

Department of Mathematics  
Bylaws, Policies, and Procedures

(Adopted March 7, 2013,  
Amended April 7 & 28, 2017)

**UW-LA CROSSE DEPARTMENT OF MATHEMATICS**  
*Bylaws, Policies, and Procedures*

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## I. Department of Mathematics – Bylaws, Policies and Procedures

Adoption Date: March 7, 2013

*Note: URLs in these by-laws are provided for convenience and should be reviewed regularly for accuracy.*

## II. Organization and Operation

Department members are governed by six interdependent sets of regulations:

1. Federal and State laws and regulations;
2. UW System policies and rules;
3. 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 Bylaws in this document were adopted by the members of the Mathematics Department in accordance with the University of Wisconsin System and the University of Wisconsin-La Crosse Faculty and Academic Staff Personnel Rules.

### B. Meeting Guidelines

Department meetings will be run according to the most recent edition of Robert's Rules of Order (<http://www.robertsrules.com/>) and WI state opening meeting laws ([http://www.doj.state.wi.us/AWP/2010OMCG-PRO/2010\\_OML\\_Compliance\\_Guide.pdf](http://www.doj.state.wi.us/AWP/2010OMCG-PRO/2010_OML_Compliance_Guide.pdf)) summary at (<http://www.uwlax.edu/HR/employment/PeopleAdmin/Tools/OpenMeetingsRules-Summary.htm>).

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

### C. Definitions of Membership & Voting Procedures

For the purpose of conducting business at any regular meeting, members of the department are defined as instructional academic staff members with at least a 50% contract, non-instructional academic staff members with 100% appointments, and all ranked (tenured and tenure-track) faculty with at least a 50% appointment in the Mathematics Department. All department members may vote in non-personnel departmental matters. Only ranked (tenured and tenure-track) faculty are eligible to vote in personnel matters, as specified in these bylaws.

Unless specifically indicated otherwise, a simple majority of those voting carries the vote. Voting occurs with a voice vote or a hand vote and any member can call for a roll call vote. Proxy voting is not allowed. Members who join by teleconference and have heard all the deliberation are eligible to vote.

#### **D. Definitions of Quorum and Majority**

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

#### **E. Changing by-laws**

These by-laws may be amended by the following procedures: A two-thirds majority of the current department membership present and eligible to vote on by-laws is required to amend the by-laws; Any proposed amendment(s) shall be presented and distributed in writing at a department meeting and voted on at the next subsequent meeting; policies pertaining to personnel issues, which are the responsibility of the ranked-faculty (tenure-track or tenured), or of the tenured faculty may only be changed by those voting. Second readings can be waived for by-laws that do not pertain to personnel decisions.

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

#### **A. Faculty**

*Faculty responsibilities are referenced in section IV of the Faculty Senate by-laws entitled "Responsibilities of Departments, Department Members and Department Chairpersons" (<http://www.uwlax.edu/facultysenate/ABP/FacSenatePolicies.html>.)*

The Department will identify School of Education faculty members who are specifically hired as a teacher educator. A teacher educator is defined as an individual with the primary expectation in teaching education pedagogy or significantly contributes to a teacher education program that requires Wisconsin Department of Public Instruction (DPI) program approval.

#### **1. Teaching.**

Faculty of the Mathematics Department are expected to keep current in their subject matter area and to work to improve 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. In addition, faculty are expected to grade and return student assignments, including examinations, in a timely fashion.

#### **2. Scholarship.**

Faculty in the Mathematics Department are expected to develop and maintain an active program of scholarship. As part of its select mission UW-L states "The University expects scholarly activity, including research, scholarship and creative endeavor that supports its programs at the baccalaureate degree level, its selected graduate programs, and its special mission." (Source: UW-L Faculty and Academic Staff Handbook.) The Department of Mathematics subscribes fully to this statement regarding the expectation of scholarly activity on the part of its members. The department feels strongly that this expectation of scholarly activity is essential to the development and maintenance of a well-qualified, enthusiastic staff. The department deems it important that

students in mathematics classes see their instructors as dedicated teachers of mathematics who are also active scholars of mathematics. The teacher of mathematics who is also engaged in pursuing mathematics in order to expand his or her own knowledge and thereby enhance his or her competence as a professional academic mathematician sets a fine example for students of the model “teacher/scholar.”

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

The department further feels that a broad interpretation of “scholarly activity” is necessary as it allows for the diversity which is naturally present in the more than twenty staff members and that such an interpretation is desirable in that it is conducive to greater productivity and higher morale among the faculty members.

Therefore, the department will consider an activity undertaken by a department member to be a scholarly activity if it results in a significant contribution either to the existing body of professional knowledge in the mathematical sciences or to the personal professional knowledge of the department member as an academician in the mathematical sciences.

The department recognizes that this broad interpretation will necessarily result in some overlap with other areas of faculty endeavor. The following list (neither exhaustive nor ranked) is offered as a sample of the kinds of endeavors which the department considers to be scholarly activities. It is further recognized by the department that some types of scholarly activity necessarily require considerably more time and effort on the part of a faculty member than others.

1. Publications (professional articles in the mathematical sciences or the field of education).
  - a. Original works.
  - b. Expository papers.
  - c. Reviews.
  - d. Other.
2. Professional conventions, colloquia, seminars, workshops, short courses, etc. in the mathematical sciences or the field of education.
  - a. Giving a presentation
  - b. Organizing.
  - c. Attending.
  - d. Designing, delivering, or evaluating professional development for educators
  - e. Other.
3. Professional consulting in the mathematical sciences or the field of education.
  - a. On campus.
  - b. Off campus.
4. Problem solving in the mathematical sciences.
  - a. Solving problems posed in professional publications.
  - b. Posing problems for publication.
  - c. Other.
5. Writing or editing books or curricular materials

- in the mathematical sciences or field of education.
- 6. Refereeing articles for journals in the mathematical sciences.
- 7. Software development in the mathematical sciences or field of education..
- 8. Grants in the mathematical sciences or field of education.
  - a. Writing proposals
  - b. Writing successful proposals
  - c. Reviewing proposals
- 9. Empirical research in the field of education
  - a. Experimental, quasi-experimental, observational, correlational, case-study, lesson study, etc.
  - b. Designing, validating, or piloting instruments for use in educational research.
  - c. Software development for educational research.
- 7) Software development in the mathematical sciences.
- 8) Grants in the mathematical sciences.
  - a. Writing proposals
  - b. Writing successful proposals.

### 3. Service.

Faculty of the Mathematics Department are expected to serve the institution and their profession. This service can take the form of participating on departmental and university committees, offering professional assistance to off-campus groups or joining and participating in the activities of professional societies in their discipline.

### ***B. Instructional Academic Staff Responsibilities and Expectations***

*Requests for IAS hiring will be presented to the college dean. The request will indicate one of the standard titles from the lecturer or clinical professor series <http://www.uwlax.edu/facultysenate/committees/ias/pages/titling.html> and will outline specific duties including teaching and any additional workload. Total workload for IAS is defined as a standard minimum teaching load plus additional workload equivalency activities. <http://www.uwlax.edu/facultysenate/41st/3-29-07/IAS%20Appendix%20B.htm>.*

The Department will identify School of Education IAS members who are specifically hired as a teacher educator. A teacher educator is defined as an individual with the primary expectation in teaching education pedagogy or significantly contributes to a teacher education program that requires Wisconsin Department of Public Instruction (DPI) program approval.

### 1. Teaching.

The teaching expectations of IAS are similar to those of the tenure track faculty, as described in section III.A.1. Examples of teaching expectations and evidence for instructional academic staff are also provided in section 5.1.1.1 of the *Guide to Instructional Academic Staff (IAS) Career Progression and Portfolio Development at UW-La Crosse*, as approved by the UW-L Faculty Senate on 10/25/07 (<http://www.uwlax.edu/facultysenate/42nd/FS%20Mtgs/10-25-07/IAS%20CPS%20Procedures.htm>). These include, but are not limited to:

- Self-assessment of teaching (i.e. teaching philosophy and personal growth statements,

course expectations, approaches to grading and evaluation, methodology)

- Peer evaluation of teaching
- Student evaluation of instruction
- Advising students

## **2. Professional Development / Creative Activity / Scholarship.**

As stated above, the primary responsibility of an IAS member is to provide quality teaching; however, since professional development activities allow an IAS member to remain current in mathematics, some level of professional development or scholarship is encouraged. Professional development activities for IAS may include, but are not limited to, those activities that can be shown to relate to the individual's teaching or service responsibilities (as described in section **5.1.1.2** of the *Guide to Instructional Academic Staff (IAS) Career Progression and Portfolio Development at UW-La Crosse*):

- Participation in workshops, institutes, seminars, graduate courses, or participation in professional organizations or attendance at professional meetings
- Publication of literature reviews
- Formal coursework
- Participation in continuing education
- Mentoring
- Scholarship (as defined in Appendix A)
- In-service training
- Professional certification

## **3. Service.**

The expectations for involvement in service activities by IAS members of the Department of Mathematics will differ on the basis of the individual's title prefix. Examples of IAS service activities (as provided in section **5.1.1.3** of the *Guide to Instructional Academic Staff (IAS) Career Progression and Portfolio Development at UW-La Crosse*) include:

- Serving on active departmental, standing Faculty Senate, and UW-System committees.
- Appointments with administrative responsibilities
- Volunteering to serve in professional organizations.
- Peer reviews of manuscripts and/or grant proposals
- Administration of grants
- Participation in student recruitment activities. This could include admissions recruiting for the university and/or the recruitment of students into departmental programs.
- Organization of lecture series, institutes, workshops, *etc.*
- Consulting and advising

## **C. Non Instructional Academic Staff Responsibilities and Expectations**

The responsibilities and expectations of non-instructional academic shall conform closely to the categories and duties outlined in each individual's job description and shall serve to aid in the goal setting and professional development of the staff member.

## **D. Student Evaluation of Instruction**

The department will follow the UW-L SEI policy and procedure available on the Faculty Senate webpage <http://www.uwlax.edu/facultysenate/Archived%20Documents/Archived%20Document%20Page.htm>. Results from the Faculty Senate approved SEI questions are required for retention, tenure, and promotion in the form of (1) the single motivation item and (2) the composite SEI consisting of the 5 common questions. These numbers will be reported using the Teaching Assignment Information (TAI) form. The department will add both the motivation item and the composite SEI fractional median for each course. In addition, the candidate's overall fractional median for the term on both the single motivation item and the composite SEI are reported. Finally, the department adds the departmental fractional median for both the single motivation item and the composite, the minimum and maximum composite SEI for the department, and the candidate's rank in SEI scores relative to all departmental ranked faculty (tenure-track or tenured) for that term (e.g. 3 of 15).

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

Each instructor in the Mathematics Department shall participate in student evaluation of instruction at least once a year. The evaluation shall take place in all classes taught by that instructor that semester with the exception of independent study courses. Evaluations will be completed by students during the last weeks of the semester using the Mathematics Department Student Evaluation Instrument. (See Appendix B). All evaluations given shall be recorded. Probationary faculty members are required to participate in student evaluation of instruction in both fall and spring semesters. Faculty members seeking promotions are advised to check on requirements for student evaluations in the promotion process.

#### **IV. Merit Evaluation (Annual Review)**

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

##### **A. Evaluation Processes & Criteria**

###### **1. Faculty**

A merit evaluation process should recognize and reward the hardworking, productive members of the Department. The "higher merit categories" should be used to recognize outstanding professional accomplishments and significant contributions to the Department, University and the mathematical sciences profession.

In this section, faculty member refers to ranked (tenured or tenure-track) department members.

###### **a. Self-evaluation.**

At the end of the academic year, each department member shall complete a self-evaluation form highlighting accomplishments in the categories of teaching, scholarship, and service. This form may be up to three pages in length with no more than one page for each category. Department members who started work in January or later will not submit a self-evaluation form for the first spring that they are here.

Department members who are on professional leave are eligible for merit and are expected to submit completed self-evaluation forms describing their leave and other professional activities.

The merit review will take place each fall for review of the previous year's work. New department members who begin in that fall semester or the previous spring semester do not undergo a merit review for the previous year and do not complete a self-evaluation. These people are reviewed for retention early in the spring semester and, if retained, their salary adjustment will be as stated in their contract.

**b. Merit Evaluation Committee.**

The Department Merit Evaluation Committee will consist of the chair, four other department members serving two-year terms, and one alternate who will serve for one year. Each year, two new members and an alternate will be elected at the end of the academic year. These new members will join the chair and the continuing committee members in evaluating each department member's merit for the academic year just being completed. Every department member whose accomplishments will be reviewed for that academic year is eligible to serve on the committee.

To begin the election process, the chair will compile a list of all department members who are willing to serve on the merit committee. An eligible faculty member may decline to serve provided he/she has just completed a term on the committee. Refusal to serve for any other reason will result in being placed in merit category 0 for that year. The chair will distribute ballots with all of the resulting names. Each department member may vote for as many people as they wish, indicating support for those persons as potential merit committee members.

The chair will then nominate two members for two-year terms and one alternate for a one-year term, giving preference to people who received majority support on the initial ballots while considering how well the committee represents the Department. The Department will then vote to approve/disapprove the list of nominees as a whole. If the group of nominees does not receive approval by a majority of the Department, the chair will put forward a new list of nominees. If approval is not reached in three attempts, the chair shall work with the Dean to select the new members of the committee. (In the initial year, the chair will nominate two members for two-year terms, two for one-year terms, and one alternate.)

**c. Review Process and Merit Categories.**

In the summer or fall after the academic year is completed, the merit evaluation committee shall receive copies of the self-evaluation forms from each department member and shall have access to the self-evaluation forms from the preceding two years. The department chair will also provide teaching assignment information.

All of the above listed materials will be available to all department members to view upon request.

Department members' performance in each of the three areas of teaching, scholarship activity, and service shall be reviewed by the merit committee using the criteria in the Department's Procedures for Faculty Personnel Review (Section V). The reviews will be conducted in random order. Upon review by the committee, each person will be placed in categories 0, 1, 2, or 3 as follows. Members of the committee will not act on their own evaluations. The alternate shall act on the evaluations of the committee members.

Any department member not completing the self-evaluation form, or who is unwilling to be placed on the merit ballot will automatically be placed in merit category 0. If the majority of the committee judges any department member to be delinquent in their duties that person will be placed in merit category 0.

For each person not placed in merit category 0, the committee shall vote on placing that person in merit category 2 (or above). If the department member being considered does not receive majority support, he/she will be placed in category 1.

Once it has been determined which department members have advanced above category 1, each committee member will be asked to select the people they wish to put in merit category 3. Those without a majority vote will be placed in merit category 2, while each person with majority support will be placed in merit category 3.

There will be no restriction on the number of department members placed in any category and no restriction on the number of people a merit committee member may vote in favor of at any stage. At the end of all voting, the chair may appeal any decision and ask for reconsideration and revote by the merit evaluation committee.

The committee will report to the department the procedures followed and the members placed in each category. Reasons for persons being placed in category 2 or 3 shall be made available from the chair upon request.

## **2. Department Chair (if applicable)**

In addition to the materials requested of all department members, the Dean will also be asked to supply a letter to the committee evaluating the chair. Each department member will also be invited to submit an unsigned evaluation on the chair's service relative to department chair duties. This evaluation will allow department members to rank this service on a scale of 1-5, and will also allow members to write comments.

## **B. Distribution of Merit Funds**

The first distribution shall be to those who are in categories 2 or 3. The amounts are:

Category 2	\$300
Category 3	\$450

The remaining merit money is distributed to all department members not in category 0 as follows: One half shall be given in equal percentage raises and one half shall be distributed in equal dollar allotments. In those years when funds for pay increases in the Department is one percent or less of the Department base, the Department shall meet to determine the amount to be distributed to persons in merit categories 2 and 3.

## **C. Appeal Procedures**

A Department member wishing to appeal her/his classification must submit a written appeal to the department chair within 5 days of receipt of the committee report. The department member may submit material to the committee in support of the appeal and may attend the appeal meeting. If not satisfied with the result of the appeal, the department member may next appeal to the Department. The chair may also bring an appeal to the Department on behalf of a department member. A majority vote by the Department is needed to override a merit committee decision.

## **V. Faculty Personnel Review**

The department will follow the policies regarding retention and tenure described in the Faculty Personnel Rules (UWS 3.06 - 3.11 and UWL 3.06 -3.08)

[http://www.uwlax.edu/hr/current/Unclassified/unclassified\\_personnel\\_rules.htm](http://www.uwlax.edu/hr/current/Unclassified/unclassified_personnel_rules.htm).

Tenure/retention decisions will be guided by the criteria established in the by-laws at the time of hire unless a candidate elects to be considered under newer guidelines. The criteria outlined in Section V. A & V. B. "Faculty Personnel Review" in these by-laws should be applied to faculty with a contract date after March 7, 2013

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. Additional materials may be required for departmental review and will be indicated in these by-laws.
- ii. Departments 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 SEIs by individual course and semester (which are only available after completing a full academic year) and departmental comparison SEI data; and 3. Merit evaluation data (if available).
- iii. The initial review of probationary faculty shall be conducted by the tenured faculty of the appropriate department in the manner outlined below.
- iv. Starting with tenured-track faculty hired effective Fall 2008, all first-year tenure-track faculty will be formally reviewed in the spring of their first year. A departmental letter will be filed with the Dean and HR. Formal reviews resulting in contract decisions will minimally occur for tenure-track faculty in their 2nd, 4th and 6th years.
- v. The School of Education Director will review a School of Education candidate's work as a teacher educator and write a letter that addresses the candidate's professional contributions (teaching, scholarship, and service) and expectations for teacher education, and the candidate's contributions to the larger educational community. This letter will be included as an item in the candidate's portfolio that will be reviewed by the department and included in the materials forwarded to the Dean. Candidates should provide their portfolios to the SOE Director no fewer than 7 days prior to the departmental review.

#### **1. Procedure**

The Retention/Tenure Review Committee shall consist of all tenured members of the Mathematics 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 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. The Committee chair shall select two members of the Committee in addition to the department chair to serve as classroom evaluators of probationary faculty members. No person other than the chair will serve more than two years as an evaluator during the time that any one probationary faculty members is being reviewed.

The classroom evaluators and the department chair will each observe two classes taught by each probationary faculty member before the retention meeting. The evaluators will assess the classroom experiences they observed in a report to the probationary faculty member and to the Retention/Tenure Review Committee.

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 Annual Faculty Review Form (completed the previous spring semester), a current vita, course syllabi, copies of final examinations, 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 below, the Retention/Tenure Review Committee shall evaluate each probationary faculty member's performance based on the completed Annual Faculty Review Form, vita, classroom evaluator's reports, student evaluations, course syllabi and examinations, and any other information, written or oral, presented to the Committee by the probationary faculty member or by Committee members or 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 the Committee members present 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.

## **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.

In addition to establishing a record of successful teaching, a probationary faculty member must establish a program of continued scholarship for retention and, ultimately, a positive tenure recommendation.(See Appendix A, Definition of Scholarship.)

Service is also an important faculty responsibility. Probationary faculty are expected to have a successful record of accomplishments in all three areas of responsibility by the end of their probationary period.

The review criteria for the three areas of performance are listed below.

- a. Teaching.
  - 1) Regular meeting of classes
  - 2) Regular assignments and assessments of students
  - 3) Scheduled office hours
  - 4) Satisfactory SEI scores

- 5) Innovative teaching methods
  - 6) Collaborative teaching activities
  - 7) Satisfactory student performance on final exams
  - 8) Independent study offerings or student projects
  - 9) Satisfactory coverage of the syllabus or course outline
  - 10) Clear, well-organized class presentations/activities
  - 11) Course development
  - 12) Appropriate grading policies.
- b. Scholarly activities in mathematics or related fields.
- 1) Publications (professional articles in the mathematical sciences or the field of education).
    - a. Original works.
    - b. Expository papers.
    - c. Reviews.
    - d. Other.
  - 2) Professional conventions, colloquia, seminars, workshops, short courses, etc. in the mathematical sciences or the field of education.
    - a. Giving a presentation
    - b. Organizing.
    - c. Attending.
    - d. Designing, delivering, or evaluating professional development for educators.
    - e. Other.
  - 3) Professional consulting in the mathematical sciences or the field of education.
    - a. On campus.
    - b. Off campus.
  - 4) Problem solving in the mathematical sciences.
    - a. Solving problems posed in professional publications.
    - b. Posing problems for publication.
    - c. Other.
  - 5) Writing or editing books or curricular materials in the mathematical sciences or field of education.
  - 6) Refereeing articles for journals in the mathematical sciences.
  - 7) Software development in the mathematical sciences or field of education.
  - 8) Grants in the mathematical sciences or field of education.
    - a. Writing proposals
    - b. Writing successful proposals
    - c. Reviewing proposals
  - 9) Empirical research in the field of education
    - a. Experimental, quasi-experimental, observational, correlational, case-study, lesson study, etc.
    - b. Designing, validating, or piloting instruments for use in educational research.
    - c. Software development for educational research.
- c. Service.
- 1) Serving on department committees
  - 2) Serving on university or system committees
  - 3) Student advising
  - 4) Leadership in professional organizations

- 5) Cooperation with local and state school districts
- 6) Serving as advisor for student organizations
- 7) Leadership in community organizations
- 8) Other department, university, or system activities.

### **3. Appeal**

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 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).

### **B. Tenure review and departmental tenure criteria**

The procedure for a Tenure Review is the same as that of a Retention Review, which is described in section **V.A.**

### **C. Post-tenure Review**

1. Every five years the professional performance of tenured faculty will be reviewed in the areas of teaching, scholarly activity and service through the department's merit process. The review process will initially be conducted in the 1994-95 academic year. The review will be scheduled in the spring semester before the merit process commences.

However, if a tenured faculty member is placed in merit evaluation, an interim review process will be initiated for that faculty member at that time. The chair will convene all other tenured members of the department to serve as the review committee. The review committee will determine whether that faculty member has significant areas of concern and, if so, in which areas.

2. The chair of the department will initiate the review process. If a faculty member has received satisfactory merit ratings (categories 1, 2, 3) for the past five years, that member will be deemed satisfactory for the review. If a faculty member has received an unsatisfactory merit rating (category 0) in any of the five previous years and was deemed to have significant areas of concern at that time, the chair will convene the other tenured members of the department as the review committee to determine whether that faculty member still has significant areas of concern. If so, then the procedures for removal of the identified areas of concern as outlined in the "UW-L Tenured Faculty Review and Development" section of the UW-L Staff Handbook will be followed.

3. Each year members of the merit committee and the review committee for periodic review of tenured faculty (when applicable) will meet to discuss how performance reviews should be conducted based on the departmental bylaws. Department members will attend university-required training programs on performance reviews.

4. The review criteria for the three areas of performance *are the same as indicated in Section V.A.2.*
5. The School of Education Director will review a School of Education candidate's work as a teacher educator and write a letter that addresses the candidate's professional contributions (teaching, scholarship, and service) and expectations for teacher education, and the candidate's contributions to the larger educational community. This letter will be included as an item in the candidate's portfolio that will be reviewed by the department and included in the materials forwarded to the Dean. Candidates should provide their portfolios to the SOE Director no fewer than 7 days prior to the departmental review.
6. Results of the review.
  - a. All procedures outlined in the "UW-L Tenured Faculty Review and Development" section of the UW-L Staff Handbook will be followed.
  - b. Written records of all reviews will be kept in the department.
  - c. Faculty members will have the option of meeting with the chair to discuss their reviews. If a faculty member has been judged to have significant areas of concern by the review committee, either during an interim review or during the regular five-year review, the review committee will meet face-to-face with that faculty member to discuss reasons for the rating and to plan strategies to address areas of concern.
  - d. Appeals will be handled as outlined in the merit procedures of the department (section IV.C of the bylaws).

**D. Faculty Promotion Procedures (procedure, criteria and appeal)** The department will follow the guidelines and schedules regarding faculty promotion available at <http://www.uwlax.edu/hr/promo-resources.htm>

## 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 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 the 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 Evaluation Report Form, 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 V.D.2 below for Promotion

Eligibility Criteria). At this time, the department chair will re-notify 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 Evaluation Report Form 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.

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 Evaluation Form. 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.

## 2. Criteria

To be considered for promotion to a higher rank, faculty must meet the minimum University criteria as stated in the Employee Handbook. For the rank of Associate Professor a candidate must provide evidence of teaching excellence and the establishment of a program of scholarship. 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. Evidence of teaching excellence shall be consistent with the department's criteria (see V.A.2). Service activity includes service to the department, the institution, and the profession. (see V.A.2)

## 3. Appeal

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 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.

## **VI. Instructional Academic Staff Review**

Instructional Academic Staff (IAS) Lecturers in the Department of Mathematics are held to the same teaching expectations as tenure track faculty (see section III.A). Because Lecturers do not have the full range of tenure track faculty responsibilities (section III.B), their teaching load may be larger than that of the tenure track faculty. Any special expectations of a member of the academic staff are stated in the position description.

During the first semester of employment of each instructional academic staff member, the department chair shall select a member of the department to serve as a **peer evaluator** for that person. In addition, the new staff member will choose *one additional* faculty member to serve as a **mentor**. Once each academic year, the peer evaluator and the mentor will observe at least one class taught by the IAS member. In addition, the evaluators/mentors shall review relevant course materials (e.g. syllabi,

assignments, etc.). The mentors/evaluators will assess the classroom experiences they observed in a written report to the IAS member and to the department chair. This procedure will be followed each year for the first three years of the IAS member's employment.

### **A. Annual Review**

In Accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually. The Individual Development Plan (IDP) form will accompany the department's evaluation. IDP Form: <http://www.uwlax.edu/hr/current/idp/idp.htm>

*Any IAS member considering career progression at any time in their employment should see **section VI.B.** for special requirements concerning the format for providing materials for the annual review.*

**Evaluations of instructional academic staff will occur in the spring semester.** Each IAS member will provide information related to their teaching, and if appropriate, professional development / scholarship / creative activity, and service activities, to the Review Committee (consisting of tenured faculty and Senior Lecturers of the Department of Mathematics). These materials should be extracted either from their date of hire to date of review or from their previous two years of employment, whichever is less. Copies of course syllabi and final exams are required, and the IAS member may choose to provide additional evidence. The chair will remind each instructional academic staff member to present these materials to the chair at least **fourteen days** prior to the date of the review. The department chair will supply grade distributions and the results of student evaluations of instruction for each IAS member to the review committee. Academic staff 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.

**1. Procedure.** The review of instructional academic staff shall be conducted by the tenured faculty and Senior Lecturers of the Department of Mathematics (the Review Committee) in the manner outlined below.

Using the criteria in section **VI.A.1.a** (below) the Review Committee shall evaluate each IAS member's performance based on the updated IAS materials, classroom mentor and peer evaluator reports, student evaluations of instruction (SEIs), and any other information, written or oral, presented to the committee.

In order to obtain a recommendation for reappointment, the IAS member's performance must be judged to be satisfactory (see section **VI.A.1.a**). Votes shall be cast by a show of hands on a motion to recommend reappointment. Recommendations for **reappointment** must receive the support of the **majority** of the committee as defined in section **II.D**. The results of the vote shall be recorded and included in the recommendation submitted to the dean.

In the case of a non-renewal recommendation, the committee shall prepare written reasons for its decision. These reasons shall be reported to the instructional academic staff member by the committee chair.

Within **seven** days of the review meeting, each IAS 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.

**a. Criteria.** The members of the IAS Annual Review Committee shall use the submitted self, peer,

and student evaluation information to judge each IAS member's performance in the areas of teaching, and if appropriate, professional development / scholarship / creative activity, and service using the criteria outlined in section III.B. It is expected that the primary focus for IAS members will be on teaching.

### **B. Career Progression Procedures**

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

Department of Mathematics follows the *Guide to Instructional Academic Staff (IAS) Career Progression and Portfolio Development at UW-La Crosse*, approved by the UW-L Faculty Senate on 10/25/07. Any IAS member wishing to seek career progression must ensure that their application portfolio conforms to the guidelines given therein. For such an IAS member, materials for each annual review (see VI. A above) will need to be provided in an electronic portfolio including an IAS Report-Individual (from Digital Measures), a **current vita**, and any **supplemental materials**.

The departmental committee for Instructional Academic Staff (IAS) Career Progression Review shall consist of all tenured faculty and Senior Lecturers. In cases where a committee consists of fewer than three department members, the department chair shall work with the dean to establish an appropriate committee.

During the fall semester, the department chair shall convene the IAS Career Progression Review committee as needed. The department chair will chair this committee. The committee chair shall establish the date for the career progression consideration meeting in accordance with established university deadlines for the IAS career progression process in a given year.

After discussion of a candidate's performance and the results of the candidate's student, peer, and annual reviews, votes shall be cast by a show of hands on a separate motion to promote for each progression candidate. At least a **two thirds majority** is necessary for a positive career progression recommendation. The results of the vote shall be recorded by the committee chair. The committee shall aid the chair in preparing written reasons for each of its recommendations. Within seven days of the meeting, the committee chair shall notify each candidate of the committee's recommendation in writing.

For positive recommendations, the committee chair shall include a written recommendation on behalf of the committee as part of the "Department IAS Career Progression Review Committee Transmittal & Signature Page," or contained in a similar letter written by the chair. With these materials, the department chair shall also transmit a written 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 progression file to the dean. When a candidate is not recommended for progression by the department, no further consideration shall occur nor shall the candidate's file be forwarded to the dean

### **C. Appeal Procedures re: Annual Review**

If a non-renewal recommendation is made, the career progression candidate may request written reasons for a negative decision. This request must be made in writing within 10 days of the non-renewal notice. The chair of the IAS Career Progression Review Committee shall supply these reasons in writing within 10 days of the request. The reasons become part of the personnel file of the IAS member.

Within two weeks of receiving the written reasons for a negative progression decision, the candidate may, by writing to the department chairperson, request reconsideration by the departmental committee that made the decision. The reconsideration review shall take place within 10 days of the filing date. The IAS member shall be given at least 7 days' notice of such review. The IAS member shall be allowed an opportunity to respond to the written reasons, to present written or oral evidence or arguments relevant to the decision, and/or to use witnesses. Reconsideration shall be non-adversarial in nature. The committee shall give fair and full consideration to all relevant materials. Written notice of the reconsideration decision shall be transmitted to the candidate and to the appropriate dean within seven days.

Each career progression candidate has the right to appeal a negative reconsideration decision in a grievance filed with the Complaints, Grievances, Appeals, and Academic Freedom (CGAAF) Committee. Rules and procedures for filing a grievance are specified in **UWS 6.02** and **UWL 6.02**. The Complaints, Grievances, Appeals, and Academic Freedom Committee shall forward its recommendation to the Provost after completion of its review (see **UWS 6.05**).

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

*In accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually. The Individual Development Plan (IDP) form will accompany the department's evaluation. IDP Form: <http://www.uwlax.edu/hr/current/idp/idp.htm>*

## **VIII. Governance**

### **A. Department Chair**

#### **1. Election of the Department 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 are eligible to vote in the election for a chair.

#### **2. 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 Policies (revised 2008) <http://www.uwlax.edu/facultysenate/ABP/FacSenatePolicies.html> under the heading "IV. Responsibilities of Departments, Department Members and Department Chairpersons," "V. The Selection of Department Chairpersons," and "VI. Remuneration of Department Chairpersons." In addition, references to chair-related duties are stated throughout the Employee Handbook [http://www.uwlax.edu/hr/current/docs/2008\\_UW-L\\_Handbook.pdf](http://www.uwlax.edu/hr/current/docs/2008_UW-L_Handbook.pdf)

A thorough listing of the chair's responsibilities is contained in Faculty Senate Bylaw VI: Responsibilities of Departments, Department Members and Department. 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; evaluating 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.

**B. Standing Departmental Committees** (e.g., personnel (for any matters not covered above) equipment, travel, space, budget, curriculum, assessment, etc).

**1. Merit Evaluation Committee** (as defined in section IV.A.1.b.)

The evaluation committee will consist of the chair and two other tenured faculty members elected by the faculty of the department for two year terms with one new member being elected each fall semester. Each fall, an alternate will also be elected for a one-year term. Upon completion of his/her two-year term, a faculty member is not eligible to serve on the committee for a period of four years.

**2. Quantitative Skills Assessment Committee** (adopted 5-1-95), revised 3-26-98)

The Quantitative Skills Assessment Committee is a standing committee of the Mathematics Department. Its purpose is to assess student learning in mathematics courses in the skills category of the General Education Program.

Membership of the committee

- a. The members of this committee will be appointed by the chair of the department for a period of years equal to the number of courses to be assessed and serve staggered terms so only one member's term will end every year. Each member will serve as chair of the committee during his/her last year of tenure on the committee.
- b. Developing appropriate assessment tools.
- c. Conducting assessment on a one-course-per-year basis. Each member of the committee will be responsible for the assessment of one of the courses. That member will perform the assessment of the course using relevant guidelines set forth by the committee, the mathematics department, the College of Science and Allied Health, or the university. During the terminal year of a member's term, a report of the assessment performed by the member shall be submitted to the department for approval and forwarding to the university assessment officer.
- d. Disseminating the results of the assessment through an assessment report. A draft of the course assessment report shall be submitted to the department by January 31 of the academic year the report is due. The department will act on the report by February 28. A revision, if necessary, will be given to the department in a timely fashion so subsequent departmental action may be taken by April 1.
- e. Recommending changes based on the results of assessment, with the goal of increasing student learning.

**3. Development Fund Scholarship Committee** (adopted 12-7-87)

The Faculty Development [Scholarship] Fund should be administered by an elected committee consisting of three members. The terms of office will be three years in length and shall be staggered so that only one new member is elected each year. In the event a person is unable to complete his/her term, a special election will be held to fill the office for the remainder of the term. Proposals put before the committee will be decided by majority vote. Disbursement from the scholarship fund shall be restricted to an entering freshman with a declared mathematics major. This will not exclude the student who has earned college credit prior to graduation from high school.

**C. Departmental Programmatic Assessment Plan (if not included in VIII. B.)**

**Departmental Assessment Program Reporting Form**

Department Mathematics Date: April, 1994

Has the assessment program been endorsed/approved by the department faculty?

Yes  No

Department chairperson's signature

**1. What is the conceptual rationale and framework for your assessment program?**

a. Programs offered

Mathematics Major  
Mathematics Major with Applied Emphasis  
Mathematics Major with Education Emphasis  
Mathematics Major with Statistics Emphasis  
Mathematics Major with Concentration in Actuarial Science  
Mathematics/Engineering Dual Degree Program

In addition to serving our majors, a major responsibility of the department is to serve most students on campus with their mathematics requirements and interests. The department offers minors in mathematics and statistics in all schools and colleges.

b. Educational goal of the mathematics programs

- Provide students with an up-to-date mathematics curriculum which appropriately integrates the utilization of new technology
- Prepare qualified and motivated mathematics teachers for today's technologically oriented society
- Identify and encourage students who are capable of doing graduate work in mathematics and prepare these students for graduate study
- Prepare statistics students for actuarial examination and career in statistics

c. Types of students served by the programs

Our department typically has about 130 majors, with about one fourth graduating each year. Of the total number of majors about 10 have a statistics emphasis, with the rest of the majors being divided almost equally between mathematics education and traditional mathematics. A small number of our students go on to do graduate work in mathematics.

d. Approach to assessment

- Ascertain whether our graduating mathematics majors compare well with mathematics students graduating from other universities
- Ascertain whether our mathematics majors graduating in education are well prepared mathematically for the classroom.

- Ascertain whether our students are able to compose a well-written formal mathematics paper
- Ascertain whether our students are comfortable and competent in working with technologies related to mathematics
- Ascertain whether our students have the background necessary for career choice
- Ascertain whether our students who wish to go on to graduate school have received the needed background

**2. What are the expected student learning outcomes of the program and where or how do students attain them?**

a. Expected student outcomes

- Freshmen and Sophomore students should be able to look at a new problem (of reasonable difficulty), set up the problem, solve it, and explain their solution in a clear manner. This would include being able to write a formal paper on a problem.
- Junior and Senior level students should, in addition to the above, be able to understand the theoretical aspects of problems. They should also be capable of understanding and writing rigorous proofs. These students' papers would also be judged at higher standards than papers for Freshmen and Sophomore students. More independent research and study would also be expected on their papers.
- Mathematics majors with an emphasis in statistics should be able to understand, explain and design statistical tests.
- Mathematics majors in secondary education are expected to meet the requirements of the general mathematics majors. In addition, they need to be able to clearly explain mathematical concepts to others and have a strong knowledge of mathematical concepts that are necessary for teachers in secondary education.
- All students should be able to work with some of the current technologies used in mathematics.

b. Where students attain these learning outcomes

- Students will attain these learning outcomes in individual study, lectures, class discussions, study groups, and computer laboratory settings.

c. Standards expected of students

- Most mathematics courses have prerequisites. In order to take most mathematics courses, students need to have a strong grasp of material from earlier classes; this means they are expected to attain at least a grade of C in earlier mathematics courses. If a student receives a lower grade in a course, they should repeat the course before going on.
- Since many mathematics courses are vertically structured, completing junior and senior level courses requires a strong understanding of earlier work. The courses required of all of our majors are widely accepted as the basic requirements of a bachelor's degree student of mathematics and accepted by accrediting agencies.
- We will also expect our students to perform well on national standardized exams that we will give them. Although performance on these exams will not affect individual students, we will use it to evaluate our program.

**3. What methods and practices are used to assess the student outcomes?**

## Proposed Methods of Assessment

The Mathematical Association of America and many others who have investigated the idea of assessment strongly suggest using several forms of assessment to evaluate a department's program. The following forms are being suggested for this department.

- a. Exams: Two exams have been suggested for use in the department's assessment:
- 1) The Major Field Achievement Test in Mathematics, written by the Educational Testing Service in Princeton is composed of 50 questions drawn from courses commonly offered as part of an undergraduate mathematics curriculum. Thirty-five percent of the exam is made up of questions from calculus, including single and multivariate calculus. Another thirty-five percent of the exam covers linear and abstract algebra. The final thirty percent of the exam is drawn from diverse areas such as logic, differential equations, topology, probability, combinatorics, complex variables, algorithmic processes, statistics, and graph theory.

There is a minimum of 20 exams given. It is planned to give this exam every spring semester to all graduating seniors. The students will be given their individual scores and the department will be given the percentile ranks for our department as compared to other mathematics departments on the overall exam and in the special areas of calculus and algebra. A wide variety of universities and colleges use this exam.

- 2) The Actuarial Exams are taken by several of our students each year. The scores are not reported to the department, but a record of results from students who share their scores with us will be kept.
- b. Student Projects: A student project is required in many courses we are now offering. This is being done in our Calculus 207, 208 and 307 classes, as well as some upper level courses. These projects may include written papers as well as assignments on detailed proofs. Since more writing emphasis courses are being considered for this department, more written projects will be assigned. Each semester instructors teaching these courses will be asked to submit a random sample of three to five un-graded copies of projects to the department to be kept on file. A committee of three to four department members will then read these projects and grade them, independent of the instructors' grading. These grades will reflect the requirements that a C paper must correctly answer all questions asked and present the information in a readable fashion. A B paper must, in addition, give more motivation and detail to the work. An A paper must also show further insight into the problems presented.
- c. Oral Presentations: The department will keep a record of all student presentations. This could include special presentations given in courses, student talks given to the Mathematics Department or the Math Club, or any talks given at other schools, conferences or meetings.

- d. Summary Courses: A summary course for secondary mathematics education majors has been suggested. This would be a one-credit course taken by a student the semester before student teaching. This course would review basic topics needed to teach at the secondary level. A department written exam would be given to all students who believed that they did not need this review. This exam would not be for credit but only to allow students to fulfill this requirement without taking the course if they demonstrate acceptable knowledge of the material already. This credit would be in addition to credit requirements of 37 or 39 credits as stated in the present catalog since it is designed only to address deficiencies and not to present new material. This course would help us to ensure quality in our mathematics major in secondary education.
- e. Survey of Alumni: Since the department will be starting a newsletter for its graduates, a survey will be included in the newsletter asking Alumni who graduated three to six years ago to express their views on the mathematics program offered here. In this survey, we would include questions asking for positive and negative views towards the education provided. We would also ask them to tell us what type of job they have, what parts of our program have helped them, and where they may have needed a stronger preparation.
- f. Student Interviews: Each spring before our mathematics majors graduate, we would ask groups of 3 to 4 students to schedule a half hour interview with a committee of three faculty members. The committee would include no faculty that the student would presently have in a course; thus the faculty members in the interview may vary for different students. In these interviews, the students would be asked to express any opinions they have about the department and the course they took. Positive and negative comments would be encouraged. Notes from the interviews would be kept and made available to all department members once grades for that semester were submitted.

It should be noted that not all of these methods need to be used on each student, but that by offering several assessment methods a better overall picture of the quality of our department can be obtained.

#### **4. How are students involved in assessment?**

We had the president of our mathematics club help us in drawing up the methods of our assessment. Student performance is measured in points 1-4 of our methods, (see question 3), and student and alumni opinions and feedback are collected in points 4 and 5 of our methods. We will also continue to work with our mathematics students in evaluating and making any changes to our assessment process by discussing the process with our students during interviews and when we ask for participation. We will also have a student member on our assessment committee each year.

Students will be informed that these evaluations are used to improve the mathematics program and ensure quality standards. They are not to be used to evaluate students on an individual level.

#### **5. How are assessment processes, practices and results used to improve the program's curriculum, teaching, and learning?**

- The standardized national exams will be used to evaluate our curriculum and basic requirements. We can study our strengths and discuss why some things are working very well. These strengths can be publicized to attract more strong students into our program. If weaknesses are found, we will discuss whether different requirements are needed or whether other topics need to be discussed, discussed in more details, or presented in new ways.
- Student projects and presentations will be discussed by a faculty committee to see where students can improve and strengthen their skills. These ideas can be passed on to faculty directing these activities.
- The general exam and capstone class given to mathematics majors in secondary education shall be a final check to ensure that these students have the knowledge they must have in order to be quality mathematics teachers.
- Alumni surveys and student interviews will allow us to get feedback from the student perspective. We hope to learn which methods helped them to learn best and the alumni can tell us what skills were most important for their jobs and for graduate work. This information can be shared with all members of the department who can incorporate the ideas as they deem appropriate.

**6. How will your assessment program be administered in the department? How and when does the department evaluate the effectiveness of the assessment program and revise assessment to improve its effectiveness?**

The Major Field Achievement Test is given in the spring. If it is difficult for students to make time during the week, the department may decide to give students in some upper level math courses one class day off to free up a little time for the exams. We will decide when to administer the exams by looking at student schedules. It is expected that several times will have to be arranged.

The general exam for secondary education mathematics majors would be given the semester before they planned to student teach, so they would have time to take the capstone class if needed.

The department will have an assessment committee each year to conduct our assessment program and report to the Department.

Other details to this question are answered in question number 3.

**7. What problems and obstacles interfere with implementation of assessment, and what types of assistance do you need to implement the assessment program.**

- The Department will need to purchase 20 to 30 copies of the Major Field Achievement Test each year. Each test currently costs \$17.95. This will come out of our budget, meaning some other expense will need to be cut. It is anticipated that the information gathered will be worth the expense. It may also be decided at some later date that this exam does not need to be given each year.
- Getting students to arrange times to come and take the exams may prove difficult. This may require administering each type of exam at several times.

- The extra time that faculty spend administering and grading exams, evaluating projects, reading surveys, and interviewing students is also a concern. Since faculty time is already stretched in getting jobs done, this will mean that something else is not done, or that less time can be spent on some other tasks. It is hoped that our assessment procedure can minimize the additional time requirements made on the faculty.

8. **What assessment activities have you already implemented and how have you used the results to improve the program – curriculum, teaching, learning?**

Some students have already been telling us how they have done on the actuarial exams. Our students have had a great deal of success with these exams, so it has reassured our beliefs in how we are teaching mathematics and statistics.

We will begin formally collecting student projects this year. So far, we have discussed and shared projects and ideas with each other.

We are sending out our first Department newsletter for our alumni this month. In it is an alumni survey mentioned in point 5 of our assessment method.

#### D. Additional departmental policies

##### 1. Salary Equity Policy. Adopted 2-28-94

a. DEFINITION: An equity adjustment is a salary adjustment that results from the need to address unusual disparities that cannot be remedied with departmental 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.

b. PROCESS:

- 1) 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.
- 2) 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 inequity. The chair will inform the department of all such requests.
- 3) A request for a salary equity adjustment will be reviewed and judged by the department chairperson. The rationale for approval or denial of the request will be forwarded to the dean.
- 4) Individuals who have not been recommended by their department chairperson, but who believe they should be granted equity adjustments, may apply to their dean. If the dean denies an individual an equity adjustment, he/she may apply to the Chancellor/Vice Chancellor for equity adjustment consideration. An individual's application/appeal for an equity adjustment to the dean and/or the vice chancellor/chancellor shall include the same rationale and documentation as required at the department level.

- 5) Salary equity adjustments will be communicated to the department by the chairperson.

## 2. Sick Leave & Vacation.

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

## 3. Summer Appointment Policy Adopted 5/14/79; amended 12/1/81 and 5/13/82

- a. All faculty members will participate in a rotation.
- b. The department chairperson will make the original ranking of eligible participants.
- c. New members of the department eligible for participation will have their names placed at the end of the list for the coming summer.
- d. A department member who declines an appointment to the summer session can bank his/her position (subsequently moving to the bottom of the list). At most one half position can be in the bank at a time. Banked positions have top priority in the rotation scheme.
- e. The department chairperson, unless said chairperson declines, should ordinarily be appointed each summer.

## 4. Travel Support Policies Adopted 12-10-91

- a. Full funding to attend Wisconsin MAA (Mathematical Association of America) meeting.
- b. Funding up to \$1500 to recruit for new faculty.
- c. Other priorities for travel support, in order from highest to lowest.
  - 1) Presenting a paper;
  - 2) Serving as an organization officer, board member, or conference organizer;
  - 3) Chairing or organizing a session;
  - 4) Other.

In the Mathematics Department, the chair has historically determined the actual dollar amount given to department members requesting travel funding in c. above.

## 5. Vacation

For unclassified staff, 12-month employees garner vacation time, 9-month employees do not.

## IX. 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.

When hiring faculty that will be identified in the Department as a School of Education faculty member, the search and screen committee will be comprised of at least one individual who has background in teacher education. This individual may be from outside the department. The search and screen committee will consult with the School of Education Director to ensure the job description is created in a way that attempts to capture a strong applicant pool and identifies the expectations of the person being hired. The Director will interview the finalists and consult with the search and screen committee prior to the recommendation being forwarded to the Dean.

## **A. Tenure-track faculty**

The approved UW-L tenure track faculty recruitment and hiring policy and procedures are found at <http://www.uwlax.edu/hr/employment/PeopleAdmin/Forms/S&S-Planning&Procedures-Faculty.doc>

Additionally, UW-L's spousal/partner hiring policy can be found at <http://www.uwlax.edu/hr/current/Policy/Spouse-HirePOL.pdf>

1. Search and Screen Committee.
  - a. The committee shall consist of five mathematics faculty members appointed by the Mathematics Department Chair. The Mathematics Department Chair shall also designate once of these five faculty members as the chair of the committee.
  - b. There should be a distinct committee for each vacancy; however, if two or more vacancies occur in the same or in substantially similar areas, then a single committee can be used for such multiple vacancies.
  - c. The committee, in consultation with the Mathematics Department chair, shall develop the selection criteria to be used in screening the applicants.
  - d. The committee shall identify a group of acceptable applicants, and then further designate a select group consisting of at most four of the most highly qualified applicants for each vacant position. The committee shall make a recommendation to the department for its approval that the applicants in the select group be invited to campus for personal interviews.
  - e. Upon completion of the interviews the committee shall submit to the department for its consideration a ranked list of those applicants recommended to be hired.

## **B. Instructional Academic Staff**

*Hiring policy and procedures are found at*

<http://www.uwlax.edu/hr/employment/PeopleAdmin/Forms/S&S-Planning&Procedures-IAS-NIAS-Admin.doc>

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

*Hiring policy and procedures are found at*

<http://www.uwlax.edu/hr/employment/PeopleAdmin/Pools/Pool-S&S-Procedures.doc>

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

*Hiring policy and procedures are found at*

<http://www.uwlax.edu/hr/employment/PeopleAdmin/Forms/S&S-Planning&Procedures-IAS-NIAS-Admin.doc>

## **X. Student Rights and Obligations**

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

#### **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.

## **2. Academic Non-Grade Appeals.**

Students may initiate and resolve 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.

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

Students who enroll in courses offered by the Mathematics 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. [Complete details on the University's policy on student academic and nonacademic misconduct can be found at http://www.uwlax.edu/StudentLife/eagle\\_eye.htm](http://www.uwlax.edu/StudentLife/eagle_eye.htm)

## **C. Advising Policy**

Each student who majors in a program offered by the Mathematics Department will be assigned 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.

## **XI. Other**

## **XII. Appendices**

### **A. Department statement on scholarship**      Adopted 10-91, Updated 3-13

As part of its select mission UW-L states "The University expects scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the baccalaureate degree level, its selected graduate programs, and its special mission." (Source: UW-L Faculty and Academic Staff Handbook.) The Department of Mathematics subscribes fully to this statement regarding the expectation of scholarly activity on the part of its members. The department feels strongly that this expectation of scholarly activity is essential to the development and maintenance of a well-qualified, enthusiastic staff. The department deems it important that students in mathematics classes see their instructors as dedicated teachers of mathematics who are also active scholars of mathematics. The teacher of mathematics who is also engaged in

pursuing mathematics in order to expand his or her own knowledge and thereby enhance his or her competence as a professional academic mathematician sets a fine example for students of the model “teacher/scholar.”

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

The department further feels that a broad interpretation of “scholarly activity” is necessary as it allows for the diversity which is naturally present in the more than twenty staff members and that such an interpretation is desirable in that it is conducive to greater productivity and higher morale among the faculty members.

Therefore, the department will consider an activity undertaken by a department member to be a scholarly activity if it results in a significant contribution either to the existing body of professional knowledge in the mathematical sciences or to the personal professional knowledge of the department member as an academician in the mathematical sciences.

The department recognizes that this broad interpretation will necessarily result in some overlap with other areas of faculty endeavor. The following list (neither exhaustive nor ranked) is offered as a sample of the kinds of endeavors which the department considers to be scholarly activities. It is further recognized by the department that some types of scholarly activity necessarily require considerably more time and effort on the part of a faculty member than others.

1. Publications (professional articles in the mathematical sciences or the field of education).
  - a. Original works.
  - b. Expository papers.
  - c. Reviews.
  - d. Other.
2. Professional conventions, colloquia, seminars, workshops, short courses, etc. in the mathematical sciences or the field of education.
  - a. Giving a presentation
  - b. Organizing.
  - c. Attending.
  - d. Designing, delivering, or evaluating professional development for educators
  - e. Other.
3. Professional consulting in the mathematical sciences or the field of education.
  - a. On campus.
  - b. Off campus.
4. Problem solving in the mathematical sciences.
  - a. Solving problems posed in professional publications.
  - b. Posing problems for publication.
  - c. Other.
5. Writing or editing books or curricular materials in the mathematical sciences or field of education.

6. Refereeing articles for journals in the mathematical sciences.
7. Software development in the mathematical sciences or field of education..
8. Grants in the mathematical sciences or field of education.
  - a. Writing proposals
  - b. Writing successful proposals
  - c. Reviewing proposals
9. Empirical research in the field of education
  - a. Experimental, quasi-experimental, observational, correlational, case-study, lesson study, etc.
  - b. Designing, validating, or piloting instruments for use in educational research.
  - c. Software development for educational research.

**B. Student Evaluation of Instruction (SEI) Form**

**Mathematics Department Student Evaluation of Instruction**

Student evaluations of instruction should be taken seriously because they are used in retention, promotion and merit decisions. The results will **not** be made available to your instructor until after final grades for this course are completed.

**Please use the following scale in your response to each of the 17 items.**

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
A	B	C	D	E

**Standard University Items**

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

**Additional Departmental Items**

7. The instructor routinely meets class for the entire scheduled period with either no or very few cancelled (not made up) classes.
8. The instructor is willing to give additional time and help to students outside of class.
9. The instructor shows enthusiasm for teaching.
10. The instructor stimulates and expects students to think on their own.
11. The instructor makes good use of class time, efficiently presenting both routine and more demanding material at the pace appropriate for each.
12. The instructor expects and requires a high level of student effort.
13. The instructor and the course syllabus clearly describe the grading policy.
14. The instructor provided enough feedback so that I was aware of the grade I was earning throughout the semester.
15. The instructor gives exams that are thorough and challenging, requiring a high level of preparation outside of class.
16. The instructor gives fair exams that are appropriate in length, level of difficulty and type of questions and which provide a well prepared student an effective way to demonstrate

understanding and knowledge of the course material.

17. The instructor graded and returned the exams and other required submitted assignments in a timely manner.

### **C. Departmental Goals and Objectives**

#### 1. Educational Goals.

- Provide students with an up-to-date mathematics curriculum which appropriately integrates the utilization of new technology
- Prepare qualified and motivated mathematics teachers for today's technologically oriented society
- Identify and encourage students who are capable of doing graduate work in mathematics and prepare these students for graduate study
- Prepare statistics students for actuarial examination and careers in statistics.

#### 2. Specific Goals

##### A. Preparing Students for Careers in Education.

The Mathematics Department recognizes the need for qualified and motivated mathematics teachers in today's technologically oriented society. In many ways, the training of such teachers is one of our most important missions. In light of this we list the following goals:

1. Recruit potentially good mathematics teachers.  
Instructors will continue to identify and encourage students, particularly women and minority students, who show potential for and interest in pursuing careers in mathematics education. One method of doing this is to disseminate information about careers in mathematics education. The faculty will continue to go out to the high schools for the purpose of making our programs known and to recruit qualified students. The department will bring in speakers to discuss careers in mathematics education.
2. Review the Mathematics curriculum for Education Students.  
The curriculum offered to education students must be appropriate to the times. The department will continually review and update its course offerings to ensure that prospective teachers are prepared for a career in a rapidly changing field. This includes reviewing technology to ensure its appropriateness for the mathematics classroom.
3. Communicate with Outside Agencies.  
In order to ensure that we are offering the most appropriate program, the department will communicate regularly with the College of Education. The department will also check the policies and standards recommended by the Wisconsin Department of Public Instruction, the National Council of Teachers of Mathematics, North Central Accreditation of Teacher Education, or other recognized organizations interested in the quality of the mathematics program in education. The department will also communicate with our colleagues in the high schools regarding changes in the curriculum both in the high schools and on the college campus.
4. Provide Opportunities for Experienced Teachers to Remain Current in Their Fields.  
The department must be willing to offer courses and workshops during the summer, and off-campus, if necessary, to keep teachers abreast of changes in the teaching of mathematics including the appropriate use of technology. The

department will seek funding from areas such as Extended Education to develop and offer such programs.

5. Support the Efforts of the Students.

In order to encourage prospective teachers to investigate what others are doing in the field of mathematics education and to share their ideas, the department will provide some funding for education students in mathematics to attend and make presentations at meetings such as the annual Wisconsin Mathematics Council meetings.

B. Preparing

Preparing undergraduates to go on to graduate work in mathematics is a relatively small, but important, part of the mathematics program at UW-L. At present we do not keep records of our students after graduation, but anecdotal evidence indicates that in recent years we have been sending one or two students per year on to graduate work. Demographics projections indicate an increased need for Ph.D. mathematicians to replace those retiring by the end of this decade. It is important that we do the best job possible of identifying and encouraging students capable of graduate work in mathematics and preparing these students adequately to succeed in graduate school.

1. Encourage students with the potential for graduate study.

In order to inform students about graduate schools, the department will appoint a member to set up a graduate school information file containing such items as: information on admissions, fellowships and assistantships; information on the Graduate Record Examinations; and a current list of names and addresses of students who have attended graduate school recently.

2. Review the curriculum.

The department will compare its existing curriculum with graduate school admissions requirements in mathematics and statistics and with the Committee on Undergraduate Programs in Mathematics recommendations.

The department will consider a "capstone course" for seniors. This capstone course could be of great benefit to all majors, not only those choosing to attend graduate school.

The department will offer at least one 400 level sequence each year.

In order to allow students to prepare more effectively for the Putnam Examinations, the department will offer an independent study course for students preparing for this examination.

C. Preparing Students for Careers in Statistics.

A portion of our majors choose the Mathematics Major with Emphasis in Statistics. Because of the availability and attractiveness of jobs in these areas, many students begin to pursue a career as an actuary. It is necessary for these students to complete an extensive battery of examinations to progress in this career. In order to aid all statistics students, the Mathematics Department will:

1. Encourage more students to take the actuarial examinations.

Students, upon completion of Math 207, 208, 307 and 313, should be encouraged to take Actuarial Exam 100. Upon completion of 341, 441 and 442, they are ready for Exam 110. Students who successfully complete 371, 445 and 448 are prepared for the next three exams. Instructors in these courses will give out information on these exams and encourage prepared students to take them.

Successful completion of these examinations can provide numerous job opportunities for students.

2. Encourage the more qualified students to attend graduate school in statistics. The department will bring in speakers to discuss career possibilities in statistics including the actuarial sciences. By bringing in outside speakers, students and faculty will become more aware of career possibilities and the education requirements for these careers.
3. Continue to review and modify the statistics curriculum. As information is gained from students in graduate school or from former students working the statistical field, the department must continue to modify the curriculum to better prepare students in statistics. The department will consult with organizations such as the American Statistical Association to determine whether modifications in the curriculum are necessary. The department will offer independent study courses to help students prepare for the actuarial examinations.
4. Communicate with the high schools. Faculty who typically teach statistics courses will make presentations in the high schools in order to inform students of career possibilities in statistics and to recruit qualified students.

D. Preparing Bachelor's Degree Students for Careers in Mathematics.

Many of our students are not in education and do not pursue graduate degrees. These students take positions which use the mathematical or statistical training they have received at UW-La Crosse. In order to better train these students, the Mathematics Department will:

1. Communicate with recent graduates in the workplace. By tracking and maintaining contact with these graduates, the department can gain valuable information about the value of the curriculum in general and about specific courses in particular. If the department is aware of the type of jobs students are taking, we can modify our advising practices for these students if necessary.
2. Communicate with Career Services. The department will use the resources of Career Services to place and track students. Prospective employers can be contacted, and a better job of placing mathematics graduates will result.
3. Bring in outside speakers. The department will bring in outside speakers to talk about careers in mathematics and the training required. These speakers might be recent graduates or people who employ mathematicians.

#### **D. Departmental Review Forms**

The following list is intended to prompt the evaluator to write comments during and after the visit:

1. Class preparation;
2. Clarity and level of presentation;
3. Attempt to engage class in discussion;
4. Use of board, overhead, etc.
5. Response to students' questions;
6. Enthusiasm;
7. Overall atmosphere in classroom;
8. Overall.

## **E. Statistical Consulting Center Director Position Description** (Added April 28, 2017)

### Background:

The Statistical Consulting Center (SCC) was created with the primary purpose of improving the quality of the education of statistics students by providing them with real world problem solving experiences. These experiences include interpersonal written and oral communication and interdisciplinary exposure as well as opportunities to apply statistical knowledge in a broad variety of situations. This is accomplished through initial consultations (i.e. extracting information, listening, asking appropriate questions), applying knowledge in experimental design, sampling, diagnosing and applying appropriate statistical procedures, as well as interpreting and writing results.

Supervising students working on statistical consulting projects will create new opportunities for statistics faculty members to engage in professional growth activities in both research and teaching while providing a valued service to the university. Many times statistical consulting projects lead to new research ideas and/or scholarly publications.

Serving the university community is another purpose of the statistical consulting course within the Department of Mathematics and Statistics. Under the direction of a statistics faculty member, the students in our consulting program will provide statistical consulting services to faculty, graduate, and undergraduate researchers within the university community.

### The Director:

Statistics faculty members in the Mathematics and Statistics Department will rotate service as director of the Statistical Consulting Center (SCC) every one to two years, at the discretion of the faculty member. The director will have one-half of their usual teaching load reassigned (at the university level) to conduct the affairs of the SCC.

The director will:

- be the instructor of record for the STAT 440 (Formerly MTH 440)– Statistical Consulting course.
- be present at all initial meetings between clients and consultants,
- assign incoming projects to students who are in the consulting course, and supervise their handling of each project.
- provide an Annual Report (due June 1) to the Department chair indicating the work done in the Center during the preceding year.

The Department of Mathematics and Statistics recognizes the value of statistical consulting as a legitimate and important form of scholarship, professional development and university service. This can involve:

- consulting on projects that may lead to joint authorship on peer-reviewed publications
- consulting on scholarly projects even if joint authorship is not attained
- consulting on student research projects
- consulting on commercial projects that may involve proprietary information that precludes peer-reviewed publication

The work of the SCC director will be recognized, evaluated, and rewarded through merit, promotion, and tenure decisions made by the Department. The position encompasses aspects of teaching (STAT 440 course), scholarship (consulting services) and university service (to clients using the SCC).

## Appendix F: Statement on School of Education Affiliated Faculty Teaching, Scholarship, and Service Expectations (Added March 19, 2018)

### Teaching

#### Preparation and Currency:

SoE affiliated faculty are expected to incorporate current techniques that are relevant to the PK-12 setting as described in WI PI.34.11 2 (a, b):

*(a) Faculty who teach in initial and advanced programs leading to licensure shall have preparation specifically related to their assignment, hold an advanced degree and demonstrate expertise in their assigned area of responsibility.*

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

#### Field and Student Teaching Supervision Assignments:

Faculty and IAS who supervise teacher candidates (TCs) in field placements or student teaching settings as part of their workload assignment are expected to perform the duties required, including observing TCs in the field, meeting with cooperating teachers and TCs, supporting TCs with portfolio assembly, submission, and evaluation as needed, and submitting required documentation to SoE in a timely manner.

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

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

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

- **Observations** of teacher candidates (TCs) during their field or student teaching placements is required and should be performed in line with SoE Office of Field Experience expectations.
- **Triad conferences** between each teacher candidate, university supervisor (UW-L faculty/IAS) and cooperating teacher are also required in both field and student teaching settings, and should be performed in line with SoE Office of Field Experience expectations.
- **Documentation** responsibilities include completing observation reports using appropriate reporting tools, which are ultimately compiled by the faculty member. These should be performed in line with SoE Office of Field Experience expectations
- **Support and evaluation of pre-student teaching and student teaching portfolios** is expected of faculty with Field II and Student Teaching Seminar assignments. For pre-student teaching portfolios, faculty are expected to provide feedback and evaluate the TC portfolios. For student teaching portfolios prepared during student teaching placements, faculty are expected to provide more extensive ongoing support, clarification, and technical assistance as the TCs prepare and submit their required teacher performance assessment (edTPA) portfolio.

### Scholarship

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

PI.34.11 2 (b):

*Faculty who teach in initial and advanced programs shall be knowledgeable about current elementary, middle, and secondary curriculum, practices, requirements, technology, and administrative practices appropriate to their assignment.*

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

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

- Publications, articles, grants, and/or conference presentations that focus on the act of teaching and/or instructional methods (if peer reviewed) shall be considered scholarship rather than teaching activities. Conference attendance is considered faculty development rather than scholarship.
- Equal consideration should be given to high quality scholarship that informs PK-12 education in practitioner journals (with a rigorous review process) to high quality scholarship that informs PK-12 education in academic journals (with a rigorous review processes).
- SoE affiliated faculty may choose to pursue scholarship that is directly focused on preparing future teachers and/or PK-12 education, and/or content-focused scholarship in addition to scholarship that aligns with and informs their work as teacher educators, and/or scholarship that blends content and PK-12 education. SoE affiliated faculty should use narrative statements to articulate the connection(s) between their scholarship and their work as PK-12 teacher educators wherever possible.

## **Service**

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

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

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

- Serving on SoE Task Force/Ad Hoc committees that span academic units
- Program Directorship - the specific tasks and responsibilities associated with Program Directorship should be delineated in program and/or department bylaws
- Chairing SoE Program level committees
- Developing PK-12 partnerships such as Professional Development Schools (PDS)
- Participating in SoE student recruitment, outreach, and support activities
- Serving as liaison with PK-12 (PDS) partnerships
- Academic Advising - WI Department of Public Instruction (DPI) mandates that SoE affiliated faculty provide individual academic and professional advising to students as outlined in PI.34:

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