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Psychology Department Bylaws

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I. The Psychology Department

The Psychology Department is an instructional unit within the College of Arts, Social Sciences, and Humanities at the University of Wisconsin-La Crosse (UWL).

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

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.

Adoption Date

These bylaws were last updated and adopted on 5/3/2021 at a regularly scheduled department meeting. The major changes were to bring bylaw language in compliance with faculty senate bylaw guidelines. Prior changes occurred in September 2019 at a regularly scheduled department meeting. The major changes were to nominating language for department service positions to reflect possible dual coordinator opportunities, and to change the requirement of Associate Chair to Assistant Professor or above. Prior changes occurred in April 2019 to the personnel review process. Prior updates occurred on May 16, 2018 at a regularly scheduled department meeting. The major changes were to clarify materials required for post-tenure review criteria in line with UW System policy (approved March 9, 2018). However, retention/tenure criteria has not been changed since 2009. Additional changes included updating the School Psychology Program Director selection process from the School of Education and new position descriptions as required by the deans and Provost (approved May 16, 2018).

II. Organization and Operation

A. Regulations

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

B. Preamble and History

The principal 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 a graduate program in School Psychology. 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), renamed the College of Arts, Social Sciences, and Humanities (CASSH) in 2018. In 2004, the graduate program in School Psychology awarded its first Ed.S. degree. The Psychology Department is the academic home for the At-Risk Child and Youth Care (CYC) Minor and the Gerontology Certificate.

C. Mission

The Psychology Department mission is to foster student learning, critical thinking, research, and creative activity through interactions with faculty, fellow students, the local community, and broader society. The department strives to create an equitable and diverse climate that supports undergraduate and graduate students in pursuit of their full intellectual, professional, and human potential. An integrated curriculum of basic and applied psychology courses in the liberal arts tradition is offered for students earning a degree in psychology. Facilitating student development of competencies articulated by both American Psychological Association and National Association of School Psychologists, department offerings inspire students to search for truth by engaging with and applying concepts, principles, and theories central to understanding behavior and mental processes.

D. Meeting Guidelines

1. Meetings.

a. Protocol.

- i. Department meetings will be run according to the most recent edition of Robert's Rules of Order (<http://www.robertsrules.com/>) and WI state open meeting laws (<https://www.doj.state.wi.us/sites/default/files/office-open-government/Resources/OML-GUIDE.pdf>) summary at (<https://www.wisconsin.edu/general-counsel/legal-topics/open-meetings-law/>).
- ii. The Chair shall convene the first department meeting at the beginning of each academic year and the Executive Committee members shall determine times and days for succeeding meetings. The Chair and/or Executive Committee may add or delete meetings according to the press of business. An individual faculty member wishing to call a departmental or personnel meeting must do so via the Chair or the Executive Committee. During the Summer Session, or when the University is not in session, meetings shall be called at the discretion of the Chair. Chairs of committees, subcommittees, and ad hoc committees shall decide the dates for their meetings.

b. Notification of meetings.

Chairs of committees, subcommittees, and ad hoc committees whose recommendations will be considered by the entire department must announce their meetings to all members of the department in a timely fashion. Minutes of committee meetings will be recorded, sent directly to the Chair of the department, and made available to other department members, upon request.

c. Open Meetings Rule.

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

2. Recording of Minutes.

Minutes will be recorded by a voting member or the departmental Department Assistant and distributed in a timely fashion to department members. Copies of the minutes of department meetings and committee meetings shall be in a secure location by the department. Minutes from closed meetings will be taken by the Department Chair and written within one week of the proceedings. They will be available by request.

E. 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.E.1-8 described below.

1. Membership.

Members of the department are defined as instructional academic staff members with a 50% contract and all ranked (tenure-track or tenured) faculty (including those on leave or sabbatical who are in attendance) 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. 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 Teaching Professor or above shall have equal voting privileges at meetings. For the election of the department chair, voting is limited to all ranked faculty and IAS who have been on staff for at least three semesters and who have an instructional appointment of $\geq 70\%$ the semester in which the election takes place.

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.

F. Definitions of Quorum and Majority

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.

G. 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 responsibilities of the ranked faculty as defined above, may be changed only by a two-thirds majority of ranked faculty.
- 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

1. Faculty responsibilities are referenced in section IV of the Faculty Senate by-laws entitled "Responsibilities of Departments, Department Members and Department Chairpersons." (<https://www.uwlax.edu/faculty-senate/articles-by-laws-and-policies/>).
2. 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 service a variety of general education and programmatic needs. In addition, the Department's responsibilities include:
 - 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 on academic program requirements and available career opportunities,
 - e. Providing an internal governance structure in which the functions of the department can take place, and
 - f. Making personnel decisions.
3. Faculty who have appointments of 50% or greater associated with the graduate program in School Psychology are considered School of Education (SOE) faculty members at UWL. SOE defines a SOE faculty member as an individual whose primary expectation is in teaching education pedagogy OR someone who significantly contributes to a program that requires Wisconsin Department of Public Instruction (DPI) program approval. School Psychology faculty align with the latter definition and most closely reflect Pupil Services expectations rather than teacher education expectations. Appendix G delineates professional expectations for School Psychology faculty.

B. Instructional Academic Staff (IAS) 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 Assistant Teaching Professor or clinical professor series (<https://www.uwlax.edu/human-resources/ias-promotion-resources/>) 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. See Faculty Senate Articles, Bylaws, and Policies (<https://www.uwlax.edu/faculty-senate/articles-by-laws-and-policies/>)
2. Full-time instructional academic staff engaged in undergraduate instruction typically have a teaching load of 12 contact hours of group instruction per week. Full-time instructional academic staff engaged in graduate instruction typically have a teaching load of 9 contact hours of group instruction per week. The total workload for a full-time equivalency shall not exceed 15/16 contact hours (e.g., 12 contact hours teaching load plus up to 3 contact hours additional workload equivalency). A total workload that exceeds the 15/16 contact hour maximum will constitute an overload for payroll purposes.
3. Half-time instructional academic staff engaged in undergraduate instruction typically have a teaching load of 6 contact hours of group instruction per week. The total workload for a half-time equivalency shall not

exceed 8 contact hours (e.g., 6 contact hours teaching load plus up to 2 contact hours additional workload equivalency). To fulfill the responsibilities of individual units and the mission of this institution, variations will occur in the composition of individual, departmental, and college workloads. Composition of workload varies among individual IAS members and departments, depending upon the number of students in classes, number and nature of course preparations required, the nature of instructional patterns (e.g., lecture, discussion, laboratory, clinical and/or field activity), the nature of the students (lower division, upper division, or graduate), the extent of other assigned responsibilities in non-instructional duties (e.g., program direction, lab preparation and/or coordination), scholarly activities, and/or service activities (such as committee assignments, academic advisement, or assistance with student activities and organizations, public service, community service and professional service).

4. Additional policies for Psychology IAS.

In addition to the institutional policies stated above, the following policies pertain to IAS members in Psychology. Scholarly activity and/or service activity (beyond any duties specified in the contract) is not expected of individual IAS members, but is supported and encouraged for advancement of the individual and the institution. Summative evaluation of instructional academic staff is based primarily upon the quality of their teaching record. IAS will be provided with formative mid-semester evaluations as described under the duties of the Faculty Development Committee. Full-time IAS in a permanent line participate in PEM merit reviews including the provision of a narrative statement regarding professional activities associated with UWL (see below). Part time IAS are reviewed by the department chair.

C. Non-Instructional Academic Staff Responsibilities and Expectations.

These are defined by specific job descriptions and contracts.

D. Student Evaluation of Instruction (SEI)

1. The department will follow the UWL SEI policy and procedure available on the Faculty Senate webpage (<https://www.uwlax.edu/faculty-senate/articles-by-laws-and-policies/#tm-student-evaluation-of-instruction---sei>) Results from the Faculty Senate approved SEI questions are required for retention, tenure, and promotion for ranked faculty and for renewal and promotion of Instructional Academic Staff in the form of (1) the single motivation item and (2) the composite SEI consisting of the 5 common questions. For ranked faculty contract-renewal and both faculty and IAS promotion these numbers will be reported using the Teaching Assignment Information (TAI) form. The department will add both the motivation item and the composite SEI fractional median for each course. In addition, the candidate's overall fractional median for the term on both the single motivation item and the composite SEI are reported. Finally, the department adds the departmental fractional median for both the single motivation item and the composite, and the minimum and maximum composite SEI for the department. All individuals teaching courses in psychology and/or school psychology will administer SEIs for each course taught each semester onsite or online (excluding independent studies courses, individual thesis or research, thesis supervision, and school psych internships). In addition, SEIs will be administered for courses taught during intersessions (summer or winter session) if the course is a program requirement not offered during the traditional academic year. Otherwise, SEIs associated with intersession teaching are optional (as decided by the instructor). See Appendix B for a copy of SEI form.
2. In addition to the standard SEI form required by policy, the Psychology SEI form will include the following two open-ended questions:
 - (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.). Be as specific as you can.

(2) Please comment on whatever your instructor does which may hinder your learning in this course (e.g., uses discussion/lecture/films too frequently or too infrequently, class does not meet regularly or in full, etc.). Again, be as specific as you can.

3. Student Evaluation of Instruction (SEI) information

The department collects SEI information electronically for all courses associated with the PSY, CYC, and SPY prefixes (and any students in a cross-listed course with an instructor whose primary affiliation is with psychology). The department requires SEI collection for all courses during the Fall and Spring term except for those deemed to be independent study courses. The evaluation of intersession courses is not required; however, the instructor or chair can arrange for SEI or some other form of formal evaluation.

4. Reporting of SEIs:

The department chair posts the numerical form of SEIs on the department's secure personnel Canvas site for all instructors (ranked and IAS) and the information is available to all full-time personnel. In addition, The department completes TAI (Teaching Assignment Information) forms for all probationary faculty and any ranked faculty member who is a candidate for promotion. TAI forms include grade distributions per course and overall for the instructor and the department. The department adds SEI information per course; overall for the instructor, the department median, and the individual's rank. No TAIs are generated for IAS. When reporting ranks regarding SEIs for ranked faculty, the comparison group is all other ranked faculty. The comparison group for IAS is all other IAS instructors.

The department reports on the Faculty Senate-approved SEI questions that 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. Student comments are summarized for PEM review (see Section IV.C.2.g below). In addition, the department chair and/or personnel committee may review student comments from SEIs or midterm reviews associated with renewals and rehires and general mentoring regarding teaching quality and student learning.

5. IAS renewal and promotion.

- a. The same information as above is reported; however, no TAIs are generated for IAS.
- b. The comparison group for IAS will be the department as a whole for renewal and promotion purposes.

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 May 31.

Please see Appendix K for a comparison of Merit/Retention/Promotion materials for faculty and IAS. All of the information in the table is available elsewhere in the by-laws but is provided "at-a-glance" in the appendix.

A. Psychology Department Faculty Peer Evaluation and Merit Plan

1. Evaluation Processes & Criteria.

a. Purpose and Rationale.

- i. To evaluate all ranked faculty and 100% IAS.
- ii. To acquaint the instructors with other department members' activities.
- iii. To assure timely recommendation of ranked faculty for retention, tenure, promotion, and/or merit decisions

b. Evaluation Objectives.

- i. To encourage collegiality and cooperation among faculty in different curricula areas.
- ii. To encourage excellence in teaching, scholarship, and service.

- iii. To encourage innovation and experimentation in teaching.
 - iv. To provide direction to the department and department members.
 - v. To provide formative feedback to the faculty.
 - vi. To inform members of the department of other members' scholarly activities.
 - vii. To encourage activities that will enhance the promotion of department members.
 - viii. To encourage activities that will benefit the department.
 - ix. To provide face-to-face feedback.
2. Procedure for Non-Tenured Faculty, Associate Teaching Professors, and High Merit Candidates.
- All non-tenured ranked faculty, 100% IAS at the level of Associate Teaching Professor, and tenured faculty or 100% IAS applying for “high merit” must submit the materials detailed below and meet with the Peer Evaluation and Merit (PEM) Committee. Senior faculty, Assistant Teaching Professors, and Teaching Professors need to state their intent to be considered for high merit at the time that PEM meetings are being set-up (early in the Fall semester). The procedure, including the committee structure, is described below. Faculty are not eligible for high merit until they have completed two academic years in the department due to the need for the department to review teaching development over time.
3. Peer Evaluation and Merit Review.
- a. Timing and Scheduling of Peer Evaluation and Merit Review.
 - i. 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:
 - 1. one week from PEM voting to file appeal,
 - 2. ten days to schedule meeting of appeal, and
 - 3. one week to schedule second meeting (if necessary).
 - b. Each candidate must have his/her materials compiled and his/her desired designation stated by the 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.
 - c. All full-time faculty 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 1st or by the date materials are due to the chair for personnel review. In addition, graduate program directors have a June 1st deadline for entering program summary material.
 - d. 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 probationary faculty, Associate Teaching Professors, and candidates applying for “high merit” should have a 30-minute meeting scheduled; whereas, meritorious (tenured faculty, Assistant Teaching Professors, or Teaching Professors) candidates are not required to meet in person with the PEM Committee, and will only receive written feedback unless they request a face-to-face meeting. 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 and formative feedback to the candidates. Categorization of candidates into merit categories (e.g., High Merit, Merit, or Merit Deficient) is a secondary process.
 - e. Unless tenured faculty and 100% IAS at the level of Assistant Teaching Professor or above are going up for High Merit they can opt to go through an abbreviated version of the Peer Evaluation and Merit Review (PEM) process.
4. Merit categories and voting.

- a. Each candidate completing the comprehensive full PEM procedures will be considered for one of three categories: High Merit, Merit, or Merit Deficient. High Merit designation is to be used only for candidates who are deemed exceptionally meritorious by the committee. All non-tenured ranked faculty and 100% IAS at the level of Associate Teaching Professor will be considered as will any tenured faculty, Assistant Teaching Professors, and Teaching Professors who have indicated that they wished to be considered for High Merit. If the average number of faculty receiving High Merit exceeds 30% over a three-year period, the department will revisit the criteria to determine if they 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.
- b. Voting regarding High Merit or Merit Deficient candidates will occur after the completion of all face-to-face PEM 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 (i.e., “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. The Department Chair will notify all full-time members of the Department of which of their colleagues received High Merit. Merit feedback to faculty/IAS will be kept on file by the Chair for a maximum of 5 years. All electronic materials will remain on the departmental Canvas site until any potential appeal procedures have taken place.
- c. For ranked faculty with 100% teaching appointments, the following categories should be considered: Teaching, Research, and Service. For 100% IAS faculty, Teaching and either Service and/or Research should be considered depending on the terms of their contract on file with Human Resources. For ranked faculty with teaching and administrative or other reassigned appointments, the following categories should be considered: Teaching, Research, General Service, and departmental Administrative Service.
- d. Category Criteria
 - i. High Merit: A candidate should be considered outstanding in at least two areas to receive High Merit (one of which must be teaching). If deemed deficient in one category, faculty members are not eligible for High Merit status. Below are sample activities that demonstrate excellence in each category. They are to serve as examples—NOT necessarily as stringent guidelines. For the purpose of considering merit designation, PEM Committee members will look at each candidate objectively against these criteria rather than compared to peers’ performance.
 1. Teaching: High Merit in teaching is demonstrated by meeting 4 of the 8 criteria below.
 - a. Evidence of the assessment of student learning and modifications associated with assessment results. Examples include (1) using data from direct assessments, modifying instruction based on those data, and reflecting on the results, (2) conducting more than the minimum of assessment of one SLO from one course, (3) external review of assessments from a peer, etc.
 - b. Development of original and effective instructional activities. Examples include (1) implementing a new technique from a teaching workshop, (2) engaging in a significant overhaul of instructional mode (e.g., from face-to-face to blended), etc.
 - c. Implementation of inclusive teaching practices. Examples include (1) integrating evidence-based practices to serve students identified at risk of poor performance, (2) collaborating with other campus resources to provide student support for learning, (3) engaging in teaching modifications that directly benefit underperforming students, etc.
 - d. Teaching development activities. Examples include (1) actively participating in departmental Faculty Development events, (2) attending multiple CATL-

- sponsored events, (3) presenting at teaching-related workshops or conferences, etc.
- e. Strong peer observations. Examples include (1) classroom observations accompanied by comprehensive and positive written feedback, (2) having peers observe more than the minimum according to your rank/tenure status, (3) inviting a CATL representative to observe or provide feedback on an online course, etc.
 - f. Outstanding SEIs. Examples include (1) an individual composite SEI mean score above the mean SEI score for all full-time faculty, (2) high SEI scores in courses with low motivational SEI means, (3) consistently strong student comments regarding enhanced learning and without notable concerns regarding teaching practices that hinder learning), etc.
 - g. Significant involvement in undergraduate and/or graduate research mentorship. Examples include (1) supervising students in PSY 308: Research Apprenticeship, PSY 481: Individual Project, or PSY 482: Honors Project, (2) supervising McNair Scholar projects, supervising graduate student projects, (4) record of student research mentees who present their work at conferences or in publications, etc.
 - h. Teaching awards. Nominations for awards will be considered with preference given to final award recipients.
2. Scholarship: High Merit in scholarship is demonstrated by achieving (1) at least one Primary Area of Scholarship and (2) one Secondary Area of Scholarship as defined in the departmental Statement of Scholarly Activity (Appendix D). For the purposes of publication status (submitted vs. accepted vs. in press vs. published), more weight will be given to publications accepted during the year under review.
 3. Service. High Merit in service is demonstrated by activities consistent with expectations appropriate to an individual's rank and/or years of employment at UWL. For example, an assistant professor who takes a significant leadership role on a college-level committee would be equivalent to a full professor in a leadership role for a university or professional organization. Refer to the departmental Statement on Service Activity (Appendix E) for more background. Service examples include, but are not limited to:
 - a. Serving as committee chair or other significant leadership role of a department, college, university, or professional organization.
 - b. Obtaining service-related grant funding and demonstrating the impact of the project.
 - c. Organizing or significantly contributing to extracurricular programming (e.g., workshops, film screenings and discussion, fundraising).
 - d. Significantly aiding in recruiting efforts outside of usual departmental service expectations (e.g., serving on graduate student interviews).
 - e. Significant work coordinating an academic emphasis area or minor.
 - f. Significant work or leadership in curricular redesign.
 - ii. Merit: All faculty members who meet the expectations of their contracts/job descriptions for the previous academic year are automatically considered meritorious. It is expected that most faculty members will fall in this category each review period.
 - iii. Merit Deficient: To be considered in this category, the PEM Committee must have some form of evidence of deficient performance beyond hearsay (e.g., written record of student complaints, letters from UWL peers documenting failure to meet expectations, etc.). Merit Deficient activities include, but are not limited to:
 1. Violations of APA ethical codes for teaching or research
 2. Met with classes less than 75% of the required time
 3. Failure to keep electronic portfolio updated as required
 4. Rarely available to students outside of class/failure to hold office hours

5. No syllabus or inadequate syllabus
6. Content and material clearly out of date
7. Content and/or tests did not reflect course outlines or objectives
8. Inappropriate treatment of students (as outlined in the university guidelines)
9. Fails to meet with advisees
10. Deficient university service (e.g., no committee work and/or poor committee service such as not attending meetings)
11. Deficient departmental service (e.g., undependable, abuses of power)
12. Deficient scholarship (e.g., no signs of professional development such as no professional memberships and/or no conference attendance)
13. No evidence of trying to attain goals as stated by the candidate.

B. The Peer Evaluation and Merit Committee (PEM) Structure

1. Composition.

- a. The PEM Committee will be comprised of three psychology faculty members and a fourth person chosen by the faculty candidate. The fourth member does not vote on merit decisions. The other three members will be tenured faculty serving staggered three-year terms. Committee members must have at least a 50% faculty appointment. Faculty on sabbatical are to be evaluated, but may not serve on the PEM Committee. The Department Chair will always be one of the three members of the committee. The other two members of the committee and the alternate will be determined by the following rotation: PEM members will serve 3-year terms. The first year will be as the PEM alternate (see duties defined elsewhere) and the following two years as a regular PEM member. The initial membership rotation will be prioritized in the following manner: all tenured faculty who have not yet served on the committee, with the faculty member(s) who received tenure furthest in the past coming first. All other tenured faculty members will be placed on the initial rotation list in the order of when they last served on the PEM committee. When a faculty member's term on the PEM committee is complete, they will return to the bottom of the PEM rotation list. When faculty members become tenured, they are placed on the PEM rotation list at the bottom of the tenured but not yet served portion of the list. In the event of ties (e.g., served the same number of years ago), the tie will be broken by mutual agreement among all the parties tied or by the Department Chair.

Example PEM Rotation List (new PEM membership taken from the top of the list):

Tenured Faculty 5 years ago, never served
 Tenured Faculty 3 years ago, never served
 Tenured Faculty just now, never served
 Tenured Faculty served 15 years ago
 Tenured Faculty, served 3 years ago
 Tenured Faculty, served 1 year ago

- b. Candidates are responsible for choosing a fourth committee member who has been at UWL at least one year who serves on the committee for full review and provides feedback for the abbreviated review. Tenured faculty, Assistant Teaching Professors, or Teaching Professors should choose other tenured faculty, Assistant Teaching Professors, or Teaching Professors as 4ths, probationary faculty and Associate Teaching Professors may choose any full-time faculty. Only tenured faculty with rank of Associate or Full Professor can serve as the 4th person for PEM for a program director or department chair. It is recommended that a person with the highest possible rank serve as 4th for each of these individuals. Faculty with primary appointments in a graduate program associated with psychology are strongly recommended to choose an instructor from the graduate program as their 4th PEM member. The fourth person is not under obligation to "advocate" for the candidate; they are merely reviewers chosen by the candidate. Furthermore, a faculty member may decline to serve as the fourth PEM member after agreeing to serve as the fourth member for one person.
- c. Alternate PEM member.

A regular PEM member cannot review their own file. The alternate PEM member serves on the committee when a regular member of the PEM is being evaluated. The alternate PEM member also serves in cases of conflicts of interest (see next section).

- d. **Nepotism and Conflict of Interest Policies**
In the event that a PEM member's spouse or partner is the faculty member under review, the alternate PEM member will serve in their place. If the alternate member has a conflict, the next person without a conflict from the PEM rotation list serves on the PEM for this review. This same policy should be followed in cases where a PEM member (for whatever reason) cannot give a fair review. If a faculty member has a concern about the capability of a member of the PEM to give a fair review, this concern should be brought to the department chair. If the department chair agrees with the concern, the alternate PEM member will serve in place of the PEM member of concern. In the event that the department chair is the PEM member of concern, the department's Executive Committee (without the department chair) will make the determination regarding replacing the chair on PEM with the alternate.

2. PEM Review.

- a. **FOR THE FULL REVIEW** the fourth person serves to visit the candidate's classes and provide commentary on their teaching and to summarize students' comments (see "teaching materials" section below).
- b. **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) but does NOT attend the PEM review meeting.

C. Peer Evaluation Materials

1. Full Review Materials.

- a. 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.
- b. 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.
- c. 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.

2. Non-tenured faculty, Associate Teaching Professors, 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 (e.g., June 1, 20XX through May 31, 20XY) with attachments including a narrative statement and evidence links as described below.

- a. **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 1st.

- b. Syllabi.
Candidates should upload a syllabus for each course prep from the prior year. Candidates are expected to have student learning objectives (SLOs) for each course in their syllabi and required to include UWL General Education SLOs if the course is a general education course (See http://catalog.uwlax.edu/undergraduate/general_education/#general_education_requirements_text).
- c. 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.
- 1) Assessment of student learning.
All psychology ranked faculty and full-time IAS are required to provide indirect or direct evidence of student learning outcomes such as assessment of student learning, achievement and/or development as teaching evidence links for merit. An assessment report should have a student learning objective (SLO) clearly stated (preferably an APA or NASP SLO), a measure described in a manner that aptly indicates how it assesses the SLO under consideration, a report of student progress in the aggregate (pre-post test change, % of students reaching competency, etc.), and a thoughtful analysis of the results and how they will be used to change the course under consideration.
 - 2) Additional examples of teaching evidence may include:
Sample exams, class tasks, projects, and papers (may include audio or video links if desired).
 - a) 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.
 - b) Reports on participation in improvement activities.
 - c) Candidates may provide written appraisals from other various sources (e.g., colleagues, students).
- d. Scholarship Evidence
- 1) 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.
 - 2) 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.
- e. Service Evidence
- 1) 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.
 - 2) Additional examples of evidence may include: correspondence from colleagues regarding the quality/extent of service work, outcomes of service products, presentation handouts.
- f. Narrative Statement.
- The narrative statement should not exceed 8 pages (including 1 page of goals). Traditionally, faculty and full-time IAS are encouraged to provide at least one page per area (teaching, scholarship and service) plus 1 page of goals. The statement should 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:

- 1) A Declaration of Intention. If a **tenured** faculty member, Assistant Teaching Professor, or Teaching Professor would like to be considered for high merit, he or she will include a “Declaration of Intention” as the first component of their narrative. If the candidate wants to be considered on the basis of two categories she/he must indicate teaching and the other category in which he/she is outstanding and provide a brief discussion of why they are exemplary AND/OR he/she must discuss excellence in all three categories. For all candidates the narrative should serve as a form of evidence of quality in teaching, scholarship, and service. All **non-tenured** ranked faculty who have completed two years in rank will automatically be considered for high merit and need not submit a declaration of intention.
- 2) 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.
- 3) 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.

g. Fourth Person Duties

The 4th person should complete the following obligations (see Table 1 below for overview).

- 1) A written statement regarding a summary of the classroom observation (Appendix C provides samples of factors that may be useful to include). The merit candidate loads this document into Digital Measures under Teaching Evidence.
- 2) Summaries of the prominent themes in the written commentary from at least two classes that the instructor taught during the year under review (traditionally, one per semester). Except for very small classes (e.g., course smaller than 15), summaries should include a brief overview of main themes of comments, as applicable, then for each course list the individual comments that occur from 10% or more of the class, with approximate percentages for each comment. The merit candidate loads into Digital Measures.
- 3) For probationary faculty, Associate Teaching Professors, and high merit candidates, 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.
- 4) Attend the (a) meeting of the PEM Committee while they review the file and complete the feedback rubric prior to meeting with the candidate under review, and (b) face-to-face review meeting with the candidate. The 4th person does not vote on merit designation, but can serve to help summarize or identify supporting information from the file and suggest information for the rubric.

Table 1 – Merit: Provision of classroom observation, student comment summaries, assessment and narrative

MERIT REVIEW	Tenure Track Faculty (pre-tenure), Associate Teaching Professors, or anyone going up for High Merit	Tenured Faculty OR IAS at the level of Assistant Teaching Professor or above (abbreviated review)	Instructional Academic Staff (IAS) - part time less than 76%
Type of review	Full review by PEM Committee	Abbreviated review by PEM Committee	Chair
Summary of end-of-semester student comments*	4th person aggregates comments from all courses	4th person aggregates comments from two courses per academic year	Chair reviews comments
Classroom observation**	One course during the previous academic year.	As requested by faculty member or at the recommendation of the PEM Committee.	One course during the instructor's first semester.
Student learning outcome assessment	Indirect or direct evidence of student learning outcomes from one class per academic year		Encouraged but not required
Narrative	A 3-7 page narrative summarizing teaching, scholarship, and service activities from the previous year. In addition, candidates provide a 1-page goal statement that is not forwarded beyond the department.	None required	None required

h. Student Evaluation of Instruction (SEI) Scores.

The department adheres to the SEI policy approved by the Faculty Senate (<https://www.uwlax.edu/info/student-evaluation-of-instruction-sei/>). The chair will post the SEI scores of all instructors under review to the appropriate Canvas site. The SEI information will be by course, aggregated by individual instructor by semester, and include departmental benchmarks and rank. The instructor is invited to provide written commentary on these scores if so desired in their narratives. In other words, an instructor 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.)

3. The Abbreviated Review Process.

- a. Tenured faculty and 100% IAS at the level of Assistant Teaching Professor or above opting to go through the abbreviated PEM review must submit the following materials:
 - 1) 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) Summary of student comments from at least one course each semester by fourth member (as determined by the candidate)
 - 3) Assessment information (identify the course, the outcome assessed, assessment results, use of assessment information to improve student learning) entered into the electronic portfolio system).
- b. The PEM Committee will meet face-to-face with each tenured faculty member or IAS 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. Post-Tenure Faculty or Post-Promotion IAS Reviews

If PEM or the chair detects significant concerns with a tenured faculty member or promoted IAS, the department may request that said faculty member undergo a full review for the next review cycle.

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

Part-time instructional Academic Staff are not included in the Merit Review Process. Please see section VII below on annual reviews of IAS. However, individuals with a 100% IAS appointment will be provided with professional feedback by participating in the PEM review.

E. 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.

F. Department Chair

The Department Chair should receive formal feedback regarding his/her service as chair, and scholarship and teaching should be weighted as approximately .25 of his/her overall activity.

G. Distribution of Merit Funds

Distribution of merit funds or base salary adjustments will follow UW System and UW-La Crosse policies approved by Faculty Senate. Faculty members receiving Merit or High Merit status are eligible for increases if/when they are available; however, a designation of Merit Deficient results in no salary increase. If discretionary merit funds become available, the Psychology Department will convene a department meeting to develop a process for distribution.

H. Appeal Procedures

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.

2. The meeting will consider one of two motions: 1) in the case of an appealed merit deficient 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

The department will follow the policies regarding retention and tenure described in the **Faculty Personnel Rules** (UWS 3.06 - 3.11 and UWL 3.06 - 3.08). <http://www.uwlax.edu/Human-Resources/Unclassified-Personnel-Rules/>. The department will follow policies guiding part-time appointments for faculty and tenure clock stoppage available on the Human Resources website.

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 April 14, 2017. The department will follow policies guiding part-time appointments for faculty and tenure clock stoppage available on the Human Resources website.

A. Retention (procedure, criteria, and appeal).

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

1. Departments will provide the following materials to the Dean.
 - a. Department letter of recommendation with vote.
 - b. Teaching assignment information (TAI) data sheet 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.
 - c. Merit evaluation data (if available).

Initial Review.

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

2. First Year Faculty Review.

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 Human Resources (HR). Formal reviews resulting in contract decisions will minimally occur for tenure-track faculty in their 2nd, 4th and 6th years. For this review, the candidate provides as much of the same materials as they would for a contract renewal review. Syllabi for Fall and Spring courses should be uploaded as should any scholarly grants, pre/reprints. The Fall classroom observation should be loaded under teaching evidence. The chair will provide the Fall SEIs for each candidate. The candidate will be asked to provide a 5-10 minute verbal reflection on their teaching, scholarship, and service (if applicable) during their first year.

3. Graduate Faculty.

When a probationary faculty member with a primary appointment in a graduate program is reviewed for retention and/or tenure, the faculty from the program will provide a letter by the date of departmental review indicating points of consensus regarding the candidate's strengths and areas for improvement from the date of hire with particular emphasis on the past academic year. This letter will be provided to the candidate within seven days of the review at the graduate program level. The department's letter will incorporate key ideas from the graduate program's letter.

4. SOE Faculty.

For contract-renewal reviews, the School of Education Director will review a School of Education candidate's work as a School Psychology (DPI Pupil Services) educator and provide written feedback that addresses the candidate's professional contributions (teaching, scholarship, and service), and contributions to the larger educational community. The SOE Director will simultaneously transmit the feedback to the candidate and the chair. The feedback will be included as one component of the candidate's materials reviewed by the department. The department chair is responsible for submitting the candidate's portfolio to the SOE Director no fewer than 7 days prior to the departmental review; however, for efficiency purposes, it is recommended instead that the candidate submit the portfolio to the SOE Director at the same time that it is submitted to the chair for departmental review.

B. Tenure Review and Departmental Tenure Criteria

The basic rules regarding retention and tenure are described in the Faculty Personnel Rules (UWS 3.06 - 3.11 and UWL 3.06 - 3.08). The following procedures are designed to enable the tenured faculty in the Department of Psychology to maintain a staffing plan that is consistent with student needs and the UWL Tenure Density Policy.

1. Retention.

- a. Subsequent to the call of the Vice Chancellor, the department shall establish a review date and inform all probationary faculty with at least 20 calendar days notice to prepare a set of materials describing performance in the areas of:
 - 1) Teaching
 - 2) Department Service
 - 3) University Service
 - 4) Scholarly and Research Activity (see Department statement on Scholarly Activity in Appendix D).
 - 5) Community and Professional Service
- b. The date, time, and place of the above meeting shall be conducted in compliance with the Wisconsin Open Meeting Rule. For a retention and tenure meeting to take place, attendance by 2/3 of the tenured faculty constitutes a quorum. The probationary faculty persons shall have the opportunity to make a written and/or oral presentation at the meeting.
- c. Materials: Candidates under review for retention should provide two reports from the electronic portfolio system.
 - 1) A retention report drawn from the date of hire at UWL in a tenurable position (with appropriate evidence hyperlinks) with a narrative statement addressing the candidate's teaching philosophy, teaching development and appropriate context for scholarly and service work (not to exceed 7 pages; traditionally with a minimum of 3).
 - 2) An annual report from the most recent year.

- 3) The Department Chair will provide merit and SEI summary information.
- d. Prior to the beginning of the review of the candidate(s) the meeting will go into closed session according to Section 19.85 in the Wisconsin Statutes. However, candidates under tenure consideration can also request an open meeting. During the review meeting, the Chair shall entertain a motion regarding the retention of the candidate(s). The Chair will lead the review meeting through the criteria of teaching, scholarship, and service for each faculty member being considered for retention or tenure. Only materials relevant to the criteria established for retention or tenure will be considered. Passage of a motion to retain a candidate (and, if appropriate, to recommend tenure) shall require a 2/3 majority of those present and voting. A written record of votes (e.g., faculty name, signature, and vote) is required and are public record, and subject to data retention rules.
- e. The Department recommendation and decision (actual vote) shall be reported in writing with supporting documentation to the Dean. Retention requires a 2/3 majority vote by tenured faculty.

2. Tenure.

The granting of academic tenure represents a long-term commitment of institutional resources which requires proof of excellence in past performance and a forecast that an individual faculty member's intellectual vitality and future contributions will continue to be of high quality for many years to come. Non-tenured instructors should not expect an award of tenure solely on the fact that their contracts have been consistently renewed; however, the procedures for making tenure decisions and recommendations for probationary faculty parallel procedures for retention and are based on the body of work evidenced during the individual's time in rank. Tenure will be granted with a 2/3 majority vote by tenured faculty.

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. See Appendix F for Statement on Teaching Activity.
- Evidence of a consistent program of scholarly inquiry (as defined by the department's statement on scholarship). See Appendix D for Statement on Scholarly Activity.
- Evidence of consistent service to the department. Evidence of consistent service to the university and/or professional service. Community service that utilizes professional expertise is encouraged but not required. See Appendix E for Statement on Service Activity.

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 working toward positive promotion and tenure recommendations 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.

C. Post-Tenure Review

The department follows the UWL procedure and schedule regarding post-tenure review <https://www.uwlax.edu/human-resources/post-tenure-review-policy/>

Introduction: Every year the work of every member of the Psychology Department is reviewed. 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. Candidates undergoing post-tenure review will submit the materials outlined in Table 1 above.

1. Departmental Post-Tenure Review Process

- a. Faculty who are due for post-tenure review will be notified by the Chair of the date, time, and place of their review at least 21 calendar days before the meeting.
- b. At least seven calendar days prior to the Post-Tenure Review Committee meeting, the faculty member under post-tenure review must submit the electronic portfolio outlined in Table 1 to the Department Chair. The Department Chair will also provide the Post-Tenure Review Committee with the faculty member's composite SEI scores for each semester of the last five years (i.e., TAI report).
- c. The Post-Tenure Review Committee meets to review the post-tenure review file, and by majority vote determines either that the faculty member "Meets Expectations" or "Does Not Meet Expectations" in the areas of Teaching, Scholarship, and Service (overall, not individually). "Meets Expectations" will likely be met by faculty who maintain satisfactory annual merit reviews in each of the categories. The department acknowledges that a faculty member might have performance challenges in a semester or academic year, and extenuating circumstances will be considered in the review. "Does Not Meet Expectations" may result for faculty who show a consistent pattern of unsatisfactory merit reviews or lack of responsiveness to annual feedback provided by the PEM Committee.
- d. If there is a finding of "Meets Expectations" and foundational expectations related to professional ethics, the Post-Tenure Review Committee Chair provides a letter to the Dean and the faculty member within 14 calendar days of the personnel meeting (no later than December 15) with the following information: (1) The date and numerical result of the vote indicating the overall categorization of "meets expectations" for the faculty member. The letter should include the names of all of the tenured faculty who voted and the committee chair's signature; (2) A brief description of the consensus points of the committee regarding the faculty member's strengths in teaching, scholarship, and/or service that formed the basis for the committee's "Meets Expectations" decision. Additional detail regarding this finding is presented in the UWL procedure and schedule regarding post-tenure review approved by the UW System Board of Regents in November 2016, available at the following link: <https://www.uwlax.edu/human-resources/post-tenure-review-policy/>
- e. Detail regarding a "Does Not Meet Expectations" finding for any or all of the areas (Teaching, Scholarship, Service) by the Post-Tenure Review Committee is provided in the UWL procedure and schedule regarding post-tenure review approved by the UW System Board of Regents in November 2016, available at the following link: <https://www.uwlax.edu/human-resources/post-tenure-review-policy/>

2. Departmental Post-Tenure Review Criteria

- a. Teaching. For the category of “Meets Expectations”, the department expects each faculty member to teach courses in their areas of expertise; the expected teaching load is the equivalent of 12 semester-hours for undergraduate faculty members and 9 semester-hours for graduate faculty without other duties involving reassignment from teaching. 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:
 - i. develop a syllabus for each course that meets UWL and department requirements
 - ii. develop acceptable and fair methods of evaluation for each course
 - iii. meet with their students as scheduled for classes or make provisions for acceptable alternative activities
 - iv. keep up with current UWL undergraduate curriculum requirements and participate in advising students; graduate faculty will keep up with curricular and training guidelines of their profession

Performance in Teaching may be deemed “does not meet expectations” if there is a pattern of any of the above (or similar) activities not occurring at a satisfactory level, unless circumstances have led to an agreement between the Department and the faculty member that teaching activities be reduced (e.g., a faculty member holding a significant research grant or additional service responsibilities).

- b. Scholarship. For the category of “Meets Expectations”, the Department expects each tenured faculty member to engage in scholarly activities that may include:
 - i. any scholarly activity indicated in Appendix D: Department of Psychology – Statement on Scholarly Activity.

Performance in Scholarship may be deemed “does not meet expectations” if there is a pattern of the above (or similar) activities not occurring at a satisfactory level, 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).

- c. Service. For the category of “Meets Expectations”, the Department expects each tenured faculty member to volunteer for and serve on committees that contribute to the success of the Department, College, University, community, and/or profession in fulfilling their missions. The Department expects faculty to:
 - i. regularly attend and participate as an active member in department and committee meetings
 - ii. attend at least one UWL graduation ceremony per year unless extenuating circumstances prevent attendance
 - iii. engage in any service activity indicated in Appendix E: Department of Psychology – Statement on Service Activity.

Performance in Service may be deemed “does not meet expectations” if there is a pattern of any of the above (or similar) activities not occurring at a satisfactory level, 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).

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

The department will follow the guidelines and schedules regarding faculty promotion available at <http://www.uwlax.edu/Human-Resources/Faculty-Promotion-Resources/>

The department promotion procedures are designed 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 the faculty member's promotion file and any presentation made at the promotion meeting. The department chair will lead the promotion meeting through the criteria of teaching, scholarship, and service for each faculty member considered for promotion. Only materials relevant to the criteria established for promotion by the department, college, and the university will be considered. Before the promotion meeting, a tenured faculty member will be chosen by the department chair to write the Promotion Committee's assessment of the candidate (i.e., promotion letter). 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 faculty. First-year ranked faculty members will abstain from voting. The Promotion Committee for faculty pursuing promotion to Full Professor will consist of faculty at the rank of Associate Professor or Full Professor. The committee will vote by roll call unless a signed ballot is requested by any committee member.
- 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. JPC requires that a faculty member who has had reassigned time to fulfill a position outside the expectations of a standard faculty member (e.g. department chair, director of a center or program, etc.) must provide two related documents in their promotion report:
 - 1) One or more letters from their supervisor(s) (e.g. department chair, Dean, etc.) that outlines their job description with respect to each reassigned time appointment.
 - 2) Documentation that illustrates their level of success in the role fulfilled by the appointment, such as performance reviews or other data that show how the aims of the appointment are being met. The candidate is responsible for uploading these documents in their promotion report.

2. Criteria.

- a. 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, the establishment of a program of scholarship, and active participation in service activities. Evidence of teaching excellence will include the results of self, peer, and student evaluations of instruction (see Appendix F). Scholarship will be consistent with the Department's definition of scholarly activity (see Appendix D). Service will include active contributions to the department, participation in college/university service, professional service, or contributions to the profession (see Appendix E). To be promoted to the rank of Professor, a faculty member must show evidence of continued excellence in teaching, significant scholarly productivity, and substantial and sustained 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 activity.

Substantial and sustained service activity will include applied service, service to the department, college/university, professional service, or contributions to the profession.

- b. The department recognizes appropriate variation in the breadth and depth of scholarship according to the sub-disciplinary training of its faculty. In order for a candidate to be recommended for promotion to associate, the department requires evidence of primary scholarship according to our statement on scholarship. Candidates are expected to have a minimum of one peer-reviewed publication. Assistant professors under consideration for promotion to associate must provide evidence of a significant role in developing a program of scholarship appropriate to their interests and training. Associate professors under consideration for promotion to full are expected to show a trajectory and consistent line of scholarship leading to peer-reviewed outlets.
 - c. 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 Complaints, Grievances, Appeals, and Academic Freedom Committee. Written notice of the reconsideration decision will be transmitted to the candidate and the Dean within seven (7) days.

E. Review of Faculty who are School of Education affiliated faculty

The SOE and content Dean will receive and review the portfolio at the same time and will each forward their recommendations to the Provost. For retention and tenure, if there are discrepant reviews of a candidate, the Provost will confer with the Deans to ensure DPI policies and expectations are applied.

VI. Instructional Academic Staff Review

A. Annual Review

In accordance with Unclassified Personnel Rules Chapter 10, academic staff (instructional and non-instructional) will be evaluated annually. <https://www.uwlax.edu/human-resources/faculty-and-staff/performance-appraisals/>

B. IAS Promotion Procedures

1. Promotion

Policies and procedure guiding promotion for IAS are available at <https://www.uwlax.edu/human-resources/ias-promotion-resources/>.

The Department will adhere to the Promotion Committee’s Promotion Deadlines:

Event	Timeline
Promotion portfolio due to Department Chairs from individual	Timeline set by each department
Promotion portfolio with department materials due to the Deans (from Department Chairs)	First Friday of December

Promotion packet due to the Faculty Senate office (portfolios held in Senate office for review by committee members)	First Friday of January
IASPC recommendations due to Provost office (Portfolios are transferred to Human Resources office)	First Friday of February
Provost recommendations due to Human Resources	Within 14 days of receiving IASCPC recommendations
Human Resources issues notification letters to all IAS applicants	Within 7 days of receiving Provost decisions
New title takes effect	July 1 of next academic year

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 promotion request. The IAS member will be notified no less than 20 days in advance of the promotion 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 unto the Department Personnel Canvas 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 promotion 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.

2. IAS Promotion Reconsideration.

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

VII. Non-Instructional Academic Staff Review

A. Annual Review

In accordance with Unclassified Personnel Rules Chapter 10, academic staff (instructional and non-instructional) will be evaluated annually <https://www.uwlax.edu/human-resources/faculty-and-staff/performance-appraisals/>. Performance reviews of

non-instructional academic staff (NIAS) are due to Human Resources from the Dean's office no later than July 31.

VIII. Department Governance

A. Department Chair

The Department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate Bylaws (revised 2017) <http://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/> 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/Human-Resources/Employee-handbook/>

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

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 and full-time IAS who have been on staff for at least three semesters and on contract during the semester of the vote) are eligible to vote. Individuals in 100% administrative positions whose academic affiliation is with the Psychology Department are not eligible. 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. In the event of a resignation or other reassignment/leave of a chair in the midst of a three-year term, a new chair will be elected by the department to (1) finish the term of the predecessor, or (2) begin a new three-year term pending consensus between the CASSH Dean's Office and department members.

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 G). The Chair is responsible for:

- a. Selection, supervision, merit rating, and promotion of faculty for regular and summer sessions and of graduate assistants and support staff;
- b. For developing and implementing the curriculum, advising students, and informing the administration of progress and problems;
- c. For drawing up and supervising a budget, reporting textbook selections, assigning offices and space, and maintenance of facilities and equipment;
- d. For scheduling classes and registering students in regular and summer sessions;
- e. For convening and presiding at regular and special meetings of the Department;
- f. For convening and serving on PEM; and
- g. Other matters outlined in the Faculty Handbook including hearing and responding to student concerns.
- h. 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 .75 reduction in load during the academic year and a fractional administrative summer appointment determined by the Dean of the College of Arts, Social Sciences, and Humanities.

3. Evaluation of Chair.

The CASSH Dean's Office will administer a chair evaluation every other year of a chair's term. The quantitative and qualitative results are tabulated by the Dean and discussed with the chair. A summary of the quantitative results is sent to departmental members. A link to the evaluation items and the procedure is available from the College of Arts, Social Sciences, and Humanities website: <https://www.uwlax.edu/cassh/resources-for-facultystaff/chair--ada-resources/#tm-chair-evaluation-process>

4. Summer Administrative Duties.

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

B. Other Administrative Appointments

1. School Psychology Program Director.

Duties: The School Psychology Program Director receives a .33 reduction in load per semester and is responsible for administrating the duties associated with the work of the School Psychology Program Committee as outlined later in the bylaws. Personnel reviews for the director include feedback on administrative duties.

Selection Process: In order to be consistent in the process, the School of Education (SoE) will conduct a survey of the faculty associated with each aligned PLC/program to determine faculty preference for which individual should serve as the program director and the EPC Dean will consult with the nominated faculty and make the final appointment. For the programs housed entirely within a department, the EPC Dean will provide the results to the department chair and the department/department chair will make a recommendation jointly to the EPC Dean, and to the CASSH/CSH Dean as appropriate. If the Deans are not unified in their final recommendation, the Provost will make the final appointment based on best alignment with DPI-related needs. This process will be followed upon resignations, retirements, or the normal conclusion of the term. If a short-term appointment is needed (e.g., less than one semester) until the process can be followed, the EPC Dean can make the appointment, or in the case of a within-department program, the department may do so in consultation with the EPC Dean.

Length of Term: Program directors serve a 3-year term (July 1 to June 30 of each year)—renewable through the process indicated above.

Evaluation Process: Program Directors will be evaluated by the EPC Dean or their designate (in consultation with Department Chair when appropriate), and a letter from the EPC Dean's Office summarizing their review will be filed with the Provost. This letter will also become part of the Program Director's personnel file for the purpose of retention, tenure, and promotion reviews.

2. PSY 100 Coordinator

Duties: The Team Leader receives a one course release per year, and along with the PSY 100 Committee, is responsible for supervising all aspects of the General Psychology course during the academic year, including: 1) developing curriculum, teaching materials and handouts; 2) managing the course LMS; 3) supervising lecturers; 4) training and overseeing the assigned graduate assistant; 5) training and overseeing teaching assistants; 6) developing, administrating and scoring tests; 7) maintaining records and grading students; 8) advising and assisting students in the course and giving make-up exams; 9) maintenance of facilities and equipment used in the course; 10) management of the human participants pool (SONA); 11) completing progress reports for student athletes, OMSS students, and completing Early Alerts; and 12) reporting on a regular basis to the department.

Selection Process: The Team Leader is self-nominated and is determined by departmental vote at the last meeting of the Fall semester. If there is only one self-nomination, and there are no objections to the nomination, no vote is required and the person is elected via affirmation and assumes the role starting the next academic year.

Length of Term: The Team Leader works in conjunction with an department assistant and a GA and is guaranteed a two-semester appointment to PSY 100 lecturing in exchange for the additional administrative tasks.

Evaluation Process: Evaluation is handled in the department's annual merit review process with input from the Department Chair.

3. Associate Chair.

Duties: The Associate Chair receives a .25 reduction in teaching load per semester and is responsible for (1) serving as de facto chair of the Curriculum Committee, (2) taking the lead role on course assignment and scheduling (with the Department Chair and Department Assistants), (3) updating CIM forms when necessary, (4) providing advising for Psychology minors, (5) approving study abroad and transfer credit requests, (6) coordinating PSY tutors in Murphy Learning Center, and (7) attending UCC meetings when possible.

Selection Process: Faculty members must be tenured by July 1 of the start of the position. Faculty interested in the Associate Chair position will self-nominate and be determined by departmental vote at the last meeting of the Fall semester. If there is only one self-nomination, and there are no objections to the nomination, no vote is required and the person is elected via affirmation and assumes the role starting the next academic year.

Length of Term: Associate Chair serves a two-year term starting the next academic year (renewable for up to two terms). Should the position be vacated before the term is complete, the Department Chair will conduct an election to complete the current term.

Evaluation Process: The Department Chair (as a sitting member of the PEM Committee) will provide feedback on the Associate Chair's performance during the annual review process.

4. Internship Coordinator

Duties: A psychology instructor will be assigned a 6-credit load in Fall and Spring to serve as the internship and volunteer coordinator each semester. Duties will include (1) coordinating all experiences and teaching courses in fall, spring and summer for PSY 309, PSY 450, CEI 450 and CYC 450 [PSY 309 capped at 50; 450s also capped at 50], (2) interfacing with the community sites including visits to 2-4 sites per fall and spring semesters and 1 site visit during the summer, (3) interfacing with Career Services for 450s, including software and supervisor reports, (4) serving as the primary psychology contact for students pursuing credit-bearing professionally related experience for Fall/Spring/Summer.

Selection Process: The Internship Coordinator is self-nominated and is determined by departmental vote at the last meeting of the Fall semester. If there is only one self-nomination, and there are no objections to the nomination, no vote is required and the person is elected by affirmation and assumes the role starting the next academic year. Changes in load, responsibilities, staffing etc., should be considered at the time of Fall load.

Length of Term: The coordinator of volunteer and fieldwork experiences is an annual position. The Coordinator will be responsible for the PSY/CEI/CYC 450 class during the summer at 2:1 pay plus a stipend from the CASSH Dean's office summing to a total remuneration similar to a regular course. The summer duties/course will "count" as a summer course for the coordinator. As with all ranked faculty within the

department, the ability to teach a second course is dependent on interest and departmental approval of summer load.

Evaluation Process: The Department Chair (as a sitting member of the PEM Committee) will provide feedback on the Internship Coordinator's performance during the annual review process.

5. Gerontology Certificate Coordinator

Duties: A psychology instructor (or instructors) will serve in or share the role of Gerontology Certificate Coordinator. Responsibilities include: (1) creating and maintaining the Gerontology website, (2) creating and updating Gerontology pamphlets, (3) recruiting students and promoting the emphasis, (4) working with the departments on campus that offer courses in the emphasis (e.g., Communication Studies, Sociology, Exercise and Sport Science, Health Education & Health Promotion, Political Science), (5) evaluating relevant courses in the various cooperating departments for inclusion in the gerontology coursework options, including submitting course/program forms when courses are to be added to the emphasis, (6) developing and supporting hands-on experiences for students in the emphasis (e.g. internships, volunteer opportunities, research, service-learning projects, community outreach, intergenerational experiences, teaching assistantships), (7) collaborating with community agencies and educational institutions on internship, volunteer, and educational experiences for students, (8) serving as the spokesperson(s) for the emphasis at UWL and the wider community, (9) teaching core and supportive gerontology courses, (10) advising Gerontology Certificate students, (11) supporting the age-friendly university initiatives on campus, (12) organizing regular meetings with the Gerontology Certificate Steering Committee, and (13) conducting ongoing assessment of the emphasis.

Selection Process: The Gerontology Certificate Coordinator(s) is self-nominated and is determined by departmental vote at the last meeting of the Fall semester. If there is only one self-nomination, and there are no objections to the nomination, no vote is required and the person is elected by affirmation and assumes the role starting the next academic year. A co-coordinator model is also available if two faculty are interested in the position.

Length of Term: Renewable annually.

Evaluation Process: As there is no reassigned time for this position, evaluation is handled in the department's annual merit review process with input from the Department Chair.

6. At-Risk Child & Youth Care (CYC) Minor Program Coordinator

Duties: A psychology instructor will serve in the role of At-Risk CYC Minor Program Coordinator. Responsibilities include: (1) creating and maintaining the CYC website and pamphlets, (2) recruiting students into the minor, (3) working with the departments on campus that offer courses in the minor (e.g., Communication Studies, Educational Studies, Exercise and Sport Science, Health Education & Health Promotion, Political Science, Psychology, Recreation Management & Therapeutic Recreation, and Sociology), (4) evaluation of relevant courses in the various cooperating departments for inclusion in the CYC coursework options, including submitting course/program forms when courses are to be added to the minor, (5) continued communication with faculty representatives from the various departments involved with CYC in order to provide a comprehensive educational experience for students working with at-risk children and youth, (6) procuring, creating, and supporting internships for students in the at-risk children and youth field in conjunction with Career Services, (7) collaborating with community agencies on projects related to work with at-risk children and youth (e.g., Chileda, Family Resources, New Horizons, YWCA, etc.), (8) serving as the spokesperson for the CYC program at UWL and the wider community, (9) teaching core and elective CYC courses, and (10) providing advising support for CYC students and Psychology faculty advisors.

Selection Process: The CYC Minor Program Coordinator is self-nominated and is determined by departmental vote at the last meeting of the Fall semester. If there is only one self-nomination, and there is no objection to the nomination, no vote is required and the person is elected by affirmation and assumes the role starting the next academic year. A co-coordinator model is also available if two faculty are interested in the position.

Length of Term: Renewable annually.

Evaluation Process: As there is no reassigned time for this position, evaluation is handled in the department's annual merit review process with input from the Department Chair.

7. Neuroscience Interdisciplinary Minor Program Coordinator

Duties: As psychology is the administrative home to the Neuroscience Interdisciplinary Minor, a psychology instructor serves as the Program Coordinator. Responsibilities include: (1) advising all declared neuroscience minors on progress towards requirements (e.g., holding individual appointments when necessary, conducting mass advising/information sessions, etc.); and manages contacts with students interested in declaring the minor, (2) monitoring course offerings to help departments reduce chances of offering neuroscience courses at competing schedules, (3) conducting periodic review of similar programs at peer or aspirant institutions, (4) maintaining content on the minor's website, (5) writing end-of-year reports on the minor (e.g., enrollment, summary of capstone topics, etc.), (6) reporting on a regular basis to chairs of the Biology, Philosophy, and Psychology departments, and (7) serving on the Neuroscience Interdisciplinary Minor Advisory Committee with faculty from Biology and Philosophy.

Selection Process: The Neuroscience Interdisciplinary Minor Program Coordinator is self-nominated or recommended by the Neuroscience Interdisciplinary Minor Advisory Committee, and is determined by departmental vote at the last meeting of the Fall semester. If there is only one nomination, and there is no objection to the nomination, no vote is required and the person is elected by affirmation and assumes the role starting the next academic year. A co-coordinator model is also available if two faculty are interested in the position.

Length of Term: Renewable annually.

Evaluation Process: As there is no reassigned time for this position, evaluation is handled in the department's annual merit review process with input from the Department Chair.

C. Standing Departmental Committees

Unless otherwise noted, committees will be comprised of three to five members. Committee memberships are up to a 3-year term, with staggered terms. Committee members cannot serve back-to-back terms without a year break. First year department members have an observer role limited to one year. Upcoming academic year committee membership will be determined by the final meeting of the spring semester. At that same meeting, committees will initially convene to: 1) elect a chair, and 2) review charges and work from the prior year.

All committees will meet as needed to address responsibilities outlined below, as well as any additional charges assigned for that academic year.

Committee chairs will be responsible for:

- Notifying the PSY department at least one week in advance of each meeting,
- Designating a recorder who keeps meeting minutes and posts them to a shared department location,
- Addressing assigned charges.

- Providing an informal mid-year update to the department at the last department meeting of the fall semester
- Submitting an end-of-year report by the last department meeting of the spring semester (and providing a summary of the work in the last department meeting).

1. Assessment/WIMP Committee

The Assessment/WIMP Committee is responsible for assisting the chair with developing, coordinating, and reporting results of the department's assessment plan to meet the requirements of UPAC and APR. Consultants to the Assessment Committee shall include: the PSY 100 Coordinator, the PSY 485 instructor, and the Diversity and Inclusion Committee chair.

2. Bylaws

The Bylaws committee is responsible for updating the bylaws for required Faculty Senate language, proposing changes to the bylaws, and responding to charges from the department chair.

3. Curriculum Committee

The committee membership should represent a variety of subdisciplines and roles in the department. The associate chair will serve as the de facto chair of the committee. The committee is responsible for recommending the following to the department: 1) Content of the major, all minors and concentrations, 2) New courses and deletion of unneeded ones, 3) Courses to be offered each semester and the faculty to teach those courses (i.e., load), 4) Policies which affect instruction. The committee shall also: Periodically review the content of Psychology courses and develop and supervise the undergraduate advising structure.

Although the Curriculum Committee Chair aids the Chair and the department assistant in scheduling concerns, neither the Committee nor the Department need to approve of the schedule or scheduling changes. However, the Department must be apprised of these changes.

4. CYC Committee

The committee will consist of members involved in teaching core courses in the CYC minor and any other individuals who are interested. Responsibilities include but are not limited to 1) reviewing the CYC minor curriculum based on the charges provided by the department chair and on an as needed basis; 2) reviewing needs of the students in the minor; and 3) reviewing and addressing any issues affecting the CYC minor.

5. Diversity and Inclusion

The Committee membership should represent a range of intersecting identities within the department. The committee will be responsible for the maintenance and monitoring of a department inclusion, diversity, equity and accountability (IDEA) department mission statement and action plan. While the committee is responsible for this facilitation, all department members are responsible for the implementation of the mission statement and action plan.

6. Executive Committee.

The committee shall be composed of five members: the Department Chair, Associate Chair, the program director of School Psychology, and two at-large members who will serve a one-year term, if possible one with less than 6 years of service and one with 6 or more years of service, to be randomly selected (and offered the opportunity to serve) from the full-time faculty in the department. One additional at-large member will be randomly selected to serve as an alternate. An at-large member may not serve for two consecutive terms. The duties may include: assisting in setting department meeting agendas, reviewing the budget and prioritizing purchases, mediating space considerations when needed, and carrying out any specific duties assigned by the Department/Department Chair. Additionally, the Executive Committee can call a department meeting with or without the Chair's initiative by majority vote. The Executive Committee can serve as a consultative body to the Department Chair if there are

urgent departmental matters that need attention before the next scheduled department meeting. The Executive Committee will meet at least twice a semester (beginning and end), and as needed.

7. Faculty Development Committee

The committee plans programs and develops resources for the enhancement of the knowledge, skills, and expertise of Department members as a group with particular attention to teaching responsibilities (e.g., instruction, advising, mentorship). The Committee may help develop programs based on needs or goals identified by the Department or other committee work.

8. Instructional Review Committee

Committee size is determined by need each year and comprised of individuals serving as intradepartmental mentors to new faculty and instructional academic staff. The committee is chaired by an additional member who is not assigned a mentee. The instructional review committee is responsible for coordinating the classroom observations and mid-semester formative evaluation of instructors and faculty as indicated in Appendix C.

9. Peer Evaluation and Merit Committee (PEM)

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

10. Personnel Committee

The Committee shall consist of all the ranked faculty members of the department. Probationary faculty in their first year of service may attend meetings of the committee, but shall not vote. The duties of the committee as a whole or by subset (as indicated elsewhere in these bylaws) are to determine: 1) retention/non-retention of academic staff personnel, 2) retention/non-retention or tenure of probationary faculty, 3) promotion of faculty, 4) granting of faculty status to academic staff, 5) the granting of emeritus status, and 6) solutions to personnel problems with faculty or staff as they arise. The committee shall be convened by the Department Chair (or the Executive Committee) as the need arises. The procedure for Personnel meetings includes the following: postings which indicate that the meeting may go into closed sessions, motions for closed sessions that cite specific statutes (Section 19.85 in the Wisconsin Statutes), quorum rules (see 1.4), roll-call voting, and specific minutes taken by the Chair. This committee is responsible for conducting and voting (when needed) for contract/non-contract pre-tenure reviews (all tenured faculty), tenure/post-tenure reviews (all tenured faculty), and promotion reviews (Associate: all tenured associate professors; Full: all tenured full professors). See more detail in "X" section of bylaws

11. PSY 100 Committee

The Committee shall be composed of the PSY 100 Coordinator and all faculty assigned credit for teaching the course. The committee shall: 1) determine the content and the text for the course; 2) approve assignments, testing and grading policies for the course; and 3) handle all problems and policies affecting the course. The Coordinator shall be elected by the Department by January 31 every year (at the time the Fall Schedule of classes is prepared) and serve for one year beginning in August. The Coordinator shall report to the curriculum committee on a regular basis.

12. School Psychology Graduate Program Committee (SPYPC).

The committee is chaired by the School Psychology Program Director and comprised of any faculty teaching .5 or more in the School Psychology Program. The SPYPC provides the following functions: 1) recommends a School Psychology Director to the Department for final approval every three years in January; 2) recommends curriculum changes to the departmental Curriculum Committee and the Teacher Education Governing Council with final approval by the Psychology Department; 3) schedules the dates/times of courses (consulting with other departments and undergraduate needs when appropriate) in conjunction with the department assistants; 4) searching, screening and recommending hiring for IAS who teach school psychology courses to the Chair; 5)

overseeing budget issues specific to the program with the Chair as the signing authority; 6) providing the Chair with appropriate personnel-related material on individuals teaching in the program (appropriate materials for the rehire of instructors*^{see above} and the retention of ranked faculty are determined by the Department and/or the Dean); 7) carrying out functions associated with promoting the program; 8) coordinating the review of student applicants; 9) coordinate program assessment in line with University and national standards; and 10) provide supervision for department assistants for the program.

13. Student Engagement/Senior Awards

The committee will plan and facilitate programming related to social engagement and post-graduation and facilitate the process for identifying the recipients of undergraduate student awards.

D. Special Committees

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

E. Departmental Programmatic Goals and Assessment Plan

1. Program Goals

a. Undergraduate Program Goals.

The UWL Psychology Department endorses the American Psychological Association's (APA) Learning Goals and Outcomes (2.0) as the student learning outcomes for the psychology undergraduate major

b. School Psychology Graduate Program Goals.

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

2. Program Assessment

a. Philosophy of Assessment: Undergraduate.

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

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

b. Assessment Methods and Practices: Undergraduate.

i. Currently, the department offers a one-credit course every other Spring entitled "Appraising Psychology" in which senior psychology majors complete a variety of direct and indirect assessment measures.

- ii. Each academic year faculty member should identify one learning outcome (either an APA outcome or one developed by faculty member) for one course, and directly or indirectly assess students' performance (learning) on this outcome, and based on results, identify possible changes to the course that can improve student learning. Each faculty member will include this assessment information in his/her annual PEM materials. Assessment information will also be included in retention, tenure, and promotion reports.
 - iii. Every 5-7 years the department assesses seniors with the ETS psychology subject test.
 - iv. Every 8-10 years the department conducts an alumni survey.
 - v. The Psychology Department is responsible for assessment and long-term planning of CYC and Gerontology.
 - vi. Documentation regarding past assessment measures and outcomes is on Department Chair's computer with copies on a shared drive for Psychology.
- c. Philosophy of Assessment: School Psychology.
- School Psychology Graduate Program assessment provides valuable information that guides program changes. The results of assessment are used to improve student learning/outcomes, program quality, and the teaching effectiveness of graduate instructors.
- d. Assessment Methods and Practices: School Psychology.
- The School Psychology Graduate Program uses several direct and indirect measures to assess program goals and graduate student learning outcomes. Direct measures include several performance-based measures of graduate student professional functioning during practicum and internship experiences. The indirect measures include the National School Psychology Exam and an alumni survey.

F. Additional Departmental Policies

1. Salary Equity Policy

UWL utilizes CUPA peer data to benchmark faculty and staff salaries (or UW System matches if CUPA data does not exist). Faculty and IAS salaries are benchmarked by rank and discipline whenever possible. The Faculty Senate Promotion, Tenure and Salary (PTS) committee reviews trends in data regarding equity, inversion and compression and makes recommendations for the disbursement of salary equity funds and/or pay plan (if available). Departments do not have the ability to make equity adjustments and Deans only have a limited ability when guided by PTS/Faculty Senate procedures. Individuals with job offers from another institution should provide the written offer to their chair and Dean for potential consideration of a salary adjustment if approved by the Provost and Vice Chancellor of Administration and Finance.

2. Sick Leave and Vacation

a. Guidelines.

Department members will account for sick leave in adherence to the most current UW System guidelines outlined by Human Resources at <https://www.wisconsin.edu/ohrwd/benefits/leave/sick/>. Vacation. For unclassified staff, 12-month employees garner vacation time, 9-month employees do not.

b. Reporting Campus Absences for Personal Leave.

Employees will report leave time for personal leave using the Time and Absence app on the "My UW System" portal available at the top of the UWL HR website <http://www.uwlax.edu/hr/>.

3. Curriculum Policies

a. Teaching Workload.

The standard full-time teaching workload in the undergraduate Psychology Department for ranked faculty 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 CASSH.

b. 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.

c. Intersession Teaching Policy.

Recognizing that intersession teaching appointments are not guaranteed, the Psychology Department endeavors to provide its faculty (i.e., ranked faculty and full-time IAS) with fair access to the opportunity to teach intersession. The following policy is divided into two components - the set policy regarding intersession teaching and a series of guidelines for the Curriculum Committee to consider when determining intersession staffing of courses.

UWL's policy for undergraduate courses requires a minimum of 18 student credit hours (SCH) for minimum remuneration, and 12 SCH for graduate courses. The intersession policy for Psychology will be based on the following:

- 1) All ranked faculty and 100% IAS (with a contract secured/pending for the next academic year) will indicate their interest in teaching a summer intersession course (Summer I, Summer II, and/or Summer III) following fall registration. Since the Winter intersession deadline is earlier in the fall semester, faculty interested in that term will indicate interest by the fourth week of fall classes. The Curriculum Committee will develop a tentative intersession schedule based on guidelines (see Intersession Planning Guidelines below) and faculty preferences.
- 2) The department chair or Curriculum Committee chair will keep a rotation list of faculty based on seniority in the order of most senior to least senior (by years in rank - full, associate, assistant, Teaching Professor, Assistant Teaching Professor, Associate Teaching Professor). Starting at the top of the list, each faculty member will indicate his/her preferred course(s) and intersession term(s) and indicate whether they intend to offer the course face-to-face or online. The Curriculum Committee will meet after summer registration and before the end of spring semester to re-assess summer offerings based on registration demand. UWL policy requires that decisions to cancel any intersession course must occur two weeks prior to its start date.
- 3) Once a faculty member has taught an intersession course, they will move to the bottom of the rotation (unless they are retiring). However, due to the preparation involved with the materials associated with online courses, instructors who develop and teach an online intersession course have "offer of first refusal" to teach that same course online for two intersession sessions within one year of the initial offering. After it has been taught twice it becomes like any other course offering.

- 4) Faculty who have formally indicated to the chair that they plan to retire within three years will be given the top slot on the rotation for up to 3 years and the top priority to teach a second class. They must indicate their intention in the Fall prior to summer school assignments are made.
 - 5) After each faculty member has been given a chance to claim an intersession teaching opportunity, faculty will be offered a chance to teach a second class. Faculty members are discouraged from teaching more than two 3-credit intersession courses (across Winter and Summer terms).
 - 6) School Psychology faculty will determine the instructors for the graduate school psychology offerings (traditionally two summer courses and one winter course) and those instructors will return to the queue with the rest of the faculty for a second choice for teaching if applicable.
 - 7) Internship credits are counted by a 2:1 basis for credit production for intersession and must meet the threshold to garner remuneration. The summer "internship class" is composed of PSY 309s, PSY 450s, CEI450, and CYC 450.
 - 8) Face-to-face and online intersession courses will be capped according to the size normally offered during regular semesters. Instructors may request a lower enrollment cap on a course; however, the financial implications are borne by the instructor.
 - 9) Summer intersession courses can be face-to-face or online; however, for pedagogical reasons online courses must meet for a minimum of four weeks; unless approved by the department in a shorter format. Online courses are discouraged during Winter intersession due to the three-week term.
 - 10) Part time IAS faculty are not considered for intersession teaching except for in unusual cases (such as an emergency leave for a faculty member) approved by the chair/department.
- d. Intersession Planning Guidelines for Curriculum Committee

Final intersession offerings will be decided by the Curriculum Committee, or by the Department Chair in the event consultation with the committee is not possible. In addition to the bylaws used to decide the rotation, the following guidelines will be used to make decisions:

- 1) Summer intersession courses can be face-to-face or online; however, for pedagogical reasons online courses will meet for a minimum of four weeks; unless approved by the department in a shorter format. Online courses are discouraged during Winter intersession due to the three-week term.
- 2) Student needs will take priority in deciding what courses to offer. For example, core courses (e.g., PSY100, PSY451) will take priority over electives.
- 3) The rotation process outlined above is designed to meet the need of faculty interested in teaching intersession and is independent of whether or not the course actually makes it in terms of student credit hour production. For courses that do not make the minimum number enrolled, the Curriculum Committee will try to find alternatives; however, interest does not guarantee that someone will get to teach a course if demand is too low.
- 4) The Curriculum Committee will strive to balance the number of courses offered in each category (e.g., number of courses per curricular category), as well as the delivery format, to help ensure that too many courses in one area do not adversely affect enrollment in other courses. At times this may require faculty to teach during sessions other than their most preferred.
- 5) UWL intersession policy indicates that course size is determined by traditional course section size during the academic year. Consequently, most courses will be capped at 37 students and the cap on PSY100/PSY212 will be negotiated with the Dean but will not exceed 40. Curriculum Committee will

monitor waitlists in order to offer additional sections to faculty who had a course canceled due to low enrollment, or to offer a second intersession opportunity for interested faculty.

- 6) Ranked faculty assigned for less than 50% in the Fall prior to summer school will be considered at the bottom of the rotation for intersession teaching (except faculty on sabbatical leave or academic-related reassignments (e.g., Chair, IRB, etc.). A ranked faculty member at less than 50% may appeal to the department at large.
- 7) Other factors may be taken into account when determining staffing priority after the use of the rotation chart. For instance, faculty who have received overload payments during the academic year by choice may receive lower priority for intersession courses and an effort will be made to balance faculty opportunities to teach courses that could be taught by multiple faculty members.
- 8) 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 allowed for a student 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.

4. MES Policies

Note: Budgeting decisions pertaining to accounts associated with the school psychology program will be determined by the school psychology program committee and reviewed by the Chair.

a. Material and Equipment Requests.

At the beginning of the Fall semester, each tenure-track FTE and 100% IAS will be allotted \$250 to spend on academically-related resources. Part time IAS can make requests directly to the chair. The money must be spent or allotted for a known future expense by Feb. 1st. The Department Chair must approve all requests for expenditures of the \$250 allotment. After the \$250 has been spent, additional expenditures for office supplies, teaching materials, and other faculty requests less than \$500 can be approved directly by the Department Chair throughout the year for any of the psychology-related accounts. All money can only be spent on purchases sanctioned by university policy (e.g., no food, etc. unless from alumni account). The original \$250 discretionary can include conference registration or professional membership 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. Professional membership fees may also be paid by the individual and then reimbursed. Reimbursement will not be an option unless cleared with the Department Chair prior to purchase. Cell phone plans will not be reimbursed. All monies not spent will be reassigned to the Department as a whole. All materials, equipment or fee requests should be made to the chair via email with a copy to the department assistant. All requests should include purchase information cost and vendor and requesters should be aware that university policy may require the use of a different vendor which may alter the price. Any request for over \$500 should be made to the chair who will vet them with the MES committee via email or a face-to-face meeting. Faculty and staff should work with the department assistant for travel arrangements. 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.

b. Travel Requests

- 1) 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 CASSH based on the FTE of the department with the intention of the department funding all pertinent travel. Growth, Quality and Access travel funds are first distributed to GQ&A faculty and then combined with departmental travel funds. The department's goal is to fully fund each tenure-track faculty member for at least one professional travel event.

- 2) Procedures & Eligibility

Total travel funding is based on the travel allotment from the Dean plus additional departmental S&E funds directed toward travel. Procedurally, the department calculates the total, subtracts the amount indicated for student travel and then calculates 90% of the remaining sum. The remaining sum is then divided by the total number of ranked faculty. In early Fall, the chair will inform faculty of the amount of travel funding to expect for the fiscal year. All ranked faculty hired with 102 or GQ&A funds are eligible. Instructional, non-instructional staff, and classified staff may request travel via the chair up to \$500. Exceptions to this policy will be considered by the MES committee and approved by the Department on an ad hoc basis. If travel funds are not spent by individual faculty by the end of the fiscal year, the balance is returned to the department as a whole. A faculty member cannot reallocate travel funds to another faculty member. Travel receipts must be submitted within 25 business days from return date of trip (determined by your campus absence form unless delay because of unforeseen circumstance). If departmental travel funds are available at the conclusion of the fiscal year, the department assistant may submit for additional funding for faculty whose first trips were not fully funded.

- 3) Student Travel

The department does not guarantee funding for students to attend conferences; however, we strive to provide support when projects are sponsored by a faculty member for the purpose of scholarly pursuits. The department will try to sponsor a minimum of \$500 toward school psychology graduate school travel and \$500 toward undergraduate student travel (traditionally to MPA) at \$100/per student from the department. Students are encouraged to submit to the CASSH Dean's Office for further funding. When budgets allow, the Dean's Office matches departmental provisions at a level of 2 to 1.

5. 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 349A is reserved for the School Psychology Director. Tenancy of vacated offices is determined by a set of criteria that is applied in the following order to ranked faculty and 100% IAS hired in a permanent IAS line (IAS-PL). The "hire date" for IAS-PL for all of the criteria listed below is the date hired in the permanent line, not the hire date as IAS. Hire date as IAS is considered for item "4" below.

- a. Faculty/ IAS-PL Hire Date (as shown in official university records).
- b. Rank (used if two or more faculty/IAS-PL have same hire date)
- c. Date of Rank (if two or more faculty/IAS-PL have same hire date, same rank)

- d. Academic Staff Service (if two or more faculty/IAS-PL have same faculty/IAS 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 or IAS member from his/her office, based on his/her seniority and rank.

If a faculty member/ IAS-PL 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.

6. Use of Departmental and University Resource 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 committee copying through Faculty Senate, community work through those organizations). At-home expenses will not be reimbursed except in circumstance of pre-approval by the Chair.

b. 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. 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.

7. Miscellaneous Policies

a. 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 section per week (about three to four hours per week). Furthermore, instructors 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). When teaching 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. Unless all of an instructor's courses are online, instructors should hold some face-to-face office hours per week.

b. 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, selected APA outcomes, due dates, instructor contact information, office hours, and writing-in-the-major information. 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 department assistant or Chair for uploading on the Department's Syllabi Canvas website.

c. Class Size

In general, a single section of most 200, 300 and 400 level courses is capped at approximately 37 students. A 1.5 section of most 200, 300 and 400 level courses is capped at approximately 55 students. A double section of most 200, 300 and 400 level courses is capped at approximately 77 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.

d. Final Exams

The Department final exam policy is as follows:

- 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.
- Any exceptions to the afore-stated rule must be filed with and approved by the Provost.
- These exceptions should also be filed with the College Dean.

e. Human Participants

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

f. Campus Absence Forms

For liability reasons, all faculty, IAS, or staff traveling on university related business should complete a Travel Authorization (whether or not they will be missing class or work) per UW System policy (<https://www.uwlax.edu/business-services/our-services/travel/>). Failure to complete a Travel Authorization prior to a trip may result in not receiving expense reimbursement. During times when classes are in session, faculty who will be away from campus for non-university related business should inform the Department Assistant and department chair of the upcoming absence, including arrangements for class coverage by filling out the notes section of the Travel Authorization form.

g. Leaves of Absence

Faculty and Staff.

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

Faculty Only.

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

h. Graduate Faculty Status

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

i. Tenure Density

The Department does not have a tenure density policy that goes beyond that of the College of Arts, Social Sciences, & Humanities and the University.

j. 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.

k. Classified Staff Policies

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.

Department Assistants Policy.

The Psychology Department supervises two department assistants. 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. Department assistants should not be asked to complete personal tasks for faculty. Concerns regarding appropriate department assistant duties or work assignments should be directed to the Chair.

l. Work-Life Fit Statement

In an attempt to help staff and faculty best fit their work and personal responsibilities, the Department will endeavor to schedule all meetings within the hours of 8:30 am and 5:00 p.m. Additionally, childcare and dependent adult care duties will be considered when setting class schedules if requested by the instructor.

m. 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:
- Involve such hours or such jobs that conflict with current position description.
- Involve the use of Department personnel and/or resources.
- 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.

n. 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:

- 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.

- 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.

o. Psychology Individual and Departmental Special Projects Reassignment Policy

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.

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.

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:

A significant faculty development opportunity

- (e.g., substantially reworking a course – regular “tweaking” does not count) Example? Moving from lecture to problem-based learning.
- (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)
- (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)

Special projects regarding a large-scale service obligation

- (e.g., chairing a university search and screen, doing a large-scale program evaluation; hosting a conference)

A significant scholarship project

- (e.g., a significant grant, a book contract)

Limitations:

- Preference will be given to proposals for special topic courses and seminars – as those options best service our students.
- 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.
- Preference will be given to faculty who consistently produce high SCH.
- Preference will be given to ranked faculty.
- Preference will be given to projects without other avenues for funding.
- Preference will be given to faculty who have not received recent reassigned time (e.g., special project reassignment, faculty development, or teaching abroad).

p. School Psychology Professional Practice Reassignment

In order to keep current in the field and positively impact our teaching practices, the School Psychology faculty are granted a 2-credit professional practice release on a 4-semester rotational basis. Faculty granted this release need to identify a school/system to practice within as well as create goals to accomplish in the semester. Examples of this release time include, but is not limited to, consulting with a district on Response to Intervention (RtI) practices, practicing as a school psychologist, evaluating current school practices, etc.

Faculty granted the release will propose the goals associated with their release and learning opportunity during a regularly scheduled school psychology program meeting at the beginning of the semester. At the end of the semester, faculty will compose a short reflection that includes:

1. An overview of the experience,
2. The goal(s) and the progress towards completion, and
3. A statement on the anticipated impact to current teaching practices.

q. Exam Proctoring Policy

Instructors are expected to be present at all exams when possible, even if there are teaching assistants assigned to the course. On occasion, students or instructors are unable to attend scheduled exams due to illness, emergency, conference attendance, etc. If an instructor cannot make a scheduled exam, they should notify the Department Assistant and chair of the situation, and reach out to colleagues for coverage. If necessary, graduate assistants or undergraduate teaching assistants may also be used as proctors at the discretion of the faculty supervisor.

For make-up exams involving one or several students outside of normal class time, faculty can work with the Department Assistant to schedule testing space that doesn't require supervision of a proctor.

G. Psychology Department Online Course Policy

1. The Psychology Department endorses and adheres to the guidelines in UWL's online Education Handbook available here: <https://www.uwlax.edu/catl/guides/online/>

In addition, the following procedures/policies exist for the department.

2. INTERSESSION policy: The curriculum committee and the department approve the offering of intercession courses according to a rotational process. However, due to the preparation involved with the materials associated with online courses, instructors who develop and teach an online intercession course, have "offer of first refusal" to teach that same course online one additional intercession within 14 months of the initial offering. 3-credit online courses should be designed as 6-week courses (minimum length) unless otherwise approved by the department.

3. **REVIEW/APPROVAL OF ONLINE INSTRUCTORS/COURSES** (for any course taught under a PSY or SPY prefix during the traditional academic sessions or an intersessions). Any instructor who has completed UWL's online training via CATL is considered approved for offering a course online through psychology. If a faculty member has not taught online at UWL or at any other institute of higher learning, he/she must complete the online training. However, if an instructor has taught online elsewhere, in order to teach online for UWL's Psychology Department he/she must 1) consult with CATL's instructional designers regarding the design of the UWL course, and 2) provide a copy of a syllabus for an online course for which he/she was the primary instructor to the curriculum committee prior to departmental approval of intersession load. Online instructors should design their courses according to the "**Psychology Online Course Checklist and Suggestions**" (see Appendix I).
4. In line with UWL's Online Education Handbook "Instructor Sole Ownership Agreement" course material is considered intellectual property. Instructors are not expected to provide materials to colleagues beyond a copy of the syllabus. A version of a Canvas-based 6-week class with sample components is available for interested parties.
5. **WORKLOAD** during the regular academic sessions: The workload assigned to an instructor for teaching an online course should parallel that of equivalent face-to-face courses. No more than 50% of an instructor's teaching load should be comprised of online courses (or as agreed upon by the Department, Department Chair and Dean). Instructors teaching online courses are expected to provide a full level of service to the department, college, and the university. In addition, instructors should continue to post and hold on-campus office hours for advisees and students in face-to-face courses. The department will approve an online version of a required course for the regular academic year, if and only if, there is an alternate face-to-face version offered during the same academic year.

H. Individual Representatives.

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

1. Murphy Library Liaison
2. Although not appointed by the department as the Psi Chi constitution indicates that the students in Psi Chi elect their faculty advisor a faculty member may also serve as the Psi Chi Advisor. As of 2010, Psi Chi and Psych Club combined their leadership structure and require only one faculty advisor for the club.

IX. Search and Screen Procedures

The department will follow recruitment and 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. The UWL Search and Screen Policy and Procedures are to be followed for all faculty and staff recruitments at UWL.

SOE. When hiring faculty that will be identified in the Department as a School of Education faculty member, the search and screen committee will consult with the School of Education Director to ensure the job description is created in a way that attempts to capture a strong applicant pool and identifies the expectations of the person being hired. The Director will interview the finalists and consult with the search and screen committee prior to the recommendation being forwarded to the Dean.

A. Tenure-track faculty Hiring

1. The approved UWL tenure track faculty recruitment and hiring policy and procedures are found at: <https://www.uwlax.edu/human-resources/services/talent-acquisition-and-employment/recruitment/> Additionally,

UWL's spousal/partner hiring policy can be found at <http://www.uwlax.edu/Human-Resources/Spousal-and-partner-hiring/>

2. Searches are conducted electronically via PeopleAdmin. All search and screen (S&S) 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:
 - a. assist you with your search.
 - b. Maximize the success of the search.
 - c. Attract a large and diverse pool of highly qualified candidates.
 - d. Hire the very best person in the pool.

Appendix I contains the search and screen procedures for the university modified to reflect psychology processes.

B. Instructional Academic Staff and Academic Staff

1. Instructional Academic Staff.
 - a. Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/services/talent-acquisition-and-employment/recruitment/> (same for IAS & NIAS). 100% IAS positions with all responsibilities within a graduate program should follow university guidelines but will be conducted by the graduate program committees. A Psychology Department member from outside the graduate program should serve as one of the individuals on the search and screen committee. As with all searches, the Department Chair makes the recommendation to the Dean who is ultimately the hiring authority.
 - b. NO current policy is in place for hiring of long term or permanent instructional academic staff. If we should be allowed to hire IAS for long term or permanent roles, the university policies and the special processes used for faculty search and screen procedures will be followed.
2. Academic Staff Teaching Appointments.

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

C. Pool Search Procedures

Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/services/talent-acquisition-and-employment/recruitment/#expand-176682>

D. Hiring of Faculty and IAS who are School of Education affiliated faculty

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.

X. Student Rights and Obligations

A. Student Course and Faculty Related Concerns

1. Informal Complaints

If a student has a concern or a complaint about a faculty member or course, the general process for making informal complaints is outlined in steps 1-3 below. Students are welcome to bring a friend or a UWL staff member with them during the following steps. Students who report concerns/complaints/grievances, whether informally or formally, will be protected from retaliation and have the right to expect an investigation and the option to have regular updates on the investigation:

- a. The student should speak directly to the instructor.
- b. If the student is uncomfortable speaking with the instructor, or they are unsatisfied with the solution, they should go to the chair of the faculty member's home department.
- c. If the student is uncomfortable speaking with the department chair, or the chair is the faculty member in question, or they are unsatisfied with the solution, the student should speak with their college dean.

Depending on the specifics of the student's concern, it may be helpful for them to reach out to additional offices:

- Complaints/concerns/grievances about grades, teaching performance, course requirements, course content, incivility, or professional ethics should follow the process outlined above. Students may also wish to seek support from the Student Life office.
- Complaints/concerns/grievances related to hate/bias and discrimination may follow the process outlined above, and in addition or instead students may contact the Campus Climate office and/or submit a hate/bias incident report.
- Complaints/concerns/grievances related to sexual misconduct may begin with the process outlined above, but will need to also involve the Equity & Affirmative Action and Violence Prevention offices, and/or the Title IX Team. Students should know that faculty members are mandatory reporters of sexual misconduct, but that confidential resources are available to them.

2. Formal Complaints

If the student is unsatisfied with the solution of their informal complaint, they have the right to file a formal institutional complaint with the Student Life office, as described in the Student Handbook.

3. Grade Appeal Policy

See Appendices for Grievance Policy

4. 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.

5. 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.

B. Expectations, Responsibilities, and Academic Misconduct

Faculty and staff are expected to report academic misconduct per Chapter 14 of the UW System code. The Office of Student Life Office provides guidance and assistance. Academic and nonacademic misconduct policies are referenced in the student handbook: <https://www.uwlax.edu/student-life/student-resources/student-handbook/>

C. Advising Policy

1. 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).
2. 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).

D. Other Policies

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

2. Credit-by-Exam Course Options.

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

3. Psychology Honors Program (see Course Catalog).

4. Graduate Assistant Policies.

- a. A graduate assistant is a graduate student employee who can be assigned to the following responsibilities under the supervision of a faculty member. They can assist faculty members with research including: conducting research, data collection, library and internet searches and collecting materials, data entry and analysis. They can assist faculty members with course instruction and related responsibilities including: administration or proctoring of course examinations, scoring of course examinations (when properly trained by a faculty member), grading of assignments and other student products (when properly trained by

a faculty member), special class presentations and showing of videos. They can also be involved in any of the following: assisting faculty members with academic support projects; assisting faculty members with program administration activities; assisting faculty members with special training activities; assisting faculty members with department/program fundraising activities; assisting faculty members with department/program recruiting efforts; manual or clerical assignments (appropriate only when all other responsibilities have been completed). The following responsibilities are not appropriate for graduate assistants: regular preparation of instructional materials.

- b. When funding is available, a GA from the Student Affairs Administration program serves as in the Psychology Advising Center and whose responsibilities are associated with advising for the undergraduate psychology program and under the supervision of the Psychology Advising Center director.

5. Academic Misconduct.

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

XI. Appendices

APPENDIX A: OPEN MEETINGS RULES SUMMARY

For consistency, all faculty, academic staff and administrative recruitments will follow the Open Meetings rules of the State of Wisconsin.

Any committee meetings, or gatherings of one-half or more of the committee membership to discuss the matters of this committee, constitute a meeting under the Open Meetings rules. Telephone conference calls that fit this description are also subject to the Open Meetings rules.

Advance notice of the meetings must be given to: 1) the public, 2) any members of the news media who have submitted a written request for notice, and 3) the official newspaper/medium in the area. The executive director for human resources assumes this responsibility for the first organizational meeting for administrative searches. Thereafter this responsibility is vested in the committee chair. For all other searches, the convener or chair has this responsibility.

Until Fall 2009, the primary method of notice was generally an announcement in the Campus Connection. In Fall 2009, UWL began online posting. Your notice should contain the time, date, place, and subject matter of the meeting, including what will be discussed in a closed session. Keeping titles similar will make it easier for people to find the ones they're looking for. If you plan to go into a closed session to consider personal history relevant to hiring, for example, then you must include notice that you will go into a closed session and cite the exemptions under which you are invoking the closed session. The intent is to inform interested parties and your notice should do so. (see Sample Notice below)

Notice must be given at least 24 hours in advance of the meeting, unless for good cause such notice was impossible or impractical. Under these conditions at least two hours notice must be given.

All meetings of this committee must begin in an open session. It must be held in a location reasonably accessible to the public and open to all citizens. Open sessions can be audio taped or videotaped by anyone as long as doing so does not disrupt the meeting.

Nonmembers can observe open meetings, but do not have the right to participate in the meetings.

Committee minutes should record motions, roll call votes, decisions at both open and closed sessions.

Open sessions go into closed sessions by invoking the exemption under law that allows the committee to go into a closed session. This can be made in the form of a motion by a committee member, seconded, a roll call vote held, which if positive will result in the committee going into a closed session. The motion for a Search and Screen committee would read, "I move we convene in a closed session to consider personal history information about applicants for the position of [insert title] as provided in section 19.85 (1)(c) of Wisconsin Statutes." A majority vote is required to go into a closed session. The vote and nature of the discussion should be part of the official minutes.

The committee may not reconvene in an open session, after going into a closed session, for 12 hours unless public notice of the subsequent open session is given in the initial public notice.

Any committee member who knowingly attends a meeting held in violation of the Open Meetings rules is subject to a penalty of \$25-\$300 per violation.

APPENDIX B: PSYCHOLOGY SEI FORM

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.

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

7. **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.) Be as specific as you can.**
8. **Please comment on whatever your instructor does which may hinder your learning in this course (e.g., uses discussion/lecture/films too frequently or too infrequently, class does not meet regularly or in full, etc.). Again, be as specific as you can.**

APPENDIX C: INSTRUCTOR MID-SEMESTER EVALUATION AND OBSERVATION GUIDANCE

Formative mid-semester evaluations and observations

- a. The Instructional Review Committee oversees two forms of evaluations. The committee organizes the administration of mid-semester formative evaluations, which consist of a brief open-ended questionnaire administered to all students that is summarized by someone other than the course instructor. The written summaries are provided to the course instructor, in a face-to-face meeting if possible. The department chair also receives a copy. In addition, the committee organizes course observations wherein a psychology faculty member with voting privileges observes at least 30 minutes of a class session, preferably near the time of the mid-semester evaluation, and provides a brief written summary to the instructor and the department chair. The extent of the mid-semester evaluations and observations overseen by the committee are dependent on the instructor's status as delineated below. The timing of the evaluation should be approximately mid-semester after students have been evaluated in some formal manner. An instructor who would like to have the evaluation completed prior to mid-semester can request the earlier administration and summary of feedback.
- b. **For Instructional Academic Staff**, a mid-semester evaluation will be administered to students in each new course preparation (i.e., when first teaching for the department and each subsequent new course). The first semester teaching for the department, the IAS will receive a mid-semester classroom observation in one course. IAS interested in promotion, or for any other reason, can request a course observation from the Instructional Review Committee. In addition, the department chair may request a course observation for an IAS if significant concerns have been raised.
- c. **For tenure-track faculty**, a mid-semester evaluation will be administered in all courses during the first year. The first semester teaching for the department, tenure-track faculty will receive a mid-semester classroom observation in one course. A mid-semester observation will also be conducted during the second semester when the faculty member has a new course preparation second semester. After the first year, a tenure-track faculty member is reviewed following the PEM guidelines.
- d. In addition to the above processes and formal SEI procedures, all psychology instructors are encouraged to assess student learning and student satisfaction in their courses regularly according to the instructor's needs.

INSTRUCTIONAL REVIEW COMMITTEE	Tenure Track Faculty (pre tenure)	Instructional Academic Staff (IAS) - fulltime	Instructional Academic Staff (IAS) - part time less than 76%
Mid-semester student evaluations	ALL courses first year.	ALL courses first semester - only new preps afterward.	ALL courses first semester - only new preps afterward.
Mid-semester observation*	One course during the Fall semester and, when there is a new prep, one during the Spring semester.	One course during the instructor's first semester.	One course during the instructor's first semester.
*Observations should result in a discussion with the instructor. Full-time instructors (tenure track or IAS) should have at least one formal write-up from their first year. The instructor should post the write-up to DM as teaching evidence for merit review. Eventually, an instructor will likely have one document that is a compilation of multiple classroom observations.			

As noted, new instructors/faculty in psychology receive feedback on student perceptions in each class and an observation in at least one class. These activities can, but need not, occur at the same time.

1. Student Feedback. A colleague visits the class ~5-6 week (prior to 7th week but after students have received some form of graded assessment) at a time arranged with the instructor. Students complete a paper/pencil response to three items: What does the instructor do that you think facilitates or improves your learning in the class?/What, if anything, does the instructor do that you think makes learning more difficult in this class?/What would make the course a more effective learning experience for you during the remainder of the semester?

2. Classroom Observation. Observer and instructor discuss an appropriate time for the observation that should last ~30 minutes.

After visit –

1. Student Feedback – Provide a written summary to instructor & chair. Meet face-to-face with the instructor and discuss the student feedback and provide recommendations on improvements or directions to resources.
2. Classroom Observation. Discuss with instructor and write a summary of your observation and provide to the faculty member in an electronic format. When applicable, instructor uploads to electronic portfolio.

The following information provides an overview of the type of information an observer may wish to include in his/her write-up.

DEMOGRAPHIC INFO: instructor being reviewed, course & section, date of visit, number of students, and 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 (recommended dimensions for observation)

- **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, physical presence in the room, clarity and audibility of presentation, use of technology, use of active learning activities such as demonstrations, student presentations, group activities/discussions, gestures, physical movement,
 - **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.

APPENDIX D: DEPARTMENT OF PSYCHOLOGY - STATEMENT ON SCHOLARLY ACTIVITY

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 sub-disciplines related to mental well-being in which applied research is considered among the most important forms of scholarship.

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.

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

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

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.

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:

- Publication of research manuscripts in scholarly, peer-reviewed journals
- 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 (if peer reviewed).
- Publication of manuals, book reviews, technical reports, and laboratory manuals (if peer reviewed).
- Grants from federal, state, or private agencies, UWL or UW System research grants for research, equipment or innovative teaching methodologies.
- Publications regarding the scholarship of teaching and learning in peer-reviewed venues.

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:

- Invited presentations at professional meetings, conventions, conferences.
- UWL 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 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.

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/pupil services or to a professional service project in collaboration with K-12 partners.

APPENDIX E: DEPARTMENT OF PSYCHOLOGY - STATEMENT ON SERVICE ACTIVITY

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

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

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

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

The following is a list of service activities typical to professional academic psychologists:

1. Department service
2. University service
3. Community service
4. Professional Organization membership
5. Professional Organization offices
6. Consulting
7. Speeches, addresses and workshops
8. Media Liaison
9. Community Education on psychology-related topics

APPENDIX F: DEPARTMENT OF PSYCHOLOGY - STATEMENT ON TEACHING ACTIVITY

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

1. Students as learners will be the primary focus of the University;
2. UWL 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. UWL 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 UWL will continue to serve as one of Wisconsin's major assets.

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

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.

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.

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.

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.

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.

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

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

*Material culled from Seldin (1991), Braskamp & Ory (1994), Centra (1993), and Boyer (1990).

APPENDIX G: School Psychology Faculty Expectations & UWL Statement on School of Education-Affiliated Faculty Teaching, Scholarship, and Service Expectations

The School of Education (SOE) at UWL defines a SOE faculty member as an individual whose primary expectation is in teaching education pedagogy OR someone who significantly contributes to a program that requires Wisconsin Department of Public Instruction (DPI) program approval. School Psychology faculty align with the latter definition and most closely reflect Pupil Services expectations rather than teacher education expectations. For contract-renewal reviews, the School of Education Director will review a School of Education candidate's work as a School Psychology (DPI Pupil Services) educator and provide written feedback that addresses the candidate's professional contributions (teaching, scholarship, and service), and contributions to the larger educational community. The official Faculty Senate guidelines for SoE-affiliated faculty are included below the departmental summary.

The graduate program in School Psychology is a valued component of the Department of Psychology. In order to best understand the portfolios of the faculty being reviewed, the following context is being provided. The School Psychology faculty, each of whom has an earned doctorate, provide the training for graduate students earning their education specialist degrees (EdS) in School Psychology. As indicated by the National Association for School Psychologists (NASP), "School psychologists are highly trained in both psychology and education, completing a minimum of a specialist-level degree program (at least 60 graduate semester hours) that includes a year-long supervised internship. This training emphasizes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and systems. School psychologists must be certified and/or licensed by the state in which they work. They also may be nationally certified by the National Association of School Psychologists Certification Board."

The Program: The School Psychology Program at UW-La Crosse has an excellent reputation. We are accredited by NASP and the Wisconsin Department of Public Instruction (DPI) – both of which have lauded the quality of the program in recent reviews. We receive approximately 50-60 applications a year and endeavor to secure cohorts of 12 students. The size of the cohort is determined by the number of practicum sites available for our students. At this time, all of our students can complete practicums within 75 minutes of La Crosse. The key feature of our program advanced by prospective students when discussing their choices is our program's focus on early involvement in the schools. In contrast to similar training programs, all of our students are completing practicum hours two full days per week starting in the schools during their second semester. The key drawback we have in comparison to similar schools is the ability to offer financial help. The program is a two-year full-time program (part-time is not an option due to the sequencing of classes) with a required capstone project. The vast majority of our students complete/present a research project for their capstone experience. Success of a program like ours relies upon strong and continuing external relationships with school districts and organizations. Our program is noted for a 100% placement rate (over several years), a superb passage rate on the Praxis exam, and a yearly "alumni" professional development opportunity every Spring ("Roundtable").

Faculty: Four faculty compose the faculty of the School Psychology Program. Although three faculty members could meet the curricular needs of the program, the department requested the conversion of a 102 undergraduate position to a graduate position in 2010. We wanted to ensure that the graduate faculty taught undergraduate classes (approximately 1-2 per academic year) and that flexibility could be added to the program to allow for experiences such as sabbaticals and leaves. It is an expectation of the Program that each faculty member has the national certification in school psychology (NCSP) and/or state licensure/certification in school psychology that ensures that individuals continue professional development to maintain the credential(s).

Course load and Teaching Expectations: Each faculty member receives the traditional 9 credit load with an occasional rotating additional credit load. Unlike several other graduate programs at UWL, few courses are taught by a psychology faculty member who is not one of the core faculty. The Program Director is elected for a three-year term, and receives a .25 reassignment per semester to oversee applications, curriculum development, and accreditation. Faculty spend approximately 8-10 hours a week in the schools supervising the graduate students. The responsibilities increase as the semester progresses and travel time and internships visits are in addition to the large time commitment involved in practicum supervision. Mentorship of student research is in addition to practicum oversight.

Scholarly Expectations: As stated by NASP, "School psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students." Consequently, the scholarly avenues for school psychologist are varied, range from basic to applied research, and focus on children and wellness (broadly defined).

Service Expectations: The service obligations for the School Psychology faculty are greater than the obligations for most faculty. Given the applied nature of the program, increased emphasis is placed on relationships with the schools, their role/connection to SOE, and to local, state and national affiliations.

Additional Expectations: The program endeavors to support professional development opportunities for the faculty in terms of travel to conferences as well as occasional reassignment to allow for consultation and/or professional skill development. Faculty's continued professional experience with children is important to our students and to the accreditation of our program.

STATEMENT ON SCHOOL OF EDUCATION-AFFILIATED FACULTY TEACHING, SCHOLARSHIP, AND SERVICE EXPECTATIONS

Teaching

Preparation and Currency:

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.

Field and Student Teaching Supervision Assignments:

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.

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

- **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.
- **Triad conferences** between each teacher candidate, university supervisor (UW-L 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.
- **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
- **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.

Scholarship

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.

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

- 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.
- 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).
- 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.

Service

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.

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

- Serving on SoE Task Force/Ad Hoc committees that span academic units
- Program Directorship - the specific tasks and responsibilities associated with Program Directorship should be delineated in program and/or department bylaws
- Chairing SoE Program level committees
- Developing PK-12 partnerships such as Professional Development Schools (PDS)
- Participating in SoE student recruitment, outreach, and support activities
- Serving as liaison with PK-12 (PDS) partnerships
- 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.

APPENDIX H: PSYCHOLOGY ONLINE COURSE CHECKLIST AND SUGGESTIONS CHECKLIST

<input type="checkbox"/> Course title, number, and section
<input type="checkbox"/> Instructor information: e-mail, work phone, office location, virtual office hours/availability, link to web page
<input type="checkbox"/> Primary instructional components are on Canvas: syllabus, assignments, assessments, discussion posts, lecture notes, multimedia
<input type="checkbox"/> Course description, objectives and prerequisites listed
<input type="checkbox"/> Text and required materials listed and supplemental materials listed (and how to obtain these materials)
<input type="checkbox"/> Assignment expectations with due dates, criteria/rubric
<input type="checkbox"/> Instructor expectations (level of involvement, response time to emails/posts)
<input type="checkbox"/> Student expectations (i.e., frequency and timing of participation)
<input type="checkbox"/> Instructor office hours (virtual- available via phone, chat)
<input type="checkbox"/> Schedule of course activities: units, assignments, activities and tests
<input type="checkbox"/> Assignment submission instructions are provided and describe acceptable formats
<input type="checkbox"/> Information about dropping course
<input type="checkbox"/> Discussion posts with specific topics and objectives
<input type="checkbox"/> Tips, suggestions, and guidelines on Discussion Post communications and “How to learn online”
<input type="checkbox"/> Helpful links and resources are provided (library, IT, APA website, etc.)
<input type="checkbox"/> All links to content modules, resources, videos are checked and working prior to start of course
<input type="checkbox"/> Accessibility issues are considered (e.g., internet access, textbook rental)

SUGGESTIONS

<input type="checkbox"/> Weekly updates for students in “News” section
<input type="checkbox"/> Inform students online course is not self-paced as there are specific due dates
<input type="checkbox"/> Interact with students via discussion board
<input type="checkbox"/> An assignment for students to get to know one another
<input type="checkbox"/> A separate discussion area for “General Course Questions” or “Ask the Instructor”
<input type="checkbox"/> A quiz over course requirements, syllabus
<input type="checkbox"/> Welcome message in “News” by first day (Committee has an example)

Sample Canvas assignments etc. are available on a Canvas course entitled “**SAMPLE: Psych Online Course.**”

APPENDIX I: UWL TENURE-TRACK FACULTY RECRUITMENT & HIRING POLICY AND PROCEDURES

Search and screen recruitment - <https://kb.uwlax.edu/104752>

Additions to the standard search and screen guidelines specific to the Psychology Department

Campus talk

In addition to following all of the procedures set forth in the UWL Search & Screen Policies and Procedures, the Psychology Department Search & Screen Committee shall request candidates invited to campus for an interview to give a talk regarding their 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.

Consulting with the Dean

After gathering information, interviewing, etc., the Search and Screen Committee shall make recommendations to the Psychology Department Personnel Committee. At this time, the Personnel Committee is responsible for reviewing each applicant and providing feedback on candidates to the CASSH 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.

APPENDIX J: PSYCHOLOGY DEPARTMENT – GRIEVANCE POLICY

Procedures for resolution of grievances or other complaints concerning academic matters

I. INTRODUCTION AND RATIONALE

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

II. PSYCHOLOGY DEPARTMENT ACADEMIC GRIEVANCE COMMITTEE (PD-AGC).

- A. MEMBERSHIP:** The PD-AGC shall be composed of three tenured faculty. One tenured faculty member will be selected each Spring to serve as the designated convener. This convener will randomly select two other tenured faculty members to process the grievance at hand. Unless there are no other tenured faculty members available, the Chair is excluded as a committee member. Furthermore, if the convener is the target of the complaint, the Chair will convene a three person committee.
- B. FUNCTION:** The PD-AGC is the body designated to investigate and attempt to resolve formal, written grievances, complaints, or allegations of the types listed below.

1. **Student Grievances** including

- a. requests for changes of grades on papers, exams, or course grades
- b. complaints about teaching performance, or course requirements or content.
- c. **Ethical and Professional Questions** including Allegations of violations of The TAUWP Principles of Professional Ethics, or The American Psychological Association Code of Ethics (as they pertain to academic circumstances).

2. **Questions of Incompetence, Malperformance or Non-performance of Duties** including, but not limited to contentions that the faculty/staff member is:

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

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 superceded or prohibited under university or state policy).

III. PROCEDURES FOR RESOLVING GRIEVANCES (Operational Ordering)

A. Instructor -Level

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.

B. Department Chair-Level

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 and a statement of whatever actions he/she believes necessary to resolve the problem. If the grievance is a grade-related grievance, the complaint must be able to mathematically show that the grade under dispute would make a difference to his/her final grade in the class (presuming a point system is in place). This statement is to be submitted to the department Chair, who shall forward copies of the statement document to the PD-AGC convener who will then form and inform the committee. If a complaint is taken to the PD-AGC, the identity of the petitioner will be revealed to the PD-AGC and the instructor who is the target of the complaint.
8. The petitioner should be informed of further levels of review available to him/her after (and only after) the PD-AGC renders an opinion.

C. PD-AGC Level

9. 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.
10. 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.

11. 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.
12. 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.

D. Department-Level

13. 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.

E. Dean – Level

14. 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 Arts, Social Sciences, and Humanities.

IV. MISCELLANEOUS

A. Limitations of the Powers of the PD-AGC

The PD-AGC may review a formal, written grievance or complaint and recommend a resolution to the parties involved and/or to the department. However, the recommendation or resolution is non-binding on both petitioner and the target of the complaint, and either party may appeal the recommendation to the department, CAPS, the CASSH Dean, a professional association, or to the courts. However, the department strongly urges the parties to the grievance, the Administration and other bodies to accept the resolution of the PD-AGC or of the Psychology Department.

B. Who may initiate an Academic Grievance?

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

APPENDIX K: SUMMARY OF MERIT/RETENTION/REVIEW/PROMOTION MATERIALS FOR FACULTY AND IAS

Process (All faculty are expected to be reviewed annually).	Purpose	Time span	Level of Review	What is required?	Narrative
Merit (results due to Dean by Dec. 15) – all ranked faculty and 100% IAS go through PEM review. Part-time IAS are reviewed by department chair.	To review faculty activities and guide the distribution of funds in years when the state provides a pay plan. Results reported for retention and promotion.	Prior year: June 1 st to May 31 st	Department review of individuals. Aggregate results reported to Dean and individual results reported for retention and promotion [^] .	Individual merit report extracted for appropriate dates. Candidate extracts, edits, and submits to Chair. See Table 2 and text for specific items to include in your e-portfolio.	If probationary faculty member or going up for high merit: A 3-7 page narrative summarizing teaching, scholarship, and service activities from the previous year. In addition, candidates provide a 1-page goal statement that is not forwarded beyond the department.
Retention – contract renewal (traditionally Fall)	To provide feedback to probationary faculty on their progress and to make a recommendation regarding a new contract (none, 1 year or 2 year)	Date of hire + most recent year	Departmental to Dean to Provost (as Chancellor’s designee) (filed in HR)	Individual retention report from date of hire to date drawn. Individual annual activities report with hyperlinks from the past year (candidate extracts). Dept. retention report (chair extracts).	A 3-7 page narrative summarizing teaching, scholarship, and service activities during the period of review.
Retention – Non-contract renewal (varies – traditionally Spring for 1 st year faculty and Fall for other probationary faculty)	To provide feedback to probationary faculty on their progress.	Date of hire (may vary by dept.)	Departmental to Dean	See above	A 3-7 page narrative summarizing teaching, scholarship, and service activities during the period of review.
Post-Tenure Review (Fall)	To review tenured faculty activities to determine whether they meet post-tenure expectations.	January 1 st of the year tenure was granted OR the date of the last post-tenure review up to the date of	Departmental (i.e., Personnel Committee comprised of tenured faculty) to Dean to Provost (as Chancellor’s designee) (filed in HR)	Individual activities report with hyperlinks for relevant time span that includes a narrative statement. Must also include links to SEI summaries, at least	A 3-7 page narrative summarizing teaching, scholarship, and service activities covering the post-tenure review period.

		the current review meeting.		one classroom observation from the past year, and the most recent syllabi for each unique course. Candidate extracts, edits, and submits to Chair seven days prior to review meeting.	
Promotion (Fall)	To recommend promotion to associate or full professor to JPC	Since date of last promotion at UWL (or date of hire)	Department to Dean to Joint Promotion Committee (JPC)	The individual promotion report (candidate extracts) and the departmental promotion report (chair extracts)	A 3-7 page narrative as described in UWL promotion process.
IAS Career Promotion Early January	To recommend a title change/ promotion to campus-wide committee	Since date of last promotion at UWL (or date of hire)	Department to Dean to IAS Promotion Committee	The individual progression report (candidate extracts) and the departmental progression report (chair extracts)	See above

^benchmarked to the aggregate results (e.g., rank or # if individuals per category)