

UW-L Department of History Bylaws
(April 26, 2017)

Note: Hyperlinks in these Bylaws are provided for convenience and should be reviewed regularly for accuracy.

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I. Title

BYLAWS AND POLICIES OF THE DEPARTMENT OF HISTORY

University of Wisconsin-La Crosse

Adopted April 26, 2017

II. Organization and Operation

Department members are governed by six interdependent sets of regulations.

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

A. Preamble

The mission of the UWL Department of History is to provide leadership in history education and scholarship. We provide our students with a solid foundation in the critical thinking and analytical skills necessary for interpreting historical evidence and research. We develop historical understanding and global perspective through courses in the University's General Education program and a balanced world history curriculum, strengthened by faculty specialties in a wide range of time periods, cultures, geographical areas, and thematic approaches. Our public and policy history program develops analytical and interpretive skills through a curriculum focusing on material culture studies, oral history, cultural resource management, and community studies. Our programs prepare students for opportunities in fields such as teacher education, editing, archives, and museum studies, as well as for careers in law and government. Finally, we also serve the community by sharing our expertise when issues of historical importance engage the public's interest.

B. Meeting Guidelines

1. Department meetings will be run according to the most recent edition of [Robert's Rules of Order](#) and [WI state open meeting law](#).
2. The Department Chairperson shall schedule department meetings as necessary. A Department meeting must be convened within one week of the request of any two Department members.
3. A secretary will be elected by majority vote of the department at the first meeting of the academic year. Minutes of all meetings will be kept by secretary or designated replacement according to Department policies, and distributed promptly after each meeting. Proxy votes are not permitted at meetings of the Department or its Committees unless they are explicitly permitted in circumstances covered by Department policies.

C. Definitions of Membership and Voting Procedures

1. The membership of the Department of History will consist of all ranked faculty, full-time academic staff in their second and subsequent continuous years of employments, and those part-time academic staff with faculty status.

“Membership” refers to the right to attend and participate in discussions at the department meetings.

2. Voting Rights are reserved to all full-time faculty members starting immediately upon employment, and full-time instructional academic staff in their second and subsequent continuous years of employment. Exceptions to this rule will be indicated in these bylaws relating to decisions on hiring, promotion, and retention where voting rights are governed by either a person’s rank or tenure status.

D. Definitions of Quorum and Majority

For meetings of the Department, a quorum is defined as the majority of the entire membership eligible to vote. For meetings of committees, a quorum is defined as the majority of the constituted size of the committee.

E. Changing Bylaws

1. Proposals for amendments or additions to these bylaws may be presented in writing for a first reading at any meeting of the Department of History at which a quorum is present, and adopted by a two-thirds majority vote of those present at the following Department meeting with a quorum.

2. If substantive modifications to proposals to amend or add to the bylaws arise:

- a.) they shall be presented in writing to the secretary;
- b.) they shall be included in the proposed amendment by obtaining a simple majority; and
- c.) if modifications to the proposed amendment are adopted, voting on the amended proposal shall be postponed until the next Department meeting. The Chairperson shall make the amended proposal the first order of business at the next Department meeting.
- d.) they shall be made during the official academic year.

III. Faculty/Staff Responsibilities

A. Faculty

Faculty responsibilities are enumerated in Section IV of the Faculty Senate Policies in the [Faculty Senate Manual](#) entitled “Responsibilities of Departments, Department Members and Department Chairpersons”

1. In addition to teaching the discipline of History in keeping with the curriculum created by the department, these responsibilities include the following:

- a.) promoting scholarship and creative activities;
- b.) 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;

c.) utilizing the expertise and interest of its members to provide professional service;

d.) advising students of academic program requirements and presenting the array of available career opportunities;

e.) providing an internal governance structure in which the functions of the Department can take place; and

f.) making personnel decisions.

2. The Department of History upholds the highest standards of professionalism, ethics, academic integrity and collegiality.

3. All tenured and probationary faculty of the History Department shall teach a workload of twelve classroom hours per semester. The workload of full-time instructional academic staff in the History Department shall also be twelve classroom hours per semester plus three additional hours of service or scholarship.

4. Specific workload decisions shall be made as follows:

a.) Individual workload is a collaborative decision involving the Department Chairperson, the department and the dean. Accountability for that determination shall rest with the Department Chairperson.

b.) Departmental workload is determined by the department and the academic dean(s). Accountability for that determination shall rest with the academic dean(s).

c.) In consultation with the Department Chairperson and Dean, as permitted in bylaws, faculty workload may consist of instruction, research, outreach, service, supervision of interns, supervision of student teachers, advising, assessment, program development, or administration.

5. See XII.B for School of Education Affiliated faculty members' teaching, scholarship and service expectations.

B. Instructional Academic Staff Responsibilities and Expectations

1. 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 found on the [Human Resources](#) website and will outline specific duties including teaching and any additional workload. Total workload for IAS is defined as a standard minimum teaching load plus additional workload equivalency activities

(<http://www.uwlax.edu/facultysenate/41st/3-29-7/IAS%20Appendix%20B.htm>).

2. Instructional academic staff members are held to the same teaching expectations as are faculty members. Since instructional academic staff do not have the full range of responsibilities in the area of scholarly productivity and service, the evaluation of instructional academic staff shall be based primarily on the quality of their teaching record. Part-time instructional academic staff are not expected to assume responsibilities for student advising or service on departmental or university committees. Full-time instructional academic staff

shall be evaluated primarily on the basis of the quality of their teaching, but in the second and subsequent years of continuous employment they are expected to advise students and serve on one or more committees.

3. Full-time instructional academic staff engaged in undergraduate instruction have a teaching load of twelve contact hours of group instruction per week. The total workload for full-time equivalency shall not exceed fifteen contact hours (e.g., twelve contact hour teaching load plus up to three contact hours additional workload equivalency).

4. Half-time instructional academic staff engaged in undergraduate instruction have a teaching load of .5 SCH as determined by departmental workload of group instruction per week. The total workload for a half-time equivalency shall include up to two contact hours' additional workload equivalency.

5. Position Description (PD)

The PD is used to establish workload guidelines for each instructional academic staff member and utilized for performance review and career progression.

6. Departments shall determine IAS full-time equivalencies. Equivalencies might include: service to the department, service to the college and/or university; and/or scholarship.

7. See XII.B for School of Education Affiliated faculty members' teaching, scholarship, and service expectations.

C. Student Evaluation of Instruction (SEI)

1. The Department will follow the [UWL SEI](#) policy and procedure available on the Faculty Senate webpage.

2. Ranked Faculty and SEIs: Results from the Faculty Senate-approved questions are required for retention, tenure and promotion in the form of (1) the single motivation item and (2) the composite SEI consisting of the 5 common questions. These numbers will be reported using the Teaching Assignment Information (TAI) form. The candidate will add both the motivation item and the composite SEI fractional median for each course. In addition, the candidate's overall fractional median for the term on both the single motivation item and the composite SEI are reported. Finally, the candidate adds the departmental fractional median for both the single motivation item and the composite, the minimum and maximum composite SEI for the department, and the candidate's rank in SEI scores relative to all departmental ranked faculty (tenure-track or tenured) for that term (e.g., 3 of 15).

3. IAS renewal and career progression: the same information as above is reported; however, no TAIs are generated for IAS.

4. Members of the Department of History shall conduct systematic student evaluations of instruction for each class every semester of the academic year. Students will automatically receive links to complete SEIs using the electronic system. Individual instructors' roles in

administering SEIs are to encourage students to complete SEIs and to provide in-class time to complete the measures whenever the option is possible.

5. While instructors may wish to conduct SEIs in courses taught during a summer session, January intersession, May term intersession, or courses taught off-campus, those SEI scores shall not be used for purposes of performance evaluation or for merit pay considerations.

IV. Merit Evaluation (Annual Review)

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

A. Evaluation Processes & Criteria

1. Faculty

a.) Annual Individual Professional Activity Reports should address three categories of activity: (1) teaching; (2) scholarly activity; and (3) professional and public service. Faculty with reassigned time will additionally complete a one-page review of their work and attach a position description as well as a review of their work by their supervisor. Faculty members should formulate their comments on their activities in terms of the Department's curriculum and academic goals. These Individual Professional Activity Reports are due to the Department Chairperson by the end of May of each academic year, reporting on the activities of the summer and academic year preceding the report.

b.) The Promotion and Merit Pay Committee, a departmental standing committee, meeting in the Fall Semester of each academic year, uses material collected in the previous May to make determinations for merit pay categorizations applied to distributions that will be awarded in the following fiscal year. [For example, reports submitted in May 2003, describe activities from June 2002 through May 2003. The Merit Pay Committee meets in the Fall Semester of 2003 and uses this information to determine merit categories (see below) that are applied to merit pay increases for 2003-04. Except in extraordinary circumstances, first year faculty members shall be placed in the "meritorious" category.]

c.) The Department shall distribute merit rankings using the following four categories: outstanding, exceeds, meets, or does not meet expectations. Only those applying for promotion or post-tenure review shall be considered for the outstanding category, and in that sense are self-nominated. Merit pay increases for members judged outstanding shall be nominal, as recommended by the Merit Pay Committee and decided by majority vote of the Department. The outstanding merit category shall be available to any faculty member, and is intended to reward very special and specific effort. Persons who wish to be considered for outstanding merit must nominate themselves when they submit their Individual

Professional Activity Report. The category meets merit shall be the general ranking given to most members of the faculty.

d.) Formative Evaluation: This is an option available to any member of the Department. The Department process provides that formative evaluation be conducted by a committee of three to five persons appointed by the Department Chairperson in consultation with the person requesting formative evaluations, with the Department Chairperson appointing the committee chair. Formative evaluation must occur if the faculty member requests it in writing; it may occur at the suggestion of the Merit Pay committee. Formative evaluation should include discussion of individual goals, the faculty member's contributions to the goals and responsibilities of the Department, and the commitments of both Department and faculty member to reach an agreed upon set of goals.

2. Instructional Academic Staff (if included in merit processes, otherwise VI).

3. Department Chairperson

a.) The Department Chairperson will be reviewed once in every three-year term. The format and timing of the review is at the dean's discretion but includes input from department members and from the dean. Section VII.A.2 outlines the rights and responsibilities against which the Department Chairperson will be evaluated.

B. Distribution of Merit Funds
See IV.A.1.c.

C. Appeal Procedures (if applicable)

V. Faculty Personnel Review

The department will follow the policies regarding retention and tenure described in the [Unclassified Personnel Rules](#) (UWS 3.06 – 3.11 and UWL 3.06 – 3.08).

Tenure/retention decisions will be guided by the criteria established in the bylaws at the time of hire unless a candidate elects to be considered under newer guidelines. The criteria outlined in Section V.A & V.B. "Faculty Personnel Review" in these bylaws should be applied to faculty with a contract date after December 12, 2012. The department will follow policies guiding part-time appointments for faculty and tenure clock stoppage in the [Unclassified Personnel Rules](#) (UWS 3.04 and UWL 3.04) available on the Human Resources website.

A. Retention (procedure, criteria and appeal)

1. Faculty under review will provide an electronic portfolio related to their teaching, scholarship, and service activities extracted from their date of hire to date of review one month prior to due date. Faculty with reassigned time will additionally complete a one-page review of their work and attach a position

description as well as a review of their work by their supervisor. Hyperlinked syllabi are required and the candidate may choose to provide additional evidence. Additional materials may be required for departmental review and will be indicated in these bylaws.

2. Departments will provide the following materials to the dean:
 - a.) Department letter of recommendation with vote;
 - b.) Teaching assignment information (TAI) datasheet that summarizes the courses taught, workload data, grade distribution, and SEIs by individual course and semester (which are only available after completing a full academic year) and departmental comparison SEI data; and (3) Merit Evaluation data (if available).
3. The initial review of probationary faculty shall be conducted by the tenured faculty of the appropriate department in the manner outlined below.
4. Starting with tenure-track faculty hired effective Fall 2008, all first-year tenure-track faculty will be formally reviewed in the spring of their first year. A departmental letter will be filed with the Dean and HR. Formal reviews resulting in contract decisions will minimally occur for tenure-track faculty in their 2nd, 4th and 6th years.
5. The History Department's procedure for retention review shall be as follows:
 - a.) Upon the call of the Provost/Vice Chancellor, the Retention and Tenure Committee shall review materials prepared for and/or by every Department member identified for review as a probationary faculty member.
 - b.) A call for review materials and written notice of the date and time of the review meeting shall go to each probationary faculty member no less than 30 calendar days prior to such meeting. The meeting shall be conducted in compliance with the Open Meetings Law of the State of Wisconsin. The probationary faculty member shall be given opportunity to make written and or oral presentations at the meeting. The committee's decision shall be reported in writing to the probationary faculty member and to the Dean within seven calendar days.
 - c.) The Chairperson shall preside at the review meeting of the Retention and Tenure committee and shall conduct the vote by written and signed ballots. A simple majority of votes cast shall prevail. A statement of the reasons for the decision will be prepared, and will be presented to the dean along with the numerical tally of the vote.
 - d.) In the event that the Department should lack tenured members to serve on the Retention and Tenure Committee, the Dean will conduct a review of candidates up for retention.
6. The retention review process reflects the university's tenure and promotion procedures. This is an evidence-based process that requires careful documentation including:
 - a.) Regular entry and update of data in the electronic portfolio

b.) Maintaining a file of supporting documents that can be uploaded as evidence of achievements in teaching, scholarship, and service, and

c.) Maintaining a current C.V. as outlined in Appendix D of the *Guide to Faculty Promotions and Portfolio Development at UW-La Crosse*.

d.) The candidate for retention will prepare a three-part Retention Narrative consisting of no more than seven single-spaced pages that includes sections on Teaching Effectiveness (3 pages), the Scholarship (2 pages), and Professional and Public Service (2 pages). The document will include an introductory statement that will provide an executive summary, quantifying wherever possible (i.e., total funds grants requested/received, number of types of publications, etc.). The contents for these sections are outlined in parts e.) through g.) below. Faculty who have had administrative responsibilities should also note that section 5.1.5 of the *Guide to Faculty Promotions and Portfolio Development at UW-La Crosse* delineates additional material that may be submitted should the candidate have had Reassigned Time outside of traditional expectations of faculty responsibility. Faculty tasked with departmental, college, or university administrative responsibilities will additionally complete a 1-2 page narrative assessing their work, and attach a position description. The contents of the Teaching Effectiveness, Scholarship, and Professional and Public Service sections are outlined below:

e.) Section on Teaching Effectiveness should address teaching assignment, teaching development, teaching evaluation, and professional goals for teaching. Teaching assignment encompasses a listing of courses taught, unique expertise, approach to grading and evaluation, and duties that are different from classroom teaching. Teaching development encompasses the development of new courses and units, innovations and improvements in teaching techniques, participation in workshops on teaching, and preparation of curriculum materials. Teaching evaluation encompasses a narrative outlining the methods used to evaluate teaching, addition to written evaluation of peer(s), and SEI scores. Professional goals for teaching include a statement of general goals, as well as course-specific plans to move towards these goals. This report may include:

- (1) Honors and awards
- (2) Assignments and exams
- (3) Academic standard and integrity
- (4) Student advising
- (5) Direction of undergraduate research or creative work
- (6) Peer Evaluation
- (7) SEI ratings

f.) Section on Scholarship, to address publications, work in progress, conference paper presentations, as well as a statement of professional goals for scholarship. This includes:

- (1) Published articles, books readers, edited journals or refereed print and electronic media
- (2) Professional conference participation or other professional presentations
- (3) Historical consulting
- (4) Production of films, exhibits, or new media
- (5) Oral history
- (6) Grants awarded
- (7) Grants applied for
- (8) Publications related to undergraduate research or creative work

g.) Section on Professional and Public Service, to consist of a listing and brief explanation of the faculty member's organization of campus-wide events, service on campus-wide committees, as well as service to the History Department, to the campus, and to the community. Where pertinent, national and international service should also be listed. These include but are not limited to:

- (1) Organization memberships
- (2) Offices in organizations
- (3) Community organizations
- (4) Service to K-12 schools
- (5) Building library resources
- (6) Speeches, public presentations, or public programs
- (7) Consulting related to professional disciplinary expertise
- (8) Recruitment and outreach activities

7. Criteria for retention decisions parallel the review categories identified in points A-C above (Reports of Teaching Effectiveness, on Scholarship, and on Service). Retention and Tenure Committee voting members are instructed to weight teaching at 50% of the total evaluation and to weight Scholarship and Service 25% each, for a combined 50% weight. Compliance with this instruction shall be documented. Retention criteria and their weighting and procedures shall not be changed during the year preceding the review.

B. Tenure Review and Departmental Tenure Criteria

1. The recommendation for retention for the year following the probationary period shall constitute a recommendation for tenure.
2. The criteria for tenure are the same as for retention. However, the decision for tenure is cumulative (based on all previous retention reviews and decisions) and predictive of future work.

C. Post Tenure Review

1. Procedures
 - a.) Once every five years, each tenured faculty member's activities and performance will be reviewed following UWL's procedure on the [Human Resources](#) website.

- b.) The results of the post tenure review process must be reported to the Dean no later than December 15.
- c.) The Retention and Tenure Committee shall conduct post tenure review with the Department Chairperson chairing the meeting unless the Chairperson is under review or holds tenure in another department. In either of these two cases, the committee shall elect a chair to complete the administrative components of the process.
- d.) The faculty member must receive at least 21 calendar days' notification of the time and date of the meeting and the deadline (7 days prior to the meeting) for which the materials will be due.
- e.) The committee shall determine by majority vote whether the faculty member meets expectations or does not meet expectations according to the criteria V.C.2, below.
- f.) The committee chair shall send a letter of the results to the faculty member and Dean no later than 14 days after the committee meeting. The School of Education Dean also receives a copy of the letter if the faculty member is affiliated with the School of Education.
- g.) The letter will outline the required components of the UWL Post Tenure Review Policy in parts II.F and II.G.
- h.) Faculty members can provide written commentary on the post tenure review committee letter at any step of the process. This must occur within 7 calendar days after the receipt of the post tenure review decision letter at the department, Dean, and / or Provost level.

2. Criteria

- a.) UWL Post Tenure Review policy requires that tenured faculty members who are up for review provide a report from the electronic portfolio system (such as an Annual Report with Hyperlinks) that includes:
 - (1) Hyperlinks to at least one syllabus for each course (not each section of each course, or each term of each course) taught in the past five years.
 - (2) Hyperlinks to evidence of scholarly activities associated with the specific entry (e.g., publication, grant, exhibition, presentation).
 - (3) Composite SEI scores for each semester being evaluated.
- b.) In addition, faculty members who are up for review can choose to include peer observations of teaching and / or a narrative of no more than 5 pages concerning how their work over the past five years has met the department's expectations in teaching, scholarship, and service.
- c.) School of Education-affiliated faculty members can choose to include material directly related to activities undertaken on behalf of the Department of History's educational curricula, including, but not limited to SEIs from courses designated with the prefix EDS, SOE service, work

with public secondary schools, curricular revision, and scholarship in the field of history and/or social studies education.

d.) Tenured faculty members shall be considered to meet expectations for teaching if their record demonstrates any of the following:

- (1) Consistent teaching effectiveness
- (2) Pedagogical innovation
- (3) Participation in CATL workshops
- (4) Contribution to the scholarship of teaching and learning, including in history and/or history/social studies education
- (5) Direction of undergraduate research or creative endeavors
- (6) Mentoring or assisting colleagues' teaching
- (7) Engagement with student advising and mentoring
- (8) Engagement in evidence-based assessment of teaching
- (9) Reception of teaching honors or awards
- (10) Instructing in study abroad programs
- (11) Inclusion of service learning
- (12) Collaborative, linked, or cross-disciplinary teaching
- (13) Other criteria as defined by the department

e.) Tenured faculty members shall be considered to meet expectations for research if their record demonstrates any of the following:

- (1) Published articles, books, readers, edited journals, or refereed print and electronic publications
- (2) Professional conference participation or other professional presentations
- (3) Historical consulting
- (4) Production of films, exhibits, new media
- (5) Oral history
- (6) Grants awarded
- (7) Grants applied for
- (8) Publications related to undergraduate research or creative work
- (9) Mentoring or assisting colleagues' research (for example, through the History Authors Writing Group)
- (10) Reception of research honors, awards, or positions
- (11) National History Day or other outreach educational programs
- (12) Archival research or research-related librarianship
- (13) Guest columns or editorials related to professional expertise
- (14) Other criteria as defined by the department

f.) Tenured faculty members shall be considered to meet expectations for service if their record demonstrates any of the following:

- (1) Participation in department, college, or university service
- (2) Leadership in service of any of the above, including Department coordinators

- (3) Professional organization membership
 - (4) Holding offices in professional organizations
 - (5) Participation in community organizations or other forms of community engagement related to professional disciplinary expertise
 - (6) Service to K-12 schools
 - (7) Building library resources
 - (8) Speeches or public presentations
 - (9) Consulting related to professional disciplinary expertise
 - (10) Reception of service honors or awards
 - (11) Curriculum and program development
 - (12) Coordinating campus events
 - (13) Other criteria as defined by the department
3. School of Education Affiliated Faculty
- a.) The School of Education Dean must receive a copy of the evaluation materials at the same time as the Department committee.
 - b.) The School of Education Dean shall provide input to the committee in the form of an evaluative letter. The letter will address teaching, scholarship, service and professional development as they pertain to Department of Public Instruction standards, content standards, and expectations for teacher education.
4. Tenured faculty members who are up for review and who wish to focus the evaluation on aspects for their individual professional development may choose to activate the formative evaluation procedures previously adopted by the Department (see Department Bylaws IV.A.6.D., above). Formative evaluation is voluntary, provides for direct collegial interaction and is designed to produce a consensus. No written records of formative evaluations are kept. With the consent of the tenured faculty member under review, a written request could be sent to the Dean describing resources needed for that person to act on any recommendations stemming from formative evaluation.

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

The Department will follow the guidelines and schedules regarding faculty promotion available on the [Human Resources](#) website.

- 1. All meetings of the Promotion Committee shall take place in compliance with the Wisconsin Public Meeting Law. There shall be a minimum of twenty (20) days' notice prior to the holding of any such meeting.
- 2. On behalf of the Department, the Department Chairperson shall request each person eligible for promotion to assemble promotion evaluation materials covering her or his work for the past three years. Candidates for promotion must provide the promotion portfolio to the Promotion and Merit Pay Committee one month in advance of the final deadline to facilitate committee feedback.

3. Promotion recommendations shall be made by the Department's Promotion/Merit Pay Committee and the Department Chairperson will forward them to the appropriate administrative office.
4. In the course of its deliberations the Committee shall have access to the candidate's SEI ratings for the past three years.
5. The following criteria shall be used for judging the performance of members relative to recommendations for rank advancement:
 - a.) Teaching (50%):
 - (1) Honors and Awards
 - (2) Assignments and exams
 - (3) SEI ratings and peer evaluations
 - (4) Academic standards and integrity
 - (5) Student Advising
 - (6) Direction of undergraduate research or creative work
 - b.) Scholarship (when weighted with "c" below shall combined represent 50%):
 - (1) Published articles, books, readings, edited journals, and refereed publications in electronic media
 - (2) Professional conference participation
 - (3) Historical consulting
 - (4) Production of films/exhibits/mew media
 - (5) Oral history
 - (6) Grants awarded
 - (7) Grants applied for
 - (8) Publications related to undergraduate research or creative work
 - c.) Professional and Public Service (when weighted with "b" above shall combined represent 50%):
 - (1) Professional organization membership
 - (2) Offices in professional organizations
 - (3) Participation in community organizations related to disciplinary expertise
 - (4) Service to K-12 schools
 - (5) Building library resources
 - (6) Speeches
 - (7) Consulting
6. At the option of the Promotion/Merit Pay Committee a candidate for promotion could be invited to submit the names of three "outside" evaluators, from which one would be selected to assess the candidate's published scholarship.
7. The Department Chair or applicable personnel committee chair will provide the promotion portfolio for any School of Education faculty in the Department to the School of Education Director at least seven calendar days in advance of the scheduled review. The SOE Director will provide written feedback simultaneously to the candidate and the chair prior to the meeting. The portfolio will be reviewed on the candidate's profession contributions (teaching,

scholarship, and service) and expectations for teacher education, and the faculty member's contributions to the larger educational community. The SOE Director's feedback will be considered by the Department and noted in the letter regarding the candidate.

E. Peer Observation of Teaching

1. In some fashion, peer review of teaching is part of the following four review processes:
 - a.) Annual Review and Merit Evaluation (see IV);
 - b.) Retention decisions for probationary faculty (see V);
 - c.) The Instructional Academic Staff reappointment process (see VI); and
 - d.) Promotion recommendations (see V)
2. Classroom observation of teaching is required at least once per academic year for probationary faculty members for the first four years of employment, and for instructional academic staff members with a full-year appointment. It is required once per semester for instructional academic staff members with a semester appointment for as long as the Retention Committee wishes to request them.
3. After a Department member has agreed to observe a colleague's teaching, the two are encouraged to meet prior to the class session to discuss the instructor's goals for that class session. The observer shall write a short descriptive report on the class session, to be distributed to the instructor, the Department Chairperson, and eventually to the Retention Committee.

VI. Instructional Academic Staff (IAS) 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 using the [IAS Annual Review Form](#) on the Human Resources website.

1. Every year, the Department Chairperson shall convene the Retention and Tenure Committee to review materials prepared by every Instructional Academic Staff member.
2. Materials for part-time IAS members under consideration for retention shall include:
 - a.) Course syllabi that include the course's Student Learning Outcomes.
 - b.) SEIs
 - c.) A record of research and/or service as stipulated in the individual's Position Description.
3. The chairperson shall call for review materials and send written notice of the date and time of the review no less than twenty calendar days prior to such

meeting.

4. The meeting shall be conducted in compliance with the Open Meetings Statute of the State of Wisconsin. The IAS member shall be given opportunity to make written and/or oral presentations at the meeting.

5. The Retention committee's decision shall be reported on the IAS Annual Review Form and shall be sent to the staff member under review, to the Dean of the College, and to Human Resources within 7 calendar days.

B. Career Progression Procedures

Policies and procedure guiding career progression for IAS are available on the [Human Resources](#) website.

C. Appeal Procedures re: Annual Review

VII. Governance

A. Department Chairperson

1. Election of the Department Chairperson

The CLS Dean's office conducts the election for Department Chairperson. Current ranked faculty are eligible to vote. Instructional Academic Staff with one full year of full-time experience in the department are eligible to vote. The election procedure is outlined in Faculty Senate Policy V, "The Selection of Department Chairpersons" of the [Faculty Senate Manual](#).

2. Terms

The Department Chairperson serves a three-year term.

3. Responsibilities and Rights of the Department Chairperson

The Department will adhere to the selection and duties of the Chairperson that are delineated in the [Faculty Senate Manual](#), specifically Senate Policy IV H and Senate Policy VI "Remuneration of Department Chairpersons." In addition, references to chair-related duties are stated throughout the [Employee Handbook](#).

a.) The Chairperson is expected to assume a prominent role in creating a professional environment conducive to high morale and productivity in the Department. Further, in consultation with the appropriate committee(s), the Chairperson shall oversee the implementation of department policies in the following areas:

- (1) Registration and scheduling;
- (2) Curriculum implementation and development;
- (3) Budget, textbooks, equipment and facilities;
- (4) Convening and presiding over department meetings, and ensuring that departmental committees are meeting to fulfill their responsibilities;
- (5) Personnel decision making processes as specified in Department and University policies;
- (6) Student concerns and questions, and ensuring that academic advising occurs in the Department; and
- (7) Liaison with other levels and units with the University and community, and representing the Department's interests in

those venues.

- b.) The teaching load of the Department Chairperson is reduced to a degree dictated by university policies.

B. Standing Departmental Committees

1. Standing Committees

Insofar as possible the standing committee membership shall reflect the rank structure and other interests of the Department. No faculty member shall serve on an appointed committee for more than three years consecutively. All appointments, except the Curriculum Committee whose members are selected on the basis of an alphabetical rotation, shall be made by the Chairperson of the Department. Committee reports requiring Department action shall be submitted in writing to Department members at least three days prior to the Department meeting where action is to be considered.

a.) Curriculum Committee

(1) Membership: four members shall comprise this committee.

(2) Selection and duration of service: Committee members will be selected by the Chairperson on a rotation basis, from the alphabetical listing of tenured and probationary faculty. In alphabetical order, the first two members of the committee will rotate off each year and the next two department members will be added. Thus, service on this committee is for two years.

(3) Duties:

(a) generate, solicit, and review curriculum proposals and making recommendations to the department;

(b) each semester, review the preliminary schedule of courses constructed by the Chairperson in consultation with the department members to insure the appropriate selection within the major, prevention of time conflicts, offering of writing emphasis courses, and inclusion of necessary information in the published Timetable to inform students of special considerations; and

(c) consult with the Department members who are considering submitting a Faculty Development Proposal about any aspects of such a proposal that has direct implications for the Department's curriculum.

b.) Promotion and Merit Pay Committee

(1) Membership: all tenured professors, with the Chairperson serving ex-officio. No member shall be eligible to vote on the promotion of anyone to a rank higher than he/she currently possesses. Subject to this proviso, the Chairperson shall have the right to vote.

(2) Duties:

(a) recommend members of the Department for

promotion in accordance with Faculty Personnel Rules and Faculty Senate and Department policies.

(b) recommend to the Department procedures for the collection of relevant data and a formula for merit pay distribution in accordance with Faculty Senate and Department policies.

(c) provide decisions of this committee to Department members upon request.

c.) Retention and Tenure Committee:

(1) Membership: all tenured members of the Department. All eligible members of this committee, including the Department Chairperson, shall have a vote.

(2) Duties: make recommendations to administration regarding retention of probationary faculty members and full-time instructional academic staff members as well as conduct post tenure review.

d.) Development Committee

(1) Membership: three members representing a range of experience with the department, shall comprise this committee.

(2) Selection and duration of service: appointed annually by the Chairperson.

(3) Duties:

(a) Evaluate applicants and award student scholarships.

(b) Administer funds from grant sources (1/3 to be spent on student needs, 1/3 on program development—for example, speakers, special events and hosting conferences, and 1/3 on supplies).

(c) Develop a fund-raising strategy for the History Development Fund.

(d) Administer the History Development Fund, recommending spending and new scholarships.

(e) Develop promotional materials for the Department and its programs. The Committee should collaborate with the Digital Media Coordinator in disseminating these materials.

(3) All spending recommendations will require the approval of the Department.

2. Ad Hoc Committees

Ad Hoc Committees shall be appointed by the Department or by the Chairperson with consent of the Department to complete necessary or desirable tasks not otherwise specified in these bylaws. The duration of any Ad Hoc Committees shall be noted in the charge to these committees, and the authority of such committees is limited to making recommendations to Department.

C. Department Coordinators

1. Department Coordinators

The Department Coordinator positions provide leadership in arenas that reflect the department's mission in relationship to the College, University and wider community. Unless otherwise noted, faculty who hold coordinator positions do not receive reassigned time in exchange for serving in these positions, but are instead compensated by being exempted from other forms of departmental service.

2. Assessment Coordinator

a.) Selection and durations: the Coordinator will be selected by the Chairperson and serve a 3-year term. While serving as the coordinator, the coordinator is excused from any departmental service, including the Curriculum Committee.

b.) Duties:

(1) Create and submit the Program Assessment Plan as well as required reports.

(2) Inform the department of any assessment feedback and spearhead any needed changes to the assessment process.

(3) Collect and distribute materials to be used for program assessment, as outlined in VIII.

(4) Create and submit all General Education Assessment forms for HIS 101 and HIS 102.

(5) Inform department of any feedback from the General Education Assessment Committee and spearhead any needed changes to the assessment process.

(6) Collect and distribute General Education Assessment data.

(7) Assist faculty who teach other General Education courses in their assessment processes.

(8) Lead the department-wide assessment meeting.

3. Western Wisconsin Regional National History Day (NHD) Coordinator

a.) Selection and duration of service: the Coordinator is a contractual position, with .25 release time given each spring semester.

b.) Duties:

(1) Serve as a local contact for teachers within region.

(2) Plan and lead regional fall teachers' meeting or "roundtable."

(3) Solicit and confirm monetary awards for regional contest.

(4) Recruit student, community, and faculty volunteer judges for school and regional contests.

(5) Train new volunteers.

(6) Recruit and coordinate student committees (monetary awards, certificate "scribes," secretarial help).

(7) Participate in school contests.

(8) Coordinate Western Regional Contest.

(9) Do Western Regional Contest follow-up.

(10) Judge at State contest in May.

- (11) Maintain contact with NHD State Coordinator.
- 4. Digital Media Coordinator
 - a.) Selection and duration: the Coordinator will be selected by the Chairperson and serve a 3-year term. While serving as the coordinator, the coordinator is excused from any departmental service, including the Curriculum Committee.
 - b.) Duties:
 - (1) Work with University resources to manage and update the department website.
 - (2) Represent the department on relevant social media.
 - (3) Facilitate the campus and department video screens.
 - (4) Help the Department and Faculty represent themselves through digital means on campus and beyond.

VIII. Departmental Programmatic Assessment Plan

- A. The History Major/Minor Program Student Learning Outcomes are the following:
 - 1. The ability to demonstrate content knowledge of world cultures and their interconnection to global forces as they change over time.
 - 2. The ability to think historically: identifying the unique characteristics of past eras, articulating causality, and analyzing change over time.
 - 3. The ability to interpret in their historical contexts an array of primary sources, including manuscripts, artifacts, quantitative, oral and visual sources.
 - 4. The ability to engage critically with historical argument: identifying underlying theories, assumptions, and approaches.
 - 5. The ability to conduct original historical research using primary and secondary sources, and placing one's own work within historical debates.
 - 6. The ability to communicate historical knowledge, interpretations, and arguments clearly in writing, oral presentations, or public history projects.
- B. Process
 - 1. The Assessment Coordinator shall lead the assessment process as outlined in section VIII C. 2. b) above
 - a.) Program assessment for the major and minor will be lodged in the capstone research seminar, HIS 490.
 - b.) In spring semester, the Department will select one or more SLOs as the focus of assessment for the upcoming academic year.
 - c.) Late in the spring semester, the Department will meet to discuss the results and agree on a report.
 - d.) Instructors in HIS 490 each semester will select sample student papers from that semester to be reviewed by the department for the purposes of assessment—these papers will be presented anonymously.
- C. Additional Departmental Policies
 - 1. The History Department is committed to the general principle of salary

equity.

2. Sick Leave: Department members will account for sick leave in adherence to the most current [UW System](#) Sick Leave policy.
3. Vacation: For Unclassified Staff, 12-month employees garner vacation time, 9-month employees do not.
4. Family medical leaves are properly handled through the Office of Human Resources.

IX. Search and Screen Procedures

The Department will follow hiring procedures prescribed by the University's Office of Human Resources (HR) in conjunction with the AAOD and UW System and WI State regulations. Departments hiring faculty and IAS who are School of Education (SoE) affiliated will collaborate with the School of Education, Professional and Continuing Education (EPC) Dean who will convey DPI requirements and consult with the department during the recruiting and hiring processes. This consultation may include input into the position description, approving the applicant pool for campus/electronic interviews as well as offers of employment. Departments are expected to follow the *Hiring Procedures Policy for SOE Affiliated Faculty in Teacher Education Programs* available in the School of Education Faculty Handbook.

A. Tenure-Track Faculty

The approved UWL Tenure Track Faculty recruitment and hiring policy and procedures are found on the [Human Resources](#) website. Additionally, UW-L's spousal/partner hiring policy can also be found on the [Human Resources](#) website.

1. The Search Committee will screen all applicants to identify those who meet the minimum listed requirements, and inform the Department of those who do. The Department will review and evaluate applicants to make hiring recommendations to the Dean.
 - a.) The Department, prior to advertising the position, will formulate criteria for each position.
 - b.) The Search Committee will screen all applications to determine eligible candidates, and will do so with the specific criteria formulated by the Department. All eligible candidates' names will be forwarded to the Department.
 - c.) All members of the Department will read all candidates' files. At a Department meeting, each of the candidates will be reviewed and, with each member of the Department making judgments in applying the criteria to the candidates, the Department will shorten the list of candidates to a maximum of 15 finalists. Each candidate must receive a majority vote of memberships present to be included on the list of semi-finalists.
 - d.) Representatives of the Search Committee shall conduct interviews (preferably in person) and bring recommendations to the Department for on-campus interviews.
 - e.) The Department will then select candidates to be placed on the interview list. A majority vote of the Department will be required to move

a person to the final interview stage.

f.) Upon conclusion of the interview process, the Department will meet to make a summary of candidate strengths and weaknesses to the Dean of CLS. Should the Dean not accept this recommendation or the candidate decline the offer, the Department will meet to consider whether it wishes to forward an additional name to the Dean.

2. The recommendations to hire is arrived at in consultation with the Dean of CLS.

B. Instructional Academic Staff

Hiring policy and procedures are found on the [Human Resources](#) website.

C. Contingency Workforce (Pool Search)

Hiring policy and procedures are found on the [Human Resources](#) website.

D. Academic Staff (if applicable)

Hiring policy and procedures are found on the [Human Resources](#) website.

X. Student Rights and Obligations

A. Complaint, Grievance, and Appeal Procedures

1. Course Grade Appeals: When a student disagrees with a grade received from an instructor in the Department of History and wishes to appeal that grade, the following process shall be followed:

a.) The student should consult with the instructor to see if an agreement over the grade in question can be reached. If not,

b.) The student shall consult with the Department Chairperson to provide information and explain his or her point of view.

c.) The Department Chairperson shall consult with the instructor on the issue of the grade, seeking to ensure that the student has consulted with the instructor and that the instructor accurately understands the student's position on the matter.

d.) If the result of steps a.)-c.) does not resolve the issue, the student may take the grade appeal to the Dean of the college.

e.) The instructor of the course is the only person who can change a grade and the instructor's decision is final.

2. This process applies to appeals of grades given to specific instances of academic work and/or final course grades.

3. Incomplete Grades: Grades of "incomplete" shall be issued to students in cases where illness, family tragedy or other unusual circumstances beyond the control of the student has prevented the student from completing some portion of the course requirements. These criteria are stipulated in University policy. Incompletes shall not be issued unless the student has completed some substantial portion of the required course work. Work or other obligations not related to health or family are not legitimate grounds for incomplete grades. In cases where

the original instructor cannot evaluate the student's completed work, the Department Chairperson will take responsibility for arranging for that work to be evaluated for a grade and that the student's grade is reported to the Office of Records and Registration.

4. **Advanced Placement:** Like other UW-La Crosse academic departments, the Department of History grants academic credit to students who have demonstrated appropriate performance on standardized examinations developed to measure university-level historical knowledge and analytical skill. The Advanced Placement (AP) exam, the International Baccalaureate (IB) exam, and the College Level Entrance Program (CLEP) exam may be used for this purpose. The appropriate course and credit equivalencies of these examination scores are on record in the Office of Admissions and the Department of History. The Department Chairperson and the Curriculum Committee of the Department of History will review these equivalencies periodically.

5. **Student Academic Non-Grade Appeals:** By University policy, non-grade appeals are available to students to initiate and resolve complaints regarding the behavior of faculty or academic staff. In general, complaints may be lodged with the Department Chairperson or Dean of the College if students feel that their ability to learn is being impaired. The details of this policy and the hearing procedures are detailed in the [Student Handbook](#).

B. Expectations, Responsibilities, and Academic Misconduct

Academic misconduct, i.e., cheating in any form, is subject to punishment appropriate to the nature of the misconduct as outlined in UW System policy. The details of this policy and the hearing procedures are detailed on the University's Student Life website. The [Student Handbook](#) details academic and non-academic misconduct policies.

C. Advising Policy

1. Each student majoring in History in the College of Liberal Studies shall be assigned an advisor. Any student request for a particular Department member as an advisor will be honored if possible. A nearly equal number of students shall be assigned to each advisor. Students who are undeclared majors and are assigned to the Department of History for advisement will be distributed to Department members in approximately equal proportion.

2. Expectations for advisors include:

- a.) being supportive and responsive to advisees;
- b.) encouraging advisees to set appointments during the weeks prior to registration by making the advisor's office phone number and e-mail address available to advisees, and by posting expanded office hours and sign-up sheets on the advisor's office door;
- c.) being familiar with the curriculum of the Department of History, of the General Education Program, and of the relevant parts of the School of Education; and
- d.) being familiar with the other advising resources of the University.

XI. Other

A. Summer Session Policies:

1. Only faculty and staff who have a contract for the Fall semester may teach in the three summer sessions.
2. Opportunities to teach in the summer are open to eligible faculty at the discretion of the Department Chairperson based on programmatic needs as outlined in III.A and XI.F.
3. Compensation is based on a sliding scale based on the rank of the instructor and the number of student credit hours (SCH), with a minimum of 6 students required for 3 credits.
4. If the enrollment does not generate the minimum number of SCH required, instructors/faculty may choose to cancel the course or to provide the opportunity without remuneration. Decisions to cancel summer courses must be made two weeks in advance of the start of the first summer session and salaries are based on enrollment 2-weeks prior to the start of summer classes will not decrease, but may increase if additional students enroll.

B. Domestic Travel Allocation Procedures

1. In support of Department members' pursuit of professional development or enrichment, the Department budget contains funds for expenses incurred during travel to conferences, seminars or other professional activities. The procedure for seeking such funds is described below. Departments have been requested not to distribute their budgeted travel funds equally to all members in order to provide incentives for professional development and reward the most active members of the Department. Yet such requests can be divisive. The procedure outlined below results in more travel support going to those who are the most professionally active, while maintaining equal access to Department travel funds by all members.
2. As soon as possible in a given academic year, the Department member seeking support submits a request on the form provided by the college and on file in the Department Office. Each Department member is responsible for complete and accurate anticipated expense figures, should seek the most reasonable rates available, and must comply with UW system travel rules found on the [Business Services](#) website.
3. The Department Chairperson shall allocate a reasonable amount of Department funds to defray costs of each legitimate trip to professional conferences or events, with the constraints of the Department budget. The total amount allocated to any one Department member for travel in the United States before March 30 of each year shall not exceed the amount provided by the college for each instructional FTE in the Department. The Chairperson shall take this into account in those cases where a Department member makes multiple requests in the same year.
4. The request for travel support is forwarded to the office of the College of Liberal Studies where it is considered for further funding in accord with the

criteria specified in CLS policy.

5. After March 30 of each year, the Department Chairperson shall determine how much, if any, travel funds remain in the Department budget, and award such funds to any pending travel requests. In this manner, the travel funds that have not been requested by Department members who do not travel in a given year become available to those who have utilized their equal share of travel funds.

C. Final Exams

Final examinations in courses taught by the Department of History are to be administered in accord with University Policy. The University of Wisconsin-La Crosse has a policy requiring final examinations appropriate to particular courses. Final exams are required to take place as scheduled during the “closure week” (i.e., the week scheduled for final exams) unless the Provost Vice Chancellor approves alternative arrangements. Under no circumstances can an instructor deny a student the right to take the final examination during the period scheduled for that class during closure week.

D. Campus Absence Forms

The University of Wisconsin System, as part of the State of Wisconsin, is a self-insuring body. In order for employees to maintain insurance coverage while performing employment-related activities when absent from campus, a “Campus Absence Form” must be filled out, signed, and submitted to the Department Chairperson, who must also validate the reasons of the absence and sign the form. The completed form stays on file within the Department. Thus members of the Department of History who leave campus for professional activities must complete the Campus Absence Form.

E. Faculty Status

Governance with the History Department is subject to action of the faculty members of the department. Section I.A. of the [Articles of the Faculty Senate](#): notes that “All persons with the rank of professor, associate professor, assistant professor or instructor shall constitute the Ranked Faculty.” The History Department further requires that those with the rank of instructor must have a 100% teaching appointment to be granted voting rights with the Department. Voting rights may also be extended to instructors holding appointments in the Department who have been granted eligibility by action of the Faculty of the Department.

F. Teaching Loads, Modes of Instruction, Leaves, and Other Accommodations

1. The department works with the college to set course enrollments per faculty per semester. These are arranged to address programmatic needs. Teaching load for tenured and probationary faculty is twelve credit hours. Teaching load for Instructional Academic Staff is twelve credit hours.
2. Every tenured or tenure-track member of the History Department shall teach at least one section of either HIS 101 or HIS 102 each semester.
3. Online Instruction
 - a.) The Department Chairperson and Curriculum Committee are

charged with monitoring this policy.

b.) It is the responsibility of the Department to offer semester, summer and intersession schedules of courses that meet the requirements of our major/minor. It is in the interest of the Department to schedule courses that offer diverse methods of and formats for content delivery, online, hybrid, and blended classes included. Instructors prior to teaching online must complete the online training course offered by CATL. It is not in the interest of the Department to move too far away from our strength, which is face-to-face instruction.

c.) Members of the History Department may offer any class (except HIS 200, HIS 408, HIS 450 and HIS 490) online during the three summer sessions and during J-Term (Winter Intersession). Individual course capacities may be set by the instructor (Summer and J-Term enrollment and pay policy should be considered, along with recommended online best practices.

d.) In fall and spring semester, overall enrollment issues call for a different approach:

(1) Course capacity for HIS 101/102 sections offered online in fall semester will be equal to face-to-face sections.

(2) Course capacity for HIS 101/102 sections offered online in spring semester will be set five below the capacity figure for face-to-face sections.

(3) Course capacity for 200 level courses (excluding HIS 200) offered online will be set five below the capacity figure for face-to-face sections. This applies to both fall and spring semesters.

(4) Course capacity for 300-400 level courses (excluding HIS 408, HIS 450 and HIS 490) offered online in either fall or spring semester will be set at the currently recommended best practice level of twenty-five students.

4. Tenured or tenure-track members of the History Department may request a special teaching schedule that departs from items #1 and #2 above in the following respects:

a.) A faculty member may request a reduced SCH load one semester if s/he proposes an increased load the next semester.

b.) A faculty member may request a schedule that includes one or more courses at any level for either a semester or a year. For example, the request could be to teach only World History courses for a semester or a year (and thus only have one preparation), or the request could be to teach only two upper-division courses for a semester or a year.

c.) Either proposed course schedule above must offer the legitimate prospect of serving the appropriate number of students (variable according to full-time or partial teaching loads). The faculty member will direct his/her proposal to the Curriculum Committee, who will make a recommendation to the Department for consideration.

d.) These options are available to every tenured or tenure-track member of the Department who may request a special schedule once every three years. If more than one faculty member applies, the Curriculum Committee will consider Department curricular needs and decide whether more than one proposal can be sustained for the period in question. If not, the Curriculum Committee will establish a rotation schedule or calendar, taking into account which (if any) applicant received this benefit most recently.

5. Faculty are encouraged to engage in activities such as grant-writing to request internal and external funds to facilitate course and professional development, research, travel, service and outreach activities. Faculty members' engagement in competitive grant writing and awards constitutes evidence of teaching, research, service, and professional development. These requests should generally be made in writing to the Retention and Tenure Committee within the first month of the semester preceding the course release, in order to allow for schedule changes and modifications.

a.) .25 Release:

(1) The Department may provide a .25 release per semester to one member of the Department. This release will be available to any faculty member except faculty in their first-year, who will automatically receive a .25 release per semester during the Fall and Spring.

(2) The .25 release is not automatic. Priority for use of this .25 release is to be given to faculty who use the course release time to complete a research, teaching or service project.

(3) Faculty receiving release time may choose to be exempt from all service expectations to the Department, to maximize use of release time.

(4) In the event that more faculty members apply for release time for the same semester than the Department can support, the following consideration will determine which, if any, member receives it: Whether the faculty member has had a leave in the past, and if so, how recently (priority being given to those who have not had release time at all or not had it recently); The product that resulted from the previous release(s) (priority to those whose previous release(s) resulted in a tangible outcome); The degree to which a release is crucial (in regard to a time deadline) or simply convenient to completion of the proposed project; Level of significance to person or department in terms of teaching, research or service.

(5) In consultation with the Provost, Dean, and Chairperson, the Retention and Tenure Committee may also grant course releases to faculty engaged in ad-hoc administrative or instructional tasks, as long as arrangements are made to enable the Department to meet enrollment goals and to provide coverage of

course requirements for majors and minors.

(6) Decisions will be made by the Department Retention and Tenure Committee in consultation with the Department Curriculum Committee and Department Chairperson.

b.) Leaves of Absence

(1) Faculty who receive internal or external funds to cover a release may request as many course releases as their funds will cover, up to and including a full leave of absence, being advised that such requests must be made in a timely fashion that will allow the Department to cover its programmatic needs. These requests should generally be made within the first month of the semester preceding the course release, in order to allow for schedule changes and modifications.

(2) Tenure-track faculty cannot request a leave of absence for the fall semester of their tenure decision year. If there is a conflict, faculty may request that the tenure clock be stopped. Faculty should not request a leave for the year they apply for promotion.

(3) Faculty requests for a leave of absence without pay should be directed to the Department Chairperson and the Retention and Tenure Committee in a timely fashion.

c.) Grants

(1) Any grant that seeks internal or external resources to conduct teaching, research, or service that requires a reassignment or release of instructional time or leave of absence must be approved by the Department Retention and Tenure Committee as early as possible. The process for applying for a grant is as follows:

(a) Discuss proposal with the University Grants Office for information about University requirements.

(b) Meet with the Department Chairperson and CLS Dean for additional information.

(c) Submit the complete grant and budget proposal to the Department Chairperson. This should be done at least 3 weeks before the grant deadline. The Department Chairperson will determine if additional consultation with the Department is necessary. If the grant requires a leave or release time request then a recommendation must come from the Retention and Tenure Committee, then the Dean, then the Provost.

(2) Any request for leave, release time or stoppage of the tenure clock must begin with a Department recommendation, followed by the Dean's recommendation and Provost's approval.

d.) Appeal Process

All appeals of release time and/or grant decisions made by the Retention and Tenure Committee must go to the CLS Dean's Office. An in-person

meeting including the individual, the committee, and the Dean, participating in a non-voting capacity, will hear and resolve the appeal.

XII. Appendices

A. Department Statement on Scholarship

1. As proof of scholarly activity is important to many review processes, and as such scholarly activity can come in a wide array of forms, it is useful for the Department to define what constitutes scholarship. Scholarship criteria and expectations are referred to in several parts of the Department Bylaws describing materials to be considered in review processes. In multiple sections of the Department Bylaws, scholarship is defined as representing, in combination with service, a maximum of 50% of a Department members expected work, with teaching constituting the other 50%. In part V. of these Bylaws, lists of scholarly products are broadly construed as including:

- a.) Published articles, books, readings, edited journals, and refereed publications in electronic media
- b.) Professional conference participation
- c.) Historical consulting
- d.) Production of films/exhibits/new media
- e.) Oral history
- f.) Grants awarded
- g.) Grants applied for
- h.) Publications related to undergraduate research or creative work.

Beyond this enumeration, the Department believes that scholarship may be understood as research-based projects, sustained over time, following professionally-recognized methodologies and resulting in a final form that will be presented to an audience with the goal of advancing knowledge.

2. School of Education Faculty

The Department will consider an activity undertaken by a school of Education faculty member to be a scholarly activity if it results in a significant contribution either to the existing body of professional knowledge in the field of education, or to the faculty member's professional standing and public profile as an academic in the field of education. The Department recognizes that this broad interpretation will result in some overlap with the other areas of School of Education faculty endeavors. The following list, neither exhaustive nor ranked, is offered as a sample of the kinds of endeavors which the Department considers to be scholarly activities:

- a.) Publications (professional articles in the field of education)
- b.) Professional conventions, colloquia, seminars, workshops, etc.
 - (1) Giving a presentation organizing, attending, etc.
 - (2) Designing, delivering, or evaluating professional development for educators

- c.) Professional consulting in the field of Education
- d.) Writing or editing books or curricular materials
- e.) Refereeing articles for journals in the field of Education
- f.) Grants in the field of Education
 - (1) Writing proposals
 - (2) Writing successful proposals
 - (3) Reviewing proposals
- g.) Empirical research in the field of Education
 - (1) Experimental, quasi-experimental, observational, correlational, case-study, lesson study, etc.
 - (2) Designing, validating, or piloting instruments for use in educational research
 - (3) Software development for educational research

B. Teaching, Scholarship, and Service Expectations for School of Education (SoE)
Affiliated faculty members

- 1. Teaching
 - a.) SoE affiliated faculty are expected to incorporate current techniques that are relevant to the PK-12 setting as described in WI PI.34.11 2 (a, b):
 - (a) Faculty who teach in initial and advanced programs leading to licensure shall have preparation specifically related to their assignment, hold an advanced degree and demonstrate expertise in their assigned area of responsibility.
 - (b) Faculty who teach in initial and advanced programs shall be knowledgeable about current elementary, middle, and secondary curriculum, practices, requirements, technology, and administrative practices appropriate to their assignment.
 - b.) SoE affiliated faculty are expected to incorporate current techniques that are relevant to the PK-12 setting as described in WI PI.34.11 2 (a, b):
 - (a) Faculty who teach in initial and advanced programs leading to licensure shall have preparation specifically related to their assignment, hold an advanced degree and demonstrate expertise in their assigned area of responsibility.
 - (b) Faculty who teach in initial and advanced programs shall be knowledgeable about current elementary, middle, and secondary curriculum, practices, requirements, technology, and administrative practices appropriate to their assignment.
 - c.) Faculty and IAS who supervise teacher candidates (TCs) in field placements or student teaching settings as part of their workload assignment are expected to perform the duties required, including observing TCs in the field, meeting with cooperating teachers and TCs , supporting TCs with portfolio assembly, submission, and evaluation as needed, and submitting required documentation to SoE in a timely

manner. SoE affiliated faculty are expected to meet the following requirements in order to supervise teacher candidates in the field, as stated in PI.34.11 2 (c):

Faculty who supervise pre-student teachers, practicum students, student teachers, or interns shall have at least 3 years of teaching, pupil services, or administrative experience or the equivalent as determined by the department in prekindergarten through grade 12 settings.

d.) The following aspects of field and student teaching supervision should be taken into account when evaluating faculty teaching workload and performance.

(1) Observations of teacher candidates (TCs) during their field or student teaching placements is required and should be performed in line with SoE Office of Field Experience expectations.

(2) Triad conferences between each teacher candidate, university supervisor (UWL faculty/IAS) and cooperating teacher are also required in both field and student teaching settings, and should be performed in line with SoE Office of Field Experience expectations.

(3) Documentation responsibilities include completing observation reports using appropriate reporting tools, which are ultimately compiled by the faculty member. These should be performed in line with SoE Office of Field Experience expectations

(4) Support and evaluation of pre-student teaching and student teaching portfolios is expected of faculty with Field II and Student Teaching Seminar assignments. For pre-student teaching portfolios, faculty are expected to provide feedback and evaluate the TC portfolios. For student teaching portfolios prepared during student teaching placements, faculty are expected to provide more extensive ongoing support, clarification, and technical assistance as the TCs prepare and submit their required teacher performance assessment (edTPA) portfolio.

2. Scholarship

a.) SoE affiliated faculty are hired in a role associated with preparing educators and are therefore expected to be engaged in scholarly activities that inform and enhance the work they do with prospective teachers.

PI.34.11 2 (b): Faculty who teach in initial and advanced programs shall be knowledgeable about current elementary, middle, and secondary curriculum, practices, requirements, technology, and administrative practices appropriate to their assignment.

Appendix A: Components for the Review of Institutions of Higher Learning - acceptable evidence to support PI.34.11 2 (b) includes: listings of publications, articles, professional development participation, special projects, grants.

b.) Consequently, the following statements should guide departmental considerations of scholarship for SoE affiliated faculty.

(1) Publications, articles, grants, and/or conference presentations that focus on the act of teaching and/or instructional methods (if peer reviewed) shall be considered scholarship rather than teaching activities. Conference attendance is considered faculty development rather than scholarship.

(2)¶ Equal consideration should be given to high quality scholarship that informs PK-12 education in practitioner journals (with a rigorous review process) to high quality scholarship that informs PK-12 education in academic journals (with a rigorous review processes).

(3) SoE affiliated faculty may choose to pursue scholarship that is directly focused on preparing future teachers and/or PK-12 education, and/or content-focused scholarship in addition to scholarship that aligns with and informs their work as teacher educators, and/or scholarship that blends content and PK-12 education. SoE affiliated faculty should use narrative statements to articulate the connection(s) between their scholarship and their work as PK-12 teacher educators wherever possible.

3. Service

a.) SoE affiliated faculty are expected to participate in service that aligns with and informs PK-12 education and their work as teacher educators as stated in PI.34.11 2 (d):

Faculty who teach in an initial or advanced program shall be actively engaged in professional practice with prekindergarten through grade 12 schools, professional organizations, and other education related endeavors at the local, state or national level.

b.) SOE-related service activities that clearly align with DPI expectations include:

(1) Serving on SoE Task Force/Ad Hoc committees that span academic units

(2) Program Directorship - the specific tasks and responsibilities associated with Program Directorship should be delineated in program and/or department bylaws

(3) Chairing SoE Program level committees

(4) Developing PK-12 partnerships such as Professional Development Schools (PDS)

(5) Participating in SoE student recruitment, outreach, and support activities

(6) Serving as liaison with PK-12 (PDS) partnerships

(7) Academic Advising - WI Department of Public Instruction (DPI) mandates that SoE affiliated faculty provide individual academic and professional advising to students as outlined in PI.34:

PI 34.13 Student services. (1) **ADVISING RESOURCES AND MATERIALS.** The institution shall insure all students have access to and are provided information and resources on student services including personal, professional and career counseling, career information, tutoring, academic, and job placement assistance.