

**Bylaws of the
Department of Communication Studies
University of Wisconsin-La Crosse**

Note: These bylaws follow the University of Wisconsin-La Crosse template and include the required language. Prior to making changes in any area of these bylaws, the Department should consult the template and the required language by going to <https://www.uwlax.edu/academic-affairs/resources/#tm-academic-Departments---administrative-resources>

I. The Department of Communication Studies

A. The Department of Communication Studies (CST) is an instructional unit within the College of Liberal Studies (CLS) and part of the School of Arts and Communication (SAC) at the University of Wisconsin-La Crosse (UW-L).

B. These bylaws were last updated on May 1, 2018 to ensure compliance with the UWL common bylaw template (provided in February, 2018). The Department of CST regularly reviews Departmental policy and procedure, so updates to these bylaws occur on an as-needed basis each academic year.

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

Effective and successful communication is essential to human life and human endeavors. The 21st century communication environment is becoming increasingly complex due to the rapid evolution of electronic media. Urgent demand for sophisticated communication competencies is driven by this evolution. Individuals process more messages and have more information available to them than ever before in human history. Therefore, the mission of the Department of CST is to pursue and provide opportunities for increasing understanding of the communication process and developing communication competencies required by a wide variety of personal and professional contexts, both currently and in the future. Our primary constituencies are UW-L students, faculty, and staff; the La Crosse community; and the Coulee region. Our primary function is to field a competitive and rigorous curriculum for majors who wish to pursue communication intensive careers; for minors who wish to enhance communication competencies demanded by other chosen career paths; and for all UW-L graduates who require basic skills in public communication as prerequisites for success in their personal and professional lives.

B. Meeting Guidelines

Department meetings will be run according to the most recent edition of Robert's Rules of Order (<http://www.robertsrules.com/>) and WI state opening meeting laws (<http://www.doj.state.wi.us/sites/default/files/dls/open-meetings-law-compliance-guide-2010.pdf>).

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

C. Definitions of Membership & Voting Procedures

All tenured and tenure-track faculty shall be considered voting members of the Department of Communication Studies. Academic Staff members on semester or one-year contracts may request voting membership by submitting a letter of interest at the beginning of each semester and prior to the second Department meeting of the academic semester. The Department chair will confirm voting members at the second Department meeting. Academic staff voting members will not vote on personnel matters (retention, promotion, staffing [including supplemental teaching staffing], election of the Department chair, etc.). If an academic staff voting member misses two consecutive meetings, their voting rights will be revoked for that semester, and they may reapply for voting rights the following semester. Academic staff may participate in all Departmental discussions regardless of voting member status.

Voting shall be done by voice vote or show of hands unless a roll call vote or confidential ballot is requested. Under unusual circumstances, such as a request from the administration for a decision on an important issue during summer session, a vote by email may be used, in which case all eligible members would be asked to vote via email. The Department shall meet in the committee of the whole at least once in each fall and spring semester. Other meetings of the committee of the whole shall be convened on an as-needed basis by the Department chair. The Department chair must also convene a meeting of the committee of the whole within two weeks time if a meeting is requested by three or more Department members. Departmental voting items may come as motions from a CST committee.

Voting can be done by email or mailbox routing method if the item is not related to personnel decisions and a Department or committee meeting is not feasible or needed for the item to be passed in a timely manner. Results from alternate voting will appear in the minutes of the next official Department or committee meeting.

D. Definitions of Quorum and Majority

Quorum: for meetings of the Department and its committees, a quorum is defined as the majority of the entire membership eligible to participate.

Majority: within a meeting, a simple majority or a two-thirds majority is defined on the basis of those present at the meeting and voting on the motion.

Abstentions: members who choose to abstain from voting on a motion are considered not to have voted, and are not counted in the calculation of simple or two-thirds majorities needed to pass that motion.

Proxy Votes: proxy votes, defined as one member of the Department giving another member the right to vote for him or her, are not allowed in proceedings of the Department as a whole or in proceedings of its committees.

E. Changing Bylaws

Amendments or additions to these bylaws may be proposed to Department members for a first reading at any Department meeting. These changes to the bylaws may be adopted at the subsequent Department meeting by a two-thirds vote of the membership present at that meeting and voting on the motion. Amendments or additions to policies and procedures may be proposed to Department members for a first reading at any Department meeting. These changes to policies and procedures

may be adopted at the subsequent Department meeting by a majority vote of the membership present at that meeting and voting on the motion. A vote to adopt a change in policies or procedures may occur at the same meeting in which they are proposed, if there is unanimous agreement to waive the second reading at a subsequent meeting.

F. Recording of Minutes

The CST ADA or a voting member of the Department will record all Departmental meeting minutes, which will be approved at the next official Department meeting. Committee meeting minutes will be recorded by an elected recorder, a rotating recorder, or the committee chair.

III. Faculty/Staff Responsibilities

A. Faculty

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

The faculty will carry out the responsibilities of the Department through contributions in teaching, scholarship, and service. The primary role of all faculty members is to teach courses in respective expertise/emphases areas while including updated content based on research, pedagogy and trends in the communication field. The faculty also contributes to general education and programmatic needs, which includes participating in the development and teaching of CST 110 and CST 271. In addition, all faculty members will promote scholarship and creative activities, promoting and participating in professional growth and development, advising students on academic programs and career opportunities, contributing to the internal governance structure of the Department, and making personnel decisions.

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 <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. <https://drive.google.com/file/d/0B5oINNrU5bquTmdYZDRmcH15UHM/view>

Full-time instructional academic staff members have a teaching load of 12 credits, or four CST courses, primarily in CST 110. This load includes an expectation for service at .20. If no service is included, a full-time instructional staff member may be required to teach five courses. IAS members who teach outside of CST 110 are recognized as having a unique expertise or talent in an area and/or have an advanced degree with theory and research specific to the field of communication. A 12-credit load carries with it an expectation to participate in Departmental service or research. Since full-time IAS members are recognized as fully-immersed Departmental members, they are encouraged to attend Department meetings and required to attend CST 110 meetings. Some IAS members engage in academic advising, with an advising load not to exceed 12 students.

Promotion Consideration for IAS Expectations—Scholarly activity and/or service beyond what is stated above is not expected of individual IAS members. However, it is supported and

encouraged for advancement of the individual and the institution. Summative evaluation of instructional academic staff is based primarily on the quality of their teaching record.

C. Non-Instructional Academic Staff Responsibilities and Expectations

The Department of CST has no NIAS members.

D. Student Evaluation of Instruction

The Department will follow the UW-L SEI policy and procedure available on the Faculty Senate webpage (<https://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/#tm-student-evaluation-of-instruction---sei>).

Results from the five, Faculty Senate-approved SEI questions are required for retention, tenure, and promotion for ranked faculty and for renewal and promotion of Instructional Academic Staff. Results are presented in the form of (1) the single motivation item and (2) the composite SEI consisting of the five UWL common questions. Evaluations are returned with both the motivation item and the composite SEI fractional median of the five items for each course. On a separate form, CST faculty and staff receive the Departmental fractional median for both the single motivation item and the composite for the five UWL items, along with their overall SEI score for all their courses in regard to the five items. SEI results are used for the Teaching Assignment Information (TAI) form for ranked faculty, contract-renewal, and both faculty and IAS promotion.

IV. Merit Evaluation (Annual Review—Faculty and IAS) M/S/P Dec 6, 2017

The results of merit reviews for all ranked faculty who have completed at least one academic year at UW-L are due to the Dean's Office on Dec. 15 annually. Merit reviews reflect activities during the prior academic year ending May 31.

A. Purpose of Annual Merit Review

The purposes of merit evaluation are to recognize, celebrate, and award outstanding productivity in the Department, allowing colleagues to understand and appreciate the work of one another. The results of merit reviews for all ranked faculty and yearly contracted IAS members who have completed at least one academic year at UW-L are due to the Dean's Office on December 15 annually. Merit reviews reflect activities during the prior academic year ending May 31.

B. Merit Evaluation Committee

Two separate committees are responsible for merit reviews: **Faculty Merit Evaluation Committee** and **IAS Merit Evaluation Committee**.

The **Faculty Merit Evaluation Committee** will consist of three CST faculty members who are elected to serve three-year terms. All faculty members (tenured and probationary) are eligible for this committee. The Department Chair is not eligible for this committee but is part of the merit evaluation review process as a faculty member and serves a role in facilitating the process. Partners/married couples are not allowed to serve on the committee at the same time and will determine between them who is on the ballot.

Elections will take place at the first faculty meeting of the academic year. To allow for staggered membership, the first election will include a three-year member, a two-year member, and a one-year member. The first year elected committee members will determine the length of their membership. The second-year election will be for one individual who will replace the one-year

member and begin as a three-year member, allowing for a natural rotation in subsequent years. The elected members will discuss and select a chair each year.

After the first year, each faculty member will vote for one faculty member (can vote for self) on a ballot consisting of all eligible faculty members. If eligible faculty members do not want to be considered for committee membership, they should announce that prior to the voting process. If there is a tie in determining a member or members of the committee, a second voting process will occur with only the tied vote getters on the ballot. The chair of the Faculty Merit Evaluation Committee will also serve as a member on the IAS Merit Evaluation Committee.

The **IAS Merit Evaluation Committee** will consist of the Chair of the Faculty Merit Evaluation Committee and two CST IAS members who are elected to serve two-year terms. IAS members who have completed two full years of consecutive teaching and are at the Lecturer level or above are eligible for this committee. Partners/married couples are not allowed to serve on the committee at the same time and will determine between them who will be on the ballot.

The IAS members will be elected yearly at the first faculty meeting according to the same procedures as described for the Faculty Merit Evaluation Committee. To allow for staggered membership, the first election will include a vote for a two-year member and a one-year member. The first year elected committee members will determine the length of their membership. The two IAS members receiving the most votes will serve on the committee. The elected members will discuss and select a chair each year. The faculty member will rotate in according to chair membership on the faculty merit committee.

1. Procedures for Merit Review

Procedures for annual evaluation of faculty performance must be consistent with relevant sections of current [UW System Personnel Rules](#) (UWS 3.05), [UW-L Personnel Rules](#) (UW-L 3.05), [UW-L Faculty Bylaws](#), and the [UW-L Employee Handbook](#).

a. Merit Eligibility

Each faculty member (unless in his/her first semester) is to submit a merit report. New faculty members who begin in the fall semester do not undergo an annual merit review during their first year. Instead, their first-year performance is used for eligibility during year two.

IAS members who are in Redbooked positions and had a FT, year-long contract during the merit review period, are eligible for merit, including those on a 100% teaching appointment (5 classes). IAS members on an 80/20 contract (20% service/scholarship/professional development) during the merit evaluation period are eligible for highly meritorious. New IAS members who begin in the fall semester do not undergo an annual merit review during their first year. IAS members on semester or part-time appointments are not eligible for merit.

Faculty and IAS members with less than 100% appointments, excluding persons with reassignment duties, during the merit evaluation year may opt to submit a Merit report, but will not be eligible for High Merit.

- i. Persons with reassignment duties at the UWL, but outside of CST, still have 100% appointments. This means that being in a dean's position, chairing other

Departments, or other reassignments outside of CST still count as being eligible for merit.

- ii. Highly meritorious would be under consideration for faculty and IAS on reassignment outside of CST, but *only* if they still teach course(s) in CST.

b. Merit Review Process

Once the academic year ends in May, faculty and IAS members are encouraged to enter into Digital Measures evidence of all relevant teaching, research, and service activities for the previous academic year. The merit year is defined as the previous summer, fall, and spring semesters; therefore, all merit reports are dated June 1 of the previous year through May 31 of the current year. Materials from before or after these dates should not be included. Publications can be included if they are accepted or published during the merit year, but cannot count for two years of merit.

Eligible faculty and IAS members will submit a merit report from Digital Measures and an optional short merit narrative (less than 1 page, double-spaced, 1-inch margin) to the Department of CST Chair via email as a Microsoft Word document or as a PDF. The short narrative is an informative document that contextualizes one's work that is not self-explanatory in the Digital Measures Report. The merit narrative must not serve as an argument for a specific merit designation, but should instead contextualize the Digital Measures report. There is a placeholder in Digital Measures to place this narrative, titled "merit narrative." In the short narrative, the faculty or IAS member should:

- Note any entries (or lack of entries) in the Merit Report that need further explanation in order to be evaluated effectively by the committee.
- Include in the narrative their overall SEI scores for each semester they taught.
- Include descriptions of progress and initiatives in Inclusive Excellence (IE).
- Review all materials and edit for mechanical errors and materials from outside the merit year.

The deadline for submitting will be determined each fall by the Department of CST Chair and the chairs of the Merit Evaluation Committees, typically no later than the first week of October. This date allows merit reports to be completed and forwarded to the Merit Committees for a meeting in early October. The timing of the CST Merit Review Process will correspond with UWL deadlines related to retention/tenure and promotion.

c. Categories of Merit Evaluation

Categories of merit are: high merit, merit, and merit deficient.

The category of "high merit" is to be used only for candidates who are deemed exceptionally meritorious by the committee. The expectation is that the achievement of high merit is a rare occurrence. The Merit Committee will monitor the situation to determine if the criteria need to be adjusted. The third category of "merit deficient" is to be used for candidates clearly doing substandard work or who do not turn in a merit report. The expectation is that only in rare cases will a candidate fall in this category. A UNANIMOUS VOTE (2/2 OR 3/3) IS REQUIRED TO PLACE A CANDIDATE IN EITHER THE "HIGH MERIT" OR "MERIT DEFICIENT" CATEGORY.

High Merit--Faculty

A candidate should be considered outstanding in at least two areas (teaching, scholarship, service) to receive “high merit” (one of which must be teaching); however, the candidate should be proficient in all three categories and in any reassigned duties.

High Merit--IAS

A candidate should be considered outstanding in two areas to receive “high merit” (one of which must be teaching); similar to the UWL IAS Promotion expectations, IAS members in CST will be exceptional in teaching AND service OR teaching AND scholarship.

- Outstanding teaching (e.g., enthusiastic support and leadership toward curriculum and instruction in CST 110, evidence of trying to improve methods, development of original and effective instructional activities, teaching development activities, outstanding SEIs, practices that exceed what we typically do well as part of our role as teachers)
- Outstanding service (outstanding service to the Department of CST that exceeds expectations of the typical service contract, and may be supplemented with relevant community service that directly utilizes communication expertise).
- Outstanding scholarship (e.g., wrote grant proposals (funded and not) that provide unique and relevant contributions toward applied research, pedagogy, or assessment, academic publications, academic conference presentations based on original work)

Merit--Faculty

A candidate should be proficient in teaching, scholarship, and service. It should be understood that proficient means candidates are doing consistent and effective work in their position, and as such, are recognized as meritorious.

Merit--IAS

A candidate should be proficient in teaching and also in EITHER scholarship OR service. It should be understood that proficient means candidates are doing consistent and effective work in their position, and as such, are recognized as meritorious.

Merit Deficient—Faculty and IAS

Include violations of applicable [ethical codes](#) for teaching, research, or service, met with classes less than 75% of the required time, rarely available to students outside of class/failure to hold office hours, and/or did not submit merit report.

d. Detailed Procedures and Responsibilities

Faculty and IAS Responsibility—Faculty and IAS members are responsible for updating their Digital Measures, uploading a 1-page merit narrative, and preparing a Digital Measures merit report by early October (date determined by Department Chair and chairs of the Merit Committees) and announced to Department of CST in early September. The merit narrative must not serve as an argument for a specific merit designation, but should instead contextualize the Digital Measures report. Faculty and IAS should include their overall SEI scores in the narrative for each semester they taught. Faculty and IAS members will send the merit report electronically to the Department Chair by the deadline. The Department Chair will forward all reports to the Merit Committee members.

Merit Committee Responsibility—The Merit Committees will individually review materials for all faculty or IAS members except: (1) themselves, and (2) a spouse/significant other/direct family member. Committee members for the faculty merit review will independently report a rating of Outstanding, Proficient, or Deficient in each of the three categories for faculty members and also provide a designation of High Merit, Merit, or Merit Deficient for each faculty member. Committee members for the IAS merit review will report a rating of Outstanding, Proficient, or Deficient in teaching and either research or service for each IAS member and also provide a designation of High Merit, Merit, or Merit Deficient for each IAS member (see appendix for rubric). The Department of CST ADA will prepare a summary of the independent reporting for each committee and present it to the members prior to a scheduled meeting for each committee. The committees will then meet to discuss each faculty and IAS member (excusing themselves in instances of spouse/significant other/direct family member), and agree upon a merit designation. The Merit Committees will prepare separate reports for the Department Chair, presented no later than the third Friday in October.

Merit Committee Reports—The reports will be presented to the Department Chair for Departmental record and to share with the CLS Dean. The report will include the number of faculty and IAS members in each merit category. The report will also address overall comments or concerns about the CST Merit Review process. The Department Chair will also receive a separate list of faculty and IAS members and their corresponding merit designation. Upon receiving the report and list, the Department Chair will tell individuals what their merit designation is. Faculty and IAS members who wish to see the Merit Committee reports may request after all faculty and IAS members know their merit designation and the final reports are submitted to the Dean. Faculty and IAS members may not request to see the list of faculty and IAS members as part of the report. However, personnel-related committees will learn of specific merit designations when IAS members are annually reviewed or for promotion, and when faculty members are reviewed for tenure, retention and promotion.

Department of CST Chair Responsibility—The Department Chair will forward all individual DM reports to the members of the Merit Committees. Upon receiving the final Merit Reports from the Merit Committees, the Department Chair will inform individual faculty and IAS members of the merit outcome. Upon consideration of appeals to Merit Deficiency, the Department Chair will forward final reports from the Merit Committees to the CLS Dean prior to November 1.

e. Appealing Merit Deficiency

A faculty or IAS member may request a reconsideration of his/her annual merit rating if deemed Merit Deficient. This request must be made in writing and submitted to the Department Chair within one week of the Chair's individual reports. The Department Chair will provide the appeal to the appropriate Merit Committee. The Merit Committee will reconvene within one week of receiving the appeal. The Merit Committee's final evaluation decision will be communicated in writing to the faculty or IAS member. Appeals beyond the Department level may be presented to the Complaints, Grievances, Appeals, and Academic Freedom Committee (see Faculty Senate Bylaws).

f. Distribution of Merit Monies

In the event that money is available for merit distribution, the Department of CST will determine financial allocation to individuals according to the following formula:

$$mx + HM(x + 100) = \text{pool of dollars available for merit distribution}$$

m = number of faculty or IAS determined to be Meritorious

HM = number of faculty or IAS determined to be Highly Meritorious

x = merit dollars for each Meritorious faculty or IAS member

x + 100 = merit dollars for each Highly Meritorious faculty or IAS member

Sample Template for Merit Committee Evaluation

Options for ratings: Outstanding (O), Proficient (P), or Deficient (D)

Faculty Member	Teaching	Scholarship	Service	Merit Category: High Merit, Merit, or Merit Deficient
Able	O	P	P	Merit
Bent				
Carson	P	P	P	Merit
Dias				
Ernst	O	O	P	High Merit
Frau	P	O	O	Merit

NOTE: In the case of the above, Bent is the Merit Committee member conducting this review, so he does not evaluate himself. Dias is his significant other, so Dias is not evaluated here either.

V. Faculty Personnel Review

The Department will follow the policies regarding retention and tenure described in the Faculty Personnel Rules (UWS 3.06 - 3.11 and UWL 3.06 -3.08) <http://www.uwlax.edu/Human-Resources/Unclassified-Personnel-Rules/>

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

September 2013

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

A. Retention (procedure, criteria and appeal)

1. Faculty under review provide an electronic portfolio related to their teaching, scholarship, and service activities extracted from their date of hire to date of Departmental 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.

2. Departments will provide the following materials to the dean:
 - a. Department letter of recommendation with vote;
 - b. 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
 - c. Merit evaluation data (if available).
3. The initial review of probationary faculty shall be conducted by the tenured faculty of the appropriate Department in the manner outlined below.
4. 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. Departmental Retention and Tenure Review Criteria

1. Candidacy

At least 20 days prior to the annual retention review, the Department chair will notify each probationary faculty member in writing of the time and date of the review meeting. The review meeting will be determined by the chair and the probationary faculty member and takes into consideration time for the candidate to prepare the file and the Personnel Committee to read the file prior to the file due date to the CLS Dean.

2. Committee

The Department Personnel Committee shall consider all retention reviews. The Personnel Committee includes all tenured faculty members. If a Personnel Committee member is married, in a partnership or otherwise related to a probationary faculty member, that committee member will not participate in any discussion, sharing of material, meeting or voting relative the probationary faculty member's retention or tenure procedures.

3. Process

At least seven days prior to the date of the review, probationary faculty members shall submit a Digital Measures (DM) Retention Report modeled on the Faculty Promotion Evaluation Report (including a narrative) to the Personnel Committee. Included in this report shall be the probationary faculty member's proposed accumulated points for each of the three areas (teaching, research, and service) using the CST Point System (Appendix B). The proposed points will appear at the end of the narrative and include points for the previous year as well as accumulated according to previous retention reviews.

On the day of the review, probationary faculty members should give a short oral presentation that highlights their contributions in teaching, scholarship, and service at the review meeting. The requirements of the Wisconsin Open Meeting law shall apply to the review meeting.

4. Recommendation/Decision

Using the criteria in Section II below, the Personnel Committee shall evaluate the probationary faculty member's performance. As of fall, 2013, voting moved from voice to confidential ballots. Although an official bylaw change was not initiated, voting via ballot became standard practice. Votes shall be cast via confidential ballot, and include a vote for retention or tenure and decision

for a 1- or 2-year contract. At least a two-thirds majority is necessary for a positive retention recommendation. The results of the vote shall be recorded by the Department chair and the ballots are stored in a confidential location by the ADA.

5. Notification of Decision

Within seven days of the review meeting, each probationary faculty member shall be informed in writing by the Department chair of the results of the retention review including the vote of the committee. In the case of a positive retention decision, the Department chair, in consultation with the Personnel Committee, will prepare a written notice summarizing the committee's deliberations and including concerns or suggestions for improvement identified by the Personnel Committee. The Department chair will meet with the probationary faculty member to answer any questions and discuss the contents of the letter and set goals for the next review. The letter and deliberations provide a record of the probationary period and are referenced by both the candidate and committee in subsequent reviews.

In the case of a non-renewal recommendation, the Department chair, in consultation with the Personnel Committee, will prepare a written notice that shall include the committee's reasons for its decision. The notification letter will include the committee's vote, recommendations, and be signed by all members of the Department Personnel Committee. Also see Reconsideration (7) below.

6. Criteria

The members of the Personnel Committee shall use the DM retention file information and the accompanying narrative to judge each probationary faculty member's performance in the areas of teaching, scholarship, and service. Of these areas of responsibility, teaching is most important. After establishing a record of successful teaching, a program of continued scholarship is necessary for retention and, ultimately, a positive tenure recommendation. Service is also an important faculty responsibility. Probationary faculty should demonstrate success in teaching and scholarship before establishing a record of service. First and second year faculty members should focus their attention on teaching and research, and develop as teacher-scholars knowing that a record of service within and outside the Department is expected and will increase accordingly, beginning with Departmental service.

In order to clarify expectations, the CST point system (Appendix B) is used in the areas of scholarship/creative activity and service with guidelines provided based on years of employment at UWL. The point system is used as a guideline in order to clarify minimum Departmental expectations. The minimum number of points in each category is necessary for retention, but not sufficient for retention and tenure. Although points are cumulative, a probationary faculty member must earn points each year. In other words, one cannot "bank" points after an extremely productive year and not earn points in subsequent years. The relative weighting of the three areas of faculty responsibility will vary depending on job descriptions, the Department's changing needs within context of the university as a whole, and personal preferences of individual probationary faculty. Minimum standards are described below.

a. Teaching

Establishing a successful record of teaching is the most important priority for probationary faculty members. Thus, the teaching points reflect the Department's commitment to teaching but do not suggest how a probationary faculty member defines his or her contributions to the Department. The point system has been revised to ensure teaching effectiveness is observed and measurable by multiple methods. Recognition for teaching includes not only SEI scores, but also a record of personal teaching assessment, developmental opportunities, and peer evaluations. Probationary faculty members should provide clear, compelling, and outcome-based evidence of their growth and success as a teacher.

The Communication Studies Department encourages faculty members to contribute to the existing curriculum as well as develop new courses as appropriate. Innovative assignments, teaching strategies, and improvements will be recognized for retention and tenure. At a minimum, probationary faculty members are expected to meet the following standards of performance for all courses:

- Provides syllabi for all courses
- Reflects course content objectives from LX forms
- Reflects course content that mirrors a common course syllabus or curriculum (if applicable)
- Teaches course content that is current and relevant
- Meets class regularly
- Attends regularly scheduled office hours
- Cooperates with Departmental assessment efforts
- Advises majors
- Has a pattern of effective teaching as documented in yearly evaluation
- Has peer teaching observations/letters (suggested—minimum of 1 each semester for first two years then 1 per year)
- Includes self-evaluation of teaching strengths and opportunities for improvement
- Has no written complaints by students concerning academic performance or nonacademic performance that the Personnel Committee has identified as substantive

Guidelines for probationary faculty cumulative points for teaching include:

First year—a minimum of 1 point	Fourth year—a minimum of 24 points
Second year—a minimum of 8 points	Fifth year—a minimum of 32 points
Third year—a minimum of 16 points	Sixth year—a minimum of 40 points

b. Scholarship, Research and Creative Productivity

The Communication Studies Department supports a broad definition of scholarship that emphasizes keeping current in the discipline while incorporating new knowledge into effective teaching. It is assumed that Communication Studies faculty members will engage in scholarship and creative endeavors and that they share the products of their scholarship with colleagues and peers. As substantiated by our parent organization, scholarship, research and creative productivity includes original research, best practices, practical application and creative productions, including broadcasting and New/Digital Media.

When evaluating the work of faculty, the Personnel Committee considers examples of scholarly activity as one, albeit important, aspect of the work demonstrated in promotion decisions. We recognize that different individuals have different talents and encourage faculty to make the most of their talents within the Department, university, and discipline.

Probationary faculty members are required to have at least three peer-reviewed publications, creative works and/or media productions, which must be published, disseminated through a media channel, and/or accepted by the probationary faculty member's tenure decision date. At least one publication or production must be at the regional or national level. Scholarship and creative endeavors are defined in the CST Point System for merit, retention and tenure.

Guidelines for probationary faculty cumulative points for scholarship, research and creative productivity include:

First year—a minimum of 1 point	Fourth year—a minimum of 12 points
Second year—a minimum of 4 points	Fifth year—a minimum of 16 points
Third year—a minimum of 8 points	Sixth year—a minimum of 20 points

c. Service

The Communication Studies Department recognizes service to the Department, college and university, as well as professional and community service. We recognize that the level of service, particularly at the university level, depends on the probationary faculty member's current rank and his/her focus on scholarship appropriate to that rank. Rather than simply providing a list of service, the probationary faculty member should explain the specific work accomplished in the service area and the relative importance of that service.

Guidelines for probationary faculty cumulative points for service include:

First year—a minimum of 1 point	Fourth year—a minimum of 12 points
Second year—a minimum of 4 points	Fifth year—a minimum of 16 points
Third year—a minimum of 8 points	Sixth year—a minimum of 20 points

d. Collegiality and Professionalism

The Communication Studies Department members believe we have established a tradition of collegiality among members and that is essential for all faculty and IAS members to recognize and contribute to this tradition. While teaching, research/scholarship, and service contributions are primary indicators of professional success, we also recognize the role of collegiality/civility as a critical part of the review process.

7. Reconsideration

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

If the probationary faculty member wishes a reconsideration of the initial non-renewal recommendation, he/she shall request such a meeting in writing within two weeks of the receipt

of the written reasons for non-renewal. The procedure for the reconsideration meeting is detailed in [UW-L 3.07\(4\), \(5\), and \(6\)](#).

C. Post-tenure Review M/S/P May 2, 2018

The Department of CST follows the UWL procedure and schedule regarding post-tenure review <https://www.uwlax.edu/human-resources/post-tenure-review-policy/>

The following information is provided as part of the CST PTR policy and summarizes facts from the UW System Policy. In accordance with the UW System policy:

1. Deadline

Completed PTR's will be forwarded to the Dean no later than December 15. The review may occur the spring prior or during the fall semester, but the faculty member being reviewed must agree. The December date sets the 5-year clock.

2. Review Cycle

The five-year cycle refers to the time between the formal Departmental review associated with tenure or post-tenure review. HR will notify Departments which faculty members should be reviewed each year at roughly the same time Departments are notified of the promotion schedule. The 5-year cycle is not affected by a faculty member's paid or unpaid leave from the university. Any deferrals must be approved by the Provost, who will also specify the new review cycle.

3. Committee

The post-tenure-review committee will include all tenured CST faculty members. The Department of CST Chair serves as both the committee chair and a committee member. If the chair is being reviewed, another committee member will be elected to complete the administrative components of the process.

4. Department Review Criteria

The Department of CST will use the following criteria in post-tenure review:

Teaching. The Department expects each faculty member to: teach courses in his/her areas of expertise (or to engage in activities deemed teaching); rotate into CST 110 as schedule allows; contribute to the CST research core as appropriate.

The expected teaching load is the equivalent of 12 semester-hours. Under special circumstances, faculty may be granted a reduced load (e.g., a faculty member holding a rotating research reassignment, a leadership or unique service, reassignment, etc.).

Faculty shall:

- Ensure work is appropriate to rank according to Department expectations (see below)
- Develop syllabus that includes course objectives, clearly stated expectations and policies, a weekly or daily schedule, appropriate readings and other activities for each course
- Include content in course that is current and relevant
- Develop acceptable and fair methods of evaluation for each course
- Meet with their students as scheduled for classes or make provisions for acceptable alternative activities

- Maintain a regular presence on campus, which includes office hours and ensuring the ADA and students are aware of any changes to office hours and absence from campus
- Keep up with current curriculum requirements and participate in advising students
- Make time available for advisees for face-to-face meetings and encourage all advisees to come into the office for an advising appointment.

Performance in this area may be deemed “does not meet expectations” if none of the above (or similar) activities occur at a satisfactory level, unless circumstances have led to an agreement between the Department and the faculty member that teaching and/or advising activities be reduced (e.g., a faculty member holding a reduced load or reassignment time). A faculty member should have no written complaints by students concerning academic performance or nonacademic performance that the Department chair and/or Personnel Committee has identified as substantive.

Scholarship. The Department expects each faculty member to engage in scholarly activities that:

- Are appropriate according to rank and as presented in Department expectations (see below)
- Maintain the quality of the faculty member’s teaching activities
- Keep up with the fields of study represented by his/her teaching assignments
- Keep up with knowledge of what constitutes effective teaching in the discipline
- Develop new areas of knowledge germane to his/her discipline and that may be reflected in new teaching assignments
- Lead to professional presentations and publications.

Performance in this area may be deemed “does not meet expectations” if none of the above (or similar) activities occur at a satisfactory level, unless circumstances have led to an agreement between the Department and the faculty member that scholarly activities be reduced (e.g., a faculty member having significant service responsibilities or an unusual teaching load).

Service. The Department expects faculty to volunteer for and serve on committees that contribute to the success of the Department and University in fulfilling their missions. The Department expects faculty to:

- Engage in service as appropriate according to rank and as presented in Department expectations (see below)
- Regularly attend and participate as an active member in Department and committee meetings
- Attend at least one UWL graduation ceremony per year
- Maintain professional affiliations outside the University.

Performance in this area may be deemed “does not meet expectations” if none of the above (or similar) activities occur at a satisfactory level, unless circumstances have led to an agreement between the Department and the faculty member that service activities be reduced (e.g., a faculty member holding a significant research grant or an unusual teaching load).

Expected Levels of Performance Based on Rank

Instructor: Teaching—Meets the objectives of CIM form; is easily accessible to students; implements disciplinary changes in content and pedagogy. Scholarship/Creative Activity—Stays informed about disciplinary changes in content and pedagogy. Service—Constructive

participation on Departmental committees; available to share disciplinary expertise with the community.

Assistant Professor: Teaching—Responsible for prior criteria plus: Participate in course development. Scholarship/Creative Activity— Responsible for prior criteria plus: Development of a program of scholarly activity. Service— Responsible for prior criteria plus: Service on university-wide committees; willingness to disciplinary expertise with the community; member of professional organization.

Associate Professor: Teaching—Responsible for prior criteria plus: Contributing role in program development and curriculum development. Scholarship/Creative Activity— Responsible for prior criteria plus: Has established a program of scholarly activity. Service— Responsible for prior criteria plus: Leadership on Departmental committee; actively seeks out opportunities to share disciplinary expertise with the community; attendance at professional conferences.

Full Professor: Teaching—Responsible for prior criteria plus: Leadership role in program development and curriculum development; active role in mentoring junior faculty. Scholarship/Creative Activity— Responsible for prior criteria plus: Maintain a program of scholarly activity; active role in mentoring junior faculty. Service—Responsible for prior criteria plus: Leadership on university committee; active role in mentoring junior faculty.

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/>

1. Candidacy:

Subsequent to the Department Chair receiving notification from the Vice Chancellor of candidate's eligibility for promotion in rank, candidates will express their interest in a promotion attempt. Consultation with the Chair will involve clarity on the process, selecting dates for file deadline and committee meetings, and committee suggestions. This information will appear in a confirmation letter to candidates from the Chair, restating eligibility and including details of the process. This letter will be sent at least 20 days prior to a scheduled and publicized promotion review meeting.

2. Committee:

The Promotion Committee for faculty pursuing promotion to Associate Professor or Full Professor will consist of at least three tenured colleagues chosen by the promotion candidate. If the invited colleagues do not agree to serve, the Department Chair will appoint the committee. Criteria for membership of the committee include the following:

- a. At least one member from the candidate's emphasis area
- b. The chair of the committee must be of higher rank than the candidate
- c. The majority of committee members must be of equal or higher rank than the rank for which the candidate is applying
- d. Committee members may be from outside the Department.

3. Process:

- a. The committee shall have at least two face-to-face meetings with the faculty member being reviewed. The candidate's promotion file will follow the suggestions and guidelines for narratives and electronic Digital Measures formatting, found on the Provost's webpage. The materials will be available to the committee at least seven days prior to the first meeting.
- b. During the promotion review meeting, the ranked faculty will discuss the narrative and evidence provided in the DM file. The chair of the committee will write a letter of support on behalf of the committee, using comments and suggestions from this meeting.
- c. Subsequent meeting(s) will be determined by the candidate and committee members as needed. The final meeting and resulting recommendation will occur at least 10 days prior to the College deadline for promotion materials.
- d. The committee decision/letter will be part of the DM Departmental Promotion file sent on behalf of the candidate.

4. Recommendation/Decision:

- a. The members of the Departmental Promotion Committee will use the candidate's submitted material to make a recommendation about promotion. Although all areas (teaching, scholarship, service) are important, a strong teaching and scholarship program should be established before a university-wide service record. However, active service at all levels may strengthen a candidate's portfolio.
- b. The committee shall formulate and record its reasons for recommendation or non-recommendation. The Chair of the Promotion Committee will notify the candidate in writing of the decision regarding promotion within seven days of the last meeting.
- c. If the Promotion Committee approves the candidate, the Department Chair will include the transmittal form and decision letter in the candidate file provided by the Department. As stated in the University Guidelines for Promotion, a copy of the letter shall be provided to the candidate at least one day prior to the submission of the promotion file to the Dean of the College and within seven days of the Departmental decision.
- d. If a candidate is not recommended for Promotion at the Departmental level, the promotion candidate is given written notification of the decision with reasons for the decision.
- e. After receiving the notification, the promotion candidate will have 14 days to request reconsideration by the Promotion Committee. The candidate will be allowed an opportunity to respond to the written reasons and to present additional evidence relevant to the decision.
- f. Each promotion candidate will have the right to appeal the Department's reconsideration decision to the Grievances, Appeals, and Academic Freedom Committee. Written notice of the reconsideration decision will be transmitted to the candidate and the Dean within seven (7) days.

5. Criteria:

To be considered for promotion to a higher rank, faculty must meet the minimum University criteria as stated in the UWL Staff Handbook. For the rank of Associate Professor, a candidate must provide evidence of teaching excellence and the establishment of a program of scholarship. Evidence of teaching excellence includes the results of self, peer, and student

evaluations of instruction. Scholarship will be consistent with the Department's definition of scholarly activity.

To be promoted to the rank of Professor, a faculty member must show evidence of continued excellence in teaching, significant scholarly productivity, and substantial service activity. Continued teaching excellence is measured by the results of self, peer and student evaluations. Significant scholarly productivity is judged by the quality and quantity of presentations, publications and grant acquisitions as evaluated by the Department. Substantial service activity will include service to the Department, institution and profession.

The Communication Studies Department adopts the guidelines offered by the [National Communication Association](#) as appropriate for evaluating promotion candidates. The expectations for teaching, research and service mirror the explanations provided in Merit and Retention/Tenure.

VI. Instructional Academic Staff Review

A. Annual Review

In accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, instructional academic staff will be evaluated annually. The UWL IAS Annual Review template will accompany the Department's evaluation. (<https://www.uwlax.edu/human-resources/employee-relations/performance-appraisals/>)

Academic staff teaching appointment and/or reappointment may be either part-time or full-time in nature. The number of academic staff positions is influenced by Departmental deliberations, recommendations from the curriculum committee, and resources provided by the CLS Dean's office. The recommendation for staffing will be determined by the CST Personnel committee. These recommendations will be based on record of effective teaching, the evaluation process, and adherence to the expectations below.

UWL deadlines for annual review are July 31; however, the Department of CST completes reviews in early spring semester with a target date of April 1 for completion.

1. Instructional Academic Staff Expectations

Instructional Academic Staff (IAS) members will be reviewed yearly for consideration of reappointment. All IAS members are held to the same teaching expectations specified for faculty. Since academic staff members do not have the full range of faculty responsibilities as tenure and tenure-track members, the evaluation of instructional academic staff is based primarily upon the quality of their classroom teaching. However, IAS members on a full-time contract are also required to participate in service or research.

2. Instructional Academic Staff Evaluation

In accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually. The review will be written in consideration of the performance and evidence provided by the IAS members. Candidates for reappointment are expected to meet minimum standards of classroom performance, including:

- Provides syllabi for all courses
- Reflects course content objectives from CIM form

- Reflects course content that mirrors the common syllabus
- Teaches course content that is current and relevant
- Meets class regularly
- Attends regularly scheduled office hours
- Cooperates with Departmental assessment efforts
- Has a pattern of effective teaching as documented in yearly evaluation
- Has no written complaints by students concerning academic performance or nonacademic performance that the Personnel committee has identified as substantive

3. Process

Evaluations will be conducted by the Personnel committee. Evaluations occur in CST during the spring semester. The CST Personnel Committee schedules 1-2 meetings during the spring semester so they can review the materials for each IAS member. During the meeting, without the IAS member present, the Personnel Committee discusses each IAS members' file and a required self-reflection/narrative.

At least 20 working days prior to the portfolio due date, the Department chair and/or the CST 110 course director will provide notification of the review/file expectations to all IAS members collectively. The notification will include portfolio expectations and deadlines for completed materials.

All IAS members will update their DM files and use the Retention/Tenure and/or Merit Review section to upload additional evidence, paying special attention to teaching and assessment evidence. There is a place in this section to upload the yearly narrative. IAS members are asked to provide a reflective narrative that addresses their SEIs, their previous review, and adherence to the CST 110 Common Syllabus. Additional narrative/reflection items may vary by year and under the advice of the course director. Completed portfolios will include a peer evaluation from one member of the Personnel committee using the Classroom Observation Form and Report (see Appendix C). If an Instructional Academic Staff member desires a second evaluation, another observation can be requested prior to the due date.

4. Recommendations

The members of the Personnel committee will use the candidate's DM file, evidence, and reflective narrative to discuss their performance and advise the Department chair and course director on recommendations. The chair and director complete the performance appraisal provided on the HR website and include a short letter for each IAS member. Upon completing all appraisals, the chair and director schedule brief meetings with each IAS member to review and sign the appraisal.

In the event the IAS member is unhappy with review, s/he can file a response within two weeks of signing the appraisal. Academic staff teaching appointments will be influenced by yearly evaluations, with stronger files and evaluations receiving teaching assignment priority.

5. CST Peer Evaluation Policy

All faculty and IAS member academic staff peer evaluation will include:

- Pre-observation meeting that includes a discussion of pedagogical practices, course delivery methods, objectives for the class period being observed, and any help or areas of focus the academic staff member is interested in suggesting.
- A classroom observation form to be completed during the classroom observation. This form will inform the observer as s/he writes the observational report. (see Appendix C)
- A 1-2 page observational report that includes the specifics of the observation (observed staff member, date, identification and brief description of course, and brief description of class period content), the activities of the Instructional Academic Staff member being observed (both content and delivery observations) and the strengths of and recommendations for the observed Instructional Academic Staff member.

B. IAS Promotion Procedures

Policies and procedure guiding promotion for IAS are available at <http://www.uwlax.edu/human-resources/ias-promotion-resources/>. The Department chair and course director will consult with IAS members about their eligibility for Promotion during their annual review meeting.

1. IAS Promotion Committee

IAS members in the Communication Studies Department must officially request promotion interest to the Department chair prior to the second Friday in September. IAS members pursuing promotion must meet the minimum eligibility requirements for IAS promotion as established by the UW-L Faculty Senate IAS Committee. The CST Promotion Committee is the CST Personnel Committee, consisting of all tenured faculty members in Communication Studies with the exception of spouses or relational partners of IAS members. A sub-committee may first be selected to help mentor the IAS member through the process.

2. Process

The IAS promotion candidate will consult with the Department chair to determine a deadline for the promotion file to be available to the Personnel Committee. The Personnel Committee has already approved of the candidacy via the previous year's annual review.

The candidate will choose if s/he would like to attend the Personnel Committee meeting where a vote is officially taken and signatures are obtained. The candidate's promotion file will be available electronically to the committee at least seven days prior to the Personnel Committee meeting.

IAS promotion candidates preparing a file should follow the recommendations on the UW-L IAS webpage of resources for IAS members. Candidates are also considered to receive mentoring from successful promotion candidates and Personnel Committee member colleagues.

3. Recommendation/Decision

- a. The chair of the Department or the chair of the sub-committee will notify the candidate in writing of the decision regarding promotion. If the IAS Personnel Committee approves the candidate, the Department chair will transmit a Department letter of recommendation to the Dean. The letter shall include the

vote and the reasons for recommending the candidate. The letter with the vote is added to the Department of CST DM file for candidates.

b. If a candidate is not recommended for promotion at the Departmental level, the IAS candidate is given written notification of the decision with reasons for the decision.

c. After receiving the notification, the IAS candidate will have 14 days to request reconsideration by the IAS Personnel Committee. The candidate will be allowed an opportunity to respond to the written reasons and to present additional evidence relevant to the decision.

d. Each IAS candidate will have the right to appeal the Department's reconsideration decision to the Grievances, Appeals, and Academic Freedom Committee. Written notice of the reconsideration decision will be transmitted to the candidate and the Dean within seven (7) days.

4. Criteria

To be considered for promotion to a higher rank, IAS must meet the minimum University criteria as stated in the Guide to Instructional Academic Staff (IAS) Promotion and Portfolio Development at UW-La Crosse. The criteria include all expectations for a successful review, in addition to excelling in two of three areas (teaching, scholarship, service) as noted by the IAS Promotion policies.

VII. Non-Instructional Academic Staff Review

In accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff 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.

VIII. Governance

A. Department Chair

The Department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate Policies (revised 2012)

(<http://www.uwlax.edu/facultysenate/ABP/FacSenatePolicies.html>) under the heading "IV. Responsibilities of Departments, Department Members and Department Chairperson," "V. The Selection of Department Chairpersons," and "VI. Remuneration of Department Chairpersons." In addition, references to chair-related duties are stated throughout the Employee Handbook <http://www.uwlax.edu/Human-Resources/Employee-handbook/>

1. Election of the Department Chair

All members of the Department shall be eligible to serve as Department chairperson provided they are:

- a. Of the rank of assistant professor or above;
- b. On staff at this university at least three full semesters;
- c. Not on terminal contract or temporary appointment;
- d. Tenured;
- e. It is also strongly recommended that the chairperson be of associate professor or full professor rank prior to taking office.

2. Responsibilities and Rights of the Department Chair

The Department chairperson is generally responsible for ensuring that the Department as a whole and individual faculty members are fulfilling their responsibilities to the university; in addition, the Department chairperson is responsible for other specific duties noted below.

- a. The Department chairperson is responsible for ensuring that the primary function of the Department, to teach in its discipline(s), is being fulfilled.
- b. The Department chairperson is responsible for ensuring that the Department promotes scholarship and creative activities.
- c. The Department chairperson is responsible for ensuring that the Department promotes the continued professional growth and development of its members by encouraging their participation in sabbatical leaves, developmental leaves, conferences, professional workshops and other similar programs.
- d. The Department chairperson is responsible for ensuring that the Department utilizes the expertise and interest of its members to provide professional service.
- e. The Department chairperson is responsible for ensuring that the Department advises students and provides students opportunities to develop and grow outside the environs of the classroom.
- f. The Department chairperson is responsible for ensuring that the Department provides an internal governance structure in which the functions of the Department can take place.
- g. The Department chairperson is responsible for ensuring that the Department makes appropriate personnel decisions.
- h. The Department 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
 1. Developing semester and summer session class schedules in consultation with the faculty.
 2. Monitoring registration and assessing the need to add or cancel classes.
- b. Curriculum
 1. 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.
 2. 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
 1. Preparing the annual Departmental budget for travel, services, supplies and equipment; ordering all budgeting items; and managing expenditures in accordance with the budget plan.
 2. Making recommendations for textbook and library budgets and other budgets as requested.
 3. Reporting textbook choices to the Textbook Rental Service in timely fashion.
 4. 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

1. Establishing a schedule of Department meetings and presiding at same.
2. Ensuring that Departmental committees are meeting to fulfill their responsibilities.
3. Attending meetings of appropriate Departmental, college, and university committees.
4. Designating or recommending Department members to serve on committees as requested.
5. Arranging for representation and participation of the Department at professional meetings and placement centers as appropriate.
6. Serving on committees as required.

e. Personnel

1. Conveying to the appropriate administrative officer the personnel needs of the Department for faculty and academic staff, graduate assistants, classified staff and student help.
2. Monitoring all Departmental search and screen activities for compliance with UW-L Affirmative Action hiring procedures.
3. 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
4. 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, UW-L and Department procedures; and informing individual members of any recommendations regarding them.
5. Arranging for the selection, hiring, training, overseeing, and evaluation of classified staff.
6. Recommending summer school appointments to the appropriate administrative officer within university, college and Departmental guidelines.
7. Ensuring the continuation of classes during prolonged faculty absences.

f. Students

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

g. Teaching a reduced load in the Department in accordance with Bylaw VII.B. of UW-L Faculty Bylaws.

h. Other responsibilities

1. Responding to inquiries from the university, the UW System, and external accrediting agencies regarding Department programs.
2. Conferring, as needed, with other chairpersons in the university and with other Departments of the same discipline in the system and area.
3. Corresponding with prospective students, teachers, and the general public on their inquiries.

B. Standing Departmental Committees

Curriculum Committee

1. Membership: One member from each of the emphasis area committees, and one Departmental voting member from the CST 110 Committee, as well as any member of the Department with interest in curriculum. The Department chair will serve as chair of this committee.

2. Duties and Responsibilities:

- a. Review all aspects of Department curriculum as appropriate.
- b. Review and recommend all CIM forms to be submitted for Departmental approval.
- c. Recommend new courses and courses for deletion from curriculum.
- d. Coordinate course offerings from emphasis areas.
- e. Serve as Departmental representative for CST core in scheduling process.
- f. Communicate curriculum changes to webmaster promptly.

Assessment Committee M/S/P 2/24/16

A. Membership—Minimum 5 voting members

1. At least one member from each of the four emphasis areas in CST
2. Basic Course Director (may also count as emphasis area rep if necessary)
3. One IAS member on a 100% contract with an interest in assessment may request membership
4. The Department Chair will meet with the committee in an advisory role

B. Duties and Responsibilities

1. Ensure all programmatic assessment is completed
 - a. Programmatic assessment plan to CLS Associate Dean in fall
 - b. Programmatic assessment report to CLS Associate Dean in spring

C. Consult with Departmental members and emphasis groups to complete plans, data collection, and final reports for programmatic assessment

D. Program assessment may include direct or indirect assessment of the research core, writing in the major, non-classroom credits, internships, and alumni surveys

E. Ensure all biennial assessment is completed

1. Complete and collect yearly programmatic assessment reports
2. Use biennial template for reporting
3. Biennial assessment report due to CLS Associate Dean in spring every other year

F. Ensure all general education assessment is completed

1. Rotate assessment between CST 110 and CST 271 each year
2. Consult with CST 271 instructors and CST 110 Director for assessment plan
3. Ensure data collection and reporting occurs for the general education program
4. Provide Department Chair with information to load on TaskStream

G. Monitor, update and approve learning objectives for CST programming

1. Department of CST program objectives
2. Research Core objectives
3. Emphasis area objectives
4. General education objectives
5. Course objectives
6. Miscellaneous CST programming objectives

7. Engage in course mapping to ensure objectives can be traced to CST program SLOs
- H. Communicate with Department of CST and Administration about assessment practices
 1. Research and share information on assessment needs and methods
 2. Propose adoption of new methods of program assessment to the Department
 3. Report assessment data to the Department at the beginning of each semester
 4. Maintain records of course and program assessment methods used, data collected, and changes made on the basis of that data

Scholarship Committee

1. Membership: One member from each of the emphasis area committees, and one member from the CST 110 Committee, as well as any member of the Department with interest in fund raising. The committee shall elect its chair annually. The Department chair will meet with the committee in an advisory capacity.
2. Duties and Responsibilities:
 - a. Research, maintain records, and share information on possible sources of gifts, grants, and scholarship funds for the Department.
 - b. Pursue gift funding on behalf of the Department for scholarships and other Department activities.
 - c. Assist individual faculty and groups of faculty in pursuit of grant funding.
 - d. Prepare requests for special funding from the college, university, and UW System when such funds are made available, including but not limited to the following:
 - (1) Laboratory modernization
 - (2) Classroom equipment/furnishings
 - (3) Instructional technology
 - e. Present requests for special funding to the Executive Committee for review and to the Department as a whole for approval prior to their submission to the administration.
 - f. Annually review applicants for Department scholarships and propose slates of recipients and alternates to the Department for Departmental approval.

Executive Committee

1. Membership: The Department Chair, a representative from each of the four emphasis areas, and the Director of CST 110. The Department Chair will chair this committee.
 2. Duties and Responsibilities:
 - a. Draft proposals for changes in Departmental bylaws, policies, and procedures, and forward these proposals to the Department as a whole for its consideration.
 - b. Review student proposals for CST 399 projects that have been forwarded from the four emphasis area committees, consider recommendations from the emphasis area committees, and then vote on whether or not to give each proposal final Departmental approval.
 - c. Review requests by students for course substitutions in the major for core courses or free elective courses, and then vote on whether or not to give each request final Departmental approval.
 - d. Advise and assist the Department chair as needed.
- C. CST 110 Course Director (.50 Reassignment) Updates M/S/P 5/2/18
1. Eligibility for Basic Course Director
 - a. A CST faculty member in a tenured or probationary position.

- b. Can provide evidence of a consistently strong record of teaching based on SEIs, observation, and assessment data, with a particular focus on skills-based courses.
 - c. Has demonstrated a positive and professional relationship with faculty and IAS members in CST.
 - d. Has demonstrated leadership abilities including conflict management and problem-solving skills.
 - e. Has taught CST 110 at UW-L and will teach it regularly as resources permit.
 - f. Can advocate for CST 110 as a General Education course on campus and within the discipline of Communication Studies.
2. Term and Renewal
- a. The BCD term is three years.
 - b. The term includes unlimited renewals.
 - c. As required of all release positions on campus, the BCD will be evaluated. An evaluation will occur twice during the three-year term.
 - d. Continued appointment is contingent on a positive review.
 - e. The BCD may choose to end a term early or not seek the position after one term and return to 100% teaching.
3. Selection Process
- a. Self-nominate through a 1-2 page statement of interest and eligibility for the position according to the duties above. The statement will provide evidence of eligibility accordingly.
 - b. The Department Chair will determine if candidate(s) is a good fit and consult with candidate prior to putting a candidate name forward.
 - c. The Basic Course Director will be voted on by the CST Personnel Committee.
 - d. Elections/appointment will take place during spring semester, and the new term would begin on July 1, the start of the new academic year.
 - e. If no one is interested, the Department chair will make an appointment.
4. Duties of the Basic Course Director
- a. Management of Course
 - 1. Be responsible for managing all CST 110-related business.
 - 2. Be responsible for training and developing instructors teaching CST 110.
 - a. Facilitate training sessions for current and new faculty & IAS who teach CST 110.
 - b. This may include summer work beyond the fall meeting to ensure new instructors have adequate time to develop the course comfortably and confidently.
 - 3. Facilitate at least three CST 110 meetings per semester, which require attendance of faculty and IAS currently teaching the course. Agendas may address CST 110 curriculum, assessment, and training.
 - a. In addition to semester meetings, hold an annual fall meeting during contract week to ensure instructor compliance with ongoing and/or new priorities in teaching the course, introducing new instructors to the Department, and refreshing all instructors on the needs of the course. This meeting is required for all instructors and faculty teaching the course in the fall semester.
 - b. A short refresher meeting should be held the week before classes start for spring for all instructors and faculty who did not teach in fall semester.
 - 4. Ensure a yearly teaching observation for all IAS members who teach the course.

- a. All IAS members are required to include a minimum of one observation per year in their Digital Measures folder.
 - b. Observe each IAS member on a two-year cycle, and coordinate annual faculty observations for each IAS member.
 - c. The BCD will determine an observation schedule with the help of CST faculty members.
 - d. As per CST Bylaws, teaching observations will include a meeting to discuss the class period to be observed, written evaluation, and face-to-face discussion of the evaluation.
5. Have annual one-on-one meetings with instructors to ensure compliance, job satisfaction, and availability of mentoring for each instructor's needs.
 - a. For faculty members rotating into the course after at least one year away, hold at least one individual consultation to ensure their knowledge and comfort with the course curriculum, learning objectives, and assignment requirements.
 - b. For all first-time instructors or faculty, hold bimonthly meetings to ensure compliance and comprehension of course goals, as well as to problem solve any concerns the instructor has.
 6. Conduct formal annual performance evaluations with all IAS with the Department Chair, and write letters of review for the CLS Dean's office.
 7. Offer and encourage professional development opportunities including guest speakers, CATL events, local and national conferences, and grant opportunities. Mentor instructors on submitting their teaching ideas and work to conferences and publications.
 8. Consult with the Department Chair and Personnel Committee about IAS promotion, retention, and personnel matters.
 9. Oversee the development and maintenance of the CST 110 Shared Resources page that makes resources available to all CST 110 instructors. The CST resource page will include:
 - a. Current common syllabus document.
 - b. Sample syllabi, activities, assignments, exam questions.
 - c. Advice on course management, evaluating speeches, helpful resources.
 10. Work in partnership with CST 110-related units and committees on campus, including the Murphy Library, CST Assessment Committee, and CST Curriculum Committee.
 11. Assist the Department Chair with scheduling and determining the number of CST 110 sections necessary for upcoming semesters.
 12. Manage the transfer credit equivalencies and transfer requests from the Advising and Records and Registration offices.
 13. Work with Continuing Education to build and maintain the dual-enrollment courses with area high schools. Engage in training and regular consultation with high school teachers in this program.
 14. Assist the Department Chair with recruitment and hiring of CST 110 instructors. This may include working over the summer to ensure new staffing needs are met.
 15. Produce an annual summary report to the Department about the year's meetings, enrollment, assessment and other pertinent information to ensure transparency and growth of the CST 110 curriculum within the Department.

16. Consult with the Department chair to regularly update bylaws of the basic course within the Department bylaws to ensure compliance and consistency.
 17. Order equipment relevant to the teaching of CST 110 as needed and approved by Department Chair for budget consideration.
 18. Be a member of the CST Executive Committee.
5. Assessment
- a. Be a member of the CST Assessment Committee
 - b. Review all syllabi and assignment sheets and rubrics with all instructors and staff teaching CST 110.
 1. Each assignment will be evaluated for consistency with course learning objectives and assignment requirements.
 2. Assignments that do not meet the requirements will be discussed with the instructor to ensure consistency before released to students.
 - c. Work annually to expand and develop the Basic Course Handbook to ensure it reflects the needs of instructors and curriculum. This work may extend into the summer, including research within the discipline on new, emerging, or improved trends in teaching the basic course.
 - d. Supervise the maintenance of consistency across all sections of CST 110. *Consistency across sections* means that each section meets the course objectives and follows guidelines stated in the common syllabus and internal documents, including common requirements for assignments.
 - e. Supervise the assessment of CST 110 in accordance with approved university and Department assessment procedures, and use assessment data to inform curricular revisions. In years not required for assessment by the university, engage in either repeat assessments or new assessments to ensure ongoing content rigor and classroom success.
 - f. Conduct a yearly instructor needs assessment that examines instructor suggestions for curricular changes (i.e., textbook selection) and improvement of the CST 110 experience.
6. Advocacy
- a. Work with campus constituencies to build connections across the university, including CATL, Inclusive Excellence, First-Year Experience leaders, UWL General Education Committee, and ENG 110 First-Year Writing Director. This should include ensuring that faculty across the university understand the importance of CST 110 curriculum and public speaking across campus.
 - b. Coordinate with the Public Speaking Center to ensure a fluid connection between instructors, peer consultants, and the Basic Course Director. The BCD will consult with the PSC director on mutual events, training opportunities, and other needs between the two groups.

D. Public Speaking Center Director (.50 Reassignment)

Duties of the PSCD include:

1. Provide and preserve a sense of direction for the Center.
2. Recruit, interview, and hire peer consultants to work in the Center.
3. Shape the curriculum of the Center and train new and returning peer consultants to work in the Center
 - a. Teach CST 392: Public Speaking Practicum, which includes an overview of research and theory on communication centers, a review of public speaking best practices,

- and examination of strategies for facilitating consultations with various client populations.
4. Create and maintain a schedule of hours for the Public Speaking Center.
 5. Adapt Center services to CST 110 curriculum and other courses on campus that have public speaking components, as needed.
 6. Promote the Center.
 - a. Create and display flyers, posters, and content for digital monitors.
 - b. Maintain and develop the Center website.
 - c. Organize peer consultant classroom announcements.
 - d. Oversee the design and delivery of peer consultant training sessions.
 - e. Collaborate with campus organizations and units.
 7. Maintain effective working relationships within the Center (including those with peer consultants, clients), and with key constituencies outside the Center (e.g., Murphy Learning Center, faculty, IAS, administration).
 8. Conduct Center-related supervision and assessment.
 - a. Assess student/client experience in the Center.
 - b. Conduct peer consultant performance reviews.
 - c. Review and respond to peer consultant work reports.
 9. Work with the Department Chair and ADA to manage budgets and maintain funding sources.
 10. Continue professional growth through appropriate reading, and participation in professional organizations and workshops.

Eligibility

1. A CST faculty member in a tenured or probationary position is preferred.
2. An IAS member with the title of Lecturer or Senior Lecturer.
3. An IAS member with an MA or MS in Communication Studies is preferred.
4. Can provide evidence of a consistently strong record of teaching based on SEIs, observation, and assessment data, with a particular focus on skills-based courses.
5. Has demonstrated a positive and professional relationship with faculty and IAS members in CST.
6. Has demonstrated leadership abilities including conflict management and problem-solving skills.
7. Has taught CST 110 at UW-L and will teach it regularly as resources permit.
8. Has pedagogical and curricular strengths that support the Public Speaking Center as a branch of the art and science of Communication Studies pedagogy.
9. Can advocate for public speaking contexts according to the standards of the Communication Studies discipline when working with CST and other Departments on campus.

Term and Renewal

1. The PSC Director term is three years for a faculty member and one year for IAS members.
2. The term includes unlimited renewals but takes into consideration IAS contract terms.
3. As required of all release positions on campus, the PSC Director will be evaluated. An evaluation will occur annually.
4. Continued appointment is contingent on a positive review.
5. The PSC Director (if a faculty member) may choose to end a term early or not seek the position after one term and return to 100% teaching.

Selection Process

1. Self-nominate through a 1-2 page statement of interest and eligibility for the position according to the duties above. The statement will provide evidence of eligibility accordingly.
2. The Department Chair will determine if candidate(s) is a good fit and consult with candidate prior to putting a candidate name forward.
3. The PSC Director will be voted on by the CST Personnel Committee.
4. Elections/appointment will take place during spring semester, and the new term would begin on July 1, the start of the new academic year.
5. If no one is interested, the Department chair will make an appointment.

D. Additional Departmental Policies

1. Faculty Teaching Reassigned Time Policy

Each semester, the Department of Communication Studies will endeavor to support faculty development through a .25 reassignment for one faculty member from teaching to engage in additional scholarship, professional development, or an extraordinary professional or Departmental service activity.

Examples of projects include submission of a book proposal or manuscript for submission to a peer-reviewed journal; research in preparation for presentation at a professional conference; an extraordinary service project, the scope of which exceeds expectations of Departmental or university service (such as extensive commitments via leadership on professional organizations and primary conference program planner); or a Departmental service initiative that benefits the Department as a whole (such as a major program revision).

The CST Personnel Committee will evaluate proposals and make recommendations using the following criteria:

- a. Each tenure-track faculty member who taught a 12-credit load in the previous semester is eligible for a rotational .25 reassignment. Current faculty will be considered in reverse seniority and reverse rank based on the hiring date into the ranked faculty. If a new probationary faculty member receives a reduced load their first year, the new probationary faculty member will be placed at the end of the list after their first year. The list will be revised and updated every semester.
- b. Deadlines: Fall requests for reassigned time are due to the Department chair on the Friday before Spring classes begin. Spring requests for reassigned time are due to the Department chair on the Friday before Fall classes begin. Deadlines are set to allow for appropriate scheduling of required courses and meeting Departmental course demand.
- c. The Department chair will approach the first person on the list prior to the deadline to determine if s/he will be submitting a proposal for release time. If that person declines, the next person on the list will be asked.
- d. Faculty who are awarded the .25 release will work with the Department chair in determining their teaching workload/courses for the semester of reassigned time to ensure appropriate coverage of core/required courses.

e. If a Personnel Committee member or Personnel Committee member's partner wishes to apply for the .25 reassigned time, that committee member will not be eligible to participate in the selection process. The Personnel Committee will consider the course and academic program needs of the Department regarding course/academic program needs in making decisions to award reassigned time

f. Each semester, faculty who receive a semester of .25 reassigned time will move to the bottom of the queue. Faculty who do not apply, are not eligible, or are not awarded reassigned time will remain at the top of the reassign time schedule.

g. Proposal guidelines: Requests for reassigned time should be submitted electronically to the Department chair by 4:30 p.m. on the due date. Proposals should be a maximum one page in length and include the following: A) A brief statement of the proposed project, B) how it will enhance faculty development, and C) A statement of the specific outcomes/products/results that will be achieved during the semester with .25 reassigned time.

h. Upon Personnel Committee approval, the Department chair will complete the reassign time request through the CLS Dean's Office. Upon the Dean's approval and after receiving a semester of .25 reassigned time, the faculty member is responsible for providing a report to what was accomplished during the semester to the CLS Dean's Office. There is a link to complete the electronic report on the CLS webpage.

Appeal Process

A faculty member may request a reconsideration of the Personnel Committee's decision. This request must be made via email to the Department chair within one week of being notified the proposal was not approved. The appellant will meet with the Personnel Committee to discuss his/her proposal. Within one week of this meeting, the Personnel Committee's final decision will be communicated in writing to the faculty member. Appeals beyond the Department level may be presented to the Complaints, Grievances, Appeals, and Academic Freedom committee (see Faculty Senate Bylaws).

2. 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>.

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

4. Salary Equity Policy. *To be developed*

IX. Search and Screen Procedures

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>

Additionally, UWL's spousal/partner hiring policy can be found at <http://www.uwlax.edu/Human-Resources/Spousal-and-partner-hiring/>

A. Tenure-track faculty

1. Committee Organization

- a. The Committee shall elect a Chair in order to carry on the appropriate functions of the Committee; a Vice Chair shall be elected in the event the Chair is unable to be present.
- b. The Committee shall elect a Secretary who will be responsible for posting of meetings through the Open Meeting link at UWL and also take summary minutes of meetings.
- c. For the conduct of all Committee business, a quorum is defined as two-thirds of the committee members. There shall be no votes cast in a Committee meeting in absentia or by proxy. A minimum of two-thirds affirmative votes cast by the Committee is required for adoption of amended procedures. The Chair is a voting member of the committee.
- d. All voting shall be done by show of hands unless a roll-call vote is requested by any member of the committee. Records of all votes shall be maintained. For roll-call votes, the votes of each member shall be ascertained and recorded.
- e. All members of the Committee agree, by virtue of accepting their appointment to the committee, to regard all deliberations of the committee and the names of nominees and candidates as confidential. Public statements are to be made only by the chair, and all questions relating to the business or progress of the committee are to be referred to the Chair for reply.
- f. Items of business shall be placed on the agenda at the request of any member.
- g. Meetings will be conducted in accordance to open meeting laws as appropriate. More information can be obtained at Human Resources Office.

2. Committee Record

- a. All materials concerning individual nominees/applicants shall be confidential. Committee members will have access to confidential files through PeopleAdmin/HR.
- b. The Affirmative Action Officer shall compile information on affirmative action, and summary data on sex, ethnic background, and geographic distribution of all nominees/applicants. (Sometimes a reference letter will indicate the ethnicity of a candidate when an EEO has not been returned.) This information shall be maintained on file until the search and screen process has ended, then recorded and retained appropriately.

3. Search Procedures

- a. Nominations and applications will be sought by placing ads in publications listed on the Recruitment Efforts Plan (Form L-1747) submitted to the UW-La Crosse Affirmative Action Office.
- b. Letters will be written to other contacts listed on the Recruitment Efforts Plan (Form L-1747) submitted to the UW-La Crosse Affirmative Action office.
- c. All nominations and applications must be in writing.
- d. Committee members shall not be considered for the position.
- e. When nominations are received, they shall be given to the Chair, who will send out a letter to the nominee to determine interest and request application materials be sent.
- f. All letters of interest and requested application materials received shall be given to the Chair, who will acknowledge them using the criteria indicated and sample letters in the Unclassified Recruitment Reference Manual.

4. Initial Screening

- a. All screening will take place after the criteria have been established.
- b. An updated list of applicants shall be maintained by the Chair. The list shall indicate which applicants have withdrawn.
- c. Each committee member who is a faculty member in the Communication Studies Department shall review all of the completed applications. Committee members from other Departments and/or student members may choose only to review completed applications

- remaining after this initial screening.
- d. The Committee shall use the previously determined criteria to develop a pool of candidates from the applicants.
 - e. The Secretary, in compliance with open meetings rule, will post all meetings—noting if any meeting will go into closed session and open session.
 - f. At evaluation meetings, the meeting may be closed by majority vote of those in attendance (taken by roll call) for the purpose of discussing individual candidates. The Chair or presiding officer will announce they will entertain a motion **“to convene in closed session to consider personal history information about applicants for the position of as provided in section 19.85 (1)(f) of Wisconsin Statutes”**. The usual order of business in evaluating applicants will be to consider, in order received, those applicants who have not been previously evaluated. Using a system of rotation, the Chair shall assign to committee members responsibility to introduce discussion of applicants; all Committee members may participate in subsequent discussions of an applicant.
 - g. After completing business in closed session, the committee may not thereafter reconvene in open session within 12 hours after completion of the closed session, unless public notice of the subsequent open session was included in the original meeting notice.
 - h. Following initial discussion of the applicant’s qualifications in terms of the stated criteria, Committee members shall vote to assign each applicant to one of the following categories: (1) Retain for detailed evaluation (the Chair will seek further information from the applicant). (2) Remove from further consideration. If the majority of those in attendance vote to assign an applicant to category (1), the individual is advanced to candidate status. Those not becoming candidates shall be notified in writing at the appropriate time and thanked for their interest.
5. Semi-Final Screening (MSP 9/12/03)
- a. Reference checks shall be made on each of the semi-finalists. These contacts shall be made by a team of committee members assigned by the Chair of the committee. A standard set of questions will be used.
 - b. The teams shall share the information obtained from the reference checks with the Committee. The Chair or designee may seek further information about each semi-finalist as needed, while respecting the semi-finalist’s need for confidentiality.
 - c. The Committee shall vote on the semi-finalists, one at a time, to select which will be invited for a personal interview. At least a two-thirds affirmative vote of those in attendance is required to move semi-finalists to the final screening process.
6. Final Screening
- a. The process of the final screening shall include personal interviews with those finalists selected as described in Section F, to be conducted with legal and equal questions across the candidates, as indicated in the reference materials found in the Unclassified Recruitment Reference Manual.
 - b. After gathering information, interviewing, etc., Committee members shall vote on the finalists, one at a time. At least a two-thirds affirmative vote of the Committee is required to move the finalist to the recommendation to hire.
7. Recommendation to Hire
- a. The Committee, with consultation with AAO and HR, shall deliver the recommendation, with supporting information, to the Dean/Division Officer, who will use form L-1347, following established procedures and forward to HR (refer to the Unclassified Recruitment Reference Manual Staffing Process for complete details).

- b. After selection has been assured, the Chair will notify all candidates, semi-finalists and finalists not selected in writing.
- c. The Chair will prepare final committee materials and is responsible for the archiving or other disposition of committee records in consultation with HR.
- d. The work of this Committee shall reflect the fact that the University of Wisconsin System is an equal opportunity affirmative action employer.

B. Instructional Academic Staff

Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/#tab-recruitment-processes> (same for IAS & NIAS)

C. Pool Search

Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/#tab-recruitment-processes>

D. Academic Staff (if applicable)

Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/#tab-recruitment-processes>

X. Student Rights and Obligations

A. Complaint, Grievance, and Appeal Procedures

1. Appeal of Grades and Grade Changes

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

2. Incomplete Grades

A student may request an incomplete grade in such situations as outlined in the university catalog. The student and instructor must sign an agreement indicating how the incomplete can be made up. Forms are available in the Department office.

3. Student Non-academic Complaints and Grievances

Students may initiate and resolve complaints regarding faculty/staff behavior. Such complaints can be reported either orally or in writing to the Department chair within 90 days of the last occurrence. Complaints about the Department chair should be reported to the dean of the college within 90 days of the last occurrence. The hearing procedures for these non-academic concerns are detailed in the UW-La Crosse student handbook.

B. Expectations, Responsibilities, and Academic Misconduct

Academic and nonacademic misconduct policy referenced:

<https://www.uwlax.edu/student-life/student-resources/student-handbook/>

XI. Supplemental Teaching Policy

M/S/P 12/7/16

Supplemental teaching includes summer sessions and winter session affiliated with an academic year (example: AY 2016-2017 includes J-term 2016 and all 2017 summer sessions). Each faculty member eligible for supplemental teaching in a given year will only be allowed to propose one section during that academic year.

Request to Teach

During the first week of the academic year, the curriculum committee will ask Departmental members to make a written request for supplemental teaching. The request should include course title, supplemental term, dates, and if the request is an online or face-to-face preference. Face-to-face requests will include a class time. Upon receipt of all requests, the curriculum committee will meet to determine all course offerings during winter session and summer sessions.

Allocations

Each academic year, the Department will allocate one winter session offering and five summer session offerings. The curriculum committee will reserve the right to increase or decrease the number of special session offerings in response to increases or decreases in student demand.

Special session courses that are offered as part of a UWL program through IEE **are not counted** within the five course offerings described above. Faculty participating in one of these programs may not request typical special session teaching during the term in which they are participating in the program. They do, however, reserve the right maintain their position on the rotating list as described below.

With the exception of CST 110 (see below), course offerings will be reserved for tenured and tenure-track faculty. Opportunities for teaching will prioritize the chair, tenured faculty who have announced retirement (described below), and first year hires. Remaining sections will be determined based on a rotating Supplemental Teaching Priority List.

Supplemental Teaching Priority List

A Supplemental Teaching Priority List (STPL) will be used to determine who is eligible to *offer* a winter/summer session course after initial preference has been given to the chair, retiring faculty (details below), and new hires. This will be a rotating list, ensuring that all tenured and tenure-track faculty will have an equal opportunity to offer supplemental courses and that the electives being offered during special sessions are regularly cycled. Only one section of a class may be offered during a supplemental session to ensure that there is not direct competition for that course. If a course fails to enroll enough students, the faculty member does not get to take a different course and they rotate to the bottom of the list.

The initial STPL will be determined by a draft of list position. The draft order will be based on years of continuous employment; each faculty member will choose where in the order they wish to be placed. Once all positions on the list have been drafted, the list will be finalized. New faculty will automatically be added to the top of the list in the academic year of their hire. Faculty who do not have a contract for the following academic year due to resignation or non-renewal will be removed from the list.

Each year, the remaining supplemental offerings (after initial preference has been given to the chair, retiring faculty, and new hires) will be filled by the individuals at the top of the STPL. Faculty who offer a course will be moved to the bottom of the list. Faculty who do not apply, are not eligible, or are not awarded a supplemental teaching opportunity will remain in their spot on the rotating list.

Course Offerings

When determining the courses to be offered during special sessions, priority will be given first to Departmental core courses (190, 301, 498, 499) that can be offered in a special session. Once an eligible tenured or tenure-track faculty member has been selected to teach any offered core courses, the remaining eligible instructors will have the freedom to offer Departmental electives. Faculty are encouraged to offer classes that are more likely to fill. Determinations of course offerings and corresponding instructors will be made by the curriculum committee. Names of the instructors will be included on all courses offered when they appear in the schedule on Wings.

CST 110

A single face-to-face section of CST 110 will be offered during the first summer session each year. The teaching of these sections will be reserved exclusively for Instructional Academic Staff who maintain 100% employment and who will presumably be renewed for the following year. An IAS member who resigns or is not renewed will be removed from the list.

Similar to the STPL described above, eligibility to offer a CST 110 section will be determined by a rotating list. The determination of this list will follow the same protocol as the STPL described above with IAS instructors choosing their spot in the list in an order based on seniority. New IAS members who maintain 100% employment will be added to the bottom of the rotating list.

Chair Preference

The Department will automatically allocate one supplemental teaching offering for the Chair of the Department. This offering can be in either winter or summer sessions at the chair's discretion.

Retirement Preference

Tenured faculty members who have declared retirement will have preference in the supplemental teaching policy in the three years prior to their retirement. Although formal retirement notice is not typically required three years out, the faculty member who wishes to benefit from this policy should notify the Chair with the intended year of retirement, who in turn will informally notify the Dean. If a

faculty member who declares retirement does not retire in that three-year period, the years of preference end after the third year and that faculty member's name will be removed from the STPL.

New Faculty Preference

New faculty will automatically be slotted at the top of the STPL, giving them preference to offer a winter/summer session course in their first year. The list will continue to rotate as usual with the new faculty member permanently occupying their slot on the STPL. All new faculty members will be required to take the UWL Online Teaching course prior to the start of the class they will teach during the supplemental session.

Electing Not to Request Special Session Teaching

All individuals who are eligible to offer a special session course according to the policies and bylaws of the University may make a request for special session teaching.

In the event that a faculty member elects not to request special session teaching (or chooses to rescind a request before that request has been granted), that individual will retain their spot on the list without cycling to the list's bottom.

Discretion of the CST Curriculum Committee

Exceptional circumstances related to determining special session assignment will be handled by the discretion of the CST Curriculum Committee within the spirit of fairness and equity intended by this policy. This includes possible reassignment of any awarded sessions that can no longer be taught due to an exceptional circumstance.

XII. Student Internships

A. Internship Director (MSP 10/04/02)

The responsibilities of the Internship Director include: signing Career Services Internship Approval Forms on behalf of the Department of CST; reviewing internship applications to verify internship candidates have met Departmental requirements, providing information to prospective internship candidates about Career Services and Departmental internship processes; serving as a clearinghouse for Departmental internship information; maintaining the Departmental internship bullet board; serving as a liaison with Career Services for all internship issues and information; and promoting Communication Studies internships within and outside the Department. The term of the Internship Director is indeterminate. The position may be filled by a tenured or tenure-track Departmental faculty member.

B. Internship Instructions

Can be found on the CST Webpage: <https://www.uwlax.edu/communication-studies/current-students/student-internships/>

XIII. Writing in the Major (MSP 10/4/02)

A. The purpose of the Writing-in-the Major Program (WIMP) is three fold: first, to raise students' awareness that effective writing is an essential requirement of communication intensive careers; second, to motivate students to take ownership of and pride in their

writing; finally, to provide opportunities to develop writing proficiency. To accomplish these goals, the Communication Studies faculty has identified ten writing competencies the program is designed to improve. Those ten are: Mechanics, Organization, Reaction, Observation, Analysis, Application, Research, Argument, Criticism, and Synthesis.

- B. The program includes two assumptions. First, each writing assignment within the Department's curricula will include practice in developing one or more of these competencies. Second, improvement in them will occur developmentally over time in each of the Department's four emphases.
- C. In order to facilitate expected student improvement, the program defines each of the competencies and provides examples of typical student responses. Furthermore, it provides sample feedback designed to indicate to the student the level of proficiency he/she has attained to providing examples of unsatisfactory writing, underdeveloped writing, proficient writing and exemplary writing. The program is designed to produce proficient student writers at the time of graduation.
- D. A major benefit of the program is to achieve consistency among the Department's coursework. As faculty share criteria in evaluating assignments, students will have a clearer understanding of class expectations and see a constancy as they continue through the Department's curricula. That constancy will enhance both the teaching and learning that are at the core of the Communication Studies Department. (See WIMP Handbook)

XIV. CST Student Entrance Requirements (M/S/P Fall 2018)

Students must fulfill the following admission requirements:

1. Completion of a minimum of 45 semester credits (transfer students must have completed a minimum of 12 of the 45 semester credits at UWL).
2. Successful completion ("C" or better) of [CST 110](#) and either [ENG 110](#) or [ENG 112](#).
3. Completion of [CST 190](#) with a grade of "BC" or better or completion of [CST 301](#) with a grade of "BC" or better.
4. Achieve a UWL cumulative GPA of 2.50 at time of admission or have completed 15 CST credits with a 2.70 CST GPA and a UWL cumulative GPA of 2.30.

Students who have fulfilled these requirements must see the Department of CST chair or their CST faculty advisor to obtain approval to declare the major. A current Advisement Report (AR) will document fulfillment of admission requirements. The approval form then must be submitted to the College of Liberal Studies Academic Services Office.

XV. CST major and minor credits

CST majors may choose any minor offered by the Department of CST that does not duplicate the emphasis they have selected for their CST major. Courses counted toward the 39-credit major, while they may fulfill requirements for that minor, may not be counted in the minor. An additional elective course or courses in the minor must be taken to complete the 24 credits required in that minor. Students who combine a CST major with a minor also offered by the Department of CST must complete 60 credits of courses in CST programs.

XIV. CST Alumni Award Criteria (M/S/P 1/27/17)

A. Criteria

1. Was a UWL CST Major who graduated 5 years ago or more
2. Graduated in 1996 or after
3. Currently in a communication intensive career
4. Able to attend the award ceremony and willing to present a 10-15 minute speech
5. Meets one or more of the following criteria

- a. Demonstrates outstanding professional success or innovation
- b. Has a strong record of community involvement/civic engagement
- c. Has had a positive community influence
- d. Demonstrates professional and/or community leadership

B. The Process

1. Faculty and staff nominate alumni by providing the following information about the alumnus
 - a. Name
 - b. Graduation year
 - c. Current job and location
 - d. Contact information
 - e. A one paragraph argument for why the alumnus deserves the award
2. The Alumni Award Committee will collate the nominations and create a ballot
3. All CST faculty and staff will be eligible to vote. Candidates will be rank ordered based on number of votes.
4. The top nominee will be contacted to determine their availability and interest in receiving the award. If they cannot attend, the next candidate on the list will be contacted until an alum is able to attend the event.

C. The Event

1. An awards ceremony that will include
 - a. A 10-15 minute speech by the Alumni Award winner
 - b. Awards to the following:
 - i. Outstanding (graduating?) student in each emphasis area
 - ii. Communication Club Awards
 - iii. LPH Awards
 - iv. Public Speaking competition winner
 - v. Any faculty/staff award winners or retirements will be recognized

APPENDICES

APPENDIX A: CST STATEMENT OF SCHOLARSHIP

Scholarship, Research and Creative Productivity

The Communication Studies Department supports a broad definition of scholarship that emphasizes keeping current in the discipline while incorporating new knowledge into effective teaching. It is assumed that Communication Studies faculty members will engage in scholarship and creative endeavors and that they share the products of their scholarship with colleagues and peers. As substantiated by our parent organization, scholarship, research and creative productivity includes original research, best practices, practical application and creative productions, including broadcasting and New/Digital Media.

When evaluating the work of faculty, the Personnel Committee considers examples of scholarly activity as one, albeit important, aspect of the work demonstrated in promotion decisions. We recognize that different individuals have different talents and encourage faculty to make the most of their talents within the Department, university, and discipline.

Probationary faculty members are required to have at least three peer-reviewed publications, creative works and/or media productions, which must be published, disseminated through a media channel, and/or accepted by the probationary faculty member's tenure decision date. At least one publication or production must be at the regional or national level. Scholarship and creative endeavors are defined in the CST Point System for merit, retention and tenure.

Guidelines for probationary faculty cumulative points for scholarship, research and creative productivity include:

First year—a minimum of 1 point

Second year—a minimum of 4 points

Third year—a minimum of 8 points

Fourth year—a minimum of 12 points

Fifth year—a minimum of 16 points

Sixth year—a minimum of 20 points

APPENDIX B: CST MASTER POINT SYSTEM

CST MASTER POINT SYSTEM For Merit and Retention/Tenure Procedures

A. Teaching

1. Course Development (maximum – 4 pts per year)
 - a. New Course with new Department-approved LX form – 2 pts
2. Unsolicited Documentation from Students (1 pt maximum per year)
 - a. From former students and documents effective teaching - .25 pt
 - b. From community members and documents effective teaching - .25 pt
3. Assessment of Student Outcomes (2 pts maximum per year)
 - a. Evidence of assessing student outcomes and providing evidence of adjusting teaching based on that assessment
using formal pre-test/post-test with evidence of action taken based on results. (.5 per assessment)
4. Student Evaluation of Instruction (SEIs)
Best overall accumulative SEI score from either Fall or Spring semester
 - a. 4.5-5.0 – 5 pts
 - b. 4.0-4.4 – 4 pts
 - c. 3.5-3.9 – 3 pts
 - d. 3.0-3.4 – 2 pts
5. Supervision of Organized Instructional Activities (2 pts maximum per year between 391, 399 and 450)
 - a. Supervision of organized instructional activities: CST 399—each student enrolled – .5 pts per student
 - b. Supervision of internships (CST 391-450) – .25 per student
6. Guest speaking in colleague's courses (.25 per session, max 1 point)
7. Supervision of Student Creative and Academic Projects (2 pts maximum per year)
 - a. Supervision of student creative and academic projects: national/regional/state convention presentations by students. (Max 1 pt. per student project or manuscript; not duplicated for multiple presentations of single project)
 - b. Student Publications - 1 pt per publication
 - c. Student Productions - 1 pt per production
8. Colleague Coverage teaching (1 pt per week; 3 pts maximum)
 - a. Extended colleague coverage that requires preparation of course content and lecture and is non-compensated
9. Teaching Excellence Awards
 - a. Competitive International or National Teaching Award – 8 pts
 - b. Competitive International or National Teaching Award Nominee – 5 pts
 - c. Competitive Regional Teaching Award – 6 pts
 - d. Competitive Regional Teaching Award Nomination – 4 pts
 - e. UW System Scholar Program Recipient or Teaching Fellow – 3 pts
 - f. CLS Excellence Award – 5 pts
 - g. CLS Excellence Nominee – 1 pt
 - h. SAPA Award Winner – 3 pts
 - i. SAPA Award Nominee – .25 pts
 - j. Other campus teaching awards (e.g., Residence Life Faculty Award) – 3 pts
 - k. Other campus teaching awards nominee – .25 pts
10. Professional Development

- a. UW Faculty College attendance – 1 pt
 - b. Completion of comprehensive coursework or training, such as extensive courses through CATL – 1 pt (minimum 20 hours of class time plus homework)
 - c. Attending seminar-length teaching workshops outside of UW-L – .5 pt each (e.g., pre-conference seminar)
 - d. Attending UW-L short courses on teaching or teaching workshops or conference short courses (e.g., regional conference, NCA, or ICA – .25 pts)
11. Other (minimum-maximum points allowed)
- a. Other items will be referred to the Executive Committee prior to a Departmental member's review

B. Scholarship, Research and Creative Productivity

- 1. Publications completed or in press
 - a. Books
 - i. Single authored, first edition – 10 pts
 - ii. Co-authored, first edition – 8 pts
 - iii. Single authored, second and subsequent editions – 7 pts
 - iv. Co-authored, second and subsequent editions – 6 pts
 - v. Single authored, edited, first edition – 6 pts
 - vi. Co-authored, edited, first edition – 5 pts
 - b. Book chapter in first edition
 - i. Single authored, competitive - 7 pts
 - ii. Co-authored, competitive – 6 pts
 - iii. Single authored, invited – 5 pts
 - iv. Co-authored, invited – 4 pts
 - c. Articles in scholarly journals
 - i. Single authored, international, national journal, or regional – 7 pts
 - ii. Co-authored, international, national journal, or regional – 6 pts
 - iii. Single authored, specialty journal – 5 pts
 - iv. Co-authored, specialty journal – 4 pts
 - v. Single authored, state – 3 pts
 - vi. Co-authored, state – 2 pts
 - d. Book reviews – 2 pts
 - e. Articles in industry, professional or mass market publications
 - i. International or national – 3 pts
 - ii. Regional – 2 pts
 - iii. Local – 1 pt
 - f. Reprints of original published work – 2 pts
- 2. Research Grants
 - a. External, national grant – 5 pts
 - b. External, UW system grant – 3 pts
 - c. Internal, UW- La Crosse grant – 2 pts
 - d. Internal, College of Liberal Studies grant – 1 pt
- 3. Creative productivity
 - a. Television programs
 - i. Produced and broadcast internationally or nationally - 6 pts
 - ii. Produced and broadcast locally or regionally - 3 pts
 - b. Television scripts
 - i. Produced and broadcast internationally or nationally - 6 pts
 - ii. Produced and broadcast locally or regionally - 3 pts

- c. Video productions
 - i. Produced and broadcast internationally or nationally - 6 pts
 - ii. Produced and broadcast locally or regionally - 3 pts
- d. Radio programs
 - i. Produced and broadcast internationally or nationally - 6 pts
 - ii. Produced and broadcast locally or regionally - 3 pts
- e. Radio scripts
 - i. Produced and broadcast internationally or nationally - 6 pts
 - ii. Produced and broadcast locally or regionally - 3 pts
- f. Webcasts or Podcasts - 1 pt
- 4. Presentations at meetings of scholarly and professional associations
 - a. Competitive papers
 - i. Single authored, presented internationally or nationally - 3 pts
 - ii. Co-authored, presented internationally or nationally - 2 pts
 - iii. Single authored, presented regionally - 2 pts
 - iv. Co-authored, presented regionally - 1 pt
 - v. Single authored, presented in state - 1 pt
 - vi. Co-authored, presented in state - .5 pt
 - vii. Top Paper Award from International or National organization – 2 pts
 - viii. Top Paper Awards from Regional or State organization - 1 pt
 - b. Panel member, discussant, or poster presentation
 - i. international or national organization - 2 pts
 - ii. regional organization - 1 pt
 - iii. state organization - 1 pt
- 5. Invited lectures, papers, speeches or workshops related to research/creative endeavors
 - a. National organization - 3 pts
 - b. Regional organization or other institution - 2 pts
 - c. Local or campus organization – 1 pt
- 6. Public performance
 - a. National audience – 3 pts
 - b. Regional audience – 2 pts
 - c. Local or campus audience – 1 pt
- 7. Research/scholarship awards
 - a. Competitive International or National Research Award – 8 pts
 - b. Competitive International or National Research Award Nominee – 5 pts
 - c. Competitive Regional Research Award – 6 pts
 - d. Competitive Regional Research Award Nomination – 4 pts
 - e. CLS Excellence Award – 5 pts
 - f. CLS Excellence Nominee – 1 pts
- 8. Research in progress – .25 pts max per year (includes evidence of significant progress; cannot count same project in multiple years)
- 9. Other (minimum-maximum points allowed)
 - a. Other items will be referred to the Executive Committee prior to a Departmental member’s review

C. SERVICE

- 1. Administrative service
 - a. Administrative service, **leadership** at university wide level – 6 pts
Includes elected or appointed position without full time salary, may carry remuneration in release time, salary supplement, or summer appointment (ex—Department Chair)

- b. Administrative service, **leadership** at university wide level – 5 pts
Includes interim university wide part time position, may carry remuneration in release time, salary supplement, or summer appointment (ex—Interim Associate Dean)
- c. Administrative service, **leadership** at university wide level as appointed or elected chair of standing Faculty Senate committee or ad hoc working committee created by Faculty Senate or administration – 4 pts
- d. Administrative Service, **leadership** at university wide level as appointed or elected Chair of low workload, infrequently scheduled committee – 3 pts
(Note: in a year when a committee has unusually high level of activity, a case may be made for 4 pts.)
- e. Administrative Service, **membership**, elected as CLS representative or At-Large representative to Faculty Senate—3 pts
- f. Administrative service, **membership** in university wide level standing Faculty Senate committee or ad hoc working committee created by Faculty Senate or administration – 2 pts
- g. Administrative service, **membership** in low workload, infrequently scheduled committee – 1 pt (Note: in a year when a committee has unusually high level of activity, a case may be made for 2 pts.)
- h. Administrative service, **leadership** at college level as appointed or elected chair of standing college committee or ad hoc working committee created by administration.
 - i. Chair of high workload, frequently scheduled committee – 4 pts
(e.g. Search and Screen Committee)
 - ii. Chair of low workload, infrequently scheduled committee – 3 pts
(e.g. Core Curriculum Committee)
 (Note: in a year when a committee has unusually high level of activity, a case may be made for 4 pts.)
- i. Administrative service, **membership** in college level standing committee or ad hoc working committee created by administration
 - i. Member of high workload, frequently scheduled committee – 2 pts
(e.g. Search and Screen Committee)
 - ii. Member of low workload, infrequently scheduled committee – 1 pt
(e.g. Core Curriculum Committee)
 (Note: in a year when a committee has unusually high level of activity, a case may be made for 2 pts)
- j. Administrative service, **leadership** at Department level as appointed or elected chair of standing Department committee or ad hoc working committee created by Department.
 - i. Chair of high workload, frequently scheduled committee – 3 pts
 - ii. Chair of low workload, infrequently scheduled committee – 2 pts
 (Note: in a year when a committee has unusually high level of activity, a case may be made for 3 pts)
- k. Administrative service, **membership** in Department level standing committee or ad hoc working committee created by Department.
 - i. Member of high workload, frequently scheduled committee – 2 pts
 - ii. Member of low workload, infrequently scheduled committee – 1 pt
 (Note: in a year when a committee has unusually high level of activity, a case may be made for 2 pts)
- l. Administrative service, **leadership** at Department or college level, **individual role**.
 - i. Director of Basic Course – 3 pts
 - ii. Internship Coordinator – 1 pt

- iii. Department Webmaster – 1 pt
 - iv. Editor of Department Newsletter – 1 pt
 - v. Library Liaison – .5 pt
 - vi. CLS Mentor – .5 pt
 - vii. Other—value based on comparison with roles above
2. Professional Service
- a. Professional service at the international or national level
 - i. Elected executive officer of NCA, ICA or comparable organization – 5 pts
 - ii. National undergraduate research conference planner – 4 pts
 - iii. Elected division chair of NCA, ICA or comparable organization – 3 pts
 - iv. Elected or appointed division officer – 2 pts
 - v. Editorial review board member of national or international journal – .5 pts per manuscript
 - vi. Special or Guest Reviewer for national or international journal – .5 pts per manuscript
 - vii. Conference paper reader at the national or international level – 1 pt per division
 - viii. Respondent to conference session at the national or international level – .5 pts per session
 - ix. Editorial Service: Textbook Pre-publication reviewer – 1 pt
 - x. Editorial Service: Textbook Prospectus Reviewer – .5 pt
 - xi. Editorial Service: Chapter in a Textbook or Edited Text – .5 pt
 - b. Professional service at the regional level
 - i. Elected executive officer of CSCA or comparable organization – 4 pts
 - ii. Regional undergraduate research conference planner – 3 pts
 - iii. Elected division chair of CSCA or comparable organization – 3 pts
 - iv. Elected or appointed division officer – 2 pts
 - v. Editorial review board member of regional level journal – .5 pts per manuscript
 - vi. Special or Guest Reviewer for regional journal – .5 pts per manuscript
 - vii. Conference paper reader at the regional level – .75 pts per division
 - viii. Respondent to papers and panels at the regional level – .5 pts per session
 - c. Professional service at the state level
 - i. Elected executive officer of WCA or comparable organization – 3 pts
 - ii. Elected division chair of WCA or comparable organization – 2 pts
 - iii. State undergraduate research conference planner – 2 pts
 - iv. Elected or appointed division officer of WCA or comparable organization – 1 pt
 - v. State editorial review board member – 1 pt
 - vi. Special or Guest Reviewer for state journal – .5 pts per manuscript
 - vii. Conference paper reader at the state level – .5 pts per division
 - viii. Respondent to papers and panels at the state level – .25 pt per session
 - d. Professional service at the university undergraduate level
 - i. Undergraduate research paper reader for UW-L conference or UW-L undergraduate research publication – .75 pt
 - ii. Chair/respondent to undergraduate papers and panels at undergraduate research conference – .25 pt
3. Student Service
- a. Advising student organizations that require regular advisor attendance/work – 2 pts
(Note: if two or more people are serving as advisors, points will be divided between or among them.)
 - b. Advising student organizations that require minimal advisor attendance/work – 1 pt
(Note: if two or more people are serving as advisors, points will be divided between or

- among them.)
- c. Planner/organizer for student seminars/workshops, no academic course credit – .5 pt
 - d. Invited participation in student-sponsored or student-focused seminars/workshops, no academic course credit – .25 pt per invite and attendance
 - e. Participation in activities of student organization, such as attending meetings – .25 pt per/maximum 1 pt.
 - f. Student advisement – .25 pts for every student above the *average* number of official advisees for *all faculty advisors* in the Department (max 1 pt)
 - g. Summer session freshman advising session – .25 pt
 - h. Campus Close Up session – .25 pt
 - i. Formal Student Mentoring Program/Eagle Mentoring – .5 pt per year
 - j. Formal Student Mentoring Program/McNair Schols – .5 pt per year
4. Consulting and Community Service
- a. Unpaid consulting, teaching, or event-planning as representative of CST and/or UWL; may carry remuneration in release time, salary supplement, or summer appointment – 2 pts
 - b. Unpaid consulting in community related to communication profession – 1 pt
 - c. Community service germane to CST and not otherwise noted – .25 per event or occasion
(Note: a case may be made for additional points depending on the event/occasion)
5. Awards for Service
- a. International or National award for leadership in service at the national or international level, career capstone recognizing multiple years of contributions – 8 pts
 - b. International or National award for leadership in service at the national or international level, career capstone recognizing multiple years of contributions; Nominee – 5 pts
 - c. Regional or state award for leadership in service at the regional or state level, career capstone recognizing multiple years of contributions – 6 pts
 - d. Regional or state award for leadership in service at the regional or state level, career capstone recognizing multiple years of contributions; Nominee – 4 pts
 - e. UW System award for leadership in service, career capstone for multiple years of service – 4 pts
 - f. UW System award for leadership in service, career capstone for multiple years of service; nominee – 3 pts
 - g. UW-L award for leadership in service at the university level, recognizing multiple years of contributions – 5 pts
 - h. UW-L award for leadership in service at the university level, recognizing multiple years of contributions; nominee – 3.5 pts
 - i. CLS award for leadership in service at the college level, recognizing multiple years of contributions – 5 pts
 - j. CLS Excellence Award for Service Nominee – 1 pt
 - k. Department award for leadership in service at the Department level, recognizing contributions – 3 pts
6. Other (minimum-maximum points allowed)
- a. Other items will be referred to the Executive Committee prior to a Departmental member's review

APPENDIX C

Classroom Observation Form

Instructor Name _____

Observer Name _____

Date of Observation _____

Topic of Class _____

Instructor organization

- | | | | |
|-----|----|-----|--|
| Yes | No | N/A | The instructor arrives to class on time. |
| Yes | No | N/A | The instructor states the relation of the class to the previous one. |
| Yes | No | N/A | The instructor knows how to use the educational technology needed for class. |
| Yes | No | N/A | The instructor makes transitional statements between class segments. |
| Yes | No | N/A | The instructor conveys the purpose of each class activity. |
| Yes | No | N/A | The instructor summarizes periodically and at the end of class. |
| Yes | No | N/A | The class is structured to meet objectives of the class. |

Variety and pacing of instruction

- | | | | |
|-----|----|-----|--|
| Yes | No | N/A | More than one form of instruction is used. |
| Yes | No | N/A | The instructor pauses after asking questions. |
| Yes | No | N/A | The instructor encourages student responses. |
| Yes | No | N/A | The instructor draws nonparticipating students into the discussion. |
| Yes | No | N/A | The instructor prevents specific students from dominating the discussion. |
| Yes | No | N/A | The instructor helps students extend their responses. |
| Yes | No | N/A | The instructor mediates conflict or differences of opinion. |
| Yes | No | N/A | The instructor demonstrates active listening techniques. |
| Yes | No | N/A | The instructor provides explicit directions for active learning tasks. |
| Yes | No | N/A | The instructor allows enough time to complete active learning tasks, such as group work. |
| Yes | No | N/A | The instructor was able to complete the topics schedule for the class. |
| Yes | No | N/A | The instructor provides time for students to practice. |

Content knowledge

- | | | | |
|-----|----|-----|---|
| Yes | No | N/A | The instructor's statements are accurate according to the standards of the field. |
| Yes | No | N/A | The instructor incorporates current research in the field. |
| Yes | No | N/A | The instructor identifies sources, perspectives, and authorities in the field. |

Yes	No	N/A	The instructor communicates the reasoning behind concepts.
Yes	No	N/A	The instructor's examples are relevant.
Yes	No	N/A	The instructor's content is culturally sensitive or diverse.

Presentation skills

Yes	No	N/A	The instructor varies the volume, tone and pitch of voice for emphasis and interest.
Yes	No	N/A	The instructor avoids distracting mannerisms.
Yes	No	N/A	The instructor maintains eye contact throughout the class.
Yes	No	N/A	The instructor avoids extended reading from notes or texts.
Yes	No	N/A	The instructor spoke at a pace that allowed students to take notes.

Rapport with students

Yes	No	N/A	The instructor addresses students by name.
Yes	No	N/A	The instructor addresses student comprehension or questions.
Yes	No	N/A	The instructor provides feedback at given intervals.
Yes	No	N/A	The instructor uses positive reinforcement.
Yes	No	N/A	The instructor incorporates student ideas into the class.

Clarity

Yes	No	N/A	The instructor defines new terms or concepts.
Yes	No	N/A	The instructor elaborates or repeats complex information.
Yes	No	N/A	The instructor uses relevant examples to explain content.
Yes	No	N/A	The instructor pauses during explanation to allow students to ask questions.

Additional Comments: