

**Bylaws of the Department of Political Science and Public Administration  
Revised May 2022**

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## **I. Political Science and Public Administration Bylaws**

- A. The by-laws in this document were adopted by the members of the Department of Political Science/Public Administration in accordance with the University of Wisconsin System and University of Wisconsin-La Crosse Faculty and Academic Staff Personnel Rules. Adopted May, 2022.

## **II. Organization and Operation**

- A. Department members are governed by six interdependent sets of regulations:
  - 1. Federal and State laws and regulations;
  - 2. UW System policies and rules;
  - 3. UWL policies and rules;
  - 4. College policies and rules;
  - 5. Shared governance by-laws and policies for faculty and academic staff; and
  - 6. Departmental by-laws.
- B. Preamble
  - i. Mission Statement and Objectives of the Department of Political Science and Public Administration: The purpose of the Department of Political Science and Public Administration at UW-La Crosse is to provide the highest quality academic programs that our resources allow in service to both the hundreds of our own majors as well as to the multitude of students that we serve through our minors and General Education and CASSH Degree Program Core course offerings. Beyond this, the POL/PUB Department embraces its further obligation to create a climate that stimulates learning, thinking, scholarship and professional development for students and faculty. The Political Science and Public Administration department further endeavors to engage in scholarship and service activities that exemplify the Wisconsin Idea of the university giving back to the citizens of Wisconsin.
- C. Meeting Guidelines
  - i. Department meetings will be run according to the most recent edition of Robert's Rules of Order (<http://www.robertsrules.com/>) and WI state open meeting laws (<https://www.doj.state.wi.us/sites/default/files/office-open-government/Resources/OML-GUIDE.pdf>) summary at (<https://www.wisconsin.edu/general-counsel/legal-topics/open-meetings-law/>).
  - ii. When the Department moves to close a meeting, it must do so by citing the proper statute.
  - iii. Minutes will be recorded by the Department's Academic Department Associate (ADA) or a faculty volunteer (if the

program assistant cannot attend a Department or committee meeting) for distribution to Department members. Copies of the minutes of Department and committee meetings shall be kept by the Department chairperson and program assistant. Personnel related minutes will be taken by the program assistant or faculty volunteer and made available within two weeks of proceedings.

- iv. Full Department meetings will occur at least twice per academic year as called by the Chair.
- v. Under ordinary circumstances, the Department will endeavor to operate by consensus, observing the following principles: cooperation on the basis of shared goals for the good of the Department and its academic programs; timely distribution of information; thorough consultation with all concerned parties; respect for minority positions on all matters, but especially on matters of conscience; and a commitment to timely action. Full discussion will precede any action, with informal efforts to resolve differences or conflicts. Non-binding votes may be taken in an effort to reach consensus.
- vi. Meetings may be conducted in-person or virtually.

#### D. Definitions of Membership & Voting Procedures

##### i. Membership

1. Membership in the department as it relates to the function of conducting business at regularly scheduled meetings shall consist of all tenured and tenure-track faculty and all full or part-time instructional academic staff currently under contract in the Department. Voting will include all members unless otherwise indicated in these bylaws.

##### ii. Voting Procedures

1. All full-time faculty and Teaching Professors (red booked) or Lecturers (non-red booked) currently under contract in the Department are deemed voting members on all matters of policy except personnel decisions concerning retention, promotion and tenure where voting rights are governed by either a person's rank or tenure status.
2. Only full-time Ph.D.s or equivalent (tenure track and academic staff) are allowed to vote on curriculum decisions.
3. Proxy voting is not allowed.
4. Voting in closed session cannot be anonymous. All votes are a matter of public record, and any individual can request the roll call vote. Documentation is needed regarding the vote; however, the roll call vote need not be reflected in minutes if there is other documentation that exists and can be accessed.

#### E. Definitions of Quorum and Majority

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

#### F. Changing by-laws

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

### III. Faculty/Staff Responsibilities

#### A. Faculty

- i. Faculty responsibilities are referenced in section IV of the Faculty Senate by-laws entitled "Responsibilities of Departments, Department Members and Department Chairpersons" (<http://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/>).

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

- i. 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 <https://www.uwlax.edu/human-resources/classification--recruitment/classification/> and will outline specific duties including teaching and any additional workload. Total workload for IAS is defined as a standard minimum teaching load plus additional workload equivalency activities. See Faculty Senate Articles, Bylaws and Policies [<https://drive.google.com/file/d/0B5oINNrU5bquTmdYZDRmchI5UHM/view>]

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

- i. Defined by specific job descriptions and contracts.

- D. Student Evaluation of Instruction
  - i. The department will follow the UWL policies and procedures for course evaluation (available on the Faculty Senate webpage). The department chairperson may add additional questions or survey items to instructor evaluations with the approval of the department.

#### **IV. Merit Evaluation and Annual Review**

- A. The results of annual merit reviews for all ranked faculty who have completed at least one academic year at UWL are due to the Dean's Office on a date specified by the Dean. Merit reviews reflect activities during the prior academic year ending May 31.
- B. Faculty Personnel Rules UWS 3.05 – 3.11 and UWL 3.08 describe the requirements for annual review of faculty. Academic Staff Policies and Procedures UWS 10.03 – 10.05 and UWL 10.3 and 10.4 describe the requirements for the reappointment of academic staff. No policies of the Department of Political Science/Public Administration may conflict with these rules. (See UWL Employee Handbook, pp. L-7, L-8).
- C. All faculty and IAS members have a June 1st deadline for entering teaching, scholarship, and service activities into the electronic portfolios system (Digital Measures) on activities from the prior year June 1st – May 31st.
- D. The purpose and rationale for merit evaluations are:
  - i. To evaluate all full-time and part-time faculty.
  - ii. To provide information/criteria for assessment.
  - iii. To acquaint the staff with other Department members' activities.
  - iv. To assure evaluation of all faculty for retention, tenure, promotion, and/or merit decisions.
- E. The objectives for merit evaluations are:
  - i. To encourage collegiality and cooperation among faculty in different curricular areas.
  - ii. To encourage excellence in teaching.
  - iii. To encourage innovation and experimentation in teaching.
  - iv. To provide direction to the Department and Department members.
  - v. To provide formative feedback to the faculty.
  - vi. To inform members of the Department of other members' scholarly activities.
  - vii. To encourage activities which will enhance the promotion of Department members; and
  - viii. To encourage activities that will benefit the Department.

## F. Procedures

- i. In October of each year, each full-time member of the department will create a digital measures merit report by the deadline indicated by the Department Chair. The Digital Measures report will list the teaching activities, research activities, and service activities of the prior year, along with a self-identification of merit level for each area of activity (consulting the criteria in Appendix A). A one-paragraph narrative explaining each activity area is also required. Copies of completed merit evaluation instruments shall be submitted to the chair.
- ii. A committee composed of the Department Chair, the Program Director, and one at-large position elected by the Department by plurality will evaluate the files and determine a merit level for each colleague in each area of teaching, research, and service consulting the self-identification in the member's report and the criteria (Appendix A): 0 – no merit, 1 – merit, 2 – exceptional merit. For purposes of merit assessment, teaching will represent 50 percent of the quantitative value of merit; scholarship 25 percent; and service 25 percent.
- iii. The overall merit designation for each member will be determined by a weighted average of the scores by the following formula: Teaching = 0.5, Scholarship = 0.25, Service = 0.25. Outstanding merit: Greater than 1.5, Merit: Greater than or equal to 0.5, No merit: Less than 0.5
- iv. Members who receive a teaching merit score lower than 0.5 will be deemed as having no merit.
- v. Exemptions from activities in particular areas (first year faculty, course reassignments, or leave) will exempt members from consideration as requested by the member and determined by the Department.
- vi. The merit assessment of the committee members will be conducted by the members of the committee with each member abstaining from their own review.
- vii. Each full-time faculty member shall be classified as exceptional merit, meritorious, or no merit for purposes of promotion, retention, and post-tenure review. Each full-time faculty member shall also be ranked by the committee relative to each other as required by Faculty Senate promotion recommendation procedures.

## G. Merit Appeals Procedure

- i. If a faculty member is not satisfied with the outcome of the merit assessment review, the faculty member may request reconsideration by the Department, meeting as a committee of the whole, in closed or executive session.
- ii. The Department may adjust or otherwise modify the merit assessment score and/or category for an individual faculty

member by a majority vote of those participating and voting, in closed or executive session.

#### H. Instructional Academic Staff

- i. Each IAS member is required to submit to the chairperson by March 31 a syllabus for each course taught and a teaching evaluation for each course taught, along with any other relevant material the part-time faculty person may wish to submit. The Department, meeting as a whole in closed or executive session, shall decide annually exceptional merit, meritorious, or no merit for IAS members.
- ii. A recommendation to retain or renew the contract of IAS members shall require a merit evaluation of exceptional merit or meritorious by a majority of the Department meeting as a committee of the whole.
- iii. If an IAS member is not satisfied with the outcome of the merit assessment review, the member may request reconsideration by the Department, meeting as a committee of the whole, in closed or executive session.
- iv. The Department may adjust or otherwise modify the merit assessment score and/or category for an IAS member by a majority vote of those participating and voting, in closed or executive session. (Cf. Faculty Personnel Rules UWS 3.05-3.11 and UWL 3.08; and UWL Employee Handbook).

#### I. Evaluation of Department Chair

- i. The department chair will be formally reviewed at least once during each 3-year term. The review will be administered by the Dean, and involve feedback from the membership of the department and from the Dean.

#### J. Academic staff review

- i. In accordance with Unclassified Personnel Rules Chapter 10, academic staff (instructional and non-instructional) will be evaluated annually <https://www.uwlax.edu/human-resources/faculty-and-staff/performance-appraisals/>. Performance reviews of non-instructional academic staff (NIAS) are due to Human Resources from the Dean's office no later than July 31.

### **V. Faculty Personnel Review**

- A. The department will follow the policies regarding retention and tenure described in the Faculty Personnel Rules (UWS 3.06 - 3.11 and UWL 3.06 -3.08)
- B. 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.
- C. In the years when a probationary faculty member is not being reviewed



for a contract renewal (i.e., a “non-contract renewal review”) the review process will include an informal review by the Department chair. In this review the faculty member being reviewed and the Department chair will discuss progress that is being made toward accomplishment in teaching, research and service. A letter evaluating the faculty member will be sent by the Department chair to the probationary faculty member, the Dean (the Dean of SOE if applicable) and HR.

D. Retention Reviews (Contract year)

- i. Faculty members under review provide an electronic portfolio related to their teaching, scholarship, and service activities extracted from their date of hire to date of review. Hyperlinked syllabi are required and the candidate may choose to provide additional evidence.
- ii. Departments will provide the following materials to the Dean:
  1. Department letter of recommendation with vote;
  2. Teaching assignment information (TAI) datasheet that summarizes the courses taught, workload data, grade distribution, and course evaluations by individual course and semester (which are only available after completing a full academic year) and Departmental comparison course evaluation data
  3. Merit evaluation data (if available).
- iii. The initial review of probationary faculty shall be conducted by the tenured members of the Department in the manner outlined below.
- iv. Timeline:
  1. At least 20 days prior to a review, the Department chair shall notify each faculty and academic staff member of the date of the review and provide each faculty member with the appropriate form to be used to report the member’s performance in the review areas for the time period under review. The Department Chair shall inform each faculty member of the date by which these forms should be completed and submitted. Faculty members are responsible for completing their own evaluation form.
  2. The Department determines the timeline for review and evaluates materials.
  3. Within 44 7 days after completion of the review of a faculty member, a written report of the results of the review shall be given to the faculty member. Results shall be reported for each of the review areas.
  4. The candidate may appear before the committee to answer questions or to provide additional information. According to the Wisconsin Open Meeting Law, a closed session may be held for consideration of tenure;

- however, the person has the right to demand that the evidentiary hearing or meeting be held in open session.
5. In closed session, the Department will meet to discuss its decision. A formal vote must be taken and recorded.
  6. Following the vote, the committee members will provide information for a formal letter of recommendation to the Dean. The letter will be drafted by the Committee Chair and approved by the committee before copies are sent to the Dean and candidate. The candidate must be notified of the results of review within 7 days; according to UWS 3.07, a person denied renewal may request written reasons for the non-renewal.
  7. The letter from the department to the Dean (included as part of the departmental materials submitted to the Dean on each faculty member under contract review) will include the date of the vote, the numerical outcome, a clear indication of a 1 or 2 year contract recommendation, and departmental review of the strengths and weaknesses of the faculty member's teaching, scholarship and service.
  8. If the faculty member chooses to appeal the decision, the probationary faculty member may address and/or contest the Personnel Committee's statement of the reasons for denying retention, in accordance with Faculty Senate policies.
  9. The chair of Political Science and Public Administration will keep records of all actions and essential documents, including letters conveying the Department's decision.
- v. Criteria and materials (Note: Departmental criteria for retention may differ from University criteria for promotion. For promotion criteria faculty should consult the most recent publications of the Provost and the University Joint Promotion Committee)
1. Teaching
    - a. For retention, candidates will need to demonstrate strong evidence of quality teaching, including the delivery of courses that make a significant contribution to the curriculum, professional development as a teacher, and professional competence as a teacher. The development of new courses will also be considered. See Appendix B.
    - b. For retention, the department expects faculty to conduct assessment in their courses, with demonstrated engagement and reflection with program or general education learning outcomes, and an active plan for applying both

direct and indirect measures of assessment toward the improvement of teaching effectiveness. The Department Chair will provide guidance on when and how this assessment should be conducted and reported.

- c. The reviewee shall provide peer evaluation and feedback, course evaluation ~~SEI~~-results, and syllabi. Faculty are expected to have their teaching observed and reviewed at least once each year by a member of the department, which the department chair will schedule in coordination with the faculty member being reviewed and the reviewer. Additional reviews by faculty outside the department are also encouraged but not required. (Review form included as Appendix E.)
  - The reviewee should schedule a meeting with the reviewer prior to the review so that the goals of the class within the curriculum can be explained.
  - The review should be scheduled to take place at a time when teaching effectiveness can be most appropriately observed and evaluated. The reviewer should observe a class for the entire class period.
  - The reviewer prepares a written evaluation using the department review form (Appendix E). The reviewer and reviewee should meet to share and discuss the evaluation.
  - The reviewer submits the written evaluation to the Department chair and to the reviewee within one week of the observation.

## 2. Research and Creativity

- a. Persons recommended for retention will show progress in their agenda for Research/Scholarship/Creativity. A candidate's progress toward excellence in their research/scholarship/creativity agenda will be assessed according to the standards for scholarship enumerated in Appendix B.
- b. Candidates for retention shall provide a report on research/scholarship/creativity that should detail the candidate's progress in developing and carrying out a research agenda. For retention,

the department expects significant progress of research toward publication.

3. Service

- a. Candidates for retention shall provide a report on service that should detail the candidate's accomplishments and professional goals in this area. For retention, the department POL/PA expects significant service to the Department and developing contributions to the University and/or community.

E. Tenure Review and Criteria.

i. Procedure

1. Faculty members under review for tenure must provide an electronic portfolio reporting their teaching, scholarship, and service activities extracted from their date of hire through the year prior to review. Hyperlinked syllabi are required and the candidate may choose to provide additional evidence. The candidate must also provide a narrative describing accomplishments in teaching, scholarship and service. This narrative should be accompanied by evidence of these accomplishments (including evidence of teaching effectiveness such as assessment results and teaching observations, evidence of research accomplishment such as publications and works in progress, and evidence of service record including letters of support and documentation of committee work). The Department Chair will provide guidance regarding the format and length of the narrative.
2. Departments will provide the following materials to the Dean: 1. Department letter of recommendation with vote; 2. Teaching assignment information (TAI) datasheet that summarizes the courses taught, workload data, grade distribution, and course evaluation data. 3. Merit evaluation data (if available).
3. The initial review of probationary faculty shall be conducted by the tenured members of the Department in the manner outlined below.

ii. Timeline:

1. At least 20 days prior to a review, the Department chair shall notify each faculty and academic staff member of the date of the review and provide each faculty member with the appropriate form to be used to report the member's performance in the review areas for the time period under review. The Department chair shall inform each faculty member of the date by which these forms should be completed and submitted. Faculty members

- are responsible for completing their own evaluation form.
2. The completed candidate file is due to the department chair and members of the review committee at least seven days prior to the first review.
  3. A first review meeting is scheduled by the department chair to review the candidate's file. At this first review meeting members of the committee may ask questions of the candidate and make recommendations for revising or clarifying items in the file. No vote is taken at this meeting.
  4. A second meeting for a formal review and vote will be held at least seven days after, but no more than three weeks after the first meeting. A revised file is due to the members of the committee at least five days prior to this meeting.
  5. The candidate may choose to appear before the committee to answer questions or to provide additional information. According to the Wisconsin Open Meeting Law, a closed session may be held for consideration of tenure; however, the person has the right to demand that the evidentiary hearing or meeting be held in open session.
  6. A formal vote on tenure must be taken and recorded at the second meeting. This vote must be recorded for each department member. All votes are a matter of public record, and any individual can request the roll call vote. Documentation is needed regarding the vote; however, the roll call vote need not be reflected in minutes if there is other documentation that exists and can be accessed.
  7. Following the vote, the committee members will provide information for a formal letter of recommendation to the Dean of CASSH. The letter will be drafted by the committee chair and approved by the committee before copies are sent to the Dean and to the candidate. The candidate must be notified of the results of review within 7 days; according to UWS 3.07, a person denied renewal may request written reasons for the non-renewal.
  8. Should the faculty member choose to appeal the decision, the probationary faculty member may address and/or contest the Personnel Committee's statement of the reasons for denying tenure, in accordance with Faculty Senate policies.
  9. The chair of Political Science and Public Administration will keep records of all actions and essential

documents, including letters conveying the Department's actions.

iii. Criteria and materials

1. Teaching

- a. For tenure, candidates will need to demonstrate strong evidence of quality teaching, including the delivery of courses that make a significant contribution to the curriculum, professional development as a teacher, and professional competence as a teacher. The development of new courses will also be considered. See Appendix B.
- b. For tenure, the department expects faculty to conduct assessment in their courses, with demonstrated engagement and reflection with program or general education learning outcomes, and an active plan for applying both direct and indirect measures of assessment toward the improvement of teaching effectiveness. The Department Chair will provide guidance on when and how this assessment should be conducted and reported.
- c. The faculty member shall provide peer evaluation and feedback, course evaluation ~~SEI~~ results, and syllabi. Faculty are expected have their teaching observed and reviewed at least once each year by a member of the department, which the department chair will schedule in coordination with the faculty member being reviewed and the reviewer. Additional reviews by faculty outside the department are also encouraged but not required. (Review form included as Appendix E.)
- d. The department chair will ensure that the faculty member under review receives a copy of the TAI form well in advance of the review, and that the instructor understands how items listed here are reviewed by the committee.

2. Research and Creativity

- a. For tenure, faculty will demonstrate accomplishment in their agenda for Research/Scholarship/Creativity. Accomplishment in research/scholarship/creativity agenda will be assessed according to the standards for scholarship enumerated in Appendix B.
- b. Candidates for tenure shall provide a report on research/scholarship/creativity that should detail

the candidate's progress in developing and carrying out a research agenda. For tenure, the department expects significant progress of research toward publication.

3. Service

- a. Candidates for tenure shall provide a report on service that should detail the candidate's accomplishments and professional goals in this area. For tenure, the Department expects significant service to the Department, and developing contributions to the College, University and/or community.

F. Post-tenure review

i. Post-Tenure Review Criteria

1. The department follows the UWL procedure and schedule regarding post-tenure review  
<https://www.uwlax.edu/human-resources/post-tenure-review-policy/>
2. In keeping with system policy, (a) all tenured faculty members in the Department of Political Science and Public Administration will serve on the PTR committee.
3. Candidates under review will create a digital measures report by the deadline indicated by the Department Chair. The Digital Measures report will list the teaching activities, research activities, and service activities of the period under review, along with a self-identification of merit for each area of activity (consulting the criteria in Appendix A). A one-paragraph narrative explaining each activity area is also required. Copies of completed merit evaluation instruments shall be submitted to the chair.
4. The Committee will evaluate the file and determine a post-tenure review level in each area of teaching, research, and service consulting Appendix A: 0 – does not meet expectations, 1 – meets expectations. For purposes of post-tenure review assessment, teaching will represent 50 percent of the quantitative value; scholarship 25 percent; and service 25 percent.
5. The overall designation for meeting expectations will be determined by the committee on the formula: Teaching = 0.5, Scholarship = 0.25, Service = 0.25. "Meets expectations" will be greater than or equal to 0.5, "Does not meet expectations," less than 0.5

- ii. Members who receive an average teaching score lower than 0.5 will be deemed as not meeting expectations. Post-tenure Review Results

1. Results of the post-tenure review evaluation will be communicated to the Dean according to the deadlines and policies set by the Dean's office.
2. A review determined to not meet expectations will result in a professional development plan created by the Department chair and the Dean, and in consultation with the faculty member.
3. Repeated post-tenure reviews that do not meet expectations will result in consequences determined by UW System and Faculty Senate policy.

## G. Faculty Promotion Procedures and Criteria

### i. Promotion Procedures ~~Criteria~~

1. The Department will follow the guidelines and schedules regarding faculty promotion available at <http://www.uwlax.edu/Human-Resources/Faculty-Promotion-Resources/>.
2. Candidates need to include performance reviews associated with non-instructional workload assignments. (For example, chairperson or director assignments.)
3. The department chair will ensure that the instructor under review receives a copy of the TAI form well in advance of the review, and that the instructor understands how items listed here are reviewed by the committee.
4. Upon receiving promotion materials, lists of eligible faculty, evaluation forms, and directions from the Joint Promotion Committee, the Chair notifies in writing those Political Science and Public Administration faculty eligible for promotion whose tenure decision is made in the Department and provides them with the relevant materials to apply for promotion.
5. Those eligible for promotion should discuss their application with the chair for guidelines, criteria, and schedule.
6. Six weeks prior to the time the committee's recommendation is due in the Dean's Office, the chair sets a schedule of meetings for reviewing promotion files in the department. Two review meetings will be held by the Department Promotion Committee. The first meeting will allow discussion of the candidate's file with questions and suggestions provided by the committee. The second meeting will be scheduled for a formal vote.
7. The Department Promotion Committee will consist of all tenured faculty of the same or higher academic rank as the promotion rank which the candidate is seeking.



Additional membership of the committee is allowed as follows:

- a. The Department Chair will chair the committee
  - b. Committee members from outside the Department may be requested by the candidate.
  - c. A majority of the committee members must be members of the Department
8. The completed candidate file is due to the Department chair and members of the review committee at least seven days prior to the first review meeting.
  9. A first review meeting is scheduled by the Department Chair to review the candidate's file. At this first review meeting members of the committee may ask questions of the candidate and make recommendations for revising or clarifying items in the file. No vote is taken at this meeting.
  10. A second meeting for a formal review and vote will be held at least seven days after, but no more than three weeks after the first meeting. A revised file is due to the members of the committee at least five days prior to this second meeting.
  11. At either meeting the candidate may choose to appear before the committee to answer questions or to provide additional information at this second meeting. According to the Wisconsin Open Meeting Law, a closed session may be held for consideration of promotion; however, the person has the right to demand that the evidentiary hearing or meeting be held in open session.
  12. In consultation with the Promotion Committee, the Department Chair will write a letter to the Dean communicating the result of the vote, along with a rationale/recommendation for (or against) promotion. The University Joint Promotion Committee expects this letter to include context and justification for the Department's recommendation.
  13. The Chair informs candidates of the Personnel Committee's decisions, then submits the candidate's files, now including the letter of recommendation to the Dean. The Dean will forward their recommendation along with the Department's materials to the JPC.
- ii. Promotion Criteria
1. To be considered for promotion to a higher rank, faculty must meet the minimum University criteria as stated in the UWL staff handbook.
  2. For the rank of Associate Professor a candidate must provide evidence of teaching excellence, scholarly achievement, and a record of service in line with

standards recommended by the University's Joint Promotion Committee. Evidence of teaching excellence will include the results of self, peer and student evaluation of instruction. Scholarship will be consistent with the Department's definition of scholarly activity (see Appendix B).

3. To be promoted to Professor, a faculty member must show evidence of continued excellence in teaching, significant scholarly achievement, and substantial service activity, in accordance with Department definitions and criteria (see Appendix B).
  4. The criteria shall be weighed as follows for all rank advancement: Teaching (50%), Scholarship (25%) and Service (25%).
- iii. Reconsideration
1. Candidates who are not recommended for promotion may request the reasons for the non-promotion recommendation. This request must be submitted in writing to the Department chair within seven days of notice of the Department's recommendation. A reconsideration hearing will then be scheduled by the Department Promotion Committee in discussion with the Dean's office with respect to file due dates.
  2. The faculty member requesting reconsideration will be allowed an opportunity both in writing and/or in person to respond to the reasons for the negative vote by the Department Committee.

#### H. Instructional Academic Staff (IAS) Review

##### i. Annual Review

1. 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.
2. The tenured and tenure track faculty of POL/PA will work with the Department Chair to evaluate IAS.
3. Evaluation will be based upon review of syllabi and SEIs, and any additional evidence a candidate wishes to provide in the categories related to career progression.

##### ii. Career Progression Procedures

1. Policies and procedure guiding career progression for IAS are available at <https://www.uwlax.edu/globalassets/offices-services/academic-affairs/careerprogguide.pdf>
2. The tenured and tenure track members of the Department of Political Science and Public

Administration Promotion Committee shall also serve as the IAS Career Progression Committee.

3. The Departmental definition of professional development, creative activity, and scholarship shall reflect the standards of our discipline. The Departmental definition of professional development will include the following:
    - a. Participating in teaching and learning activities and conferences
    - b. Attending and/or presenting at academic conferences
    - c. Participating in grant projects
    - d. Delivering invited presentations
    - e. Conducting community outreach
    - f. Completing an advanced degree
    - g. Participating in the scholarship of teaching and learning
    - h. Developing assessment tools for teaching
    - i. Participating in Departmental curriculum development
  4. Typically, IAS in POL/PA are not engaged in creative activity, but the Department will examine variations from these criteria using the guidelines approved by Faculty Senate. See "A Guide to Instructional Academic Staff (IAS) Career Progression and Portfolio Development at UW-La Crosse."
  5. Additional eligible activities include those described in the retention and tenure review criteria for POL/PA faculty in these By-laws.
  6. The career progression consideration meeting shall include evaluation of the materials submitted in support of the candidate and the results of the candidate's student, peer, and reappointment evaluations.
  7. The committee shall formulate and record its reasons for recommendation or non-recommendation.
  8. The candidate for IAS career progression may appeal a non-recommendation decision by the Department.
  9. The Department's By-laws and all policies shall be made available to all IAS Department members.
- iii. Appeal Procedures
1. Appeal of a career progression decision beyond review by the POL/PA Department will follow that for appealing a promotion decision.
- I. Additional personnel voting and criteria requirements
- i. Voting in closed session cannot be anonymous. All votes are a matter of public record, and any individual can request the roll call vote. Documentation is needed regarding the vote;

- however, the roll call vote need not be reflected in minutes if there is other documentation that exists and can be accessed.
- ii. Abstention on personnel votes is only allowed under two conditions: insufficient information (should not be the situation in a personnel review given candidate files) or a conflict of interest.
  - iii. Tenure/retention decisions will be guided by the criteria established in the by-laws at the time of hire unless a candidate elects to be considered under newer guidelines. The criteria outlined in Section V. A & V. B. "Faculty Personnel Review" in these by-laws should be applied to faculty with a contract date after May 2022
  - iv. The department will follow policies guiding part-time appointments for faculty and tenure clock stoppage available on the Human Resources website.
- J. Review of Faculty who are School of Education affiliated faculty
- i. The SOE and content Dean will receive and review the portfolio at the same time and will each forward their recommendations to the Provost. For retention and tenure, if there are discrepant reviews of a candidate, the Provost will confer with the Deans to ensure DPI policies and expectations are applied.

## **VI. Governance**

### **A. Department Chair**

- i. The Department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate By-Laws: under the heading "IV. Responsibilities of Departments, Department Members and Department Chairpersons," "V. The Selection of Department Chairpersons," and "VI. Remuneration of Department Chairpersons." In addition, references to Chair-related duties are stated throughout the Faculty Handbook.
- ii. The department chair will arrange with the Affirmative Action Officer to provide pertinent information on diversity issues related to merit, retention, tenure, promotion, and post-tenure review to the members of review committees at least every other year.
- iii. Election of the Department Chair
  - 1. Elections will be conducted in accord with Senate By-laws, Article V.
  - 2. Faculty members tenured in Political Science and Public Administration are eligible to be elected as

- Departmental Chair in accordance with Faculty Senate By-laws, Article V. D.
3. A faculty member by not be elected to more than two contiguous terms as chair.
- v. Vacancy in the Office of Chair
    1. In those cases where a Chair cannot complete the term to which s/he was elected, the Department shall have another election to complete the term (Senate By-laws, Article V.F.2).
    2. In those cases where a Chair takes a one-semester leave, an Acting Chair shall be appointed by the Dean of the college, subject to the approval of the Chancellor. Where the leave is for more than one semester, the Department shall have another election to complete the term (Senate By-laws, Article V.F.3).
  - vi. Removal of the chair shall be governed by Senate By-laws, Article V.F.
  - vii. The duties of the Chair are stated in the Faculty Handbook  
The Chair is responsible for:
    1. selection, supervision, merit rating and promotion of faculty for regular and summer sessions and support staff;
    2. developing and implementing the curriculum, advising students and informing the administration of progress and problems;
    3. drawing up and supervising a budget, reporting textbook selections, assigning offices and space and maintenance of facilities and equipment;
    4. scheduling classes and registering students in regular and summer sessions;
    5. convening and presiding at regular and special meetings of the Department;
    6. other matters outlined in the Faculty Handbook including hearing and responding to student concerns.
  - viii. Additionally, the handbook specifies that the Chair will assume a prominent role in creating a professional environment conducive to high morale and productivity in the Department. The Chair may delegate performance of the duties to committees or members of the department.
  - ix. In compensation, the Chair receives a-reduction in load during the academic year and a fractional administrative summer

appointment determined by the Dean of the College of Arts, Social Sciences, & Humanities.

x. Formative Evaluation of Chair

1. The department chair will be formally reviewed at least once during each 3-year term. The review will be administered by the Dean, and involve feedback from the membership of the department and from the Dean.

xi. Summer Administrative Duties

1. In the summer the Department Chair receives a fractional appointment and is responsible for seeing to department business as it comes up. The Chair should use the Executive Committee for consultation regarding business that impacts the department as a whole.

B. Program Director

- i. By a majority vote of the faculty of the section not represented by the Department Chair, the section may call for the Department Chair to appoint a faculty member from the section not represented by the chair to be named Program Director. If the Department Chair represents the Political Science Section the Program Director will be from Public Administration. If the chair represents the Public Administration section the Program Director will be from Political Science.
- ii. The Program Director will be selected by the chair via a nomination process.
- iii. The Program Director is responsible for helping to monitor and analyze the curriculum, enrollment, and assessment data.
- iv. The Program Director will serve on the executive committee.
- v. The Department will provide one course reassignment for the Program Director once in the academic year.
- vi. The term of the Program Director is one year. Contiguous terms are allowed.

C. Political Science and Public Administration Sections

- i. The department may be broken into sections for decisions about curriculum. The membership of each section will be determined by each faculty member's College and University Professional Society (CUPA) designation.

D. Standing Departmental Committees

- i. The department will work by consensus to share the service work of the department equitably and to mentor newer members in understanding department, college, and university processes.

ii. The Executive Committee

1. The principal function and duty of the Executive Committee is to deal with urgent Departmental matters that cannot wait until the next scheduled Department meeting. In addition, the Executive Committee is responsible for reviewing and updating the Department Bylaws and Policies on an annual basis and is responsible for making decisions regarding part-time instructional academic staff hiring.
2. The Executive Committee is composed of the Department chair, the Political Science or Public Administration Program Director, and one or two at-large members elected to this office at the first Department meeting in the Fall semester.

E. Departmental Program Assessment Plan

- i. The Department chair will coordinate with the members of the Department to regularly assess all courses to measure the accomplishment of University and Department learning outcomes.
- ii. The Department shall adhere to the policies, procedures, and timelines required by the Academic Program Review Committee.
- iii. The Department shall conduct periodic assessment of student learning utilizing direct and indirect measures to assess student performance. Specific learning goals/outcomes will be targeted for assessment each academic year. (Appendix D)
- iv. Assessment will be part of Pol 494: Senior Capstone Seminar, required for all Political Science and Public Administration majors.
- v. Direct assessment will include faculty evaluation of writing and oral communications considered important to Political Science and Public Administration, including writing and presentation of policy memos, research papers, editorials, book and article reviews, program assessments, etc. All Political Science and Public Administration majors are required to take Pol 361 Research Methods prior to enrolling in Pol 494: Senior Capstone Seminar.
- vi. Indirect assessment will include senior student surveys addressing how students feel the Department did in achieving final student learning outcomes. Alumni surveys, job placement rates, internship assessment essays, and graduate/law school admissions and exam data will also be used.
- vii. Department assessment results and how assessment was used to change the Department's program will be reported

regularly to relevant College and University Committees as requested.

F. Additional departmental policies

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

**VII. Search and Screen Procedures**

- A. The department will follow recruitment and hiring procedures prescribed by the University's Office of Human Resources (HR) in conjunction with AAO, UW System and WI state regulations. The UWL Search and Screen Policy and Procedures are to be followed for all faculty and staff recruitments at UWL.
- B. Tenure-track faculty
  - i. The approved UWL tenure track faculty recruitment and hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/#tab-recruitment-processes>
  - ii. For the purposes of a faculty search, the Department Chair will nominate a chair for the search committee and at least two other faculty members. As much as possible, these faculty should broadly represent the Department (in terms of areas of expertise and divisions within the Department). Each search committee must be approved by the Department.



- iii. The search committee is responsible for writing the specific job description and conducting the search (in coordination with the Dean's office and Human Resources).
  - iv. During the interviews of candidates the search committee will seek input from faculty, staff, and students in the Department, and finally recommend a candidate or candidates based on qualifications.
  - v. The search committee chair and/or the Department Chair will communicate the committee evaluations of candidates and recommendations to the Dean of the College for the final hiring decision.
  - vi. Additionally, UWL's spousal/partner hiring policy can be found at <http://www.uwlax.edu/Human-Resources/Spousal-and-partner-hiring/>
- C. Instructional Academic Staff
- i. Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/#tab-recruitment-processes> (same for IAS & NIAS)
- D. Pool Search
- i. Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/#tab-recruitment-processes>
- E. Hiring of Faculty and IAS who are School of Education affiliated faculty
- i. Departments hiring faculty and IAS who are School of Education (SoE) affiliated will collaborate with the School of Education, Professional and Continuing Education (EPC) Dean who will convey DPI requirements and consult with the department during the recruiting and hiring processes. This consultation may include input into the position description, approving the applicant pool for campus/electronic interviews as well as offers of employment. Departments are expected to follow the *Hiring Procedures Policy for SOE Affiliated Faculty in Teacher Education Programs* available in the School of Education Faculty Handbook.

## **VIII. Student Rights and Obligations**

- A. Student Course- and Faculty-Related Concerns, Complaints, and Grievances
- i. Informal Complaints: If a student has a concern or a complaint about a faculty member or course, the general process for

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

1. The student should speak directly to the instructor.
2. If the student is uncomfortable speaking with the instructor, or they are unsatisfied with the solution, they should go to the chair of the faculty member's home department.
3. If the student is uncomfortable speaking with the department chair, or the chair is the faculty member in question, or they are unsatisfied with the solution, the student should speak with their college Dean.
4. Depending on the specifics of the student's concern, it may be helpful for them to reach out to additional offices:
  - a. Complaints/concerns/grievances about grades, teaching performance, course requirements, course content, incivility, or professional ethics should follow the process outlined above. Students may also wish to seek support from the Student Life office.
  - b. Complaints/concerns/grievances related to hate/bias and discrimination may follow the process outlined above, and in addition or instead students may contact the Campus Climate office and/or submit a hate/bias incident report.
  - c. Complaints/concerns/grievances related to sexual misconduct may begin with the process outlined above, but will need to also involve the Equity & Affirmative Action and Violence Prevention offices, and/or the Title IX Team. Students should know that faculty members are mandatory reporters of sexual misconduct, but that confidential resources are available to them.

ii. Formal Complaints

1. If the student is unsatisfied with the solution of their informal complaint, they have the right to file a formal

institutional complaint with the Student Life office, as described in the Student Handbook.

iii. Grade Appeal Policy

1. A student who believes they were graded unfairly in a course taught by the Department should first confer with the instructor[s] of the course.
2. If the student and the instructor[s] are unable to arrive at a mutually agreeable solution, the student may appeal the case, within one month after the start of the next semester. For the purposes of student appeal the 'next semester' applies to fall and spring semesters, whichever follows immediately the term for which the student grade was received. The following procedure will apply:
3. The student will submit a written statement to the Department Chair, setting forth their reasons for seeking an appeal and presenting any supporting evidence they may have. The chair will then give a copy of this grade grievance to the instructor who is the object of this complaint. The Chair will request that the instructor make a written reply to these allegations. The student's written grievance, along with the instructor's written reply to that grievance, will then be forwarded to the Department Executive Committee for consideration.
4. This committee will meet to review the student's appeal within one week. If the committee decides that the grade appeal is warranted, the committee will meet with the faculty member to encourage a grade change.
5. A written decision will be sent to the student by the Appeals Committee. Reasons for the decision will be included in this letter.
6. Stipulations:
  - a. The decision of the Appeals Committee is held to be advisory.
  - b. The Appeals Committee may report a faculty member who has failed to comply with its recommendation to the full faculty of the department and request a review.
  - c. A student may appeal either an Appeals Committee decision or an instructor's refusal to abide by the Committee decision to the full Department, should the student elect to do so. In such an eventuality, the Department may elect to hold the hearing in a closed session at its discretion. The student will be invited to present their case before the Department at the Department's discretion. Any review must be

based solely upon material supplied by the student to the original Appeals Committee.

- d. The decision of the faculty of the Department of Political Science and Public Administration will constitute the final level of grade appeals within departmental jurisdiction. This decision, not unlike the decision of the Appeals Committee, is also held to be advisory to the faculty member whose grade is being appealed.
- e. If a faculty member issuing a grade is no longer working for the University, the decision of the appeal committee is final, with the student right to appeal to the Department as a whole still in place.

#### B. Academic Misconduct

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

#### C. Advising Policy

- i. The Department maintains a philosophy that advising is an important form of teaching and that effective advising is an essential element of promoting student success. Consistent with this philosophy, faculty advisors in Political Science and Public Administration should provide accurate, up-to-date information to students in a mentoring environment and should encourage them to reflect on their interests, skills, and aptitudes; to think critically about goals and objectives; to select courses, minors, certificates, and programs; and to plan for graduation and to consider career options.
- ii. Each student majoring in Political Science and Public Administration will be assigned a faculty advisor appropriate to that student's areas of interest whenever possible. Student requests for a particular faculty member advisor will generally be honored whenever it is feasible to do so. Students are expected to meet with their faculty advisor at least once each semester to discuss their academic progress, career interests, and course schedule.
- iii. Faculty in Political Science and Public Administration are expected to:
  - 1. Keep their posted office hours throughout the academic semester and are recommended to expand these hours during the times that students are scheduled for course registration.

2. Communicate their available meeting times to their academic advisees.
3. Familiarize themselves with advising policies and expectations at the University, including the Advisement Report, General Education Requirements, other College and University requirements, the use of early alert systems, and other available resources to encourage student success.
4. Refer students to additional advising resources (e.g., Career Services, Office of Multicultural Student Services) as appropriate.
5. Keep records of their advising interactions with students.
6. Pursue professional development opportunities related to advising as appropriate.

## **IX. Additional Departmental Policies**

### **A. Interim Session Policies**

- i. Faculty members are encouraged to offer interim session courses in accordance with University and College policy. The chairperson shall seek to balance courses offered to maximize enrollment and opportunities for faculty to earn interim pay.
- ii. All full-time members of the Department are eligible to teach interim courses, regardless of rank or earned degrees.
- iii. Should the University impose limits on interim session appointments, the Department will seek to establish a rotation to guarantee equal opportunities.
- iv. The chairperson of the Department shall be granted an opportunity to teach each summer.

### **B. Salary equity policy**

- i. The salary equity policy of the Department of Political Science and Public Administration is intended to be consistent with and implement the salary equity policy of the University. The three criteria specified in University policy to be taken into account in making salary equity adjustments are: 1) recent acquisition of Ph.D.; 2) gender or racial inequity; and 3) "inversion" and "compression". In addition, salary comparisons (within academic disciplines) with other universities are informative. The procedures for recommending faculty members of the Department of Political Science and Public Administration for salary equity adjustments depend on the criterion being utilized. Equity adjustment should not be made which negate past merit adjustments.
- ii. Recent Acquisition of Ph.D. If a faculty member acquires the Ph.D. after being hired by the Department, the Department chair will compare that person's salary to that of other members of the Department of similar rank, similar years of service and similar record of merit evaluations, and in

consultation with the Department make a recommendation to the Dean for an appropriate salary adjustment to equalize that person's salary.

- iii. Gender or Racial Inequity. The Department chair will make the appropriate salary comparisons, and if gender or racial inequalities exist that are not accounted for by records of merit evaluations, years of service or rank, the Department chair, in consultation with the Department will make a recommendation to the Dean for appropriate salary adjustments. Members of the Department may request that the chair determine if their salary qualifies them for a recommendation for a salary equity adjustment based on the criterion of gender or racial inequity.
- iv. Inversion. Inversion exists when a faculty member in the Department receives a significantly lower salary than a Departmental colleague with fewer years of credited service, and that difference is not accounted for by a record of merit evaluation or rank. Inversion is not automatically or necessarily indicated when a person newly promoted to a higher rank has a somewhat lower salary than someone with numerous years of experience at the next lower rank. The Department chair will annually scrutinize salaries for inversion, and if any are identified, in consultation with the Department, make a recommendation to the Dean for an appropriate salary adjustment to equalize that person's salary. Members of the Department may request that the chair determine if their salary qualifies them for a recommendation for a salary equity adjustment based on criterion on inversion.
- v. Compression. A faculty member is eligible to be considered for a salary equity adjustment if his or her salary is lower than comparable salaries at other institutions as ascertained by comparison with appropriate data sources.
- vi. Sick leave & Vacation. Department members will account for sick leave in adherence to the most current UW System guidelines <http://www.uwsa.edu/hr/benefits/leave/sick.htm>. For unclassified staff, 12-month employees garner vacation time, 9-month employees do not.

#### C. Travel Policy

- i. The Department strongly encourages and supports faculty travel to conferences, seminars, and/or other venues for professional enrichment and development.
- ii. Department travel monies will be allocated among faculty seeking to travel, and the chairperson will allocate a sum deemed appropriate to the travel request being made. Money available to the Department for travel should be distributed equally among the faculty. Unused funds may be distributed to faculty by request, and as equitably as possible.

#### D. Workload Policy

- i. The standard full-time teaching workload in the Department is twelve credits in both the spring and fall semesters. Interim session teaching is optional.
- ii. The workload should involve not more than three different course preparations per semester, unless the faculty member voluntarily agrees to exceed this number of course preparations.
- iii. Variations in workload, including reductions in load, are permitted under special circumstances, subject to review and approval by the Department as a whole.
- iv. Faculty may serve as advisors for students completing honors research projects or independent studies. The Department Chair will keep a record of uncompensated teaching loads that involve honors research projects, independent study, or internships, and will allot a reassignment in teaching workload once the equivalent of a full course is reached. Reassignments will be coordinated by the Department Chair to occur on a schedule with as little impact to students and course rotations as possible.

E. Miscellaneous

i. Final Exams

- 1. Final exams are required to take place as scheduled during the final exam week.

ii. Leaves of Absence

- 1. Leaves of absence are governed by University policy; formal leaves of absence exceeding 30 days require written approval of Human Resources & Diversity and the Department.
- 2. Leaves without pay are granted for illness, care of a child, spouse, or parent with a serious health condition, education, military and exceptional personal reasons. Maternity/paternity leaves will be granted for birth or adoption of a child for up to, but not exceeding, six months. Upon request of the employee, maternity leave of absence may be extended for another period of time, not to exceed six months.
- 3. The Department may approve a leave of absence request that extends beyond a twelve-month period only under extraordinary circumstances, and then only when the Department determines that such an extension of the leave of absence is in the Department's best interest.

iii. Office Assignment

- 1. The rule of seniority shall be considered when assigning new/previously unassigned offices. Seniority is measured by rank and UWL years of service in rank.
- 2. The chairperson shall be assigned the office designated for chairperson. In the case of a chair who is leaving

office, the exiting chair shall have priority for office selection among unassigned offices regardless of rank.



**Appendix A: Merit Criteria and Evaluation form**

Bullet points under each category are intended as examples of accomplishments. Each consideration of merit will take account of all accomplishments, and the case made by the faculty member respecting the merit category and related activities.

	Teaching	Research	Service
Exceptional merit (includes accomplishment of activities at "Merit" level)	<ul style="list-style-type: none"> <li>Evidence driven curriculum innovation or course redesign</li> <li>Directing independent study, internships, student research outside of load</li> </ul>	<ul style="list-style-type: none"> <li>Scholarly publication in a given year</li> <li>External grant awarded</li> </ul>	<ul style="list-style-type: none"> <li>Leadership role in service to Department, College, University, Community, or profession</li> <li>Substantial service involving high time commitment and high impact activities</li> </ul>
Merit	<ul style="list-style-type: none"> <li>Student advising</li> <li>Peer review of teaching</li> <li>Participate in General Education, Departmental assessment</li> <li>SEI above University average</li> </ul>	<ul style="list-style-type: none"> <li>Active research agenda                             <ul style="list-style-type: none"> <li>Conference participation</li> <li>Non-scholarly publications (blog posts, brief statements of research, book review)</li> <li>Grant applications</li> <li>Internal grant awarded</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Activities in service to at least two different levels: Department, College, University, Community, and profession</li> </ul>
No merit	<ul style="list-style-type: none"> <li>Does not accomplish the minimum requirements for merit</li> </ul>	<ul style="list-style-type: none"> <li>Does not accomplish the minimum requirements for merit</li> </ul>	<ul style="list-style-type: none"> <li>Does not accomplish the minimum requirements for merit</li> </ul>

**Merit Evaluation Form**

Name:

Completed (month, date, year):

1. Teaching
  - a. Narrative/Self Assessment:
  - b. Teaching Objectives for Next Year:
  - c. Self-identification of merit score
2. Scholarship
  - a. Narrative/Self Assessment:
  - b. Scholarship Objectives/Program for Next Year.
  - c. Self-identification of merit score
3. Service

- a. Narrative/Self Assessment.
  - b. Service Objectives for Next Year
  - c. Self-identification of merit score
4. Merit Report from Digital Measures (see below)

## **Appendix B: Standards for Teaching, Scholarship, and Service for Retention, Promotion, Tenure, and Post-Tenure Review**

### **General principles and practices:**

The Department's goal is to facilitate the professional development of (untenured faculty during their probationary period)/(IAS), while at the same time maintaining the highest possible standards of excellence in education, scholarly activity, and service. Reviewing the performance of probationary faculty/IAS emphasizes:

- a. collaboration and open communication between untenured faculty members and the department's review committees;
- b. a constructive and formative process of setting goals, obtaining and utilizing evidence of performance, and identifying strengths and areas needing improvement; and
- c. adequate record-keeping to benefit all parties.

### **Faculty Mentoring**

During the first academic year of employment in the department, each probationary faculty member in consultation with departmental colleagues are encouraged to obtain up to three mentors in the department (if desired, one each focusing on teaching, scholarly activity, and professional and community service). Each probationary faculty member is also encouraged to obtain a mentor from among faculty members outside the department. The department chair will assist in the process of identifying possible mentors if so desired. Mentors are to serve as accurate sources of information and perspective on policies and practices in the department and university, but are not to be held responsible for the performance of the probationary faculty member(s) with whom they have a mentoring relationship.

### **Teaching**

Excellence in teaching includes good teaching evaluations and substantial teaching achievements and contributions. Meritorious includes satisfactory teaching evaluations and significant achievements and contributions.

Candidates for tenure and promotion should present evidence of excellence in teaching, which can include:

- Advising and counseling students
- Curriculum and course development
- Peer evaluations
- Participation in teaching workshops and faculty development oriented to teaching
- Study and teaching abroad
- Special lectures and presentations
- Supervision of undergraduate and graduate research
- Supervision of internships
- Student evaluations
- Community outreach programs and courses
- Other activities related to teaching

Implementation of inclusive teaching practices, strategies to improve classroom climate for a diverse

student body, and efforts to close equity gaps are also evidence of excellent teaching. Examples include, but are not limited to:

- Contributing to department-level assessment aimed at closing equity gaps
- Implementation of methods to narrow equity gaps
- Documented evidence of a more diverse course content
- Documented evidence of efforts to increase student awareness of the diversity of the field
- Documented evidence of efforts to improve classroom interactions
- Documented evidence of efforts to normalize help-seeking by students
- Documenting the effects of strategies to shift your focus from thinking about what you are doing as a teacher to thinking about how what you are doing is closing equity gaps or improving classroom climate (e.g., participation in teaching development programs like Wisconsin Teaching Fellows & Scholars, engaging in the Scholarship of Teaching and Learning, attending teaching conferences and/or workshops, implementing changes in response to assessment findings)

The teaching narrative statement within a tenure/promotion file may include an explanation of the relationship between the instructor's grading standards and the grade distributions evident in the TAI and may reference specific teaching evidence that supports that explanation

Direct evidence of student learning includes but is not limited to samples of student writing; student performance on quizzes, tests, and inventories; projects and presentations; pre-/post- skill evaluation; the instructor's graduates' skills in the workplace as rated by employers; juried student performances; reflective/think -aloud writing from students.

Indirect measures of teaching include but is not limited to peer observations of the instructor's teaching; unsolicited student feedback; SEIs; surveys, questionnaires, focus groups, or individual interviews; mid-course feedback and the instructor's response to it; the number of students supervised in individual projects or research and the instructor's evaluation of their own role.

A designated member of the CASSH Dean's Office will provide a current summary of the literature detailing known biases in student evaluations that differentially impact instructors of color, women, LGBTQ instructors, instructors whose first language is not English, international instructors, instructors with disabilities. The review committee will consider this information in evaluating teaching evidence.

The committee will contextualize its evaluation of teaching evidence, including grade profiles and student evaluations, in terms of the instructor's teaching methods and goals and the instructor's ongoing efforts to improve student learning and close equity gaps in student learning. The committee will further contextualize responses to required course evaluation questions in relationship to responses to the required student motivation items.

## Scholarship

Faculty are expected to be active in a scholarly program of research with the intent of disseminating that research through presentation and publication, with peer review being the highest standard for scholarly achievement. Persons recommended for retention will demonstrate evidence of scholarly activity. Successful candidates for tenure must demonstrate scholarly progress. Faculty recommended for promotion will demonstrate scholarly achievement.

The department values scholarly engagement on issues related to diversity, inclusion, and social justice; and scholarly approaches to teaching and to teaching inclusively. The department also values a range of methodologies, including the development of new methods.

Scholarly activity involves

- Active ongoing research
- Conducting and/or participating in professional development workshops
- Grant writing
- Serving as discussant on conference panels
- Study and research abroad as part of study or teaching abroad

Scholarly progress involves

- Conference papers
- Manuscripts submitted for publication and pending publication
- Published articles or chapters in non-reviewed publications (single, co-authored, or edited)
- Published book reviews
- Grants awarded, and grant supported research
- Public professional presentations at forums, institutes, and seminars, etc.

Scholarly achievement involves

- Published book, articles, or chapters in peer reviewed or editorial board reviewed publications (single, co-authored, or edited)
- Civically engaged research publications, for example professionally reviewed technical reports\*

In line with departmental mission and objectives, the Political Science and Public Administration Department also values scholarship that focuses on or incorporates:

- Inclusive excellence
- Interdisciplinary work
- The scholarship of teaching and learning

The personnel committee will evaluate scholarly production in terms of

1. service demands on historically underrepresented or oppressed groups
2. mentoring and other service demands on members from historically underrepresented or oppressed groups and/or tenured faculty when the department's tenure density is low
3. disciplinary publishing patterns for scholars from historically underrepresented or oppressed groups
4. the range of publishing opportunities in the candidate's area of specialization (e.g. controversial topics, underrepresented populations, disciplinary critiques)
5. engagement in new or emerging research methods or new perspectives

\*According to the American Political Science Association: “Civically engaged political science research is an approach to inquiry that involves political scientists collaborating in a mutually beneficial way with people and groups beyond the academy to co-produce, share, and apply knowledge related to power or politics that contributes to self-governance.” “Civically engaged political science should strive for: reciprocity, genuine respect for the people being studied, durable partnerships, mutual accountability, research ethics, deliberative values within the research partnerships, equitable sharing of resources, outcomes, and credit, transparency, accessible communication of results” Civically is defined as: “How people govern themselves. Engaged research teams are self-governing collaborative groups (composed of community organizations, government actors, social movements and others); their research strengthens self-governance for others.” Engaged is defined as: “Collaborative, in partnership, with benefits and substantive roles for both political scientists and non-academics in the same projects.” Research is defined as: “Any organized, rigorous production of knowledge, including empirical, interpretive, historical, conceptual, normative, and other forms of inquiry.”

## **Service**

Excellence in service includes a range of activity embracing leadership in University, Department, and professionally related community service. Meritorious includes University, community, and Department service.

Candidates for tenure and promotion should present evidence of excellence in service, which can include:

- Department committees and/or chairperson
- University committees
- Involvement in community organizations
- Office holding in professional associations
- Book reviews and evaluating manuscripts for publication
- Public speaking
- Membership on boards, commissions, task forces, projects and/or special assignments
- Holding public office and involvement in political campaigns and events
- Serving as a consultant to community organizations and media
- Media commentator
- Being an activist involved in political issues and movements
- Other activities related to service

University promotion criteria expect increasing levels of responsibility in college and university committee work. The department particularly values:

- mentoring of colleagues, both within and beyond the department, including advising colleagues on the types and number of service opportunities they might seek.
- Contributions to and participation in diversity related service across one’s career
- bringing diversity issues into the work of campus committees or community work.

The department recognizes that faculty from diverse populations may be called on to perform service more frequently than faculty from dominant populations, and will advise candidates for review, merit, retention/tenure, promotion, and career progression on sustainable levels of service.

## Appendix C: Statement on School of Education Affiliated Faculty Teaching, Scholarship, and Service Expectations

### Teaching

#### Preparation and Currency:

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

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

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

#### Field and Student Teaching Supervision Assignments:

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

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

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

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

- **Observations** of teacher candidates (TCs) during their field or student teaching placements is required and should be performed in line with SoE Office of Field Experience expectations.
- **Triad conferences** between each teacher candidate, university supervisor (UW-L faculty/IAS) and cooperating teacher are also required in both field and student teaching settings, and should be performed in line with SoE Office of Field Experience expectations.
- **Documentation** responsibilities include completing observation reports using appropriate reporting tools, which are ultimately compiled by the



faculty member. These should be performed in line with SoE Office of Field Experience expectations

- **Support and evaluation of pre-student teaching and student teaching portfolios** is expected of faculty with Field II and Student Teaching Seminar assignments. For pre-student teaching portfolios, faculty are expected to provide feedback and evaluate the TC portfolios. For student teaching portfolios prepared during student teaching placements, faculty are expected to provide more extensive ongoing support, clarification, and technical assistance as the TCs prepare and submit their required teacher performance assessment (edTPA) portfolio.

## Scholarship

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

PI.34.11 2 (b):

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

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

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

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

## Service

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

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

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

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

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

## Appendix D: Department Learning Goals

1. To analyze and critically assess opposing viewpoints
  - a. Students will be able to identify patterns, differences, and similarities between opposing viewpoints
  - b. Students will be able to analyze their own and others' assumptions and evaluate the relevance of context when presenting a position
2. To develop disciplinary knowledge and discourse
  - a. Students will demonstrate disciplinary knowledge
  - b. Students will effectively communicate orally and in writing on topics related to political science and public administration
3. To experience and analyze local, state, national and/or global civic environments
  - a. Participate in internships and/or volunteer opportunities in the community
  - b. Participate in local, state, or federal government
  - c. Participate in study abroad program, mock trials, and/or model UN
  - d. Evaluate internships, service, and/or international experiences
4. To learn, apply, and access various research techniques
  - a. Write a research proposal
  - b. Explain and justify the method chosen for a study
  - c. Use research software
  - d. Identify and gather a variety of data

## Appendix E: PEER OBSERVATION FORM

### PEER OBSERVATION FORM

Instructor evaluated:

Course:

Number of Students Present

Date:

Evaluator(s):

Purpose: The purpose of this classroom evaluation is (1) to provide more data for decisions on tenure, promotion, and merit, and (2) to improve faculty performance.

Instruction: Rate the instructor on each of the following items. Copies of the completed form should be provided to the instructor observed and the chair of the department.

Excellent Applicable	Very Good	Good	Satisfactory	Poor	Not Satisfactory	Not Applicable
10	9	7	5	3	1	NA

- \_\_\_\_\_ 1. Defines objectives for the class presentation.
- \_\_\_\_\_ 2. Effectively organizes and presents material that meets the objectives.
- \_\_\_\_\_ 3. Uses instructional methods encouraging relevant student participation.
- \_\_\_\_\_ 4. Uses class time effectively.
- \_\_\_\_\_ 5. Demonstrates enthusiasm for the subject matter.
- \_\_\_\_\_ 6. Communicates clearly and effectively to the level of the student.
- \_\_\_\_\_ 7. Explains important ideas and concepts simple and clearly.
- \_\_\_\_\_ 8. Demonstrates command of the subject matter.
- \_\_\_\_\_ 9. Responds appropriately to student questions and comments.
- \_\_\_\_\_ 10. Encourages critical thinking and analysis.
- \_\_\_\_\_ 11. Considering the previous items, rate this instructor overall.

**Instructor:**

**Class:**

**Date of Session Observed:**

**Identified by the faculty member being observed, what is a specific issue of instructional improvement that the faculty member would like feedback on? What possible changes will the faculty member pursue?**

**What were the strongest elements of the instructor's teaching?**

**What specific suggestions for improvement or change would you recommend the instructor consider?**

**Name:**  
**(Signature)**

**Date:**