

DEPARTMENT OF
RECREATION MANAGEMENT AND THERAPEUTIC
RECREATION
BYLAWS

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Bylaws of the
Department of Recreation Management and Therapeutic Recreation
University of Wisconsin-La Crosse
La Crosse, WI

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I. Department of Recreation Management & Therapeutic Recreation

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

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 open meeting law (<http://www.doj.state.wi.us/sites/default/files/dls/open-meetings-law-compliance-guide-2010.pdf>), summary at <http://www.uwsa.edu/general-counsel/legal-topics/open-meetings-law/>.

1. Number of Meetings

Meetings shall be at the call of the Chairperson, with no fewer than six meetings each year and should be the purpose of receiving reports of officers and committees, and for other business that may arise.

C. Definitions of Membership & Voting Procedures

All personnel of the Department with the ranks of academic staff, lecturers with faculty designation who teach regularly scheduled courses, instructors, assistant professors, associate professors, and professors shall have equal voting privileges

Instructional Academic Staff (IAS) who have at least a 75 percent appoint and hold a IAS position that is intend to be renewed each year by the department shall have the same voting rights as other departmental faculty, but are excluded from voting on promotion, tenure retention and tenure decisions. These IAS voting rights includes election of department chairs and program directors.

D. Definitions of Quorum and Majority

Two-thirds of the members of the Department shall constitute a quorum. All motions of the Department shall receive a majority vote of those present at a regularly (or specially) scheduled meeting in order to be approved.

E. Changing by-laws

These bylaws may be amended by a three-fourths vote of the members (Article III) of the Department at any regular meeting of the Department providing that the written amendment was submitted at a previous regular meeting.

III. Faculty/Staff Responsibilities

A. Faculty (Adopted 2/25/10)

Faculty responsibilities are referenced in section IV of the Faculty Senate by-laws entitled "Responsibilities of Departments, Department Members and Department Chairpersons." A complete

set of the by-laws are available off the Senate webpage under "Senate Articles and By-laws" <http://www.uwlax.edu/facultysenate/>.

See information that follows for these areas: (1) Teaching; (2) Scholarship; (3) Service.

1. Teaching

Faculty in the Recreation Management and Therapeutic Recreation Department are expected to keep current in their subject matter area and to work to improve student learning. Basic duties and efforts toward teaching excellence for both faculty and instructional academic staff are listed below.

a. Basic Duties

- Maintain an active learning environment (e.g. What the learner can do with what they know; Students become conversant in the subject matter).
- Conduct assigned classes and perform advising duties.
- Supervise independent studies/projects or theses as appropriate.
- Use contemporary teaching methods, grading, and evaluation techniques.
- Use comprehensive course syllabi (accreditation standards designated to the course must be taught).
- Post office hours and be available to students.
- Maintain all forms of communication (meetings, email, phone, WINGS, web based formats, written work)
- Obtain SEI scores.
- Advising – see Appendix C

The department will follow the UW-L SEI policy and procedures available on the Faculty Senate webpage <http://www.uwlax.edu/facultysenate/>.

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. Additional questions are specific to the department. 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 for scores relative to all departmental ranked faculty (tenure-track or tenured) for that term (e.g. 3 of 15).

b. Teaching Excellence.

Quality teaching is encouraged and expected. Possible methods for ongoing teaching improvement include the following:

The Instructor:

- Has a developed philosophy statement.

- Pursues professional development related to teaching (e.g. participation in teaching development workshops, application of innovative classroom assessment techniques).

Information on teaching methods and effectiveness

- Develops pedagogical innovations (e.g. international issues, computer applications, ethical analysis, new classroom techniques, evidence of effective use of technology in teaching, case studies or sample work by students annotated by instructor to illustrate a learning outcome, etc.).
- Develops new teaching material (e.g. cases, videotapes, audiotapes, course modules, instructor manuals, test banks, simulations, D2L, reading resources, etc.)
- Develops community contacts (e.g. guest speaker, outside projects, field trips, field projects, service learning, etc.).
- Develops innovations in curriculum (e.g. grants to support improvements, significant course development or pedagogy changes – especially in response to in-class assessments of student learning, on-line courses; new or revised emphasis, minors, majors, certificates, faculty led international experiences for credit, etc.).

Student evaluation of instruction

Suggested methods of obtaining student evaluation of instruction are:

- Taking direct measures of student learning (e.g. pre-post tests, selected exam component, writing examples coded for specific course objectives, national certification scores, graded service learning, etc.).
- Taking indirect measures of student learning (e.g. focus groups; exit interviews; percent time in active learning; assessment techniques such as one minute papers, learning logs, concept maps, conceptual drafts; community service hours).
- Systematically collecting student comments (systematically collected from all students and analyzed).
- Monitoring passing rates on national certification exam (NCTRC).

Peer evaluation of teaching effectiveness for individuals seeking retention

- Having classroom instruction observed by peers and/or external experts.
- Receiving teaching awards.

2. Scholarship (2/25/10)

Tenure track faculty in the Department of Recreation management and Therapeutic Recreation are expected to develop and maintain an active program of scholarship. With both the goals of the Department and priorities of the Joint Promotion Committee and Digital Measures in mind, the department's prioritization of scholarship is give in Appendix XII.

3. Service (Adopted 4/15/10)

Faculty in the Department of Recreation Management and Therapeutic Recreation 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 disciplines. With both the goals of the Department and priorities of the Joint Promotion Committee and Digital Measures in mind, the department's prioritization of service is given in Appendix XII.B.

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 as stated on the Faculty Senate website and will outline specific duties including teaching and any additional workload. Total workload for IAS is defined in the Faculty Senate Policies as standard minimum teaching load plus additional workload equivalency activities.

1. Teaching

a. IAS in the Recreation Management and Therapeutic Recreation Department are expected to keep current in their subject matter area and to work to improve student learning. Basic duties and efforts toward teaching for instructional academic staff are:

- Maintain an active learning environment (e.g. initiate, facilitate and moderate classroom discussions and experiential learning)
- Conduct assigned classes and prepare course materials (such as syllabi, assignments, and supplemental material, ensuring compliance with department, college and university guidelines).
- Use contemporary teaching methods, grading, and evaluation techniques.
- Compose, administer, and grade assignments, examinations, and other assessment measures
- Provide syllabi consistent with department and university policy
- Engage in advising activities based on current programmatic procedures – see Appendix A
- Maintain regularly scheduled office hours in order to advise and assist students

2. Teaching Excellence

a. Quality teaching is encouraged and expected. Examples of efforts toward teaching excellence for instructional academic staff and ongoing teaching improvement include the following:

The Instructor:

- Has a developed philosophy statement.

- Pursues professional development related to teaching (e.g. participation in teaching development workshops, application of innovative classroom assessment techniques).
- Maintains professional licensures, certifications based on accreditation requirements

Information on teaching methods and effectiveness

- Develops pedagogical innovations (e.g. international issues, computer applications, ethical analysis, new classroom techniques, evidence of effective use of technology in teaching, case studies or sample work by students annotated by instructor to illustrate a learning outcome, etc.).
- Develops new teaching material (e.g. cases, videotapes, audiotapes, course modules, instructor manuals, test banks, simulations, D2L, reading resources, etc.)
- Develops community contacts (e.g. guest speaker, outside projects, field trips, field projects, service learning, etc.).
- Develops innovations in curriculum (e.g. grants to support improvements, significant course development or pedagogy changes – especially in response to in-class assessments of student learning, on-line courses; new or revised emphasis, minors, majors, certificates, faculty led international experiences for credit, etc.).

Evaluation of Instruction

a. Suggested methods of obtaining student evaluation of instruction are:

- Taking direct measures of student learning (e.g., pre-post tests, selected exam component, writing examples coded for specific course objectives, national certification scores, graded service learning, etc.),
- Taking indirect measures of student learning (e.g. focus groups, exit interviews; percent time in active learning; assessment techniques such as one minute papers, learning logs, concept maps, conceptual drafts; community service hours)

Peer evaluation of teaching effectiveness

- Having classroom instruction observed by peers and/or external experts.
- Receiving teaching awards.

3. Service

a. Introduction

Service can be generally defined as assistance or benefits afforded another. All IAS are required to provide service to the university, and/or to external communities, and/or to one's profession. Service within these three areas

supports the advancement of learning, the enrichment of campus culture, and development of one's discipline. Service also provides opportunities to develop interdisciplinary collaboration, identify links in knowledge across disciplines, and facilitate the implementation of community partnerships and interdisciplinary education. Service is considered an important part of an IAS member's role.

Examples of Documentation for Service

University

- Participation in department/college/university committees and activities
- Leadership in department/college/university/committees and activities
- Fostering the departmental relationship with clinical, practicum, and internship site agencies
- Participation in student recruitment and retention activities
- Advisor for student organizations
- Assumes responsibility for special academic projects such as accreditation coordination or clinical/internship site coordination
- Develops published materials (e.g., newsletters, websites, brochures, etc.) related to program and/or school

External Community

- Participates on advisory boards related to professional role
- Participates in organizations and activities related to areas of professional expertise
- Fosters and facilitates partnerships between community organizations and department
- Organizes community workshops/conferences/activities
- Receives public awards and/or recognition
- Conducts professional practice in the community

Professional Community

- Participates in discipline-based organizations at local, state, regional, national, or international levels
- Serves as editor and/or reviewer for professional publications and media products
- Develops published materials/presentations related to profession (e.g., newsletters, brochures, white papers, conference presentations, etc.)
- Provides consultation materials
- Works as peer-reviewer for professional conferences
- Organizes, moderates, engages in professional workshops/conferences/activities
- Promotes profession through public awareness activities

- Serves as expert witness

IAS may report service not specifically cited in the list above. Examples include, but are not limited to, assisting colleagues with research design and statistical analysis, evaluating a program for an external agency, evaluating a peer for promotion, service grants.

C. Non Instructional Academic Staff Responsibilities and Expectations

D. Student Evaluation of Instruction

The department will follow the UW-L SEI policy and procedure available off the Faculty Senate webpage <http://www.uwlax.edu/facultysenate/>. Ranked Faculty & SEIs. 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.

E. Summer Session Priority for Teaching Assignments and Supervising of Interns

Opportunities to earn summer salary are available to all full-time faculty and staff within RMTR (teaching summer courses, supervising internship, chair or interim chair salary). Current College of Science and Health compensation formulas will be applied (e.g., compensation for teaching courses and supervising interns).

Supervision of interns and the teaching of a class are assigned independently (i.e., so long as a staff member teaching a summer class does not exceed the maximal allowable summer salary, he/she has the same access to intern supervision as staff without a summer course).

1. Priorities for Teaching (adopted 4/15/10)

The department chair, in collaboration with program directors, determines the summer and intersession courses most needed by the students in the department. If more than one faculty member wants to teach a particular summer/intersession course, courses are assigned according to the following criteria:

Priority 1: Staff member who regularly teaches course during fall and/or spring semester.

Priority 2: If two or more staff who regularly teach the course want to offer the course, a faculty or staff member who has taught the course a previous summer when no one else wanted to teach it.

Priority 3: If two or more staff who regularly teach the course want to offer the course (and neither has a history of teaching the course five previous summers), the staff members take turns – with the senior member getting to offer the course first.

Priority 4: If no permanent staff member wants to offer the course, but the department needs the course offered, the course may be offered to the adjunct pool.

2. Priorities for Supervising Interns during the Summer (adopted 1/24/2013)

The supervision of internships is assigned according to the following criteria:

Criteria 1: Supervising summer interns is a privilege, not a right. All qualified faculty/staff members who have demonstrated a record of responsible mentorship may supervise summer interns. New staff members also are eligible and may use summer interns to establish that record. Beginning with Summer 2013 interns, the chair, in conjunction with the intern coordinators, will annually review internship department program evaluations to evaluate internship supervision. The chair will meet with faculty whose evaluations are low to determine future eligibility.

Criteria 2: Recreation management interns are supervised by recreation management staff, and therapeutic recreation interns are supervised by therapeutic recreation staff. All supervisors for TR students must have a current CTRS (Certified Therapeutic Recreation Specialist) certification that has been in effect for at least 12 months.

Criteria 3: Supervision of internships is determined independently of other summer duties (classes, department chair, grants).

Criteria 4: Each summer, undergraduate interns will be divided equally among qualified full-time faculty who want undergraduate interns. If the number of interns is not divisible by the number of faculty (and no faculty member volunteers to take fewer interns), the assignment of the additional interns will be assigned year to year on a rotating basis.

Criteria 5: In addition, graduate interns will be divided equally among full-time faculty with graduate faculty status who want graduate interns. If the number of interns is not divisible by the number of faculty (and no faculty member volunteers to take fewer interns), faculty members who received fewer undergraduate interns receive the extra graduate students.

Criteria 6: If there are insufficient qualified, full-time faculty to cover all interns, part-time faculty may receive interns. Also, if Rec Mgmt cannot cover its own interns, TR faculty may supervise RM interns. As a last resort, qualified adjunct may be hired to supervise interns.

F. Faculty and Staff Release Time for Scholarship (Approved 3/13/08)

In order to promote scholarship in the Department of Recreation Management and Therapeutic Recreation, release times (usually equivalent to one 3-credit class) will be awarded on a competitive basis. Criteria for selecting the recipient will be based on the following:

1. Selection Criteria

All scholarly efforts as defined by the Department are eligible for consideration. Priority shall be given to projects that result in one of the following:

- a. manuscript to be submitted to refereed journal
- b. book manuscript
- c. external grant application

2. The selection committee will rank all applications, basing its decision on:

- a. overall quality of the application
 - b. contribution to the profession
 - c. the anticipated result of the release time (i.e., grant, book manuscript, journal manuscript).
 - d. the extent to which it directly benefits the faculty/staff member's teaching
3. A faculty or staff member may receive only one release in any 3-year period. Preference for tenure tracks and promotion candidates should be given consideration.
 4. The Selection Committee shall submit in writing to each applicant the reason(s) that his or her application was not chosen.
 5. Any faculty member who receives a release must submit a 1-page progress report following the completion of the release. Failure to do so would make the recipient ineligible for subsequent release time.

6. Application Process

Each faculty and staff member will complete the release time application. The due date will be established so it proceeds the semester's course scheduling due dates (e.g., January for a fall semester release). Decisions will be based solely on the written proposal.

7. Selection Committee

Three members of the department's Graduate/Research Committee, who are not applying for release time, will be appointed to evaluate submitted applications and make the selection. At least one representative from Recreation Management and one representative from Therapeutic Recreation shall be on the committee.

8. Department of Recreation Management and Therapeutic Recreation Scholarship Release Time Application Guidelines

The format of the release time proposal is described below. Three copies of the proposal must be submitted to the Department Graduate Director by the second Friday in November (for the spring of the following academic year; e.g., application for spring 2010 will be due November 2008).

- a. Cover Page
- b. Applicant Name
- c. Title of Project
- d. Synopsis of Project (300 words)

Proposal Narrative – Succinct proposal narratives (including references) should not exceed five pages in length. Include the following:

Statement of the Problem/Significance of the Project: Clearly support your statement with documentation and references.

Objectives: Define the specific, measurable outcome(s) of your proposed project.

Methodology: Design a work plan. This may include use of population samples, experimental and control groups and other methods of data gathering and statistical analysis. The proper work plan may call for archival research, grant writing, and solitary thinking, analysis and synthesis. The important point for the applicant is to describe clearly his/her methodology and to justify its use for the particular topic. Include in the methods section who will be doing what and when will they be doing it.

Compliance – Explain whether IRB approval is required and, if needed, where the investigator is in the approval process.

Benefit to the Department – Explain how the project enhances teaching and benefits the department

Reporting of Results – Describe how the scholarship likely will be reported (e.g., refereed journal article, submitted grant, research symposium presentation, book)

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 submitted by the Department Chair to the Dean's Office on the date specified annually. Merit reviews for each faculty and staff reflect activities during the prior academic year from June 1, 20xx and May 31, 20xx.

A. Evaluation Processes and Criteria

1. Faculty

Faculty will use the UWL digital measures for the annual SAH annual report and merit.

Due Dates:

- The Department Chair will submit the SAH annual report at the end of the academic year on the date specified annually. For the SAH annual report, each faculty will submit a report of their activities at the end of the academic year (May). Faculty will be notified of submission due date.
- The RMTR merit report with Student Evaluation of Instruction (SEI) is due by 4:00 p.m. on the second Friday of the Fall semester (September). Reports not in by this date will not be considered except for extenuating circumstances.

The merit committee chair will remind faculty of the following:

All information included in a merit report must have occurred between the dates of June 1, 20xx and May 31, 20xx. Do not duplicate entries. If an activity could be entered in more than one category, clearly justify/distinguish the difference. (For example, a presentation can be titled the same as an article.) Indicate when reported information was in progress and carried forward from the previous reporting period.

SEI scores for each class should be added to the merit report. SEI data for all courses taught during one or two semesters (excluding summer) are required for merit consideration. Exceptions include non-lecture courses (e.g. internships, independent studies or projects, theses) or when a faculty member does not teach any course during the evaluation period. These scores may be typed or hand-written on the merit report. An SEI score for question 1 ("I was looking forward to taking this course.") and questions 2-6 should be included along with the number of students who completed the SEI. Tenured faculty are required to report only one semester, although both semesters are recommended (to make the department median more accurate). Non-tenured faculty are required to report both semesters if they teach both semesters.

Limit the merit report to ten pages or less. Use 11 or 12 point font. Appendices may be included (for example, syllabus, article, etc.)

The merit report must include the following areas:

- Teaching duties, peer evaluations, course syllabi, SEI's, improvements, assessments
- Service activities
- Scholarship activities (See scholarship policy attached to bylaws.)

Merit reports should be submitted to the administrative department assistant (ADA). The ADA will then distribute these to the merit committee members for review.

Merit committee may convene before the evaluation process to discuss the ground rules for evaluation (i.e. quality vs. quantity, point distributions, etc.)

Each member of the merit committee will individually rate the merit reports assigned to them. Scores range from 0-.99 (no merit), 1-2 (merit).

Merit committee members will not evaluate their own faculty merit report. The last active member on the merit committee shall return to act as the fourth reviewer for the existing merit committee members.

Upon completion of the individual evaluation by each merit committee member, scores will be reviewed and discussed. Where appropriate, scores can then be changed.

The merit committee chair will calculate the average scores for all faculty. The merit committee chair will also calculate merit (the average of the scores for teaching, scholarship, and service). These results, plus the scores from all raters, will be forwarded to the Department Chair.

Weighting: The scale for assigning evaluative points to each of the three categories is as follows:

- 0.0 -- 0.99 No merit (but still could have solid performance)
- 1.0 -- 2.00 Merit

The merit committee should confer maximum credit to faculty for the merit of their work. Merit is understood to designate work that exceeds that for which one receives salary and is of self-evident value to the mission of the profession, the university, the college, the department, and the community.

The determination of "no solid performance" is the responsibility of administration (e.g. department chair, dean, provost), and not the department merit committee. If a faculty member receives "no solid performance," then neither merit pay nor solid performance pay is received.

Tenure Track faculty members are rated on the three categories of teaching, scholarship, and service. (Each rater posts a score between zero and two in each category for each faculty member.)

Since merit dollars for faculty and IAS are separate pools of money, all results for faculty and IAS will remain separate from each other.

Scores can be given to the nearest 1/10th (e.g. 0.9 , 1.5). Scores from each committee member and department chair will have equal weighting. Faculty receiving an overall average of 1.0 or higher will receive merit. Faculty receiving an average of .00 - .99 will receive no merit.

Faculty on Leave: Faculty who are on leave for a year or longer for any reason will be eligible for merit in any category. For unused categories (i.e. teaching), ratings from the previous year are to be used. For a faculty member on leave for less than one year, the portion of a year a faculty member is on leave should be evaluated on the basis of the preceding year's scores. These numbers are averaged into the scores for the time that this faculty was at work.

Notification: Each faculty member will receive a notification of whether they received merit or no merit. By request, a confidential merit evaluation report may be prepared by the merit committee chair. The report includes: a) an overall merit score, b) average score for each category of teaching, scholarship, and service, c) the rationale of merit or no merit, and d) ranking.

2. Instructional Academic Staff (IAS)

The basic merit procedures followed by faculty will be followed by IAS, with some minor changes and in accordance with UWL policy for IAS. IAS are evaluated on teaching and service only. If an IAS engages in scholarship, this is rated under service. Merit dollars for IAS are in a separate pool of money from the IAS merit dollars.

IAS will use the UWL digital measures for the annual SAH annual report and merit.

Due Dates:

- The Department Chair will submit the SAH annual report at the end of the academic year on the date specified annually. For the SAH annual report, each IAS will submit a report of their activities at the end of the academic year (May). IAS will be notified of submission due date.
- The RMTR merit report with Student Evaluation Index (SEI) is due by 4:00 p.m. on the second Friday of the Fall semester (September). Reports not in by this date will not be considered except for extenuating circumstances.

The merit committee chair will remind IAS of the following:

All information included in a merit report must have occurred between the dates of June 1, 20xx and May 31, 20xx. Do not duplicate entries. If an activity could be entered in more than one category, clearly justify/distinguish the difference. (For example, a presentation can be titled the same as an article.) Indicate when reported information was in progress and carried forward from the previous reporting period.

SEI scores for each class should be added to the merit report. SEI data for all courses taught during one or two semesters (excluding summer) are required for merit consideration. Exceptions include non-lecture courses (e.g. internships, independent studies or projects, theses) or when an IAS member does not teach any course during the evaluation period. These scores may be typed or hand-written on the merit report. An SEI score for question 1 ("I was looking forward to taking this course.") and questions 2-6 should be included along with the number of students who completed the SEI. IAS are required to report both semesters if they teach both semesters.

Limit the merit report to ten pages or less. Use 11 or 12 point font. Appendices may be included (for example, syllabus, article, etc.)

The merit report must include the following areas:

- Teaching duties, peer evaluations, course syllabi, SEI's, improvements, assessments
- Service activities
- Scholarship activities are optional (See scholarship policy attached to bylaws.)

Merit reports should be submitted to the administrative department assistant (ADA). The ADA will then distribute these to the merit committee members for review.

Merit committee may convene before the evaluation process to discuss the ground rules for evaluation (i.e. quality vs. quantity, point distributions, etc.)

Each member of the merit committee will individually rate the merit reports assigned to them. Scores range from 0-.99 (no merit), 1-2 (merit).

Merit committee members will not evaluate their own IAS merit report. The last active member on the merit committee shall return to act as the fourth reviewer for the existing merit committee members.

Upon completion of the individual evaluation by each merit committee member, scores will be reviewed and discussed. Where appropriate, scores can then be changed.

The merit committee chair will calculate the average scores for all IAS. The merit committee chair will also calculate merit (the average of the scores for teaching, scholarship, and service). These results, plus the scores from all raters, will be forwarded to the Department Chair.

Weighting: The scale for assigning evaluative points to each of the three categories is as follows:

- 0.0 -- 0.99 No merit (but still could have solid performance)
- 1.0 -- 2.00 Merit

The merit committee should confer maximum credit to IAS for the merit of their work. Merit is understood to designate work that exceeds that for which one receives salary and is of self-evident value to the mission of the profession, the university, the college, the department, and the community.

The determination of "no solid performance" is the responsibility of administration (e.g. department chair, dean, provost), and not the department merit committee. If an IAS member receives "no solid performance," then neither merit pay nor solid performance pay is received.

IAS members are rated on teaching and service only. (Each rater posts a score between zero and two in each category for each IAS member.) If an IAS engages in scholarship, this is rated under service.

Since merit dollars for faculty and IAS are separate pools of money, all results for faculty and IAS will remain separate from each other.

Scores can be given to the nearest 1/10th (e.g. 0.9 , 1.5). Scores from each committee member and department chair will have equal weighting. IAS receiving an overall

average of 1.0 or higher will receive merit. IAS receiving an average of .00 - .99 will receive no merit.

IAS on Leave: IAS who are on leave for a year or longer for any reason will be eligible for merit in any category. For unused categories (i.e. teaching), ratings from the previous year are to be used. For a IAS member on leave for less than one year, the portion of a year a IAS member is on leave should be evaluated on the basis of the preceding year's scores. These numbers are averaged into the scores for the time that this IAS was at work.

Notification: Each IAS member will receive a notification of whether they received merit or no merit. By request, a confidential merit evaluation report may be prepared by the merit committee chair. The report includes: a) an overall merit score, b) average score for each category of teaching, scholarship, and service, c) the rationale of merit or no merit, and d) ranking.

B. Distribution of Merit Funds

Computation of merit amounts. Merit is calculated by: Merit pool dollars divided by the number of faculty with merit equals dollars per person.

The university administration's information and instructions on merit pay will be distributed to faculty and staff by the department chair when that information becomes available.

C. Appeal Procedures

If a faculty or staff member would like clarification on their merit decision, contact the following people:

For an explanation of the merit process, contact either the merit committee chair or the department chair

For an explanation of the actual merit scores, contact the department chair.

If a faculty or staff member wishes to pursue a formal appeal, the following procedures should be followed:

Submit the appeal rationale in writing to the merit committee.

Meet with the merit committee.

If no satisfactory resolution is achieved, meet with the Dean.

Both the employee who is appealing the merit decision and the merit committee will engage in professional, civil discussion throughout this process. The well-being of individuals is honored and respected throughout this process.

D. Merit Policy Review

This merit policy should be reviewed every five years or when merit policy changes are made by UWS or UWL. This review should be initiated by the merit committee. Any changes made must be presented and approved by the department at the last department meeting of the academic year in preparation for the next evaluation period.

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) https://docs.legis.wisconsin.gov/code/admin_code/uws/3/06/1/c.

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" should be applied to faculty with a contract date after.

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

A. Retention (procedure, criteria and appeal)

Faculty under review will 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.

Departments will provide the following materials to the dean:

- Department letter of recommendation with vote;
- 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
- Merit evaluation data (if available).

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

Starting with tenure-track faculty hired effective Fall 2008, all first-year tenure-track faculty will be formally reviewed in the spring of their first year. A departmental letter will be filed with the Dean and HR. Formal reviews resulting in contract decisions will minimally occur for tenure-track faculty in their 2nd, 4th and 6th years.

B. Tenure review and departmental tenure criteria (if applicable)

1. Review Criteria:

a. Teaching

EVALUATION OF TEACHING

Introduction

Teaching is a complex process, thus the evaluation of teaching effectiveness requires the use of multiple sources and types of evidence including evaluations by students and peers, teaching awards, and examples of course materials. Teaching evaluation, as conducted in RMTR, will follow UWL's Joint Promotion Committee Teaching Effectiveness Measures criteria (<https://www.uwlax.edu/catl/resources/WinterWorkshops2011/JPC%20Teaching%20Effectiveness%20Measure.pdf>) and include: 1) self evaluation; 2) teaching methods and effectiveness; 3) student instruction evaluation; and, 4) peer evaluation. Faculty are encouraged to add accompanying narrative and examples which supports their teaching effectiveness. Additional resources to facilitate developing a teaching portfolio can be found at the UWL Provost's website: <https://www.uwlax.edu/academic-affairs/provost-promotion-resources/>. While these are identified as promotion resources, they should be considered as useful and appropriate at any stage of teaching evaluation.

Teaching: Rank Specific Information

Assistant Professor

1. Delivers assigned course content to meet course objectives and learning outcomes.
2. Demonstrates competence and knowledge in the designated content areas of teaching.
3. Uses effective teaching strategies.
4. Pursues professional teaching development, e.g. workshops, classroom assessment, etc.
5. Evaluates own teaching.
6. Periodically engages in evaluation by peers.
7. Seeks mentoring experiences when needed.
8. Articulates a philosophy of teaching and learning.
9. Continues to develop knowledge of content and/or clinical expertise.
10. Demonstrates creative skills in instructional design, delivery, evaluation, and revision.
11. Incorporates the use of research findings in teaching on a regular basis.
12. Uses faculty and student input to improve teaching effectiveness.
13. Contributes to curricular and/or program development and evaluation.
14. Incorporates research findings in teaching.
15. Develops course related community supported projects and/or partnerships as appropriate.
16. Disseminates an organized syllabus covering course content, learning outcomes, objectives, office hours, COAPRT standards covered, and schedule by the first week of class following program guidelines, if applicable.
17. Posts and is available during scheduled office hours.

In addition, for Associate Professor:

1. Maintains and refines a teaching/learning philosophy
2. Supervises independent studies, projects, or theses, as appropriate.
3. Demonstrates expertise in course and curriculum development, implementation, and evaluation.
4. Assists other faculty members in matters of teaching and learning.

In addition, for Professor:

1. Mentors others in the developing of teaching and learning skills.
2. Maintains a high level of knowledge about current developments in the area of teaching and in the professional discipline.
3. Leads the program/school in the development and evaluation of curriculum.
4. Demonstrates and creates opportunities for students to link theory, practice, and research.

Post-Tenure Review

- Evidences continued teaching effectiveness at the corresponding title/level.

a. Scholarship

Introduction

Scholarship is an integral part of the faculty role because it enables the creation, restructuring and dissemination of knowledge that is used by society to evolve. Scholarship activities must also be disciplined, goal oriented and reflective of high standards of integrity. In his book, *Scholarship Reconsidered*, Boyer (1990) redefined the scholarship role of faculty to encompass a more inclusive conception of scholarly activities. Boyer recognizes four separate yet overlapping elements, i.e., discovery, integration, application, and teaching. The scholarship of integration focuses on the interpretation and synthesis of existing knowledge to bring about new insights and ideas. This type of scholarship is often interdisciplinary in nature. The scholarship of discovery involves investigative, research efforts to produce new knowledge. The scholarship of application is concerned with applying the knowledge of one's academic discipline to "real world" settings to solve problems or to provide needed service to individuals, groups, or institutions. Lastly, the scholarship of teaching is focused on the production of knowledge that can be used to enhance the transmission of ideas and concepts in educational settings.

RMTR uses the four elements of scholarship described by Boyer to represent various kinds of scholarly work for which faculty should be recognized when undergoing peer and administrative review. Although faculty scholarship must reflect at least one of Boyer's elements, faculty are not required to participate in each element. Over one's career, however, a faculty member could participate in more than one element. Regardless of a faculty member's scholarship focus, it is expected that faculty engage in a sustained program/pattern of scholarship which shows evidence of peer reviewed publications.

Scholarship: Rank Specific Information

Assistant Professor:

1. Defines a scholarship focus.
2. Develops and initiates a scholarship agenda.
3. Exhibits consistent scholarly productivity.

In addition for Associate Professor:

1. Demonstrates progress in scholarly area(s).
2. Develops an in-depth scholarly agenda over time.
3. Contributes through own scholarship to the body of knowledge in the field.

In addition for Professor:

1. Achieves national/international recognition for scholarship.
2. Provides leadership in promoting and developing research activities.
3. Provides research training to students and/or faculty through mentoring.
4. Influences theory, policy, practice, and/or pedagogy through scholarship.

Post-Tenure Review:

- Evidence of continued research, scholarship, and creative work at the corresponding title/level

Examples of Documentation for Integrative Scholarship

1. PUBLICATIONS

- Peer-reviewed publications of research, policy analysis and complex case study analysis
- Published integrative reviews of the literature
- Published books and/or book chapters
- Reports describing interdisciplinary programs or service projects Policy papers designed to influence organizations or governments

2. PRESENTATIONS

- Peer reviewed or invited (local, regional, national, international) presentations
- Invited panel discussions

3. GRANTS

- Funded grant awards
- Unfunded grant proposals that have received peer review and/or approval

4. OTHER PRODUCTS OF SCHOLARSHIP

Examples of Documentation for Scholarship of Discovery

1. PUBLICATIONS

- Peer-reviewed publications of research, theory, or philosophical essays
- Published books and/or book chapters

2. PRESENTATIONS

- Peer-reviewed or invited presentations of research, theory, or philosophical essays

3. GRANTS

- Funded grant awards
- Unfunded grant proposals that have received peer review and/or approvals

4. OTHER PRODUCTS OF SCHOLARSHIP

- Documented involvement in the development or implementation of grants or grant proposals
- Documented mentorship of colleagues in research or scholarship
- Formal recognition at the state, regional, national, or international level as a scholar in an identified area
- Local, university, or professional awards recognizing scholarship (may include nominations for awards)

Examples of Documentation for Scholarship of Application

1. PUBLICATIONS

- Peer-reviewed publications of case studies, technical applications, or other practice/teaching issues
- Published books and/or book chapters
- Reports compiling and analyzing client or health services outcomes

2. PRESENTATIONS

- Peer reviewed or invited presentations related to practice (local, state, regional, national, international)

3. GRANTS

- Funded grant proposals and/or awards in support of practice
- Unfunded grant proposals that have received peer review and/or approval

4. OTHER PRODUCTS OF SCHOLARSHIP

- Copyrights, licenses, patents, or products developed
- Consultation reports
- Formal recognition at state, regional, national, or international levels as a master practitioner or clinician
- Professional certifications, degrees, and other specialty credentials
- Reports and other non-peer reviewed materials related to practice
- Policy papers related to practice
- Professional consultation in scholarly or professional projects, including reports
- Ongoing scholarly projects related to professional practice
- Development of professional evaluation instruments

Examples of Documentation for Scholarship of Teaching

1. PUBLICATIONS

- Peer-reviewed publications related to teaching methodology or learning outcomes
- Reports and other nonrefereed publications related to teaching
- Published books and/or book chapters

2. PRESENTATIONS

- Peer reviewed or invited presentations related to teaching/learning (local, state, regional, national, international)

3. GRANTS

- Funded grant awards in support of teaching and learning
- Unfunded grant proposals that have received peer review and/or approval

4. OTHER PRODUCTS OF SCHOLARSHIP

- Development and/or testing of educational models or theories
- Accreditation or other comprehensive program reports
- Development of new technology for teaching and learning design of outcome studies or evaluation/assessment of programs
- Investigation of pedagogical approaches

b. Service

Introduction

Service can be generally defined as assistance or benefits afforded another. All faculty are required to provide service to the university, external communities, and/or to one's profession. Service within these three areas supports the advancement of learning, the enrichment of campus culture, and development of one's discipline. Service also provides opportunities to develop interdisciplinary collaboration, identify links in knowledge across disciplines, and facilitate the implementation of community partnerships and interdisciplinary education. Service is considered an important part of a faculty member's role. Distinction is drawn between service to the community provided as a faculty member and that provided as a private citizen. Service to the community should be directly related to, or flow from, the faculty member's academic/professional expertise.

Service: Rank Specific Information

Assistant Professor:

1. Serves on departmental committees
2. Pursues opportunities to serve university through committees, organizations, and/or activities
3. Participates in professional activities and/or organizations at local, regional, or state level

In addition, for Associate Professor:

1. Provides leadership and participates in community, departmental, college, and/or institutional committees/activities/administrative assignments

In addition, for Professor:

1. Maintains leadership roles in university activities.
2. Demonstrates involvement in professional service at the national or international level.
3. Actively engages in policy discussion at the community and professional levels.
4. Pursues opportunities to advance community and/or professional organizations.

Post-Tenure Review:

1. Evidence of continued service to the university and the profession.

Examples of Documentation for Service

University

- Participation in department/college/university committees and activities
- Leadership in department/college/university/committees and activities
- Fostering the departmental relationship with clinical, practicum, and internship site agencies
- Participation in student recruitment and retention activities
- Advisor for student organizations
- Assumes leadership responsibility as department program director, department chairperson, or Associate Dean
- Assumes responsibility for special academic projects such as accreditation coordination or clinical/internship site coordination
- Develops published materials (e.g., newsletters, websites, brochures, etc.) related to program and/or school

External Community

- Participates on advisory boards related to professional role
- Participates in organizations and activities related to areas of professional expertise
- Fosters and facilitates partnerships between community organizations and department
- Organizes community workshops/conferences/activities
- Receives public awards and/or recognition
- Conducts professional practice in the community

Professional Community

- Participates in discipline-based organizations at local, state, regional, national, or international levels
- Serves as editor and/or reviewer for professional publications and media products
- Develops published materials/presentations related to profession (e.g., newsletters, brochures, white papers, conference presentations, etc.)
- Provides consultation materials
- Works as peer-reviewer for professional conferences
- Organizes, moderates, engages in professional workshops/conferences/activities
- Promotes profession through public awareness activities
- Serves as expert witness

2. Results of the review

Strict compliance with all procedures outline in the “UWL Tenured Faculty Review and Development” section of the UWL Staff Handbook will be followed. If improvement is needed, action will be taken according to the “UWL Tenured Faculty Review and Development” section of the UWL Staff Handbook.

Written records of all reviews will be kept in the Department files.

Faculty members 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 Tenure Faculty Committee, either during the annual merit review or during the five year Post-Tenure Review, the Tenure Faculty Committee will meet face-to-face with that faculty member to discuss reasons for the rating and plan strategies on how to address areas of concern.

The faculty member shall have all the rights of appeal as outlined in the UWL Faculty Personnel Guidelines 6.01 and 6.02 and may appeal department decisions to CGAAF Committee (Chapter XV).

C. Post-tenure Review

The post-tenure review plan is conducted according to the UW system's tenure policy and guidelines. The review criteria for teaching, scholarship, and service are located in section V,B, "Tenure Review and Departmental Tenure Criteria".

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

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

E. Faculty Equity Adjustments

Definition: An equity adjustment is a salary adjustment that results from the need to address unusual salary disparities that cannot be remedied by the annual department distribution of salary adjustment packages. An equity adjustment may be recommended for reasons such as: (1) to address issues of gender or race equity; (2) to address inequities due to salary compression or promotion; or, (3) to address inequities resulting when individuals acquire advanced degrees. Equity adjustments should not be made which negate past merit adjustments.

Department salary equity adjustment requests shall be presented in writing to the dean of the college. This shall be done at the same time the department makes annual salary adjustment recommendations, unless equity adjustment recommendations are invited at other times by the dean.

A request for a salary equity adjustment may be initiated by:

1. The department chair

The department chair is the department custodian of current salary data as well as relevant historical salary adjustment information. It is the responsibility of the chair with input from the college Dean's office to periodically review salary data. Where evidence of a salary inequity exists, the chair shall make a request to the dean for an appropriate equity adjustment. Such requests must be in writing and include supporting documentation and rationale.

2. A faculty member

A faculty member may request an equity adjustment on one's own behalf. This request must be presented to the department chair in writing, with documentation and rationale. The chair may add a written recommendation and additional documentation to the request before forwarding the request to the dean. The chair shall provide the requesting faculty member with copies of any added recommendations/documentation.

Notice on action taken on salary equity recommendations will be directed to the department chair and the affected faculty member according to the current university policy on salary equity adjustment.

VI. Instructional Academic Staff Review

A. Annual Review

1. In Accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually.
2. Criteria for review can be found in Section III. B. of this document.
3. IAS Annual Review Committee Members:

The IAS Annual Review Committee shall be composed of three IAS (associate lecturer, lecturer or senior lecturer) members and the Department Chairperson (voting member) for three year staggered terms and one alternate member who will serve on the committee when any of the committee members are being

reviewed. The Department of Recreation Management and Therapeutic Recreation IAS staff shall elect members. If there are not enough IAS to fill the Committee and the alternate position, the IAS on the committee will select and invite a tenure track faculty member of the department to fill the committee vacancies.

4. Review Materials:

a. IAS will submit two reports to the IAS Annual Review Committee:

- The IAS Annual Review form shall be submitted for IAS annual reviews and is available at: <https://www.uwlax.edu/human-resources/faculty-and-staff/performance-appraisals/>
- The “Annual Faculty/IAS Activity Report” shall be submitted for annual reviews and is available through Digital Measures at: <https://secure.uwlax.edu/digitalmeasures/>

B. IAS Promotion Procedures

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

2. IAS Promotion Committee Members:

- a. IAS Promotion Committee will be composed of all tenured faculty and IAS with rank of senior lecturer.

C. Appeal Procedures re: Annual Review

IAS wishing to appeal a nonrenewal decision will follow the policies and procedures outlined in UWS 3.08 and UWL 3.08

D. Instructional Academic Staff Equity Adjustments

Definition: An equity adjustment is a salary adjustment that results from the need to address unusual salary disparities that cannot be remedied by the annual department distribution of salary adjustment packages. An equity adjustment may be recommended for reasons such as: (1) to address issues of gender or race equity; (2) to address inequities due to salary compression or promotion; or, (3) to address inequities resulting when individuals acquire advanced degrees. Equity adjustments should not be made which negate past merit adjustments.

Department salary equity adjustment requests shall be presented in writing to the dean of the college. This shall be done at the same time the department makes annual salary adjustment recommendations, unless equity adjustment recommendations are invited at other times by the dean.

A request for a salary equity adjustment may be initiated by:

1. The department chair

The department chair is the department custodian of current salary data as well as relevant historical salary adjustment information. It is the responsibility of the chair with input from the college Dean’s office to periodically review salary data. Where evidence of a salary inequity exists, the chair shall make a request to the dean for an appropriate equity adjustment. Such requests must be in writing and include supporting documentation and rationale.

2. An Instructional Academic Staff (IAS) member

An IAS member may request an equity adjustment on one’s own behalf. This request must be presented to the department chair in writing, with documentation and rationale. The chair may add a written recommendation and additional documentation to the request before forwarding the

request to the dean. The chair shall provide the requesting IAS member with copies of any added recommendations/documentation.

Notice on action taken on salary equity recommendations will be directed to the department chair and the affected IAS member according to the current university policy on salary equity adjustment.

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/Human-Resources/Performance-appraisals/>.

VIII. Governance

A. Department Chair

1. Election of the Department Chair

b. Eligibility requirements for serving as Chairperson

All members of a Department shall be eligible to serve as Department Chairperson provided they are:

- Of the rank of associate professor or above;
- On staff of this University at least three full semesters;
- Not on terminal contract or temporary appointment.

b. Eligibility requirements for voting for Chairperson

All members of the Department holding at least half-time appointment are eligible to vote provided they have the status of:

- Ranked faculty designated as holding appointments or tenure in the Department in official personnel records maintained by the Vice Chancellor;
- Academic staff with faculty status holding appointments in the Department who have been granted eligibility by action of the ranked faculty of the Department;
- Faculty or academic staff described (above) whose leave of absence from the University or assignment to duties outside the Department will terminate within the three-year term of the Chairperson to be elected;
- Faculty or academic staff who claim membership in the Department or who have been extended voting privileges by a majority of the other eligible voters of the Department on grounds that their University appointment is functionally part of the Department's activities.

c. Term of office for Chairperson

A term of office shall be three years subject to removal for cause. The term shall start at the beginning of the first semester or as designated by the University calendar.

d. Method of selection

If the Department has fewer than five members eligible to vote, the Chairperson will be appointed by the Chancellor.

If the Department has five or more members eligible to vote, the Chairperson shall be elected under the following procedures:

- Elections shall be held during the month of February;

- The Dean shall send nominating ballots containing the names of all members of the Department eligible to serve as Chairperson to each member of the Department eligible to vote;
- Each person receiving a ballot shall nominate one person and return it to the Dean who shall tabulate the results;
- The Dean shall determine whether or not the two persons receiving the highest number of nominations are willing to serve if elected; however, if one person had received nominations from 60 percent or more of the eligible voters, and is willing to serve as Chairperson, that person shall be declared elected.
- If an election is necessary, the Dean will send a ballot to each eligible person with the names of the two nominees;
- Each person receiving the ballot shall vote for one person and return it to the Dean;
- The Dean shall tabulate the results of the election and submit the name of the nominee receiving the most votes as the Chairperson-Elect to the Vice Chancellor for approval, who in turn shall submit it to the Chancellor for approval. If approval is not given, the Dean shall conduct another election under the provisions of the bylaws.

The Department may elect to have its Chair determined by the Chancellor's appointment under the following procedures:

- Prior to the distribution of an election ballot, a petition signed by no fewer than 25 percent of the members of a Department may be addressed to the Dean requesting a Department meeting be held to consider the issue of selecting a Chairperson by Chancellor's appointment;
- At least one week in advance, the Dean shall announce in writing to each Department member eligible to vote the time, place, and the purpose of the meeting at which the Dean will preside and the issue will be discussed;
- The Dean shall then send ballots to each Department member eligible to vote to determine if the Chairperson is to be selected by election or by appointment by the Chancellor;
- Each Department member receiving a ballot shall mark his/her preference and return it to the Dean who shall tabulate the votes and communicate the results to the Vice Chancellor and the Chancellor;
- If the Department majority votes for selecting a Chair by Chancellor's appointment, the Chancellor shall appoint a Chairperson for the term of office;
- If it is deemed necessary, the Chancellor may fill the Chair from off-campus providing the appointee has credentials appropriate to the Department's academic discipline and the appointment conforms to the Departmental application of the University's tenure density policy;
- Unless another petition is received by the Dean by the end of the three-year term and the Department votes again to request the Chancellor to appoint a Chairperson, the Department shall return to the elective system;

The names of all Chairpersons-Elect shall be announced by the Chancellor.

e. Elastic Clause

Nothing in this bylaw shall preclude the Chancellor from appointing a Chairperson from within or from outside a Department when and if the need exists.

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 By-Laws (revised 2006) http://www.uwlax.edu/faculty_senate under the heading "IV. Responsibilities of Departments, Department Members and Department Chairpersons" and "V. The Selection of Department Chairpersons" and "VI. Remuneration of Department Chairpersons." in addition references to chair-related duties are stated throughout the Faculty Handbook.

RMTR Chairperson Duties

The Chairperson is generally responsible for ensuring that the policies and procedures of the department are carried out in accordance with the departmental bylaws and that the department and its members are fulfilling the responsibilities described in the IV.A-G of Faculty Senate Policies. The chairperson shall assume a prominent role in creating a professional environment conducive to high morale and productivity in the department. Specific department functions supervised or performed by the chairperson include:

- a. Registration and scheduling
 - Developing semester and summer session class schedules in consultation with the faculty
 - Monitoring registration and assessing the need to add or cancel classes.
- b. Curriculum
 - Implementing the authorized curriculum; initiating discussion of curricular issues; developing proposals for new or revised courses, special projects, grant proposals, curriculum changes; arranging for textbook selection; and participating in the presentation of departmental proposals before the appropriate committees.
 - Receiving and responding to concerns about curriculum and acting on substitution and waiver requests brought by students and others.
- c. Budget, Textbooks, Equipment and Facilities
 - Preparing the annual departmental budget for travel, services, supplies and equipment; ordering all budgeted items; and managing expenditures in accordance with the budget plan.
 - Making recommendations for textbook and library budgets and other budgets as requested.
 - Reporting textbook choices to the Textbook Rental Service in timely fashion.
 - Making assignments of offices, classrooms, and other work areas; obtaining other facilities when needed; and requesting maintenance for repairs for equipment, offices, classrooms, and other work areas.
- d. Meetings and Committees
 - Establishing a schedule of department meetings and presiding at same.
 - Ensuring that departmental committees are meeting to fulfill their responsibilities.
 - Attending meetings of appropriate departmental, college, and university committees.
 - Designating or recommending department members to serve on committees as requested.
 - Arranging for representation and participation of the department at professional meetings and placement centers as appropriate.
 - Serving on committees as required.
- e. Personnel
 - Conveying to the appropriate administrative officer the personnel needs of the department for faculty and academic staff, graduate assistants, classified staff and student help.
 - Monitoring all departmental search and screen activities for compliance with UWL Affirmative Action hiring procedures.
 - Describing and publicizing faculty and academic staff vacancies and corresponding with applicants and placement agencies; scheduling and participating in interviews; making

recommendations to the appropriate administrative officer regarding hiring; and providing orientation for new members regarding departmental policies and procedures, departmental expectations for faculty and academic staff, and faculty and academic staff responsibilities.

- Arranging for the required evaluations of faculty and academic staff; scheduling student evaluation of department members; monitoring department personnel committees with regard to conformance with UW System, UWL and department procedures; and informing individual members of any recommendations regarding them.
- Describing and publicizing graduate assistantship positions; making recommendations to the appropriate administrative officer regarding hiring of graduate assistants; providing orientation and assignment for graduate assistants; and participating in the evaluation of graduate assistants.
- Arranging for the selection, hiring, training, overseeing, and evaluation of classified staff and student help.
- Recommending summer school appointments to the appropriate administrative officer within university, college and departmental guidelines.
- Ensuring the continuation of classes during prolonged faculty absences.

f. Students

- Receiving and responding to student questions, concerns, and complaints regarding courses, curriculum requirements, faculty and grades.
- Coordinating advising activities for the department.

g. Teaching

- Teaching a reduced load in the department in accordance with by-law VIII.B.

h. Other Responsibilities

- Responds to inquiries from the university, the UW System, and external accrediting agencies regarding department programs.
- Confers, as needed, with other chairpersons in the university and with other departments of the same discipline in the system and area.
- Corresponds with prospective students, teachers, and the general public on their inquiries.
- Provides an annual list of due dates to faculty and staff.
- Writes and submits all university-required reports (e.g., APR, assessment)
- Writes all accreditation reports (e.g., annual review, re-accreditation)

3. Removal of a Chairperson from office

Dissatisfaction among Department members may result in the replacement of the Chairperson by the following procedures:

- a. A petition signed by no fewer than 50% of the members of a Department shall be addressed to the Dean requesting a Department meeting at which the question of removal of the Chairperson will be considered;
- a. At least one week in advance, the Dean shall announce in writing to each Department member eligible to vote the time, place, and purpose of the meeting at which the Dean will preside and the question will be considered;
- b. The Dean shall then send ballots to each Department member eligible to vote to determine if the Chairperson shall be removed;

- c. Each Department member receiving a ballot shall mark his/her preference and return the ballot to the Dean who shall tabulate the votes and communicate the results to the Vice Chancellor and the Chancellor;
 - d. A vote of two-thirds of the members of the Department eligible to vote shall be required to remove the Chairperson from office;
 - e. If the vote is for removal of the Chairperson, a new Chairperson shall be selected in accordance with one of the methods outlined in this bylaw;
 - f. Proceedings to remove a Chairperson may be instituted only once during a term of office and not before the end of the third semester of the term;
 - g. The Chairperson may resign without prejudice at any point in the removal proceedings.
4. A Chairperson's inability to complete a term may result in his/her replacement.
The Department shall hold an election or request the Chancellor to appoint a Chairperson for the remainder of the term in accordance with the provision of this bylaw.
5. A temporary leave taken by the Chairperson may result in an interim appointment being made according to the length of leave:
- a. For one semester or for a summer, the Dean, in consultation with the incumbent Chairperson, shall recommend a temporary replacement to the Vice Chancellor and the Chancellor for the period of the leave;
 - b. For a leave extending for more than one semester, the Department shall hold an election or request that the Chancellor appoint a Chairperson in accordance with the provisions of this bylaw. In this event, the time constraints affecting the selection process will not be applicable and the replacement will serve for the remainder of the Chairperson's term of office.
6. Remuneration for Department Chairperson
Salary adjustment for Chairperson:
- a. There will be no bonus or special consideration attached to a Department Chairperson during the academic year unless determined by University policy <http://www.uwlax.edu/facultysenate/ABP/bylaws.html>.
 - b. Chairperson shall be evaluated annually by the Department in accordance with current University policy, <http://www.uwlax.edu/facultysenate/ABP/bylaws.html>, applicable to faculty evaluation and merit pay.
7. Reduction of Load
The Department Chairperson will be assigned a reduced load depending on Department size (and department need):
- a. A reduction of one-quarter time for the Chairperson with fewer than five full-time faculty position; the Department may assign reduced load dependent on department needs and

priorities.

- b. A reduction of one-half time for the Chairperson with six or more full-time faculty positions; the Department may assign reduced load dependent on departmental needs and priorities.
- c. In those cases where the Department has 20 or more full-time faculty positions or where the volume of Department business justifies it, a Chairperson may be assigned a load reduction greater than specified above.

B. Program Directors

1. Election Process

There are three different program directors: Recreation Management, Therapeutic Recreation, and RM & TR Graduate. Each program director will be elected in the weeks following the election of the department chair. Each program director must be fulltime faculty or IAS and will serve a three-year term. RM & TR program directors are elected by their respective program fulltime faculty & IAS only. The graduate program director must have graduate faculty status and is elected by all fulltime graduate faculty & IAS in the department.

Elections are to be conducted as follows:

- Open nominations are conducted. Individuals publicly nominate candidates. Self-nominations are allowed. A person may decline a nomination if he/she so chooses.
- Following nominations, closed balloting is conducted by each full-time faculty/staff member writing his/her vote on a piece of paper. Any faculty or staff member not running for the position may count the ballots.
- A person wins the election if he/she receives more than 50% of the vote.
- If no person receives more than 50% of the vote, the top two vote getters hold a runoff election.
- In the event of a tie, elections may be repeated until the tie is broken. If a program is unable to break a tie, the department chair chooses from the two candidates.
- If a program cannot find anyone to serve as program director, the department chair chooses the director.

2. Duties of Recreation Management and Therapeutic Recreation Program Directors

- Coordinate course scheduling each semester. This includes 1) conferring with faculty in the program, other program directors in the department, and other academic programs across campus and 2) overseeing course fees.
- Oversee development and maintenance of program promotional materials (web page, handouts, brochure, bulletin boards, Cowley display case,...)
- Advise current and prospective students in conjunction with the ACCESS Center, Office of Student Life, dean's office Student Support Services, etc.
- Develop advisement tools for prospective and current majors and minors (welcome packets, advisement sheets, group advising,...)
- Coordinate program assessment (e.g., assessment topics, provide chair with documentation for report writing (e.g., COAPRT annual report, university Annual Program Review, etc), oversee programmatic changes based on assessment results, coordinate university assessment management software entry)
- Oversee curricular changes (i.e., draft CIM forms, update catalogue, attend UCC meetings, coordinate with dean's office, Records and Registration, represent the department at college meetings)
- Oversee program content for self-study report for national accreditation
- Advise students with problems not addressed by faculty advisor
- Chair program meetings and keep appropriate documentation (e.g., minutes, handouts, etc.)
- Monitor enrollment trends of majors and minors
- Maintain calendar of due dates for program information and meet due date deadlines

- Provide guidance on course substitutions for transfer students (both UWL transfers and transfers from other universities)
- Coordinate admissions policies and procedures

3. Duties of Graduate Program Director

- Coordinate course scheduling each semester. This includes 1) conferring with faculty in program, other program directors in the department, and other academic programs across campus and 2) overseeing course fees.
- Oversee development and maintenance of program promotional materials (web page, handouts, brochure, bulletin boards, Cowley display case,...)
- Advise prospective students
- Develop advisement tools for prospective and current graduate students (welcome packets, advisement sheets)
- Coordinate program assessment (e.g., assessment topics, provide chair with documentation for report writing (e.g., COAPRT annual report, university APR, etc.), oversee programmatic changes based on assessment results, coordinate university assessment management software entry)
- Oversee curricular changes (i.e., draft CIM forms, update catalogue)
- Chair program meetings as necessary and keep appropriate documentation (e.g., minutes, handouts, etc.)
- Provide regular updates about graduate program during department meetings
- Monitor enrollment statistics
- Maintain calendar of due dates for program information and meet due date deadlines
- Advise admissions on admission applications (i.e., admission recommendation, course deficiencies)
- Advise all graduate students, including information on grant opportunities, thesis due dates, and student appeal process
- Coordinate selection of graduate assistants and assign faculty/staff with GA supervisory responsibilities
- Represent department at university level on graduate matters (e.g., serve on Graduate Council, awards committee, attend university graduate program director meetings, coordinate with university graduate director and department chair on graduation/hooding, etc.)

C. Internship Coordinator Position Description

1. Overall Responsibilities

The internship coordinator serves as a liaison between UWL's RM/TR program and organizations that have affiliated for fieldwork placement ensuring a coordinated effort between the approved agency sites, the University and the student.

- a. Assumes overall responsibility for internship coordination (i.e., maintaining affiliation agreements with approved sites, securing new sites, supervising the timely processing of related paperwork).
 - Advises all majors through the internship process through their academic career
 - Yearly review of approved internship sites for continuation of affiliation
 - Design and instruct the pre-internship course.
 - Design internship course
 - Generates the syllabus for the internship course and requests the course management system online course
 - Continually reviews, updates, and keeps an established list of approved internship sites for students
 - Recruits and communicates with potential internship sites on internship approval process
 - Communicates with potential internship sites on internship approval process

- Maintains current contacts with approved agencies and design, complete and facilitate review and signature approval by the UW-La Crosse risk manager and the director of business services of new a renewed agency/university affiliation agreements
- Coordinates internship information for the departmental website and online course management system
- Works in conjunction with the university services associate (internship program associate) who supports both internship coordinators
- Compiles, updates, and disseminates program memorandum (internship manuals) that define the roles and responsibilities of university representatives, agency supervisors, and students
- Ensures internships contracts are completed accurately and kept secure

2. Responsibilities Prior to and during the teaching of Pre Internship Class

- Designs course pre-internship course including syllabus, schedule and assignments
- Counsels prospective internship students regarding placement interests, opportunities, and concerns
- Informs the student of guidelines necessary for an internship site to be accepted as an approved site
- Generates the syllabus for the pre-internship course which includes the following accreditation standard competencies of the Council on Accreditation of Parks, Recreation, Tourism and related Professions
- Utilizes and maintains online course management system
- Assists students in the selection and approval of internship sites
- Orients students on registration procedures
- Upon acceptance of students by an internship site, assures that internship contracts and affiliation agreements are completed, signed, and disseminated to the appropriate persons.
- In conjunction with the chairperson, Department of Recreation Management and Therapeutic Recreation, UWL, the appropriate program director assigns university supervisors to internship students as workload.
- Establishes a file on each applicant for the internship experience and a separate locked file of background checks for each student
- Provides students with information on internship requirements for professional certification
- Advise students on the importance of involvement in professional organizations
- Constructs a file related to career preparation for each student that contains essential information and verification that students meet criteria for completing internship (see internship manual for criteria)

3. Responsibilities Prior to and During the Internship Experience

- Generates syllabus for internship experience
- Acts as a liaison for the student, internship site supervisor, and faculty supervisor when challenges develop
- Assists and supports university supervisors as needed
- Prepares and sends agency startup packet to include: midterm and final evaluation forms, syllabus including schedules or required university assignments, major project expectations and other relevant information to agency supervisors and students
- Organizes and maintains course management system for internship
- Generates masters list of interns, faculty supervisor and agency supervisor
- Allocates internship sections by faculty supervisor with the RMTR chair and the UWL registrar
- Keeps the chair and program director apprised of potential problems with the internship site(s) or supervisor(s)
- Assists students in assessing their strengths and weaknesses and then their internship goals and experiences

4. Responsibilities for Post Internship

- Maintains permanent student internship files for seven years post internship
- Maintains permanent student internship files after the internship experience
- Compiles database and evaluation of internship site in an internship site master file to provide information to future internship students.
- Compiles report on curriculum evaluation, COARPT and/or UWL assessment reporting

Functions Exclusive to the Therapeutic Recreation Internship Coordinator

- Communicate with NCTRC as needed for credentialing issues or concerns
- Track and coordinate onboarding responsibilities per external agreements
- Verifies CEU's for agency supervisors through NCTRC
- Verifies internship completion when inquiry is initiated by NCTRC
- Tracks faculty supervisor evaluations; distributes and discusses results with faculty and addresses problems
- Ensure agencies are in compliance with NCTRC regulations for accepting interns
- Orientates agency supervisors to ongoing credentialing changes impacting internship supervision; assuring agency supervisors are compliant with NCTRC supervision responsibilities, certification standards, path to certification, certification eligibility
- Maintain professional licensures, and maintains, credential of Certified Therapeutic Recreation Specialist
- Stay current with changing standards that affect field placement and certification regulations as indicated by credentialing body (NCTRC)

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

G. The Executive Committee

1. Committee Make Up

The Chairperson of the Department (non-voting member), and three other members of the Department (the Undergraduate Directors of Recreation Management and Therapeutic Recreation, and the Graduate Program Director) shall constitute the Executive Committee. If a faculty member holds two or more of the above positions, the faculty shall elect another faculty member to serve on the committee.

2. Committee Responsibilities

Working as a liaison with the Department Chairperson, the Executive Committee shall assist the chairperson general supervision over the business of the Department between its regular meetings and when needed.

3. Meetings

The Executive Committee shall meet when needed and/or otherwise requested by the membership of the Department. The Chairperson may call special meetings.

H. Curriculum Committees

1. Recreation Management Undergraduate Committee

All recreation management faculty with faculty status shall constitute the Recreation Management Undergraduate Curriculum Committee. The committee will review and make

recommendations on the undergraduate curriculum. Advisor: Chairperson of the Department (non-voting member).

The duties of this committee are:

Review and consider reports on curriculum matters.

Conduct research and initiate changes in curriculum.

Forward to the Chairperson, and when necessary the Executive Committee, reports of action taken with respect to curriculum proposals.

2. Therapeutic Recreation Undergraduate Committee

All therapeutic recreation faculty with faculty status shall constitute the Therapeutic Recreation Undergraduate Curriculum Committee. The committee will review and make recommendations on the undergraduate curriculum. Advisor: Chairperson of the Department (non-voting member)

The duties of this committee are:

Review and consider reports on curriculum matters.

Conduct research and initiate changes in curriculum.

Forward to the Chairperson, and when necessary the Executive Committee, reports of action taken with respect to curriculum proposals.

3. Graduate Committee

Department faculty holding graduate faculty status shall constitute the Graduate Curriculum Committee. The committee will review and make recommendations on the graduate curriculum. Advisor: Chairperson of the Department (non-voting member).

The duties of this committee are:

Review and consider reports on curriculum matters.

Conduct research and initiate changes in curriculum.

Forward to the Chairperson, and when necessary the Executive Committee, reports of action taken with respect to curriculum proposals.

- Instructional Academic Staff:

Instructional Academic Staff are eligible and encouraged to become Graduate Faculty. They are eligible if they meet some level of the university's Graduate Faculty Status. Individuals with IAS will be asked to submit the proper application materials to the Department Chair. Included with the application should be a vita and a brief statement explaining the reason for seeking Graduate Faculty status. The Department Chair will review the application. If it meets department expectations, the materials will be forwarded along with a department request for university approval. If the university approves the request, the IAS person will receive an appointment letter and then becomes a member of the department's Graduate Faculty.

- Student Involvement in Curriculum Matters:

A minimum of once annually, each of the above committees will involve a student or students in curriculum discussions. These students will be selected by the Undergraduate Curriculum Directors, the Graduate Program Director, and the Chair. These meetings will be coordinated by the Program Directors.

I. Merit Committee (4/1/15)

1. Tenure Track Merit Committee

The committee shall be composed of three tenured faculty members and the Department Chairperson (voting member) for three year staggered terms. The Department of Recreation

Management and Therapeutic Recreation faculty shall elect members. If there are not enough tenured faculty to fill the Committee, the most senior faculty (been at UW-L the longest) yet to go up for tenure will be assigned to fill the vacancies.

The duties of this committee shall be to:

1. Develop merit procedures consistent with those of the University for purposes of determining promotions, tenure, and retention evaluation of members of the Department and of the Chairperson of the Department.
2. Develop procedures consistent with those of the University for purposes of determining merit evaluation of tenure track members of the Department and of the Chairperson of the Department.
3. Provide the tenure track faculty with information regarding the criteria employed in decisions relative to merit evaluation.

2. Promotion and Tenure Committee - Tenure

The Promotion and Tenure Committee consists of all tenured faculty in the Department. All members, regardless of rank, have full voting rights on all matters. If the number of tenured faculty in the Department is less than four (4), the Department Chair (in consultation with the candidate and all faculty) will invite tenured faculty from outside the Department to bring the number to four (4).

3. IAS Merit Committee

The committee shall be composed of three IAS (associate lecturer, lecturer or senior lecturer) members and the Department Chairperson (voting member) for three year staggered terms and one alternate member who will serve on the committee when any of the committee member's merit is being reviewed. The Department of Recreation Management and Therapeutic Recreation IAS staff shall elect members. If there are not enough IAS to fill the Committee and the alternate position, the IAS on the committee will select and invite a tenure track faculty member of the department to fill the committee vacancies.

The duties of this committee shall be to:

1. Develop procedures consistent with those of the University for purposes of determining promotion evaluation of IAS members of the Department.
2. Develop procedures consistent with those of the University for purposes of determining merit evaluation of IAS members of the Department.
3. Provide the IAS with information regarding the criteria employed in decisions relative to merit evaluation.

4. Promotion Committee - IAS

The Promotion Committee consists of all lecturers and senior lecturers in the Department as well as the Department chair (non-voting member). All members have full voting rights on all matters. If the number of lecturers and senior lecturers in the Department is less than three (3), the Department Chair (in consultation with the candidate and all IAS on the committee) will invite senior lecturers from outside the Department and/or tenured faculty from the department to bring the number to three (3).

J. Public Relations Committee

Two faculty members shall serve on the committee annually appointed by the Chairperson of the Department. An undergraduate and graduate student will be appointed annually to serve on this committee for the academic year.

The duties of this committee are to:

1. Study means and to promulgate action in interpreting the functions of the Department to the students, parents, citizens, faculty, and the University.
2. Conduct public relations measures to inform the state and national professional bodies in recreation and parks on the happenings of the Department undergraduate and graduate programs.
3. Prepare handouts for prospective graduate and undergraduate students.

K. Search and Screen Committee

This committee will be composed of three Department members and the associated Program Director who will all be voting members. All committee members shall be appointed, on a position-by-position basis, by the Chairperson of the Department of Recreation Management and Therapeutic Recreation. These committees will be appointed when needed. (Nov, 2016)

The duties of the committee(s) are to:

1. Determine an up-to-date job analysis of any vacant position, which shall occur in the Department.
2. Search for and to screen applicants for any vacant position in the Department.
3. The Chair, the appropriate Curriculum or Program Director, and the course instructor will compose a search and screen committee when an instructor replacement is needed for a course for special leaves, appointments, or duties.

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

M. Additional departmental policies

By-laws must include a departmental salary equity policy. Include the following two statements: Sick leave. 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>. Vacation. For unclassified staff, 12-month employees garner vacation time, 9-month employees do not.

1. Instructional Academic Staff -- hiring policy and procedures are found at <http://www.uwlax.edu/Human-Resources/Recruitment/>.
2. Contingency Workforce (Pool Search) -- Hiring policy and procedures are found at http://www.uwlax.edu/uploadedFiles/Offices-Services/Human_Resources/Pool-SS-Procedures.pdf.
3. Academic Staff (if applicable) -- Hiring policy and procedures are found at <http://www.uwlax.edu/Human-Resources/Recruitment/>.

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.

A. Tenure-track faculty

The approved UW-L tenure track faculty recruitment and hiring policy and procedures are found at <http://www.uwlax.edu/Human-Resources/Recruitment/>. Additionally, UW-L's spousal/partner hiring policy can be found at <http://www.uwlax.edu/Human-Resources/Spousal-and-partner-hiring/>.

X. Student Rights and Obligations

A. Grade Appeals. (Adopted Oct. 2016)

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 the disputed grade with the instructor. If a student-instructor meeting is not possible, or if such a meeting does not result in a resolution of the dispute, the student should contact the Department Chair. After meeting with the student, the designee or 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 dispute. 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. The decision to change a grade remains the prerogative 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 in consultation with the appropriate program director.

B. Expectations, Responsibilities, and Academic Misconduct
Academic and nonacademic misconduct policy referenced:
http://www.uwlax.edu/studentlife/academic_misconduct.htm;
<http://www.uwlax.edu/studentlife/nonacademic-misconduct.htm>.

Advising Policy (if applicable) (See Appendix C)

XI. Other

XII. Appendices

Appendix A

Advising Policy

Faculty and instruction academic staff are responsible for holding a reasonable number of office hours to accommodate student advising and provide opportunities for students to develop and grow. Advising may encompass the following:

Academic Advising

1. Provide advising on academic program requirements and sequencing of coursework.
2. Encourage and advise majors and other students interested in the major through freshman advising and campus close-up.
3. Inform students about the opportunities to learn outside the classroom, such as research, projects, internships, cooperative agreements, independent studies, study abroad, and other mechanisms.

Career Advising

4. Present an array of information on career opportunities, conferences, workshops, seminars, professional associations, etc.

Personal Advising

5. Be familiar with and utilize campus resources such as student support services, writing center, ESL, etc.