (Tier 1) shall include applicants the committee believes should be invited to interview on campus. [Note: The dean in  
4199 consultation with AAO will decide upon the total number of applicants to be interviewed (normally 2-4).]

4200  The second tier (Tier 2) shall include the remaining applicants who the SS committee believes would be suitable for the  
4201 position if the top tier applicants are determined to be unacceptable after an interview or are unavailable/decline an offer.

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- At this stage any additional applicants not advanced to Tier 1 or Tier 2 shall be included with the original Tier 3 applicants and all shall be listed alphabetically and assigned a 'reason code' on Form 1349 (Faculty Applicant/Interview List).

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- Reason codes should also be assigned to Tier 2 applicants. In most cases Tier 2 applicants could be assigned the non-selection reason code of E-1 ("Candidate is well qualified for the position, but the quality of teaching, scholarship, and/or experience is higher in other candidates").

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- The SS committee will present applicants with recommendations for interviews to the Department Chair prior to presenting it the Dean. A majority of the SS committee is required to approve the list of finalists.

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**4. Authorization to Interview**

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After consultation with the department chair, the SS Committee will forward Faculty Applicant/Interview List (Form L-1349) to the dean requesting approval to interview. This form will have the Tier 1, Tier 2, and Tier 3 applicants listed as indicated in #3 and #4 above. Upon review (possibly resulting in revision after consultation with the department), the dean will forward the Faculty Applicant/Interview List to the AAO. Based on returned EEO Forms, the AAO in consultation with the dean will make one of the following decisions:

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- (1) approve the existing applicant pool,
- (2) require an extension of the application deadline,
- (3) cancel the search,
- (4) require other appropriate remedies.

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- The SS chair must receive approval (e-mail) from the dean and the AAO, copied to HR at [recruit@uwlax.edu](mailto:recruit@uwlax.edu), before scheduling interviews. If questions arise, the dean and AAO will consult before e-mailing the SS chair.

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- At this time, at the discretion of the SS chair and SS committee, a letter can be sent to the Tier 3 applicants indicating they are no longer under consideration. Otherwise all applicants from the original pool will receive correspondence after the position has been filled (as described below in Step 5).

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- Within two days after determining the applicants who have accepted an invitation to a campus interview, the SS chair will forward an Alphabetical Listing, by Last Name, of Finalists (Form L-1738—Faculty) as required by Wisconsin Statute 19.36(7) to HR for public release if requested. This is an open record to be released by HR upon request.

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**5. Interviewing**

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The SS chair and/or Department Chair will complete a Faculty Pre-Approval for Reimbursement of Interview Expenses Form (L-1350—Faculty) following the [Business Services procedure](#) and deliver it to the dean for approval of anticipated expenses before extending any invitations to interview on campus. This form is retained by the dean for audit purposes. This would also be the appropriate time to ask the applicant if she/he needs accommodations for a disability.

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- A list of core questions will be prepared and asked of all applicants brought to campus for interviews. The SS chair will review both lists of questions with AAO and HR and will provide the final (agreed upon) lists to HR for the official recruitment file. A paper copy of this list of core questions will also be kept by the SS committee.

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- Each member of the committee should review UW-L's Brief Guidelines for Contemporary Employment Interviewing and be apprised that interview guidelines regarding illegal questions apply to all conversation with the interviewee in both formal and informal settings. The SS committee may also choose to make off-list phone calls regarding finalists during this part of the process.
- In addition to following all of the procedures set forth in the university approved Search and Screen Procedures, the Psychology SS committee shall request each candidate invited to campus for an interview to give a talk regarding his/her research appropriate to an undergraduate audience (or graduate audience if position is predominantly in one of the graduate programs) of a specified length. Candidates will be notified of this expectation in advance of their arrival on campus.

**Step 4: The Hiring Process**

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4255  **Consulting with the Dean**

4256 The SS committee shall make recommendations to the department's personnel committee regarding the strengths and weaknesses  
4257 of each candidate.

4258  The department' personnel committee shall then review all candidates and vote to determine which of the interviewed  
4259 candidates are still deemed qualified for the position.

4260  A majority vote of the Personnel Committee is required to make this list of qualified candidates to be forwarded to the  
4261 Dean.

4262  The personnel committee shall provide a non-ranked list of applicants to the dean with supporting information on strengths  
4263 and weaknesses (as they relate to the selection criteria).

4264  The Department Chair forwards the name(s) to the college Dean.

4265  The Dean may choose to meet with the Department Chair to discuss the recommendation.

4266  The dean may choose to make additional reference checks.

4267  If, after appropriate deliberations, the Dean and the Department do not agree on a hiring recommendation, an additional  
4268 applicant or applicants from the pool may be interviewed, an extension of the search may be agreed upon, or the search  
4269 may be terminated by the department or authorized representative(s), or the dean.  
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4273  The dean will formally request via e-mail approval to hire from the AAO and the PVC ([recruit@uwlax.edu](mailto:recruit@uwlax.edu) is copied). Once  
4274 authorization is received, the chair or the Dean will contact the applicant to extend the job offer. The terms of the offer are developed  
4275 by the dean after consultation with the chair.  
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4277 If the applicant(s) declines to accept the offered position (verbally or in writing), the department may request permission to offer the position  
4278 to another interviewed applicant. Alternately, the department may request permission to interview additional applicants from the identified  
4279 pool of qualified applicants, may request an extension of the search, or may close the search.