

DEPARTMENT OF GEOGRAPHY/EARTH SCIENCE

**BYLAWS, POLICIES AND PROCEDURES
(Last Modified: November 2012)**

Table of Contents

- 0. **Organization and operation**
 - 0.1 Preamble
 - 0.2 Robert's Rules of Order
 - 0.3 Quorum definition
 - 0.4 The use of proxies
 - 0.5 Changes to these Bylaws

- 1. **Student rights and obligations**
 - 1.1 Evaluation of teaching
 - 1.2 Complaint, grievance and appeal procedures
 - 1.3 Advisement
 - 1.4 Expectations/responsibilities

- 2. **Faculty responsibilities**
 - 2.1 Teaching expectations
 - 2.2 Scholarship expectations
 - 2.3 Service expectations

- 3. **Academic Staff responsibilities and expectations**
 - 3.1 Academic Staff Appointments
 - 3.2 Instructional Academic Staff Expectations
 - 3.3 Non-instructional Academic Staff Expectations
 - 3.4 Academic Staff Status

- 4. **Merit evaluation (Annual Review)**
 - 4.1 Evaluation process
 - 4.2 Criteria
 - 4.2.1 Teaching
 - 4.2.2 Scholarship
 - 4.2.3 Service
 - 4.3 Distribution of Merit Funds
 - 4.4 Appeals
 - 4.5 Continuing Academic Staff
 - 4.6 Post-tenure Review

5. **Retention and tenure recommendations**

5.1 Review process

5.2 Criteria

5.3 Reconsideration

6. **Promotion recommendations**

6.1 Review process

6.2 Criteria

6.3 Reconsideration

7. **Governance**

7.1 Selection of the Chair

7.2 Responsibilities and rights of the Chair

7.3 Standing Departmental committees

7.3.1 Merit Evaluation Advisory Committee

8. **Appendices**

8.1 Affirmative Action, Design for Diversity and Staffing Plan

8.2 Definition of Scholarship

8.3 Departmental Review Forms

8.4 Program Goals and Methods of Assessment

8.5 Promotion Eligibility Criteria

8.6 Responsibilities of Departments, Department Members and Department Chairpersons (Faculty Senate Bylaw VI)

8.7 Salary Inequity Policy

8.8 Summer Appointment Policy

0. Organization and Operation

- 0.1** The Bylaws in this document were adopted by the members of the Geography/Earth Science department in accordance with the University of Wisconsin System and University of Wisconsin-La Crosse Faculty and Academic Staff Personnel Rules.
- 0.2** Meetings of the Geography/Earth Science Department and its Committees are conducted in accordance with *Robert's Rules of Order, Newly Revised*.
- 0.3** For meetings of the Department and its Committees, a *quorum* is defined as the majority of the entire membership eligible to participate. Within a meeting, a majority (similarly 2/3 majority) is a majority of those present.
- 0.4** *Proxy votes* are permitted in meetings of the Department and its Committees.
- 0.5** A *critical issue* is considered any issue that affects salary, retention, promotion, and tenure. A critical issue can be declared by the chair or by a simple majority of departmental members. In order to pass a critical issue, two-thirds of the total number of department members must vote in the affirmative.
- 1.6** *Amendments* or *additions* to these *bylaws* may be adopted at any Department meeting by a two-thirds vote of the faculty of the department, following a first reading of the proposed amendments or additions at a previous Department meeting.

1. Student rights and obligations.

1.1. Evaluation of teaching. In each course offered by the Geography/Earth Science Department (except independent study courses), students have an opportunity to evaluate their instructors. Usually this evaluation will take place during the last weeks of a semester using the Geography/Earth Science Department Student Evaluation Instrument. (A copy of the Student Evaluation form is contained in Appendix 8.3)

1.2. Complaint, grievance and appeal procedures.

1.2.1. Grade Appeals.

Students who believe that the grade they received for a course does not reflect their performance in that course may appeal the disputed grade. This appeal must take place before the end of the semester immediately following the semester in which the grade was recorded. The student should first discuss this difference with the instructor. If a student-instructor meeting is not possible, or if such a meeting does not result in a resolution of the difference, the student should contact the department chair. After meeting with the student, the chair will discuss the student concern with the instructor, if possible. Following these meetings, the chair will make a recommendation to the instructor regarding the grade change.

After the chair's recommendation, and the instructor's response, a student may file a written appeal for a grade change, with the department chair. Upon receipt of the written request, the chair will form an ad hoc committee consisting of three department members, not including the chair or the instructor, to review the appeal. This committee may request additional information from the student and the instructor before forming and forwarding its recommendation to the instructor. Any decision to change a grade remains that of the instructor, unless the instructor is no longer available, in which case the decision to change a grade becomes that of the department chair.

1.2.2. Academic Non-Grade Appeals.

Students may initiate complaints regarding faculty and staff behavior. Such complaints should be lodged either orally or in writing with the department chair or dean of the college within 90 days of the last occurrence. The hearing procedures for these non-grade concerns are detailed in the student handbook, *Eagle Eye*.

1.3 Advisement.

Each student who majors in a program offered by the Geography/Earth Science Department will be assigned or may select a faculty advisor in the department. Students are encouraged to meet with their faculty advisor at least once each semester to discuss their academic progress, career interests and course schedules.

1.4 Expectations/responsibilities.

Students who enroll in courses offered by the Geography/Earth Science Department are expected to attend and participate in these classes. They are expected to devote sufficient non-class time to complete all class assignments in a timely manner and to undertake additional study of the material as necessary to demonstrate satisfactory mastery of the material.

2.0 Faculty Responsibilities.

2.1. Teaching.

Faculty of the Geography/Earth Science Department are expected to keep current in their subject matter area and to work to improve teaching. They are further expected to offer additional time to address student questions by holding office hours. Office hours and other course details should be part of the course syllabus shared with students at the beginning of a course. Office hours are normally posted on the faculty member's office door. In addition, faculty are expected to grade and return student assignments, including examinations, in a timely fashion. Finally, faculty are expected to allow student evaluation of instruction in each course they teach (except independent study courses). Teaching load for faculty average 12 contact hours of classroom instruction per semester. Increases or decreases from the average are normally balanced by an appropriate decrease or increase in the following semester.

2.2. Scholarship.

Faculty in the Geography/Earth Science Department are expected to develop and maintain an active program of scholarship. The Department's definition of scholarly activities (See Appendix 8.2) includes publishing papers or books in the discipline, in applications of the discipline, or in education for the discipline. Presentations in these areas at professional meetings, and in other appropriate forums, also constitute scholarship. In addition, writing grant proposals to support any of these activities is an important area of scholarship.

2.3. Service.

Faculty of the Geography/Earth Science Department are expected to serve the department, the institution, the public and their profession. This service can take the form of participating on departmental and university committees, offering specialized advice to off-campus groups and institutions, joining and participating in the activities of professional societies in their discipline, or conducting field experiences for students.

3.0 Academic Staff Responsibilities and Expectations. (Adopted 4/30/04)

3.1 Academic Staff Appointments.

Academic Staff appointments may take many forms, including instructional, non-instructional, and combined instructional/ non-instructional appointments. Instructional appointments usually used in academic departments are the Lecturer and Instructional Academic Staff Associate. Non-instructional appointments include Laboratory Manager and Research Associate. Any specific expectations of a member of the academic staff are stated in the contract letter.

3.2 Instructional Academic Staff Expectations

3.2.1 Teaching. Instructional Academic Staff in the Geography and Earth Science Department are expected to keep current in their subject matter area and to work to improve their teaching and student learning. They are further expected to offer additional time to address student questions by holding office hours. Office hours and other course details should be part of the course syllabus shared with students at the beginning of a course. Office hours are normally posted on the Instructional Academic Staff member's office door. In addition, Instructional Academic Staff are expected to grade and return student assignments, including examinations, in a timely fashion. Finally, Instructional Academic Staff are expected to allow student evaluation of instruction in each course they teach (except in seminars and independent study courses). Because Lecturers do not have the full range of Instructional Academic Staff responsibilities, their teaching load is usually larger than that of faculty, but shall average at least 12 contact hours of classroom instruction per semester. Increases or decreases from the average are normally balanced by an appropriate decrease or increase in the following semester.

3.2.2 Scholarship. Although Instructional Academic Staff in the Geography and Earth Science Department do not have the same scholarship expectations of faculty they are encouraged to develop and maintain a degree of scholarship appropriate to teaching. The Department's definition of scholarly activities (See Appendix 8.2) includes publishing papers or books in the discipline, in applications of the discipline, or in education for the discipline. Presentations in these areas at professional meetings, and in other appropriate forums, also constitute scholarship. Appropriate scholarly activities for Instructional Academic Staff may also include programs of self study to improve teaching, participation curriculum development workshops, and writing grant proposals to enhance student learning.

3.2.3 Service. Instructional Academic Staff of the Geography and Earth Science Department are expected to serve the department, the University, the public and their profession. This service can take the form of participating on departmental and university committees, offering specialized advice to off-campus groups and institutions, joining and participating in the activities of professional

societies in their discipline, or conducting field experiences for students.

3.3 Non-Instructional Academic Staff Expectations

The expectations for Non-instructional Academic Staff vary depending on the type of position.

Specific expectations will be identified in the job description and in the appointment letter for each non-**instructional** academic staff member.

3.4 Academic Staff Status.

Academic Staff with at least a 50% appointment may vote in non-personnel departmental matters.

However, Instructional Academic Staff with a 100% appointment may be full participants, including a vote, in Department Search and Screen Committees for personnel.

Academic Staff with at least a 50% appointment and an appointment beyond the current year have the right to vote in the election of the department chair.

4.0 Merit Evaluation (Annual Review).

4.1. Evaluation Process.

Consistent with UWS 3.05 and UWL 3.05, the performance of all faculty (as well as continuing academic staff) in the Geography/Earth Science Department will be reviewed annually. The areas of review shall include teaching, scholarship and service.

Faculty and continuing academic staff shall submit their completed Electronic Faculty Annual Reports, containing a description of activities for the previous summer and the current academic year, to the chair by June 1. This report shall serve as a vehicle for self evaluation, which with student and peer evaluation will form the basis for the annual review.

Early in the fall semester, the department chair, working with the Merit Review Advisory Committee (See Section 7.3.1), will use the completed Faculty Annual Reports, Student Evaluation Information and Peer Evaluation Information from the previous year to evaluate a department member's performance in each of the three areas of faculty responsibility (teaching, scholarship and service) based on the criteria specified below. The department chair is responsible for all of the other department members' merit ratings. Within seven days of the review, the chair shall notify each member in writing of his/her merit rating including an assessment of performance in each of the areas of faculty responsibility. This assessment shall offer an opportunity for future goal setting and improvement as necessary.

Faculty members who are on professional leave are expected to submit completed Faculty Annual Reports at the end of the spring semester describing their leave and other professional activities.

New faculty who begin in the fall semester do not undergo an Annual (Merit) Review in that first semester. They are reviewed for retention early in the spring semester. If retained, the salary adjustment for these new faculty will be (by contract) the average increment generated by the pay plan.

The dean, working with the Merit Review Advisory Committee, will review the department chair using the criteria below and criteria established to judge a chair's administrative performance. The dean is responsible for the chair's merit rating.

4.2. Criteria.

The criteria used in the Geography/Earth Science Department to evaluate a faculty member's annual performance are designed to promote effective teaching and quality scholarship and service. The importance of the areas of faculty responsibility are ranked with teaching given the greatest importance.

4.2.1 Teaching.

Teaching effectiveness will also be judged using student evaluations. In the case of probationary faculty, peer evaluations based on classroom visitations will also be filed by members of the Retention/Tenure Review Committee for the chair's review (See Section 5.1.)

4.2.2 Scholarship.

As stated in Section 2.2, faculty are expected to maintain an active program of scholarship. Efforts in this area of responsibility include preparing, presenting and/or publishing papers on a topic of basic or applied research. Expository and educational topics are also significant areas for scholarly work. Writing grant proposals to support teaching, scholarship or service is itself an important area of scholarly activity. Faculty members are expected to report their scholarly activities and accomplishments on the Faculty Annual Report.

4.2.3 Service.

As stated in Section 2.3 faculty are expected to maintain an active program of service. The service component of a faculty member's responsibility may take many forms: service to the program or major, the department, the university, the profession, or the general public. Examples of appropriate service activities include drafting program or policy documents, serving on committees, serving as an officer in a professional society, consulting with external agencies. Faculty members are expected to report their service activities on the Faculty Annual Report.

4.3 Distribution of Merit Funds.

There are four categories of merit based on a combined score that includes the performance ratings assigned to each faculty members faculty evaluation report by the Merit Evaluation Advisory Committee and student evaluation of instruction. The four categories of merit from highest to lowest are exceptional merit, outstanding merit, meritorious, and not meritorious. Placement within a merit category is determined from a total merit score based on the faculty evaluation report and student evaluation of instruction as follows:

<u>Merit Category</u>	<u>Total Merit Score</u>
Not Meritorious	< 2 standard deviations below the mean score
Meritorious	> 2 but < 1 standard deviation below the mean score
Outstanding Merit	1 sd below the mean score to 1 sd above the mean
Exceptional Merit	> 1 standard deviation above the mean score

A percentage of the merit pool dollars as determined by the University pay plan will be allocated to faculty in the four merit categories as a percentage of their base salary (solid performance). The remaining percentage distributed to the department as discretionary merit will be distributed among the three highest merit categories according to the following:

Exceptional Merit =	1.3V
Outstanding Merit =	1.0V
Meritorious =	0.7V

Where, $V = P/[10 + (N_E - N_M)/2]$

and, P = discretionary merit pool; N_E = Number of faculty in the exceptional merit category; N_M = Number of faculty in the meritorious category.

4.4 Appeals.

A faculty member may request a reconsideration of his/her annual performance rating. This request must be made in writing to the chair within one-week of the chair's distribution of performance ratings. The appellant will meet with the chair to discuss his/her evaluation. Within one week of this meeting, the chair's final evaluation decision will be communicated, in writing, to the faculty member.

Chairs may similarly appeal their performance rating with the dean.

Appeals beyond the departmental level may be presented to The Complaints, Grievances, Appeals and Academic Freedom Committee. (See Section I. E. of the Faculty Senate Bylaws.)

4.5 Continuing Academic Staff.

The annual evaluation process for continuing academic staff is similar to that of faculty. The expectations, areas of responsibility and their relative importance will be communicated to continuing academic staff in their contract. The chair will evaluate continuing members of the academic staff based on the conditions of their contract. The pool of merit funds for academic staff is separate from the faculty pool.

4.6 Post-tenure Review.

Once every five years all tenured faculty members of the department will be reviewed in accordance with the mission of the department, college and university. The purpose of the review is to ensure continuing faculty growth and development. The specific elements to be reviewed are teaching, scholarship and service. More specific information and clarification of these elements are to be found in the merit evaluation procedures of the department, and the department statement on scholarly activity. Post tenure review involves the review of five years of the faculty evaluation report (FER), and it involves all student evaluation of instruction (SEI) materials available for the period. The documents for all tenured faculty members will be collected and reviewed by a post-tenure review committee consisting of the chairperson and two additional tenured faculty members elected by the faculty prior to May 1 of each year of review. Post-tenure review of individual members of the

committee will be conducted by the other two committee members. If the committee of three tenured faculty members determines that there are significant areas of concern for any tenured faculty member, a list of the areas of concern must be prepared by the committee and presented to the faculty member. Results of the review will be submitted to the Dean.

The committee will meet with the faculty member, and an advocate selected by the faculty member, to develop a plan to address the areas of concern within a period of time agreed upon by the faculty member and the committee. If this is not possible within the department, the chairperson will notify the Dean of the College of the decision. The Dean, chairperson and the faculty member with areas of concern will meet to determine appropriate action. Any faculty member with significant areas of concern must meet each semester with the chairperson to review their status. When the areas of concern have been eliminated, the chair will write a letter to the faculty member, to the designated committee, and to the Dean of the College that the areas of concern have been eliminated.

A confidential file with all documentation of the tenured faculty review will be kept within the department. A faculty member shall have the right to appeal according to UWL Faculty Personnel Guidelines 6.01 and 6.02, and may appeal department decisions to the CGAFF Committee.

5. Retention and Tenure Decisions.

5.1. Review Process.

The Retention/Tenure Review Committee shall consist of all tenured members of the Geography/Earth Science Department. In cases where a committee consists of three faculty members, the department chair may work with the dean to establish an appropriate committee using these guidelines. In cases where a committee consists of fewer than three faculty members, the department chair shall work with the dean to establish an appropriate committee using these guidelines. Early each fall semester, the Retention/Tenure Review Committee shall meet and elect a chair (who may be the department chair) to a one-year term by a simple majority of the committee members. For each probationary faculty member, the Committee chair shall select two members of the Committee to serve as classroom evaluators.

Each semester the classroom evaluators will observe at least two classes taught by the probationary faculty members. The evaluators will assess the classroom experiences they observed in a report to the probationary faculty member, the chair of the Retention/Tenure Review Committee and the department chair.

Retention reviews are usually conducted in the fall semester. Exceptions: first year faculty who begin in the fall are reviewed in the spring, and second year faculty are reviewed in both the spring and the fall. At least 20 days prior to the annual retention review, the department chair will notify each probationary faculty member in writing of the time and date of the review meeting. The chair will also remind candidates to submit a recent copy of their Faculty Annual Report (completed the previous spring semester), a current vita, and any supplemental materials they deem appropriate to the Review Committee at least seven days prior to the date of the review. The department chair will supply the results of student evaluations for each probationary faculty member to the Review Committee. Probationary faculty members may make oral or written presentations at the review meeting. The requirements of the Wisconsin Open Meeting law shall apply to the review meeting.

Using the criteria in section 5.2 below, the Retention/Tenure Review Committee shall evaluate each probationary faculty member's performance based on the completed Faculty Annual Report, vita, classroom evaluator's reports, student evaluations, and any other information, written or oral, presented to the Committee by the probationary faculty member or by others who have been involved with the probationary faculty member in a professional capacity. Votes shall be cast by a show of hands on a motion to retain. At least a two-thirds majority is necessary for a positive retention recommendation. The results of the vote shall be recorded by the Committee chair.

In the case of a non-renewal recommendation, the Committee shall prepare written reasons for its decision. These reasons shall be retained by the Committee Chair until requested by the probationary

faculty member.

Within seven days of the review meeting, each probationary faculty member shall be informed in writing by the Committee chair of the results of the retention review. In the case of a positive retention decision, the written notice shall include concerns or suggestions for improvement identified by the Committee.

5.2 Criteria.

The members of the Retention/Tenure Review Committee shall use the submitted self, peer and student evaluation information to judge each probationary faculty member's performance in the areas of teaching, scholarship and service. Of these areas of responsibility, teaching is most important.

After establishing a record of successful teaching, a program of continued scholarship is necessary for retention and, ultimately, a positive tenure recommendation. (See Appendix 8.2, Definition of Scholarship.)

Service is also an important faculty responsibility. For probationary faculty a service record should be established after demonstrated success in teaching and scholarship. Probationary faculty are expected to have a successful record of accomplishments in all three areas of responsibility by end of their probationary period.

5.3 Reconsideration.

If a non-renewal recommendation is made by the Retention/Tenure Committee, the probationary faculty member may request reasons for the recommendation. This request must be made in writing within 10 days of the non-renewal notice. The chair of the Retention/Tenure Review Committee shall supply these reasons in writing within 10 days of the request. The reasons then become part of the personnel file of the probationary faculty member.

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

6. Promotion Recommendations

6.1. Review Process.

The Promotion Recommendation Committee(s) shall consist of all tenured faculty at the rank, or higher rank, than the faculty rank to which a promotion is being considered. In cases where a committee consists of three faculty members, the department chair may work with the dean to establish an appropriate committee using these guidelines. In cases where a committee consists of fewer than three faculty members, the department chair shall work with the dean to establish an appropriate committee using these guidelines. During the first week of classes each fall semester the department chair shall convene the Promotion Recommendation Committee(s), as needed. At its first meeting, the Committee(s) shall elect a chair (who may be the department chair) for a one-year term by a simple majority vote, and establish the date(s) of the promotion consideration meeting(s).

Before the end of spring semester, lists of faculty who will meet the minimum University eligibility requirements for promotion in the coming academic year are distributed by the dean to department chairs. These lists will be reviewed for accuracy by the chair. At this time, the department chair will notify the faculty members who are eligible in writing of their eligibility and, upon request, will provide a Faculty Promotion Report, copies of the university and departmental regulations on promotion, and information on the provisions of the Wisconsin Open Meetings Law.

The names of those individuals on the list who meet the minimum department criteria for promotion will be forwarded to chair(s) of the Promotion Recommendation Committee(s) during the second week of classes of the following fall semester. (See Appendix 8.5, Promotion Eligibility Criteria.) At this time, the department chair will renotify in writing faculty members who are eligible for promotion of their status, and of the date of the promotion consideration meeting (which is at least 20 days in the future).

Faculty who are eligible, and wish to be considered, for promotion must submit a completed Faculty Promotion Report and vita to the department chair at least 7 days prior to the date of the promotion consideration meeting. The department chair will forward these materials and student evaluation information to the members of the Promotion Recommendation Committee prior to the consideration meeting date. Faculty may submit other written materials or make an oral presentation at the consideration meeting. The requirements of the Wisconsin Open Meeting law shall apply to this meeting.

After discussion of a candidate's performance with respect to the criteria in Section 6.2 below, votes shall be cast by a signed ballot on a separate motion to retain for each promotion candidate. At least a two-thirds majority is necessary for a positive promotion recommendation. The results of the vote shall be recorded by the Committee chair, and entered on the Committee's portion of the Faculty

Promotion Report. The committee shall prepare written reasons for each of its recommendations, and it shall rank the candidates who are recommended for promotion to a given rank. Signed ballots shall be retained for a period of six months.

Within 7 days of the promotion consideration meeting, the department chair shall notify each candidate of the Committee's recommendation. For positive recommendations, the Committee chair shall include a letter of recommendation on behalf of the committee as part of the Faculty Promotion Report. With these materials, the department chair shall also transmit in writing a recommendation to the dean. A copy of this letter shall be provided to the candidate at least one day prior to the submission of the promotion file to the dean.

6.2 Criteria.

To be considered for promotion to a higher rank, faculty must meet the minimum University criteria as stated in the Employee Handbook, as well as the minimum departmental criteria (See Appendix 8.5). For the rank of Associate Professor a candidate must provide evidence of teaching excellence and the establishment of a program of scholarship. Evidence of teaching excellence shall include the results of self, peer and student evaluation of instruction. Scholarship shall be consistent with the department's definition of scholarly activity (See Appendix 8.2). To be promoted to the rank of Professor, a faculty member must show evidence of continued excellence in teaching, significant scholarly productivity and substantial service activity. Continued teaching excellence is measured by the results of self, peer and student evaluations. Significant scholarly productivity is judged by the quality and quantity of presentations, publications and grant acquisitions. Substantial service activity will include service to the department, the institution and the profession.

6.3 Reconsideration.

Candidates who are not recommended for promotion may request the reasons for the non-promotion recommendation. This request must be submitted in writing to the department chair within ten days of the notice of the Committee's recommendation. Within two weeks of receiving the written reasons, a candidate may request, by writing to the department chair, reconsideration by the Promotion Recommendation Committee. The faculty member will be allowed an opportunity to respond to the written reasons using written or oral evidence and witnesses at the reconsideration meeting. Written notice of the reconsideration decision shall be forwarded to the dean within seven days of the reconsideration meeting.

7. Governance.

7.1 Selection of the Chair.

Specific details of the selection process are contained in Faculty Senate Bylaw VII: The Selection of Department Chairpersons. Any tenured faculty member of the department is eligible to serve as chair. The term of office is three years. All faculty, and continuing members of the academic staff (as defined in Section 3.4), are eligible to vote in the election for a chair.

7.2 Responsibilities and rights of the Chair.

A thorough listing of the chair's responsibilities is contained in Faculty Senate Bylaw VI: Responsibilities of Departments, Department Members and Department Chairpersons (See Appendix 8.6). These duties include: preparing class schedules and teaching assignments; developing curriculum revisions; preparing and monitoring the department's operating budget; arranging department meetings and appointing faculty to departmental committees; appointing and monitoring search and screen activities for departmental vacancies; participating in the evaluation of the performance of faculty, academic staff and classified personnel within the department; preparing the department's annual report; and, representing the department in various university matters.

7.3 Standing Departmental Committees.

7.3.1 Merit Evaluation Advisory Committee.

The Merit Evaluation Advisory Committee shall consist of all tenured and tenure-track faculty members of the department.

8. Appendices.

8.1 Affirmative Action, Design for Diversity and Staffing Plan.

Equal employment opportunity/affirmative action and related policies are found in chapter V of the UWL Employee Handbook.

8.2 Definition of Scholarship.

Scholarly activity in the department of geography and Earth Science has two specific components: research and scholarship. Research refers to the activities of acquiring knowledge for publication and presentation to learned societies and classes. Scholarship refers to participation in professional meetings, seminars, short courses, workshops, and activities to improve classroom effectiveness. Membership and service in professional societies relevant to geography/earth science are important scholarly activities.

8.3 Departmental Review Forms.

The departmental review forms include the digital Faculty Annual Report (FAR) and the Student Evaluation of Instruction (SEI) form.

8.4 Program Goals and Methods of Assessment.

8.4.1 Conceptual rationale and framework for the assessment program.

The Department of Geography and Earth Science offers a geography major for students in the College of Arts, Letters and Sciences, the College of Education, the College of Health, Physical Education and Recreation, and the College of Business Administration. The educational goals for the major in geography are :

- a. to offer a quality, liberal, undergraduate education in geography.
- b. to prepare the undergraduate major for global citizenship.
- c. to prepare the undergraduate major to appreciate and understand the earth's natural and cultural environments.
- d. to offer the undergraduate major breadth and depth in the understanding of world regions and their interconnectedness.
- e. to prepare the undergraduate major for admittance to graduate programs leading to advanced degrees in geography and related fields.
- f. to prepare the undergraduate major for employment in a professional career, using the knowledge and skills obtained as a major in geography.

The geography major program closely parallels the select mission of the University with an emphasis on excellence in education, the offering of a broad based liberal education, and the opportunity to obtain an undergraduate degree in all of the colleges. The geography major program further enhances the select mission of the University with faculty who are actively

involved in scholarly activity, focused on La Crosse and the Upper Mississippi Valley region, which supports the undergraduate offerings in the Department of Geography and Earth Science.

The types of students that major in geography include persons of all genders, color, national origins, creed and ethnicity. In addition to the traditional undergraduate student, the major in geography has included non-traditional students, and those seeking a second degree.

Assessment of student learning outcomes in the geography major is a formative process that complements the research in geographic education, the assessment of geography as a professional field, and the qualified judgment of the faculty that all serve to enhance the ongoing development of the geography major.

8.4.2 Student learning outcomes.

Students majoring in Geography develop knowledge, skills and competencies in the philosophy, content and methods of Geography.

1. Student learning outcomes as related to the philosophy of Geography involve:
 - a. An appreciation of the multi-disciplinary and integrative nature of Geography.
 - b. Spatial problem solving.
 - c. an ability to apply scientific methods of analysis.
2. Student learning outcomes as related to the content of Geography involve:
 - a. An understanding of the physical and cultural diversity of the earth.
 - b. An understanding of the relationships between humans and their environment.
 - c. An understanding of features and relationships between and among regions.
 - d. An understanding of global interdependence of world economies and regions.
3. Student learning outcomes as related to the methods of Geography involve:
 - a. An understanding of maps and mapping techniques.
 - b. An understanding of tools and technologies to acquire, process, and report information from a spatial perspective.

8.4.3 Methods and practices used to assess student learning outcomes.

Both direct and indirect methods are used to assess student learning in the Department of Geography and Earth Science. Direct methods involve assessment of the student learning outcomes through discussion, independent research, written materials, and formal presentations while students are actively engaged in the geography major program. Indirect methods involve measures to assess the outcomes of student learning at the completion of the geography major program.

1. Direct methods used to assess student learning outcomes include:

- a. Focus on Geography - a seminar course involving discussion of key ideas in geography and critical assessment of written work in geography.
- b. Independent Study - individual student projects, and both written and oral presentation of results.
- c. Special Topics Seminars - Single topic seminar course at an advanced level.
- d. Honors Program in Geography -
- e. Internship Performance - Independent evaluations by internship supervisors and advisors.

Faculty members conduct direct methods of assessment as course instructors and advisors for individual courses, independent study and the honors program. Direct assessment is also conducted by internship supervisors at the internship site. Direct assessment is an ongoing process, but occurs at various times depending on the method of assessment.

2. Indirect methods used to assess student learning outcomes include:

- a. Graduation Rates
- b. Exit Interviews
- c. Graduate School Acceptance and Performance
- d. Job Placement
- e. Alumni Survey

The Department chairperson conducts indirect assessment through the gathering of data from various sources, and by conducting individual interviews with graduating seniors. Indirect assessment of graduation rates, graduate school acceptance and performance, and job placement are conducted annually. Exit interviews are conducted twice a year at the end of the fall and spring semesters. The alumni survey is conducted every three years.

8.4.4 Student involvement in assessment.

Students are informed of assessment in a number of ways depending upon the nature of the assessment method. Seminar students are informed directly by the individual instructor. Independent study students and honors students are informed both by the process for enrollment in independent study or the honors program, and by the individual advisors. Students receive direct feedback from individual faculty members in written form as well as through the advisement process. Students are directly involved in assessment in the form of reports written by students as part of the internship experience. Students about to graduate are directly involved in assessment through the exit interview.

8.4.5 Improvement of curriculum, teaching and learning.

The results of assessment in the Department of Geography and Earth Science are used in

three ways to improve the curriculum, teaching and learning. Curriculum enhancement occurs through the on-going modification of the Geography major through the addition of new courses and the deletion of existing courses to address perceived needs for an up-to-date major in Geography. An example of this is the addition of a new course in geographic information systems during the 1993-94 academic year to meet the needs of geography majors undertaking internships at the U.S.F.W.S. Environmental Monitoring Technical Center. This type of curriculum change occurs through frequent department discussion of curriculum and the circulation of course proposals.

Enhancement of teaching and learning occurs through modification of existing courses. Students receive direct "feedback" in the form of written assessments from faculty on student term papers, independent study projects, and other course or seminar projects.

8.4.6 Administration of the assessment program.

The department chairperson holds primary responsibility for the assessment program, with consultation and advisement from the faculty on its implementation, maintenance and revision. All faculty members conduct assessment as appropriate. The development and long term evaluation of the assessment program is the collective responsibility of all faculty members.

8.4.7 Problems and obstacles with implementation of assessment.

The major obstacle that interferes with implementing additional, and involved, assessment methods is the lack of resources in terms of time, budget, and personnel. These impediments are difficult to resolve given the fact that the Department of Geography and Earth Science lost a faculty position last year, and has not seen any budget increase in recent years.

The Department of Geography and Earth Science does not have plans to develop any additional assessment instruments, and does not perceive a need for a "capstone" course since a number of existing "seminar" courses appear to serve this purpose.

8.4.8 Current assessment activities.

Current forms of assessment in place include reports from internship supervisors, internship reports from students, written student comments solicited by individual faculty members during student evaluation of instructors (SEIs), independent study efforts, and oral student presentations.

8.5 Promotion eligibility criteria.

The promotion eligibility criteria used by the Department of Geography and Earth Science are those published in the current Employee Handbook.

8.6 Responsibilities of departments, department members, and department chairpersons.

The responsibilities of departments, department members, and department chairpersons are to be found in the current Employee Handbook (Faculty senate Bylaw VI).

8.7 Salary inequity policy.

8.7.1 Definition.

An equity adjustment is a salary adjustment that results from the need to address unusual disparities that cannot be remedied with department distribution of the annual pay plan. An equity adjustment may be recommended for the following reasons: (1) to address issues of gender or race equity; (2) to address inequities due to salary compression and inversion; (3) to address inequities due to individuals acquiring advanced degrees. Equity adjustments should not be made which negate past merit adjustments.

8.7.2 Process.

A request for a salary equity adjustment may be initiated by an individual faculty member or by the department chairperson on behalf of an individual faculty member. A request for a salary equity adjustment must be submitted to the department chairperson in writing. A request for a salary equity adjustment must be accompanied by a written rationale that includes supporting documentation of the inequity. A request for a salary equity adjustment will be reviewed by the department chairperson and forwarded to the Dean with an appropriate recommendation, accompanied by a written rationale with supporting documentation of the inequity. Individuals who have not been recommended by the department, but who believe they should be granted an equity adjustment, may apply to the Dean. An individual application/ appeal for an equity adjustment to the Dean shall include the same rationale and documentation as required at the department level.

8.8 Summer appointment policy.

The department shall annually review and approve the rotation sequence of department members eligible for summer school appointments. The rotation list shall continue the priority sequence accepted by the department in its meeting of January 27, 1986. The priority sequence of department members shall remain fixed except for changes in position caused by the appointment priority accorded the chairperson, a member of the department who has declared his intention to retire, or a new staff member entering into the pattern for the first time. Outgoing department chairpersons will be entered at the bottom of the rotation pattern following their last priority appointment as department chairperson. New staff members will be entered at the bottom of the rotation pattern at the time of their appointment to the faculty. A department member who has declared an intention to retire will be granted summer school appointments for the three summers prior to their retirement. A

department member whose position in the rotation pattern has resulted in the offering of a summer appointment may decline and retain a first priority for appointment in the following summer. Only one appointment may be claimed by deferment. The department member who has deferred his appointment in this fashion will return to the position in the rotation pattern held according to the January 27, 1986 list. Summer School assignments will be distributed to optimize appointments at the 0.5 level per faculty member from the positions allocated to the department.