

Department of Health Professions

Bylaws

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PLEASE NOTE: The format for these bylaws as well as selected sections and section verbiage are standard across the university consistent with Faculty Senate action taken on April 15, 2008.

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Department of Health Professions Bylaws

A. Vision Statement

The University of Wisconsin-La Crosse Department of Health Professions will be a recognized leader in evidence-based, clinically integrated healthcare education through collaboration among uniquely specialized professionals and institutions, serving diverse student and community populations.

B. Mission Statement

The Department of Health Professions at the University of Wisconsin-La Crosse, in concert with the Health Science Consortium, is committed to the education of healthcare professionals who are prepared to uphold and advance their respective professions' standards of practice throughout the continuum of health care. The department is committed to serving as a resource for the people, communities, and healthcare systems of our region.

I. Organization and Operation

Department members are governed by six interdependent sets of regulations:

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

A. Preamble

The Health Professions Department was created through a merger of the Physical Therapy Department and the Clinical Science Department following faculty senate approval of the Reorganization of the Collegiate Structure at the University of Wisconsin-La Crosse in Spring 2003. The Clinical Science Department housed an array of five independent programs (Medical Laboratory Science, Nuclear Medicine Technology, Occupational Therapy, Physician Assistant, and Radiation Therapy). The Physical Therapy Department was a single unit, not separated into programs. The proposed reorganization was implemented Summer 2003 with Occupational Therapy, Physical Therapy, Physician Assistant and Radiation Therapy comprising four independent units in the newly formed Health Professions Department, Nuclear Medicine Technology Program becoming a unit within the Chemistry Department (and in 2010 returned to the Health Professions Department) and Medical Laboratory Science becoming a unit within the Microbiology Department. The Health Professions Department bylaws were first adopted by the members of the department in accordance with the University of Wisconsin System and University of Wisconsin-La Crosse Faculty and Academic Staff Personnel Rules in December 2003. Medical Dosimetry was added as an online degree program in 2003 and later transitioned to a MS degree in 2009. Medical Dosimetry is funded through service-based pricing. The Physician Assistant program began awarding the MS degree in 2003, the Occupational Therapy Program began awarding the MS degree in 2004 and the Physical Therapy Program began awarding the DPT in 2005. In 2005, La Crosse Institute for Movement Sciences was recognized as a campus institute within the Physical Therapy Program. In 2021, Radiography and Diagnostic Medical Sonography were added as undergraduate programs.

B. Meeting Guidelines

Department meetings will be run informed by Robert's Rules of Order and WI state opening meeting laws

<https://www.wisconsin.edu/general-counsel/legal-topics/open-meetings-law/>

Minutes will be taken by a departmental academic department associate (ADA) and will be posted electronically for review by department members. Copies of the minutes of department meetings and committee meetings shall be available, retained and will be made publicly available on request.

C. Definitions of Membership and Voting Procedures

The Department utilizes both ranked (tenured and tenure-track) faculty and instructional academic staff (hereafter referred to as IAS). The Department values their contributions equally and any differential treatment is related to College and University policies.

Voting members of the department shall include all ranked faculty (including those on leave or sabbatical who are in attendance) and IAS, and non-instructional academic staff who have \geq 50% FTE departmental appointments and who maintain a campus presence of \geq 20 hours per week during the academic year. Other faculty and IAS appointed in the department are welcome to participate in department meetings and discussions but are not voting members of the department.

Ranked faculty and IAS have similar voting rights except IAS shall not vote on personnel issues of retention, tenure, or promotion for ranked faculty. IAS who hold the title of senior lecturer or associate clinical professor may vote on IAS career progression matters as appropriate. Voting occurs with a voice, hand, or electronic vote.

Proxy votes are not permitted in meetings of the department and its committees. Voting members who join by teleconference/internet and have reviewed the deliberations are eligible to vote.

D. Quorum

For meetings of the department and its committees, a quorum is defined as the simple majority of the entire membership eligible to vote. Unless otherwise stated, a majority (and similarly a two-thirds majority) is defined as a majority of those present at meetings of the department and its committees.

E. Bylaws Amendments

Changes to these bylaws may be adopted if supported by two-thirds of the voting members of the department. The vote will occur after two readings of the amendment(s) at two different department meetings unless the requirement of a second reading is waived by two-thirds of the voting members of the department. Both meetings must be announced at least five days in advance of the meetings.

II. Faculty/Staff Responsibilities

A. Faculty

Responsibilities and Expectations

Faculty responsibilities are referenced in section IV of the Faculty Senate bylaws entitled "Responsibilities of Departments, Department Members and Department Chairpersons."

A complete set of the by-laws are available on the Senate webpage under "Senate Articles and By-laws" <https://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/>.

<https://www.uwlax.edu/globalassets/committees/faculty-senate/faculty-senate-manual-021417.pdf> (This is the direct link, page 38-42)

Faculty in the department are expected to maintain high levels of professional competency in areas of teaching, scholarship, and service. Faculty are expected to be contemporary in content areas related to their expertise.

Appendix B will assist faculty in classifying their professional activities in ways that are consistent with departmental and university expectations regarding teaching, scholarship, & service. Sections IV & V will serve to further clarify how faculty contributions will be evaluated.

A-1. Teaching

Faculty members of the department are required to keep current in their subject and profession. Additional information may be found in individual position descriptions. Faculty members are required to work with the department chair and/or program director(s) to demonstrate effectiveness in teaching, evaluate student feedback and maintain contemporary expertise for each course they teach.

A-2. Scholarship

Faculty members of the department are required to develop and maintain an active program of scholarship. Scholarship (is) are considered to be well defined activities that use professional expertise to discover, apply or use knowledge. These activities provide value to an academic discipline, often incorporate methods from one or more disciplines and have been subjected to peer review. This may include the scholarly activities relative to discovery, integration, application, and teaching. See Appendix B

A-3. Service

Faculty members of the department are required to serve their programs, department, college, and University by participating in routine committee work, attending program and department meetings, and advising students as assigned. Selected service obligations may merit re-assigned time. Examples of such service obligations might include but are not limited to duties associated with Department Chair, Program Director, clinical education, admissions, programmatic assessment, and dual-degree coordination.

A-4. Clinical Activities

Faculty with clinical credentials may maintain their professional knowledge and expertise by participating in clinical activities when possible. They shall not interfere with University responsibilities and must conform to policies governing outside activities

<https://www.uwlax.edu/human-resources/news/outside-activity-reporting-march-2021/>. Faculty participating in clinical practice [if greater than 4 hours/wk during the academic year] are expected to submit an alternative workweek schedule. (Employee Handbook, Section C-11 and E-2; http://www.uwlax.edu/uploadedFiles/Offices-Services/Human_Resources/UW-LHandbook2015.pdf and or <http://www.uwlax.edu/human-resources/outside-activity-reporting/>

A-5. Outside Activities

Faculty may engage in outside activities such as research, consulting, or other activities that are not part of their required university responsibilities. These activities shall not interfere with university responsibilities and must conform to policies governing outside activities that are explained in Appendix C.

As a guideline for the purposes of these bylaws, clinical activity and/or outside activities that result in more than 8 hours of university time per week may be considered excessive and likely to negatively impact on the individual's obligations to the University and department.

Per [Ch. UWS 8, Wisconsin Administrative code](#), all faculty, academic staff, and limited employees must report, in writing, their involvement in outside activities every year before April 30th. All faculty, academic staff, and limited employees must submit these reports using the form provided at the link below, whether or not they have engaged in outside activities.

B. Instructional Academic Staff

Responsibilities and Expectations

Instructional Academic Staff (IAS) responsibilities are referenced in section IV of the Faculty Senate Bylaws entitled "Responsibilities of Departments, Department Members and Department Chairpersons." A complete set of the by-laws are available on the Faculty Senate webpage under "Articles, bylaws and policies"

<https://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/>

Instructional Academic Staff in the department are expected to maintain high levels of professional competency in areas of teaching & service. Individual programs may require scholarly contributions as well. IAS are expected to be contemporary in content areas related to their expertise. One way to maintain this expertise may involve participation in clinical activity.

Appendix B will assist IAS in classifying their professional activities in ways that are consistent with departmental and university expectations regarding teaching, service, and scholarship. Sections IV & VI will serve to further clarify how IAS contributions will be evaluated.

Requests for IAS hiring will be presented to the college dean. The request will indicate one of the standard titles from the lecturer or clinical professor series.

<http://www.uwlax.edu/facultysenate/committees/ias/pages/titling.html> and will outline specific duties including teaching and any additional workload. Total workload for IAS is defined as a standard minimum teaching load plus additional workload equivalency activities.

<https://www.uwlax.edu/globalassets/committees/faculty-senate/faculty-senate-manual-021417.pdf>

B-1. Teaching

Instructional Academic Staff members of the department are required to maintain currency in assigned course content. Additional information can be found in individual position descriptions.

Instructional Academic Staff members are required to work with the department chair and/or program director(s) to facilitate student evaluations in each course they teach (See Section III D. Student Evaluations for details).

The department includes several professional clinical programs and utilizes instructional and clinical expertise of individuals outside of the university. Instructional Academic Staff in these programs have responsibility for the development of courses, establishment of evaluative criteria, arrangement of clinical educational experiences, and development of affiliations with individual clinicians and institutions.

B-2. Scholarship

IAS members of the department may be required to develop and maintain an active program of scholarship according to individual program accreditation criteria and in accordance with individual professional development plans.

B-3. Service

IAS members of the department are required to serve their program, department, college, and University by participating in committee work, attending program and department meetings, and advising students as assigned. Selected service obligations may merit re-assigned time. Examples of such service obligations might include but are not limited to duties associated with Program Director, clinical education, admissions, programmatic assessment, and dual-degree coordination.

B-4. Clinical Activities

IAS with clinical credentials may maintain their professional knowledge and expertise by participating in clinical activities when possible. They shall not interfere with University responsibilities and must conform to policies governing outside activities

<https://www.uwlax.edu/human-resources/news/outside-activity-reporting-march-2021/>. Faculty participating in clinical practice [if greater than 4 hours/wk during the academic year] are expected to submit an alternative work week schedule (Employee Handbook, Section C-11 <https://www.uwlax.edu/human-resources/employee-handbook/>). As a guideline for the purposes of these bylaws, outside activities that require use of more than 8 hours of university

time per week for a full-time equivalent position may be considered excessive and likely to negatively impact on the individual's obligations to the University and department. (See Appendix C of these bylaws).

B-5. Outside Activities

IAS may engage in outside activities such as research, consulting, or other activities that are not part of their required university responsibilities. These activities shall not interfere with university responsibilities and must conform to policies governing outside activities that are explained in Appendix C.

C. Non-Instructional Academic Staff Responsibilities and Expectations

Responsibilities and expectations for non-instructional academic staff are based on their individual position descriptions. Specific responsibilities will be decided by their program director and the department chair.

D. Student Evaluations

The department will follow the UWL student evaluation policy and procedure available on the Faculty Senate webpage.

Results from student evaluations are required for retention, tenure, post-tenure review, and promotion of tenure-track/tenured faculty and for renewal and promotion of Instructional Academic Staff. Summary reports must be included in promotion, retention, and tenure files.

Transition from Student Evaluation of Instruction (SEI) to Learning Environment Survey (LENS): UWL's approach to gathering student evaluations changed in Fall 2023. As such, during the transition years, any personnel review that requires submission of student evaluations will include data from two student evaluation systems: SEI (as guided by earlier policies) for review periods through Summer 2023 and LENS (as guided by current policy) for review periods beginning Fall 2023.

Programs may require additional data be collected by ranked faculty/IAS for purposes of individual and/or programmatic development as well as programmatic assessment.

III. Merit Evaluation (Annual Review)

A. Evaluation Processes & Criteria

Merit reviews for all faculty/IAS who have completed at least one academic year at UWL are due to the Dean's Office on December 15 annually. Merit reviews reflect activities during the prior academic year June 1- May 31. All faculty and IAS must participate in the merit process after their first year of employment.

There are two merit rankings available for faculty and IAS:

- **“Meritorious”** is given if the faculty member’s activities MEET and/or support the goals of their program, department, college, or university.
- **“Not Meritorious”** is given if the faculty member’s activities DID NOT MEET and/or support the goals of their program, department, college, or university.

Merit evaluation is accomplished on three, roughly equal, levels.

1. Each department faculty/IAS member chooses a “peer evaluator” to review their merit. This evaluator can be from inside or outside the department. The evaluation is based on materials such as a professional development plan, digital measures, and evaluation of teaching such as student evaluations or other such material. The peer evaluator will rate the faculty/IAS as “Meritorious” or “Not Meritorious” to be provided to the program director or department chair. This evaluation should be performed so that its results can be tabulated no later than June 5 of every year. A statement of rationale will be expected for each “Not Meritorious” rating.

These evaluations should be based upon:

- Impressions of teaching quality and accomplishments. When possible, this impression should include knowledge of subject difficulty as well as student performance in subject/tasks that were provided by the evaluated instructor.
 - Impressions of scholarly activity and productivity, including an appropriate valuation of both quality and quantity.
 - Impressions of service contributions, again including an appropriate valuation of both quality and quantity.
 - And, where appropriate, impressions of clinical activities, paying particular attention to those clinical activities that complement program needs.
2. The program directors will independently evaluate each one of their faculty based primarily upon an Activities Report from Digital Measures (for the time period under review) and a completed PDP (personal development plan). A rationale must be provided for a not meritorious evaluation. The program director must present and discuss these results with each faculty member by June 30, for faculty/IAS with summer teaching appointments, or by September 30, for other faculty/IAS.
 3. The department chair will determine the final merit rating based upon the peer reviewer’s assessment, the program director’s assessment, and other personal knowledge of the faculty/IAS member’s accomplishments and role with the department and the university. A written rationale must be provided if the department chair provides a Not Meritorious evaluation. This final merit assessment should be communicated to faculty/IAS by October 31.
 4. Merit Evaluations for these three groups should use the form in Appendix F. The completed form should be forwarded to the department chair to be archived.

B. Distribution of Merit Funds

When funds become available for distribution based upon merit, these funds will be equally distributed among all department members with a meritorious ranking. When required by the

university, this distribution can be divided into two pools, Faculty and IAS, and the appropriate fund will be equally distributed among the meritorious ranked members of those pools.

C. Appeal Procedure

Faculty/IAS may appeal a Not Meritorious evaluation by notifying the department chair by Nov 10, or ten days after the assessment was communicated. The appealing faculty/IAS will be expected to supply a written explanation as to why the evaluation was inappropriate.

The department chair will convene a merit assessment committee to address this appeal. The committee will consist of four faculty/IAS, one being appointed by the department chair, one by the relevant program director and two by the appealing faculty member.

This committee will consider the appeal based upon the written appeal statement, the rationale statement of the department chair, the rationale statement of the program director, the results of peer advocate report, which includes any appropriate feedback or rationale, the Annual Activities Report from Digital Measures, and the Personal Development Plan.

At least three members of the committee (3/4) must agree to overturn the Not Meritorious evaluation. The committee will complete their work by Dec 10.

D. Annual Professional Development Plans and Selection of Mentors

At the beginning of the annual review cycle in the fall, faculty and IAS will meet with the program director to determine their professional development plans. These plans must reflect the needs of the program, department, college, institution, and the individual. The sum of all professional development plans must provide coverage of all of program and department goals.

D-1. Selection of Mentors for Newly Hired Faculty and Instructional Academic Staff

To help new faculty and IAS implement their initial professional development plans (and thus start successful programs of teaching, scholarship, and service), program directors will formally assign an experienced mentor to each newly hired faculty and IAS member. Each mentor will work closely with her/his mentee during the initial three years (or longer upon request by the mentee) of employment in the department. For new faculty, each mentor must be a tenured faculty member from the department. For new IAS members, each mentor should be an experienced faculty or IAS member from the department. Other informal mentors may also be solicited from within or outside the department by the program director or mentees.

D-2. Components of the Professional Development Plan

Professional development plans will be completed on a form devised by the department (see Appendix D). Information on this form will address:

- Specific goals for the upcoming year in performance areas of teaching, scholarship, and service. (Note: These goals shall be consistent with programmatic goals.)

- Strategies to be used to successfully meet these goals.
- Resources needed (time, money, equipment, continuing education, reduced teaching load, etc.).
- Expectations of the program/department in order to meet its goals/objectives.
- Methods for measuring accomplishments.

After the professional development plan has been reviewed and approved by the program director, the faculty or IAS member and the program director will both sign the document, indicating their understanding of the plan. A copy of the plan will be placed in the faculty or IAS member's personnel file.

Each faculty and IAS member will meet with the program director annually to review the professional development plan, identify obstacles, and construct solutions. Program directors and the department chair will also draft their own professional development plans. Plans of program directors and the department chair will be reviewed and approved by the department chair and Dean, respectively.

E. Peer Review of Teaching

Probationary faculty and IAS members will have their teaching evaluated by two peers visiting their classrooms during each of the first five years of their employment in the department. For years one and two, peer review must occur during each semester. For years three through five, peer review must occur at least once each year. Peer reviewers will be selected by program directors in consultation with the faculty or IAS being reviewed. For probationary faculty undergoing peer review, reviewers must be selected from tenured faculty within the department (see Section IV.A.). For IAS, peer reviewers can be selected from experienced faculty or IAS within the department. A peer reviewer may also serve as a mentor (see Section III.D.1) assigned to the faculty or IAS being reviewed.

In addition to classroom visitation, syllabi and evaluation instruments will be reviewed. An evaluation form (see example in Appendix E) will be completed by each peer reviewer and submitted to the faculty or IAS member, program director, and department chair. This review will be considered as evidence of teaching effectiveness and progress.

Other faculty or IAS members may elect (or be required) to have their teaching reviewed by peers. For example, peer review of teaching is one component of the promotion process (Section IV.H.) and may be used as evidence to support post-tenure review (Section IV.G.).

F. Annual Activity Reports

By May 31 of each year, each faculty and IAS member will prepare for "Annual Activity Report," using Digital Measures which is a self-assessment of their accomplishments in the areas of teaching, scholarship, and service from June 1 to May 31. Faculty and IAS members who are on professional leave are expected to submit annual activity reports that describe their leave

and other professional activities by May 31. Additional descriptions of their activities may also be prepared for the department or program.

IV. 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)
<https://www.uwlax.edu/human-resources/employee-handbook/>

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

A. Retention (procedure, criteria, and appeal)

i. Faculty under review provide an electronic portfolio related to their teaching, scholarship, and service activities extracted from their date of hire to date of review. Hyperlinked syllabi are required, and the candidate may choose to provide additional evidence.

ii. Department will provide the following materials to the dean: 1. Department letter of recommendation with vote; 2. Teaching assignment information (TAI) datasheet that summarizes the courses taught, workload data, grade distribution and student evaluations by individual course and semester (which are only available after completing a full academic year); and 3. Merit evaluation data

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

iv. All first-year tenure-track faculty will be formally reviewed in the spring of their first year. A departmental letter will be filed with the Dean and HR. Formal reviews resulting in contract decisions will minimally occur for tenure-track faculty in their 2nd, 4th, and 6th years.

v. NON-CONTRACT REVIEWS - In the years when a probationary faculty member is not being reviewed for a contract renewal (i.e., a “non-contract renewal review”) the review process should follow the same process as for formal evaluations. The review must be conducted, and reports submitted to the dean by MAY 1.

B. Retention/Tenure Review Committee

The Retention/Tenure Review Committee shall consist of all tenured members of the department. 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. 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.

C. Review Process

Each probationary faculty member shall undergo peer review of classroom teaching as described in Section IV –E.

At least 20 calendar 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 update their electronic materials within 7 days of the review. The department chair will supply the results of student evaluations and peer review of classroom instruction for each probationary faculty member to the 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. All personnel meetings go into closed session.

The Retention/Tenure Review Committee shall evaluate each probationary faculty member's performance based on electronic materials, peer review of instruction 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 of eligible voters is necessary for a positive retention recommendation. The committee chair will record the results of the vote.

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

In the case of a non-renewal recommendation, the committee shall prepare written reasons for its decision and communicate these to the Dean. These reasons shall otherwise be retained by the committee chair unless requested in writing by the probationary faculty member. This request must be made in writing within 10 calendar days of notification of the recommendation for non-renewal. Written reviews shall be provided to the faculty member within 10 calendar days of the receipt of the written request. Once requested, these reasons become part of the faculty member's personnel file. Written review shall be provided to the faculty member within 10 calendar days of the receipt of the written request.

D. Department Retention and Tenure Criteria

The members of the Retention/Tenure Review Committee shall judge the performance of each probationary faculty member in the areas of teaching, scholarship, and service. (See Appendix B). Of these areas of responsibility, teaching is most important. A program of continuing scholarship and service is necessary for retention and ultimately a positive tenure recommendation.

Probationary faculty are required to have a successful record of accomplishments in all three areas of responsibility by the time of their tenure recommendation. Criteria to use when judging the quality of teaching, scholarship, and service are explained in Appendix B.

E. Reconsideration

If the faculty member wishes a reconsideration of the initial nonrenewal recommendation, he/she shall request a reconsideration meeting in writing within two weeks of the receipt of the copy of the reasons. A meeting for reconsideration with the committee shall be held within two weeks of the receipt of the request. The faculty member shall be notified a minimum of seven calendar days prior to the meeting. At the reconsideration meeting, committee members and the faculty member shall be present. Both the committee and the faculty member may choose up to two members of the university community to be present also. These third parties may question either of the other parties and make comments to them. These third parties also shall file a report of the reconsideration meeting with the committee chair and the faculty member. In later appeals, such third parties may be called as witnesses. The faculty member may make a personal presentation at the reconsideration meeting. The meeting shall be held in accordance with subchapter IV of Chapter 19, Wisconsin Statutes.

At the meeting for reconsideration, the faculty member is entitled to present documentary evidence. The reconsideration is not a hearing nor an appeal and shall be non-adversarial in nature. Its purpose is to allow the faculty member an opportunity to persuade the committee to change the recommendation of nonrenewal by challenging the stated reasons and/or by offering additional evidence. The burden of proof is on the faculty member requesting the reconsideration. Following the reconsideration, the committee chair shall forward a recommendation (with written reasons) to the Dean. A copy of the recommendation and the reasons shall also be sent to the probationary faculty member within seven calendar days of the reconsideration. Additional procedures for the reconsideration process and for appealing nonrenewal decisions are explained in UW-L Faculty Personnel Rules, Sections 3.07 and 3.08.

F. Tenure Review and Departmental Tenure Criteria (Appendix B)

G. Post-Tenure Review

Department follows the UW Regent Policy Document 20-9 that indicates a review “at least once every five years, of each tenured faculty member’s activities and performance, in accordance with the mission of the department, college, and institution.”

<https://www.uwlax.edu/human-resources/post-tenure-review-policy/>

G-1. Criteria

An ongoing program of successful teaching will be indicated by student evaluations and other evidence included in the review materials. Additional evidence (including peer evaluation of instruction) is optional but may also be submitted at the discretion of the faculty member being reviewed.

Tenured faculty are also expected to show evidence of ongoing accomplishments in the areas of scholarship and service. It is expected that these accomplishments should contribute toward goals of the program, department, and/or university.

G-2. Process

Members of the committee will include members of the department promotion and tenure committee. The committee will formally vote on the following three questions:

(1) Do the teaching activities of the faculty member demonstrate a successful teaching program as indicated by student evaluations, peer evaluation of instruction, and/or other indicators of success?

(2) Do accomplishments of the faculty member demonstrate coherent, ongoing programs of scholarship and service?

(3) Have the scholarly and/or service accomplishments of the faculty member made a substantive contribution toward goals of the program, department, and/or university?

A majority vote of *ad hoc* committee members in the affirmative for each of these three questions will constitute a satisfactory review. Lack of a majority vote for one or more of these questions will constitute an unsatisfactory review.

In cases of unsatisfactory reviews, a written explanation will be presented to the faculty member by the department chair (or when the chair is being reviewed, by a member of committee elected to serve in the chair's absence). The chair, program director, and faculty member will meet to devise a professional development plan to correct the areas of concern.

If the faculty member wishes that an unsatisfactory review be reconsidered, he/she will submit a written request for reconsideration to the committee chair within two weeks after receiving the written explanation.

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

The department will follow the guidelines and schedules regarding faculty promotion available at <http://www.uwlax.edu/hr/promo-resources.htm>*

H-1. Review Process

The Promotion Recommendation Committee(s) shall consist of all tenured faculty at the same or higher rank to which a promotion is being considered. 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 department bylaws as 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).

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 department chair. The department chair will notify the faculty members who are eligible in writing of their eligibility and upon request will provide a Faculty Promotion Evaluation Report Form, copies of the university and departmental regulations on promotion, and information on the provisions of the Wisconsin Open Meetings Law. Faculty member will inform chair of plan to seek promotion at this time.

During the second week of classes of the fall semester, names of individuals on the list who meet the minimum department criteria for promotion will be forwarded to chair(s) of the Promotion Recommendation Committee(s). The department chair will notify in writing faculty eligible for promotion of the date of the promotion meeting, which will be at least 20 calendar 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 with the accompanying materials in electronic format via Digital Measures at least seven days prior to the date of the promotion consideration meeting. The department chair will forward these materials and student evaluations to the members of the Promotion Recommendation Committee prior to the promotion meeting date. Faculty may submit other written materials and/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 IV: H.2 below, votes shall be cast by a show of hands on a separate motion to promote for each candidate. At least a two-thirds majority of faculty eligible to serve on the Promotion Recommendation Committee 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 Promotion Transmittal Form. The committee shall prepare written rationale for their recommendations.

Within seven calendar days of the promotion 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 Evaluation Form. With these materials, the department chair shall also provide a written recommendation to the Dean. A copy of these letters shall be provided to the candidate at least one day prior to the submission of the promotion file to the Dean.

H-2. Criteria

To be considered for promotion to a higher rank, faculty must meet the minimum university criteria (see Faculty Promotion Resources web site) as well as the minimum departmental criteria. For the rank of Associate Professor, a candidate must provide evidence of teaching excellence, establishment of a program of scholarship, and a record of service. Evidence of

teaching excellence shall include the results of self, peer, and student evaluations . Scholarship shall be consistent with the department's definition of scholarly activity (see Appendix B). Service shall also be consistent with the department's definition of service (Section II and Appendix B.). 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.

H-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 seven 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 Reconsideration meeting will be held within 10 days from Department Chair receipt of faculty request of the meeting. The faculty member will be allowed an opportunity to respond to the written reasons for non-promotion recommendation using written or oral evidence at the reconsideration meeting. Written notice of the reconsideration decision shall be forwarded to the Dean within seven days of the reconsideration meeting.

I. Instructional Academic Staff Review

I-1. Annual Review

In Accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually. The Department uses the PDP (Appendix D) to fulfill the university requirement for an IDP. IAS will complete a PDP annually in collaboration with the program director. The completed PDP will be reviewed annually with the program director and will serve as the IAS annual evaluation. The outcome of this meeting will be a merit ranking of meritorious or non-meritorious by the program director for each IAS. Program director will share that ranking with the IAS at the conclusion of the meeting and in writing. The Individual Development Plan (IDP) form will accompany the department's evaluation. The faculty/IAS review form and PDP are located in Appendix D. PDP's are to be sent to the dean's office no later than July 31 (in a non-contract renewal year) and in Spring semester in contract renewal years).

I-2. Annual Review Appeal Procedure

IAS have the right to appeal their annual review recommendation. This request must be submitted in writing to the department chair within seven days of the notice of the recommendation. Within two weeks of receiving the evaluation, a candidate may request, by writing to the department chair, reconsideration of the review. The reconsideration meeting will be held within 10 days from Department Chair receipt of request of the meeting. The IAS member will be allowed an opportunity to respond to the written reasons for the annual review recommendation using written or oral evidence at the reconsideration meeting. Written notice of

the reconsideration decision shall be forwarded to the IAS within seven days of the reconsideration meeting.

I-3. Promotion Procedures

University policies and procedure guiding promotion for IAS are available at <https://kb.uwlax.edu/103704>.*

I-4. Promotion Recommendation Committee

The HP Department IAS Promotion Recommendation Committee will consist of the department chair, all IAS in the department at the same or higher rank to which a promotion is being considered. In the event that there are fewer than 3 committee members (including the chair), tenured faculty will be appointed to the committee by the chair.

I-5. 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 seven 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 IAS Promotion Recommendation Committee. The Reconsideration meeting will be held within 10 days from Department Chair receipt of faculty request of the meeting. The faculty member will be allowed an opportunity to respond to the written reasons for non-promotion recommendation using written or oral evidence at the reconsideration meeting. Written notice of the reconsideration decision shall be forwarded to the Dean within seven days of the reconsideration meeting.

The faculty member will be allowed an opportunity to respond to the written reasons using written or oral evidence at the reconsideration meeting. Written notice of the reconsideration decision shall be forwarded to the Dean within seven days of the reconsideration meeting.

V. Non-Instructional Academic Staff Review (if applicable)

In Accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually. The Individual Development Plan (IDP) form will accompany the department's evaluation. IDP Form: <https://www.uwlax.edu/human-resources/employee-relations/performance-appraisals/>. Performance review due to Dean's office no later than July 31.

VI. Governance

A. Department Chair

A-1. The selection of Department Chairpersons

Eligibility Requirements for Serving as Chairperson

All members of a department shall be eligible to serve as department chairperson provided, they are:

- a. Tenured and at the rank of assistant professor or above;
- b. On staff of this university at least three full semesters;
- c. Not on terminal contract or temporary appointment.

Term of Office, Method of Selection, Removal from Office, and Remuneration of Department Chairpersons, refer to Faculty Senate Policies, June 11, 2019 Page 10-14.

A-2. Election of the Department Chair

Specific details of the selection process are contained in Faculty Senate Bylaw VII: The Selection of Department Chairs. Any tenured faculty member with $\geq 50\%$ appointment in the department is eligible to serve as chair. The term of office is three years. All faculty members, IAS, and non-instructional academic staff with faculty status are eligible to vote for the chair.

A-3. Responsibilities and Rights of the Department Chair

The department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate By-Laws (revised 2006)

https://www.uwlax.edu/globalassets/committees/faculty-senate/20210524-bylaws_articles-fs.pdf

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 <https://www.uwlax.edu/human-resources/employee-handbook/>.*

Such duties include the following:

- Promoting the needs of the department to the college and the university administration.
- Overseeing and monitoring the department budget.
- Convening department meetings and appointing faculty to departmental committees.
- Overseeing and coordinating the annual evaluation of department staff (including faculty, instructional academic staff, non-instructional academic staff, and university staff).
- Coordinating the preparation of promotion, tenure, and retention documents.
- Appointing and monitoring search and screen committees for departmental vacancies.
- Preparing departmental reports and audits.
- Representing the department in various university matters and activities.
- Overseeing the professional development of department members.
- Supervising non-instructional academic staff and program assistants.
- Oversight of departmental personnel records.
- Serving on Health Science Center committees.

- Supporting the continued development of programs within the department.
- Administers and oversees resources and functions that programs collaboratively share.
- Overseeing the department's strategic planning process and the advancement of short- and long-term goals.
- Providing mentoring to program directors on non-discipline specific issues.
- Oversight of anatomy laboratory personnel for maintenance of labs and resources including donated specimens

It is assumed that program directors are best qualified to prepare class schedules, make teaching assignments, request classrooms, and manage the budgets assigned to each program, and that they will routinely perform these activities. However, as stipulated in Senate Bylaws VI.H, the department chair shall retain ultimate responsibility for implementation and oversight of these activities.

In addition, given the collective expertise derived by housing multiple programs within the department, one of the chair's most significant responsibilities will be to encourage inter programmatic discussions of teaching, scholarship, and service activities with the goal of strengthening individual programs within the department while discouraging programmatic isolation.

In accordance with Senate Bylaw VIII, the department chair shall be granted a 0.5-FTE reassignment for administrative duties, provided that the department consists of a minimum of 10 faculty and academic staff members. The department chair shall also receive a partial summer appointment for fulfilling the responsibilities of the chair.

B. Program Directors

B-1. Selection and Appointments

Selection and appointment of Program Directors follow accreditation, program and University policy and procedures and consultation with the Department Chair. The Provost makes the final appointment.

B-2. Responsibilities of Program Directors

Program directors administer and oversee all aspects of their respective program. Each Program Director had direct access to the Dean for purposes of advocating for program needs and assuring organizational expectations are satisfied. These duties include, but are not limited to the following:

- Managing program budgets
- Providing written and oral information related to retention, tenure, and promotion decisions to the faculty member and to the promotion, retention, and tenure committee

- Promoting professional development of faculty and IAS within the program, including approval of professional development plans
- Determining faculty and IAS workload assignments
- Oversight for developing and accessing curriculum
- Maintaining program accreditation
- Serving as a liaison between the university and clinical partners
- Advocating for the program within the university and within the community
- Successfully recruiting students to the program
- Preparing class schedules
- Fostering positive alumni relationships
- Encourage members from other programs within the department to review and discuss teaching, scholarship, and service activities that occur within their respective programs

C. Evaluation of Program Directors and Department Chair

Program directors will be evaluated annually by the Department Chair to include the assessments of teaching, scholarly activity (if appropriate), service, additional responsibilities, and assessment of their current and proposed professional development plans. The Chair will solicit feedback from the faculty and staff for the Program Director evaluation. The Department Chair will be evaluated by the Dean, with feedback from the department's program directors.

D. Departmental Committees

The department has no standing committees. The Department Chair may appoint committees (faculty retention/promotion recommendation, IAS promotion recommendation, etc.) as described earlier in these bylaws and at the chair's discretion.

VII. Search and Screen Procedures

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

A. Tenure-track faculty

The approved UW-L tenure track faculty recruitment and hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/services/talent-acquisition-and-employment/recruitment/>. Additionally, UW-L's spousal/partner hiring policy can be found at <https://www.uwlax.edu/human-resources/spousal-and-partner-hiring/>.

B. Instructional Academic Staff

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

C. Contingency Workforce (Pool Search)

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

D. Academic Staff

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

VIII. Student Rights and Obligations

A. Complaint, Grievance, and Appeal Procedures

A-1. Grade Appeals (Appendix A)

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 term immediately following the term in which the grade was recorded. If the disputed grade involves a course that is not part of the department, students should contact the department chair.

A-2. Academic Non-Grade Appeals

Students may initiate and resolve complaints regarding faculty or IAS behavior. Such complaints shall be lodged either orally or in writing with the program director, 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 UW-L's *Eagle Eye Student Handbook*.

A-3. Program Policy Appeals

Where individual programs in the department have policies governing the status of students within the program, such policies should describe a process to appeal program decisions. When a student chooses to appeal a program decision, the chair of the department is to be informed of the appeal.

B. Expectations, Responsibilities, and Academic Misconduct

Academic and nonacademic misconduct policy referenced: <https://www.uwlax.edu/student-life/student-resources/student-handbook/#tm-academic-misconduct--chapter-uws-14->

Students who enroll in courses offered by the department are expected to attend and participate in these classes. The department expects that students will 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 as required by departmental programs.

As departmental programs are professional programs in the clinical arena, students are responsible for demonstrating a high level of knowledge, skills, and professional attributes in their program. These programmatic student performance expectations may exceed and be in addition to general UW-L standards of academic and non-academic conduct described in the

UW-L catalogue and the *Eagle Eye Student Handbook*. Student performance attributes in some of these areas are quite objective and can directly be reflected in course grades. Other performance attributes are less objective and are not as easily reflected in course grades. Thus, academic grades alone may not be sufficient to warrant promotion within or graduation from department programs, and factors other than grades may be considered as grounds for probation or dismissal from department programs. The standards for these performance attributes and professional conduct are defined by the individual program policies and are routinely provided to the students in departmental programs. The department expects students to demonstrate competency in knowledge, skills, and professional behaviors and reserves the right to dismiss students who fail to attain sufficiently high levels of competency in any of these categories.

C. Advising Policy

C-1. Advisement of Students in Professional Programs

Each student enrolled in a professional program offered by the department will be assigned a faculty or IAS member as their advisor in the program. Students are required to meet with their faculty or IAS advisor at least once each semester to discuss their academic progress, career interests, and course schedules.

C-2. Evaluation of Students in Professional Programs

Programs will review the academic performance, clinical performance, and professional behaviors of each student enrolled in the professional program on a regular basis in a manner deemed appropriate by the program.

Faculty and IAS advisors will be responsible for bringing notes or comments concerning student performances in their classes to student review meetings. Program directors will be responsible for disseminating the results of these evaluations in a manner deemed appropriate by the program.

C-3. Advisement of Pre-Professional Students

Pre-professional students are required to declare a major in addition to their pre-professional major. These students are typically assigned (and advised by) an advisor within their primary major who receives their SNAP reports. Program directors may also request duplicate SNAP reports for students declaring a pre-professional major and then offer supplemental advising opportunities for these students. In addition, students with undeclared majors who have a pre-professional major may be assigned a department advisor in the relevant program.

IX. Appendices

- A. Procedure for Hearing Grade Appeals
- B. Definition of Teaching, Service and Scholarship
- C. Policy on Outside Activities
- D. Template for Professional Development Plans and Faculty/IAS Annual Reviews
- E. Peer Evaluation Form (Faculty/IAS)
- F. Merit Evaluation Form (Faculty/IAS)

Appendix A

Department of Health Professions
Procedure for Hearing Grade Appeals

Relevant Bylaws:**VIII.A.A-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 term immediately following the term in which the grade was recorded.

Appeals Process:

The Department of Health Professions appeal process has four steps: Instructor, program director, department chair, department. The process will be detailed for each step:

Instructor

The request to appeal a grade will be put in writing and addressed to the individual course instructor. The appeal will contain the reason for the grade appeal and any supporting materials. Acceptable reasons for appeal are limited to the following:

- Instructor used different grading standards for student work than for other students in the class
- Grading for student was biased, arbitrary, or capricious.

The instructor will acknowledge the appeal was received via e-mail within 1 working day of receipt of the appeal. The instructor will contact the student within 5 working days of receipt of the appeal and schedule a formal meeting with the student. This meeting will be attended by the course instructor, another faculty member or program director, the student, and anyone else the student wishes to bring (if desired). If the course instructor is the program director, another faculty member or department chair will be asked to attend the meeting. The meeting may be recorded by notes and audiotape.

The possible outcomes of this appeal hearing are:

- Instructor accepts student's appeal for grade change and changes the grade
- Student acknowledges instructor's rationale for grade and accepts the grade
- Instructor does not change the grade; student does not accept the decision and decides to appeal to the next level.

The outcomes of the appeal will be documented by the course instructor with a copy sent to the student and placed in his/her file.

Program Director (optional step: may be skipped if the program director has been involved in the initial appeal hearing with the individual faculty member).

The request to appeal the grade will be put in writing and addressed to the program director. The appeal will contain the reason for the grade appeal and supporting materials. Acceptable reasons for appeal are limited to the following:

- Instructor used different grading standards for student work than for other students in the class
- Grading for student was biased, arbitrary, or capricious.

The program director will acknowledge the appeal was received via e-mail within 1 working day of receipt of the appeal. The program director will contact the student within 5 working days of receipt of the appeal and schedule a formal meeting with the student. This meeting will be attended by the program director, the student, and anyone else the student wishes to bring (if desired). The meeting will be recorded by notes and/or audiotape. The program director may seek additional information from the course instructor and /or student before rendering a judgment.

The possible outcomes of this appeal hearing are:

- Support for the instructor and a recommendation that the grade should stand as given.
- Recommendation to instructor to change the grade
- Student accepts the grade and ends the appeal process.
- Student does not accept the grading decision and decides to appeal to the next level.

The outcomes of the appeal will be documented by the program director with a copy sent to the student and placed in his/her file.

Department Chair

The request to appeal the grade will be put in writing and addressed to the department chair. The appeal will contain the reason for the grade appeal and supporting materials. Acceptable reasons for appeal are limited to the following:

- Instructor used different grading standards for student work than for other students in the class
- Grading for student was biased, arbitrary, or capricious.
- Program director recommended a grade change to the instructor; instructor did not change the grade.

The department chair will acknowledge the appeal was received via e-mail within 1 working day of receipt of the appeal. The program director will contact the student within 5 working days of receipt of the appeal and schedule a formal meeting with the student. This meeting will be attended by the department chair, the student, and anyone else the student wishes to bring (if desired). The meeting will be recorded by notes and audiotape. The department chair will speak to the course instructor after meeting with the student to gather information about the grading.

The department chair may also formally seek additional information from the course instructor and /or student before rendering a judgment.

The possible outcomes of this appeal hearing are:

- Support for the instructor and a recommendation that the grade should stand as given.
- Recommendation to instructor to change the grade.
- Student accepts the grade and ends appeal process.
- Student does not accept the grading decision and decides to appeal to the next level.

The outcomes of the appeal will be documented by the department chair with a copy sent to the student and placed in his/her file.

Health Professions Department Level

A student may request for a formal appeal at the Health Professions Department Level. The appeal must be filed in writing with the department chair. The appeal will contain the reason for the grade appeal and supporting materials. Acceptable reasons for appeal are limited to the following:

- Instructor used different grading standards for student work than for other students in the class.
- Grading for student was biased, arbitrary, or capricious.
- Department chair recommended a grade change to the instructor; instructor did not change the grade.

The department chair will acknowledge receipt of the written appeal within 1 working day. The department chair will appoint a five-member ad hoc committee to hear the appeal. The committee will consist of five faculty/staff of the Department who have not yet been involved in the appeals process.

The department chair will appoint one of the committee members to chair the committee. The department chair shall not be a member of this committee but will attend the committee meeting as observer and witness. The instructor will also attend this meeting but will not be a voting member. This appeals committee will meet within 1 week of receipt of the written grade appeal. The committee members will be given copies of the documentation of the previous 3 levels of appeal prior to the appeal hearing.

The appeals hearing will be conducted as follows:

- Student will be given 15 minutes to describe the basis for the appeal and provide supporting documentation to the committee.
- Involved teacher will be given 15 minutes to describe the rationale for the grade and reason for not changing the grade.
- Department chair will be asked to describe involvement in the situation and outcome of actions.

- The student, instructor, and department chair will be excused, and committee will deliberate.
- The committee may ask for additional information from any of the parties involved. The committee will specify the time frame for supplying the materials. The request for additional materials will be put in writing.
- If additional materials are requested, the committee meeting will be adjourned. The committee will reconvene within one week after deadline for receipt of the requested materials.
- The possible decisions the committee can make are:
 1. Support the appeal and make a recommendation to the course instructor to change the grade.
 2. Deny the appeal and support the grade as given.

The appeals committee chair will communicate the outcome of the appeal hearing in writing to the student, course instructor, and department chair within 5 days of the final committee hearing. A copy of the student's written appeal and the response of the committee will be given to the student and placed in the student's permanent record.

Any further appeal will be directed to the Dean of the College of Science and Health.

Appendix B

Department of Health Professions

Classification of Teaching, Service and Scholarship

The Department of Health Professions will utilize these definitions when clarifying roles and responsibilities for faculty and instructional academic staff and when making decisions regarding, merit, career progression, retention, tenure, and promotion. Teaching, Service and Scholarship are dependent upon the support of the College and University.

TEACHING: The ranked faculty member or IAS is an effective educator [examples include]:

- Ensures course content reflects contemporary knowledge/practice/skill.
- Concern for the student's total learning experience.
- Openness to constructive criticism and a willingness to improve teaching as a result of the peer and student evaluation process.
- Accessible to students regarding learning support, professional advice, and counsel.
- Effective organization of coursework.
- Quality of student work and outcomes of learning.
- Serves as a positive role model for students both academically and professionally.
- Holds high academic standards.

SERVICE: The ranked faculty member or IAS is expected to serve the program, the department, the university, and their profession in a collegial fashion.

Examples:

- Serving on program, department, and university committees.
- Providing professional development continuing education programming.
- Serving in leadership roles.
- Actively participating in the daily business of the program, department and/or university.
- Serving professional organizations.
- Providing professional services to the community.

SCHOLARSHIP:

The ranked faculty member or IAS will have ongoing scholarly activity accomplishments evaluated based on evidence of potential for continued achievement of scholarly work. Common elements of scholarly work require work to be peer reviewed and is disseminated through publication.

Scholarship is critical to the success in achieving tenure and promotion for faculty. These scholarship expectations should follow a general scheme based on the individual faculty's expertise. While there is no set number of scholarly products provided, one must strive to progress in scholarship. The key element of scholarship lies in the concept of peer review. Peer review is an independent jury of that body of work from experts. While there is a large range of faculty products that can be recognized as scholarship, the fundamental tenet to all these forms is the concept of peer review. Some common forms of scholarship include the dissemination of work through presentation and publication. Scholarly presentations often have a submission process that provides a peer review of work based on a formal submission process. Journal publications also largely use the peer review process to determine if the quality of the submitted work is notable. A goal that tenure track faculty should consider is the submission and publication of a journal manuscript each calendar year. While the publication of journal manuscripts is not the only method of scholarship this form of academic currency is non-disputed as a means of scholarship across the institution and should be of focus. In general, the department tenure/promotion committees expect a progression of work where local and regional presentations of work may be followed by national or even international presentations. Scholarly efforts from presentations may be then disseminated through journal publications and provide preliminary data for seeking intramural and extramural funding. Diversification of mechanisms for dissemination of scholarly activities is largely encouraged. It is likely that a portfolio has an array of materials that display a consistent effort in producing scholarship at this institution. These expectations are aligned with those of the university to place the faculty member in a competitive position to achieve promotion.

Please see the attached table for details.

- Scholarship that is in the planning stages is more valued than scholarship that has not been planned out.
- Scholarship that is being conducted is more valued than scholarship that is being planned.
- Scholarship that has been recently accomplished is more valued than scholarship that is being conducted.
- Scholarship that has been funded is more valued than scholarship that has only been submitted for funding.
- Scholarship that has been funded by agencies external to UW-L is more valued than internally funded projects.
- Scholarship that has been accepted for publication is more valued than scholarship that has been submitted for publication.
- Scholarship that has been presented at a national or international conference is more valued than scholarship that has been presented at a regional conference.
- Scholarship that has been published with peer review is more valued than scholarship that has been published without review.
- Scholarship produced as a team leader is more valued than scholarship produced as a member of the team.

Characteristics of Scholarship

Scholarly work	Typical examples: (not limited to the following)	Accomplishment is peer-reviewed and publicly shared:
<p>1. <u>Scholarship of discovery</u>: contributes to the development or creation of knowledge</p>	<p>Inquiry design (qualitative and/or quantitative) is consistent with the question being explored</p> <p>Examples:</p> <ol style="list-style-type: none"> a. Primary empirical research b. Theory development c. Philosophical inquiry d. Methodological studies 	<ol style="list-style-type: none"> 1. Peer-reviewed publications of research, theory, or philosophical essays* 2. Peer-reviewed invited presentations of research, theory, or philosophical essays 3. Grants awarded in support of research or scholarship** 4. Positive peer evaluations of a body of work. 5. Creation of new treatment techniques published in a peer-reviewed publication*. 6. Development of innovative pedagogical technique published in a peer-reviewed publication*. <p><i>*work can be submitted and not published.</i> <i>**work can be evaluated and not funded.</i></p>
<p>2. <u>Scholarship of integration</u>: work that gives meaning to knowledge</p>	<ol style="list-style-type: none"> 1. Book chapters 2. Review articles 3. White papers 5. Papers related to areas of expertise designed to influence organizations or governments. 6. inter-disciplinary projects 	<ol style="list-style-type: none"> 1. Peer-reviewed publications: <ul style="list-style-type: none"> · policy analysis · case studies · meta-analyses · annotated bibliographies · integrative reviews of the literature. 2. Published books 3. Copyrights, patents 4. Disseminated policy papers related to practice 5. Interdisciplinary grant awards 6. Disseminated reports of interdisciplinary programs
<p>3. <u>Scholarship of Application</u>: works that applies knowledge to solve real problems in the discipline</p>	<ol style="list-style-type: none"> 1. Development of clinical knowledge 2. Application of research knowledge to solve a problem 	<p>Formal documentation of a record of the activity, indication of the amount of the contribution made, and positive formal evaluation by users of the work:</p> <ol style="list-style-type: none"> 1. Consultations 2. Program evaluation 3. Development of practice patterns 4. Reports of clinical demonstration projects 5. Policy papers on practice 6. Reports compiling & analyzing patient or health service outcomes 7. Peer-reviewed professional presentations related to practice.

<p>4. <u>Scholarship of teaching</u>: work that develops curriculum addresses pedagogy and promotes teaching & learning.</p>	<ol style="list-style-type: none"> 1. Program development & assessment 2. Innovative use of technology 3. Development of student assessment methods 4. Application & evaluation of pedagogical techniques 	<p>Formal documentation of a record of the activity and positive formal evaluation by users of the work:</p> <ol style="list-style-type: none"> 1. Peer-reviewed publications related to teaching/learning. 2. Efficacy studies such as comprehensive program reports 3. Evidence of successful application of technology applications. 4. Grant awards related to teaching 5. Peer-reviewed professional presentations related to teaching/learning.
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(Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professorate*, Carnegie Foundation for the Advancement of Teaching, 1990).

Draft 11/26/2007; updated and approved 5/8/2009

Appendix C

Department of Health Professions Policy on Outside Activities

An outside activity is anything in which a faculty or instructional academic staff (IAS) member engages that is not part of their required university responsibilities. It is further defined in the University of Wisconsin System “Guidelines for Reporting Outside Activities” which can be found at <https://www.uwlax.edu/human-resources/news/update---outside-activity-reporting-04012021/>. The department recognizes that it can be mutually beneficial for our students, faculty, and instructional academic staff alike if classroom instructors maintain and enhance their skills through clinical practice, research, consulting, publications, and other outside activities.

In February 2003, the UW-L Faculty Senate passed a resolution on outside activities that may be accessed at <https://www.uwlax.edu/human-resources/news/update---outside-activity-reporting-04012021/>. Faculty and IAS members have a professional responsibility to be aware of potential conflicts of interest or interference with meeting their university obligations that may result from their involvement in outside activities. As a guideline for the purposes of these bylaws, outside activities that require use of more than 8 hours of university time per week may be considered excessive and likely to negatively impact on the individual’s obligations to the University and department.

If a department member feels negatively impacted by the outside activities of another member, multiple routes exist to address these concerns. Such concerns may be raised with the department member involved in outside activities, the appropriate program director, or the chair of the department. Alternative choices could include the UW-L Ethics Advisory Committee, the dean, or chancellor. The aggrieved department member is encouraged to pursue resolution of the concern at the lowest levels and to attempt to resolve the issue within the department; however, whistle blowing is a legitimate mechanism for resolving ethical dilemmas and can be used if there is fear of retribution.

UWS 8.025 contains the annual reporting requirement for outside activities. The process for reporting is initiated by the UW-L Human Resources Department in early spring of each year. Completed forms are to be turned in to the department chair on or before April 30th. The chair then forwards these to the Dean of CSAH. The reporting form requires signatures of the Chair/Director and Dean/Designee, and may be accessed at <https://www.uwlax.edu/human-resources/news/update---outside-activity-reporting-04012021/>.

Faculty and IAS who are engaged in outside activities that may produce a perceived or actual conflict of interest should familiarize themselves with the requirements of Chapter 8, in particular those sections defining conflicts of interest, the role of the Ethics Advisory Committee (8.035), actions to avoid possible conflicts of interest (8.04), and the potential sanctions for violating the policy (8.05).

All outside activities that involve teaching at another institution require prior approval of the Chancellor. Ultimately, the Chancellor has the final authority to determine whether an outside activity is creating a conflict of interest.

Appendix D

Professional Development Plan

Name:

Program Director:
Signature

Date:

Date Developed:

Staff:

Date:

Signature

Revised:

Areas to Develop/ Enhance/Explore (Research, Scholarship, or Development)	Goals:	Method/Activity/ Resources to Achieve Goal	Target Date	Date Completed	Outcomes/ Revisions
Teaching					
Scholarship					
Service					

INSTRUCTIONS TO DEPARTMENT CHAIRS:

All IAS will be reviewed annually using this form [Items 1- 5 (including Table 1) completed by chair - form signed by IAS and chair].

- A copy of this form signed by the IAS member and the chair (with letter if applicable) should be sent to the faculty member, the Dean's Office and HR (hrinfo@uwlax.edu) simultaneously when completed.

Accompanying letter written by the chair (or department committee)^

- Required if IAS is Redbooked¹ and at a 50% appointment or higher.
- Recommended if IAS is non-Redbooked at a 50% appointment or higher.
- Letter should address aspects of the individual's job performance with respect to their position description (PD).
- Letter may include commentary on elements of the individual's portfolio associated with potential promotion if requested by the IAS member (Table 2).

^Departments with many IAS are encouraged to create committees within the department to provide review of IAS that provides feedback on professional development.

(OPTIONAL) Feedback on potential promotion readiness (Table 2 completed by IAS)

- IAS with several semesters at UWL^A and an interest in potential promotion^B may complete Table 2 requesting feedback on additional professional development prior to their annual review.
 - ^ARedbooked¹ IAS with at least 2 years at UWL with a 75%+ contract
 - ^BIAS who are eligible for and planning to go up for promotion in the next 2-3 years
- Chairs/departments may provide verbal feedback on the item requested by the IAS member and then attend to specific goals or directions in the letter.

For promotional purposes the classification progression for IAS is as follows:

Associate Lecturer	Lecturer (no prefix)	Senior Lecturer
Clinical Assistant Professor	Clinical Associate Professor	Clinical Professor

Additional information at: [IAS promotion resources](#)

¹ "The Redbook" refers to the official UW System budget book. Individuals who are hired into a "Redbooked" position, have their names associated with a specific budget FTE line. Individuals who are non-Redbooked, are sometimes referred to as "adjuncts," "pool hires," "temporary Instructional Academic Staff," and/or "short term." A person could be hired as "non-Redbooked" for many semesters in a row. Non-Redbooked individuals are not eligible for IAS promotion or pay plan increases.

Employee Name:	Employee ID:
Title:	Department:
Review Completed by:	Review period – from to
Department Chair:	Review Date:

IAS ANNUAL REVIEW FORM REQUIRED ELEMENTS:
1. TABLE 1 - Teaching Quality Evidence

Student evaluations	REQUIRED	<input type="checkbox"/> Does Not Meet Expectation (discuss with IAS and in letter*) <input type="checkbox"/> Meets Expectation
Syllabi [^]	REQUIRED	<input type="checkbox"/> Does Not Meet Expectation (discuss with IAS and in letter*) <input type="checkbox"/> Meets Expectation
Learning outcomes are included in course syllabi [^]	REQUIRED	<input type="checkbox"/> Does Not Meet Expectation (discuss with IAS and in letter*) <input type="checkbox"/> Meets Expectation
Participation in departmental or college level required course-based assessments	IF RELEVANT	<input type="checkbox"/> Does Not Meet Expectation (discuss with IAS and in letter*) <input type="checkbox"/> Meets Expectation

[^]Required for all courses (except independent study) as of Fall 2017 by Faculty Senate.

Departments vary in the extent to which they use or require the following – check “not applicable” if not used in review

Grade Distributions	<input type="checkbox"/> Not applicable <input type="checkbox"/> Meets Expectation	<input type="checkbox"/> Does Not Meet Expectation (discuss with IAS and in letter*) <input type="checkbox"/> Meets Expectation
Student Comments	<input type="checkbox"/> Not applicable <input type="checkbox"/> Meets Expectation	<input type="checkbox"/> Does Not Meet Expectation (discuss with IAS and in letter*) <input type="checkbox"/> Meets Expectation
Peer Evaluation	<input type="checkbox"/> Not applicable <input type="checkbox"/> Meets Expectation	<input type="checkbox"/> Does Not Meet Expectation (discuss with IAS and in letter*) <input type="checkbox"/> Meets Expectation
IAS self-reflection/ teaching philosophy	<input type="checkbox"/> Not applicable <input type="checkbox"/> Meets Expectation	<input type="checkbox"/> Does Not Meet Expectation (discuss with IAS and in letter*) <input type="checkbox"/> Meets Expectation

**if letter is provided (required for IAS who are 50% or more and Redbooked)*

Employee Name: _____

Department: _____

2. All duties contained in the position description are being performed satisfactorily.

YES NO (If no, must be reflected in a letter).

3. If applicable based on accreditation: professional licensures, certifications, and/or productivity guidelines appropriate to the department or program have been discussed during this review.

Not applicable YES NO

4. Merit – Semester completed _____
Merit Designation _____

5. Reassigned time (if applicable) % _____
Brief Description _____

(Supervisors need to provide a letter and PD for reassigned time outside the department.)

Department (or Committee) Chair Signature Date: _____

Employee signature Date: _____

The signature of an employee on this annual review form indicates that the review has occurred and that the information contained on this form represents the feedback that has been discussed with the IAS member under review. It does not necessarily indicate agreement with the results of the review.

CHAIRS – Submit a copy of this form and a letter (required for all 50% or higher IAS who are Redbooked) to the IAS, the Dean's Office and HR.

Appendix E

EXAMPLE REPORT FORM FOR PEER EVALUATION OF FACULTY AND INSTRUCTIONAL ACADEMIC STAFF

Observation of: _____ Course: _____

Dates: _____ Peer reviewer: _____

(This form may be customized to specifically address the course being taught.)

Organization

	Needs Improvement	*	Adequate	*	Does Well	*
Previews lecture/discussion content	*	*	*	*	*	*
Provides summaries and transitions within lecture	*	*	*	*	*	*
Summarizes and distills main points at the end of class	*	*	*	*	*	*

Presentation

	Needs Improvement	*	Adequate	*	Does Well	*
Uses instructional supports effectively (Overheads, Power Point, videos)	*	*	*	*	*	*
Responds to changes in student attentiveness	*	*	*	*	*	*
Uses space in the classroom well (does not hide behind podium)	*	*	*	*	*	*
Speaks audibly and clearly	*	*	*	*	*	*
Communicates a sense of enthusiasm toward content	*	*	*	*	*	*
Establishes and maintains eye contact with class	*	*	*	*	*	*
Selects teaching methods appropriate for content	*	*	*	*	*	*
Presentation facilitates note taking	*	*	*	*	*	*

Rapport

	Needs Improvement	*	Adequate	*	Does Well	*
Knows and uses student names	*	*	*	*	*	*
Responds respectfully when student response demonstrates ignorance or misunderstanding	*	*	*	*	*	*
Listens carefully to student comments and questions	*	*	*	*	*	*

Recognizes when students do not understand

* * * * *

Content

Includes examples & illustrations

	Needs			Does
	Improvement	Adequate		Well
	*	*	*	*

Makes course content relevant with references to clinical applications

* * * * *

Answers student questions clearly and directly

* * * * *

Gives students enough time to respond to questions

* * * * *

Responds to wrong answers constructively

* * * * *

Coaches students when answering difficult questions by providing cues

* * * * *

Respects diverse points of view

* * * * *

Active Learning

	Needs			Does
	Improvement	Adequate		Well
	*	*	*	*

Clearly explains directions or procedures

* * * * *

Clearly explains the goal of the activity

* * * * *

Allows adequate time to complete the activity

* * * * *

Gives prompt attention to individual problems

* * * * *

Provides individuals constructive verbal feedback

* * * * *

Demonstrations are clearly visible to all students

* * * * *

Topics for discussion based on observations:

Principles of learning employed
Alternative methods considered

Instructional methodologies
Suggestions for follow-up

Appendix F

Merit Evaluation for Academic Year _____

Merit Evaluation for: _____

Conducted by: _____

Role in Evaluation: Faculty Advocate Program Director Department Chair

Evaluation: Meritorious Not Meritorious

Rationale (Mandatory for Not Meritorious Evaluation):