

# Faculty and Staff Handbook

27th Edition, 2017-18 Version

## Preface

## Purpose

The *Faculty and Staff Handbook (Handbook)* is a resource for all faculty and staff, defining the history, mission, educational design, organizational structure, compensation procedures, academic standards, and policies of the institution.

## Handbook Editions

The official version of the *Handbook* is the on-line copy. A new edition of the *Handbook* will be saved each year on August 1. Old editions will be archived and made available through the Faculty Senate's website.

## Amendments

Unless otherwise defined at the time of their passage, amendments to the *Handbook* take effect August 1 of each year. Each section of the *Handbook* can be amended by using the appropriate process defined below:

<b>Chapter/ Section</b>	<b>Initiating Body</b>	<b>Placed onto the Faculty Senate Agenda by</b>	<b>Faculty Senate Readings</b>	<b>Faculty Senate Voting Rule</b>	<b>Chancellor's Signature</b>	<b>Other Approvals</b>
<b>Preface or Introduction</b>	Faculty Senate Executive Committee	Faculty Senate Executive Committee	Two readings at least seven days apart	Majority of Members	Required	None
<b>Chapter 1 1.1 History 1.2 University of Wisconsin System</b>	Chancellor	Faculty Senate Executive Committee	One reading	Majority of Members	Required	Typically none, but also see footnote 3 below
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<b>Organization</b> <b>1.6</b> <b>Accreditation</b> <b>and</b> <b>Memberships</b> <b>1.7 UW-River</b> <b>Falls</b> <b>Foundation</b> <b>1.8 West Central</b> <b>Wisconsin</b> <b>Consortium</b> <b>1.9 Budgeting</b> <b>1.10 Equality</b> <b>of Opportunity</b>						
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<b>Chapter 3</b> <b>3.2 Constitution</b> <b>of the UWRP</b> <b>Faculty</b>	Faculty Senate Executive Committee, or the Chancellor, or Faculty Committees, or A majority vote of senators, or a petition signed by 12	Faculty Senate Executive Committee, or the Chancellor, or Faculty Committees, or A majority vote of senators, or a petition signed by 12	One reading	Simple majority vote (alternative method is to obtain signatures of 10 percent of the members of the faculty)	Required after referendum	Referendum approved by a simple majority vote of faculty

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<b>Chapter 6</b>	Academic Staff Council	NA	NA	NA	Required	Typically none, but also see 1 - 3 below
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1. Rules and procedures developed pursuant to chapters UWS 3 to 8 by the faculty of each institution shall be forwarded by the Chancellor to the President and by the President to the Board for its approval prior to their taking effect. Such

policies and procedures, unless disapproved or altered by the Regents, shall be in force and effect as rules of the Regents.

1. Wherever each institution is charged in chapters UWS 8 to 13 with adopting policies and/or procedures, the Chancellor shall develop these policies and procedures in consultation with the committee and, as appropriate, members of the faculty and student body. Policies and procedures developed by each institution for administering the elements of the academic staff personnel policies addressed by these rules shall be in full force and effect when finally approved by the Chancellor and forwarded to the Board. The Board may undertake a review of any or all portions of such policies and procedures but shall complete such review within 90 days of the receipt of the policies and procedures. Should the board within 90 days return to the institution any portion or portions of its policies and procedures as disapproved, that portion or portions shall be suspended until reconsideration and resubmission has occurred.

2. Administrative reorganizations (e.g. establishment of new colleges) and University mission statements require Board of Regents approval.

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27th Edition, 2017-18 Version

Preface

*Purpose, Handbook Editions, Amendments*

Chapter I **Introduction to UW-River Falls**

*History, University of Wisconsin System, Mission Statements, Educational Design and Objectives, Academic Organization, Accreditation, UWRF Foundation, Financing, Equality of Opportunity*

Chapter II **Administrative Organization**

*Chancellor's Office, Academic Affairs, Administration and Finance, Chancellor's Advisory Committees, Administrative Committees*

Chapter III **Organization of the Faculty and Academic Staff**

*Faculty Governance, Constitution of the UWRF Faculty, Faculty By-laws, Faculty Standing Committees*

Chapter IV **Faculty Personnel Rules and Procedures of UW-River Falls**

*Personnel Definitions, Selection of Administrative Personnel, Appointments, Recruitment and Initial Appointment, Renewal and Nonrenewal of Probationary Appointments, Granting Tenure, Promotion Criteria, Promotion Procedures, Periodic Review, Professional Record, Student Evaluation of Instruction, Rules for Nonrenewal Appeals, Dismissals, Layoffs, Termination, Faculty Consultative Committee, Seniority, Procedures for Handling Complaints, Procedures for Handling Grievances, Outside Activities, Procedures for Faculty Sabbaticals*

Chapter V **Compensation Procedures and Issues**

*Salary Policies, Merit Salary Increases, Rating Procedures, Fringe Benefits, Sick Leave and Colleague Coverage, Unpaid Leave of Absence, Vacation, Holidays, Faculty*

*Sabbaticals, Americans with Disabilities Act, Travel Guidelines, Emergency Small Loan Fund, Employee Assistance Program, Worker's Compensation, Unemployment Compensation, Termination of Employment*

Chapter VI **UW-River Falls Academic Staff Personnel Policies and Procedures**

*Coverage, Delegation, Definition, Committee Structure, Appointments, Recruitment, Letters of Appointment and Reappointment, Performance Evaluation, Nonrenewal of Probationary Academic Staff Appointment, Promotion to Indefinite Appointment, Dismissal for Cause, Layoff, Complaints, Grievances, Code of Ethics, Academic Staff with Teaching Responsibilities, Title Change Procedures, Instructional Academic Staff Policy*

Chapter VII **UW-River Falls University Staff**

Chapter VIII **UWS and UWRF Policies**

*Non-Discrimination, Equal Employment, Harassment and Other Discriminatory Conduct, Sexual Harassment, Process for Resolution of Complaints of Sexual Harassment or Discrimination, Reasonable Accommodation Policy, Americans with Disabilities Act, Consensual Relationships, Scientific Misconduct, Open Meeting Law, Nepotism, Risk Management, Safety and Health, Injuries, Non-Owned Property on Campus, Direct Payment of Personal Property Losses from Department Funds, Fleet Vehicle Use, Copyright Law, Computer Software Copyright, Administrative Policy Papers*

Chapter IX **Academic Standards, Procedures and Policies**

*Organization and Scheduling of Classes, Grading, Academic Disciplinary Procedures, Extension Courses, Honors Program, Internships, Field Experiences, Cooperative Extension, International Study Programs, Weekend and Evening Degree Program, Advising, Instructional Support and Services, Faculty/Academic Staff Development Program, Teaching/Service Awards*

Chapter X **Communications, Media, Publications, and Other Services**

*Communications and Media, Facilities, Calendar, University Property, Children in the Workplace, Miscellaneous Information of Interest to Faculty, Academic Staff and Students*

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### Chapter I: Introduction to UW-River Falls

#### 1.1 History

#### 1.2 University of Wisconsin System

- 1.2.1 Board of Regents
- 1.2.2 System Administration

#### 1.3 Mission Statements

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- 1.3.2 University Cluster Core Mission
- 1.3.3 Select Mission of the University of Wisconsin- River Falls
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## 1.10 Equality of Opportunity

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### Chapter I: Introduction to UW-River Falls

#### 1.2 University of Wisconsin System

##### 1.2.1 Board of Regents

The University of Wisconsin System is governed by the Board of Regents, an 18-member board, as established under Chapter 36 of the Wisconsin State Statutes. The Governor of Wisconsin appoints Board members to seven-year terms, except the two student regents, who are appointed to two-year terms. The Board appoints the President of the UW System, the chancellors of the 13 universities, the chancellor of UW-Extension and UW Colleges, and the deans of the 13 colleges.

All appointees serve at the pleasure of the Board. The Board also sets admission standards, reviews and approves university budgets, and establishes the regulatory framework within which the individual units operate.

<http://www.uwsa.edu/bor/>

##### 1.2.2 System Administration

The President has full executive responsibility for the operation and management of the University of Wisconsin System. The President reports to the Board of Regents and carries out the duties prescribed in the Wisconsin Statutes for this office and such other duties as may be assigned by the Board or in policy actions of the Board. The Senior Vice Presidents, Vice Presidents, 15 Chancellors and General Counsel report to the President. The President sees to the appropriate staffing of System administrative offices and directs and coordinates the activities of these offices as needed to fulfill his or her responsibilities.

<http://www.uwsa.edu/president/responsibilities.htm>

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### Chapter I: Introduction to UW-River Falls

#### 1.3 Mission Statements

##### 1.3.1 University of Wisconsin System Mission

The mission of the System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training and public service designed to educate people and improve the human condition. Basic to every purpose of the System is the search for truth.

<http://www.wisconsin.edu/about/mission.htm#uwsystem>

##### 1.3.2 University Cluster Core Mission

As institutions in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Eau Claire, the University of Wisconsin-Green Bay, the University of Wisconsin-La Crosse, the University of Wisconsin-Oshkosh, the University of Wisconsin-Parkside, the University of Wisconsin-Platteville, the University of Wisconsin-River Falls, the University of Wisconsin-Stevens Point, the University of Wisconsin-Stout, the University of Wisconsin- Superior and the University of Wisconsin-Whitewater share the following core mission. Within the approved differentiation stated in their select missions, each university in the cluster shall:

1. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
2. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling and through university-sponsored cultural, recreational and extracurricular programs.
3. Offer a core of liberal studies that supports university degrees in the arts, letters and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
4. Offer a program of pre-professional curricular offerings consistent with the University's mission.
5. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs and its approved mission statement.
6. Promote the integration of the extension function, assist the University of Wisconsin- Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
7. Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
8. Serve the needs of women, minority, disadvantaged, disabled and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

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### Chapter I: Introduction to UW-River Falls

#### 1.4 The Educational Design at River Falls

The University of Wisconsin-River Falls believes that its function is to offer the opportunities of college to each student who earnestly desires a higher education and who demonstrates the ability to benefit from it. The University believes it must serve as a center for those who search for truth--that it must maintain an atmosphere of free inquiry in which the examination of conflicting ideals and ideas is not only permitted but encouraged. Within the limits of its resources and facilities, the University also has a responsibility to serve as a center for educational leadership, intellectual stimulation, adult education, and other specialized educational services for the region.

The University views the student as the major reason for its existence, and its courses, programs, and activities are designed to that purpose. To attain them, faculty and students work together in partnership.

##### 1.4.1 Educational Objectives

Today's society demands a better informed and more sophisticated citizenry than ever before. It is a society characterized by rapid change, by continued rapid expansion of knowledge, and by social diversity and mounting complexity. It presents its citizens with both enormous opportunities and great challenges. Collegiate attendance, and especially graduation, can present students with opportunities to develop their personal resources in order to participate in, contribute to, and find meaning in this society.

Though fulfillment of objectives cannot be guaranteed, the University of Wisconsin-River Falls strives to provide the intellectual and social climate, environment, and facilities by which students may attain skills, attitudes, and values that will: aid in the fulfillment of their potential as productive and responsible United States and world citizens; and help them attain maturity in their personal and professional lives that will make continuing self-education possible.

To these ends, the University will help students to acquire: familiarity with the major disciplines of knowledge and ability to see the interrelationships of these; vocational and professional competence involving deep understanding of someone organized discipline or area of human interest; the ability to think critically and to identify and solve problems; attitudes such as appreciation of human dignity, tolerance for differing points of view, and respect for evidence, even when it conflicts with prejudices and preconceptions; competence in communication skills; interests upon which they can build to make their leisure time satisfying and creative; the ability to meet the requirements demanded of those who wish to enter professions for which there are established criteria; and a commitment to work toward solving the problems of the current and future environment.

##### 1.4.2 Plan 2008: Educational Quality Through Ethnic and Racial Diversity

It is a major goal of the University of Wisconsin System and the University of Wisconsin-River Falls to prepare students for lives in a society characterized by racial and ethnic diversity. To fulfill this goal, the University strives to reflect this diversity in its student body, faculty, and staff, to provide a campus climate conducive to diversity, and to include the study of diversity and related issues in its curriculum. In recognition of the need to institute a strong and effective diversity component within its curriculum, a specific program has been developed. In addition to the infusion of diversity material by the faculty into their courses, special attention is given to the infusion of diversity content into all General Education courses. Each student is also required to take an approved General Education course which deals primarily with issues of race and ethnicity.

Plan 2008 is a ten-year initiative to further racial and ethnic diversity on the UW campuses. The University of Wisconsin-River Falls is placing the highest priority on the following goals: to increase the number of Wisconsin high school graduates of color who apply, are accepted and enroll at our institution; to close the gap in educational achievement by bringing retention and graduation rates for students of color in line with those of the student body as a whole; and to increase the amount of financial aid available to needy students and reduce their reliance on loans. The University is also committed to integrating Plan 2008 goals and activities with our institutional goals and priorities.

The University of Wisconsin-River Falls' Plan 2008 Phase II report identifies activities which will work to achieve the seven overarching goals of Plan 2008. The campus, beginning with Design for Diversity (1988-98) has worked steadily and creatively to develop and implement initiatives that contribute to an inclusive and welcoming climate and, most importantly, result in people of color -- students, faculty and staff -- achieving success in higher education.

### 1.4.3 General Education Mission

The purpose of the UWRF General Education program is to facilitate the acquisition and integration of knowledge, abilities, and ethics in order to form a foundation for lifelong learning.

The interdisciplinary foundation includes the ability to communicate effectively; comprehend the inter-relatedness of past and present human experience; apply scientific principles to the human and natural world; engage in inquiry and critical thinking; develop and appreciate the responsibilities of individuals to themselves, each other, society, and the world.

Individual departments and faculty will determine what that essential content is in the courses designated as fulfilling general education objectives. All courses with a General Education designation will include, to the extent possible, critical thinking, written composition, oral discussion, and graphic components.

General Education

#### 1.4.3.1. General Education Goals, Criteria, and Outcomes

<p><b>Goal One</b></p> <p><b>Communicate effectively.</b> Students will demonstrate the ability to read, write, speak, and listen effectively.</p>	<p><b>Communication (C)</b></p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>• Courses designated C enable students to express</li> </ul>
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Students will be able to:

1. express ideas and facts in a variety of formats
2. comprehend, interpret, and analyze oral, written, and visual communication
3. effectively communicate ideas related to a broad range of subjects and to a specific area of study
4. select, evaluate, and organize visual and print material and information in a logical and clear manner.

*To fulfill this goal, students are required to earn 9 credits, with one 3 credit course in each of the **CW** (Communication – Reading and Writing), **CS** (Communication – Speaking and Listening), and **CA** (Advanced Communication) designations.*

ideas in a variety of formats.

- Courses designated C enable students to comprehend, interpret, and analyze oral, written, and visual communication.
- Courses designated C enable students to effectively communicate ideas related to a broad range of subjects and to a specific area of study.
- Courses designated as CA must be at the 200 level or higher.

**Outcomes:**

**Communication-Reading and Writing (CW)**

Students will be able to:

- a. read print and visual material analytically and critically.
- b. conceive ideas about a topic, synthesize and arrange them logically, and express them clearly and proficiently in standard English.

**Communication-Speaking and Listening (CS)**

Students will be able to:

- a. deliver oral presentations clearly and effectively.
- b. effectively construct and incorporate visual aids (e.g., handouts, charts, technologies, etc.) to support ideas in presentations.
- c. listen critically to communications of others, and summarize and evaluate their ideas.

**Advanced Communication (CA)**

Students will be able to:

- a. read and interpret print, electronic, and visual text at an advanced level.
- b. perform critical and analytical research through scholarly methods.
- c. use written communication advanced in form and style, idea development, and analysis to formulate

complex responses that explore and defend their own ideas.

Approved March 2, 2004

Revised April 28, 2005

Revised March 21, 2007 [FS 06/07 -71]

## GOAL TWO

### **Demonstrate knowledge of past and present human endeavor.**

Describe the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, and social sciences. Students will be able to:

1. demonstrate an understanding of human behavior in context
2. develop generalizations about societal changes over time and explain theoretical structures to account for those changes
3. describe the nature and development of ideas, beliefs, literature, language and the arts in historical and contemporary culture.

*To fulfill this goal, students are required to earn 6 credits under each designation for a total of 12 credits. All courses must be taken from different disciplinary prefixes (e.g., ART, MUS, SCTA).*

## **Social and Behavioral Sciences (SB)**

### **Criteria:**

Courses designated **SB**:

- are based on empirical research and human experience.
- explore behavioral, civic, economic, or social relationships.
- examine factors that explain human/social behavior.

### **Outcomes:**

Students will be able to:

- a. identify basic methods of the social and behavioral sciences.
- b. recognize and explain theoretical perspectives in the social and behavioral sciences.
- c. identify and correctly use terms and concepts that explain human/social behavior.

## **Humanities and Fine Arts (HF)**

### **Criteria:**

- Courses designated HF emphasize philosophical, moral, and aesthetic principles that are part of the human experience.
- Courses designated HF concentrate on the relationships between a culture and its creative expression.

### **Outcomes:**

Students will be able to:

- a. recognize, analyze, and interpret human experience in terms of personal, intellectual, aesthetic, philosophical, or social contexts.

- b. recognize, analyze, and interpret human expression in terms of personal, intellectual, aesthetic, philosophical, or social contexts.

Approved March 2, 2004

Revised April 28, 2005

Revised (SB) May 2, 2007 [FS 06/07-116], (HF) Feb 6, 2008 [FS 07/08-28]

### GOAL THREE

#### Apply scientific principles to the natural world.

Students will demonstrate knowledge of the principles and methods of quantitative and qualitative scientific reasoning.

Students will be able to:

1. apply mathematical skills in quantitative, qualitative, and analytical problem solving
2. demonstrate a knowledge of natural science
3. observe, collect, analyze, and interpret data to solve problems using the scientific method

*To fulfill this goal, students are required to earn 9 credits, with 3 credits under the M designation, 3 credits under the SL designation, and 3 credits under either the S or SL designation. The courses taken under the S or SL designations must be from different disciplinary prefixes (e.g., BIOL, CHEM, GEOL)*

### Mathematics (M)

#### Criterion:

Courses designated **M**:

- emphasize mathematical skills in quantitative, qualitative, and analytical problem solving.

#### Outcome:

Students will be able to:

- a. demonstrate and apply mathematical skills to quantitative, qualitative, and analytical problem solving.

### Sciences (S)

#### Criterion:

Courses designated **S**:

- emphasize a knowledge of the natural sciences.

#### Outcome:

Students will be able to:

- a. demonstrate a knowledge of theoretical principles and scientific methodology for explaining and predicting phenomena in the natural world.

### Scientific Investigation (SL)

#### Criteria:

Courses designated **SL**:

- emphasize a knowledge of the natural sciences.
- must include the equivalent of at least one semester credit hour of laboratory experience aimed at interpreting scientific hypotheses.
- will evaluate the reliability and meaning of data and information.

**Outcomes:**

Students will be able to:

- a. demonstrate knowledge of theoretical principles and scientific methodology for explaining and predicting phenomena in the natural world.
- b. test hypotheses about the natural world.

Approved March 2, 2004, Revised April 18, 2007 [FS 06/07-96]

**GOAL FOUR**

**Engage in multidisciplinary**

**inquiry.** Students will analyze questions and issues from a multidisciplinary perspective.

Students will be able to:

1. demonstrate analytical thinking by drawing inferences from multidisciplinary observations and identifying the internal coherence of theories
2. demonstrate creative thinking by recognizing multidisciplinary relationships in the development of original ideas or artistic work
3. demonstrate evaluative thinking by identifying problems and the strengths and weaknesses of different analytical approaches.

*To fulfill this goal, students must earn 3 credits with an MD designation at the 300 level or above; courses in the MD designator may have one or more General Education designators as prerequisites.*

**Multidisciplinary Inquiry (MD)**

**Criteria:**

Courses designated **MD** will:

- enable students to synthesize information and analyze complex issues to make informed decisions.
- enable students to generate, explore, and research new questions based on prior knowledge and experiences.
- approach issues from a multidisciplinary perspective.

**Outcomes:**

Students will be able to:

- a. demonstrate analytical, creative, and evaluative thinking in the analysis of theoretical or practical issues from a multidisciplinary perspective.

Approved March 2, 2004

Revised April 28, 2005

Revised April 18, 2007 [FS 06/07-97]

## GOAL FIVE

**Evaluate individual responsibility to self, society, and the world.** Students will make and defend judgments with respect to individual conduct and wellbeing, citizenship, and stewardship of the environment.

**Students** will be able to:

1. analyze choices regarding conflicting situations in their personal and professional lives and consider the consequences of their decisions
2. evaluate personal health status in order to modify/maintain healthy lifestyle patterns to enhance quality of life
3. identify individual and collective responsibilities to the physical and social environment, community, nation, and world

*To fulfill this goal, students are required to earn 5 credits under this General Education goal: 2 credits under the **HW** designation and 3 credits under the **EC** designation.*

## Personal Health and Wellness (HW)

### Criteria:

Courses designated **HW** require students to:

- analyze choices regarding conflicting situations in their personal lives and consider the consequences of these choices.
- evaluate personal health status in order to modify/maintain healthy lifestyle patterns to enhance their quality of life.

### Outcome:

Students will be able to:

- a. research, analyze, and justify choices that enhance (personal, physical, social, environmental, and economic) wellbeing for themselves and others.

## Ethical Citizenship (EC)

### Criteria:

Courses designated **EC**:

- will identify individual and collective responsibilities to the social and natural environment of one's community, nation and the world.
- focus on the process of decision-making regarding values and ethics in personal, professional, and civic life.

**Outcomes:**

Students will be able to:

- a. identify factors of the social and natural environment that influence ethical decision-making.
- b. evaluate ethical conflict and ways to address it to serve the world.

*Approved March 2, 2004*

*Revised April 28, 2005*

**1.4.4 Academic Minors:**

The University of Wisconsin-River Falls states that the minimum number of credits required for an approved minor program is 21 credits.

# UNIVERSITY OF WISCONSIN **River Falls**

## **Faculty and Staff Handbook**

27th Edition, 2017-18 Version

### **Chapter I: Introduction to UW-River Falls**

#### **1.5 Academic Organization**

For academic purposes the University of Wisconsin-River Falls is organized into four academic colleges: the College of Agriculture, Food and Environmental Sciences, the College of Arts and Sciences, the College of Business and Economics, and the College of Education and Professional Studies.

##### **1.5.1 College of Agriculture, Food and Environmental Sciences**

###### 1.5.1.1 Degrees (and related)

- Bachelor of Science
- Bachelor of Science in Agricultural Education
- Bachelor of Science in Geology
- *Pre-Engineering program*
- *Pre-Veterinary Medicine program*
- *Two-Year Certificate in Agricultural Science*

###### 1.5.1.2 Departments

- Agricultural Economics
- Agricultural Education
- Agricultural Engineering Technology
- Animal and Food Science
- Plant and Earth Science

###### 1.5.1.3 Majors

- Agricultural business
- Agricultural education
- Agricultural engineering technology
- Agricultural studies
- Animal science
- Biotechnology
- Conservation
- Crop and soil science
- Dairy science
- Environmental science

- Food science and technology
- Geology
- Horticulture
- International Studies
- Land use planning
- Marketing communications
- Sustainable management

#### 1.5.1.4 Minors

In addition to the areas listed in 1.5.1.3, minors are also offered in:

- Agricultural economics
- Crop science
- Earth science
- Environmental studies
- Farm management
- Hydrogeology
- Outdoor education
- Soil science

#### 1.5.1.5 Other Responsibilities

The College of Agriculture, Food and Environmental Sciences has responsibility for teaching and laboratory facilities, including dairy, food, and meat pilot plants; greenhouse; two laboratory farm sites with beef, dairy, horse, sheep, swine, crop and horticulture enterprises; and two school forests. The College has responsibilities for an extensive cooperative education internship program, and other educational programs, including UW-Cooperative Extension, Survey Center, Master of Science in Agricultural Education and Outreach.

#### 1.5.1.6 Mission

The mission of the College of Agriculture, Food and Environmental Sciences is to provide exceptional undergraduate education and related programs in agriculture, food and environmental sciences for Wisconsin, the region and world.

#### 1.5.1.7 Vision

Our vision is to be widely recognized for excellent programs that educate students in wise agricultural practices and judicious use of the earth's resources. Our state-of-the-art facilities will enhance learning, scholarship, and service. Faculty will be dedicated to teaching. Graduates will be well positioned to pursue careers through achieving a broad foundation of knowledge as well as hands-on and multidisciplinary experience in best management practices and best available technologies.



## 1.5.2 College of Arts and Sciences

### 1.5.2.1 Degrees

- Bachelor of Arts
- Bachelor of Science in Liberal Arts
- Bachelor of Fine Arts (art major only)

The College also has responsibility for the administration of pre-professional programs.

### 1.5.2.2 Departments

#### Humanities and Fine Arts

- Art
- Communication Studies and Theatre Arts
- English
- Journalism
- Modern Languages
- Music

#### Sciences and Mathematics

- Biology
- Chemistry
- Mathematics
- Physics

#### Social and Behavioral Sciences

- Geography and Mapping Sciences
- History and Philosophy
- Political Science
- Psychology
- Sociology, Anthropology, and Criminal Justice

### 1.5.2.3 Majors

- Art
- Biology
- Biotechnology
- Chemistry

- Communication studies
- English
- Geography
- History
- International studies
- Journalism
- Marketing communications
- Mathematics
- Modern language
  - French option
  - German option
  - Spanish option
  
- Music
- Physics
- Political science
- Psychology
- Science, broad field
- Sociology
- Social studies, broad field
- Teaching English to speakers of other languages (TESOL)
- Theatre arts

#### 1.5.2.4 Minors

In addition to the areas listed in 1.5.2.3, minors are also offered in

- Anthropology
- Creative writing
- Criminal justice
- Digital film and television communication
- Ethnic studies
- Film studies
- Geographic information systems (GIS)/Cartography
- Musical theatre
- Philosophy
- Professional and organizational communication
- Science, general
- Women's studies

#### 1.5.2.5 Other responsibilities

The College of Arts and Sciences is also responsible for Gallery 101.

#### 1.5.2.6 Mission

The mission of the College of Arts and Sciences at the University of Wisconsin-River Falls is to provide for the education of the complete person, education for citizenship and leadership, education for a productive life and education for the love of learning.

#### 1.5.2.7 Goals/Vision

- The College of Arts and Sciences at the University of Wisconsin-River Falls is committed to teaching excellence in the humanities, fine arts, social sciences and natural sciences;
- The College is an articulate and prominent advocate on campus, in the community and in the University of Wisconsin System for the value of a liberal arts education in a democratic society;
- The College provides academic programs that are responsive to the changing demands of a diverse society, world, and workplace;
- The College prepares students in all disciplines to succeed and thrive as ethical and engaged citizens and leaders with an informed global perspective;
- The College provides unique and varied international experiences for student and faculty learning and development;
- The College is committed to the creation of new knowledge through faculty and student research, scholarly and creative activity, and seeks to be a regional and national leader in undergraduate research;
- The College leads the campus, and strives to become a national model, in the development and support of innovative interdisciplinary research and teaching that crosses boundaries of departments and colleges;
- The College seeks to be recognized as the intellectual, artistic and cultural center of the St. Croix Valley;
- The College shares responsibility for the preparation of excellent, sought-after secondary education teachers.

<http://www.uwrf.edu/CAS/>

### 1.5.3 College of Business and Economics

#### 1.5.3.1 Degrees

- Bachelor of Science

#### 1.5.3.2 Departments

The College of Business and Economics is made up of the following departments:

- Accounting and Finance
- Computer Science and Information Systems
- Economics

- Management and Marketing
- Military Science (ROTC)

#### 1.5.3.3 Majors

The College of Business and Economics offers the following majors:

- Accounting
- Business administration (requiring a minor)
- Business administration
  - Finance option
  - Management information systems option
  - Management option
  - Marketing option
- Computer science and information systems
  - Computer science
  - Information systems
- Economics

#### 1.5.3.4 Minors

- Business administration
- Computer science and information systems
  - Computer science
  - Information systems
- Economics
- Military Science

#### 1.5.3.5 Other Responsibilities

The College of Business and Economics has responsibility for the ROTC program (department of Military Science).

#### 1.5.3.6 Mission

The primary mission of the College of Business and Economics is to meet the needs of its stakeholders with high quality undergraduate programs, a Masters of Management program, and business outreach services to the St. Croix Valley region. Our programs are grounded in the liberal arts tradition and include the application of business and economics knowledge through the integration of the classroom and the community.

#### 1.5.3.7 Values

- High quality teaching combined with a high level of student/faculty interaction
- An environment that fosters global awareness, ethical behavior, sensitivity to diversity, and integrity

- Helping students and the community meet the constantly changing needs of business and our society
- A strong intellectual community with contributions of the college faculty to our respective disciplines
- Service to the University, community, and discipline

<http://www.uwrf.edu/CBE/>

## **1.5.4 College of Education and Professional Studies**

### 1.5.4.1 Degrees

- Bachelor of Science in Elementary Education
- Bachelor of Science in Secondary Education
- Bachelor in Social Work
- Bachelor in Music Education

The degree in secondary education is offered in all disciplines in which the University offers a major and which are taught on a middle or secondary level.

### 1.5.4.2 Departments

- Communicative Disorders
- Counseling and School Psychology
- Health and Human Performance
- Social Work
- Teacher Education

### 1.5.4.3 Majors

- Communicative disorders
- Elementary education
- Health and human performance
- Secondary education
- Social work

### 1.5.4.4 Minors

In addition to the areas listed in 1.5.4.3, minors are also offered in

- Adapted physical education
- Coaching
- Dance education
- Early childhood certification
- Health education
- Language arts reading

- Outdoor education

#### 1.5.4.5 Other Responsibilities

The College of Education and Professional Studies is also responsible for offering instructional educational technology services in the Educational Technology Center and maintaining a comprehensive wellness program.

#### 1.5.4.6 Mission

The Mission of the University of Wisconsin-River Falls College of Education and Professional Studies is to support the development of teachers, social workers, school psychologists, school counselors, speech language pathologists, and health and human performance professionals. Our goal is to prepare practitioners through rigorous coursework and field-based practice so that they know the content of their disciplines, have the skills and knowledge to produce positive change in students and clients, and are creative, reflective, ethical practitioners in their field.

<http://uwrf.edu/CEPS/>

### 1.5.5 Graduate Studies

#### 1.5.5.1 Degrees

- Master of Science in Agricultural Education
  - Option I: Professional Development in Agricultural Education
  - Option II: Sustainable Community Development
  - Option III: Initial Certification
- Master of Management
- Master of Science in Education, Secondary Education
- Master of Science in Education, Secondary Education, Post Certification
  - Fine Arts
  - Mathematics
  - Social Sciences
  - Sciences (biology, chemistry, geology/earth science, physics)
- Master of Science in Education, Elementary Education, Initial Certification
- Master of Science in Communicative Disorders
- Master of Science in Education, Secondary Education, Communicative Disorders
- Master of Science in Education, Counseling
- Master of Science in Education, Reading
- Master of Science in Education, Professional Development
  - Principal Licensure
  - Shared Inquiry Communities
- Master of Science in Education, School Psychology

- Education Specialist, School Psychology
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

#### 1.5.5.2 Graduate Certificates

- Alternative Education (CEPS)
- Learning Disabilities (CAS)
- Reading Teacher (CEPS)
- Technology for Educators (CEPS)
- Wildlife Recreation and Nature Tourism (CAFES)

#### 1.5.5.3 Mission

To provide quality learning experiences that respond to the needs of lifelong learners.

#### 1.5.5.4 Vision

- We are valued as a partner within the University community and by external communities, institutions, and private enterprises
- We are integral to the University's vision: We meet the specific educational needs of nontraditional students and lifelong learners
- We serve as the key point of access to the resources and services for lifelong learning available from UW-River Falls
- We offer programs that are affordable, accessible and financially sustainable

#### 1.5.5.5 Values

In addition to the University's core values of integrity, academic excellence, inclusiveness, community, and continuous improvement, we have the following core values:

- Responsiveness: We respond accurately and promptly to the needs of internal and external customers.
- Collaboration: We collaborate with internal and external partners in ways that are mutually beneficial. We are flexible and seek new and innovative ideas.
- Academic Accessibility: We are dedicated to offering students quality academic programs that are practical, flexible and convenient, thus fostering a climate in which our students can thrive.
- Sustainable and Self-supporting: We offer programs that are sustainable and self-supporting in the long term. Our programs provide equitable and reasonable compensation for instructors and returns to management and investment. We use responsibly all the resources at our disposal.
- Work-Life Balance: We recognize and support, for our employees and customers, the importance of balancing professional and personal lives.

<http://www.uwrf.edu/GraduateStudies/Index.cfm>

### 1.5.6 Continuing Education

Working with the four colleges of the University and other partners, the UW-River Falls Outreach office offers quality learning experiences in a broad range of disciplines.

#### 1.5.6.1 Professional Development

- Alternative Education
- Early Childhood
- Learning Disabilities
- Online Learning for Educators
- Pigeon Lake Field Station
- Reading Specialist
- Reading Teacher
- Technology for Educators

#### 1.5.6.2 Mission

We are committed to:

- Offering affordable and useful programming and services
- Meeting the needs of educators, business professionals, agriculture providers, government employees, leaders and other lifelong learners in the community
- Creating courses that are immediately applicable in the workplace or community
- Delivering programs on campus, online, off campus (including interactive television, video, and independent study), and during evenings and weekends

<http://www.uwrf.edu/ContinuingEducation>

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### Chapter I: Introduction to UW-River Falls

#### 1.6 Accreditation and Memberships

[FS 06/07-62]

Accredited by the Higher Learning Commission and a member of the North Central Association

##### Program Accreditations

- Accrediting Council on Education in Journalism and Mass Communications
- American Alliance for Health, Physical Education, Recreation and Dance/National Association for Sport and Physical Education
- American Chemical Society
- American Society of Agricultural and Biological Engineers
- Association to Advance Collegiate Schools of Business–International
- Council for Academic Accreditation in Audiology and Speech-language Pathology
- Council on Social Work Education
- Institute of Food Technologists
- National Association of Schools of Music
- National Council for Accreditation of Teacher Education
- National Council of Teachers of Mathematics

##### Member of:

- ACPA, American College Personnel Association
- American Association of Colleges for Teacher Education
- American Association of State Colleges and Universities
- American Association of State Colleges of Agriculture and Natural Resources
- American Council on Education
- Association of Higher Education and Disability
- Council of Colleges of Arts and Sciences
- National Association of Diversity Officers in Higher Education (charter member)
- North American Colleges and Teachers of Agriculture
- NASPA, Student Affairs Administrators in Higher Education

##### Recognized by:

The American Association of University Women

<http://www.uwrf.edu/Catalog/Accrediation.cfm>

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### Chapter I: Introduction to UW-River Falls

#### 1.7 UW-River Falls Foundation

Established in 1948 as one of the first Wisconsin state college foundations, the UW-River Falls Foundation is incorporated as an independent 501(c)(3) not-for-profit, dedicated to securing private resources and support for the University of Wisconsin-River Falls.

<http://www.uwrf.edu/UniversityAdvancement/Foundation.cfm>

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### Chapter I: Introduction to UW-River Falls

#### 1.8 West Central Wisconsin Consortium

The University of Wisconsin-River Falls is a member of the West Central Wisconsin Consortium (WCWC) which also includes UW-Stout and UW-Superior. The purposes of the Consortium are to promote academic excellence and educational opportunity; meet the educational, economic, and cultural needs of the people in the West Central Wisconsin region and the state; achieve operating economic and administrative efficiency; and enhance development of member institutions.

Some activities of the consortium include joint academic programs, resource and facility sharing, cooperative outreach efforts, and Wisconsin in Scotland.

The decision-making groups for WCWC are the Commission and the Board of Trustees. The Commission is comprised of one faculty member from each institution selected by the respective Faculty Senate and by the Provost and Vice Chancellor of each member institution. The Board of Trustees consists of the Chancellors of the participating institutions. The Trustees must formally approve all actions and decisions of the Commission.

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### Chapter I: Introduction to UW-River Falls

#### 1.9 Budgeting

The University of Wisconsin System administration prepares a biennial budget request with input from each institution in the System. The biennial budget includes continuing costs, a faculty and staff compensation package, and new initiatives from each campus and from the System as a whole. The budget request is guided by direction from the Board of Regents.

The UW System annual budget development process begins with the System's Office of Budget Planning sending budget guidelines to each campus in January. Each institution identifies budget priorities based on System-wide and institutional strategic plans, taking into account existing and proposed rules, regulations, and directives from the Board of Regents, as well as additional state and federal agencies. The UW System Office of Budget Planning scrutinizes each institutional annual budget using a comprehensive set of analytical procedures. Next, the Board of Regents formally adopts the annual budget at their June meeting. Following Board action, the budget request is sent to the Legislature for approval. After legislative passage, it is sent to the Governor for final approval.

Tying institutional planning to budgets is among the highest priorities of the current institutional strategic planning effort, which declares that "UWRF will engage in continuous quality improvement and assessment, define its priorities, and use solid information to make future decisions about how to use its resources."

The process we are initiating now ties budgets more closely to institutional planning priorities and is consistent with a continuous improvement model.

**STEP 1:** The planning cycle begins in July with a planning retreat. Members of the Chancellor's Council meet for two days to review progress on the strategic plan's goals and tasks; review and renew the mission statement; review academic plans; review data and information on institutional benchmarks; review emerging issues at the national, state and local level; revise the budgeting process and procedures as necessary; and develop the annual plan for the following academic year. This retreat is an opportunity for the administration to look at the progress it has made in the previous academic year, predict the upcoming academic year, and set priorities for the following academic year.

**STEP 2:** During the fall, the Chancellor presents the priorities and the annual plan for the following academic year to the campus community. All campus groups and constituents will have opportunities to provide feedback on the plan.

**STEP 3:** In November, based on campus feedback, the Chancellor's Council establishes final priorities for the annual plan.

**STEP 4:** In January the annual plan is finalized and the budget is designed to reflect the annual plan.

**STEP 5:** In late spring, the institution begins to gather the data and information that will be needed at the July retreat. The campus will conduct a needs assessment to gather information on resource and programmatic needs.

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## 2.4 Assistant Chancellor for Business and Finance

- 2.4.1 Accounting Services
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- 2.6.1 Campus Planning
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## 2.7 Chancellor's Committees

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## 2.8 Administrative Committees

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- 2.9.11.1 Role
- 2.9.11.2 Membership

2.9.12 University Safety Committee

- 2.9.12.1 Mission Statement
- 2.9.12.2 Charge to the Committee
- 2.9.12.3 Goals and Objectives
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2.9.13 URSCA Council

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## Chapter II: Administrative Organization

### **Organizational Chart**

#### 2.1 Introduction

The primary goal of the administration of the University of Wisconsin-River Falls is to assure the harmonious functioning of the institution in order to enable students and faculty to achieve sound educational objectives.

This section is an overview of the major administrative colleges, divisions, and units of UW River Falls.



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### Chapter II: Administrative Organization

#### 2.2 Chancellor

Wisconsin Statutes §36.09 (3)(a)

The Chancellor is the executive officer of the faculty and institution and is vested with the responsibility of administering Board of Regents policies under the coordinating direction of the President of the University of Wisconsin System. The Chancellor is accountable to the President and the Board of Regents for the operation and administration of the institution.

In consultation with the faculty and administrative officers, and operating within policies established by the Board, the Chancellor is responsible for the administration of all academic, personnel, fiscal, and student service functions of the University.

##### 2.2.1 Athletics

The Athletic Department provides oversight for all intercollegiate athletics staff and responsible for ensuring compliance with the rules and regulations of NCAA Division III.

##### 2.2.2 University Advancement

Under direction of the Assistant Chancellor of University Advancement and President of the UW-River Falls Foundation, University Advancement is made up of two units, the UW-River Falls Foundation, and Alumni Relations. University Advancement serves the University and its community by building loyalty and support amongst alumni and friends by inspiring financial support through charitable gifts.

##### 2.2.3 University Communications and Marketing

University Communications and Marketing creates and provides guidance on effective visual materials, following the university brand guidelines when appropriate, and builds positive relationships with and provides information to external constituencies including elected officials, civic organizations, and state and local news outlets.

##### 2.2.4 Admissions and New Student and Family Programs

The Admissions Office is responsible for the recruitment and admission of all undergraduate students, including both degree and non-degree-seeking populations. The office also supports graduate and re-entry admission. New Student and Family Programs provides new students, transfer students, and their families with information, resources, and support throughout the enrollment and transition process.

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## Chapter II: Administrative Organization

### 2.3 Provost and Vice Chancellor for Academic Affairs

The Provost and Vice Chancellor for Academic Affairs is the chief academic officer of the University.

#### **2.3.1 Associate Vice Chancellor for Academic Affairs**

The Associate Vice Chancellor for Academic Affairs is the chief deputy to the Provost. The Associate Vice Chancellor is the lead academic administrator responsible for program audit and review, learning assessment, institutional accreditation, and faculty development. The position supervises the graduate studies office, and provides overall leadership for the Honors, Falcon Scholars, and Chancellor's Scholars programs, the administration of internal university faculty and staff grants, and Outreach and Continuing Education.

##### **2.3.1.1 Honors Program**

The Honors Program at UWRF provides an academic and social community for students who have outstanding records of academic achievement and who seize opportunities to pursue knowledge in a variety of subjects, interact socially with like-minded students, engage with their communities, and develop leadership skills and leadership potential.

##### **2.3.1.2 Falcon Scholars / Chancellor's Scholars**

The Falcons Scholars and Chancellor's Scholars programs recognize academic excellence in incoming freshmen. Qualifying students, as determined by a rigorous application process, are eligible for scholarship and other support from the university.

##### **2.3.1.3 Outreach and Continuing Education**

The Outreach and Continuing Education Office provides high quality, innovative, learner-centered, academic and professional development programs that respond to the changing professional, cultural, and social needs of lifelong learners. Working with departments within the university and external partners, it offers a broad array of credit and non-credit learning experiences.

##### **2.3.1.3.1 Upward Bound**

Upward Bound is a federally funded college preparatory program that works with low-income high-school students and/or those whose parents have not completed a college degree. The goal is to generate the skills and motivations necessary to both complete a program of secondary education, and to succeed in a program of post-secondary education.

##### **2.3.1.4.1 Graduate Program Directors**

For the purpose of this section of the Handbook, "graduate program director" includes those who are in

administrative position (chair, coordinator, director, or similar title) who have leadership responsibility for a graduate academic program, (i.e. for the purposes of this section as “academic program” includes a master’s degree, education specialist degree, graduate certificate, or similar graduate program).

The following is an example of potential job duties of a graduate program director. The Graduate Program Director, in coordination with the Chair(s) of the academic department(s) where the graduate program is housed and the Dean of the College, **may include but are not limited to:**

- a. be responsible for the organization and supervision of the courses and instruction offered by the academic program;
- b. be responsible, for the distribution of the teaching load, the recruitment and induction of new staff members, and the recommendation for the appointment, professional advancement, or release of academic program staff;
- c. supervise the allocation, protection, and maintenance of academic program equipment and materials;
- d. designate and supervise staff members who will advise students enrolled in the graduate academic program;
- e. make budget recommendations for the academic program;
- f. serve on the Graduate Executive Council; and
- g. assess the program and write required assessment, program review, and program prioritization documents.

Within the above categories, major duties of the Graduate Program Director **may include but are not limited** to the following examples of personnel issues, such as:

- maintain a personnel file for all graduate faculty and academic staff coordinating the promotion, retention, and tenure processes coordination the merit and post-tenure review processes
- coordinating the evaluation of graduate faculty for promotion, retention, and tenure supervising all academic program search and screen procedures
- being responsible for graduate staff emergency hiring
- supervise academic program classified staff, as appropriate
- mediating conflicts between graduate faculty and staff
- mediating conflicts between graduate students and graduate teaching staff
- distributing the graduate administrative and advising workload equitably within the academic program.

Examples of other duties **may** be performed by the Graduate Program Director or transferred to another graduate faculty member’s oversight. These may include but are not limited to:

- scheduling of graduate academic program courses;
- participating in the credit evaluations for transferred graduate courses within the academic program;
- approving graduate courses substitutions and waivers with in the academic program;
- supervising the advising of prospective graduate students;

- managing and recommending the graduate academic program budget;
- attending general meeting called by the Dean, Provost, Director of Graduate Studies (for graduate level programs) or Chancellor; and
- participate in the writing of reports for program audits and accreditation.

Graduate Program Director duties may include but are not limited to certain summer responsibilities. These responsibilities and any associated compensation varies by program, and details will be clarified with the Dean of College and the relevant department chair(s) at the time of appointment. Examples of typical summer responsibilities may include but are not limited to:

- assuring an appropriate graduate academic program presence for new students;
- assisting with graduate admission and registration and maintaining an appropriate graduate program office presence; and
- being the primary graduate academic program contact in the event of an emergency.

A complete description of the responsibilities of the graduate program director will be provided to the director by the dean, and a copy of that job description will be placed into the director's personnel file. As determined by the dean where the program is administratively housed, copies of that job description will also be provided to the relevant parties. If the program is administered through Outreach and Continuing Education, the Director of Outreach and Continuing Education will also receive a copy of this discretion.

#### **2.3.4.4.2 Graduate Program Committees (Thesis, Research Paper, Capstone Experience)**

Graduate program committees for theses, research papers, and capstone experiences (where appropriate) will consist of a committee chair and a minimum of at least two additional members, all of whom are members of the graduate faculty. The committee chair and the second member will be content experts. The third committee member will either be a content expert and/or faculty member with graduate status who will serve in an oversight role to ensure that proper processes and procedures have been followed, The chair of the committee will ensure that the third member has been provided appropriate and timely information adequate to discharge her/his oversight responsibilities, The third members of the committees will be appointed by the committee chair. If requested, a third member can be identified by the Graduate Studies Office.

## **2.3.2 Academic Colleges**

### **2.3.2.1 Agriculture, Food, and Environmental Sciences**

Under direction of the Dean of the College of Agriculture, Food, and Environmental Sciences, the college includes departments of Agricultural Economics, Agricultural Education, Agricultural Engineering Technology, Animal and Food Science, and Plant and Earth Science. The college also operates the university greenhouses, laboratory farms, and pilot plants.

### **2.3.2.2 Arts and Sciences**

Under the direction of the Dean of the College of Arts and Sciences, the college includes the departments of Art; Biology; Chemistry and Biotechnology; Communication and Media

Studies; English, TESOL, and Modern Languages; Geography and Mapping Sciences; History and Philosophy, Mathematics; Music; Physics; Political Science; Psychology; Stage and Screen Arts, and Sociology, Criminology, and Anthropology. The college also operates the university observatory, the digital dome, and the art gallery.

### **2.3.2.3 Business and Economics**

Under direction of the Dean of Business and Economics, the college includes the departments of Accounting and Finance, Computer Science and Information Systems, Economics, Management and Marketing, and Military Science (ROTC). The College is also the home for the Center for Innovation and Business Development, and the Small Business Development Center.

### **2.3.2.4 Education and Professional Studies**

Under the direction of the Dean of the College of Education and Professional Studies, the college includes the departments of Communication Sciences and Disorders, Counseling and School Psychology, Health and Human Performance, Social Work, and Teacher Education. The college also operates the University Preschool and the University Speech-Language-Hearing Clinic.

## **2.3.3 Academic Chairs**

For the purposes of this section of the Handbook, “academic chair” includes those who are in administrative positions (chair, coordinator, director, or similar title) who have leadership responsibility for an academic program (i.e. for the purposes of this section an “academic program” includes a major and/or minor and/or certificate program and/or certification process). For those serving as the chair of an academic program, the exact responsibilities and reporting relationship will be defined by the dean of the relevant college (i.e. the dean with administrative responsibility for the academic program).

The Chair reports to the Dean of the College and shall:

- a. be responsible for the organization and supervision of the courses and instruction offered by the academic program
- b. be responsible, under the direction of the Dean of the College, for the distribution of the teaching load, the recruitment and induction of new staff members, and the recommendation for the appointment, professional advancement, or release of academic program staff
- c. supervise the allocation, protection, and maintenance of academic program equipment
- d. in cooperation with the Academic Deans, designate and supervise staff members who will advise students majoring and minoring in the academic program. If the student is in teacher education, the major and minor advisors will work with the appropriate person in the College of Education and Professional Studies in planning the student's overall program
- e. make budget recommendations for the academic program and forward to the dean.

Within these categories, major duties of the Chair involve personnel issues. They include:

- maintaining a personnel file for all faculty and academic staff

- coordinating the promotion, retention, and tenure processes
- coordinating the merit and post-tenure review processes
- coordinating the evaluation of faculty for promotion, retention, and tenure
- supervising all academic program search and screen procedures
- being responsible for emergency hiring
- supervising academic program classified staff
- mediating conflicts between faculty and staff
- mediating conflicts between students and teaching staff
- distributing the administrative and advising workload equitably within the academic program

Other major duties may be performed by the Chair or transferred to another's oversight. These include:

- scheduling of academic program undergraduate and graduate courses
- participating in the credit evaluations for transferred courses within the academic program
- approving course substitutions and waivers within the academic program
- supervising the advising of prospective students
- managing and recommending the academic program budget
- attending general meetings called by the Dean, Provost, Director of Graduate Studies (for graduate-level programs) or Chancellor
- supervising the writing of reports for program audits and accreditation

Existing Chair's compensation includes certain summer responsibilities. These responsibilities may vary by department, and details will be clarified with the Dean of the College at the time of appointment. Typical summer responsibilities include-- but may not be limited to:

- assuring an appropriate academic program presence for new student registration
- maintaining an office presence
- being the primary academic program contact in the event of an emergency

### **2.3.4 International Education**

Under the direction of the Assistant Vice Chancellor of International Education, International Education supports the university's short and long term education abroad programs, the university's participation in the National Student Exchange, international student services, and supports the development and maintenance of inter-institutional partnerships between UW-River Falls and international universities and governmental agencies.

### **2.3.5 Grants and Research**

The Office of Grants and Research helps faculty and staff obtain external funding from a variety of sources including agencies of the federal government, UW System, foundations, corporations, and others.

### **2.3.6 Library**

The Chalmer Davee Library provides oversight of Library Services, the University Archives, and Textbook Services.

### **2.3.7 McNair Scholars**

The Ronald E. McNair Post-Baccalaureate Achievement assists eligible low-income, first generation students to prepare for and enter graduate programs leading to a doctoral degree.

### **2.3.8 Registrar**

The Registrar's Office is responsible for the management and day-to-day operations of student academic records, registration, awarding undergraduate degrees, maintenance of degree audit system, and maintenance of the electronic undergraduate catalog.

### **2.3.9 Division of Technology Services**

Under direction of the Chief Information Officer, the Division of Technology Services provides assistance to help students, faculty, and staff use technologies in learning, teaching, research and administrative settings.

### **2.3.10 Undergraduate Research, Creative, and Scholarly Activity (URSCA)**

The URSCA Office provides opportunities and resources that foster student-faculty collaborative projects, enhance student development and promote a culture of Undergraduate Research, Scholarly and Creative Activity across campus.

### **2.3.11 Institutional Research**

Institutional Research provides data and information to support decision-making on campus, and for federal, system, and other reporting activities.

### **2.3.12 Pre-Major/Exploratory Advising and Tutoring Services.**

Pre-Major/Exploratory Advising and Tutoring Services is designed to assist students with major exploration and academic support.

### **2.3.13 International Partnerships**

International Partnerships is designed to identify select international programming opportunities with private sector and governmental entities both within the United States and abroad that are consistent with and advance the university's strategic goals.

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#### **2.4 Assistant Chancellor for Business and Finance**

The Assistant Chancellor for Business and Finance serves as the Chief Business Officer and the Public Record Custodian of the university. Budget planning professionals directly support the Assistant Chancellor.

##### **2.4.1 Accounting Services**

Under direction of the Controller, Accounting Services defines, implements and communicates campus fiscal policy and procedure, interprets UW-System, state and federal policy as it relates to fiscal operations, maintains an accounting and budget control system for the campus, and provides guidance to the campus community in the use of internal reporting systems.

##### **2.4.2 Financial Aid**

Financial Aid is responsible for ensuring compliance with all federal and state regulations regarding the calculation, distribution and reporting of all financial assistance, ensuring that all institutional, federal, and state funding sources are utilized within budget parameters, and providing counsel and advice to parents, students, and educators regarding higher education financing.

##### **2.4.3 Military and Veteran Resource Center**

The Military and Veteran Resource Center is responsible for ensuring student veterans, reservists, National Guard, active duty and family members received university support in achieving academic success by assisting students in receiving their requested educational benefits, raising awareness of campus resources available to students, and raising awareness of federal and state resources available to veterans.

##### **2.4.4 Human Resources**

Human Resources is responsible for the administration and communication of all benefits plans to new and existing employees, and execution of payroll.

##### **2.4.5 Equal Employment Opportunity/Affirmative Action**

In consultation with the Chancellor, the Director of Human Resources provides leadership in the area of equal employment opportunity, American with Disabilities Act, affirmative action, and compliance.

##### **2.4.6 Risk Management**

The Risk Management department facilitates university compliance with environmental and occupational safety programs that meet standards established by federal, state and local agencies. Risk Management also coordinates the university's



property and liability programs along with promoting risk minimization activities.

### **2.4.7 University Police**

University Police oversees parking operations, develops and maintains crime prevention programs that stops or reduces crimes, investigates crimes to recover and obtain compensation for damages to the campus and victims, and communication information pertaining to safety and security

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#### 2.5 Associate Vice Chancellor for Student Affairs

The Associate Vice Chancellor serves as the Senior Student Affairs Officer responsible for providing services, programs, and facilities that support student engagement and success.

##### **2.5.1 Career Services**

Career Services provides career planning and support services to students and alumni.

##### **2.5.2 CHILD Center**

The CHILD Center (Creative Hours in Learning Development) provides quality care to children of students, faculty/staff and to the community. The center also serves as a fieldwork site for programs including but not limited to Early Childhood, Elementary Education, Communicative Disorders, Social Work, Counseling and School Psychology, The Center is licensed by the State of Wisconsin and NCA accredited, It also serves as a River Falls 4 Children (RD4C) school district run 4K program.

##### **2.5.3 Counseling and Student Health**

Student Health and Counseling Services offers on-campus professional mental health counseling services, clinical services contracted through River Falls Medical Clinic and Pierce County Reproductive Health, and holistic educational and preventative initiatives and programming.

##### **2.5.4 Campus Recreation**

Campus Recreation provides recreation, sport and wellness opportunities that engage the campus community including intramurals, club sports and outdoor adventure programming and equipment rental. It also manages the fitness center and membership.

##### **2.5.5 Residence Life**

Residence Life provides on campus living and learning opportunities that support students by helping them understand the value of living civilly and engaging in healthy behaviors that support the academic mission of the university.

##### **2.5.6 Student Involvement**

Student Involvement offers a variety of opportunities for student engagement and development outside the classroom including leadership, diversity and social education, service, student organizations, fraternities and sororities, and campus-wide events.

### **2.5.7 University Center**

The University Center is the gathering place for students, faculty, staff, alumni and guests of the university offering a variety of services and programs designed to meet your daily needs on campus.

### **2.5.8 Dining Services**

University Dining Services located in the University Center is committed to creating the best possible dining experience for students, faculty, staff and guests of the university. Services and programs are designed to provide a community experience centered on fresh ingredients, healthy options, and a shared sense of environmental and social responsibility.

### **2.5.9 Falcon Shop**

Manages the contract for the University Bookstore (Falcon Shop) located in the University Center which provides UWRF collegiate insignia items and supplemental academic supplies and text material in support of student success and university identity.

### **2.5.10 Ability Services**

Ability Services arranges individualized accommodations for students to facilitate equitable access and opportunity promoting academic success.

### **2.5.11 Student Conduct and Community Standards**

SCCS is responsible for supporting Title IX, Behavior Intervention Team (BIT), Sexual Assault reporting and investigation, Bias Incident reporting and investigation, student advocacy, UW System student conduct reporting, investigation, and adjudication.

### **2.5.12 Conference and Event Services**

Conference and Event Services is responsible for providing support for the successful development of educational camps and conferences serving the needs of the university community.

### **2.5.13 Student Support Services SSS (TRIO)**

Student Support Services is funded but a federal TRIO Grant designed to help student maximize their potential and achieve their academic and personal goals.

### **2.5.14 Inclusive Campus Engagement**

The Inclusive Campus Engagement Office provides support and advocacy for marginalized students and works with the campus community and UW System on issues related to diversity and inclusivity.

### **2.5.15 Production Services**

Production Services is responsible for providing support related to sound, lighting, staging, and event set-up to ensure quality produced university events and activities.

### **2.5.16 Title IX**

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded program or activity. The Title IX Coordinator responds to university students, faculty and/or staff Title IX reports and complaints; identifies and addresses patterns and/or systematic problems revealed by those complaints; works to provide safe and nondiscriminatory environment for all students, faculty and staff.

### **2.5.17 Banking**

Manages the First National Bank contract located in the University Center which provides the campus with a full service banking location and ATM services.

### **2.5.18 Campus Vending**

Manages the Campus Vending contract that provides the university community with snack food and beverage services.

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#### 2.6 Executive Director of Facilities Planning and Management

The Executive Director of Facilities Planning and Management is responsible for the coordinated development of the physical plant and sustainability efforts with respect to campus operations, planning, and reporting.

##### **2.6.1 Campus Planning**

Campus planning facilitates the development of campus master plans and space management procedures.

##### **2.6.2 Custodial Services**

Custodial Services provides cleaning, moving, and general services for approximately 1.3 million square feet of academic building space on the UWRF campus.

##### **2.6.3 Falcon Center**

Oversees operations, budget and policies for the Falcon Center.

##### **2.6.4 Sustainability**

The Office of Sustainability serves UW-River Falls as part of the Facilities Management department to further any and all sustainability programs and initiatives on campus.

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## Chapter II: Administrative Organization

### 2.7 Chancellor's Committees

#### **2.7.1 Chancellor's Advisory Council**

The Chancellor's Advisory Council is a premier volunteer opportunity at UW-River Falls. The purpose of the group is specifically aimed at supporting the university's mission through the development of partnerships that drive the success of UW-River Falls and the region we serve. Members of the council serve three year terms and are selected on the basis of their leadership, expertise and experience in public, private, business and academic domains. Council members serve in an advisory role and are not part of the formal governance of the university.

#### **2.7.2 Chancellor's Cabinet**

For purposes of coordinating, planning, and administration, the Chancellor uses the Chancellor's Cabinet. The Chancellor's Cabinet is composed of the Assistant Chancellor of Business and Finance, Assistant Chancellor of University Advancement and President of the UW-River Falls Foundation, Associate Vice Chancellor for Student Affairs, Provost and Vice Chancellor for Academic Affairs, and Executive Assistant to the Chancellor.

#### **2.7.3 Leadership Assembly**

Composed of faculty and staff in supervisory positions and shared governance leadership, Leadership Assembly is a monthly opportunity during the academic year to provide campus updates and discuss issues and initiatives pertinent to the UWRF's mission and strategic plan.

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## Chapter II: Administrative Organization

### 2.8 Administrative Committees

#### 2.8.1 Audit and Review Committee

The Audit and Review Committee, chaired by the Associate Vice Chancellor for Academic Affairs [FS 08/09-66], is comprised of the Provost and Vice Chancellor for Academic Affairs or designee; the deans of the Colleges of Agriculture, Food and Environmental Sciences, Arts and Sciences, Business and Economics, and Education and Professional Studies; and six faculty members appointed for three-year terms by the Faculty Senate: the chair of the Faculty Senate Assessment Committee (or designee), one from the College of Agriculture, Food and Environmental Sciences, two from the College of Arts and Sciences, one from the College of Business and Economics, one from the College of Education and Professional Studies, and one at-large tenure-track faculty member. Two students serve as appointed by the Student Senate for two-year terms. [FS 12/13-105].

The Audit and Review Committee is the evaluative body for six-year program audit and reviews (see UW System Academic Information Series 1.0). A review consists of an external reviewer's report, the review of the data collected for the program through the program prioritization process, and a departmental visitation by the Audit and Review Committee. In addition, the review will conform to UW System and Higher Learning Commission requirements. During the Spring Semester, the department with the program being reviewed submits its materials to the Associate Vice Chancellor for Academic Affairs. The information is sent to the Audit and Review Committee. The Audit and Review Committee then schedules and carries out a departmental visitation. Finally, the Audit and Review Committee prepares a report and submits it, with recommendations, to the Provost.

#### 2.8.2 Chancellor's Award Committee for Academic Staff

This committee is charged with reviewing nomination materials and selecting an annual recipient of the Chancellor's Award for Excellence for Academic Staff. Membership of the committee includes the Chancellor's designee (chair), the previous year's recipients, and one member appointed by the Faculty Senate, the Academic Staff Council, and the Student Senate.

#### 2.8.3 Chancellor's Award Committee for University Staff

This committee is charged with reviewing nomination materials and selecting two annual recipients of the Chancellor's Recognition Award for University Staff. One recipient is selected among personnel from crafts/technical and law enforcement/security and one recipient among personnel from administrative support, fiscal staff, and supervisory/human resources. Membership of the committee includes the Chancellor's designee (chair), the Provost, the Assistant Chancellor for Business and Finance, and one member appointed by the University Staff Senate.

## **2.8.4 Chancellor's Award Committee for Students**

This committee is charged with reviewing nomination materials and selecting annual recipients of the Chancellor's Award for Students. Membership of the committee includes the Chancellor's designee (chair), two appointees from the Student Senate, one appointee from Student Affairs, and one faculty member from each of the four academic colleges.

## **2.8.5 Experience China Advisory Committee**

The Experience China Advisory Committee is charged with selecting the Experience China program staff for future terms. The selection process will be based primarily upon concerns for the development of a well-rounded education abroad curriculum that takes advantage of the Chinese setting. The selection committee will decide which faculty members from the campuses partnering with UWRF will receive the teaching assignments, and it will also decide which courses the faculty will teach from the array the faculty member has submitted for consideration. These courses will complement the courses taught by Chinese adjunct faculty that address cultural, historical, and/or language elements of China that are part of the academic year curriculum.

## **2.8.6 Faculty /Academic Staff Development Board**

### **2.8.6.1 Mission Statement**

It is the mission of the Faculty/Academic Staff Development Board (FASDB) at UWRF to directly promote the effectiveness of faculty and academic staff with respect to teaching, professional development, and research. This involves the provision of adequate funding and time to faculty and academic staff to pursue activities related to instructional and organizational development, community, and societal service as well as basic and applied research endeavors. Such activities are intended to have a direct impact on the career satisfaction of faculty/academic staff and, in turn, positively affect student learning.

Key issues regarding funding, identifying new resources and maintaining existing ones, selecting and evaluating faculty/academic staff-initiated projects and providing ongoing support and mentoring will be within the scope of the FASDB. In this manner the FASDB seeks to identify and coordinate previously separate programs and resources for faculty and academic staff development into a single comprehensive effort. At the same time the FASDB seeks to maintain the variety of opportunities for faculty/academic staff development.

Issues for faculty/academic staff development include the following:

- developing innovations in curriculum and instruction
- responding to community and societal needs through increased service activities
- engaging in research activities that contribute to academic disciplines and student learning
- understanding the increased role of technology and its potential impact on instruction and learning
- adapting instructional methods to changing student populations and needs
- conducting research with respect to new paradigms for teaching and learning
- responding to needs for continued efforts to improve retention of new faculty/academic staff in addition to retention and graduation of students
- understanding the needs for continued development of diversity in our faculty/academic staff and student population.



- responding to the need to expand the traditional organization of higher education to include support for school-to-work efforts including cooperative education, internships, and team training
- supporting the pursuit of opportunities for external funding
- supporting travel for faculty and academic staff development

#### **2.8.6.2 Administration of the Program**

The UWRF Faculty/Academic Staff Development Program is administered by the Faculty/Academic Staff Development Board (FASDB), which consists of the following:

- seven tenured faculty members appointed by the UWRF Faculty Senate for a term of six years
- the faculty representative to the Office of Professional and Instructional Development, who shall serve as an ex-officio, non-voting member\*
- two academic staff members appointed by the Academic Staff Council, each for a six-year term
- the academic staff representative to the Office of Professional and Instructional Development, who shall serve as an ex-officio, non-voting member\*
- the Associate Vice Chancellor for Academic Affairs and the Director of Grants and Research (both non-voting members).

\*If an OPID representative is also an appointed voting member, she/he shall not lose his/her voting privileges. [FS 12/13-145]

The full Board will elect its chair at the first scheduled meeting. Chair terms will be two years. Chairs may be re-elected for no more than two additional terms of office.

Day-to-day operations of the Board will be conducted by the Operations Committee, consisting of the Associate Vice Chancellor for Academic Affairs, the chair of the FASDB, and two other Board members. At least two of the four members of the Operations Committee must be faculty members.

The Board will subdivide itself into four committees: a Teaching Committee, a Research Committee, a Faculty Professional Development Committee (each with at least three faculty members), and an Academic Staff Professional Development Committee (with two academic staff members).

#### **2.8.6.3 Responsibilities of the Board**

- promotes, fosters, and supports faculty and academic staff development on the UWRF campus
- makes decisions regarding the allocation of the Faculty/Academic Staff Professional Development Awards and informs Faculty Senate, Academic Staff Council and Provost and Vice Chancellor of those decisions
- monitors Faculty/Academic Staff Development Program budgets and administration procedures
- submits requests for changes in Faculty/Academic Staff Development Program policy to the Faculty Senate Executive Committee for referral to the appropriate Faculty Senate Committee [FS 06/07-69]
- organizes Faculty/Academic Staff Development Program evaluation efforts
- determines membership and oversees operation of the five standing committees
- solicits additional reviewers from the Faculty Senate Executive Committee and the Academic Staff Council to assist in the evaluation of proposals as appropriate

- serves as liaison with UW-System Office of Professional and Instructional Development (OPID)
- oversees the UWRF mentoring program

#### **2.8.6.4 Committee Responsibilities**

Each of the Board's four committees is responsible for a particular facet of faculty/academic staff development at UWRF. Within their realms of responsibility they will:

- support and encourage development efforts
- pursue additional funding from UWRF, UW System, and other sources
- award available funds to faculty and academic staff.

Most funds will be awarded through a competitive grants process. The Board intends that these various awards will be made solely on the basis of the merits of the proposals, not on the departmental or collegiate homes of the proposers.

#### **2.8.6.5 Teaching Committee**

The Teaching Committee supports the efforts of faculty and academic staff to improve their teaching. Proposals may focus on methods or delivery of instruction or acquisition of knowledge related to one's teaching responsibilities. The Teaching Committee is responsible for:

- Retraining and Renewal
- Wisconsin Teaching Fellow and Scholars
- Evidence-based Teaching Fellows
- Great Falcon STEM Fellows

#### **2.8.6.6 Research Committee**

The Research Committee supports research projects of faculty and academic staff in all disciplines. It is responsible for:

- Faculty Research grants

#### **2.8.6.7 Faculty Professional Development Committee**

The Faculty Professional Development Committee supports activities designed to help faculty advance themselves in their professions. It is responsible for:

- Sabbatical leaves
- Faculty and Instructional
- Academic Staff Professional
- Development grants
- Robert P. Knowles International Education Grants

#### **2.8.6.8 Academic Staff Professional Development Committee**

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The Academic Staff Professional Development Committee supports activities designed to enable individual professional development, improve program quality, and enhance institutional effectiveness.

This committee is responsible for Academic Staff Professional Development grants.

### **2.8.7 Institutional Animal Care and Use Committee (IACUC)**

The Institutional Animal Care and Use Committee (IACUC) is tasked with the protection of animals used in teaching and research at UW-River Falls. IACUC is also tasked with ensuring compliance with local, state, and federal regulations. The committee is organized as a stand-alone academic committee as dictated by NIH/USDA. The committee represents all colleges that use animals as research and teaching subjects and consists of current or retired faculty, the university's consulting veterinarian, and a member of the community who is not employed by UW-River Falls. The Director of Grants and Research serves ex officio as secretary. The committee chair is selected by the committee. There is no term limit for the chair or members. Faculty, staff, or students who are conducting research involving animals must obtain written approval from this committee before beginning covered research or teaching activities. Please visit the Grants and Research webpage for additional information, including current committee membership and steps for submitting a protocol for review.

### **2.8.8 Institutional Review Board (IRB)/Human Subjects Committee**

The Institutional Review Board (IRB) /Human Subjects committee is tasked with the protection of human subjects involved in research at UW-River Falls. The committee is also tasked with ensuring compliance with local, state, and federal regulations and is organized as a stand-alone academic committee as dictated by NIH. The committee represents all colleges that use human subjects in research and consists of current or retired faculty, an ethicist, and a member of the community who is not employed by UW-River Falls. The Director of Grants and Research serves ex officio as secretary. The committee chair is selected by the committee. There is no term limit for the chair or members. Faculty, staff, or students who are conducting research involving human subjects, including surveys or observations, must obtain written approval from this committee before beginning research activities. Please visit the Grants and Research webpage for additional information, including current committee membership and steps for submitting a protocol for review.

### **2.8.9 Non-Academic Misconduct Hearing Committee**

As required by UWS Chapter 17.07, the chief administrative officer of each institution, in consultation with faculty, academic staff, and student representatives, shall adopt policies providing for the establishment of a student nonacademic misconduct hearing committee to fulfill the responsibilities of the nonacademic misconduct hearing committee detailed in UWS Chapter 17.12.

A student nonacademic misconduct hearing committee shall consist of at least three persons, including at least one student, except that no such committee shall be constituted with a majority of members who are students. The presiding officer shall be appointed by the chief administrative officer. The presiding officer and at least one other member shall constitute a quorum at any hearing held pursuant to due notice.

### **2.8.10 Re-classification Committee**

The Re-classification Committee's purpose is to review all requests for re-classification from 'university staff' to 'academic staff' or from 'academic staff' to 'university staff'. After the review, the Committee will submit its recommendation regarding the request to the Provost and Vice Chancellor for Academic Affairs. The Committee is comprised of the Executive Assistant to the Chancellor, who will act as the Committee's Chair; the Chairs of the Faculty Senate, the Faculty Welfare and Personnel Policies Committee and the Academic Staff Council; and the Director of Human Resources.

### **2.8.11 Strategic Plan Progress Committee**

The Strategic Plan Progress Committee is charged with monitoring and communication progress on the strategic plan.

#### **2.8.11.1 Role**

- Manage, assess, and communicate progress in implementing the 2012-2020 strategic plan.

Specific Responsibilities and Duties: The responsibility of the Strategic Plan Assessment and Communication Task Force is to:

- Monitor, assess and report progress on goals and initiatives, including measurable outcomes/key performance indicators
- Identify specific initiatives of the strategic plan that should be prioritized on an annual basis, and to articulate responsibility, timelines, and specific work products for the priority initiatives. These priority initiatives will be submitted to Faculty Senate for vote and to the Chancellor for consideration/approval.
- Manage documents related to the strategic plan goals, initiatives, and accomplishments.
- Facilitate strong and regular communication of strategic plan progress to the campus and broader community by:
  - Developing and ensuring the implementation of a plan for regularly updating the campus on progress, including recognizing and celebrating success, on at least a monthly basis (during the academic year)
  - Producing an annual written assessment report that is submitted to Faculty Senate and the Chancellor, and is communicated to the campus community in an effective and transparent manner
  - Plan and host an annual strategic planning retreat to review and discuss progress and challenges on the strategic plan, and to inspire on-going and broad ownership of the plan

#### **2.8.11.2 Membership**

- One member of the Cabinet appointed by the Chancellor (chair):
- Faculty Senate Chair (vice-chair)
- One additional faculty member to be appointed by Faculty Senate
- One tenured academic administrator appointed by the Provost
- One academic staff member appointed by the Chancellor in consultation with

...  
the Chair of Academic Staff Council and approved by Faculty Senate

- One student appointed by the Student Senate
  - One support staff (ex-officio, non-voting) to manage meetings, materials, follow up (invited by the administrative chair)
  - Also, from time to time, representatives from areas such as institutional research, university communications, etc. may be invited to meetings to support the Task Force.
- 

## **2.8.12 University Safety Committee [FS 08/09-27]**

### **2.8.12.1 Mission Statement**

The University Safety Committee will identify safety hazards/problems with input from the campus community and provide realistic solutions. It will also provide continuous awareness of safety behavior through education and training to create a safe work environment for employees, students, and the campus community.

### **2.8.12.2 Charge to the Committee**

The Committee is charged with promoting health and safety for all employees at UW-River Falls; it is also charged with reducing workplace accidents and injuries and minimizing Workers' Compensation costs.

### **2.8.12.3 Goals and Objectives**

- to promote safety communication and training to create a proactive attitude toward safety.
- to review safety audit reports and other similar reports for the purpose of making corrective recommendations to the appropriate departments.
- to provide a forum for the discussion of health and safety problems, preventive measures, and possible solutions.

### **2.8.12.4 Membership**

Committee members will be appointed by the Assistant Chancellor for Business and Finance; nominations will be requested from division administrators.

1. supervisory employee
2. custodians from Facilities Management and Student Affairs (2)
3. maintenance worker
4. farm employee
5. craft worker
6. clerical worker
7. representative from academic department
8. union representative (could be represented by someone from 2,3,4 or 6)
9. representative from Public Safety

### **2.8.12.5 Advisory Members**

- Risk Management Officer
- Human Resources Director or Workers Compensation Coordinator
- Facilities Management Director

### **2.8.12.6 Officers**

The committee chair will be appointed from the membership by the Assistant Chancellor for Business and Finance. The committee chair shall:

- preside at all meetings
- plan agenda with recording secretary's support to announce agenda
- appoint chairs for sub-committees as appropriate

The recording secretary shall:

- record the minutes of the meetings
- be the custodian of all documents including bylaws, special rules of order, and standing rules
- conduct correspondence as directed by the committee chair
- announce reminders of next meeting, agenda, and minutes of previous meeting

### **2.8.12.7 Terms**

Terms will be for three years, staggered so that one third of the terms expire each June 30. Terms are renewable once at the discretion of the nominating and appointing bodies. New committee members will begin appointments effective July 1. Replacement of a vacancy in membership must be approved by the Assistant Chancellor for Business and Finance.

### **2.8.12.8 Meetings**

Regular meetings of the committee shall be held the third Wednesday of each month unless otherwise ordered by the committee.

### **2.8.12.9 Method of Communication**

Agendas and minutes are published for each meeting. The chair prepares and distributes agendas in advance of meetings. The recording secretary will take minutes. Agendas and minutes are sent to all committee and advisory members and to the Assistant Chancellor for Business and Finance.

### **2.8.12.10 Accountability**

The committee chair will provide an annual report of the committee's activities to the Assistant Chancellor for Business and Finance, due annually, July 1.

### **2.8.12.11 Authority**

The University Safety Committee is an advisory group and will make recommendations to department

chairs/supervisors for corrective action to safety problems.

## **2.8.13 URSCA Council [FS 13/14-17]**

### **2.8.13.1 Charge to the Committee**

The URSCA Council is an administrative committee whose charge it to

- guide decisions for the URSCA Office,
- advise the URSCA Director,
- promote URSCA,
- establish evaluation procedures and criteria for funding undergraduate research and creative proposals,
- approve procedures for applying for URSCA funds,
- review URSCA grants and application,
- support URSCA celebration events and other means of dissemination results of URSCA projects.

### **2.8.13.2 Membership**

The URSCA Council membership shall consist of the following

Up to nine faculty members appointed by the UWRP Faculty Senate to serve for up to three years. There shall be at least one faculty member from each college, with no more than four faculty members from any of the following: College of Agriculture, Food, and Environmental Science; College of Arts and Sciences; College of Business and Economics; or the College of Education and Professional Studies. The URSCA Director will serve as the ex-officio, non-voting chair of the committee. As a non-voting committee chair, the URSCA Director's college affiliation will not affect the distribution balances from the colleges described above. The URSCA Coordinator will serve as the non-voting recording secretary.

### **2.8.13.3 Terms of Office**

Faculty member terms of up to three years.

The URSCA Director and the URSCA Coordinator's service on the committee will be continuous and ongoing.

### **2.8.13.4 Officers**

The committee chair shall

- preside at all meetings
- plan agenda with recording secretary's support to announce agenda
- appoint chairs for subcommittees should they ever be needed

The recording secretary shall:

- record the minutes of the face-to-face meetings

- record results of online grant reviews and evaluations
- be the custodian of all documents
- conduct correspondence as directed by the committee chair
- announce reminders of next meeting, agenda and minutes of previous meeting

## **2.8.14 "The Year of..." Implementation Committee [FS 12/13-93]**

### **2.8.14.1 Charge**

1. To implement the "Year of..." schedule as determined by the International Programs Committee (i.e. the countries selected).
2. To provide broad vision and master planning to implement the "Year of..."
3. To solicit application for and allocation of resources budgeted for the "Year of..."
4. To address other issues appropriate for the implementation of the "Year of..."

### **2.8.14.2 Membership**

Provost or designee (who will serve as chair), Director of Library or designee, Director of Student Life, Assistant Vice Chancellor for International Education or designee, a representative of Food Services, the Director of Residence Life, the Chair of the International Programs Committee or designee, the Chair of Student Senate or designee, and two or more faculty and /or staff (including the proposers of a given year).

### **2.8.14.3 Terms**

Three years except the proposers, Student Senate Chair or designee, and Chair of the International Programs Committee or designee shall serve one year terms.

## **2.8.15 Advisory Committee on Veterans Affairs**

Committee Composition:

- Chair and ex-officio member: Veterans Services Coordinator
- Two students who are veterans (nominated/forwarded by Student Senate)
- Two faculty members (nominated/forwarded by Faculty Senate)
- One academic staff member (nominated by Academic Staff Council/endorsed by Faculty Senate/forward)
- One university staff member (nominated/forwarded by University Staff Senate)

## **2.8.16 Dykstra and Wurtz Awards Committee**

**2.8.16.1 Charge:** to select recipients of the Keith Wurtz Award for Teaching Excellence and to select recipients of the Paul B. and Robert Dykstra Faculty Excellence Award.

**2.8.16.2 Membership and Terms:**

Provost or designee (who will serve as chair), and the willing award recipients from the previous three years. If previous recipients are unwilling or unable to serve, replacements will be appointed by Faculty Senate. [Motion 2014-15/37].

## **2.8.17 Distinguished Teacher of the Year Committee**

Guidelines for the teacher award nominations is for students to reflect upon their various teachers and



...  
select their first and second choices on the online nomination form and write a concise description of the qualities that led the student to select this teacher. Nominations are tallied by the Administration Assistant to the Chancellor who then forwards to the Chancellor for review and chose the recipient.

## **2.8.18 Advisor of the Year Committee**

**2.8.18.1 Charge:** to select a recipient for the Advisor of the Year award.

**2.8.18.2 Selection Procedure**

The Advising Committee will collect the nominations. The committee's selection will not solely be based on the number of nominations received but will also take into account students' and alumni comments in order to address disparity in advising loads in different departments. The committee's annual recommendation to the Chancellor will consist of a single academic advisor's name.

## **2.8.19 PP-PAR Engagement Committee**

**2.8.19.1 Charge:** As part of the engagement exercise of the program prioritization and program audit review processes (PP-PAR), the committee will score and rank programs that are under review.

**2.8.19.2 Membership:** Associate Vice Chancellor (non-voting), college deans, and one program chair from each college. [Motion 2015-16/8]

**2.8.19.3 Terms:** Program chair terms are for one year.

## **2.8.20 Wisconsin in Scotland/Experience Scotland Committee**

The Experience Scotland Advisory Council consists of representatives from UWRF and the partner schools in Wisconsin in Scotland/Experience Scotland (WCWC) collaborative. This committee is charged with selecting the Experience Scotland program staff for future terms. The selection process will be based primarily upon concerns for the development of a well-rounded education abroad curriculum that takes advantage of the Scottish setting. The selection committee will decide which faculty members from the campuses in the collaborative will receive the teaching assignments, and it will also decide which courses the faculty will teach. There are courses taught by Scottish adjunct faculty that address cultural and historical elements of Scotland that are part of the academic year curriculum.

## **2.8.21 Experience Puebla Committee**

The Experience Puebla Committee is charged with selecting the Experience Puebla program staff for future terms. The selection process will be based primarily upon concerns for the development of a well-rounded education abroad curriculum that takes advantage of the Mexican setting. The selection committee will decide which faculty members from the campuses partnering with UWRF will receive the teaching assignments, and it will also decide which courses the faculty will teach from the array the faculty member has submitted for consideration. Students will be enrolled in two UPAEP courses taught by UPAEP faculty that are part of the academic year curriculum.

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- Article I Purpose
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  - A. Sustainability, no sunset specified
  - B. Strategic Planning, May 28, 2012  
Motions 10/11-53; 11/12-7; 11/12-8; 11/12-27
  - C. Veterans Recognition, November 1, 2011  
Motion 11/12-13
  - D. New Faculty Orientation to Shared Governance, December 1, 2011  
Motion 11/12-14
  - E. International Laboratory Working Group, March 29, 2013  
Motion 11/12-31
  - F. Strategic Plan Progress Committee (SPPC) December 14, 2012  
Motion 11/12-74 12/13-1
  - G. Committee on Graduate Studies, April 9, extended to April 30, 2012  
11/12-79, 11/12-101
  - H. Committee on Program Prioritization and Program Audit and Review (PP-PAR),  
February 15, 2013 11/12-121
  
- Article II: Administrative Decisions and Shared Governance
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- Article XII: Strategic Planning

[www.uwrp.edu/PathwayToDistinction/](http://www.uwrp.edu/PathwayToDistinction/)

- Section 13.1: Strategic Planning Roadmap
- Section 13.2: Mission, Vision, Values [11/12-44]
- Section 13.3: Preamble [11/12-64]
- Section 13.4: Goals [11/12-64]
- Section 13.5: Initiatives [11/12-65] [11/12-82] [11/12-90]
- Section 13.6: Metrics [11/12-95]
- Section 13.7: *Pathway to Distinction* Final Approval [11/12-106]
- Section 13.8: Implementation
  - 13.8.1: To approve the following charge to the International Programs Committee: In relation to the Year-Of.....initiative of the current strategic plan Pathway to Distinction, to identify countries, plan for events (to the appropriate pre-annual depth), and coordinate the current year's events for three countries on a rolling horizon, with the first Year-Of...beginning in the 2013-2014 academic year. [FS 11/12-116]
  - 13.8.2: To approve the following charge to the Faculty Welfare and Personnel Policy Committee: In relation to the Leadership Institute initiative of the current strategic plan Pathway to Distinction, to develop and institute an ongoing leadership program to train and inform all UWRP personnel who are responsible for managing academic departments, units, and colleges of their responsibilities, duties, the responsibilities of those whom they supervise, and the personnel policies of UWRP and UWS. Particular emphasis is to be paid to departmental chair development for 2012-2013. [FS 11/12-117]
  
- Article XIII: Education Abroad

## Faculty and Staff Handbook

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### Chapter 3: Organization of the Faculty and Academic Staff

#### 3.1 Introduction

##### 3.1.1 Faculty Governance

Chapter 36 of the Wisconsin Statutes defines the responsibilities of faculty in determining their own organizational structure and participating in the formulation of policies and programs for the University of Wisconsin System.

The faculty of each institution, subject to the responsibilities and powers of the Board, the president and Chancellor of such institution, shall be vested with the responsibility for the immediate governance of such institution and shall actively participate in institutional policy development. As such, the faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters. The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance. [Wis. Stats. 36.09 [4]]

The Constitution of the University of Wisconsin-River Falls Faculty is based on Chapter 36 of the Wisconsin Statutes.

##### 3.1.2 Definitions

UWS 1.01, Wisconsin Administrative Code: Academic Staff:

"Academic staff" means professional and administrative personnel, other than faculty and University staff, with duties and types of appointments that are primarily associated with higher education institutions or their administration.

UWS 1.04, Wisconsin Administrative Code: Faculty:

"Faculty" means persons who hold the rank of professor, associate professor, assistant professor, or instructor in an academic department or its functional equivalent in an institution. The appointment of a member of the academic staff may be converted to a faculty appointment in accordance with s. UWS 3.01 (1) (c).

UWS 1.05, Faculty Status:

By action of the appropriate faculty body and Chancellor of an institution, members of the academic staff may be designated as having "faculty status." "Faculty status" means a right to participate in faculty governance of an institution in accordance with the rules of the institution. Faculty status does not confer rank or tenure, or convert an academic staff appointment into a faculty appointment.

*Academic staff were granted "faculty status" by action of the Faculty Senate and the Chancellor in 1975, as stated in Article II of the Constitution of the University of Wisconsin-River Falls. Consequently, in the Constitution and By-laws, the word*

*faculty means faculty and academic staff, unless a distinction is expressed.*

### **3.1.3 Faculty Senate**

The University faculty has delegated its powers and responsibilities on matters affecting educational policy-making to the Faculty Senate [Constitution, Article VI A]. Senators are elected from faculty in the five organizational divisions of the University: the four academic colleges; the "Fourth Division" of Student Personnel, University Services and the Library. (The number of senators is determined by a formula based, in part, on the total number of faculty in each division.) In addition, four senators-at-large are elected from the "senior ranks" of professors and associate professors, and three senators-at-large are elected from the "junior ranks" of assistant professors, lecturers, and academic staff personnel [Constitution, Article VI B.].

The Faculty Senate meets biweekly to consider agenda items prepared by the Faculty Senate Executive Committee and submitted to the University faculty at least three days prior to the meeting [Constitution, Article VI D (12)].

The Faculty Senate Executive Committee acts as the Faculty Senate Committee on Committees to make recommendations for faculty membership on Faculty Senate standing committees and Faculty/Administrative Committees and to designate chairs of the Faculty Senate standing committees [Constitution, Article VI D; Faculty By-laws Article II E.].

### **3.1.4 University Faculty**

Meetings of the University faculty are scheduled when necessary. The University faculty serve as members of Faculty Senate standing committees and Faculty/Administrative Committees to consider policies, problems, and programs and to recommend action by the Faculty Senate, the University faculty, or the Chancellor [Constitution, Article IV].

### **3.1.5 Faculty Standing Committees**

- A -- Academic Policy and Program Committee
- B -- Academic Standards Committee
- C -- Advising Committee
- D -- Affirmative Action Advisory Committee
- E -- Assessment Committee
- F -- Athletic Committee
- G -- Calendar Committee
- H -- Disability Advisory Committee
- I -- Diversity and Inclusivity Committee
- J -- External Relations Committee
- K -- Faculty Compensation Committee
- L -- Faculty Hearing, Grievance, and Appeals Committee
- M -- Faculty Welfare and Personnel Policies Committee
- N -- General Education and University Requirements Committee
- O -- Graduate Studies Curriculum Committee
- P -- International Programs Committee

- Q -- Learning Resources Committee
- R -- Recruitment, Admissions, and Retention Committee
- S -- Sustainability Working Group
- T -- Technology Council
  - TI -- Instructional and Learning Technology Committee
  - TII -- Technology Services Committee
  - TIII -- University Web Committee
- U -- Termination Committee
- V -- University Curriculum Committee

### **3.1.6 Student Representation in Faculty Governance**

The Faculty Senate will receive and consider suggestions, proposals and recommendations submitted by the student body or its representatives [Constitution, Article VI A (1)]. There will be student membership on Faculty Senate standing committees where the business of the committee involves matters of interest and importance to students [Faculty By-laws Article II E.].



## Faculty and Staff Handbook

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### Chapter 3: Organization of the Faculty and Academic Staff

#### 3.2 Constitution of the UW-River Falls Faculty

##### **Article I - General Authority of the Faculty**

It is the responsibility of the faculty, as a community devoted to scholarship, to engage in the formulation, implementation, and maintenance of programs and policies designed to effectively encourage the pursuit of knowledge. Within the limits prescribed by law and by the policies of the Board of Regents and in keeping with the tradition of the academic community, the general faculty serves as the organization through which policies are formulated and recommended to the Chancellor. The faculty is properly concerned with academic policies and programs, with how such policies are administered, and with any other matters that affect the general welfare of the University and the achievement of its goals.

##### **Article II - Definition of the Faculty**

Faculty shall be defined to include the Chancellor, all professors, associate professors, assistant professors, and instructors. Academic staff were granted "faculty status" by action of the Faculty Senate and the Chancellor on July 29, 1975 and Sept. 16, 1975, respectively.

##### **Article III - Powers and Responsibilities of the Faculty**

Faculty responsibility includes, but is not limited to, the areas of curriculum, subject matter, methods of instruction, standards for scholarship, research, academic program development for the student, academic advising, those aspects of student life which relate to the educational process, professional and welfare matters that relate to the faculty working environment, and the general areas of professional standards and overall faculty responsibility for the educational process within the University community.

Based on the historical principles of the right of those governed to participate in the decision making that affects how they are to be governed, the following Constitution is intended to identify and delineate, within the University structure, the roles and responsibilities of the faculty within the University community.

##### **Section A**

The faculty shall have full academic freedom in the classroom, in research, and elsewhere as outlined in the AAUP statements on academic freedom.\* Faculty members shall be free from institutional censorship or discipline when acting as citizens or in matters of academic freedom. In turn, members of the faculty shall acknowledge and accept their responsibilities as professional people, and any public statement shall make clear whether they speak as individuals or as representatives of the University.

\*1940 AAUP Statement of Academic Freedom and 1968 Recommended Institutional Regulations.

[http://www.higher-ed.org/resources/AAUP\\_1940stat.htm](http://www.higher-ed.org/resources/AAUP_1940stat.htm)

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/RIR.htm>

## **Section B**

In the performance of its academic and legislative functions, the following shall be among the concerns and responsibilities exercised by the faculty, normally handled through the college, departmental, and committee structure:

1. to determine all curricula of the institution, graduate and undergraduate
2. to determine academic standards and requirements for graduation
3. to advise and consult, at the request of the Chancellor, on the appointment of administrative officials
4. to participate in planning the physical facilities of the campus
5. to participate in formulating policies with respect to the annual budget
6. to participate in the development of criteria for and the awarding of promotions and salary adjustments
7. to participate in investigating cases and determining policies with respect to academic freedom, tenure, appointments, retention, non-retention, leaves, dismissals, and teaching loads
8. to participate in the development of extra-curricular and personnel programs of the University (e.g., intercollegiate athletics, health programs, student organizations)
9. to study and make recommendations concerning any subject relative to the welfare of the University

## **Section C**

Whenever it becomes necessary to appoint a new chancellor, the faculty shall elect a committee which, at the pleasure of the Board of Regents, shall be consulted in the selection process.

## **Section D**

For the purposes of planning the total academic program, the entire faculty is responsible for institutional policy without respect to lines established for administrative convenience as described in Chapter II.

# **Article IV - Faculty Organization**

## **Section A**

The faculty delegates to the elected members of the Faculty Senate its powers and responsibilities as affect the academic policies and programs and general welfare of the University, in accordance with the provisions of Article IV.

## **Section B**

The faculty may at any time review the selection of the Faculty Senate. The faculty reserves the right to overrule any Senate action, such a veto requiring a majority vote of the quorum of the faculty.

## **Section C – Meetings of the Faculty**

1. Meetings of the faculty shall be scheduled when necessary.
2. Faculty meetings may be called by the Chancellor (or a designated representative), or upon recommendation of the Faculty Senate to the Chancellor, or by a petition submitted to the Secretary of the Faculty Senate with signatures of 10% of the total faculty (the number as of September 15 of each academic year). At these meetings, the Chancellor, the Provost and Vice Chancellor for Academic Affairs, or the Chair of the Faculty Senate will preside.
3. The Faculty Senate may call "open hearings" of the faculty to discuss issues, to receive information, and to ascertain opinions and positions of the faculty.
4. The faculty will be given one week's advance notice in writing of the time, place, and agenda of the faculty meetings. All materials necessary for the business of the meeting will be circulated to the faculty not later than five days preceding the meeting. Items may be placed on the agenda by:
  - a. The Chancellor of the University
  - b. The Faculty Senate
  - c. Petition of 10% of the total faculty submitted to the Secretary of the Faculty Senate
5. Robert's Rules of Order (Revised) shall determine procedure.
6. A quorum shall consist of 40% of the faculty during the academic year. If there is no quorum, the faculty members present, provided they number not less than 30% of the total faculty, may constitute themselves as a "committee of the whole" to discuss business on the agenda and prepare legislation for the faculty vote.
7. During the summer, the Faculty Senate shall conduct the business of the faculty and will delay action on that business requiring faculty approval until the academic year. In emergency situations, 50% of the summer faculty returning for their next academic year shall constitute a quorum.
8. The Chancellor shall appoint a faculty parliamentarian whose duties shall be to interpret parliamentary procedure at faculty meetings.
9. Action by the faculty shall be taken at a faculty meeting except:
  - a. In amending the Constitution, the balloting shall be by mail with a majority determining the result
  - b. When a quorum of the faculty is not present at a faculty meeting, vote upon an issue will be taken by a mail ballot, the validity of such a vote depending upon the participation of at least a quorum of the faculty. A majority vote would be binding as a faculty position and as a recommendation to the Chancellor.

## Article V - Chancellor's Response

### Section A – Chancellor's Response to the Faculty Senate

In all appropriate matters of University policy, all decisions of the Faculty Senate shall be forwarded to the Chancellor of the University for his or her implementation or veto. In the event the Chancellor chooses to veto action of the Faculty Senate, he or she shall so inform the Chair of the Faculty Senate within a reasonable period of time.

If agreement on the issue cannot be reached, the Faculty Senate, by a two-thirds vote, may refer the matter to a general faculty meeting for discussion to be followed by a mail vote. If at least two-thirds of the faculty concur with the Faculty Senate action, the Chair of the Senate will request the Chancellor to reconsider the veto and to take such further steps toward reconciliation of differences as the Chancellor and the Faculty Senate may agree to be appropriate.

### Section B

In the event that the Chancellor chooses to veto action taken by the faculty at a faculty meeting, that matter will be placed

on the agenda for the next faculty meeting for discussion to be followed by a mail vote. If at least two-thirds of the voting faculty concur with the original faculty action on the issue, the Chair of the Senate will request the Chancellor to reconsider the veto and to take such steps toward a reconciliation of differences as the Chancellor and the Faculty Senate may agree to be appropriate.

## Article VI - The Faculty Senate

The Faculty Senate is the legislative arm of the faculty. As such, the faculty delegates to the Senate its powers and responsibilities as affect the academic policies and programs, faculty affairs, and the general welfare of the University in accordance with the provisions of Article III.

### Section A – Powers, Duties, and Responsibilities of the Faculty Senate:

1. to receive and consider suggestions, proposals, and recommendations brought before the Senate by the faculty, student body, and the administrative staff
2. to prepare resolutions, proposals, recommendations, and specific legislation for faculty action
3. to participate with the Chancellor in the establishment and termination of the functions and membership of all standing committees. There shall be provision for the establishment of faculty committees within the By-laws of the Constitution. Specific provisions governing the powers, responsibilities, and procedures of faculty committees and the procedure of their appointment are to be found in the By-laws of the Constitution.
4. to serve as coordinating and expediting agency for the work of standing committees and assign responsibility along with the Chancellor for the execution of studies and activities of these committees. All recommendations for policy changes in the orientation and direction of all committees must be submitted for approval to both the Faculty Senate and the Chancellor.
5. to study and recommend policies designed to improve faculty welfare
6. to establish general interpretations of academic policy and regulations
7. to conduct nominations and elections of members of the Senate, as defined in Article VI, Section C
8. to inform the general faculty, the administration, and the student body of all Senate actions affecting the areas of their respective concerns
9. to recommend to the Chancellor the University calendar, subject to the regulations of the Board of Regents
10. to provide for and regulate such funds as may be raised and expended by the general faculty
11. to study and make recommendations concerning any other subjects relative to the general welfare of the University

### Section B - Organizational Structure of the Faculty Senate

1. The faculty, for purposes of organization, shall be partitioned as follows: the College of Agriculture, Food and Environmental Sciences; the College of Arts and Sciences; the College of Business and Economics; the College of Education and Professional Studies; and the remaining division (Fourth Division), composed of faculty within Student Personnel, University Services, and the Library. The Elections Chair will conduct a census of the faculty each spring semester and will include all faculty members under contract at the time of the census. The results will be used to apportion seats as follows: Each of the five divisions shall elect one (1) senator for each thirty (30) staff members or major portion thereof (i.e. majority). An additional seven (7) senators shall be elected from and by the faculty-at-large.  
[FS 12/13-121]

2. The seven senators-at-large shall be distributed as follows: Four (4) professors and/or associate professors, hereafter referred to as the senior ranks; three (3) assistant professors, lecturers, and/or academic staff personnel, hereafter referred to as the junior ranks.
3. The term of office of a senator shall be three years, approximately one-third to be elected each year. The term of office will end when employment at UW-River Falls ends and a new senator will be elected to complete the term.
4. All faculty members under contract at the time of the election shall be eligible to nominate and vote for members of the Senate as provided for in Article VI, Section C of the Constitution.
5. To be eligible for election to the Faculty Senate, the faculty member must be an eligible voter and must have completed a minimum of one (1) semester, excluding summer sessions, on the faculty.
6. Election of Senate members will take place in spring semester and will be completed by the end of the tenth week of that semester. Newly elected senators will take office at the last regular meeting of spring semester.
7. Vacancies that occur will be filled for the term by a special election to be conducted in the same manner as the regular nominations and elections. Said special elections shall be completed within four weeks of the occurrence of the vacancy, except that any permanent vacancy occurring in the summer shall be filled by the fourth week of the fall semester.
8. The Faculty Senate shall be free to function during the full calendar year. In the absence of a senator for more than three consecutive semesters (including a summer session as the equivalent of a semester), the seat of that senator shall be declared vacant and a special election held to fill the vacancy. Should a senator be absent for a lesser period of time, the absent senator may nominate in writing a temporary replacement to act in his or her behalf, and said nominee shall be confirmed only by a majority vote of the Faculty Senate. The substitute will be a member of the same divisional constituency as the senator being replaced. [FS 11/12-50]
9. A change in the nature of a senator's position such as change of college/division or rank shall have no effect upon a faculty member's tenure on the Faculty Senate.
10. One additional senator will be appointed from the Chancellor's Cabinet by the Chancellor. This Senate seat will be a yearly appointment. The Chancellor will appoint the senator in the fall of each year by September 15. This Senate seat is intended to improve communication between the faculty and the administration.

## Section C - Election Procedures for the Faculty Senate

[FS 06/07-122]

The Election Chair [FS 11/12-52], here and everywhere else "Vice Chair" formerly appeared in Section C], as the agent of the Faculty Senate, shall conduct and validate elections. The procedure for electing senators shall be initiated by March 1 in the spring semester.

### 1. Division Elections – Senate Seats

- a. During spring semester, the Elections Chair shall inform the faculty members of the number of Senators to be elected from their respective divisions. A list of those eligible shall also be provided. Any faculty member may be placed on the ballot by written petition signed by no fewer than five eligible voters from within the division within seven business days of the announcement of the call for candidates.
- b. The Elections Chair shall see that all voters receive ballots in good time and shall do whatever else is necessary for an effective election process. Upon completion of the slate of candidates for the Faculty Senate seat(s) within each voting

division, an election by secret ballot shall be conducted. Faculty may cast one vote per vacancy on the ballot.

- c. Candidates receiving the most votes will be elected. Ties in the division elections shall be broken by lot supervised by the Elections Chair. The names of the individuals elected to the Senate shall be reported in the Faculty Senate minutes. Upon request, the vote totals shall be available from the Elections Chair of the Senate.

## 2. At-large Election – Senate Seats

- a. During spring semester and following the election of division senators, the Elections Chair shall furnish each faculty voter a list of those eligible for nomination and election to the Senate from the senior ranks and a similar list of those eligible from the junior ranks. The Elections Chair shall identify the number of vacancies at the senior and junior levels.
- b. Any faculty member may be placed on the ballot by written petition signed by no fewer than ten eligible voters of the same rank of the petitioner within seven business days of the announcement of the call for candidates. The Elections Chair shall see that all voters receive ballots in good time and shall do whatever else is necessary for an effective election process.
- c. Upon completion of the slate of candidates, the Elections Chair shall conduct a University-wide election by secret ballot, Associate and Full Professors voting in the Senior At-Large election, and Assistant Professors and Academic Staff with faculty status voting in the Junior At-Large election. The winners of the election shall be those receiving the most votes. Ties shall be broken by lot supervised by the Elections Chair. [FS 12/13-122].
- d. The names of the individuals elected to the Senate shall be reported in the Faculty Senate minutes. Upon request, the vote totals shall be available from the Elections Chair of the Senate.

## Section D - Internal Organization of the Faculty Senate

1. The officers of the Senate shall consist of a Chair, a Vice Chair, an Elections Chair, a Secretary, and Faculty Senate Liaison, all to be chosen from and by the elected members of the Senate. The Executive Committee of the Faculty Senate shall be the elected officers of the Senate. The Executive Committee should include representation from each of the faculty voting divisions.
2. The officers and other members of the Executive Committee of the Senate shall be elected by secret ballot at an organizational meeting of the new Senate at the last regular meeting during spring semester and shall hold office for one calendar year. The organizational meeting shall be called by the Chair of the retiring Senate. A majority of all votes cast shall be necessary for election.
3. Vacancies in the Executive Committee of the Senate shall be filled by special election.
4. One of the functions of the Executive Committee of the Faculty Senate is to act as the Committee on Committees.
5. The Faculty Senate Executive Committee has the power to declare an emergency that requires a University response prior to the next meeting of the Faculty Senate. In such emergencies, the Faculty Senate Executive Committee shall represent the Faculty and act emergently for the Senate for the purposes of shared governance. Any action of the Faculty Senate Executive Committee implemented during a time of emergency will be brought to the Faculty Senate for deliberation and action at the next scheduled meeting of the Faculty Senate. [07/08 Amendment]
6. The Faculty Senate shall enact, amend, or repeal By-laws by a two-thirds vote of all members of the Senate. Any Senate action upon By-laws must be proposed at one meeting and taken up at the following meeting. However, in any case, a period of at least seven (7) days should elapse between the proposal of By-laws and their adoption. As an exception to this process, and for technical corrections only (e.g. the redefinition of a position), the Vice Chair shall

provide a recommendation to the Senate. This recommendation will be included in the Senate agenda. If no senator objects at the meeting, the change shall be incorporated. If any senator objects, the regular by-law amendment process shall be used. A copy of the By-laws shall be distributed to all Faculty members. *Print copies of the Handbook* are available in all department and division offices. [FS 12/13-120]

7. The Senate shall have regularly scheduled meetings during the academic year and summer session and shall be subject to call at other times.
8. Special meetings may be called by the Chair, the Chancellor of the University, or at the written request of at least six members of the Senate.
9. All Senate sessions shall be open to all faculty members except for good and sufficient reasons which shall be made known to the faculty. Any member of the faculty may address the Senate after securing recognition from the Chair. The Senate may call "open hearings" of the faculty to discuss issues, receive information, and ascertain opinion and positions.
10. Minutes of the Senate meetings [shall be distributed to all faculty members] *are available online and will be kept on file in the Chancellor's office.*
11. Robert's Rules of Order (revised) shall determine procedure.
12. The agenda shall be prepared by the Executive Committee of the Senate. It should be made available online and it should be circulated to the senators electronically at least two full days (i.e., 48 hours), prior to a regular Senate meeting. [FS 11/12-51] Any issues or recommendations shall be placed on the agenda by:
  - a. The Faculty Senate Executive Committee
  - b. The Chancellor of the University
  - c. Faculty committees
  - d. A majority vote of the senators present and voting at a meeting (Motion to place on agenda is not debatable)
  - e. A petition signed by no fewer than twelve (12) faculty members.
13. Regular meetings of the Faculty Senate shall be scheduled in alternate weeks starting with the first week of fall semester, at such time and place as designated by the Faculty Senate Chair.
14. Duties of Faculty Senate Officers:
  - a. Chair of the Faculty Senate:
    - to preside over all meetings of the Faculty Senate
    - to appoint all ad hoc Committees as authorized by the Faculty Senate
    - to serve as liaison between the Chancellor and the Faculty Senate
    - to call and conduct meetings of the Executive Committee
    - to serve as the Senate's representative to the body known as "Faculty Representatives"
  - b. Vice Chair of the Faculty Senate:
    - to preside over meetings in the absence of the Chair
    - to keep a record of on-going changes for the Faculty and Academic Staff Handbook [FS 01/02-1]
    - to serve the Faculty Senate as a resource person on the content of the Faculty and Academic Staff Handbook
    - to update the on-line Faculty and Academic Staff Handbook annually and in accordance with the August

1 deadline for changes and to make print copies of the Handbook as needed. [FS 01/02-1]

c. Elections Chair of the Faculty Senate [FS 11/12-52]

- to validate, supervise, and conduct elections under jurisdiction of the Faculty Senate

d. Secretary of the Faculty Senate:

- to act as Secretary of the Faculty and be the recipient of items to be placed on the agenda
- to keep minutes of the Faculty Senate and Faculty meetings and effect the appropriate distribution of these minutes
- to transmit Faculty Senate actions in writing to the Chancellor for his or her information and/or approval
- to provide for notification of Faculty and Faculty Senate meetings as specified in the Constitution
- to transmit pertinent Faculty Senate actions in writing to the Faculty Senate Chair
- to receive and present to the Senate all appropriate correspondence
- to keep duplicate copies of all written records for annual disposition in the University Archives

e. Faculty Senate Liaison [FS 11/12-52]

- Represent the Faculty Senate on the Academic Staff Council and the University Staff Senate in a non-voting capacity
- Report to and confer regularly with the Faculty Senate regarding Academic Staff Council Activities and University Staff Senate activities

15. The Chair of the Faculty Senate shall appoint a parliamentarian whose duties shall be to interpret parliamentary procedure at all regular and special Senate meetings. The appointment will be submitted to the Faculty Senate for approval. [FS 11/12-49]

## Article VII Amendment and Ratification

### Section A

Ratification of this Constitution will be by a majority of faculty voting in a mail ballot and acceptance by the Chancellor of the University.

### Section B

Amendment of this Constitution will be by a majority of faculty voting in a mail ballot, provided notice of the proposed amendment has been given to the faculty at least two weeks prior to the vote. Amendments may be proposed by a majority vote of the Faculty Senate or by petition submitted to the Faculty Senate bearing signatures of at least 10 percent of the faculty. In addition, all amendments to this Constitution must be approved by the Chancellor.



## Faculty and Staff Handbook

27th Edition, 2017-18 Version

### Chapter 3: Organization of the Faculty and Academic Staff

#### 3.3 Faculty By-laws

##### Article I: Authority for Faculty By-laws

The authority for Faculty By-laws is found in Article VI, Section A, Items 3 and 4 of the Constitution of the University of Wisconsin-River Falls Faculty (revised and approved Fall, 1974).

##### Article II: Operation of Committees

###### Section A

Committees are responsible to the Chancellor through the Faculty Senate unless directed to report elsewhere at the time of establishment. In their consideration of policies, problems, and programs, committees shall seek information from and the counsel of the Chancellor, faculty, and students.

Committees should keep appropriate groups and individuals (especially the Chancellor) informed of their activities and progress.

Committees, when necessary and appropriate, may establish *ad hoc* task forces to study specific problems and recommend action to the sponsoring committee.

###### Section B – Meetings

Committees shall meet at least once per academic term.

Committee chairs shall arrange meeting times which allow faculty, staff, and student committee members to attend the meeting.

Committee chairs will arrange for all interested faculty, staff, and students to present views and opinions on all issues being considered.

###### Section C – Methods of Reporting

Committees shall provide the Chancellor, the Chair and the Secretary of the Faculty Senate, and the President and Secretary of the Student Senate with minutes of each meeting. These minutes, unless otherwise designated in the description of the committee, shall be available on line to the faculty. After three years, minutes will be electronically archived.

Formal recommendations from committees should be prepared in triplicate, one copy each going to the Chancellor, the Faculty Senate, and the Student Senate. Upon receipt of a committee recommendation, the Faculty Senate may follow any

one of three courses of action: it may (1) accept the recommendation without change or (2) accept it with modification, whereupon the committee recommendation becomes a faculty recommendation and is forwarded to the Chancellor for approval or veto, or it may (3) reject a committee recommendation.

Committees may ask, through the Senate or the Chancellor, that an issue be placed on the agenda for a faculty meeting. Such a request may grow out of the need for general discussion or information, or out of dissatisfaction with the action taken by the Senate or the Chancellor. Each committee shall prepare a written report to the faculty at least once a year, citing its activities, concerns, and accomplishments for that year. This report shall be submitted to the Secretary and the Chair of the Faculty Senate and to the Chancellor of the University.

Committees shall also provide interim reports when requested to do so.

## Section D – General Functions of Committees

- to continuously study and review those matters over which jurisdiction has been assigned
- to formulate legislative recommendations for action by the Faculty Senate, the general faculty, or the Chancellor
- to provide University-wide leadership and stimulate creative responses in coping with problems and questions in the assigned area
- to coordinate University-wide activities and programs in the assigned area
- to implement, supervise, or coordinate University policies when authorized to do so by the Faculty Senate or by procedures established by the By-laws
- to report to the Faculty Senate and to the Chancellor their recommendations, favorable or unfavorable, on matters referred to them for study, examination, or research.

## Section E – Appointment to Committees

Wherever practicable, committee membership shall include representation from each of the voting divisions of the faculty. Membership on the Senate shall not be a prerequisite for membership on a faculty committee. In cases where the business of a committee involves matters that are of interest and importance to students, there shall also be student membership on the faculty committee.

The Senate's Executive Committee will receive from the faculty its preferences as to committee appointments and will present to the Senate a list of nominees for existing vacancies. The Senate may propose alternative names or simply approve the Committee's slate. Final appointments to and removal from standing committees are, unless otherwise specified, made by the Faculty Senate with final approval by the Chancellor.

Unless otherwise specified within a committee's description, the following appointment processes shall be used [FS 06/07-68]:

- Faculty, including Fourth Division faculty, are appointed by the Faculty Senate
- Academic Staff members not identified as "faculty" are appointed by the Academic Staff Council
- University Staff members are appointed by the Union
- Student members are appointed by the Student Senate

The Chair of each committee will be designated annually by the Faculty Senate and shall preferably be a retained member of the committee and appointed by the same process as committee members.

Term of membership is provided for in the definition of each committee (see Article III, Bylaws); however, membership terms will be staggered so that each committee will be comprised of retained and new appointees. (Initial length of term will be determined by committee lot.) It is the intention that appointments to committees be rotated as much as possible.

A committee member who is unable to attend committee meetings may appoint a proxy for a period of time not to exceed one semester, subject to the committee's acceptance of that proxy.

## Article III: Standing Committees

### Section A: Academic Program and Policy Committee

[FS 12/13-54]

AP&P will hear program change proposals only after all concurrent course changes relative to the proposed program change request have successfully completed the current curriculum approval process (e.g. course changes in number of credits, course changes in prerequisites, and new course proposals).

1. Membership: Seven faculty (at least one of whom is a member of the University Graduate Studies Curriculum Committee, the Provost and Vice Chancellor or designee, up to two students, and the Registrar or designee (non-voting) [FS 08/09-22].
2. Term of office: three years for faculty, one-third to be appointed each year; one year for students.
3. Duties:
  - a. to establish the goals and objectives of the undergraduate curriculum of the University
  - b. to establish the goals and objectives of the graduate curriculum of the University in consultation with the Graduate Studies Curriculum Committee.
  - c. to examine and evaluate the overall curriculum of the University for possible improvements, to recommend revisions, and to initiate suggestions for study and action.
  - d. to examine and recommend to the Faculty Senate proposals for new graduate degree and certificate programs, undergraduate minors and majors, education-abroad programs and any other new academic programs. The committee will review proposals based upon their quality and the degrees to which they are aligned with the strategic planning goals of the university and colleges. An academic program is defined as an organized group of college-level, credit-bearing courses, and their related experiences, designed to be used within the fulfillment of a degree or certificate. Examples include but are not limited to majors, minors, emphases, certificates, SAE, ITC, WIS, General Education, Liberal Arts, and Foundation Courses in Agriculture. Graduate programs will be forwarded to the Academic Program and Policy Committee by the Graduate Studies Curriculum Committee. [FS 03/04-21], [FS 07/08-20], [FS 11/12-109]
  - e. to examine and promote the development of new, experimental, and innovative curricular programs and offerings at both the graduate and undergraduate level.
  - f. to examine and recommend to the Faculty Senate proposals for substantial changes in graduate degrees and certificate programs and undergraduate majors and sub-majors.
  - g. if the committee rejects a proposal for a new program from a department or the Graduate Studies

Curriculum Council, that body may request a vote on the proposal by the Faculty Senate. If the Faculty Senate rejects the proposal, the Senate will supply the department or Graduate Studies Curriculum Committee with a summary

h. to approve the plan for assessment of General Education submitted by the Assessment Committee. The Assessment Committee will assess General Education every ten years in conjunction with and prior to the campus visit by the reaccreditation team of the Higher Learning Commission of the North Central Association of Colleges and Schools.

4. Procedure: The committee shall, in consultation with the Provost and Vice Chancellor, coordinate University-wide programs as specified under "Duties" above and require reports from faculty responsible for conducting such programs as requested.
5. Recommendations dealing with new or revised:
  - a. undergraduate academic programs are approved by the department/program, college curriculum committee, college dean, Academic Programs and Policy Committee, Faculty Senate, the provost and Vice Chancellor, and the Chancellor, in that order [FS 06/07-27], [FS 07/08-20]
  - b. education abroad academic programs are approved by the department/programs committee, International Programs Committee, Director of Global Connections, Academic Program and Policy Committee, Faculty Senate, the Provost, and the Chancellor in that order.
  - c. graduate academic programs approved by the department, college curriculum committee, college dean, director of graduate studies, Graduate Studies Curriculum Committee, Academic Program and Policy Committee, Faculty Senate, the Provost and Vice Chancellor, and the Chancellor, in that order.

## Section B – Academic Standards Committee

1. Membership: Six faculty; The Dean of the College of Agriculture, Food and Environmental Sciences, the Dean of the College of Arts and Sciences, the Dean of the College of Business and Economics, the Dean of the College of Education and Professional Studies, or their designees; the Registrar; the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action (*ex-officio*, non-voting); and four students.
2. Term of Office: Three years for faculty, one-third being appointed each year; one year for students.
3. Duties:
  - a. to develop and recommend academic policies in the following areas: admission, drop-add, graduation requirements, pass-fail, probation, retention, scholastic standards, student academic load, student program changes, transfer, re-entry and withdrawal
  - b. to recommend procedures for the implementation of academic policies
  - c. to interpret academic policies upon the request of the Provost and Vice Chancellor and/or the Registrar
  - d. to hear appeals relative to academic policy implementation
4. Procedure:
  - a. The Registrar will carry out the academic policies of the University under the direction of the Provost and Vice Chancellor.
  - b. Each Academic Dean shall have the prerogative within the established policy to make decisions regarding requirements in his or her own College. Appeal of the Dean's decisions may be made to the Academic Standards

Committee by students or faculty.

- c. All policy questions about University requirements shall be referred to the Academic Standards Committee
- d. Decisions of the Academic Standards Committee may be appealed by the student to the Provost and Vice Chancellor.

## Section C – Advising Committee

1. Membership: Four faculty members: one from the College of Agriculture, Food and Environmental Sciences, one from the College of Arts and Sciences, one from the College of Business and Economics, one from the College of Education and Professional Studies; Pre-Major/Exploratory Advisor, New Student and Family Programs representative, and one student - appointed by Student Senate.
2. Term of Office: Three years for faculty, one year for students.
3. Duties:
  - a. to examine and develop innovative and/or experimental programs for advising students deemed at risk
  - b. to evaluate periodically the student academic advising system and recommend changes that will increase the system's effectiveness
  - c. to recommend policies for implementing new advising programs and improving current ones
  - d. to serve in an advisory capacity for activities that involve academic, career, and personal counseling
  - e. to encourage recognition of the importance of advising as a part of faculty responsibility and to recommend and revise procedures for evaluating faculty participation in advising

## III - Section D – Affirmative Action Advisory Committee

[FS 06/07-43], [FS 12/13-34]

This committee is established under the requirements of Regent Policy Document 17-4 (former 75-5) that requires, in part, that each UW institution “establish and maintain an affirmative action committee (or committees, as appropriate) composed of faculty, academic staff, classified employees, and students to advise the administration on affirmative action needs and concerns, and to assist affirmative action directors in designing and implementing programs.”

1. Membership: Five faculty (if possible, one of those 5 should hold the rank of Instructional Academic Staff), the Assistant to the Chancellor for Equity, Diversity and Inclusion, the Director of Human Resources or designee, a member of the classified staff, an academic staff member, and a student. (Note change in title of Asst. to the Chancellor)
2. Term of Office: Three years for faculty and academic staff, one to two members appointed each year. One year for students.
3. Duties:
  - a. to advise the University administration and the Office of Equity, Diversity and Inclusion on issues, policies and programs relevant to affirmative action and equal opportunity in the retention and recruitment of all employees and applicants for employment
  - b. to communicate issues raised within Affirmative Action Advisory Committee meetings to the

appropriate group(s), e.g., University administration, academic or administrative units, governance groups, the University community at large, etc.

c. to provide policy recommendations to University governance groups, e.g., the Faculty Senate, Academic Staff Council, and the Academic Staff Council.

### III - Section E – Assessment Committee

1. Membership: Voting members will consist of nine Faculty/Staff (appointed by Faculty Senate, with two from each College and one from the Fourth Division). *Ex-officio*, non-voting members will consist of the Provost and Vice Chancellor (or representative), the Director of Institutional Research, and one representative from each Academic Dean's office.
2. Term of Office: Three years for each faculty, one-third to be appointed each year.
3. Duties:
  - a. to examine the University's assessment effort in light of the select mission and nature of UWRF
  - b. to propose changes in the assessment effort to the Faculty Senate, when necessary
  - c. to provide Faculty input into University reports on assessment
  - d. to assess General Education and University requirements; the Assessment Committee will recommend instruments, methods, timetable and design for the General Education and University requirements assessment to the Academic Program and Policy (AP&P) Committee. The AP&P Committee will approve or disapprove the Assessment Committee's plan. Once the plan is approved, the Assessment Committee will coordinate the collection of data needed for the assessment. The Assessment Committee will tabulate their results and give them to the AP&P committee [FS 06/07-81]
  - e. to act as a resource on academic assessment; the Assessment Committee will work with academic programs to provide guidance on the form and structure of their assessment plans
  - f. to approve the original and revised academic program assessment plans [FS 08/09-67]
  - g. to monitor assessment activities; as part of the regular 7-year program review of majors, the committee will review the assessment plans, the academic assessment reports, and any program revisions based on assessment feedback [FS 08/09-67]
  - h. annual academic assessment reports will be reviewed at the time of the program's 7-year review and 3 years after the program review. [FS 08/09-67]

### III - Section F – Athletic Committee

1. Membership: Four faculty (with equal representation of women and men), four students varsity athletes (the Student Senate Athletic Advisory Committee) include a minimum of 1 individual sport athlete (CC, GOLF, TEN, TF) and a minimum of two team sport athletes (BB, FB, HOC, SOC, SB, VB) with equal representation of men and women, 1 non-varsity athlete student, the Athletic Director (ex officio, non-voting), the Associate Director (ex officio, non-voting) the Senior Woman Athletic Administrator(ex officio, non-voting), the Chair of Health and Human Performance, the women's and men's Faculty Athletic Representative (FAR), a representative from Human Resource and Workforce Diversity.
2. Term of Office: Three years for faculty with one-third being appointed each year. Students should be appointed on an

annual basis.

3. Duties:

4. a. to review and remain current on the policies prescribed by the NCAA and WIAC
- b. to review budgeted funds, statements, gate receipts, and expenditures of the Athletic Department
- c. to promote athletic programs
- d. to recommend policies for the improvement of the athletic programs and facilities of the University
- e. to recommend to the Faculty Senate candidates for appointment as Faculty Athletic Representatives (FARs)
- f. to identify and recommend mitigation of equity issues involving men's and women's athletics. This is to include:
  - i. the allocation of resources
  - ii. access to programs
  - iii. faculty/staff composition (with respect to diversity)
- g. to review the current sports module

### III - Section G – Calendar Committee

[FS 06/07-42], [FS 06/07-84]

1. Membership: Five faculty members appointed by the Faculty Senate (one from each college and the Fourth Division), the Provost (or designee), the Registrar (or designee), the Director of Outreach (or designee), and a student appointed by the Student Senate [FS 06/07-84]
2. Term of Office: Three years for faculty and academic staff, one to two members appointed each year. One year for students.
3. Duties:
  - a. To provide calendar recommendations to the Faculty Senate using the following guidelines:
    - 1) The academic calendar shall conform in its entirety to the faculty contract period of 39 contiguous weeks per academic year, including Fall and Spring Semesters.
    - 2) Under the balanced calendar framework, both Fall and Spring semesters shall each consist of one week of pre-class advising, 14 weeks of classes, one week of final exams, and one week of grading, for a minimum length of 17 weeks per semester. The two semesters, plus five weeks of interims, Spring Break, and administrative weeks, shall constitute the 39-week academic year.
    - 3) The scheduling of a study day is required between the last day of regular classes and the first day of final exams every semester.
    - 4) The deadline for submission of final course grades to the Registrar's Office shall be not less than five full working days (not including Saturdays, Sundays, and holidays) after the last day of final exams.
  - b. To provide policy recommendations regarding both the calendar and calendar scheduling to the Faculty Senate.

Curriculum Committee – See Section T, University Curriculum Committee

### III - Section H – Disability Advisory Committee

[FS 06/07-34]

This committee is established under the requirements of Regent Policy Document 14-10 (former 96-6), Nondiscrimination on the Basis of Disability, which requires that each UW institution establish an advisory committee to, “provide information and recommendations responsive to the needs and concerns of individuals with disabilities.”

1. Membership: Four faculty (at large), two students (at large), one academic staff, one University staff, the Coordinator of Ability Services, the Facilities Management Director, and the Americans with Disabilities Act Coordinator for Employees, and the Americans with Disabilities Act Coordinator for Students. .
2. Term of Office: Three years for faculty, one to two members appointed each year. One year for students.
3. Duties: [FS 07/08-8]
  - a. to make policy recommendations regarding disability issues to Faculty Senate
  - b. to advise the Disability Services Staff on policy and procedures
  - c. to review the annual Disability Services Report
  - d. to review other relevant reports and information
  - e. to review periodical needs assessments of students and faculty
  - f. to recommend training and workshops
  - g. to respond to student appeals of accommodation decisions; the committee chair will designate a hearing committee made up of three committee members

### III - Section I - Diversity and Inclusivity Committee

[FS 12/13-82]

1. Membership: Four faculty members, the University’s Inclusivity Initiative Point person (appointed by the Faculty Senate), Representative from Academic Success Center, Representative from Student Affairs, an academic staff member appointed by the Academic Staff Council, the Multicultural/Disadvantaged Coordinator, the Chief Diversity Officer and two students.
2. Term of Office: Three years for faculty and academic staff, one-third appointed each year. One year for students.
3. Diversity and diverse, for the purposes of this committee’s responsibilities, include race, ethnicity, national origin, religion, socio-economic status, age, culture, sex, gender, gender identity, gender expression, and sexual orientation.
4. Duties:
  - a. Broadly, to facilitate the advancement of diverse campus populations.
  - b. to seek ways to encourage faculty and academic staff development focused on diversity issues
  - c. to assess reports and information on the campus climate as it relates to diversity issues and make appropriate recommendations for improvement to the Faculty Senate.
  - d. to establish and maintain communication links between the committee and relevant student organizations as well as the broader community (City of River Falls, School District of River Falls, etc.).
  - e. to seek ways to encourage infusion of diversity content into the University curriculum and



courses.

- f. to collaborate with Library Collections regarding the acquisition of materials as they relate to diversity and review the annual state-of-the-library report that is prepared for the Learning Resources Committee.

### III - Section J – External Relations Committee

1. Membership: Ten faculty members with at least one representative from each of the four Colleges and the Fourth Division; the Chancellor's Designee; the Special Assistant to the Chancellor, or designee (ex officio non voting); the Executive Director for University Advancement or designee (ex officio non voting); the Director of Alumni Relations [FS 11/12-57] (ex officio, non voting); and two representatives from Student Senate.[FS 12/13-42]
2. Term of Office: Three-year staggered terms for faculty; two years for the Student Senate representative.
3. Duties:
  - a. to increase faculty and staff awareness of important actions being proposed at the state level
  - b. to advise the Special Assistant to the Chancellor on public relations
  - c. to be responsible for recommending and inviting the speakers for the Fall and Spring commencement exercises and to coordinate this effort with the offices of the Registrar and the Chancellor
  - d. to function as the Honorary Degree Committee (see Chapter 8.12)
  - e. to advise the Executive Director for University Advancement and the Director of Alumni Relations on activities relating to alumni. [FS 11/12-57]
  - f. to seek nominations for the Distinguished Alumnus Award based on outstanding professional achievement and contributions to society; to forward a recommendation for this award to the Chancellor for final approval
  - g. to seek nominations for the Outstanding Service Award and to forward recommendations for this award to the Chancellor for final approval; those eligible are persons outside of the University community who have made exemplary contributions to UW-River Falls through their support of the University's goals and their volunteer efforts on behalf of the University

### III - Section K – Faculty Compensation Committee

[FS 06/07-85]

1. Membership: Nine faculty with at least one from each of the following: academic staff and/or the rank of lecturer, assistant professor, associate professor, professor; and two students. [FS 12/13-52] The Assistant to the Chancellor for Equity, Compliance, and Affirmative Action, the Provost and Vice Chancellor or the Provost and Vice Chancellor's designee, the Vice Chancellor for Administration and Finance, and the Special Assistant to the Chancellor are all *ex-officio*, non-voting members.
2. Term of Office: Three years, with two or three appointed each year in accordance with the number of vacancies occurring.
3. Duties:
  - a. to develop, continuously evaluate, recommend, and inform the faculty of policies and procedures relating to the

following:

- 1) salary and salary issues, including—but not restricted to—J-term compensation, summer session compensation, overloads, reassigned time, and compression
  - 2) personnel evaluation and recommendations which pertain to salary and salary increases
  - 3) existing and proposed changes to personnel fringe benefits, including sick leave, collegial coverage and medical plan options
- b. to provide an annual written summary to the Senate and all faculty each April addressing the biennial compensation plan, and any additional relevant issues reflected under duties: a. 1)-3) above

### III - Section L – Faculty Hearing, Grievance, and Appeals Committee

#### 1. Membership:

a. Eight tenured faculty with each College represented and with as many ranks as possible represented; and one academic staff member. [FS 04/05-7]

b. If members of the Committee perceive a possible conflict of interest regarding a particular hearing or appeal, the Chair of the Committee reserves the right to request the Chair of the Faculty Senate to appoint substitute members to serve on the Committee. These substitute members will be selected from those who have served previously as members of the Faculty Hearing, Grievance, and Appeals Committee.

#### 2. Term of Office: Three years, with one-third appointed each year.

#### 3. Duties: To function as a hearing body to review appeals and grievances. Appeals and grievances are defined as:

a. those allegations made by a faculty member(s) charging deprivation or invasion of academic freedom and/or a denial of equitable treatment in matters covered by the policies adopted by the faculty and administration relating to:

- 1) appointments, promotions, tenure and salary
- 2) teaching loads and duties, i.e., working conditions generally
- 3) retention/non-retention of probationary faculty

b. claims of violation of those standards and their application given in Wisconsin Statutes, Administrative Code, Personnel Guidelines, and other Board of Regents Rules and Regulations other than cases which fall within the province of the Termination Committee

#### 4. The findings of fact and conclusions and/or recommendations of the Committee shall not be regarded as preventing grievants from further appeal to such professional associations as the grievants may call upon

#### 5. To sit as a judiciary body to hear appeals of individual faculty members concerning decisions or actions in the foregoing areas. The Committee will investigate the appeal and make recommendations to the Faculty Senate and parties concerned.

#### 6. Procedure for Appeals: In the event that the previous procedure has not resolved the grievance, grievance procedures as stated in the Faculty and Academic Staff Handbook Chapter IV, Faculty Personnel Rules sections 4.6, 4.9, and 4.10, will be followed or as designated by the Board of Regents Policy, Personnel Guidelines, or State Statute.

#### 7. The confidentiality of the proceedings of this Committee shall be maintained. The minutes of the Committee will be forwarded to the Executive Committee of the Faculty Senate, the Chancellor, and to the grievant. The findings and recommendations of each grievance case shall be forwarded to the Executive Committee of the Faculty Senate, the

Chancellor, and the grievant.

### III - Section M – Faculty Welfare and Personnel Policies Committee

[FS 11/12-18]

1. Membership: Seven faculty members with at least one each from the following provided sufficient volunteers exist:  
Academic staff and/or the rank of lecturer; assistant professor; associate professor; professor; and two students. The Assistant to the Chancellor for Equity, Compliance, and Affirmative Action, the Provost or Provost's designee, the Vice Chancellor for Administration and Finance or designee, the Director of Human Resources or designee, and the Special Assistant to the Chancellor are all ex-officio, nonvoting members.
2. Term of Office: Three years, with two or three appointed each year in accordance with the number of vacancies occurring.
3. Duties:
  - a. To develop, continuously evaluate and recommend (and forward) to Faculty Senate policies and procedures, and equity issues relating to:
    1. Appointments
    2. Dismissal
    3. Promotions and determination of rank
    4. Personnel evaluations
    5. Tenure
    6. leaves of absence, faculty development leaves, etc.
    7. Faculty working conditions
  - b. To consider and recommend such additional guidelines and/or policies as may be conducive to faculty welfare
  - c. To consult with the Executive Council of the Student Senate on items of mutual interest involving 1), 2), 3), and 4) under a. above
  - d. To provide to any member of the unclassified staff consultation and advice on the application of the Wisconsin Administrative Code, Chapter UWS - 8, Unclassified Staff Code of Ethics
  - e. To develop policies and procedures that shall, at a minimum, provide:
    1. Standards concerning the use of University facilities and personnel in connection with outside activities
    2. Standards concerning absence from regular duties for the purpose of engaging in outside activities
    3. Guidelines identifying types or categories of outside activities which may result in a material conflict of interest and
    4. for such reports of anticipated outside activities as are necessary to insure compliance with UWS 8.04 to develop and monitor the use of and instrument to report outside interests and activities of faculty and academic staff as required under UWS 8.025

### III - Section N – General Education and University Requirements Committee

[FS 03/04-17], [FS 07/08-20]

1. Purpose: to supervise the General Education Program at the University of Wisconsin-River Falls.
  2. Membership: proportional representation of the faculty by college (determination to be based on FTE) not to exceed 10 faculty members appointed by Faculty Senate for three year terms, plus two student members appointed by the Student Senate. Each academic college must have at least one representative. Non-voting representatives will include the Assessment Coordinator and representatives from the Registrar's Office and the Office of the Provost and Vice Chancellor for Academic Affairs. [FS 07/08-13]
  3. Term of Office: Three years for faculty
  4. Duties [FS 07/08-20]:
    - a. to promote and support the General Education program on the UWRF campus
    - b. to define and review the policies for the General Education course submission procedure
    - c. to approve/disapprove courses for the General Education program and communicate these decisions to the campus community
    - d. to approve/disapprove courses for the American Cultural Diversity and Global Perspectives requirements and communicate these decisions to the campus community
    - e. to carry out a review of General Education, American Cultural Diversity, and Global Perspectives courses on a 5-year cycle
    - f. to evaluate all assessment results and provide feedback to all relevant parties
    - g. to recommend changes in the General Education structure to the Faculty Senate
- [FS 06/07-27]
- h. to promote opportunities for faculty development related to General Education
  - i. to develop processes and procedures for removal of General Education courses from the curriculum
  - j. to determine whether or not the course offerings for each General Education goal are sufficient to meet student needs

### III - Section O - Graduate Studies Curriculum Committee

[FS 12/13-36]

AP&P will hear program change proposals only after all concurrent course changes relative to the proposed program change request have successfully completed the current curriculum approval process (e.g. course changes in number of credits, course changes in prerequisites, and new course proposals).

1. **Membership:** Five members of the graduate faculty (one of whom will serve as chair), the Provost and Vice Chancellor or his/her designee, and one graduate student appointed by Student Senate. The Registrar or his/her designee, and the Director of Outreach and his/her designee will be ex-officio, non-voting members.
2. **Term of Office:** three years for faculty, one third to be appointed each year; one year for students.
3. **Purposes:**
  - A. Graduate course proposals: to provide a University-wide forum for the critical reading of and

response to new graduate course proposals and all substantial changes to existing course proposals.

B. Graduate program proposals: to provide a forum for critical reading of, and response to, new graduate program proposals and all substantial changes to existing graduate programs.

#### **4. Duties:**

A. Graduate course proposals

- (1) to receive and evaluate all new and revised graduate courses that have been approved by the appropriate department/program, college curriculum committee(s) (for slash, combined undergraduate/graduate course), the college dean, and the director of graduate studies. The committee will review courses and make recommendations in relation to their quality and the application of credit. The Committee will also adjudicate and make recommendations in those cases that involve University regulations or cross college/program/department overlap.
- (2) to coordinate procedures with all college curriculum committees.
- (3) to suggest changes in format of the graduate course proposal form and transmittal form to the University Curriculum Committee.

B. Graduate Studies Programs

- (1) to examine and recommend to the Academic Program and Policy Committee proposals for new graduate degrees and graduate certificate programs. An academic program is defined as an organized group of college-level, credit-bearing courses, and their related experiences, designed to be used within the fulfillment of a degree or certificate. The Committee will also adjudicate and make recommendation in those cases that involve University regulations or cross college/programs/department overlap.
- (2) to examine and recommend to the Academic Program and Policy Committee proposals for substantial changes in graduate degrees and certificate programs.
- (3) to suggest changes in format of the graduate program proposal form and transmittal form to the Academic Programs and Policy Committee.

#### **5. Procedure:**

- A. (1) Graduate courses are usually generated and developed by department faculty. Graduate course proposals must be reviewed and approved at the departmental level. Letters of acknowledgement from persons in departments that were consulted where possible curriculum overlap may occur should be forwarded with the proposal. Letters of acknowledgement are required from consulted departments whose graduate course enrollments may be affected due to changes in or additions of graduate course prerequisites in the proposal. (Note: if reasonable and documentable efforts to obtain letters of acknowledgement have failed, the proposer(s) should indicate this in the materials accompany the proposal). The originating department must sign off on the accompanying transmittal form. If the proposal is a combined undergraduate/graduate course it is then sent to the college curriculum committee or other appropriate committees if the course is intercollege in nature.
- (2) The dean of the college approves or disapproves new graduate courses and/or changes in graduate course offerings by signing the accompanying transmittal form. This signature is an indication that the Dean acknowledges the impact the course may have on faculty and financial requirements.

- (3) The director of graduate studies approves or disapproves new graduate courses and/or changes in graduate course offerings by signing the accompanying transmittal form.
- (4) Graduate course proposals approved by the deans and the director of graduate studies are forwarded to the Graduate Studies Curriculum (one copy per member plus an updated electronic copy). When a graduate course is revised or changed, copies of the old original proposal must be sent to the Graduate Studies Curriculum Committee. A signed transmittal form must accompany all graduate course proposals.
- (5) The Graduate Studies Curriculum Committee chair will publish in the committee's agenda a list of all graduate courses to be reviewed by the committee to inform the University faculty. Information will be published in accordance with Wisconsin Open Meetings Law requirements.
- (6) At the request of the committee chair, a departmental representative must be at the meeting to represent new and revised graduate course proposals. The representative should be prepared to provide a short verbal explanation/justification of the new or revised graduate course proposal. The representative will serve as a liaison between the Graduate Studies Curriculum Committee and the department in which the proposal originated. The committee may ask the representative to clarify information and provide background material.
- (7) Guidelines for review and approval of graduate course proposals:
  - (a) Review for accuracy information prompts, such as year of first offerings, and program requirements.
  - (b) Check for the inclusion of appropriate prerequisites.
  - (c) Review for adequacy of graduate course outlines and attachments including letters of acknowledgement from person in departments that were consulted where possible curriculum content may occur.
  - (d) Adjudicate and make recommendations in those cases of overlap of other conflicts involving University regulations or intercollegiate differences.
  - (e) If substantive changes to the graduate course proposal are deemed necessary for the graduate course to be approved by the Graduate Studies Curriculum Committee, the proposal may be sent back to the appropriate college curriculum committee.
- (8) Guidelines for information dissemination after committee action:
  - (a) Minutes of all the meetings will be sent to:
    1. all committee members
    2. all college curriculum committee chairs
    3. all college Deans and the Director of Graduate Studies
    4. all chairs of the Academic Program and Policy Committee and the University Curriculum Committee
- (9) Graduate course proposals approved by the Graduate Studies Committee will be forwarded to the University Curriculum Committee for additional review.

#### B. Graduate Program Proposals

- (1) Recommendations dealing with new or revised graduate programs and certificates are approved by the department, college, curriculum committee, college dean, director

of graduate studies, Graduate Studies Curriculum Committee, Academic Program and Policy Committee, Faculty Senate, the Provost and Vice Chancellor , and the Chancellor in that order.

## Instructional Improvement Committee

[disbanded, subsumed into Q, Learning Resources Committee, FS 06/07-45]

## III - Section P – International Programs Committee

[FS 06/07-33]

1. Membership: Five faculty members including at least one from each college representing the University community. One representative of the Deans' Council, one student, the Executive Director of the Office of International Education, and the Chair of the International Studies Program (or designee).
2. Term of Office: Non-student members will serve three-year terms with approximately one-third being appointed each year. Student members will serve for one year.
3. Duties:
  - a. to make recommendations to the Academic Standards Committee regarding standards for International Programs
  - b. to establish and maintain standards for faculty leaders and student participants in International Programs
  - c. to establish strategies for institutional internationalization
  - d. to establish policies and procedures to be implemented by the Office of Global Connections
  - e. To act as an advisory body to the Director of Global Connections and, to this end and in order to assist in the timely review of Education Abroad courses, to schedule bi-weekly meetings at the beginning of each semester and appoint a Vice Chair of the committee who, in the absence of the chair, could convene the committee within as expeditious a time as possible. In its advisory capacity, the committee can be convened by the chair, or in the event of the chair's unavailability, the vice chair, at any regularly scheduled meeting or at a special meeting requested by the Director of Global Connections. Also, in order to assist in its advisory capacity, "Global Connections Advisory Issues" shall be a running agenda item, and Director of Global Connection can suggest the chair or vice chair invite any visitor to the committee who may have special knowledge in regard to any particular advisory issue. Such decisions shall be reported to the Faculty Senate in a timely manner. [FS 11/12-17]
  - f. to review and make recommendations to the Provost regarding study-abroad proposals
  - g. to develop an assessment procedure, complete required assessments, and act as coordinator of assessment of all credit-bearing programs requiring international travel [FS 06/07-110]

## III - Section Q – Learning Resources Committee

[FS 06/07-45]

1. Membership:
  - 1 At-Large, 1 CAS, 1 CEPS, 1 CAFES, 1 CBE, Library Director/Designee, Textbook Services Manager/Designee, 1 Student, 1 FASDB representative, and the Provost/Designee

2. Term of Office: Three years for faculty and academic staff, one-third appointed each year. One year for students.
3. Duties:
  - a. to initiate and conduct activities that enhance teaching and learning
  - b. to work cooperatively with the Faculty/Academic Staff Development Board (e.g., helping to plan the programs for fall and spring faculty development days)
  - c. to receive advance notice of significant issues and changes that may affect the mission of the Library and textbook services and effectively communicate these to the faculty and staff
  - d. to provide a mechanism for input regarding the Library's and textbook services' collections, services, faculty and student needs, etc.
  - e. to advocate on behalf of the development of the Library's and textbook services' resources and services

## Library Committee

[disbanded, subsumed into Q, Learning Resources Committee, FS 06/07-45]

## Multicultural Advisory Committee

[disbanded, subsumed into J, Diversity and Inclusivity Committee, FS 06/07-40]

## III - Section R – Recruitment, Admissions and Retention Committee

1. Membership: Seven faculty, with at least one each from the academic staff and/or rank of lecturer, assistant professor, associate professor, and professor; and three students. The Director of Admissions will be an *ex-officio* member of this committee [FS 03/04-32]. The Director of the New Student and Family Programs shall hold an *ex-officio*, non-voting, position and give the committee regular updates regarding New Student and Family Programs. [FS 11/12-93]
2. Term of Office: Three years for faculty, one-third being appointed each year; one year for students.
3. Duties:
  - a. to examine and develop new, innovative, and/or experimental programs for the identification and recruitment of potential students and the retention of existing students
  - b. to recommend policies for implementation of new recruitment and retention programs
  - c. to coordinate with the External Relations Committee in the examination and recommendation of methods for making the public aware of the academic programs offered at UW-River Falls, as well as the strong commitment to teaching and academic excellence on the campus

## III-Section S-Sustainability Working Group

[FS 11/12-56]

Purpose: The Sustainability Working Group (SWG) is the primary group for promoting and coordinating sustainability values, principles, and practices at UW-River Falls. UWRF defines sustainability as our local and global responsibility to meet the needs of present and future generations, as demonstrated by an integrated set of ecologic, social, and economic values, principles, and practices that frame how we think, choose, and act in personal, professional, and community life.



UWRF defines Sustainability Research as research, scholarly, and creative activity, that examines, documents, and portrays the breadth and depth of basic and applied contexts of UWRF's definition of Sustainability. [FS 11/12-115] SWG addresses the planning, design, implementation, and assessment of sustainable campus community programs and policies as well as documentation, such as the Sustainability Tracking and Rating System (STARS), the Climate Action Plan (CAP), and the Sustainable Campus Community Plan (SCCP). SWG is a conduit through which the campus community can recommend curricular, co-curricular, operational, financial, and other sustainable campus initiatives and policies to the appropriate faculty, student, and/or administrative governance or operational units.

Structure & Function: The SWG will consist of 11 voting members (noted below) and be chaired by a qualifying member as noted under Term Limits. There will be one ex officio, non-voting member from the River Falls community. The SWG will have no standing sub-committees. However, it will augment non-voting members as needed to address the scope of sustainability goals and initiatives.

**Members: 11 + 1**

Director of Sustainability

Four faculty members: One representative from each college

One Instructional Academic Staff (Appointed by Faculty Senate)

Two students: Representing the broader university (Recommended by SWG and approved by Student Senate)

Student Affairs Representative

Diversity & Human Resources representative

Facilities Management representative

River Falls community representative (Ex officio, non-voting)

\*Chair (Appointed by Faculty Senate)

**Term Limits:**

- Faculty members are appointed by Faculty Senate on staggered terms of three (3) years.
- Chair should have at least one year of experience on the SWG prior to his/her one-year appointment.
- Instructional academic staff member is appointed by Faculty Senate each spring with option for re-appointment.
- Two students approved by Student Senate each spring for one-year term with option for re-appointment.
- All administrative staff or their designees are appointed or re-appointed annually at the pleasure of the Chancellor.
- River Falls community representative appointed at the pleasure of River Falls city government.

**Duties:**

- a) Facilitate the continual refinement of a holistic vision for UWRF as a premier sustainable campus community model that fully and systemically integrates inclusivity, global literacy, leadership, and sustainability as a culture of learning and living.
- b) Recommend campus sustainability projects, monitor their progress, and submit budget requests on behalf of the entire campus for sustainability related projects and programs.

Recommendations requiring faculty governance decisions are forwarded to Faculty Senate. Recommendations requiring student governance decisions are forwarded to Student Senate. All other recommendations are forwarded to Faculty Senate for informational purposes prior to implementation.

Recommendations requiring administrative decisions are forwarded to the appropriate administrator.

The Chair will consult with governance groups and administration regarding shared governance issues as necessary.

### III - Section T – Technology Council

[FS 12/13-62], [FS 10/11-42]

The Technology Council is the primary advisory and decision- making group for information and--instructional technology at UW-River Falls. The responsibilities of this committee are divided into three broad areas described below, each having a designated faculty lead and Division of Technology Services manager(s) who will coordinate efforts along with the chair.

When an issue comes before the Technology Council that is under the purview of a shared governance body, Technology Council will vote and make a recommendation to the appropriate governance group.

Purpose:

1. The Technology Council serves as an overall point of coordination, planning, and policy development for information and instructional technology at the University.
2. Membership (17 total voting members, plus 4 non-voting Division of Technology Services managers)
  - a. Chair of the Technology Council (Faculty Senate Appointment)
  - b. Vice-Chair of Technology Council (Administrative Appointment-CIO)
  - c. CEPS (1) (Faculty Senate Appointment)
  - d. CAS (2) (Faculty Senate Appointment)
  - e. CAFES (1) (Faculty Senate Appointment)
  - f. CBE (1) (Faculty Senate Appointment)
  - g. Faculty at-large (3) (Faculty Senate Appointment)
  - h. 4th Division (1) (Faculty Senate Appointment)
  - i. TLT Manager (non-voting)
  - j. ISS Manager (non-voting)
  - k. Students (2) (Student Senate Appointment)
  - l. Associate Vice-Chancellor for Enrollment Services or designee (Administrative Appointment)
  - m. Associate Vice-Chancellor for Student Affairs or designee (Administrative Appointment)
  - n. Provost or designee (Administrative Appointment)
  - o. CTS manager (non-voting) and IST Manager (non-voting)
  - p. Library Staff (Administrative Appointment)
3. Term of Office: Faculty term is three years. Student terms are one year with the option for reappointment. Terms for administrative members are determined annually by their respective leadership.
4. Duties:
  - a. align the information technology master plan with the University strategic/operational plan
  - b. support in the implementation of the Technology Services operational plan and IT Master Plan
  - c. prioritize IT funding recommendations
  - d. assist the campus with the prioritization of technology projects and monitor the progress of such projects
  - e. review and recommend University policies related to information and instructional technology
  - f. assist in the development and implementation of the campus long range equipment and software replacement plan
  - g. assist in the development (target) review performance indicators for the Division of Technology services to support

the implementation of the IT Master Plan

h. evaluate the effectiveness of the Technology Council and make appropriate recommendations for improvements

i. discuss and act on University related IT initiatives and all issues outlined within the three lead areas corresponding to subsections I, II, III below and create short-term ad hoc task groups to address specific issues if deemed too intensive for the overall Technology Council

5. Decision and voting:

- a. Decision-making processes are defined in *Robert's Rules of Order*, revised.
- b. Faculty governance-related issues will be forwarded to Faculty Senate, student governance related topics will be forwarded to Student Senate, and administrative related topics will be forwarded to the appropriate administrator. The Chair will consult with governance groups regarding shared governance authority.

### III - Section T: I – Instructional and Learning Technology Lead Issues

[FS 10/11-42], [FS 11/12-20]

For issues that the Technology Council decides need more intensely focused attention, the primary responsibilities of the Instructional and Learning Technology Lead include issues related to instructional and learning technologies that fall within the purview of faculty governance. The Instructional and Learning Technology Lead will return all such shared governance issues to the Technology Council for further action and consideration.

1. Purpose: The Instructional and Learning Technology Lead facilitates the effective use of information technology in teaching, learning and research.
2. Issues:
  - a. effective use of technology in teaching, learning and research
  - b. policies related to use technology in teaching and learning
  - c. effectiveness of institutional support for technology in teaching, learning and research
  - d. promoting use of instructional and learning technologies through communication, advocacy, faculty, and staff
  - e. support for all users
  - f. investigating emerging technologies and promoting their use as appropriate
  - g. assessment of effective teaching and the achievement of intended learning outcomes for alternative course delivery systems involving technology
  - h. issues including, but not limited to classroom technology, lab technology, learning management systems, distance education, emerging technologies, user support, and faculty and staff development related to instructional and learning technology

### III - Section T: II – Technology Services Lead Issues

[FS 12/13-62], [FS 10/11-42], [FS 11/12-20]

1. Purpose: For issues that the Technology Council decides are in need of more intensely focused attention the Technology Services Lead provides coordination and oversight for information, productivity, and transaction systems used and shared by the University community. This committee also assures that the campus network and basic technology support the work of the

University. The Technology Services Lead will return all such shared governance issues to the Technology Council for further action and consideration.

2. Issues:

- a. effectiveness of the infrastructure that supports the University's use of information technology
- b. policies and plans related to security, disaster recovery, and access
- c. basic productivity and telecommunication needs of faculty, staff, and students
- d. advising the institution on the acquisition and use of infrastructure-related software applications (e-mail, calendar, network monitoring, patching, and so on)
- e. effectiveness of the University's desktop or laptop, tablet, etc as appropriate replacement program
- f. technical issues including, but not limited to networking, wireless, workstations, software applications, productivity tools, file services, and telephone
- g. effectiveness of the information and transaction systems used by University faculty, staff, and students including accessibility, usability, and functionality
- h. needs of campus offices regarding information and transaction systems and recommended changes and additions
- i. policies related to information and transaction systems
- j. investigating new systems and recommending consideration for implementation
- k. issues including, but not limited to student information systems, web, degree audit systems, shared financial systems, reporting tools, room reservation, event management systems, point of sale, door security, document management systems, and human resources systems
- l. disseminating information to internal and external audiences

### III - Section T: III – University Web Lead Issues

[FS 12/13-62], [FS 10/11-42], [FS 11/12-20]

1. Purpose: For issues that the Technology Council decides are in need of more intensely focused attention the University Web Lead provides coordination and oversight for all content, applications, and services integrated into the university's Web site or associated with the Web site and also assures that the policies and procedures regarding the University's Web site exist, are followed, and are current. The University Web Lead will return all such shared governance issues to the Technology Council for further action and consideration.

2. Issues:

- a. coordination and oversight for all content, applications, and services integrated into the University's Web site or associated with the Web site
- b. oversight and direction in the planning and implementation of the University Web site
- c. University Web site policies and procedures and guidelines for materials and information resources made available via the University Web site
- d. maintaining the University Web site as an official publication of the University of Wisconsin-River Falls

### III - Section U – Termination Committee

1. Membership: The Termination Committee is established by the faculty, in response to the requirements of UWS 4.03 and UWS 5.11 of the Wisconsin Administrative Code, as a standing committee of nine tenured, full-time faculty members, nominated and elected by the faculty. (Academic staff shall not participate in the election of this committee.)
2. Term of Office: Three years with one-third (three members) being elected each year. The term of office begins in September.
3. Election procedures:
  - a. Committee members shall be nominated and elected at large.
  - b. The Elections Chair [FS 11/12-53], here and everywhere else "Vice Chair" formerly appeared in Section S.3] of the Faculty Senate shall supervise both nominations and elections to the Termination Committee.
  - c. All faculty members (but not academic staff) shall be eligible to nominate and vote for members of the Termination Committee.
  - d. During spring semester, the Elections Chair of the Faculty Senate shall furnish each voting member with a list of all tenured members of the faculty eligible for nomination. Each faculty member may nominate one person for each vacancy that exists on the Committee.
    - 1) Two persons will be nominated for each vacancy. Those nominated will be faculty members receiving the largest number of votes.
    - 2) The Elections Chair of the Faculty Senate will contact the nominees and obtain their consent before placing their names on the election ballot. If any nominee declines, the person having the next largest number of votes shall have his or her name placed on the ballot once it is determined by the Elections Chair that he or she accepts the nomination.
    - 3) The Elections Chair shall inform the voting faculty of the list of nominees and conduct the election by the end of the spring semester.
    - 4) Election shall be by secret ballot. The persons receiving the largest number of votes shall be declared elected and the vote will be published.
    - 5) Ties will be broken by lot.
4. Internal Organization
  - a. The Termination Committee shall elect a chair and other necessary officers from among its members. Such officers shall not serve beyond the beginning of the next fall semester unless re-elected.
  - b. For hearings, the Chair of the Termination Committee shall select five panelists by lot from the nine elected Committee members. No one who has participated directly in the lay-off, dismissal or termination decision under consideration shall serve on that panel.
  - c. If insufficient panelists are eligible from the nine standing Committee members, the chair shall select additional members by lot from the eligible faculty in order to complete the hearing panel of five members.
  - d. Each committee impaneled to conduct a hearing shall elect its own chair.
  - e. A panel may select an advisor to assist it in the conduct of the hearing in such ways as it directs. Such an advisor shall have no vote in the deliberations of the panel.
5. Powers and Responsibilities:
  - a. Hearings shall be conducted in accordance with the procedures stipulated in UWS 4 or UWS 5 of the Wisconsin Administrative Code and any additional procedures deemed necessary to conduct business.
  - b. The Termination Committee and the hearing panels are empowered to adopt such other procedures as they deem necessary for the proper conduct of their business.

### III - Section V – University Curriculum Committee

AP&P will hear program change proposals only after all concurrent course changes relative to the proposed program change request have successfully completed the current curriculum approval process (e.g. course changes in number of credits, course changes in prerequisites, and new course proposals).

1. Purpose:

- a. to provide a University-wide forum for the critical reading of and response to new course proposals and all changes to existing course proposals
- b. to facilitate the resolution of differences between colleges, departments, and programs where duplication of course content occurs
- c. to provide continuity and guidance regarding course proposal format
- d. to provide continuity and guidance regarding the amount of detail in course proposals
- e. to maintain a standardized form to be used for all course proposals and accompanying transmittal forms

2. Membership: Seven faculty members (at least three of whom are members of the graduate faculty), the Provost and Vice Chancellor or his/her designee, and one student. The seven faculty members selected will include at least one representative from each of the colleges. The Registrar or designee and a representative from the Library will sit as *ex-officio*, non-voting members of the Committee. [FS 06/07-31]

3. Term of Office: Three years for faculty, approximately one-third to be appointed each year, one year for students.

4. Duties:

- a. to receive and evaluate, according to University Curriculum Committee purposes, all new and revised courses that have been approved by the appropriate college curriculum committee and/or the Graduate Studies Curriculum Committee. The University Curriculum Committee will review courses and make recommendations in relation to their quality and the application of credit. The Committee will also adjudicate and make recommendations in those cases that involve University regulations or cross college/department/program overlap [FS 06/07-31]
- b. to coordinate procedures with all college curriculum committees and/or the Graduate Studies Curriculum Committee.
- c. to suggest changes in format of the course proposal form and transmittal form

5. Procedure:

- a) Courses are usually generated and developed by department faculty. Course proposals must be reviewed and approved at the departmental level. Letters of acknowledgement from persons in departments that were consulted where possible curriculum overlap may occur must be forwarded with the proposal. Letters of acknowledgment are required from consulted departments whose course enrollments may be affected due to changes in or additions of course prerequisites in the proposal. The originating department must sign the accompanying transmittal form. If the proposal is either an undergraduate course or a combined undergraduate/graduate proposal, it is then sent to the college curriculum committee or the appropriate committees. In the case of an intercollegiate course, for example, the proposal is sent to the college curriculum committee where the program is housed administratively; whereas in the case of a graduate course, it is sent to the Graduate Studies Curriculum Committee.

- b) The Dean of the College approves or disapproves new courses and/or changes in course offerings by signing the accompanying transmittal form. This signature is an indication that the Dean acknowledges the impact the course may have on faculty load and financial requirements.
- c) Graduate level courses must be approved or disapproved by the Graduate Studies Curriculum Committee and signed by the Director of Graduate Studies before being submitted to the University Curriculum Committee.
- d) Education-abroad courses must also obtain a letter from the Chair of the International Programs Committee.
- e) Course proposals approved by the Deans (and both the Director of Graduate Studies and the Graduate Studies Curriculum Committee for graduate courses) are forwarded to the University Curriculum Committee (an updated electronic copy). When a course is revised or changed, copies of the old original proposal must also be sent to the University Curriculum Committee. A signed transmittal form must accompany all course proposals.
- f) Any course that is offered on a temporary basis (such as 289, 389, INTS 370) with essentially the same course specifications must be approved through the regular curricular process, before its fourth offering.
- g) The University Curriculum Committee Chair will publish in the committee's agenda a list of all courses to be reviewed by the University Curriculum Committee so as to inform the University faculty. Information will be published in accordance with Wisconsin Open Meetings Law requirements.
- h) At the request of the University Curriculum Committee Chair, a departmental representative must be at the meeting to represent new and revised course proposals. The representative should be prepared to provide a short verbal explanation/justification of the new or revised course proposal. The representative will serve as a liaison between the University Curriculum Committee and the department in which the proposal originated. The committee may ask the representative to clarify information and provide background material.
- i) Guidelines for review and approval of course proposals:
  - (1) Review for accuracy information prompts, such as year of first offering, minor/major requirements.
  - (2) Check for the inclusion of appropriate prerequisites.
  - (3) Review for adequacy of course outlines and attachments including acknowledgement letters from persons in departments who were consulted where possible curriculum content overlap may occur. In the case of education abroad course, a letter from the chair of the International Programs Committee must also be reviewed.
  - (4) Adjudicate and make recommendations in those cases of overlap or other conflicts involving University regulations or intercollegiate differences.
  - (5) If substantive changes to the course proposal are deemed necessary for the course to be approved by the University Curriculum Committee, the proposal may be sent back to the appropriate college curriculum committee or the Graduate Studies Curriculum Committee.
- i) Guidelines for information dissemination after committee action:
  - 1) Minutes of all the meetings will be sent to:
    - a. all committee members
    - b. all college curriculum committee chairs
    - c. all college Deans and the Director of Graduate Studies

- d. the chair and secretary of the Faculty Senate
  - e. the President of the Student Senate
- 2) The original course proposal with accompanying transmittal form will be sent to the Dean's Office of the appropriate college, or the Office of Graduate Studies (for graduate courses), for the permanent/official files. Copies, including transmittal form, will also be sent to the person who submitted the course proposal and one to the Department(s) in which the course will be taught. [FS 12/13-44]

## Visiting Professor Committee

[disbanded, subsumed into Q, Learning Resources Committee, FS 06/07-45]

**Administrative Committees:** See Chapter 2.6 for Administrative Committees.



## Faculty and Staff Handbook

27th Edition, 2017-18 Version

### Chapter 3: Organization of the Faculty and Academic Staff

#### 3.4 Policies, Procedures, Processes and Guidelines

##### Article I Purpose

The purpose of this section of the Handbook is to record all policies, procedures, processes, guidelines, and related items that are not recorded in the Constitution, By-Laws, or other sections of the Handbook. This section is not intended to replace any other section of the Handbook, but to supplement them."

AND the motion shall empower the Senate Vice Chair to incorporate all existing policies, procedures, processes, guidelines, and related items that have already been approved by the Senate but are not recorded in the Constitution, By-Laws, or other section of the Handbook.

#### 3.4.1 General Committee Responsibilities

##### 3.4.1.1 Committee Motions guidelines

[FS 11/12-21]

All Senate committee motions must conform to the following guidelines:

- Is the committee's proposal changing or adding existing language? Provide both the new and old (if applicable) language.
- Is the motion changing or adding language to the Handbook? Identify the specific location(s) in the Handbook that are being changed (if applicable).
- When is the proposal to take effect? (i.e., immediately upon approval, or at a specified date after approval: \_\_\_\_\_).

##### 3.4.1.2 *ad hoc* Committee Guidelines

[FS 11/12-22]

All proposals for *ad hoc* committees must include the following:

- Name
- Charge(s)

- Membership: numbers, status requirements (e.g. divisional affiliation), and voting status
- A clear statement of the committee's obligations to report and or make recommendations to the senate
- Termination date (i.e. the date upon which the ad hoc committee must either be reauthorized by the Senate or terminates)

### 3.4.1.3 *ad hoc* Committees

[FS 11/12-23]

#### A. Sustainability

- Motion
- Charge
- Members

#### B. Strategic Planning

- The following ad hoc committees were established by Faculty Senate motions by August 23, 2011.
- Coordination Group: One member of Executive Cabinet appointed by the Chancellor, one tenured academic administrator appointed by the Provost, the Faculty Senate Chair, one additional faculty member to be appointed by Faculty Senate, an Academic Staff Member appointed by the Chancellor in consultation with the Chair of Academic Staff Council.
- Environmental Scan: One member of the Strategic Planning Coordinating Group, one faculty member appointed by Faculty Senate, one member appointed by the Chancellor, one student appointed by Student Senate, an Academic Staff member appointed by the Chancellor in consultation with the Chair of Academic Staff Council, 2-4 members at large to be appointed based on their expertise in the field of strategic planning in general and one of the task forces in particular.
- SWOT Analysis: One member of the Strategic Planning Coordinating Group, one faculty member appointed by Faculty Senate, one member appointed by the Chancellor, one student appointed by Student Senate, an Academic Staff member appointed by the Chancellor in consultation with the Chair of Academic Staff Council, 2-4 members at large to be appointed based on their expertise in the field of strategic planning in general and one of the task forces in particular.
- LTP Review and Support: One member of the Strategic Planning Coordinating Group, one faculty member appointed by Faculty Senate, one member appointed by the Chancellor, one student appointed by Student Senate, an Academic Staff member appointed by the Chancellor in consultation with the Chair of Academic Staff Council, 2-4 members at large to be appointed based on their expertise in the field of strategic planning in general and one of the task forces in particular.
- Mission/Vision/Values: One member of the Strategic Planning Coordinating Group, one faculty member appointed by Faculty Senate, one member appointed by the Chancellor, one student appointed by Student Senate, an Academic Staff member appointed by the Chancellor in consultation with the Chair of Academic Staff Council, 2-4 members at large to be appointed based on their expertise in the field of strategic planning in general and one of the task forces in particular.
- Assessment: One member of the Strategic Planning Coordinating Group, one faculty member appointed by Faculty Senate, one member appointed by the Chancellor, one student appointed by Student Senate, an Academic Staff

- member appointed by the Chancellor in consultation with the Chair of Academic Staff Council, 2-4 members at large to be appointed based on their expertise in the field of strategic planning in general and one of the task forces in particular.
- Communications and Events Planning: One member of the Strategic Planning Coordinating Group, one faculty member appointed by Faculty Senate, one member appointed by the Chancellor, one student appointed by Student Senate, an Academic Staff member appointed by the Chancellor in consultation with the Chair of Academic Staff Council, 2-4 members at large to be appointed based on their expertise in the field of strategic planning in general and one of the task forces in particular.
  - Strategic Work: Provost and Vice Chancellor for Academic Affairs, Vice Chancellor for Administration and Finance, Chair, Faculty Senate, Vice Chair, Faculty Senate.
  - Sunset: May 28, 2012

#### C. Veteran's Recognition

[FS 11/12-13]

- Charge: Identify potential appropriate methods/venues to recognize veterans' service
- Membership: Two members appointed by Student Senate, two members appointed by Faculty Senate (one of whom will serve as chair), two members appointed by the Chancellor  
Sandy Ellis, Chair Dennis Cooper Blake Fry Nicole Lillis
- Sunset: November 1, 2011

#### D. New Faculty to Shared Governance

[FS 11/12-14]

- Charge: Identify possible mechanisms to orient new faculty to shared governance
- Membership: Three faculty members appointed by Faculty Senate (one of whom will serve as chair)  
Wes Chapin, Chair, Michelle Parkinson, Marshall Toman
- Sunset: December 1, 2011

#### E. International Laboratory Working Group

[FS 11/12-31]

- Charge: Functioning as a sub-committee of the International Programs Committee, conduct a review of the university's goals for internationalization focusing on faculty development, curricula, infrastructure, and related issue areas, and to report and make recommendations to the Faculty Senate through the International Programs Committee
- Composition: Three Chancellor appointees; five faculty members, one of whom will serve as chair, appointed by the International Programs Committee and subject to approval by Faculty Senate; and a student member as approved by Student Senate. Faculty members of the subcommittee need not necessarily be members of the International Programs Committee. The International Programs Committee will solicit potential faculty members from the general campus

community.

Marshall Toman, Chair, Pat Berg, Sylvia Kehoe, Ozcan Kilic, Gay Ward, Carolyn Brady, Shelby Rubbelke, Megan Learman.

- Sunset: March 29, 2013, unless reauthorized by the Faculty Senate

#### F. Strategic Plan Progress Committee (SPPC)

- Motion [FS 11/12-74] (see also motion [FS 12/13-1])
- Charge: Manage, assess, and communicate progress in implementing the 2012-2017 strategic plan; Monitor, assess and report progress on goals and initiatives, including measurable outcomes/key performance indicators; Identify specific initiatives of the strategic plan that should be prioritized on an annual basis, and to articulate responsibility, timelines, and specific work products for the priority initiatives. These priority initiatives will be submitted to Faculty Senate for vote and the Chancellor for consideration/approval; Manage documents related to the strategic plan goals, initiatives, and accomplishments; Facilitate strong and regular communication of strategic plan progress to the campus and broader by:

Developing and ensuring the implementation of a plan for regularly updating the campus on progress, including recognizing and celebrating success, on at least a monthly basis (during the academic year)

Producing and Annual written assessment report that is submitted to Faculty Senate and the Chancellor, and is communicated to the campus community in an effective and transparent manner

Plan and host an annual strategic planning retreat to review and discuss progress and challenges on the strategic plan, and to inspire ongoing and broad ownership of the plan

- Membership (annual terms with goal to have some members serve multi-year terms to ensure continuity):
  1. One member of the Cabinet appointed by the Chancellor (Chair)
  2. Faculty Senate Chair (vice chair)
  3. One additional faculty member to be appointed by Faculty Senate
  4. One tenured academic administrator appointed by the Provost
  5. One academic staff member appointed by the Chancellor in consultation with the Chair of Academic Staff Council and approved by Faculty Senate
  6. One student appointed by the Student Senate
  7. One support staff (*ex officio*, non-voting) to manage meetings, materials, follow up (invited by the administrative chair)
- Sunset: Not stated, presumed to be 2017

#### G. Committee on Graduate Studies

- Motion [FS 11/12-79], [FS 11/12-101], [FS 12/13-17]
- Charge: Conducting a review of the existing governance and administrative structures and processes used at UWRF for

Graduate programs; recommending appropriate organizational structures and processes for the administrative purposes of graduate programs (i.e. administrative functions); recommending appropriate structures and processes for graduate programs related to the "academic and educational activities and faculty personnel matter" that are consistent with both State statutes and the UWRF Constitution, that will be codified in the *Faculty and Academic Staff Handbook* (e.g. Constitutional *By-Laws*)

- Membership: 3 At-Large faculty, 3 faculty with graduate faculty status with experience on the Graduate Council, and a faculty chair (all appointed by the Senate); an *ex officio* non-voting member (Associate Vice Chancellor)
  1. that the Graduate Studies administrator chair the Graduate Council. The Graduate Studies administrator should be a member of the Deans Council at a level parallel to a Dean
  2. that the Graduate Council become an administrative committee parallel to the College Executive/Chairs Committees that currently exist on campus. Membership should consist of the Graduate Program Directors or their designees.
  3. that the Faculty Senate develop a Graduate Studies Curriculum Committee for the purpose of:
    - a. providing a forum for the critical reading of, and response to, new graduate *course proposals* and all substantial changes to existing course proposals

Graduate *course proposals* would initially be approved at the department/program level, and subsequently approved by the College Dean, Graduate Studies Curriculum Committee, University Curriculum Committee, and Faculty Senate.

b. Providing a forum for the critical reading of, and response to, new graduate *program proposals* and all substantial changes to existing graduate programs.

Graduate *program proposals* would initially be approved at the department/program level, and subsequently approved by the College Dean, Graduate Studies Curriculum Committee.

- Sunset: April 9, 2012; extended to April 30, 2012 by [FS 11/12-101]

#### H. Committee on Program Prioritization and Program Audit Review (PP-PAR)

PP-PAR Overview Triad

PP-PAR Scoring Sheet

- Motion [FS 11/12-121]
- Charge: Working through the details of PP-PAR using as the framework the combined Program Prioritization and Program Audit and Review (PP-PAR) tool (below in two parts) and reporting to Senate by December 1, 2012.
- Membership
  1. Controller or Budget Director
  2. Director of Institutional Research
  3. Chair of the Faculty Welfare Committee
  4. Chair of the Assessment Committee
  5. Chair or member of the URSCA Task Force
  6. Chair of APP
  7. CIO or Information Systems project lead
  8. Representative from Student Affairs or Career Services
  9. Director, Survey Research Center

10. Associate VC for Academic Affairs/ Chair of the Program Audit & Review Committee

11. Chair of Faculty Senate or member of the Fac. Senate Executive Committee

12. Faculty Member At-Large

- Sunset: February 15, 2013

#### I. Committee on Implementation of Tobacco-free Campus Policy

- Motion [FS 12/13-84]

- Charge: To implement effectively and efficiently a tobacco-free campus, effective July 1, 2013, to ensure that all students, faculty, and staff know policy and are provided with information on available resources to help them adapt to the policy.

- Goals:

- Communication of the tobacco-free policy campus wide.
- Communication of available resources to help the community adapt to the policy.
- Ensure tobacco-free policy concerns/issues continue to be addressed after the policy goes into effect.

- Membership:

- 4 faculty: (1 from the College of arts and Sciences, 1 from the College of Education and Professional Studies, 1 from the College of Business and Economics, and 1 from the College of Agriculture, Food and Environmental Sciences)- appointed by Faculty Senate.
- 2 students one of whom is self-identified as a tobacco non-user-appointed by Student Senate.
- 2 academic staff-nominated by Academic Staff Council and appointed by Faculty Senate.
- 1 classified staff- appointed by Classified Staff advisory Council
- Student Health and Counseling Services Director (ex-officio, non-voting, will serve as co-chair along with a faculty co-chair to be appointed by the Senate from among the four faculty members)
- Health Education Coordinator (ex-officio, non-voting)

- Assessment: By March 1, 2015, the Senate Executive Committee and Chancellor will assess the composition of the body and recommend a permanent body.

- Sunset: July 1, 2015, or earlier if a permanent body is approved.

#### J. Committee on Online and Related Content Delivery

- Motion [FS 12/13-101]

- Charge:

- Consider the effectiveness of online and related content delivery (e.g. MOOC's and MOCC's).
- Review the profile of UWRF students to ascertain the probability that various content delivery approaches will be successful.
- Report / make recommendations to the Faculty Senate by December 1, 2013.

- Sunset: December 1, 2013.

## Article II

### 3.4.2 Administrative Decisions and Shared Governance

#### 2.1 Administrative Decisions affecting Academic and co-curricular programs and Share Governance

Prior to adopting any policy changes on campus that might in anyway impact programs or co-curricular activities, administration will seek input from stakeholders and conduct an analysis of the effect that the proposed policy would have upon those programs and/or activities. Communication will be initiated between affected stakeholders and administrators to resolve concerns before implementation. Examples of where such policy would be helpful in avoiding negative impact to campus programs and students include:

- Changes in classroom assignments that affect the quality of classroom instruction.
- The decommissioning of 15 passenger fleet vehicles (without replacement) that are necessary for programs that require travel as part of the curriculum.
- Arbitrary reassignment of courses to classrooms that are not equipped/formatted for the teaching of certain disciplines.
- Unilateral decisions to limit financial aid to students based on 6 credit load in contrast to the former (and national) standard of 5 credit load during the summer session.

#### Section 2.2 New Faculty and Staff Orientation

The new faculty and staff orientation day that occurs each fall shall include a timeslot of approximately one hour devoted to faculty governance. This 'governance session' will be organized and led by the Faculty Senate Chair and the Executive Committee. New faculty and academic staff will be provided a graphic representation of the role of Faculty Senate in UWRF decision making, and a hard copy of the most recent edition of the Faculty and Academic Staff Handbook. All institutional employees will be welcomed to attend Faculty Senate meetings, and encouraged to serve as substitutes when needed. The governance session should be followed by an invitation from the Executive Committee to new faculty, instructional academic staff, and non-instructional academic staff to at least one brown bag lunch, or similar activity.

#### Section 2.3 Renaming Academic Departments and Units

[FS 12/13-88]

Renaming academic departments or units shall be initiated by the dean(s), who will provide a description of the change(s)

and appropriate rationale. For informational purposes, the proposal shall be provided to the curriculum committee(s) of the affected college(s) and, if applicable, to the Graduate Studies Curriculum Committee. The proposal will be submitted to the Academic Program and Policy Committee for its consideration, followed by the Faculty Senate and the Chancellor.

## Article III: Appointments

### Section 3.1: Committee Chair Appointments:

Chair appointments for several committees include reassignment time [FS 09/10-36]:

Academic Policy and Program (0.25 for one semester),

Assessment Committee (0.25 for one semester),

Faculty Welfare and Personnel Policies Committee (0.25 for one semester),

General Education and University Requirements Committee (0.25 for two semesters), Information and Instructional Technology Council (0.25 for one semester), and

University Curriculum Committee (0.25 for two semesters).

Appointments to these assignments will be made near the end of the fall semester preceding the appointment year, or as soon as practical in spring semester, to allow departments to modify course schedules and/or hire replacements appropriately. [FS 11/12-11]

### Section 3.2: Faculty Appointments to University-Level Committees

All faculty members of university level ad hoc and permanent committees must be appointed by the Faculty Senate.

### Section 3.3: Faculty Appointments to University of Wisconsin System Committees

All UWRF faculty members appointed to University of Wisconsin System committees must be appointed by the Faculty Senate.

### Section 3.4: Faculty Appointments to Regional and other non-UWRF and non-UW System Committees

All UWRF faculty members of regional and other non-UWRF and non-UW System committees representing the University in roles related to the primary areas of faculty governance responsibility must be appointed by the Faculty Senate.



## Article IV: Assessment

### Section 4.1: Assessment Plan Elements for Evaluating Assessment Plans

#### ACADEMIC PROGRAM ASSESSMENT PLAN ELEMENTS

The following are four elements that are to be included and updated in an academic program's assessment plan. These are the elements that will be evaluated by the Faculty Senate Assessment Committee when review an academic program's plan. It is the program's responsibility to fully discuss each element. For organization of the plan, or element specific questions, please contact the Chair of the UWRF Assessment Committee. [FS 12/13-143]

#### I. Program Learning Outcomes

- Learning outcomes are focused on 'a graduate of the program/major will be able to
- Learning outcomes are measurable.
- Learning outcomes are linked to UWRF Strategic Goals and Initiative
- Learning outcomes meet the professional and intellectual needs of graduates.
- Learning outcomes reflect the needs of external stakeholders.
- Broad learning outcomes are supported by specific content/skill learning outcomes, if relevant.
- Have differentiate and measurable learning outcomes for each of the different options in a major, if applicable.

#### II. Profile of where Learning Outcomes are being Achieved

- Courses are identified for each program learning outcome.
- Course maps clearly indicate different levels of learning and skills development as relevant to the program.
- Out-of-classroom learning opportunities are identified and linked to program learning outcomes to show their impact on the outcomes. Plans also address how out-of-classroom learning opportunities serve the needs of external stakeholders.

#### III. Venues for Assessing Learning Outcomes

- Indicate what venues, tools, artifacts, and methods will be used for direct assessment for each learning outcome. Indicate in which course these will be used. Include rubrics used for assessment in the plan.
- Indicate what out-of-class learning opportunities will be assessed using what tool, artifact, or method and how they will be evaluated. If relevant indicate how the out-of-class learning opportunity supports UWRF strategic initiatives. Include any documents/rubrics that will be used for assessment in the plan.
- Indicate what indirect methods of assessment will be used, e.g. students, alumni, professional stakeholders. Include instrument[s] in the plan.

#### IV. Process for Assessment

- If applicable, indicate external professional accreditation and their assessment standards. Indicate the assessment cycle.
- Describe how the program incorporate comparability of & assessment of learning opportunity related to different: modes of delivery, locations, and duration of courses.
- Describe the accountability structure for developing the assessment process [faculty, committee, assessment coordinator, students, external stakeholders, etc.]
- Describe the process used for reviewing, aggregating, and analyzing assessment findings.
- Describe the process used for maintaining data and documenting actions across the assessment cycle.
- Describe the process used for the development, implementation, and reassessment of a) the changes need to maintain desired students learning and performance and b) improvement of student learning and performance.
- Identify where internal and external stakeholders can obtain assessment results and action plans.
- Reviewing Academic Program Assessment Plans. A copy of the complete rubric is located on the Campus Assessment Webpage. The assessment committee will review all program assessment plans.

**REVISED Assessment Plan<sup>1</sup> Review Rubric [Senate Approved Spring 2017]**

	Exemplary [60]	Well-developed [50]	Developed [40]	Developing [30]	Underdeveloped [20]	Underdeveloped [10] <sup>ii</sup>
Program Learning Outcomes [Section 1]	<p>a. All learning outcomes are presented as “a graduate will be able to ....”</p> <p>b. All learning outcomes are measurable.<sup>iv</sup></p> <p>c. All learning outcomes are linked to the needs of external stakeholders</p> <p>d. All learning outcomes are clearly linked to at least 1 UWRF strategic goal.</p> <p>e. If relevant, learning goals are presented for each option or track in the program.<sup>v</sup></p> <p>f. As <i>relevant</i>, learning outcomes are enhanced with sub-outcomes.<sup>v</sup></p>	<p>a.The majority of learning outcomes are presented as “a graduate will be able to ....”</p> <p>b.The majority of learning outcomes are measurable.</p> <p>c. The majority of learning outcomes are linked to the needs of external stakeholders</p> <p>d. The majority of learning outcomes are clearly linked to at least 1 UWRF strategic goal.</p>	<p>a. Some learning outcomes are presented as “should” not as “a graduate will be able to”</p> <p>b. Some learning outcomes are measurable.</p> <p>c.Some learning outcomes are linked to the needs of external stakeholders.</p> <p>d. Some learning outcomes are linked to at least one UWRF strategic goal</p>	<p>a. Learning outcomes are presented in the form “a student will...” Written as if a course objective not a program learning outcome.</p> <p>b. Only one learning outcome is measurable.</p> <p>c. Only one learning outcome is linked to the needs of external stakeholders.</p> <p>d. Only one learning outcome is linked to at least one UWRF strategic goals.</p>	<p>a. Program goals are presented but/or no learning outcomes are presented.</p> <p>b. Learning outcomes are not measurable.</p> <p>c. No learning outcomes are linked to the needs of external stakeholders</p> <p>d. Learning outcomes are not linked to UWRF strategic goals.</p>	
Profile of where learning outcomes are being achieved [Section2]	<p>a. Specific courses are identified for all learning outcomes.</p> <p>b. Course map visual clearly indicates different levels of learning and skill development].<sup>vi</sup></p> <p>c. Discusses how out-of-classroom experiences impact all learning outcomes</p> <p>d. <i>Clearly states how out-of-classroom experiences meet external stakeholder expectations<sup>iv</sup></i></p>	<p>a. Specific courses are identified for the majority of learning outcomes.</p> <p>b. A course map visual is included</p> <p>c. Discusses how out-of-classroom experiences impact the majority of learning outcomes</p> <p>d. Clearly states how some out-of-classroom experiences meet external stakeholder expectations.</p>	<p>a. Specific courses are identified for some learning outcomes.</p> <p>b. No course map visual is included, but a list of courses in narrative form is present.</p> <p>c. Discusses broadly how out-of-classroom experiences impact some learning outcomes.</p> <p>d. Broad overview of how out-of-classroom experiences meet external stakeholder expectations.</p>	<p>a. Specific courses are identified for only one learning outcome.</p> <p>b. A list of courses is presented, but is incomplete or difficult to ascertain where the outcomes are being achieved.</p> <p>c. Discussion of how out-of-classroom experience impacts one learning outcome.</p> <p>d. Implied way of how out-of-classroom experiences meet external stakeholder expectations.</p>	<p>a. Specific courses are not identified for learning outcomes.</p> <p>b. Reference is made to how or where outcomes are achieved but not tied to specific courses.</p> <p>c. No discussion of how out-of-classroom experiences impact learning outcomes.</p> <p>d. No discussion of how out-of-classroom experiences meet external stakeholder expectations.</p>	
Venues for assessing learning outcomes [Section 3]	<p>a. Identifies venues that will be used for all direct measures. All are linked to specific courses<sup>viii</sup> OR has clearly articulated overview of a mix of course-embedded &amp; /or summative assessment.</p> <p>b. Specific artifacts are identified for all learning outcomes.<sup>ix</sup></p>	<p>a. Identifies venues that will be used for the majority of direct measures. All are linked to specific courses. OR has clearly articulated overview of a mix of course-embedded &amp;/or summative assessment</p> <p>b. Specific artifacts are identified for a majority of learning outcomes.</p>	<p>a. Identifies venues that will be used for some direct measures and are linked to specific courses. OR has broad overview of non-course embedded assessment.</p> <p>b. Specific artifacts are identified for some of the learning outcomes</p>	<p>a. Identifies venues that will be used for one direct measure and is linked to specific courses</p> <p>b. Specific artifacts are identified for one learning outcome.</p>	<p>a. No venues stated OR No discussion of summative assessment.</p> <p>b. No artifacts are identified.</p>	

	<p>c. Identifies specific venues &amp; artifacts for all out-of-classroom learning experiences.</p> <p>d. Use of indirect student survey feedback for all learning outcomes. Other feedback requested.</p> <p>e. Indirect student Learning Outcomes measurement scale consistent with UWRF scale. Form included</p> <p>f. Stated use of indirect alumni feedback. Form provided.</p> <p>g. Use of indirect external professional stakeholders e.g. employers, educators, artists. Form[s] provided.</p>	<p>c. Identifies specific venues &amp; artifacts for the majority of out-of-classroom learning experiences.</p> <p>d. Use of indirect student survey feedback for the majority of learning outcomes.</p> <p>e. ----</p> <p>f. Stated use of indirect alumni feedback</p> <p>g. Stated Use of indirect professional feedback.</p>	<p>c. Identifies venues &amp; artifacts for some out-of-classroom learning experiences.</p> <p>d. Use of indirect student survey feedback for some learning outcomes.</p> <p>e. Indirect student Learning Outcomes measurement scale consistent with UWRF scale</p> <p>f. -----</p> <p>g. -----.</p>	<p>c. Venues identified for out-of-classroom learning with one artifact identified</p> <p>d. Use of indirect student survey for one learning outcomes.</p> <p>e. -----</p> <p>f. -----</p> <p>g. -----</p>	<p>c. Venues identified for out-of-classroom learning but no artifacts identified.</p> <p>d. No use of indirect student survey</p> <p>e. Indirect student Learning Outcomes measurement scale not consistent with UWRF scale</p> <p>f. No use of indirect alumni feedback</p> <p>g. No use of indirect professional feedback</p>	
Process for Assessment [Section 4]	<p>a. Clearly identifies the scope and depth of the program's assessment cycle, including when all learning outcomes will be assessed within this cycle.</p> <p>b. Clearly discusses how program incorporates comparability of &amp; assessment of learning opportunity related to different: modes of delivery, locations, and duration of courses. x</p> <p>c. Clearly identifies the accountability structure of the program's assessment process [faculty, assessment coordinator, assessment committee]. Includes discussion of the role of both internal [faculty, staff, students] and external stakeholders in developing &amp; engaging in assessment plan/process.</p> <p>d. Clearly describes each step of the process used for reviewing, aggregating, analyzing assessment findings.</p> <p>e. Clearly describes the process for maintaining data, and documenting actions across the assessment cycle.</p> <p>f. Clearly describes the process for how changes based on assessment findings will be implemented &amp;</p>	<p>a. Identifies the scope and depth of the program's assessment cycle, including when the majority of learning outcomes will be assessed within this cycle.</p> <p>b. -----</p> <p>c. Clearly identifies the accountability structure of the program's assessment process [faculty, assessment coordinator, assessment committee].</p> <p>d. -----</p> <p>e. -----</p> <p>f. Clearly describes the process for how changes based on assessment findings will be</p>	<p>a. Identifies the program's assessment cycle, including when some of the learning outcomes will be assessed within this cycle.</p> <p>b. Broad overview of how program incorporates comparability of &amp; assessment of learning opportunity related to different: modes of delivery, locations, and duration of courses.</p> <p>c. Role of program faculty and teaching staff in developing assessment plan/process is clearly stated.</p> <p>d. Broad discussion of process for reviewing, aggregating, analyzing assessment findings.</p> <p>e. Broad discussion of how data will be maintained and actions documented across the assessment cycle.</p> <p>f. Broadly describes how assessment driven changes will be made. Some implementation</p>	<p>a. Identifies the program's assessment cycle but no timeframe of assessment of any learning outcomes.</p> <p>b. -----</p> <p>c. Role of program faculty in developing assessment plans/process is addressed</p> <p>d. Limited discussion of process used for reviewing, aggregating, analyzing assessment findings.</p> <p>e. Limited/vague discussion of how data will be maintained.</p> <p>f. Limited discussion of how assessment driven changes will be made. No implementation &amp;</p>	<p>a. No identification of the program's assessment cycle.</p> <p>b. Limited discussion of how the program incorporates comparability of &amp; assessment of learning opportunity related to different: modes of delivery, locations, and duration of courses.</p> <p>c. No discussion of accountability structure</p> <p>d. No process for reviewing, aggregating, analyzing assessment findings.</p> <p>e. No discussion of maintaining data and documenting action across the assessment cycle</p> <p>f. No discussion of how assessment driven changes will be made but does broadly discuss how documentation</p>	

<p>documented. Action template [what, when, who, and when reassessed] is provided.</p> <p>g. Clearly states where assessment plans, results and actions taken can be obtained by internal and external stakeholders.</p> <p>h. Assessment process includes additional narrative that enhances understanding, e.g. links to program mission, performance benchmarks for each outcome, learning outcome rubrics, role of students in assessing their performance, samples of student work collection &amp; maintenance. «</p> <p>i. If relevant, identifies external accreditation received and its assessment standards. «</p>	<p>implemented and documented [both to close gaps and to build on strengths]</p> <p>g. -----</p> <p>h. Assessment process or venue section includes additional narrative that enhances understanding, e.g. performance benchmarks and common program level assessment rubrics tied to program level learning outcomes</p>	<p>&amp; documentation strategies discussed.</p> <p>g. General reference to how program faculty, staff, and students can obtain plans and request findings/actions taken.</p> <p>h. Assessment process or venue includes additional narrative that enhances understanding, e.g. common rubrics for program level learning outcomes</p>	<p>documentation strategies discussed.</p> <p>g. Broad statement of how program faculty can easily obtain plans &amp; results. No easily accessible access to findings/action plans presented.</p> <p>h. Limited additional narrative</p>	<p>will occur.</p> <p>g. No reference to how plans, results &amp; actions can be obtained.</p> <p>h. No additional narrative</p>	
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- i. Programs are to submit assessment plans as a single document. Plans may consist of narrative or narrative with appendices. There is no page limit for the plans [though clarity and conciseness is appreciated] as they are to reflect the program's assessment story with as much detail as needed. Plans must have page numbers. Plans may be submitted as a word, word compatible, or pdf document.
- ii. Section not in plan.
- iii. Do not have multiple ideas/skills/topics presented in an outcome.
- iv. Used to enhance understanding of assessment for this section.
- v. Give additional insight into the depth of skills and knowledge.
- vi. For example: introduced, reinforced, and enhanced. Presentation for [a] and [b] can be combined into one course map that clearly shows learning outcome[s], course[s], and level of learning.
- vii. As this section is developed, programs may want to add a discussion of how out-of-classroom learning experiences are included in their evaluation of achieving/ability to do program learning outcomes.
- viii. Venues [e.g. research] can be included in the course map for one integrated figure.
- ix. Artifacts [deliverables] can be included in the course map for one integrated figure.
- x. Assessment activities draw from different modes, locations, durations. Inclusion of assessment activities during the summer and J-term when modes, duration, or location differences are primarily delivered in these sessions. How both direct and indirect assessment are affected. Graduating student surveys should include questions related to learning experiences across modes of delivery, locations, course timeframes [compressed]
- xi. Additional narrative can be in any section.
- xii. Used to document external professional assessment and its criteria/evaluation process.

## ACADEMIC PROGRAM ASSESSMENT REPORT ELEMENTS

In order to examine the efforts of an academic program's assessment of student learning and the campus expectations regarding assessment, programs need to collect, analyze, and maintain the results from the activities identified in their assessment plans. This is an ongoing process. An assessment report will need to be generated and submitted to the campus as part of the assessment cycle identified by UWRF for each program. The following are four elements/areas that are to be included in the assessment report. It is the program's responsibility to fully address each element/area.

- **Assessment Activities** [across the stated time period]
  - Identify the assessment time frame covered in the report.

- Discuss by learning outcomes for the major and different options in the major the assessment activities that the program has engaged in during the time period covered by the report.
- Describe the assessment activities the program has engaged in during the time period covered by the report.
- Discuss how the program engaged in assessment across different modes of delivery, locations and course timeframes.
- Discuss any engagement with internal and external stakeholders regarding assessment processes, out-of-classroom learning experiences, or learning outcome currency/relevance.
- Discuss the role of out-of-classroom learning experiences and how they were assessed relative to the learning outcomes/option outcomes that were measured.
- Discuss any changes to program learning outcomes, evaluation methods, or changes in linkage to UWRF strategic goals and initiatives that have occurred since the approved assessment plan was implemented. Attach a new assessment plan to the report.
- Discuss the status of the action plans presented in the prior assessment reports.

- **Assessment Activity Results**

- Clearly present the direct assessment performance/evaluation findings related to each program/option learning outcome. This is not the detailed reports that may be developed by faculty at the course level but rather summary findings across selections/courses.
- Clearly present direct assessment results/finding by modes of delivery, locations, course timeframes.
- Clearly present the indirect findings from student, alumni, employer and/or other external stakeholders. [Note: This could replicate the data that chairs collect from graduating seniors each semester. For assessment reports, this should be presented as trend data].
- Discuss the significance of the findings relative to program and/or external stakeholder expectations. Program are to be specific in discussing were performance is or is not meeting program expectations and clearly identify actions that will be taken to close performance gaps.
- Identify specific actions with change/implementation time frames, accountability assignments, and review time frames. In addition to direct course-embedded and indirect assessment, actions should also address out-of-classroom learning, links to UWRF strategic goals and initiatives, and addressing external professional stakeholder needs as relevant.
- Clearly state how internal and external stakeholders can obtain assessment report findings and action initiatives.

- **Action Plans**

- Discussion of where/how performance is or is not meeting program expectations.
- Discussion of the actions the program will take to maintain/improve learning outcome performance by individual outcomes.

- Discussion of actions the program will take to maintain/improve comparability of learning regardless of modes of delivery, location, or course duration.
- Discussion of the actions the program will take to maintain/improve out-of-classroom learning experiences.
- Discussion of the actions the program will take to maintain/improve indirect student assessment.
- Discussion of the actions the program will take to maintain/improve indirect alumni assessment.
- Discussion of the actions the program will take to maintain/improve indirect professional assessment. Discussion includes actions that will be taken to enhance the learning outcome/external stakeholder expectation.
- Discussion of the actions the program will take to maintain/enhance the process for assessment.
- Action plan summary table is included. The table identifies specific action, implementation timeframes, accountability assignment, and review schedules.

- **Attachments**

Assessment Plan [with update/changes if made during the report cycle] is required.

Additional support material identified by the program.

Reviewing Academic Program Assessment Reports. A copy of the complete rubric is located on the Campus Assessment Website.

<http://www.uwrf.edu/facultysenate/upload/UWRF-faculty-senate-motion-2012-13-80.pdf>

## REVISED Assessment Report Rubric [Senate Approved Spring 2017]

	Exemplary [60]	Well Developed [50]	Developed [40]	Developing [30]	Under developed [20]	Section not in the report
<p>Assessment activities in Report Cycle</p> <p>Assessment Plan Elements Section 1, 2, &amp; 3</p>	<p>a. If relevant, discusses external program accreditation with specific references to accreditor's recommendations regarding assessment improvement<sup>a</sup></p> <p>b. Identifies the dates of the assessment cycle discussed in the report<sup>a</sup></p> <p>c. Program learning outcomes are stated for major and, if relevant option/track. Report clearly identifies when each learning outcome was assessed during the cycle.</p> <p>d. Comprehensive discussion of how the program engaged in assessment across different modes of delivery, locations, and course timeframes.</p> <p>e. <i>Comprehensive discussion of how the program engaged with internal stakeholders regarding assessment during the report cycle.</i></p> <p>f. <i>Comprehensive discussion of how the program engaged with external stakeholders regarding assessment related issues during the report cycle.</i></p> <p>g. <i>Comprehensive discussion of how the program engaged in assessment activities related to out-of-classroom learning with ties to specific program learning outcomes and external stakeholder needs.</i></p> <p>h. <i>Comprehensive discussion of changes to learning outcomes, assessment methods, and curriculum that occurred during the report cycle.</i></p> <p>i. <i>Comprehensive discussion of changes in how the program's learning outcomes were linked to UWRF Strategic goals.</i></p> <p>j. Comprehensive discussion of the status of action plans identified in the prior assessment report.</p>	<p>a. -----</p> <p>b. -----</p> <p>c. -----</p> <p>d. -----</p> <p>e. -----</p> <p>f. -----</p> <p>g. -----</p> <p>h. -----</p> <p>i. -----</p> <p>j. -----</p>	<p>a. -----</p> <p>b. -----</p> <p>c. Program learning outcomes are stated for major and, if relevant, option/track. Report clearly identifies when some learning outcomes were assessed during the cycle.</p> <p>d. Broad discussion of how the program engaged in assessment across different modes of delivery, locations, and course timeframes</p> <p>e. <i>Broad discussion of engagement with internal stakeholders.</i></p> <p>f. <i>Broad discussion of how the program engaged with external stakeholders during the report cycle.</i></p> <p>g. <i>Broad discussion of assessment activities related to out-of-classroom learning.</i></p> <p>h. <i>Broad discussion of any changes to learning outcomes and assessment methods that occurred during the report cycle.</i></p> <p><i>Broad discussion of changes in how the program's learning outcomes link to UWRF Strategic goals.</i></p> <p>j. <i>Broad discussion of status of action plans from prior report.</i></p>	<p>a. -----</p> <p>b. -----</p> <p>c. Program learning outcomes are stated, No indication of when they were assessed during the cycle.</p> <p>d. -----</p> <p>e. -----</p> <p>f. -----</p> <p>g. -----</p> <p>h. -----</p> <p>i. -----</p> <p>j. -----</p>	<p>a.-----</p> <p>b.Does not identify the dates of the assessment cycle.</p> <p>c.Program learning outcomes are not stated.</p> <p>d. No discussion of how the program engaged in assessment across different modes of delivery, locations, and course timeframes</p> <p>e.Engagement with internal stakeholders not discussed.</p> <p>f. No discussion of how the program engaged with external stakeholders during the report cycle.</p> <p>g. No discussion of assessment activities related to out-of-classroom learning.</p> <p>h. No discussion of changes to learning outcomes, methods, &amp; curriculum.</p> <p>No discussion of changes in learning outcome links to UWRF Strategic Goals.</p> <p>j. No discussion of status of action plans from prior reports.</p>	



<p>Assessment Activity Results</p> <p>Assessment Plan Elements: Section 2</p>	<p>a. Presents direct assessment results by learning outcome. Trend data is included. Significance of the findings to the program is discussed</p> <p>b. Comprehensive discussion of the direct assessment results/findings by modes of delivery, locations, course timeframes.</p> <p>c. Discussion of the results/findings from each of the out-of-classroom experiences.</p> <p>d. Presents indirect student assessment results along with a discussion of their significance to the program.</p> <p>e. Presents indirect alumni assessment results along with a discussion of their significance to the program &amp; external stakeholders.</p> <p>f. Presents indirect professional assessment results along with a discussion of their significance to the program.</p>	<p>a. Presents direct assessment results by learning outcome, trend data is included.</p> <p>b. -----</p> <p>c. Discussion of results/findings from the majority of out-of-classroom experiences.</p> <p>d. -----</p> <p>e. -----</p> <p>f. -----</p>	<p>a. Presents direct assessment results. No aggregate discussion or trends presented.</p> <p>b. Broad discussion of the direct assessment results/findings by modes of delivery, locations, course timeframes.</p> <p>c. Broad discussion of results/findings from some out-of-classroom experiences.</p> <p>d. Presents indirect student assessment results but no discussion of significance to the program.</p> <p>e. Presents indirect alumni assessment results but no discussion of significance to the program.</p> <p>f. Presents indirect professional assessment results, but no discussion of significance to the program.</p>	<p>a. General discussion of direct assessment results. No ties to specific learning outcomes.</p> <p>b. -----</p> <p>c. Vague discussion of results/findings from out-of-classroom experiences.</p> <p>d. -----</p> <p>e. -----</p> <p>f. -----</p>	<p>a. No specifics given.</p> <p>b. No discussion of the direct assessment results/findings by modes of delivery, locations, timeframes.</p> <p>c. No discussion of out-of-classroom results/findings,</p> <p>d. No discussion of indirect student assessment results.</p> <p>e. No discussion of indirect alumni assessment results.</p> <p>f. No discussion of indirect professional assessment results.</p>	
<p>Action Plans</p> <p>Assessment Plan Elements: 1,2,3,&amp; 4</p>	<p>a. Comprehensive discussion of the specifics of where/how performance is or is not meeting program expectations.</p> <p>b. Comprehensive discussion of the actions the program will take to maintain/improve learning outcomes performance by individual outcome. <sup>v</sup></p> <p>c. Comprehensive discussion of actions the program will take to maintain/improve</p>	<p>a. -----</p> <p>b. -----</p> <p>c. -----</p>	<p>a. Broad discussion of where/how performance is or is not meeting program expectations.</p> <p>b. Broad discussion of the actions the program will take to maintain/improve learning outcome performance by individual outcome.</p> <p>c. Broad discussion of the actions the program will take to maintain/improve comparability of learning regardless of modes</p>	<p>a. Some narrative but vague.</p> <p>b. Limited discussion of how the program will maintain/improve learning outcome performance.</p> <p>c. Limited discussion of the actions the program will take to maintain/improve comparability of learning regardless of modes of</p>	<p>a. None stated.</p> <p>b. No discussion.</p> <p>c. No discussion.</p>	

	<p>comparability of learning regardless of modes of delivery, location, or course duration.</p> <p>d. Comprehensive discussion of the actions the program will take to maintain/improve out-of-classroom learning experiences.</p> <p>e. Comprehensive discussion of the actions the program will take to maintain/improve indirect student assessment.</p> <p>f. Comprehensive discussion of the actions the program will take to maintain/improve indirect alumni assessment.</p> <p>g. Comprehensive discussion of the actions the program will take to maintain/improve indirect professional assessment. Discussion includes actions that will be taken to enhance the learning outcome/external stakeholder expectations.</p> <p>h. Comprehensive discussion of the actions the program will take to maintain/enhance the process for assessment.</p> <p>i. Action plan summary table is included. The table identifies specific actions, implementation time frames, accountability assignments and review schedules.</p>	<p>d. -----</p> <p>e. -----</p> <p>f. -----</p> <p>g. -----</p> <p>h. -----</p> <p>i. -----</p>	<p>of delivery, location, or course duration.</p> <p>d. Broad discussion of the actions the program will take to maintain/improve out-of-classroom learning experiences.</p> <p>e. Broad discussion of the actions the program will take to maintain/improve indirect student assessment.</p> <p>f. Broad discussion of actions the program will take to maintain/improve indirect alumni assessment.</p> <p>g. Broad discussion of actions the program will take to maintain/improve indirect professional assessment or enhance the learning outcomes/external stakeholder expectations.</p> <p>h. Broad discussion of actions the program will take to maintain/improve the process for assessment.</p> <p>i. Action plan summary table included.</p>	<p>delivery, location or course delivery.</p> <p>d. Limited discussion of action taken to maintain/improve out-of-classroom learning experience.</p> <p>e. Limited discussion of actions taken to maintain/improve indirect student assessment.</p> <p>f. Limited discussion of actions taken to maintain/improve indirect alumni assessment.</p> <p>g. Limited discussion of actions taken to maintain/improve indirect professional assessment.</p> <p>h. Limited discussion of actions taken to maintain/improve the assessment process.</p> <p>i. -----</p>	<p>d. No discussion</p> <p>e. No discussion</p> <p>f. No discussion</p> <p>g. No discussion</p> <p>h. No discussion</p> <p>i. No action plan summary table included.</p>	
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- i. Programs are to submit assessment reports as a single document, While individual course/faculty assessment reports may be generated within the program and used for assessment, discussion, the report submitted to the campus should reflect aggregated findings and action plans for the program. Report may consist of narrative or narrative with appendices. There is no page limit for the reports[though clarity and conciseness is appreciated]. Reports must have page numbers. Reports may be submitted as a word, word compatible, or pdf document,
- ii. Is used for doting programs with external professional accreditation only.
- iii. Based on the three year reporting cycle adopted by UWRF.
- iv. Is a placeholder- not typically used in calculating score.

- v. Examples; new or revised learning outcomes, new/revised curriculum, new/revised assessment artifacts, new/revised assessment rubric(s), frequency of assessment, changing mix of formative/summative assessment, changes in option/track/emphasis, changes in tracking data.

## **ASSESSMENT SCORING AND PROGRAM PRIORITIZATION/AUDIT AND REVIEW**

As part of the program prioritization process, each program will be scored based on the extent to which it meets University Assessment Plan and Report expectations. The Assessment Committee will review program plans and reports. Based on the review of both documents, an aggregate score will be determined using the Senate adopted 10 -60 point score range. The score will be sent to the Program Audit and Review Committee. Programs with external accreditation may have this accreditation serve as the review for program prioritization.

[12/13-142], [12/13-143]

### **Section 4.2: Assessment of Teaching Effectiveness**

[FS 12/13-18]

The instrument below (Student Rating of Teaching Effectiveness) is to be administered to assess teaching effectiveness for all courses (traditional classroom and online courses) as required. The instrument is to be administered online via

Qualtrics or other electronic means (not in the classroom) with the results to be collected and disseminated by the Survey Research Center or appropriate administrative offices.

#### **I. Student Rating of Teaching Effectiveness**

Questions: These questions are to be responded to using a 1 – 6 Likert Scale.

1. The instructor displayed thorough knowledge about the material being taught.
2. The instructor treated me fairly and with respect.
3. The objectives / learning outcomes for the course were clear.
4. I felt comfortable asking questions and / or expressing opinions.
5. The instructor was available for meetings and consultations.
6. The required tests, quizzes, projects, papers, reports, and other activities allowed me to demonstrate my learning.
7. The instructor provided effective and timely feedback regarding exams, quizzes, and other assignments.
8. Course concepts were presented in ways that helped my learning.

For instructor feedback only:

9. I was satisfied with the technical assistance available, i.e. helpdesk, online tutorials, etc.  
If not, please explain.
10. What did you like best about the course?
11. How could your experience have been improved? These questions are open ended.

## Article V: Athletics

### 5.1: Procedures for Terminating or suspending a varsity sport

[FS 10/11-53]

The principal responsibility for initiating a recommendation to review a sport for possible termination or suspension rests with the Athletic Director.

1. The Athletic Director will meet with the Chancellor to discuss and determine if the review process should be engaged.
  - a. The Chancellor approves or disapproves of the review process moving forward. If the Chancellor approves a review process, this does not indicate approval of terminating or suspending the sport.
  - b. If it is determined that a review will best serve the needs of the University, the Chancellor will inform other Chancellors of WIAC institutions that the process should proceed and invite discussion with the other Chancellors of the potential impact on conference competition.
2. The Athletic Director meets with the Faculty Athletic Representatives and the Director of Equity and Compliance to discuss the rationale for the suspension or dropping of the sport. If the Athletic Director elects to move forward, a meeting with the coach of the sport is held and the rationale for considering terminating or suspending the sport is explained.
3. The Athletic Director meets with the Faculty Senate Athletic Committee and presents the rationale for suspending/terminating the sport.
4. The Chair of the Athletic Committee will schedule an open meeting held via open meeting law where members of the coaching staff, student athletes, alumni, community members, and supporters of the sport will have the opportunity to express their perspectives and concerns to the Athletic Committee.
  - a. Notification and the agenda for this meeting is sent to the President of the Student Senate and posted on Falcon Daily.
  - b. Those in attendance who wish to share their support or concern, should address the eight published Considerations for Suspending or Terminating a Varsity Sport, which would be supplied to all in attendance.
  - c. Those unable to attend the open forum who wish to share their support or concern with members of the Athletic Committee may do so via email with messages sent directly to the Chair of the Athletic Committee.
5. The Athletic Committee makes a recommendation regarding the termination of suspension, and that recommendation is sent simultaneously to the Chancellor and the Chair of Faculty Senate, with a copy sent to the Athletic Director.
6. Faculty Senate may also provide additional input to the Chancellor.
7. The Athletic Director makes a final recommendation to the Chancellor regarding the decision to drop or suspend a sport.
8. The Chancellor approves or denies the athletic director's recommendation. If it is agreed to drop or suspend a sport, the Athletic Department works in concert with University Communications to make an announcement and address follow up communications. The Athletic Director implements the Chancellor's decision as necessary.

#### **Considerations for Suspending or Terminating a Varsity Sport (not in any priority order)**

1. Title IX impact
2. Are the facilities adequate to support a competitive program?
3. What is the competitive and participation history of the sport?
4. Is quality, consistent coaching available?

5. What are the financial implications, including the possibility of reallocating resources within and outside of athletics?
6. Contribution to broad based programs:
  - a. Balance between team and individual programs
  - b. Other opportunities for competition Availability of intramural alternatives
7. Effect on community involvement and service.
8. What are the enrollment implications, including impact on the university's strategic enrollment goals?

## Article VI: Awards

### Section 6.1 Advising Awards

#### **1. Purpose and Eligibility**

The purpose of the UWRF Academic Advisor of the Year award is to recognize excellence in the academic advising of undergraduate students. Eligible for the award are full-time, tenure-track faculty and professional staff with a minimum of four years of academic advising at UWRF.

#### **2. Nomination Procedure**

Eligible nominators include all current students and alumni of UWRF. An on-line nomination form will be made available through the University web site, and advertised electronically to current students and alumni. Seniors, three, and five year alumni will receive solicitations via postcard along with their Distinguished Teacher Award nominating materials

#### **3. Selection Procedure**

The Advising Committee will collect the nominations. The committee's selection will not solely be based on the number of nominations received but will also take into account students' and alumni comments in order to address disparity in advising loads in different departments.

#### **4. Recommendation to the Chancellor**

The committee's annual recommendation to the Chancellor will consist of a single academic advisor's name.

#### **5. Award Presentation**

Of the nominations, the only name to be announced will be the advisor selected for the award. The award presentation will be made at the Chancellor's Award Reception. It is recommended that a monetary prize accompany the award. An advisor may receive the award only once.

#### **6. Improvement of Academic Advising**

The Advising Committee will evaluate the nominations to gain insight into what students and alumni consider to be criteria for outstanding academic advising. These insights will inform development of faculty and student outcomes of advising, tools for their assessment, and plans for their achievement.

The following is the appearance of the on-line form:

Nomination Form

Academic Advisor's full name:

Academic Advisor's department or program:

Nominated by:

Nominator's university status: alumni, senior, junior, sophomore, freshman. Nominator's major:

For each statement please indicate whether you;

Strongly Agree=5, are neutral=3, or Strongly Disagree=1 My Academic Advisor.....

is/was a source of accurate information regarding academic requirements within my academic program.	5	4	3	2	1
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is/aware of and makes/made appropriate referrals to career, health, academic success, or other services when I needed them.	5	4	3	2	1
is/was available and accessible and communicated in a timely fashion.	5	4	3	2	1
keeps track/kept track of my progress toward academic and career goals	5	4	3	2	1
represents/represented UWRF's core values of Integrity, Academic Excellence, Inclusiveness, Community, and Continuous Improvement.	5	4	3	2	1
has/had a helpful, caring attitude toward students.	5	4	3	2	1

Please briefly explain why you feel this advisor should be recognized with this award.

1. How has this advisor met your academic advising needs?
2. Describe three qualities that make this advisor uniquely suited for this award.

## Section 6.2 Teaching Award

Information forthcoming

## Article VII: Compensation Issues

### Section 7.1: Academic Advisor Summer School Compensation

- The Department Chair or designee (separate from any paid supplemental adviser) shall be present to serve majors within that department and provide general support to the students within their respective colleges for the duration of the new student and transfer registration period.
- All of the supplemental summer advising funds shall be allocated directly to the academic deans and vice chancellor for academic affairs based proportionally upon projected fall enrollments of incoming students. The academic deans and the vice chancellor for academic affairs will distribute the allocations with the intended goal of achieving approximately one adviser per 50 incoming students, while assuming department chairs will also be advising. The numbers need to be monitored and allocations adjusted annually
- The vice chancellor for academic affairs, academic deans and/or department chairs shall have discretion to receive nominations and appoint individuals to fill all or part of the suggested allocations.
- Supplemental Academic Advisers should be chosen that can provide broad support to the programs within their colleges as well as to pre-majors as time permits.
- Enrollment Services shall keep Department Chairs informed as to numbers of students and their distribution throughout the advising and registration period.

## Section 7.2: Annual Adjustment of Compensation

Each academic year, UWRF will adjust the compensation rates for Internships, Independent Readings, Independent Study, Study Abroad, Undergraduate Research, and Overload courses. The increase will be at least equal to the percentage increase in the faculty pay plan.

## Section 7.3: Compensation for Education Abroad faculty

Faculty serving as leaders for short-term study abroad courses through Global Connections shall be compensated at the current per-credit pay-rates in effect for overloads at UWRF at the time of the completion of the study abroad or \$1,500 per credit, whichever is higher. Faculty leaders may be compensated up to the maximum allowed per credit for overloads or \$1,500 per credit, whichever is higher, subject to the course generating sufficient revenue to cover tour expenses, tour reserve and faculty compensation. In addition, faculty may receive up to one credit for course preparation and one credit for coordination of logistics for their study tour subject to the tour generating sufficient revenue to cover these expenses. Final compensation will be determined by the Director of International Educational Programs.

## Section 7.4: Compensation for Instructional Academic Staff on Senate

[FS 10/11-23]

Instructional academic staff members who are elected to serve on Faculty Senate \$500.00 in remuneration for such University Service (provided their contracts do not already include provisions for compensation for University Service) and that this compensation be adjusted annually to reflect changes in the pay plan.

## Section 7.5: Compensation for Summer and J-Term

A Uniform Campus Compensation Policy for Summer Session and Winter Session (J-Term)

### 1.0 MISSION STATEMENT:

Summer session and J-term courses and programs will be offered to expand academic access for UWRF students and to allow faculty and staff to support and enhance student-learning opportunities. Courses and programs offered will be guided by the Goals and Initiatives set forth in the University Operational Plan as well as the Strategic Plan which include, but are not limited to, Goal 1: Create a Culture of Learning and Goal 7: Invest in Human Resources. Academic units will refer to the spirit of the Strategic Plan when choosing course offerings that meet the needs of various learner constituencies, such as currently matriculated students, working professionals, life-long learners, regional businesses, organizations and agencies and under-represented and minority populations. All program and course offerings will be based on a model that is fiscally sustainable. The procedures set forth in this paper are intended to allow UWRF to offer, over the course of an academic year, the broadest possible mix of classes to meet our diverse learner population needs, provide students greater



opportunity to graduate within four years, and compensate faculty and staff in a manner commensurate with their rank.

## **2.0 OVERVIEW/BACKGROUND:**

Prior to 2003 (and the development and implementation of the UWRF Strategic Plan), summer session courses were taught on a compensation model that was proportional to a faculty member's 9-month academic year salary up to a maximum of 2/9 (0.2222) of that salary. A full summer session load was considered to be 8 credits and course enrollments of 18 students were required for instructors to receive full compensation. Courses with fewer than 18 students were taught at a reduced rate as individually negotiated with the respective Deans. This policy changed in 2003, without Faculty Governance input or consultation, to a per-credit rate model with built in salary plateaus. The result of this change was faculty and staff teaching courses for significantly less compensation as well as the introduction of a tremendous disincentive to offer classes whose enrollments were above the designated plateau levels or below reasonable compensation enrollments. This, along with other reasons, has resulted in a stagnant summer session program. With the introduction of the Wisconsin Growth Agenda and More Graduates for Wisconsin initiatives, it is imperative that UWRF leverage our talent and physical resources more affectively to reach our goals and expand student opportunities. Enhancing our summer school and J-term offerings will play a significant role in reaching our objectives and better serve our student body by offering additional scheduling flexibility.

The express purpose of this policy is to align our summer session/J-term compensation policy with the overall Goals and Initiatives set forth in the Strategic Plan while specifically addressing Goal 7.1.3: "Develop and Implement a new summer and J-term session salary schedule/model." It is a model that, among other things:

- gains legitimacy as a result of percolating up through the shared governance process;
- is consistently applied across all colleges and listed programs and simplifies administration;
- fairly compensates faculty and staff for their time and expertise;
- eliminates arbitrary pay plateaus;
- modestly rewards faculty and staff for their differential time in service;
- provides incentive for faculty, staff and administration to create a viable and vibrant summer session program that generates revenue;
- redistributes the enrollment pressures to help relieve and address the workload creep (SP Goal 7.2.3) seen throughout the academic year created by the Wisconsin Growth Agenda and the More

Graduates for Wisconsin initiative, which currently requires units to overpopulate lectures and laboratories during the regular academic year;

- encourages colleges to collaborate and develop a reliable and predictable summer session/J-term schedule for advising and planning purposes;
- creates confidence in an expanded array of summer and J-term course offerings that will allow students and advisors to build these courses into their long-term plan, permitting them to graduate early should they so choose;
- makes more efficient use of campus physical and technological resources, and;
- should expand summer session and J-term course offerings to increase student scheduling flexibility thereby making summer session and J-term more desirable student options.

### **3.1 COMPENSATION POLICY GUIDING PRINCIPLES AND REQUIREMENTS:**

**3.2** Summer Session, Winter Session (J-term), including Fully On-line, Hybrid, Internship, Independent Study, Research, and Reading Compensation Policy guiding principles and requirements.

**3.2.1** Courses and programs will be offered through a sustainable fiscal model.

**3.2.2** Class size during Summer and Winter sessions should be set to a similar level as those offered during the regular academic year.

**3.2.3** Compensation will be based on the Wisconsin resident undergraduate/graduate tuition revenue generated. Faculty salary calculation during summer/J term is based on student head counts in each course. Determination of head count during these sessions will be at the end of the day (midnight) at 2/15ths of the session length, always rounded up to a whole day and not to be less than two days.

A day is defined as a "business work" day, or week day, not including weekends or holidays. The tuition revenue does not include segregated fees, special course fees, online fees, reciprocity, differential tuition, etc. [FS 12/13-153]

**3.2.4** There are three compensation tiers to modestly acknowledge and reward differences in rank: Tier 1 (Assistant Professor and Instructional Academic Staff); Tier 2 (Associate Professor); and Tier 3 (Full Professor).

**3.2.5** The policy will apply consistently to all summer and J-term courses including on-campus undergraduate and graduate classes, as well as hybrid, fully on-line, internships, independent study and independent research/reading courses across all colleges. The only exceptions are listed in item 3.1.14.

**3.2.6** Compensation will automatically increase with tuition increases at the rate not to exceed 5%.

**3.2.7** There is no \$12,000 overload salary cap during summer session as academic year (9 month) faculty are not on contract per...

- UWSA ACPS 4 (<http://www.uwsa.edu/acss/acps/acps4.pdf>)
- UPG-4 (<http://www.uwsa.edu/hr/upgs/UPG%204/UPG04%2007.23.08.pdf>)
- Section 16.417(2) of the Wisconsin Statutes (<http://www.legis.state.wi.us/rsb/Statutes.html>) 3.1.10).
- Note: the \$12,000 overload salary cap does apply to faculty and staff teaching during J-term as they are on contract.

**3.2.8** Faculty are restricted to earning no more than a total of 2/9 of their annual contractual salary unless they receive written permission from the Dean of the college as the Chancellor designee per UWSA F29 (<http://www.uwsa.edu/fadmin/fppp/fppp29.htm>).

**3.2.9** Deans and department chairs will offer summer session/J-term courses that complement, not displace or negatively impact, academic year offerings.

**3.2.10** The minimum class size will be determined at the discretion of the Dean after consultation with the instructor and/or department chair.

**3.2.11** The campus will submit a formal System request to eliminate the 6-9 credit summer tuition plateau for undergraduates within 6 months of the implementation of this policy.

**3.2.12** Review Policy. This policy will be in place for three years from the time of initial implementation. A review, collaboratively undertaken by the Senate Faculty Compensation Committee and Administration, will be conducted following the second full year of implementation. The objective of this review process is to assure the policy is meeting its goals which are:

Offer broadest possible mix of classes to meet diverse learner population needs.

Provide students greater opportunity to graduate within four years.

Compensate faculty and staff in a manner commensurate with their rank.

Determine the possibility of revising compensation percentages based on meeting the set goals and no decrease in budget return to campus below summer 2010 levels..

This policy, as well as the compensation levels distributed to faculty and staff, may be adjusted after year three following discussion between Administration and Faculty Governance which would provide a recommendation to the Chancellor for his/her decision.

**3.2.13** Study abroad, service-based pricing and Outreach/Continuing Education offerings are addressed in separate policies.

#### **4.1 UNIT RESPONSIBILITIES:**

#### **4.2 Deans of the Academic Colleges**

**4.2.1** College Deans in consultation with Department Chairs will set appropriate class numbers and size limits to meet the objectives of this policy and to assure that courses normally offered during the academic year are not negatively affected. Deans will be responsible for covering expenditures beyond the amount collected via tuition/fee revenue.

#### **4.3 Registrar's Office**

**4.3.1** The Registrar's office will be responsible for coordinating and scheduling all summer session and winter course offerings.

**4.3.2** The Registrar's office will post a two-year working summer and J-term course schedule in consultation with the colleges.

#### **4.4 Outreach/Continuing Education**

**4.4.1** The Office of Outreach/Continuing Education will be responsible for managing only those courses offered through Outreach/Continuing Education.

## **5.1 COMPENSATION POLICY:**

**5.2** Compensation for teaching summer session, winter session (J-Term) is based on a simple formula tied to gross tuition revenue as defined under sections 3.1.4, 5.2 and Table 1. It will be consistently applied to faculty and staff across all colleges.

**5.3** There are three compensation tiers which represent percentages of gross WI resident tuition revenue retained by the instructor:

- Tier 1: 34% of gross tuition revenue—Assistant Professor and Instructional Academic Staff;
- Tier 2: 36% of gross tuition revenue—Associate Professor;
- Tier 3: 38%: Tier 3—Full Professor.

**5.4** An example for establishing compensation under this policy—assuming a class of 20 students—is demonstrated below in Table 1.

## **Section 7.6: Salary Adjustment Plan**

Beginning with the 2010-2011 academic year, salary adjustments (other than the pay plan percentage increase) for faculty of all ranks will be made on the basis of a model to be determined that would include, but not be limited to,

1) Post Tenure Review;

2) the difference between the faculty member's salary and the salaries of faculty at peer institutions adjusted for academic discipline; and

3) years of service at UWRF. A minimum of \$100,000 shall be allocated to this adjustment fund annually. These monies are separate from the RRF program or its UW System institutional successor. Other compensation adjustment programs currently in existence at UW-RF will continue to exist. This allocation shall continue at least until UWRF faculty (tenured and tenure track) salaries at all ranks reach the average of our peer institutions as determined by the AAUP Faculty Salary Survey. This salary adjustment may be delayed for one year in the event of a significant UW System lapse and only after consultation with the Executive Committee of the Faculty Senate and Faculty Senate.

### **Guidelines to Implement the Motion:**

1. All tenured and tenure-track faculty members at UWRF will be in the initial pool for salary analysis.
2. Distributions are to address disparities between UWRF faculty salaries and those of peer institutions as determined by

the College and University Professional Association's (CUPA) National Faculty Salary Survey for Four-Year Institutions (NFSS) and by the AAUP Faculty Salary Survey as stated in UWRF Motion [FS 09/10-25]– Section 5.

3. Distributions should be in the \$2,000 to \$5,000 range. Exceptions to grant more than \$5,000 may be made by the Deans' Council in egregious cases.
4. A faculty member receiving a distribution will be eligible for consideration again three years after receiving the distribution.
5. In any given year, each college (CAFES, CAS, CBE, CEPS) will have a minimum of one recipient.
6. The data source for salary analysis will come from the College and University Professional Association's (CUPA) National Faculty Salary Survey for Four-Year Institutions (NFSS). The base for each year will be the academic year that was just completed or the most recent data available from CUPA.
7. Peer Institutions are the schools listed in Table 1 -- ACCRA Cost of Living Index\_of UW-River Falls Self-Identified Peer Institutions.

**Procedure:**

1. At the beginning of a new fiscal year, the UWRF Budget Office will prepare a list of all faculty members including:
  - A. Name
  - B. Academic discipline determination (CIP code)
    1. The UWRF Budget Office will prepare a list of faculty members by department and a list of majors and the corresponding 4-digit CIP (Classification of Instructional Programs) codes for each major.
    2. The list of all faculty members and the list of 4-digit CIP codes for each major will be sent to the chair of each department and the Dean of each college.
    3. The chair, in consultation with each individual faculty member in his/her department will determine an appropriate CIP code designation for each faculty member. The list of faculty and their corresponding CIP code will then be sent to the appropriate college Dean for review and then to the Provost for approval. The approved list will then be sent to the Budget Office.
    4. When a department or program is not identified specifically in CUPA categories or the member's academic responsibilities may involve multiple disciplines, a comparative discipline/program will be identified by the faculty member and the faculty member's department/program chair and forwarded to the College Dean for recommendation to the Provost for his/her approval.
  - C. Budgeted base salary or nine-month equivalent for the current academic year
  - D. Rank
  - E. Time in rank

F. Time at UWRF

G. The CUPA median salary for the discipline and rank

H. Percent that the faculty member's salary varies from the CUPA median salary.

2. A gap analysis will be conducted based on the percentage of difference between the faculty member's salary and the relevant CUPA med

an salary by rank within the faculty member's discipline.

3. The Dean of each college will examine the list of faculty in his/her college and prepare a list of potential recipients. The primary factor for preparing the list will be the data driven gap analysis. In addition, the Dean will consider other factors such as time in rank, years of service at UWRF, post tenure reviews for tenured faculty, renewal reports of probationary faculty, teacher evaluations, service to the University, and other factors consistent with Guideline 2 above.

4. The Deans' Council will meet and agree on which faculty members will be given a salary adjustment and the amount of that adjustment. The University Auditor will attend that meeting.

5. All the money budgeted for this program will be spent each academic year

6. Salary adjustments will be made retroactive to the beginning of the current academic year.

7. The University Auditor will verify that the procedures involved in that year's decision complied with the guidelines and procedure detailed above. In accordance with the University of Wisconsin System Policy, the University Internal Auditor shall have full, free, and unrestricted access to all University records, properties, and personnel used to fulfill the requirements of this procedure. The University Auditor will meet with the chair of faculty senate, the chair of the faculty compensation committee, the Vice Chancellor for Administration and Finance, and the provost to report his/her findings. The University Auditor will prepare a summary written report that will be sent to Faculty Senate that includes the names of the recipients and the amounts awarded.

8. Review Policy. This program will continue until the median salary of all UWRF faculty ranks (tenured and tenure-track) reaches the median salary of our peer institutions.

A review, collaboratively undertaken by the Senate Faculty Compensation Committee and Administration, will be conducted following the second full year of implementation.

This policy may be modified after the second year's salary adjustment distributions following discussion between Administration and Faculty Governance which would provide a recommendation to the Chancellor for his/her decision.

## Section 7.7: Salary Adjustment Plan Data to be Available to the Senate

Lists of Tenure track faculty members, their salaries, and CIP scores used as part of the salary distribution decision-making

process will be released to the Faculty Senate for informational purposes.

## Section 7.8: Senate Chair Compensation

The Senate Chair will receive 0.50 reassignment time each fall and spring semester, and \$3,000 summer salary.

## Article VIII: Elections

### Section 8.1: Senate Officer Elections

Nominations shall be taken for each position on the Executive Committee (i.e. those defined in the Constitution). Senators may either nominate themselves, or other senators. Prior to the vote, every candidate will have an opportunity to address the Senate and respond to any questions that might be posed. After all presentations for a specific office are completed, voting shall commence. A majority of the votes cast is necessary for a candidate to be declared the winner. Any ballot that results in a majority shall suffice to elect a winner. However, if no candidate receives a majority after one round, the top two candidates will be placed onto a new ballot. If, at any stage, there is a tie, it shall be broken by random lot (e.g. coin toss, or other mechanism agreed upon at the time of the election by the candidates involved if more than two candidates are tied).

All elections and referenda will be conducted by anonymous and secure ballot. [FS 11/12-36]

## Article IX: Fulbright Fellowships

### Section 9.1: UWRF Policy Regarding Fulbright Grants to Teach or Research Abroad

Faculty who wish to accept a Fulbright grant will be continued in their present salary and benefits by UWRF through the mechanism of turning over to UWRF the cost of replacing their teaching services for the duration of the Fulbright.

#### Details

(1) It is assumed that the faculty member on such a "Fulbright Reassignment" (a "leave of absence" mischaracterizes the reassignment and may create difficulties in maintaining the faculty member on health and pension plans) continues to work for UWRF in developing contacts abroad.

(2) It is further assumed that the faculty member will return to UWRF at the conclusion of the reassignment to enrich the campus with the experience. To that end, and following a similar stipulation in UWRF's sabbatical guidelines, a faculty member must remain in the employment of UWRF for two semesters for every semester in which full salary was maintained or pay back to UWRF the difference between the teaching costs covered and the remainder of the salary paid by UWRF.

(3) This policy is intended as an incentive for faculty to apply for and accept a grant for up to one year. The policy does not apply necessarily if a Fulbright grantee were offered a consecutive continuation of the abroad experience, either through the Fulbright Commission or through the foreign home university. Such cases would be subject to negotiation between UWRF administration and the faculty member. However, the Fulbright Commission allows two life-time grants,

and a second grant separated by a minimum of three years from the first, would be subject to this policy.

(4) The current (2010) teaching replacement cost is figured at approximately \$1,560 per credit to cover instruction (figured at \$1,300 per credit) and benefits (multiply by 20%) for a replacement instructor. Thus, the teaching costs expected to be covered by the Fulbright grantee would be capped at and normally be \$18,720 (12 x \$1,560) per semester. However, in a given department, the faculty member's teaching assignment in a given year might not need to be fully covered (not 100%, not the full 12 credits per semester). In such a case, the teaching replacement cost would be less.

(5) Full salary paid by UWRF will ensure continued health coverage. Fulbright grantees receive health coverage adequate to treat a broken leg in country. But if anything major is detected while the grantee is abroad, continuing health coverage is important.

(6) Full salary paid by UWRF will ensure continued life insurance, income continuation, and other coverage.

(7) Full salary paid by UWRF will ensure continued pension credit. Since in fact faculty will be working to enrich Wisconsin and the UWS, this continuation is appropriate.

### **Institutional Benefits**

1. An additionally internationalized campus.
2. Re-energized, re-tooled, and pedagogically reoriented faculty to better serve our students.
3. Compliance with UWRF goal, in its strategic plan, "to expand global literacy and engagement."
4. Additional conformity to UWS goal "to consider incentives to encourage ...faculty and academic staff to participate in programs abroad."
5. Administrative transparency.
6. Recognized leadership in a local, System, and national priority.

### **Fulbright Grants and Sabbaticals**

There are circumstances where faculty apply for sabbaticals with the hope of receiving a Fulbright grant that will help them carry out the sabbatical. In such cases, the following provision (#4) in the sabbatical guidelines will apply: "A faculty member may seek additional grants specifically for travel or unusual living expenses incidental to the Sabbatical Program without restriction by the full compensation maximum."

(<http://www.uwrf.edu/facdev/Sabbatical.php>) Those who receive both the sabbatical and the Fulbright grant thus maintain their sabbatical status, which guarantees the faculty member's continuation of benefits, and such grantees may retain the entire amount of the Fulbright grant even if the combination of sabbatical grant and Fulbright grant exceeds 100% of salary. Furthermore, the stipulation that the faculty member return for one year to UWRF following a sabbatical will apply in such cases, not a longer term.

### **Fulbright Grants and Tenure**

Similar to sabbatical grants, which currently acknowledge continued service to the UWRF in the evaluation of the application, Fulbright grants are perhaps best pursued by professors above the rank of assistant professor. Nonetheless, the intent of the policy is to create incentives for internationalizing UWRF. To that end, departments are encouraged to work with any junior faculty who may become Fulbright grantees in regard to the tenure process. Such accommodation may include, for example, by mutual agreement, the stopping of the tenure clock, subject to UWS guidelines, and should



include at minimum a frank and documented conversation regarding the effects of the grantee's accepting such a grant on the department's view of the tenure-track candidate's tenure-ability.

## Article X: Program Prioritization

### **Program Prioritization and Program Audit and Review**

The measures below are intended to provide comparative data that can be used to assess programs and rank them using categories. The process requires significant contributions and activity on the part of academic programs across campus. The end goal is to provide useful information to decision makers at all levels of the institution.

Three categories have been identified: intellectual strength, enrollment strength, and financial strength.

It is anticipated that this document will be refined and amended in the future. The Committee anticipates that if the overall point allocation remains the same, it should be possible to amend the categories and continue the process while minimizing problems of comparability over time.

The University will adjust, allocate, and prioritize resources to implement this plan.

The Provost is responsible for the oversight and implementation of this plan.

The Faculty Senate and Administration will work to establish a six-year program audit and review process that is linked to, and primarily achieved by, program prioritization.

### **Working definitions:**

**Communication and Records:** To ensure transparency, the Provost's Office will have primary responsibility to ensure appropriate communications regarding PP-PAR are provided to the university community. A secure, password-protected site will be created by the Provost's Office that allows members of the university community to access the materials used in PP-PAR activities (e.g. documents, data, scoring sheets, and so on)

**Dates:** If a calendar deadline happens to fall on a weekend or holiday, the next business day (i.e. regular workday, Monday-Friday) will serve as the deadline.

**Definitional Disputes:** Minor definitional issues will be resolved through consultation between the Provost's Office and the Faculty Senate Chair. Major definitional issues must be resolved through governance consultation between the Administration and Faculty Senate. Any definitional issues that arise will be reported to the Faculty Senate.

**Faculty:** Staff will be defined as "faculty" if their primary appointment is instructional. Faculty consists of instructional staff within a department, unless noted otherwise for a specific factor.

**Majors:** All students within a program (e.g. 1<sup>st</sup>, 2<sup>nd</sup>, etc. majors) will be counted.

**Program:** consists of a major or graduate degree.

Program chair: In most situations, the program chair will be the department chair. In instances of graduate programs, the graduate director might serve as the chair for the program. In cases where a chair is in charge of multiple majors, he/she will represent one program, and another member of the faculty in that program will serve as “chair” of the program when evaluations and scoring occurs for Intellectual Strength category D. The requirement is that each program be represented by a unique individual for the purposes of that item.

Program Faculty: consists of faculty serving a major. For departmentally-based majors, this includes only the faculty within that department who serve that major. For multi-disciplinary majors, this includes only the faculty on the steering committee (or equivalent if named something else). In cases where faculty serve more than one major, their contributions will count equally and fully towards each major (e.g. a history professor on the BFSS committee will have his/her contributions count towards the calculations for both history and BFSS majors).

Rankings: All programs will be scored on a three-year cycle, but will be re-ranked annually. Rankings will be reported in four, equally-weighted categories, under the heading of “Prioritization: Prospects for Program Investment.”

### **Prioritization: Prospects for Program Investment**

1. “Enhance”
2. “Maintain”
3. “Monitor”
4. “Eliminate, Reduce, Integrate, or Reorganize”

A. The deans have the responsibility to identify any programs by category that are being considered for elimination, reduction, integration, or reorganization. This information will be communicated to the affected departments by April 1, annually.

B. Departments will have until June 15 to reply to the dean's proposal.

C. By August 1, the deans will communicate their formal recommendations to the Chancellor, Provost, Faculty Senate Executive Committee, the Academic Program and Policy Committee, the relevant college and or graduate studies curriculum committees (the latter two for informational purposes only).

D. By October 15, the AP&P Committee will vote on whether or not to oppose the deans' recommendations. To oppose the recommendations requires a two-thirds vote of the members of the AP&P Committee. If the AP&P Committee has either not voted on the deans' proposals by October 15 or has not provided a two-thirds vote of the members of the AP&P Committee in opposition, they will automatically be forwarded to the Faculty Senate.

E. By December 15, the Faculty Senate will vote on whether or not to oppose the deans' recommendations. To oppose the recommendations requires a two-thirds vote of the members of the Senate. If the Senate has either not voted on the deans' proposals by December 15 or has not provided a two-thirds vote of the members of the Senate in opposition, they will automatically be forwarded to the Chancellor for his consideration.

F. This process will be implemented no earlier than the conclusion of the fourth year of the full implementation of the program prioritization process. [FS 12/13-119]

Scoring: Unless noted otherwise for a specific factor, scores will be reported on a per capita basis (e.g. 15 publications for 10 FTE equals 1.5 per FTE). All scores will also be reported on a pro-rated basis. For example, when adjuncts are counted, an adjunct with a 20 percent annual appointment with two professional memberships in a given year will

contribute 0.4 professional memberships (0.2 time appointment times 2 publications equals 0.4 publications). A second example is that a full-time faculty member co-authoring a publication with someone either at the university or in another institution in a given year will contribute 0.5 publications (One FTE times 0.5 publication equals 0.5 publications). This is particularly important for Intellectual Strength category D.

Scoring Categories: Unless noted otherwise for a specific factor, a continuum scoring system is used. The highest result for a program will be placed onto one end of a continuum and the lowest result will be placed onto the other end. This will result in the creation of a range. The range will be divided by the number of points allocated to the factor to create the scoring categories. For example, if fifty programs are being scored, and a factor is worth 10 points, ten equally divided and weighted categories on the continuum will be created. If the lowest result is 80 and the highest is 110, the scoring categories would be as follows:

Categories	80- 82.99	83- 86.99	87- 89.99	90- 92.99	93- 95.99	96- 98.99	99- 101.99	102- 104.99	105- 107.99	108- 110
Points	1	2	3	4	5	6	7	8	9	10

The results will then be slotted into the appropriate place on the continuum and the resulting score will be recorded for each program. In this example, a program with a result of 94.7 would receive 5 points, a program with a result of 104.9 would receive 8 points, and a program with a score of 110 would receive 10 points.

It is important to note that in some cases, lower results are preferable to higher results, and the scores must be calculated accordingly.

Software packages: Sedona, or a similar package, will be used campus-wide to collect data where appropriate regarding faculty activities. This decision will be reviewed after year one to assess its effectiveness. The package that is used will have a single template or set of categories for all programs that will be used for PP-PAR purposes.

Student contact hours: This is the total number of “hours” of lecture, discussion, lab, and other time provided for a “course,” multiplied by the number of students in the course.

Timeline for data: Data will be collected for the previous three years, where available, unless specified otherwise for a particular factor. It is expected that for some items where new measures are being developed, such as the use of a standardized scale for surveys of graduating seniors, data for less than three years will be available for several years. Such situations will be specified before the process begins for a given year.

Timeline for scoring programs: All programs will be scored in year one. In year two, one-third of programs will be scored, with another third in year three, and another third in year four. This means some programs will be scored in two consecutive years. This is necessary to produce usable, campus-wide data in years one and two. Without this significant, initial investment of effort, it would take three years to obtain usable, campus-wide data. The Faculty Senate Executive Committee will determine the order that programs will be scored using a random method applied in a meeting open to the public. For departments housing more than one program, all programs will be grouped together in the year they are

scored. Departments that wish to be scored in a non-scheduled year can elect to do so, but they must then be scored again in their regularly scheduled year.

**Intellectual Strength: 210 points**

**A. The extent to which the program meets University Assessment plan and report expectations.**

Points: Sixty points are allocated to this measure.

Process: The Assessment Committee will use its assessment rubric to place programs into six categories, and this data will be provided to the Program Audit and Review Committee. The highest category will be worth 60 points, the second highest will be worth 50, the third highest 40, and so on. In year one, this rubric will be applied to all programs. In subsequent years, one-third of programs will be assessed using this rubric. The Assessment Committee will report the scores to the Program Audit and Review Committee.

Timeline: See overall timeline at end of document.

**B. The extent to which the needs of graduates are being met by program learning outcomes.**

Points: Thirty points are assigned to this measure.

Process: Each program will administer an exit survey to graduating students that provides indirect measures of program learning outcomes. The standardized scale, below, will be used for each survey.

Please fill in the circle that best reflects the extent to which you agree or disagree with the following statements.

<b>Outcome</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Slightly Agree</b>	<b>Slightly Disagree</b>	<b>Disagree</b>	<b>Disagree Strongly</b>
Place outcomes in this column	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The chair will report the resulting data on an overall percentage basis (i.e. the percentage of overall responses scoring in each of the six approved categories). Note that there is no particular advantage or disadvantage to having more or fewer learning outcomes, as long as the totals are reported as aggregated percentages. Here is an example for a program with two outcomes.

Outcome	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Disagree Strongly	Total Observations
Program outcome ONE	10	10	10	5	5	0	40
Program outcome TWO	5	10	20	5	0	0	40
Numerical & Percentage Results	15/80	20/80	30/80	10/80	5/80	0/80	80
	18.75%	25.00%	37.50%	12.50%	6.25%	0.00%	100.00%

The resulting data will be reported to the Program Audit and Review Committee, and programs will be slotted into one of the six categories after calculating a final figure. Strongly agree will be worth 30 points, agree worth 25, slightly agree worth 20, slightly disagree worth 15, disagree worth 10 and disagree strongly worth 5 points. Using the example above, the final score will be calculated as

$$[(18.75 * 30) + (25.00 * 25) + (37.50 * 20) + (12.50 * 15) + (6.25 * 10) + (0.00 * 5)] / 100 = \text{Final percentage, or}$$

$$[562.5 + 625 + 750 + 187.5 + 62.5 + 0] / 100 = \text{Final percentage, or}$$

$$2187.50 / 100 = \text{Final percentage, or}$$

$$21.875 = \text{Final percentage}$$

The table below will then be used to score the program. In the example above, 21.875 would place this program into the “agree” category, with its 20.001-25.000 range. This program’s score is the figure in the “agree” column, “score by category” row (i.e. the bottom row), and results in a “score” of 25 points being assigned to this factor.

Outcome	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Disagree Strongly
<b>Final percentage</b>	<b>30.000-25.001</b>	<b>25.000-20.001</b>	<b>20.000-15.001</b>	<b>15.000-10.001</b>	<b>10.000-5.001</b>	<b>5.000-0.000</b>
Score by category	30	25	20	15	10	5

Timeline: See overall timeline at end of document.

### C. The five-year trend in percentage of employed and continuing education of graduates by major.

This factor will be left in the equation, but all programs will be assigned the full thirty points until a mechanism approved by Senate is developed by the Program Audit and Review Committee to provide meaningful and comparable data for all programs. The Program and Audit Review Committee will provide a recommendation to the Faculty Senate Executive Committee, and this will be submitted to the Senate for its consideration. After a measure is developed and adequate data are collected, this factor will be scored.

Points: Thirty points are assigned to this factor.

Process: After the score and process are approved, data will be reported to the PAR Committee. The PAR Committee will create a continuum, with high scores considered preferable. The resulting range will be divided into 30 discrete and equally weighted categories starting with one point and ending with thirty points. Subsequently, each program's "employment" result will be placed onto the continuum to determine its points (see example of this in the "working definitions" section titled "scoring categories").

Timeline: See overall timeline at end of document.

#### **D. The extent to which tenure-track faculty have remained actively engaged and up-to-date in their discipline.**

Points: Sixty points are allocated to this measure. Programs will be scored and then placed into one of six categories (i.e. one-sixth in each category), worth 60, 50, 40, 30, 20, or 10, with 60 being the highest.

Process: Each program chair, or designee, will provide a list of items for their tenure-track faculty that demonstrates their engagement and how up-to-date they are in their discipline (on a per capita, pro-rated basis, and within three years the Program and Audit Review committee will recommend a mechanism to include academic staff and report to the Senate each year regarding its progress beginning in 2013). Names are not necessary, and it should consist of a list of activities with numerical scores for each category (on a per capita, pro-rated basis) that cover the previous three-year period (for the purposes of this measure, the "year" is defined as ending on the last contract day of spring semester. Representative examples of items to include are:

- RSCA activities, such as reviews, papers, presentations, books, works of art, performances, and so on.
- Teaching related activities if they relate to activities such as writing new courses, revising significantly existing courses, writing new programs or revising existing programs, applying innovative teaching methods, and related "teaching activities," such as education abroad, undergraduate research, mentoring internships, and supervising independent readings and independent studies.
- Relevant public service and activities related to one's program, such as memberships and participation in professional organizations, relevant university bodies (e.g. assessment committee, general education and university requirements committee, academic program and policy committee, faculty senate, and so on), professional presentations (in-person, radio interviews, television appearances, and so on), professionally-related volunteer work, and so on.
- Professional development, such as completing additional coursework in one's field, workshops, sabbaticals, grants (e.g. number and/or financial value).
- Other relevant activities (must provide adequate definition for readers).

In year one, all programs will be evaluated, and all "chairs" will participate. In other years, only one-third of programs will

be evaluated, and they will be evaluated by all “chairs,” including those whose programs are not being evaluated in that year.

The list will be forwarded by the chair to the Provost, who will compile the information and distribute it to all “chairs” and deans. Each chair/dean will rank all the programs into the six categories, assigning one-sixth to each category. These scores will be reported to the Provost, who will aggregate them and provide an overall ranking, placing all programs into the six categories, assigning one-sixth to each category. (Note: if an odd number of programs exist that is not divisible by six exactly, it might be the case that one or a couple of categories might each have one more program placed into it/them). This data will be provided to the Program Audit and Review Committee.

Timeline: See overall timeline at end of document.

**E. Strategic Planning Goals: the extent to which a program supports the strategic planning goals of the university.**

Points: Thirty points are allocated to this measure.

Process: Each program chair will write an approximately one-page narrative (i.e. maximum of 2500 characters) that discusses specifically how the program supports the strategic planning goals of the university. The narrative will be forwarded to the deans of the four colleges and the Provost. These five individuals, or their designees, will assign each program to one of the six categories represented in the table below, assigning one-sixth of the programs to each category. The Provost will aggregate the five recommended scores, dividing by five to provide a score for each program (e.g. if a program receives recommended scores of 25, 25, 25, 20, and 20, the final score is 23) that will be used to assign programs to one of the six categories, with one-sixth being assigned to each category. If an odd number of programs exists, the distribution will be made as equally as possible (e.g. three categories might have 12 programs, three categories might have 11 programs). The final scores for all programs will be forwarded to the Program Audit and Review Committee.

<b>Program</b>	<b>30 points</b>	<b>25 points</b>	<b>20 points</b>	<b>15 points</b>	<b>10 points</b>	<b>5 points</b>
The extent to which a program supports the strategic planning goals of the university	Top one-sixth of programs	Second one-sixth of programs	Third one-sixth of programs	Fourth one-sixth of programs	Fifth one-sixth of programs	Sixth one-sixth of programs

Timeline: See overall timeline at end of document.

**Enrollment Strength (combined with market strength): 150 points**

**A. Five-year trend of number of majors in a program divided by total majors on campus, reported as a percentage.**

Points: Twenty points are allocated to this measure.

Process: Institutional Research will provide this figure to the Program and Audit Review Committee. All majors (1<sup>st</sup>, 2<sup>nd</sup>, etc.) within a program will be calculated each year after the tenth day of fall semester enrollment. The total for each year will be divided by the number of overall majors on campus, resulting in a percentage. The percentages for the five year period will be aggregated, and then divided by five to provide a final score for each program. Institutional Research will report the figures to the Program Audit and Review Committee. The PAR Committee will create a continuum, with high scores considered preferable. The resulting range will be divided into 20 discrete and equally weighted categories starting with one point and ending with twenty points. Subsequently, each program's "total majors" result will be placed onto the continuum to determine its points (see example of this in the "working definitions" section titled "scoring categories").

Timeline: See overall timeline at end of document.

**B. Five-year trend of the change in the number of majors in a program, reported as a percentage.**

Points: Twenty points are allocated to this measure.

Process: Institutional Research will provide this figure to the Program and Audit Review Committee. All majors (1<sup>st</sup>, 2<sup>nd</sup>, etc.) within a program will be calculated each year after the tenth day of fall semester enrollment. The percentage change (positive or negative) in the number of majors from the previous year shall be calculated. The percentages for the five year period will be aggregated, and then divided by five to provide a final score for each program. Institutional Research will report the figures to the Program Audit and Review Committee. The PAR Committee will create a continuum, with high scores considered preferable. The resulting range will be divided into 20 discrete and equally weighted categories starting with one point and ending with twenty points. Subsequently, each program's "majors' trend" result will be placed onto the continuum to determine its points (see example of this in the "working definitions" section titled "scoring categories").

Timeline: See overall timeline at end of document.

**C. Five-year trend of number of program graduates within a specific program divided by total program graduates for the university, reported as a percentage.**

Points: Twenty points are allocated to this measure.

Process: Institutional Research will provide this figure to the Program and Audit Review Committee. All majors (1<sup>st</sup>, 2<sup>nd</sup>, etc.) graduating from a specific program will be calculated for each year (a year will be defined to end on June 30, encompassing the previous summer, fall, and spring graduates). The total for each year will be divided by the number of overall majors on campus, resulting in a percentage. The percentages for the five year period will be aggregated, and then divided by five to provide a final score for each program. Institutional Research will report the figures to the Program Audit and Review Committee. The PAR Committee will create a continuum, with high scores considered preferable. The resulting range will be divided into 20 discrete and equally weighted categories starting with one point and ending with twenty points. Subsequently, each program's "graduation trend" result will be placed onto the continuum to determine its points (see example of this in the "working definitions" section titled "scoring categories").

Timeline: See overall timeline at end of document.



**D. Five-year trend of median total credits to degree for academic program degree completers.**

Points: Twenty points are allocated to this measure.

Process: Institutional Research will provide this figure to the Program and Audit Review Committee. The median number of credits (i.e. all credits from any source) of students (i.e. those who transfer in fewer than 15 credits) graduating from a specific program will be calculated for each year (a year will be defined to end on June 30, encompassing the previous summer, fall, and spring graduates). The median scores for each year in the five year period will be aggregated and then divided by five, resulting in an “average” median score. Institutional Research will report the figures to the Program Audit and Review Committee. The PAR Committee will create a continuum, with low scores considered preferable. The resulting range will be divided into 20 discrete and equally weighted categories starting with one point and ending with twenty points. Subsequently, each program’s “Median credits to degree” result will be placed onto the continuum to determine its points (see example of this in the “working definitions” section titled “scoring categories”).

Timeline: See overall timeline at end of document.

**E. Five-year trend of median time to degree for academic program degree completers.**

Points: Forty points are allocated to this measure.

Process: Institutional Research will provide this figure to the Program and Audit Review Committee. The median number of semesters to degree of students (i.e. those who transfer in fewer than 15 credits) graduating from a specific program will be calculated for each year (a year will be defined to end on June 30, encompassing the previous summer, fall, and spring graduates). The median scores for each year in the five year period will be aggregated and then divided by five, resulting in an “average” median score for each program. Institutional Research will report the figures to the Program Audit and Review Committee. The PAR Committee will create a continuum, with low scores considered preferable. The resulting range will be divided into 40 discrete and equally weighted categories starting with one point and ending with forty points. Subsequently, each program’s “Median time to degree” result will be placed onto the continuum to determine its points (see example of this in the “working definitions” section titled “scoring categories”).

Timeline: See overall timeline at end of document.

**F. Five-year trend of retention rate by program.**

Points: Thirty points are allocated to this measure.

Process: This is calculated by identifying members of both the first-time, full-time freshman cohort and the transfer cohort for fall semester of entry, and comparing that figure with the retention rate in fall of their second year. (Note: The expectation is that within three years the Program Audit and Review Committee will develop an alternative measure that will capture second year to fourth year student retention rates, and this will replace the first to second year measure. Institutional Research will report the figures to the Program Audit and Review Committee. The PAR Committee will create a continuum, with high scores considered preferable. The resulting range will be divided into 30 discrete and equally weighted categories starting with one point and ending with thirty points. Subsequently, each program’s “Five-year retention” result will be placed onto the continuum to determine its points (see example of this in the “working definitions”

section titled “scoring categories”).

Timeline: See overall timeline at end of document.

### **Financial Strength: 180 points**

**A. Departmental Revenues-Program:** Net revenue for all courses that count towards a major, divided by FTE cost.

Points: Thirty points are allocated to this measure.

Process: Institutional Research, or Finance, will calculate the revenue generated by either general purpose revenue and/or program revenue for each credit in courses that count towards a major, and also would calculate the costs of the faculty teaching the courses (on the tenth weekday that is a business day, or whichever date is used to calculate the enrollment snapshot). The net revenue total for all courses that count towards a major will be divided by the FTE costs for all courses that count towards that major. Required supporting courses are included in the calculation. (Note: the long-term goal after staffing allows is to identify only those students enrolled in courses required by a program who are majors in that program). These figures will be collected for fall and spring terms, for a three-year period, and then the mean score will be calculated for the six semesters included in the three-year period. This figure will then be reported to the Program Audit and Review Committee. The PAR Committee will create a continuum, with high scores considered preferable. The resulting range will be divided into 30 discrete and equally weighted categories starting with one point and ending with thirty points. Subsequently, each program’s “Departmental Revenues-Program” result will be placed onto the continuum to determine its points (see example of this in the “working definitions” section titled “scoring categories”). Note: some overlap between Financial Strength categories A and B is expected.

Timeline: See overall timeline at end of document.

**B. Departmental Revenues-University:** Total revenue for all courses that service the university, divided by FTE cost

Points: Thirty points are allocated to this measure.

Process: Institutional Research, or Finance, will calculate the revenue generated by either general purpose revenue and/or program revenue for credits in courses provided by a program that service the university, and also would calculate the costs of the faculty teaching these courses (on the tenth weekday that is a business day, or whichever date is used to calculate the enrollment snapshot). The net revenue for the courses that service the university provided by a program will be divided by the FTE costs for these courses that are provided by the program (e.g. general education, foundation courses, liberal arts, university requirements, required supporting courses or directed electives that service other programs). (Note: the long-term goal after staffing allows is to identify only those students enrolled in courses that service the university’s programs , and to exclude majors and those taking the course as a general elective). These figures will be collected for fall and spring terms, for a three-year period, and then the mean score will be calculated for the six semesters included in the three-year period. This figure will then be reported to the Program Audit and Review Committee. The PAR Committee will create a continuum, with high scores considered preferable. The resulting range will be divided into 30 discrete and equally weighted categories starting with one point and ending with thirty points. Subsequently, each

program's "Departmental Revenues-University" result will be placed onto the continuum to determine its points (see example of this in the "working definitions" section titled "scoring categories"). Note: some overlap between Financial Strength categories A and B is expected.

Timeline: See overall timeline at end of document.

### **C. External Grants**

Points: Ten points are allocated to this measure.

Process: Accounting services will calculate external grants by department (and by individual if possible) on an annual basis over a three-year cycle. The end of the "year" shall be defined as the end of the fiscal year (i.e. June 30). The resulting data will be provided to departments. For departments with multiple programs, the department will recommend an allocation of the percentage of "External Grants" that services each program to the dean where the program is housed administratively. In all cases non-majors and non-graduate programs (e.g. minors and certificates) will not be included in the calculation (i.e. 100 percent of the allocations must go to majors and/or graduate programs). If the dean disagrees, he/she will provide his/her own decision to the department. The sum total for each year will be divided by the FTE assigned to the program for that year to obtain a calculation of external grants per FTE. Using a three-year cycle, the three annual figures will be divided by three to obtain a final figure that will then be reported to the Program Audit and Review Committee. The PAR Committee will create a continuum, with high scores considered preferable. The resulting range will be divided into 10 discrete and equally weighted categories starting with one point and ending with ten points. Subsequently, each program's "external grants" result will be placed onto the continuum to determine its points (see example of this in the "working definitions" section titled "scoring categories").

Timeline: See overall timeline at end of document.

### **D. Internal Grants**

Points: Ten points are allocated to this measure.

Process: Accounting services will calculate internal grants by department (and by individual if possible) over a three-year cycle on an FTE basis. The end of the "year" shall be defined as the end of the fiscal year (i.e. June 30). The resulting data will be provided to departments, and internal grants earned by any faculty member serving a program, or programs, will be aggregated (and prorated if needed) for each year. For departments with multiple programs, the department will recommend an allocation of the percentage of "Internal Grants" that services each program to the dean where the program is housed administratively. In all cases non-majors and non-graduate programs (e.g. minors and certificates) will not be included in the calculation (i.e. 100 percent of the allocations must go to majors and/or graduate programs). If the dean disagrees, he/she will provide his/her own decision to the department. The sum total for each year will be divided by the FTE assigned to the program for that year to obtain a calculation of internal grants per FTE. Using a three-year cycle, the three annual figures will be divided by three to obtain a final figure that will then be reported to the Program Audit and Review Committee. The PAR Committee will create a continuum, with high scores considered preferable. The resulting range will be divided into 10 discrete and equally weighted categories starting with one point and ending with ten points. Subsequently, each program's "internal grants" result will be placed onto the continuum to determine its points (see

example of this in the “working definitions” section titled “scoring categories”).

Timeline: See overall timeline at end of document.

## **E. Departmental Costs (Note: all of the factors below are calculated as three-year averages)**

**E.1 Human Resources:** FTE, IAS, Lab Managers, graduate assistants, and support staff (e.g. program assistants/academic department associates)

Points: Forty points are allocated to this measure.

Process: Institutional Research will provide to each department the amount spent on FTE faculty (i.e. tenure track and instructional academic staff), managers (e.g. laboratories, farms, and so on), graduate assistants, and support staff (e.g. program assistants, academic departments, and so on) over a three year period. Student workers are not included in the calculation. For departments with multiple programs, the department will recommend an allocation of the percentage of “human resources” that services each program to the dean where the program is housed administratively. If the dean disagrees, he/she will provide his/her own decision to the department. In all cases non-majors and non-graduate programs (e.g. minors and certificates) will not be included in the calculation (i.e. 100 percent of the allocations must go to majors and/or graduate programs). After the allocation is completed, the total “human resources” assigned to each program shall be divided by the student contact hours (these will be provided by institutional research) generated by the program for each of the three years in the cycle, and then divided by three to obtain an average result. This figure will then be reported to the Program Audit and Review Committee. The PAR Committee will create a continuum, with low scores considered preferable. The resulting range will be divided into 40 discrete and equally weighted categories starting with one point and ending with forty points. Subsequently, each program’s “human resources” result will be placed onto the continuum to determine its points (see example of this in the “working definitions” section titled “scoring categories”).

Timeline: See overall timeline at end of document.

## **E.2 S&E**

Points: Twenty points are allocated to this measure.

Process: Institutional Research will provide to each department the amount spent on supplies and expenses over a three year period. For departments with multiple programs, the department will recommend an allocation of the percentage of “S&E” that services each program to the dean where the program is housed administratively. If the dean disagrees, he/she will provide his/her own decision to the department. In all cases non-majors and non-graduate programs (e.g. minors and certificates) will not be included in the calculation (i.e. 100 percent of the allocations must go to majors and/or graduate programs). After the allocation is completed, the total “S&E” assigned to each program shall be divided by the student contact hours (these will be provided by institutional research) for each of the three years in the cycle, and then divided by three to obtain an average result. This figure will then be reported to the Program Audit and Review Committee. The PAR Committee will create a continuum, with low scores considered preferable. The resulting range will be divided into 20 discrete and equally weighted categories starting with one point and ending with twenty points. Subsequently, each

program's "S&E" result will be placed onto the continuum to determine its points (see example of this in the "working definitions" section titled "scoring categories").

Timeline: See overall timeline at end of document.

**E.3 Space:** Square footage for office complexes, and spaces such as computer and science labs, athletic facilities, farm buildings, studio rooms, performance areas, display areas, work areas, and so on that are dedicated for a program (i.e. designed primarily for a program).

Points: Twenty points are allocated to this measure.

Process: The Executive Director for Division of Administrative Services will provide figures showing the amount of space allocated to each department. For departments with multiple programs, the department will recommend an allocation of the percentage of "space" that services each program (if programs from multiple departments share dedicated spaces, the dean(s) will determine the proportion assigned to each department). If the dean disagrees, he/she will provide his/her own decision to the department. In all cases non-majors and non-graduate programs (e.g. minors and certificates) will not be included in the calculation (i.e. 100 percent of the allocations must go to majors and/or graduate programs). After the allocation is completed, the total "space" assigned to each program shall be divided by the FTE (i.e. instructional staff FTE, a figure provided by institutional research) for the program. These figures will then be reported to the Program Audit and Review Committee. The PAR Committee will create a continuum, with low scores considered preferable. The resulting range will be divided into 20 discrete and equally weighted categories starting with one point and ending with twenty points. Subsequently, each program's "space" result will be placed onto the continuum to determine its points (see example of this in the "working definitions" section titled "scoring categories"). Note: if a program's space allocation has changed over the three year period, the "space" calculation will need to be done for each year and then divided by three.

Timeline: See overall timeline at end of document.

**E.4 Unique Equipment Costs:** Defined as special purchases, such as laboratory equipment, computers, farm investments, and so on.

Points: Twenty points are allocated to this measure.

Process: The Assistant Chancellor for Business and Finance will provide figures showing the amount of money invested in departments for unique equipment costs for a three-year period. For departments with multiple programs, the department will recommend an allocation of the percentage of "unique equipment costs" that services each program. If the dean disagrees, he/she will provide his/her own decision to the department. In all cases non-majors and non-graduate programs (e.g. minors and certificates) will not be included in the calculation (i.e. 100 percent of the allocations must go to majors and/or graduate programs). After the allocation is completed, the total "unique equipment cost" assigned to each program shall be divided by the FTE for the program for each of the three years in the cycle, and then divided by three to obtain an average result. This figure will then be reported to the Program Audit and Review Committee. The PAR Committee will create a continuum, with low scores considered preferable. The resulting range will be divided into 20 discrete and equally

weighted categories starting with one point and ending with twenty points. Subsequently, each program's "unique equipment cost" result will be placed onto the continuum to determine its points (see example of this in the "working definitions" section titled "scoring categories").

Timeline: See overall timeline at end of document.

## **OVERALL TIMELINE:**

Notes: dates without years associated with them are annual deadlines. Some adjustment of this timeline is anticipated.

THE 2013-14 YEAR WILL BE A TRIAL RUN

Proposal sent to Senate: December 1, 2012

April 2013: Faculty Welfare and Personnel Policies Committee recommends whether or not Sedona should be adopted for campus-wide usage.

December 2012: Senate adopts proposal

April 2013: Assessment Committee forwards new assessment rubric to Senate for approval

May 2013: Senate adopts new assessment rubric

January 15, 2013: Provost forwards to all program, department, and graduate chairs the standardized scale for Intellectual Strength category B, along with appropriate directions, including that this be adopted for use during spring 2013.

2013: The Provost will organize two or more meetings with chairs to review the program prioritization process.

May 2013: The Provost will forward to the Faculty Senate Executive Committee a list of all programs, including their departmental affiliations.

February 1: Departments that wish to be scored in a non-scheduled year must notify both their dean and the provost by this date.

February 1: The Provosts Office will provide an updated list of programs and their departmental affiliations to the Executive Committee, indicating programs that have been dropped and those that have been added since the previous year.

February 28: The Faculty Senate Executive Committee will amend the rotation of programs to take into account those that have been dropped and those that have been added since the last evaluation cycle. The revised list must, insofar as practical, retain balance among the three years in the cycle, and must keep the programs provided by one department within the same rotational year. New programs will be included in program prioritization after they have been in existence for two full academic years. This information will be communicated to the chancellor, provost, faculty senate, deans, department chairs, and the assessment committee members.

November 1, 2013: The Faculty Senate Executive Committee will determine the order that programs will be scored using a random method applied in a meeting open to the public. For departments housing more than one program, all programs will be grouped together in the year they are scored. The results will be reported to the Chancellor, Provost, Faculty Senate, deans, and chairs.

2013: The Provost's Office will organize two or more assessment workshops for departments and programs.

March 11: (FOR 2013-14 only, the date will be September 1, 2013) The Provost's Office will forward to the program chairs electronic copies of the document needed to complete "Strategic Planning Goals" (Intellectual Strength category E).

Spring semester, by April 1, 2013: Programs on campus adopt the exit survey scale for use with their indirect assessment measures of their program outcomes. If programs do not have an exit survey, interview, or other indirect assessment measure for their program outcomes, they will develop these and use them to collect data during spring semester 2013 (Intellectual Strength category B).

Spring semester, by April: Program "chairs" are identified by departments for the purposes of Intellectual Strength category D, and their names are reported to the Provost and their dean. Program chairs remind faculty to update their c.v. (i.e. providing information for the previous three years only) for Intellectual Strength category D.

April 1, 2013: (FOR 2013-14 only, the date will be September 1, 2013) Program Audit and Review Committee develops annual timelines and processes to utilize data reports, and reports to the Provost and Faculty Senate.

Spring semester, by May 15, 2013: Programs have implemented the use of the exit survey scale for Intellectual Strength category B (i.e. have used it to collect data).

June 1: Exit survey data is forwarded to the chair of the Program Audit and Review Committee (Intellectual Strength category B).

August 29: Programs forward assessment plans/reports to the Assessment Committee Chair (Intellectual Strength category A).

Spring semester, by end of contract year: Faculty will provide an updated c.v. (or provided the information in Sedona) to their "chair" for items related to professional engagement (Intellectual Strength category D).

Spring semester, by end of contract year: FOR 2013-14 only, the date will be October 1 Chairs forward one-page narrative (i.e. 2500 characters) to the Provost that discusses specifically how the program supports the strategic planning goals of the university (Intellectual Strength category E).

June 20: FOR 2013-14 only, the date will be October 15 Provost compiles and forwards one-page narratives to the deans that discuss specifically how the programs support the strategic planning goals of the university (Intellectual Strength category E).

June 30: FOR 2013-14 only, the Provost will provide a separate timeline for activities related to Intellectual Strength Category D and communicate the dates to the chairs. Chairs will send a compilation report for their programs of items

under Intellectual Strength category D to the Provost (Note: it might be possible for chairs who prefer to relay this information by the end of the regular nine-month contract period to do so if they can encourage their faculty to update their c.v. information in a timely manner).

August 15: FOR 2013-14 only, the Provost will provide a separate timeline for activities related to Intellectual Strength Category D and communicate the dates to the chairs. Provost will provide an aggregate report of all program information for items under Intellectual Strength category D and send this information to all "chairs" and deans.

August 15: The Executive Director for the Division of Administrative Services will provide figures to chairs and deans showing the amount of space (Financial Strength category E.3) allocated to each department.

August 15: The Assistant Chancellor for Business and Finance will provide figures to chairs and deans showing the unique equipment costs (Financial Strength category E.4) allocated to each department.

August 15: Institutional Research will provide to each department chair and the deans the amount spent by each department on Human Resources (Financial Strength category E.1), the amount spent by each department on S&E (Financial Strength category E.2), student contact hours (for use with human resources and S&E, or Financial Strength categories E.1 and E.2, respectively), and the instructional staff FTE (for use with External Grants, or Financial Strength category C, Internal Grants, or Financial Strength category D, Space, or Financial Strength category E.3, and Unique Equipment Costs, or Financial Strength category E.4).

August 15: Accounting Services will provide the following to program chairs: External Grants (Financial Strength category C), and Internal Grants (Financial Strength category D).

August 20: For 2013-14 only, the date will be November 15. Deans and Provost provide recommended scores for "strategic planning" to the Provost (Intellectual Strength category E).

September 10: Departments with multiple programs will recommend to the dean the percentages of External Grants (Financial Strength category C), Internal Grants (Financial Strength category D), Human Resources (Financial Strength category E.1), S&E (Financial Strength category E.2), Space (Financial Strength category E.3), and Unique Equipment Costs (Financial Strength category E.4) and FTE (used for multiple purposes) that will be assigned to each program.

September 15: FOR 2013-14 only, the Provost will provide a separate timeline for activities related to Intellectual Strength Category D and communicate the dates to the chairs. "Chairs" and deans will complete their scores of programs for Intellectual Strength category D, and send this information to the Provost.

September 20: For 2013-14 only, the date will be December 1. Provost reports final "strategic planning" scores to the Program Audit and Review Committee (Intellectual Strength category E).

September 30: Deans will communicate their approval or disapproval of the recommendations from departments with multiple programs regarding the percentages of External Grants (Financial Strength category C), Internal Grants (Financial Strength category D), Human Resources (Financial Strength category E.1), S&E (Financial Strength category E.2), Space (Financial Strength category E.3), and Unique Equipment Costs (Financial Strength category E.4), and FTE that will be assigned to each program, and provide their own decision regarding assignment of percentages in those cases where



disapproval occurred.

October 15: FOR 2013-14 only, the Provost will provide a separate timeline for activities related to Intellectual Strength Category D and communicate the dates to the chairs Provost will provide final scores for programs under Intellectual Strength category D, and send these to the Program Audit & Review Committee.

October 22: Program chairs will provide the following to the Program Audit and Review Committee: External Grants (Financial Strength category C), and Internal Grants (Financial Strength category D).

October 22: Institutional Research will provide the following to the Program Audit and Review Committee: the five-year trend of number of majors (Enrollment Strength category A), the five-year trend of the change of majors (Enrollment Strength category B), the five-year trend of the number of program graduates (Enrollment Strength category C), the five-year trend of median total credits to degree (Enrollment Strength category D), the five-year trend of median time to degree (Enrollment Strength category E), and the five-year trend of retention rate by program (Enrollment Strength category F).

November 1: Programs chairs will provide to the Program Audit and Review Committee the Human Resources (Financial Strength category E.1), S&E (Financial Strength category E.2), Space (Financial Strength category E.3), Unique Equipment Costs (Financial Strength category E.4) results.

November 1: Assessment Committee provides scores to the Program Audit and Review Committee (Intellectual Strength category A).

November 10: Institutional Research will provide the following to the Program Audit and Review Committee: Departmental Revenues-Program (Financial Strength category A), and Departmental Revenues-University (Financial Strength category B).

December 1: Program Audit & Review Committee will report to the Senate the progress made to incorporate instructional academic staff into Intellectual Strength category D, "The extent to which tenure-track faculty have remained actively engaged and up-to-date in their discipline" (the expectation is that such a measure will be developed no later than December 2015 and recommended to the Faculty Senate Executive Committee).

December 1: Program Audit and Review Committee will report to the Senate the progress made to develop a process to score Intellectual Strength category C, "The five year trend in percentage of employed and continuing education of graduates by major" (the expectation is that such a process will be recommended to the Faculty Senate Executive Committee).

December 1: Program Audit and Review Committee will report to the Senate the progress made to develop an alternative measure for Enrollment Strength "Five-year Trend of Retention Rate by Program," category F (the expectations are that the alternative measure will be developed within three years and that it will capture second year to fourth year student retention rates, replacing the current measure). The alternative measure will be recommended to the Faculty Senate Executive Committee.

December 15: Program Audit & Review Committee will report final, overall program prioritization scores and rankings to

the campus community (in particular, the Chancellor, Provost, Faculty Senate, deans, and program chairs). All programs will be scored on a three-year cycle, but will be re-ranked annually. Rankings will be reported in four, equally-weighted categories, under the heading of “Prioritization: Prospects for Program Investment.”

**Prioritization: Prospects for Program Investment**

1. “Enhance”
2. “Maintain”
3. “Monitor”
4. “Eliminate, Reduce, Integrate, or Reorganize”

January 15: The Program Audit & Review Committee and the Assessment Committee will report/make recommendations to the Faculty Senate Executive Committee and Provost regarding the implementation of the program prioritization process and possible improvements.

February 14, 2014: Program Audit & Review Committee will report to the Senate regarding whether or not the use of Sedona (or another package if an alternative is adopted), should continue for Intellectual Strength category D, “The extent to which tenure-track faculty have remained actively engaged and up-to-date in their discipline.” If the Senate has not adopted one of these packages, the method that is used will be evaluated and a report to the Senate will occur by this date.

March 1: The Faculty Senate will consider any proposed changes to the program prioritization process for the next year’s implementation (i.e. the round of program prioritization that will “begin” during that spring semester).

By the end of year one of full implementation, the Assessment Committee will announce and then implement a cycle of program-level assessment that will occur on a three year cycle, with one-third being assessed each year. This assessment cycle will correspond to the rotational schedule used for program prioritization.

**Section 11.2 Program Ratings Documents**

University of Wisconsin – River Falls  
 Guidelines for Reviewers of Academic Program Self-Studies

Reviewers will rate each program on each criterion and assign a rating score ranging from 0 to 5. Each score will be multiplied by the associated weight for the criterion and these products are totaled. A program scoring 5 on every criterion would have a total score of 500.

Criterion	Rating Score	Weight	Product
I. Mission	5	15	75
II. Demand	5	20	100
III. Quality	5	20	100
IV. Pro/cost/Effic.	5	20	100
V. Benchmarking	5	15	75
VI. Other Information	5	10	50
<b>Total</b>			<b>500</b>

## **I. Consistency with University Mission, Vision, Values, and UWRP's Strategic Plan**

1 = consistency is lower than most programs

3 = consistency is typical of most programs

5 = consistency is higher than most programs

## **II. External and Internal Demand**

1 = low demand

3 = average demand

5 = high demand

## **III. Quality – Program Inputs and Outcomes**

1 = weaker than most programs

3 = typical of most programs

5 = among the strongest programs

## **IV. Productivity, Cost and Efficiency**

1 = low efficiency

3 = average efficiency

5 = high efficiency

## **V. Benchmarking with Peers**

1 = consistently lower than peers

3 = consistently typical of most peers

5 = consistently higher than most peers

## **VI. Crucial Information Not Addressed by other Criteria**

1 = weaker than most programs

3 = typical of most programs

5 = among the strongest programs

The operating paradigm of the UWRF Strategic Plan requires the institution to assess programs and set budget priorities. A self-study of academic programs is one step in this process and will produce a deeper understanding of the quality of and resources devoted to our undergraduate and graduate programs. To ensure that the thoughtful work of faculty can be translated into strategic choices in meeting the University's mission and vision, program reviewers must analyze the program self-study documentation and offer recommendations regarding our future program array. Important judgments must be made to guide the allocation of our resources.

### **Academic Program Self-Study Tool**

The Self-Study will utilize six criteria to help obtain information for use in program evaluation:

1. Mission and Strategic Plan: How is the program critical to the University's Mission, Vision, and Values and to the "Living the Promise" Strategic Plan?
2. External and Internal Demand: What is the job outlook for graduates of this program? How many majors, minors, and transfers are there? What is the contribution to General Education and other university program requirements?
3. Program Quality, Inputs, and Outcomes: Is the curriculum innovative and forward-focused? What is there evidence of teaching effectiveness? What are the professional, scholarly, and creative activities of the faculty in the program?
4. Productivity, Costs, and Efficiency: What are the cost efficiencies of this program? What are the SCH, FTE, budget, and space utilized or produced by the program?
5. Benchmarking with Peers: How does the academic program compare with others at peer institutions?
6. Other Critical Information: What distinctive characteristics or other information are critical to the evaluation of this program?

### **Academic Program Ratings**

As outlined in the Academic Program Ratings document [Faculty Senate Motion 2008-2009/48], a rating score ranging from 1-5 will be assigned to each of these six criteria. The score for the criterion will be multiplied by its appropriate weight factor and the products added for a program total score. Scores for each program as determined by individual members of the Deans Council will be averaged to generate an overall mean for each program.

Following are the general guidelines for scoring. Please note that a score of 5, 4, 3, 2, or 1 might be assigned for a given criterion. While only scores of 5, 3, or 1 are described below, scores of 4 or 2 would naturally fall in between as appropriate based on the data and other information provided for that criterion.

## Ratings

Criterion	5	3	1
1) Mission and Strategic Plan	Strong alignment with and support for the UWRF Mission, Vision, and Values, and Strategic Plan	Clear alignment with support of the UWRF Mission, Vision, and Strategic Plan	Weak alignment with or support of the UWRF Mission, Vision, and Values, and Strategic Plan
2) external and Internal Demand	Strong job market for graduates; high internal demand of program (number of majors, minors and transfers)	Good job market; good internal demand	Weak or no job market; low internal demand
3) Program Quality, Inputs, and Outcomes	Curriculum is clearly innovative; teaching is highly effective; faculty are very productive in scholarly and creative activities	Curriculum is current; teaching is effective; faculty are productive in scholarly and creative activities	Curriculum not current or innovative; teaching effectiveness low; faculty not productive in scholarly and creative activities
4) Productivity, Costs, and Efficiency	High productivity of program (SCH/FTE, etc); extremely efficient use of resources (budget/SCH, etc)	Good productivity of program; efficient use of resources	Low productivity of program; inefficient use of resources
5) Benchmarking with Peers	Program compares very favorably with peers in terms of cost and productivity	Good productivity of program; efficient use of resources	Low productivity of program; inefficient use of resources
6) Other Critical Information	Information provided is highly significant	Information provided demonstrates some additional value of the program	Information provided is not significant

Programs whose overall mean scores are in the middle 60% of all program scores will be considered for maintenance at current resource levels or maintenance with monitoring.

Programs whose overall mean scores are in the upper 20% of all program mean scores will be considered for enhancement (e.g. increases in FTE and/or S&E, enrollment growth, etc.). Inclusion in this group does not automatically mean programs will be enhanced but rather that they will be considered as priorities for enhancement.

Similarly, programs whose overall mean scores are in the lowest 20% of all programs will be considered for reduction or elimination. Inclusion in this group does not automatically mean programs will be reduced or eliminated but rather that they will be considered as potential candidates for reduction or elimination.

Final decisions on enhancement or reduction/elimination will need to include considerations of university mission and balance of programs, strategic enrollment planning, budget restrictions and obligations, current students and completion of academic plans, implications for accreditations, and other factors.

Resource reallocation resulting from enhancement or reduction/elimination within specific programs will begin immediately but may require longer term adjustment due to the factors mentioned above.

## Article XI: ROTC

### Section 11.1 ROTC Partnership Agreement

Between United States Army and The Board of Regents of the University of Wisconsin System  
and The University of Wisconsin-River Falls (UW-River Falls)

**Introduction:** The Military Science Department, through the Army's Reserve Officers' Training Corps (ROTC), offers students an opportunity to receive a commission as a 2nd Lieutenant in the Regular Army, Army Reserve or Army National Guard. The Military Science and Leadership curriculum is not an academic major but, rather, a program taken in conjunction with the academic plan supporting a undergraduate or graduate degree. The curriculum is designed to provide the necessary skills, attributes and experience to successfully lead in a civilian and/or military career. Courses and training are conducted on the campus, in the local area or at military training facilities. Army ROTC also offers a variety of scholarships and financial incentives for students who choose to commit to military service as an officer. The Military Science and Leadership curriculum is divided into basic and advanced course requirements. (see Exhibit A)

1. **Purpose:** The purpose of this agreement is to provide a basis for resourcing, developing and implementing a US Army Cadet Command (USACC) Reserve Officer Training Corps (ROTC) partnership program at the University of Wisconsin-River Falls (UW-River Falls).

2. **Objective:** The specific objectives of this memorandum are to identify responsibilities, establish relationships, and outline procedures between the University of Wisconsin-Stevens Point (UW-Stevens Point) and the University of Wisconsin-River Falls (UW-River Falls) for the accomplishment of those elements of their respective tasks, which involve matters of mutual interest.

3. **General:**

a. Under the provisions of Public Law 88-647, and Section 2102, Title 10, United States Code, a senior ROTC program was established at UW-Stevens Point on June 23, 1967. This related agreement is designed to provide Military Science and Leadership instruction at UW-River Falls, resourced by the UW-Stevens Point Department of Military Science and Leadership, under the supervision of the Professor of Military Science, UW-Stevens Point.

b. This agreement between UW-Stevens Point and UW-River Falls is entered into pursuant to the above authorities and Army Regulation 145-1, which authorizes such agreements. This agreement supplements rather than supersedes the UW-Stevens Point ROTC agreement.

4. **Agreement:**

a. Whereas, UW-Stevens Point is the Department of the Army's ROTC host institution and conducts a voluntary course

of ROTC instruction for interested students; and

b. Whereas, UW-River Falls has agreed to offer a voluntary course of ROTC instruction for qualified students in its curriculum; and

c. Whereas, the Department of the Army requires a mutually satisfactory agreement with regard to certain administrative procedures, be it known that officials of both institutions agree to the following points listed below.

**5. Test Period:**

a. The program at UW-River Falls will be established as a four-year test program beginning when agreed to by all parties. This agreement will be reviewed and modified, on an annual basis, as mutually agreed upon by all parties.

b. At the end of the test period the agreement will either be retained as a permanent document or reviewed for any necessary adjustments or modifications to meet the needs of the parties.

**6. Targets for Success:**

a. UW-River Falls will make best efforts to commission a minimum of 6 lieutenants annually, beginning in academic year 2010-11.

b. UW-River Falls will make best efforts to contract a minimum of 8 cadets annually the MSIII class to ensure it meets its commission mission.

**7. Contingent upon the acceptance of this agreement by all parties, USACC agrees to the following:**

a. To provide academic instruction of the Army Reserve Officer Training Corps for students enrolled at UW-River Falls on the same basis as for students enrolled in Military Science and Leadership courses at UW-Stevens Point. Such instruction will be available to all eligible students and will be non-discriminatory with respect to admission or subsequent treatment of students on the basis of gender, race, color, religion, national origin or marital status in accordance with Federal Law.

b. To issue, subject to availability of funding, at the expense of the U.S. government, uniforms and equipment required for UW-River Falls students enrolled in Military Science and Leadership courses per Army regulation. Title to these items remains with the U.S. government.

c. To provide grade reports in the format required by the UW-River Falls Registrar for each student enrolled in courses taught by military instructors.

d. To provide eligible students of UW-River Falls equal opportunity to compete for any and all ROTC scholarships available to students of UW-Stevens Point.

e. To provide assistant instructors as required by the Professor of Military Science, UW-Stevens Point, to implement the training program at UW-River Falls.

**8. Contingent upon the acceptance of the above provisions, UW-River Falls agrees to the following:**

a. To approve and offer Military Science and Leadership courses as UW-River Falls resident courses and grant UW-River Falls credit for such courses equal to that granted for the same courses by UW-Stevens Point.

b. To authorize its students to enroll in and attend Military Science and Leadership classes at UW-River Falls. Classes will be on campus, with periodic, joint training events between the ROTC students at UW-River Falls and UW-Stevens Point, as determined by the Professor of Military Science, UW-Stevens Point.

c. To include all Military Science and Leadership courses in the UW-River Falls course catalog.

d. To approve and recognize the Professor of Military Science (PMS), UW-Stevens Point, as Professor of Military Science at UW-River Falls and the Assistant Professor of Military Science (APMS) at UW-River Falls, as faculty members, and the Military Science Instructor (MSI) as a member of UW-River Falls Staff.

e. To provide training, orientation and access to the Professor of Military Science or the designated APMS at UW-River Falls, grade reports, degree progress reports and transcripts of enrolled UW-Stout ROTC students, as required, consistent with Privacy Act and FERPA requirements, to enable monitoring of students' academic progress per Army Regulation 145-1.

f. In accordance with applicable UW-River Falls policies, accept grades and credits awarded by the Professor of Military Science or his/her designated APMS at UW-River Falls for the respective Military Science and Leadership course(s) as stated by paragraph 8.d above, which are entered on the student's official UW-River Falls permanent record (transcripts).

g. To make available at UW-River Falls, to the United States Army, the necessary classroom(s), administrative offices, storage room, athletic field, gym and pool support, computers with email/internet capability, storage space, government vehicle parking space, staff parking space and other required facilities sufficient for operation of the program at UW-River Falls. UW-River Falls shall provide at a minimum:

(1) Office space for a staff of two, minimum of one 8' x 12' storage room, two computers with internet and e-mail LAN connections, one telephone line in each office with long distance services, one fax machine, and one copier.

(2) Parking spaces for each faculty/staff member and one government vehicle. The cost and location of each parking space will be determined by policy governing all UW-River Falls departments.

(3) Adequate clerical, janitorial, and communications services (including e-mail and internet capabilities); printing and publications; building maintenance, utilities and ground upkeep at no expense to the United States Army.



h. To require its students to return all government uniforms, books and equipment upon disenrollment or upon completion of the Military Science and Leadership courses. To provide for protection of all public property used in support of the ROTC program and to take all reasonable measures within the power of UW-River Falls to recover U.S. government property that is improperly in the hands of students/former students, to include withholding of transcripts.

i. To provide ROTC personnel the opportunity to communicate directly with individual students and faculty members in connection with Army ROTC and ROTC recruitment. Furthermore, facilitate a supportive relationship between ROTC and UW-River Falls administrators (e.g. Director of Admissions, Veterans Coordinator) in support of ROTC recruiting and enrollment requirements.

j. To ensure equal representation for ROTC personnel during student-oriented activities by the administration and faculty (e.g. orientations, career days, etc.).

k. To provide a minimum operational budget of \$2,500 per year to support the program.

**9. The following matters are mutually understood and agreed:**

a. The final authority to implement University and Cadet Command approved ROTC instruction for students at UW-River Falls is vested in the Commander, Western Region, USACC.

b. That each UW-River Falls student enrolled in the ROTC program shall meet eligibility requirements for UW-River Falls and for admission into the Army Reserve Officer Training Corps program as stipulated in current Department of the Army regulations.

c. That Department of the Army procedures for administration of records, reporting and training will be the same for UW-River Falls students as for UW-Stevens Point students.

d. That funds received for reimbursement and subsistence to students who are enrolled at UW-River Falls will be distributed from the Department of the Army through the UW-Stevens Point Department of Military Science and Leadership in the following manner:

- (1) Scholarship tuition is disbursed to UW-River Falls in the student's name.
- (2) Tuition Assistance (US Army Reserve) is disbursed to UW-River Falls in the student's name.
- (3) Tuition Reimbursement (WI Army National Guard) is disbursed to the student after successful completion of the semester.
- (4) ROTC Stipend, authorized book allowances and Montgomery GI Bill incentives are disbursed to the student

e. UW-River Falls cadets shall be considered as equal members UW-Stevens Point's Corps of Cadets, and as such may participate in any UW-Stevens Point sponsored military function. Further, such students are eligible for participation in host battalion extracurricular activities. Contracted cadets will be exempt from Reserve Component mobilizations, while it is also recommended that non-contracted cadets be exempt from the same.

f. UW-River Falls students will receive equal opportunity with respect to competing for ROTC scholarships. The Professor of Military Science, UW-Stevens Point, will determine the appropriate number of scholarship allocations needed to support the program on an annual basis.

g. Each institution will be non-discriminatory with respect to admission or subsequent treatment of students on the basis of gender, race, color, religion, national origin or marital status in accordance with Federal Law.

h. This agreement may be terminated by the Commander, Western Region, USACC or either University Chancellor, with due consideration for the rights of students involved and for the proper dispensation of U.S. government property involved, by giving written notice of such intent to the other, one academic year prior to actual termination and provide all aforementioned support for one additional year after notification, to allow enrolled cadets the opportunity to complete the classes. In the event of war, other national emergency or legislation eliminating continued program funding, the U.S. Army may exercise accelerated agreement termination.

i. This agreement may be modified by mutual written agreement of all authorized representatives of UW-River Falls and UW-Stevens Point.

j. Medical liability of contracted Cadets involved in required ROTC training activities are covered under the Federal Worker's Compensation regulations.

## **Exhibit A**

### **Military Science and Leadership Curriculum**

The Military Science program consists of two phases. The first phase is introductory and consists of 100 and 200 level courses that are practical as well as being preparatory for the advanced phase. The first phase consists of Military Science 101, 102, 201, and 202. All first-year and sophomore students are encouraged to take lower level Military Science classes and acquaint themselves with military vocational opportunities without incurring a service obligation.

The second phase is designed to qualify upper level students for officer roles in the Active Army, Army Reserve, or the Army National Guard. The advanced phase consists of Military Science 301, 302, 401, and 402. Enrollment in the advanced phase is limited to those students who qualify physically and academically, and who have completed the introductory phase, Leader's Training Course (LTC - a twenty-eight day leadership camp attended between the sophomore and junior year), or Basic Training and Advance Individual Training. Advanced phase and ROTC scholarship students are paid \$300/350/450/500 (freshman through senior) each month of the school year and participate in leadership laboratories and activities to include a field training exercise each semester and the thirty-two day Leadership Development Assessment Course (LDAC) attended between the junior and senior year.

In order to be commissioned as an Army officer at graduation, one must successfully complete both phases of the program

and fulfill the professional education requirements that follow.

Professional Education. Students are required to take one course in History that includes a military history component. (Note: Each student schedules courses to satisfy the above requirement with the assistance and approval of the department chair.)

For specific information about ROTC scholarships, programs, camps, extracurricular activities, and placement credit, contact the department.

Army ROTC scholarship financial assistance. Army ROTC scholarships are offered for four, three, and two years and are awarded on merit to the most outstanding students who apply.

Four-year scholarships are awarded to students who will be entering college as first-year students. Three- and two-year scholarships are awarded to students already enrolled in college and to Army-enlisted personnel on active duty. Students who attend the Basic Camp of the two-year program may compete for two-year scholarships while at camp. Army Reservists and National Guard Members may compete for a two-year Guaranteed Reserve Forces Scholarship. Each scholarship pays for college tuition and educational fees which are required of all students and provides a fixed amount for textbooks, supplies, and equipment. Each scholarship also includes a graduated allowance every year the scholarship is in effect. The total value of a scholarship will depend on the cost of the tuition and other educational expenses at the college or university attended.

The Army gives special consideration for an Army ROTC scholarship to students pursuing degrees in nursing, engineering, the physical sciences, and other technical skills currently in demand. Students who receive a scholarship will be required to attain an undergraduate degree in the field in which the scholarship was awarded.

Non-scholarship cadets in the Advanced Course also receive an allowance for each of the two years as well as pay for attending the five-week LDAC. Students attending the Leader's Training Course also receive pay for this camp.

### **101. Foundations of Officership Staff**

Two credits.

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establish framework for understanding officership, leadership, and Army values followed and "life skills" such as physical fitness and time management.

The lab provides basic instruction on squad movement techniques and the six squad tactical missions of patrolling, attack, defense, ambush, reconnaissance, and squad battle drills. Additionally, students learn basic map reading, first aid, physical fitness and military formations to include basic marching techniques. The lab includes a weekend field trip.

### **102. Basic Leadership**

Two credits.

Establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling.

The lab continues to provide basic instruction on squad movement techniques and the six squad tactical missions of patrolling, attack, defense, ambush, reconnaissance, and squad battle drills. Students are introduced to the operations order format. Additionally, students continue to develop basic map reading, physical fitness and basic marching techniques.

### **201. Individual Leadership Studies**

Three credits.

Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Students record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings.

The lab applies basic leadership theory and decision making during practical exercises in a field environment. Students continue to develop basic map reading, physical fitness and basic marching techniques. Prerequisite: Military Science 101.

## **202. Leadership and Teamwork**

Three credits.

Study examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem-solving process, and obtaining team buy-in through immediate feedback.

The lab continues to apply basic leadership theory and decision making during practical exercises in a field environment. Students continue basic map reading, physical fitness and basic marching techniques. Prerequisite: Military Science 102.

## **301. Adaptive Team Leadership**

Four credits.

Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities.

The lab reinforces small-unit tactical training while employing the troop leading procedure to accomplish planning and decision-making. Students continue to learn basic map reading, physical fitness and marching techniques. Prerequisite: Department consent.

## **302. Leadership Under Fire**

Four credits.

Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. Emphasis is placed on improving oral and written communication abilities.

The lab continues reinforcing small-unit tactical training while employing the troop leading procedure to accomplish planning and decision-making. Students also continue basic map reading, physical fitness and basic marching techniques. Prerequisite: Department consent.

## **401. Developing Adaptive Leaders**

Four credits.

Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques.

The lab sharpens the students' leadership skills as they perform as cadet officers. Students develop and possess the fundamental skills, attributes, and abilities to operate as competent leaders in a cadet battalion. They must confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them. Prerequisite:

Department consent.

#### **402. Leadership in a Complex World Bolstad**

Four credits.

Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills.

The lab continues to sharpen the students' leadership skills. Students normally change leadership positions to hone their skills, attributes, and abilities as leaders. Again, they must confidently communicate to subordinate cadets their preparedness to shoulder the responsibilities entrusted to them. Prerequisite: Department consent.

### **Article XII: Strategic Planning**

For more information see [www.uwrf.edu/PathwayToDistinction/](http://www.uwrf.edu/PathwayToDistinction/)

<http://www.uwrf.edu/FacultySenate/upload/Strategic-Plan-2011-2012-Motion-25.pdf>

12.2: Mission, Vision, Values [FS 11/12-44]

#### **FOCUSED MISSION STATEMENT**

Our mission is to help prepare students to be productive, creative, ethical, engaged citizens and leaders with an informed global perspective.

#### **VISION**

The University of Wisconsin-River Falls will distinguish itself as the St. Croix Valley's public, comprehensive university that: Supports an inclusive campus community of highly-engaged learners and scholars. Develops distinctive, innovative educational opportunities including regional and global partnerships that lead to student success, sustainable communities, and differentiation of the university within the state and nation. Fosters a challenging, supportive, student-centered environment that is characterized by academic excellence, inspiring and preparing students to serve as ethical, informed citizens and leaders in an increasingly complex, diverse, and global environment.

#### **CORE VALUES**

**STUDENT CENTERED.** We commit ourselves to an unwavering focus on learning, holistic development and success.

**ACADEMIC EXCELLENCE.** We help students attain their full potential as critical thinkers, effective communicators, leaders, and committed life-long learners by providing engaged and integrated educational experiences.

**INCLUSIVENESS.** We commit to a community of mutual respect, professional behavior, academic freedom and appreciation of individual differences and rich cultural diversity.

**INNOVATION.** We encourage innovation, sustainability, and creativity, often in partnership with others, to inspire people, catalyze new ideas, and support economic and community development.

**GLOBAL ENGAGEMENT.** We engage with ideas, people, cultures and places beyond our campus to enrich learning and understanding.

**INTEGRITY.** We earn trust through honesty, accountability, and ethical behavior.

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## Preamble

### 2012-2017 Strategic Plan

Since 1874 the University of Wisconsin-River Falls has provided educational opportunities for students, sustained by a faculty and staff dedicated to teaching, mentoring, and engagement. For the state, region, and beyond, UW-River Falls has always demonstrated its commitment to access and quality in higher education.

Like our fellow University of Wisconsin System institutions, UW-River Falls is challenged by what is expected to be a continuing trend of declining state support, increased reliance on student tuition and fees, and increased competition within the higher education marketplace. The combination of these factors will drive the University to assure that we provide distinctive opportunities and exceptional value to our students. The University will work to assure that it can thrive in this evolving external environment.

As a result the University must and will be more focused, intentional, and entrepreneurial. In these ways, we will reward performance and intentionally support and strategically grow our student populations—in concert with the University of Wisconsin's System's Growth Agenda—and seek ways to assure the University's fiscal stability. Additionally, the University will remain a valued member of the University of Wisconsin System and as a result will continue to integrate with the system initiatives and policies that guide some of the University's work, including our collective commitment to Inclusive Excellence and campus commitment to sustainability. However, as a member of the University of Wisconsin System, the University must be bolder in defining our distinctive opportunities and niches and focused on sustaining a vibrant community of scholars and learners.

The environmental context for our work as public university calls for a strategic plan—consonant with our Mission, Vision, and Values—that is not "all things to all people." Our core values will be embedded in our decision-making and actions, and we will focus on a select set of priorities to be collectively pursued with commitment and vigor. These goals will produce measurable outcomes and garner state and national recognition for UW-River Falls as a public university that has kept true to its commitment to student learning, while pursuing and achieving a bold and distinctive path that sets it apart.

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#### Strategic Goals

Distinctive Academic Excellence:

*UW-River Falls will strategically enhance and build distinctive academic programs that support a community of diverse, talented, and highly-engaged learners and scholars. The University's highest aspiration will be to foster an inclusive, challenging, learner-centered environment that supports academic excellence. The University aspires to further differentiate itself in the state and region through its academic programs, and be among the national leaders in undergraduate and collaborative research, scholarship, and creative activity.*

## Global Education and Engagement

*Global learning and comprehensive internationalization will serve as a distinctive feature of UW-River Falls. The University aspires to distinguish itself as being among the national leaders in internationalization among public comprehensive, master's level institutions.*

## Innovation and Partnerships

*UW-River Falls will incentivize and support innovation, often in collaboration with others, to support student learning, enhance the distinctiveness and stature of the university, and catalyze economic and sustainable community development. Our partnerships will reinforce the value of the University to the state and region.*

# 2012-2017 Strategic Goals

Distinctive Academic Excellence

Global Education and Engagement

Innovation and Partnerships

## Foundational Elements

Sustainability || Inclusiveness

Human Capital || Technology || Facilities || Finance || Other

### 12.5: Initiatives [FS 11/12-65], [FS 11/12-82], [FS 11/12-90]

1. Global Scholar Certificate. Entered onto the DAR of every UWRF student would be the requirements for the credential of a "Global Scholar Certificate." Such requirements might include an education abroad course, language competency, course work in international issues and perspectives, and co-curricular activities. Every student would be given cause to wonder why the possibility was listed there, and perhaps every advisor would need to address it.
2. While maintaining the number of students who engage in short-term education abroad, increase the proportion of students who engage in long-term (semester-length) education abroad.
3. Partner with the campus community, alumni and friends to successfully launch the "Rising to Distinction" fundraising campaign. The campaign is expected to be publicly announced in 2012 and for two campus priorities: the health and human performance building and Falcon Scholars. It is envisioned to be a five or six year campaign.
4. Becoming a Leader in Digital Records Management.
5. Develop a full-semester education abroad program in Central and South America called the UWRF International Traveling Classroom – Central America/South America (ITC-CA/SA).
6. This initiative proposes to reconstitute the Masters Program in Sustainable Community Development as a university-wide, multidisciplinary program with contributions from faculty in all colleges. This program would directly involve departments and faculty across all colleges at UWRF. Sustainability is based on an understanding of the social, economic, and environmental dimensions of almost any issue and strives to develop answers to questions that can address these issues.
7. Increase URSCA by: Creating a central URSCA office (including faculty director & coordinator); promote URSCA across UWRF; continue and increase support to students, both during the academic year and summer sessions. Enhance support for faculty, as described in the URSCA task force report, to encourage broader and deeper engagement in URSCA. Increase the infusion of URSCA in the curriculum.

8. Support, expand and develop dynamic, high-quality nature-connected education for all ages, multiple disciplines throughout the university and community.
9. This initiative aims to place even greater distinction on UW-River Falls as an incubator for sustainability efforts. In close partnership with the City of River Falls and the River Falls School District along with our local economic development organizations, UWRF will offer its undergraduate and graduate students even greater research opportunities in a broad range of sustainability efforts ranging from economic, social, and environmental. An important element of the initiative is the further development of the SCISCD Fellows and the newly created Sustainability Faculty Fellows program. The goal would be to provide funding for student research grants for individual or team efforts on an annual basis. Guided by faculty and staff in the respective Fellows program, successful applicants will focus their work around a broad-base of sustainability issues with a regional focus.
10. In support of strategic innovation and distinctive academic excellence, the University will establish and support an Ideas and Innovation Incubator (I3) to provide small groups of UWRF faculty and staff the time and resources, including during the summer, to develop ideas and proposals in key areas to support the university's strategic plan, Pathway to Distinction. This approach will enable the University to thoughtfully plan and catalyze innovation that is visionary, information based, and fiscally sustainable. The I3 will respect and work in concert with established shared governance and resource allocation processes.
11. To foster distinctive academic excellence via implementation of current best-practice engaged learning with 21st century innovative active learning classrooms.
12. Develop and institute an ongoing leadership program to train and inform all UWRF personnel who are responsible for managing academic departments, units, and colleges of their responsibilities, duties, the responsibilities of those whom they supervise, and the personnel policies of UWRF and UWS.
13. Building enrollment through distinctive academic programs. Rationale: UWRF has a compelling desire to build student enrollment and to do so through high quality programs that reach new and different student audiences, contribute to our institutional identity/brand, and help the university develop an even more diverse, international, and higher academic profile student body. This initiative encourages pursue to new curricular programs and pathways to support the initiative and Goal 1: Distinctive Academic Excellence. To that end, faculty from different colleges have forwarded the following academic program ideas to be developed and reviewed, and, as appropriate, pursued during the course of the first year of the plan. (This initiative combines five program initiatives into one.):

- Development of the Sustainable Community  
Development master's degree program.
- Addition of Montessori program focus to the MS in  
Education
- Development of MS in Computer Science
- Full-time/Day-time MBA
- Companion Animal Care and Management All program concepts are subject to the rules of UWRF governance, the review and approval of UW Board of Regents, and, when necessary, the review and approval of the Higher Learning Commission.



#### 14. Internationalizing the UW-River Falls Learning Environment.

Rationale: Pulling from tactically oriented submissions in rounds 1 and 2 of the strategic planning process this year, this initiative focuses on reinforcing and enhancing the international and global focus of our learning environment as outlined in Goal 2: Global Education and Engagement. To quote from the description of that goal: Global learning and comprehensive internationalization will serve as a distinctive feature of UW-River Falls.

In meeting that goal, this initiative focuses on four areas of the campus academic experience and learning environment:

- Building the capacity of our faculty and staff to teach content courses in a language other than English and attract and support students who are non-native English speakers. At the outset the focus should be on a limited number of languages (e.g., Mandarin and Spanish).
- Developing and deploying signage, web page content and print or web publications, particularly in those campus service areas focused on student recruitment (international and domestic) and retention, in languages other than English (e.g., Mandarin, Spanish, Hmong, Korean, Japanese, Arabic).
- Developing a university wide "Year of . . ." focus on a nation to highlight course content related to the nation, organize workshops and seminars, cultural events, and visiting lecturers. This activity should highlight UWRF's global engagement and partnerships and tie the curricular and academic co-curricular programs closer together.
- Growing out of the Internationalization Laboratory develop expanded course content that is globally engaged and internationally focused. This is primarily aimed at degree programs as we academically develop our students to be prepared for the global realities of the next generation.

#### 12.6: Metrics [FS 11/12-95]

##### Pathway to Distinction

##### Measuring Progress, Assessing Institutional Impact

- All assessment goals refer to progress by the year 2016-2017.
- All numerical goals embedded in the metrics are provisional at this point. Refinements to the numerical goals for some of the metrics will be developed and vetted through the Strategic Plan Progress Committee (SPPC) based on thorough analysis.
- A set of five-year annual goals may be developed by the SPPC for many of the measures.

##### **Goal 1:** Distinctive Academic Excellence

UW-River Falls will strategically enhance and build distinctive academic programs that support a community of diverse, talented, and highly-engaged learners and scholars. The university's highest aspiration will be to foster an inclusive, challenging, learner-centered environment that supports academic excellence. The university aspires to further differentiate itself in the state and region through its academic programs, and be among the national leaders in undergraduate and collaborative research, scholarship, and creative activity.

Increase selectivity of 1st time, first-year admits to the university.

Acceptance Rates for First Year Students (source: Admissions)

2007	2008	2009	2010	2011
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82.5	78.8	74.2	78.0	77.6
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Increase number of entering 1st time, first-year students with composite

ACT scores of 25 and above by 50%. ACT Scores 25 and Above (source: Admissions)

2007	2008	2009	2010	2011
280	285	284	283	295

Increase by 50% number of entering 1st time, first-year students with AP test pass scores

Students w/ AP Test Pass Scores (source: Admissions)

2007	2008	2009	2010	2011
140	143	170	170	158

Improve performance on NSSE Benchmark Scores: ·

Level of Academic Challenge · Active and

Collaborative Learning

Enriching Educational Experiences in comparison to UW comprehensives and Carnegie Classification institutions

Level of Academic Challenge (Means)

Acad Level	2006	2008	2011
1st year	48.1	47.8	51.3
Senior	53.0	51.8	55.2

Active and Collaborative Learning

1st year	39.7	40.4	43.0
Senior	49.5	50.4	52.0

Enriching Educational Experiences

1st year	23.3	22.5	23.6
Senior	41.1	42.4	40.5

Increase the number of students engaged in URSCA activities (numerical goals to be developed) Still need to define this and establish two to three simple and straightforward ways of capturing the data

Increase the number of student participants at regional or national scholarly meetings (numerical

goals to be developed)

Suggest that, when metrics are approved, we survey department chairs in April and establish a database and benchmark beginning with 2011-12 AY.

Decrease by 25% the number of entering 1st time, first-year students with composite ACT scores 19 and below  
 Entering Students' ACT Scores (source: Admissions)

2007	2008	2009	2010	2011
298	263	304	237	260

Decrease by 20% the number of students taking remediation courses  
 Students Enrolled in Remediation (source: Registrar)

Course	2007-08	2008-09	2009-10	2010-11	2011-12
ENGL 20	100	111	136	102	109
MATH 10	23	15	23	19	18
MATH 30	291	245	282	274	224

Increase the number of graduates going on to graduate or professional school by 5%.  
 Students Enrolled in 4-year Institutions - Post-UWRF (source: National Student Clearing House)

2008-09	2009-10	2010-11
214 (23%)	154 (17%)	122 (13%)

**Goal 2: Global Education & Engagement**

Global learning and comprehensive internationalization will serve as a distinctive feature of UW-River Falls. The university aspires to distinguish itself among the national leaders in internationalization among public comprehensive, master's level institutions.

Move to the top 5 of UW comprehensives in international students studying on campus.  
 International Students @ UWRF (source: IR-UWSA CDR)

2007-08	2008-09	2009-10	2010-11	2011-12
8/11	8/11	9/11	11/11	10/11
66	78	77	67	86

Increase the number of visiting international scholars.  
 Establish benchmark this year by contacting colleges and Academic Affairs.

Become ranked # 1 in UWS & among top 25 public comprehensives in study abroad participation. Study Abroad Student Participation (source: GC)  
 Need Open Doors Longitudinal Data

2007-08	2008-09	2009-10	2010-11	2011-12
375	385	402	381	251*

Study Abroad Percentages/Rank (source: Open Doors/CIE)

2007-08	2008-09	2009-10	2010-11	2011-12

Increase student cultural competence (NSSE) scores.

Will need to do relevant item analysis on NSSE—2006, 2008, 2011 administrations.

Increase the percentage of courses and degree programs infused with significant global component.

Need to define and capture—that is the work of the internationalization laboratory group.

Increase by 100% (double) number of "globally related" events (lectures, performances, club events, conferences, exhibitions) on campus.

Will benchmark in Spring/Summer of 2012 for AY 2011-12 through department chairs, Deans Office, Provost, Student Affairs.

**Goal 3: Innovation and Partnerships**

UW-River Falls will incentivize and support innovation, often in collaboration with others, to support student learning, enhance the distinctiveness and stature of the university, and catalyze economic and sustainable community development. Our partnerships will reinforce the value of the university to the state and region.

Increase the total dollars of privately funded scholarships awarded annually from \$580,000 in FY 2012 to \$1.1 million by FY 2017.

5 Year Trend Data (source: UWRF Foundation)

2008	2009	2010	2011	2012
				\$580,000

Increase to 320 the number of Falcon Scholars enrolled and supported by private gifts. Entering and Retained Falcon Scholars (source: Admissions)

2012-13	2013-14	2014-15	2015-16	2016-17
80	160	240	320	320

Increase the number of external research collaborations. Need to benchmark by May 2012

Increase the number of research grants received by 25% and dollars received by 50%. (over 5 year average)

**Grants Received (source: Research Office)**

2006-07	2007-08	2008-09	2009-10	2010-11
45	41	39	42	34
3,969,208	2,528,864	2,462,428	2,018,317	2,644,552

Increase the number of internships and practica completed by UWRF students by 50%. (over 5 year average)

Transcripted Internships (source: Registrar)

2007-08	2008-09	2009-10	2010-11	2011-12
555	491	421	489	225*

Increase the course enrollment at UW-River Falls Hudson Center. Hudson Center Enrollment (source: Outreach)

Spring 11	Fall 11	Spring 12		
346	394	425		

### 12.7: Pathway to Distinction Final Approval [\[FS 11/12-106\]](#)

#### 12.8: Implementation:

12.8.1: To approve the following charge to the International Programs Committee: In relation to the Year-Of.....initiative of the current strategic plan Pathway to Distinction, to identify countries, plan for events (to the appropriate pre-annual depth), and coordinate the current year's events for three countries on a rolling horizon, with the first Year-Of....beginning in the 2013-2014 academic year. [\[FS 11/12-116\]](#)

12.8.2: To approve the following charge to the Faculty Welfare and Personnel Policy Committee: In relation to the Leadership Institute initiative of the current strategic plan Pathway to Distinction, to develop and institute an ongoing leadership program to train and inform all UWRF personnel who are responsible for managing academic departments, units, and colleges of their responsibilities, duties, the responsibilities of those whom they supervise, and the personnel policies of UWRF and UWS. Particular emphasis is to be paid to departmental chair development for 2012-2013. [\[FS 11/12-117\]](#)

## LIVING THE PROMISE – CLOSING THE LOOP

Even as we look to the future and our next strategic plan, it is important to continue to support the goals of "Living the Promise" (LTP) and to identify "lessons learned" that can be applied to the development and implementation of the next strategic plan. To that end, the table below shows the steps that have been and will be taken this upcoming year to ensure we successfully close the loop on the LTP plan.

### LIVING THE PROMISE – CLOSING THE LOOP PLAN

Timeline	Process	Participation
December 2010-April 2011	Executive Cabinet (E-Cab) listening sessions on LTP (what worked, what was learned, etc.)	Cabinet Leadership Assembly Faculty Senate LTP Steering Committee University Planning Group (UPG)
April-May 2011	<ul style="list-style-type: none"> <li>• Review notes &amp; develop a report on LTP, what worked, etc.</li> <li>• Develop a report regarding the accomplishment of LTP over the first four years of plan</li> <li>• Communicate both of the above to campus</li> </ul>	UPG
May-July 2011	<ul style="list-style-type: none"> <li>• Build a list of LTP goals for 2011-2012 Academic Year</li> <li>• Communicate goals to campus</li> </ul>	Cabinet with review/input by UPG

## **STRATEGIC PLAN PROCESS DEVELOPMENT**

The timeline for the development of the next strategic plan at UWRF is broken into three phases as follows:

- Phase I: Pre-Planning phase
- Phase II: Development & Approval phase
- Phase III: Implementation & Assessment phase

### **Article XIII: Education Abroad**

moved to Chapter 8.6 International Study Programs [FS 12/13-129]

## Faculty and Staff Handbook

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### Chapter IV: Faculty Personnel Rules and Procedures of UW-River Falls

#### 4.1 Personnel Definitions - Faculty Personnel Rules

##### 4.1.1 Academic Unit

The academic unit may be the department in which a faculty member serves, a College or division within a College, or an administratively designated unit which does not have departmental status. The designation of the academic unit should be made at the time of an individual's appointment and should not be changed to handle particular cases pending.

##### 4.1.1.1 Augmented Departments for Personnel Decisions

Any department with fewer than three tenured members shall be augmented with additional members who shall participate in personnel decisions.

Specific personnel actions covered by this rule include, but are not limited to, search and screen, appointment, and reviewing for retention, promotion, and tenure. The number of faculty needed to augment the department shall be determined on a case-by-case basis. Each case shall be reviewed by the Dean and the department. Their deliberations should include such factors as the number of tenure lines and other positions to be filled, department history, and any other relevant programmatic and personnel factors.

Faculty selected to augment the department shall be tenured faculty in other UWRF departments. They shall be selected by the Dean of the College in which the department is located. The criteria for selection shall be 1) preparation in a cognate field or interdisciplinary training in the discipline of the department; and/or 2) expertise in personnel processes. The department to be augmented shall nominate up to two candidates for each position to be filled. The Dean shall consider these nominees in making the final decision but is not obligated to include departmental nominees among faculty selected to augment the department. The Dean's recommendations shall be reviewed and approved by the Chancellor and the Provost and Vice Chancellor for Academic Affairs.

Applicants who are interviewed for a position shall be notified that the department has been augmented for personnel purposes. They shall also be apprised of the qualifications of the members who are augmenting the department and of the rules by which the augmented department operates. Whenever possible, the augmented department shall function from the beginning of the personnel process for a given position until the faculty member it hires for that position is nonretained, resigns, or is tenured.

In other cases, departments may be augmented if, in the best judgment of the appropriate academic Dean, it is in the best interests of the department and the University to do so.

##### 4.1.2 Academic Unit Head

When an academic unit is identical to a department, College, or other existing administrative unit of the University, the academic unit head is the respective department chair, Dean, or other existing administrator. When an academic unit is specially created, the academic unit head is the person so designated by those responsible for designating the academic unit.

### 4.1.3 Faculty Appointment

Faculty appointments are agreements between the individual faculty member and the University providing for the employment of the faculty member in either a probationary or tenured position. Faculty appointments carry the following titles: professor, associate professor, assistant professor, and instructor.

### 4.1.4 Probationary Appointment

A probationary appointment is an appointment by the Board made upon the affirmative recommendation of the appropriate academic unit and the Chancellor of the University and held by a faculty member during the period which may precede a decision on a tenure appointment.

### 4.1.5 Tenure Appointment

A tenure appointment is an appointment for an unlimited period granted to a ranked faculty member by the Board. Ordinarily, such appointments are made upon the affirmative recommendation of the appropriate academic unit and the Chancellor of the University via the President of the System. If the academic unit denies tenure and a review reveals that the denial was based on impermissible factors, a tenure appointment may be made on the affirmative recommendations of a properly constituted tenure review committee and of the Chancellor.

### 4.1.6 Faculty

"Faculty" means persons who hold the rank of professor, associate professor, assistant professor, or instructor in an academic unit of the University. The appointment of a member of the academic staff may be converted to a faculty appointment in accordance with UWS 3.01(1)(c).

### 4.1.7 Academic Staff

"Academic Staff" means professional and administrative personnel, other than faculty and university staff, with duties and types of appointments that are primarily associated with higher education institutions or their administration.

### 4.1.8 Dean

In these rules, the term "Dean" refers to a Dean or his or her functional equivalent.

### 4.1.9 Chancellor

The Board of Regents selects the Chancellor. The practice has been for the faculty to elect a committee to assist the Board. The committee has made recommendations on the basis of the candidates' papers, consulted with the Board, participated in interviews of applicants, and recommended the preferred candidates to the Board.

### 4.1.10 Vice Chancellors and Deans

Vacancies at Vice Chancellor and Dean levels requiring search and screen procedures will be reported to System

Administration and Regents when they occur, thereby permitting Regents to identify those positions for which they want a Regent Committee to work with the Chancellor in reviewing the final list of candidates.

#### 4.1.11 Tenuring of Administrators

Administrative candidates who may be offered tenure at the time of their hiring shall meet with the department in which they seek tenure during the campus interview process. In cases where the candidate might be considered for tenure in more than one department, the Provost and Vice Chancellor for Academic Affairs and/or Chancellor shall identify, in consultation with the candidate, which department shall first consider the candidate for tenure.

To implement this policy, the Chancellor informs the identified departments in writing that one, or more, of the candidates invited for campus interviews might potentially be tenured into their department. The Chancellor also provides the department(s) with the following written information: a) the curriculum vitae of the candidate(s), b) a copy of the *Faculty and Academic Staff Handbook* criteria on awarding tenure, c) a copy of the criteria for considering tenure within the respective department, and d) information about the potential impact of this hire on existing and future tenure-track positions in the department.

During the campus interview, the candidates meet with members of the identified department. Following that meeting, the tenured members of the department discuss the merits of the candidate relevant to the tenure criteria and forward a recommendation to the Chancellor. Prior to the administrator returning to the department, the Chancellor and/or Provost and Vice Chancellor for Academic Affairs shall meet with the department chair to consider the appropriate assignment of responsibilities.

#### 4.1.12 Middle Management

Written announcements of open positions in middle management (executive/ administrative managerial positions titled Associate, Assistant, Assistant to, etc.) are to be made to the entire campus community with qualifications, duties, and salary range stated, and applications and nominations invited.

Applicants and nominees should have the opportunity to support their candidacies with a résumé, interview, and/or other materials. Administrators and search and screen committees should be alerted to and encouraged to consider non-traditional career patterns as potentially relevant for administrative positions.

The judgment of the final selecting (hiring) authority should be based on the broadest pool of talent (candidates) and the fullest information possible.

#### 4.1.13 Department Chair

##### 4.1.13.1 Term

The department chair shall be appointed for a period of three years, beginning July 1 of the year in which the appointment is made. The appointment is renewable.

##### 4.1.13.2 Selection Process

The Dean of the College concerned shall initiate the selection process for department chair. Recommendations for

department chairs will be made to the Dean by eligible members of the department by secret ballot through the campus mail. On request, individual faculty members may examine the total vote in consultation with the Dean.

#### **4.1.13.3 Timeline for Chair Selection**

The Dean of the College shall initiate the selection for department chair by notifying the appropriate departments by November 1. Departments must return their recommendation to the Dean by December 15. New chairs must be notified of their appointment by February 1.

#### **4.1.13.4 Eligibility to Vote**

All those full-time members of the department who are in at least their fourth semester of continuous service (not counting the summer session) and who have not received a letter of nonrenewal are eligible to vote.

#### **4.1.13.5 Nomination Procedure**

In departments of ten or more members, nominees for the position of department chair shall consist of the top three candidates; in departments of five to ten members, the nominees shall consist of the top two candidates.

To be considered for the position, a nominee must have at least 30% (thirty percent) of the total votes cast. If no person receives 30% of the votes, the Dean will report the results of the balloting to the department and instruct the members to cast another ballot. If the second ballot is inconclusive, the Dean will select the department chair. If 30% of the department wishes the establishment of a search and screen committee, then such a vote is a recommendation to the Dean and such a committee shall be established from the voting members of the department. In departments with fewer than five members, or in cases where elections are not feasible, the Dean shall make recommendation in consultation with the members of the department, when possible.

#### **4.1.13.6 Dean's Recommendation**

The Dean makes recommendation to the Provost and Vice Chancellor for Academic Affairs, who in turn makes recommendation to the Chancellor for final approval and appointment.

#### **4.1.13.7 Acting Chair Appointments**

When a department chair is not on summer session staff or is absent for one semester during the academic year, the Dean, in consultation with the department chair and members of the department, will appoint an acting chair. When a department chair will be absent for more than one semester during the academic year, the Dean may either appoint an acting chair in consultation with the department chair and members of the department or initiate procedures for the selection of a new chair as outlined above.

#### **4.1.14 New Appointment**

The initiation of a new appointment is usually by the head of the department and/or members of that department. New appointments must be approved by the Dean of the College or unit head, the Provost and Vice Chancellor for Academic Affairs, and the Chancellor. It is the policy of the University of Wisconsin-River Falls to provide equal opportunity for all



persons. Any special agreements between a faculty member and the University pertaining to the conditions of employment or performance expectations must be made in writing and be approved by the department or departmentally approved procedure, the Dean of the College, the Provost and Vice Chancellor for Academic Affairs, and the Chancellor, or they will have no force in subsequent personnel decisions.

#### 4.1.15 Academic Year Appointment

An academic year appointment extends for the nine-month academic year specified in the calendar approved by the Board of Regents and should ordinarily begin no earlier than one week before the first day of scheduled campus registration for the fall term and should end no later than one week after the last day of scheduled classes. The institution may contract with the faculty member for distribution of the equivalent of an academic year of service over the twelve-month calendar year; but, in any event, the contractual academic year shall consist of not fewer than thirty-nine contiguous weeks.

#### 4.1.16 Annual Appointment

An annual appointment extends for a period of twelve months and normally begins on July 1. Faculty members on annual appointment shall accrue vacation pay at the rate of 22 working days per year.

#### 4.1.17 Summer Session Appointment

See 5.1.1.4 and UWRF Policy Paper #43.

#### 4.1.18 J-term Appointment

See 5.1.1.3 and UWRF Policy Paper #43.

## Faculty and Staff Handbook

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### Chapter IV: Faculty Personnel Rules and Procedures of UW-River Falls

#### 4.2 Recruitment and Initial Appointment - Faculty Personnel Rules

##### Chancellor's Statement

[FS 04/05-4] [reviewed 2/08] The University of Wisconsin-River Falls is committed to the principle of equality of opportunity in employment and in education. In its most elementary form, adherence to the concept of equality of opportunity requires that we strive toward a condition in which considerations of age, race, creed, color, religion, disability, marital status, sex, national origin, ancestry, gender identity or expression, political affiliation, veteran status, arrest or conviction record, or membership in the National Guard or any other reserve component of the military forces of the United States or this state are irrelevant as determinants of the access an individual has to the opportunities for education, for employment, for achievement, and for personal fulfillment. Rather, the controlling factors in all such matters must be individual ability, interest and merit.

Our present and future course, which goes beyond non-discrimination (i.e., the elimination of all policies and practices that work to the disadvantage of individuals on the basis of age, race, creed, color, religion, disability, marital status, gender, national origin, ancestry, sexual orientation, political affiliation, veteran status, arrest or conviction record, or membership in the National Guard or any other reserve component of the military forces of the United States or this state), is based on the concept of Affirmative Action. The principle of Affirmative Action requires the University to determine if it has met its responsibility to recruit, employ, promote, and reward these populations to a degree consistent with their availability and merit, and whether or not any failure to do so can be traced to specific discriminatory actions or policies. Where these classes are underrepresented, the University will recruit and employ them in accordance with their increasing availability. The premise of this commitment is that the corrosive effects of systematic exclusion, inattention, and overt discrimination cannot be remedied in appropriate ways and in a reasonable time by a posture of neutrality with respect to all individuals. Affirmative Action is necessary to avoid the perpetuation of the inequities that are our heritage from the past.

While the University is obliged to develop and sustain a program of Affirmative Action, our commitment to these matters transcends legal or contractual requirements. We undertake these actions and adopt these policies not because we are required to, but because it is right and proper to do so.

##### 4.2.1 Procedures for Recruitment

[FS 04/05-4] The following recruitment guidelines are designed to be consistent with UWS 3.02 which states “. . . [the recruiting] procedure shall be consistent with board policy and state and federal laws with respect to nondiscriminatory and affirmative action recruitment. The procedures shall allow maximum flexibility at the departmental and college levels to meet particular needs. In all instances the procedures shall provide for departmental peer review and judgment as the primary step in the recruiting process.” Appointments and all terms of appointments shall be made only if based on affirmative recommendations of the academic unit/department and with the approval of the appropriate academic

administrative officers.

#### 4.2.1.1 Responsibility of Department

Once the decision has been made that a vacancy exists within an academic unit/department and clearance to fill the position has been received from University administration, the academic unit/department, using one of the structures described in Section 4.2.1.2 below, shall have the primary responsibility for recruitment for faculty appointments.

#### 4.2.1.2 Determination of Recruitment Committee Structure

Prior to establishing a recruitment committee, the academic unit/department shall meet and determine the structure of the committee and the procedures to be followed. The decision of the academic unit/department should be recorded in the minutes of the meeting. The academic unit/department may elect one of the following:

- a. to act as a committee of the whole, delegating the recruitment process to a duly appointed subcommittee. The subcommittee conducts the recruitment consistent with all applicable sections of the *Faculty and Staff Handbook* and makes recommendations to the voting members of the academic unit/department, who then reconvene as a committee of the whole to review finalists' files and recommend candidates for the position, or
- b. to act as a committee of the whole, without establishing a subcommittee, and conduct the recruitment consistent with all applicable sections of the *Faculty and Staff Handbook*. The committee consists of all eligible voting members of the academic unit/department and any additional committee members as required by the *Faculty and Staff Handbook*, who recommend candidates for the position to the Dean of the College, or
- c. to establish a Recruitment Committee that conducts the recruitment on behalf of the academic unit/department. The process may include consultation with academic unit/department faculty. Only the members of the Recruitment Committee (excluding advisory student members) shall recommend candidates for the position to the Dean of the College. Only members of the recruitment committee, the chair of the academic unit/department, and the student advisory member shall have access to all candidates' files, which will be held in strictest confidence consistent with University policy. Those having a direct role in the hiring process shall have access to the files of those candidates recommended for campus interviews. [FS 05/06-27]

The chair of the academic unit/department shall appoint at least one student from among the junior and senior majors and minors in the academic unit/department to advise the Recruitment Committee in a non-voting capacity. The following table lists who is eligible to serve on a Recruitment Committee, depending upon the type of search, and the voting rights of each of those members. The actual composition of the committee is determined separately.

**Table 4.2.1.2 Recruitment Committees**

<b>Personnel Classifications and Voting Rights, Recruitment Committees, Unclassified Staff</b>			
<b>Employee Classification</b>	<b>Tenure Track Search</b>	<b>Instructional Academic Staff Search</b>	<b>Non-instructional Academic Staff Search</b>
Tenured Faculty (1)	Serves and votes	Serves and votes	Serves and votes

Probationary Faculty (1)	Serves and votes	Serves and votes	Serves and votes
Academic Staff, Full Time	Serves and advises only (2)	Serves and advises only (2)	Serves and votes
Academic Staff, Part Time	May not serve or vote	May not serve or vote	May not serve or vote
Instructional Academic Staff Full Time	May not serve or vote(2)	May not serve or vote (2)	Serves and votes
Instructional Academic Staff Part Time	May not serve or vote	May not serve or vote	May not serve or vote
Student	Serves and advises only (3)	Serves and advises only (3)	Serves and advises only (4)
Community Member	Serves and advises only (3)	May not serve or vote	Serves and advises Only (3)
University Staff	May not serve or vote	May not serve or vote	May serve and vote

1. Every faculty member, including the academic unit/department chair, with two consecutive semesters of service in that academic unit/department shall be eligible to serve on the Recruitment Committee, with the exception of emeriti, persons who have officially announced their intention to retire, those who have received non-renewal notices or resigned for reasons other than retirement, and the individual being replaced.
2. Academic staff may serve and vote on search committees hiring full-time faculty positions with coaching assignments, full-time coaching-related instructional academic staff positions, and academic staff support positions.
3. Students and community members may serve in an advisory, non-voting capacity at the discretion of the unit.
4. Student representation on the Recruitment Committee is highly recommended for units with significant student involvement.

#### **4.2.1.3 Preparation of Recruiting Plan**

The Recruitment Committee will prepare a recruiting plan to be used for recruiting candidates. The Recruitment Committee should make every effort to ensure that the vacancy listings reach as many eligible candidates as possible and work with the Office of Equity and Affirmative Action to develop a diverse applicant pool. The Assistant to the Chancellor for Equity, Compliance, and Affirmative Action shall approve applicant pool diversity before review of applications begins. The recruiting plan requires the approval of the Dean and the Provost and Vice Chancellor for Academic Affairs.

The University of Wisconsin-River Falls will follow the Higher Learning Commissions (HLC) and UWRF requirements for determining “Minimally Qualified Faculty” when hiring faculty and instructional academic staff. Each academic department or program may choose to articulate specific “tested experience” criteria for recruitment requirements,

and this choice required the development of a policy describing the department's criteria for what specific tested experience may substitute for an earned credential or portions thereof. A departmental policy that includes such "tested experience" criteria must be approved by the faculty members of the department, recorded as such, and that approved policy shall be reported to both the Dean of the department's college and the Associate Vice Chancellor of Academic Affairs.

The recruiting plan must include, but shall not be limited to, the following:

- a. Job description
- b. Rank and anticipated salary range to be offered for the position
- c. In addition to the criteria stated in the job description, the following criteria, where applicable, will be used for reviewing the applications: (1) professional preparation and experience  
(2) effectiveness in teaching or potential as a teacher  
(3) professional involvement and accomplishments in scholarly activities such as, but not limited to, research, writing, and artistic production or performance or potential for such accomplishment  
(4) significant contributions at the departmental, college, university, community, state, national or international level in categories other than those identified above, or potential for such contributions  
(5) other criteria as identified in the position description
- d. Interview procedures providing for participation by students, faculty and administration per guidelines from the Office of Equity and Affirmative Action.
- e. Equal opportunity statement or full statement (see Chancellor's Statement, Rules, at the beginning of 4.2 above)
- f. Date at which review of applications begins

#### **4.2.1.4 Candidates' Files**

The academic unit/department concerned shall maintain files of the candidates' applications and supporting materials. After the position is filled, these materials shall be filed with the Human Resources Office.

#### **4.2.1.5 Screening of Applications**

The Recruitment Committee shall screen applications and recommend applicants for interviews, consistent with procedures in Section 4.2.1.2. The Recruitment Committee chair, in consultation with the Dean, shall establish the number of candidates to be interviewed and the interview dates.

#### **4.2.1.6 Background Check**

When a determination is made to invite candidates to campus, the chair of the Recruitment Committee may request Human Resources to begin the process of conducting criminal background checks as indicated in the UWRF Background Check Implementation Plan. Information generated with the criminal background check will be used as indicated in the Background Check Implementation Plan. [FS 06/07-59]

### **4.2.2 Procedures for Recommendation**

[FS 04/05-4]

#### **4.2.2.1 Meeting to Determine Candidates Acceptable for Hiring**

After completing all applicant interviews, the Recruitment Committee and/or the academic unit/department, consistent with

the procedures described in Section 4.2.1.2, will confer to determine which applicants are acceptable for hiring. In compliance with the open meeting law, written notice of the meeting shall be given in advance of the meeting, together with a statement of the agenda. The meeting shall be conducted so as to afford reasonable opportunities to ask questions, offer additional information, and discuss the recommendations in question.

#### **4.2.2.2 Narrative Report from Recruitment Committee**

The Recruitment Committee chair will summarize in writing the discussion of candidates' strengths and weaknesses and the committee's preferences relative to the position description. This narrative report will also note any candidates which the academic unit/department deems unacceptable for hire. The narrative shall be affirmed by consensus or by a majority vote of eligible members. Candidates are not to be numerically ranked or rated.

#### **4.2.2.3 Content of and Response to Narrative Report**

The Recruitment Committee chair will submit to the Dean the narrative described in 4.2.2.2 and any supporting materials for administrative review, including (a) a statement of the number of eligible voters who supported and opposed the final narrative (b) the compliance report and (c) other information which may be required by the Chancellor. If the Dean does not concur with the recommendation, he or she shall meet with the department or academic unit or academic unit chair and the Recruitment Committee to discuss the decision. [FS 05/06-27]

#### **4.2.2.4 Procedures if Lack of Agreement**

If, after appropriate consultation, the Dean and the recruitment committee and/or the academic unit/department chair do not agree on a hiring recommendation, the following alternatives may be used: (a) an additional candidate or candidates from the pool may be interviewed; (b) an extension of the search may be authorized by the Provost and Vice Chancellor for Academic Affairs; (c) the recruitment committee may recommend that the search be terminated, or (d) the Dean may terminate the search.

#### **4.2.2.5 Forwarding of Department's Recommendation**

The Dean shall forward the recommendation, appending the narrative, support materials and any other comments to the Provost and Vice Chancellor for Academic Affairs.

#### **4.2.2.6 Provost and Vice Chancellor's Decision**

The Provost and Vice Chancellor for Academic Affairs shall make a decision on the recommendation. If the Provost and Vice Chancellor for Academic Affairs does not concur with the recommendation, he or she shall meet with the Dean, the academic unit/department chair and the recruitment committee to discuss the decision.

#### **4.2.2.7 Procedure if Candidate Declines**

If the candidate declines to accept the offered position, the recruitment committee may request permission from the Dean to offer the position to another interviewed candidate. Alternatively, the recruitment committee may request permission from the Dean to interview additional candidates from the identified pool of qualified applicants, may request an extension of the search, or may request that the search be closed.

#### **4.2.2.8 Tenure Consideration with Initial Appointment**

In those cases where tenure is a consideration in the initial appointment, procedures as specified in 4.4.2 d are to be followed. If there is an affirmative tenure recommendation, the Chancellor will recommend to the Board of Regents, through the President of the System, that tenure be granted as part of the initial appointment.

### 4.2.3 Notification of Initial Appointment

#### 4.2.3.1 Appointment Letter and Years of Experience

Each person to whom an appointment is offered must receive an appointment letter in which the Chancellor or other authorized official of the University of Wisconsin-River Falls details the terms and conditions of the appointment, including but not limited to: duration of the appointment, salary, starting date, ending date, general position responsibilities, probation, tenure status, and crediting for prior service. Accompanying this letter shall be a link to a website detailing the University and System rules and procedures relating to faculty appointments. If the appointment is subject to the advance approval of the Board of Regents, a statement to this effect must be included in the letter. The following guidelines will be considered in the assignment of number of years of experience:

- a. teaching experience at the university level in an institution equivalent to this University will be honored on a 1 - 1 basis (one year equals one year).
- b. teaching experience at the elementary or secondary level will be honored on a 2 - 1 basis, however a maximum of five years will be granted.
- c. industrial, governmental, business, or pre-professional experience directly related to the University teaching assignment will be honored on a 2 -1 basis with a maximum of five years granted.
- d. appropriate experience will be considered on an individual basis. The burden of proof is on the faculty member to show cause and for the department chair to present evidence. The experience shall not exceed the 3 -1 ratio, with a maximum of five years granted.
- e. graduate assistantships may be considered in (d) of the above formula.

#### 4.2.3.2 Notification of Candidates Not Offered Appointment

Applicants who are not offered the appointment shall be notified by the head of the academic unit that their applications will receive no further consideration.

## Faculty and Staff Handbook

27th Edition, 2017-18 Version

### Chapter IV: Faculty Personnel Rules and Procedures of UW-River Falls

#### 4.3 Renewal and Nonrenewal of Probationary Appointments-Faculty Personnel Rules

The provisions of this section, except as they are modified by the provisions of section 4, shall not apply to the appointment of a faculty member to an eighth year of service to this institution.

##### 4.3.1 Recommendation from an Academic Unit

###### 4.3.1.1 Time Strictures

Renewal of appointments may be granted only upon affirmative recommendation of the appropriate academic unit. The proportion of time provided for the appointment may not be diminished or increased without the mutual consent of the faculty member and the institution, unless the faculty member is dismissed for just cause, pursuant to 36.13 (5), Wisconsin Statutes, or is terminated or laid off pursuant to 36.21, Wisconsin Statutes.

###### 4.3.1.2 Voting Eligibility

Only tenured faculty members in the academic unit or its functional equivalent shall be eligible to vote on renewal and nonrenewal of probationary appointments except for those who have resigned for reasons other than retirement and those excluded by other UWS regulations, e.g., s. UWS 8.03 (3), the rule governing nepotism.

##### 4.3.2 Criteria for Recommendation

###### 4.3.2.1 Core Criteria

The recommendation shall be based on the following factors:

- a. The personnel needs as determined by the specific mission and programs of the academic unit within the overall mission and programs as defined and set forth for the respective College and University of Wisconsin-River Falls.
- b. Professional preparation and experience
- c. Performance criteria
  - (c1) Effectiveness in teaching. This section is to apply to any academic unit (department) faculty member whose appointment normally involves a teaching component. Each academic unit (department) will draw up in writing a set of teaching expectations to be used as a guideline for all of its teaching staff in carrying out their teaching duties.

Teaching expectations shall include, but not be limited to, classroom teaching and its ancillary activities such as advising, testing, professional consultations with students on class progress and with colleagues on curriculum revision and development, class preparation and syllabus writing, and maintaining familiarity with technology. These activities and their relative importance are to be clearly defined in departmental guidelines. The teaching effectiveness criteria for



faculty also shall be used to evaluate academic staff with teaching appointments.

The most important performance criterion will be effectiveness in teaching. Effectiveness in teaching will be assessed through peer evaluations, student evaluations, the faculty member's teaching portfolio, and any other appropriate means of evaluation as approved by a majority of the academic unit's (department's) teaching staff.

(c2) Professional involvement and accomplishments. Professional involvement and accomplishments in research/scholarly/creative activity may include, but are not limited to, student-faculty or faculty research/scholarly /creative activity involving traditional discipline-related activity or the scholarship of teaching and learning, publications, presentations to professional organizations, grants applied for, grants received, exhibitions of works of art, performances, video productions, software production, participation in scholarly/scientific meetings and related activities.

(c3) Contributions. Significant contributions at the departmental, College, University, community, state, national, or international level in categories other than those identified above. Such activities include, but are not limited to, if assigned as advisor, perform duties outlined in 8.7.3.1, advising campus organizations; participating in faculty governance; sharing professional expertise with government, business or private non-profit entities; participation in non-academic local, regional, national, and international organizations whose aims parallel the professional interests of the faculty.

#### **4.3.2.2 Deficiency**

A supportable, severe deficiency in any or all of the above criteria, (c1)-(c3), is a reasonable cause for non-renewal.

#### **4.3.2.3 Departmental Criteria**

Each academic unit (department) will develop a written set of criteria and will determine the relative importance of these criteria for determining renewal using the basic core of the above criteria, including the integration of technology, in Section 4.3.2.1 as a model and have it approved by the respective College Dean, the Provost and Vice Chancellor for Academic Affairs, and the Chancellor. These criteria are to be provided in writing to and discussed with new faculty members by each academic unit chair.

The department may adjust its criteria, within the boundaries of core criteria (c1)-(c3) above; the respective College Dean, the Provost and Vice Chancellor for Academic Affairs, and the Chancellor must approve those changes. With the approval of the majority of the tenured members of the department, the department chair, the respective College Dean, the Provost and Vice Chancellor for Academic Affairs, and the Chancellor, individuals within departments may develop different workload expectations within the boundaries set by departments in 4.3.2.3 and will be reviewed based on these revised expectations. A written copy of the alternative workload expectation must be included in all files prepared for promotion and reviews. [FS 07/08-68], [FS 12/13-33] Departments and administrators must follow a principle of fairness in applying changed criteria to decisions involving faculty who have been working under the conditions of the prior criteria. Faculty within three years of the department's decision for tenure, promotion, or post-tenure review decisions will be given the option to have the criteria operative prior to the change used in these decisions.

Other faculty subject to a retention, promotion or post-tenure review decision when criteria have changed since time of hire, last promotion or post-tenure review should confer with the department and department chair to negotiate and clarify the criteria to be used. Consideration must be given to length of service under the prior criteria, the terms and expectations under which the initial hire was made, the decision process used to change the criteria, and the extent of prior consultation with the faculty member with respect to the changed criteria. These clarifications will be summarized in writing, approved by the respective College Dean, the Provost and Vice Chancellor for Academic Affairs, and the Chancellor, and entered into the faculty member's professional record. These clarifications will also be mentioned in the Chair's recommendation and the individual's Reflective Statement in the decision file. Decision makers will use these clarified criteria in making their recommendations. [FS 03/04-7]

#### **4.3.2.4 Professional Record**

The head of the academic unit concerned shall maintain the professional record indicating the performance of each probationary faculty member with respect to the criteria set forth in Section 4.3.2.1 Such records shall be limited to official University documents relevant to reaching an evaluation.

#### **4.3.2.5 Personal Statement**

As part of the official record, faculty members under review shall prepare two- to three-page statements reflecting on their progress in meeting the department's performance criteria noted in Section 4.3.2.1c. This statement should summarize the candidates' portfolios and elaborate on activities such as their teaching, collaborations with students and colleagues, accomplishments in research/scholarly/creative activity, and service to the campus and larger community. This statement shall be prepared and updated for the professional record as appropriate for decisions involving retention, tenure, promotion, and post-tenure review.

### **4.3.3 Procedures for Recommendation**

#### **4.3.3.1 Names of Probationary Faculty Forwarded to Department by Dean**

The names of the probationary faculty members to be evaluated shall be forwarded to the heads of the appropriate academic units by the Dean in accordance with the schedules set forth in Section 4.3.6, Table 4.3.6.4.

Probationary faculty hired at mid year will be evaluated (first review) with first year probationary faculty hired in the next academic year.

#### **4.3.3.2 Notification of Probationary Faculty and Department**

At least 30 calendar days prior to the vote on the question of renewal of a probationary appointment, the head of the academic unit shall notify, in writing, the faculty member in question and all faculty members eligible to vote thereon. These individuals shall be allowed access to the professional record and given the opportunity to update that record as identified in Section 4.3.2.4 This material must be placed in the record within 20 days after the notification. For at least a five-workday [FS 06/07-82] period before the vote is taken, the faculty member in question and every faculty member eligible to vote shall be allowed access to the professional record for review purposes only. (See time schedule in Section 4.3.6.4)

#### **4.3.3.3 Meeting for Discussion Prior to Vote**

Before a vote is taken, the recommendation in question shall be discussed at a meeting of the faculty members eligible to vote thereon. The meeting shall be called under the provisions of s. 19.85, Wisconsin Statutes, the Open Meeting Law, and Section 4.3.1.2 The meeting shall be called and conducted by the chair so as to afford reasonable opportunities to ask questions, to offer additional information, and to discuss the recommendation in question. This discussion shall be based on documents in the probationary faculty member's personnel file. This file should contain and the chair shall introduce for discussion: official recommendations from departmental personnel committee where such exist; and non-binding advisory reports from other sources who are engaged in a working relationship with the faculty under review.

#### **4.3.3.4 Voting Procedure**

The vote shall be taken at the meeting by signed ballots. Members unavoidably absent from the meeting because of illness, professional commitment, or emergency may vote by absentee ballot submitted to the head prior to the meeting. There shall be no voting by proxy.

#### **4.3.3.5 Counting of Votes**

The recommendation to renew a probationary appointment shall pass if a majority of those voting concur. If the votes are equally divided, the recommendation shall be against reappointment. Abstention votes of any form should be counted as no vote cast. They should not be considered in any personnel decision.

#### **4.3.3.6 Report of Recommendation**

The head of the academic unit shall prepare and submit the unit's recommendation for the administrative review provided in Section 4.3.5. The record submitted by the head of the academic unit shall include the unit's recommendation, a copy of the record which was presented to the faculty, a statement of the number of faculty members who favored and the number who opposed the unit head's summary of views of those disagreeing with the recommendation, and whether the head of the academic unit concerned agrees with the recommendation. [FS 06/07-82]

#### **4.3.3.7 Period for Review of Report**

The recommendation, including all documents referred to in Section 4.3.3.6, shall be available in the chair's office for inspection and comment by the voting members for a period of not less than three weekdays prior to the date set forth in Section 4.3.6 for its submission for administrative review. During those days, any voting member may add his or her separate concurring or dissenting statement to the material forwarded. These statements are added to the official record and are open to the same review as the other material forwarded. [FS 06/07-82]

#### **4.3.3.8 Disposition of Documents**

Copies of the academic unit's recommendation, including all documents referred to in Section 4.3.3.6 and Section 4.3.3.7 and the individual signed ballots, shall be retained by the Dean.

### **4.3.4 Disclosure of Recommendation to a Faculty Member**

#### **4.3.4.1 Written Notice from Academic Unit to Faculty Member**

At the same time that the recommendation is submitted for administrative review, the head of the academic unit shall give written notice to the faculty member of the recommendation adopted by the unit.

#### **4.3.4.2 Notification of Probationary Faculty at Each Reviewing Level**

The probationary faculty member shall be notified in writing within 20 days after each decision at each reviewing level as outlined under "Dates of Implementation" Section 4.3.6.4.

### **4.3.5 Administrative Review of the Recommendation**

[FS 12/13-149]

#### **4.3.5.1 Levels of Review**

The recommendation of the academic unit shall be submitted to and reviewed by the administration in accordance with this section.

- a. The head of the academic unit shall submit the recommendation outlined in Section [4.3.3.6](#) and Section [4.3.3.7](#) to the Dean. The Dean shall make a recommendation, appending any comments, and forward the recommendation to the Provost and Vice Chancellor for Academic Affairs.
- b. The Provost and Vice Chancellor for Academic Affairs shall make a decision, appending any comments, and forward the recommendation to the Chancellor.
- c. The Chancellor has the responsibility and authority to make the decision for renewal and nonrenewal based on the criteria listed in Section 4.3.2.1 and shall inform the head of the academic unit of the decision.
- d. If the Chancellor disagrees with the recommendation of the academic unit and requests that the unit reconsider the matter, he or she must submit a statement of reasons for disagreement to the unit.
- e. The head of the academic unit shall call a meeting of those members of the academic unit who are eligible to vote on the question. After discussion of the reasons given by the Chancellor, a vote shall be taken to determine what the reconsidered recommendation shall be. Voting shall follow procedures given in Section 4.3.3.4 and Section 4.3.3.5.
- f. The head of the academic unit shall submit the unit's reconsidered recommendation to the Chancellor not less than three weekdays prior to the notification dates for reappointment. (see Table 4.3.6.4)
- g. The decision of the Chancellor on the reconsidered recommendation shall be final.

#### **4.3.5.2 Faculty Member Informed of Chancellor's Decision**

The Chancellor shall inform the faculty member of his or her decision for the renewal or nonrenewal of the probationary appointment. A nonrenewal notice shall include the reasons for nonrenewal. Such reasons shall become part of the professional record of the individual.

#### **4.3.5.3 Request for Reconsideration**

Within 30 days after receiving written reasons from the Chancellor, the faculty member may submit to him or her a written request for a reconsideration of the nonrenewal decision. The purpose of reconsideration of a nonrenewal decision shall be

to provide an opportunity for a fair and full reconsideration of the nonrenewal decision and to ensure that all relevant material is considered.

- a. Such reconsideration shall be undertaken by the Chancellor and shall include, but not be limited to, notice at least five workdays [FS 06/07-82] in advance of the time of reconsideration of the decision, an opportunity to respond to the written reasons and to present any written or oral evidence or arguments relevant to the decision, and written notification of the decision resulting from the reconsideration.
- b. Reconsideration is not a hearing or an appeal, and shall be non-adversarial in nature.
- c. In the event that a reconsideration affirms the nonrenewal decision, the procedure outlined for appeal may be followed. (See 4.6, Nonrenewal Appeals)

### 4.3.6 Implementation Dates

#### 4.3.6.1 Associate Professor/Tenure

Since the promotion to associate professor is coupled to the granting of tenure, the dates of implementation to Table 4.3.6.4 shall apply to both.

#### 4.3.6.2 Notice Periods

The dates used in the implementation of the procedures of Section 4.3.3 are based upon the notice periods provided by UWS 3.09, Wisconsin Administrative Code, and are listed in the table below.

#### 4.3.6.3 Mid-year Appointment

In case of an appointment terminating in the middle of an academic year, the time associated with the implementation dates shall be apportioned accordingly and precede the notification dates as given in UWS 3.09 of the Wisconsin Administrative Code.

See the following chart:

#### 4.3.6.4 Probationary Faculty Calendar

Action	First Year (for second year appointment)	Second year (for third and fourth year appt)	After two or more years
A. Names of probationary faculty members forwarded to heads of academic units no later than (Section 4.3.3.1)	December 5	September 15	November 25
B. Head of academic unit notifies probationary faculty members and all eligible voters no later than (Section 4.3.3.2)	December 10	September 20	December 5

C. Professional file is made available to candidate and faculty members eligible to vote, for their consideration and additions (Section 4.3.3.2)	December 11- January 20	September 21- October 20	December 6 - January 5
D. Amended file available for review only (Section 4.3.3.2)	Jan 21-26	October 21-31	January 6-31
E. Vote no later than (Section 4.3.3.2-4.3.3.5)	Feb 2	November 10	February 6
F. Departmental recommendations and all supporting documents (as outlined in Section 4.3.3.6) shall be opened to inspection and comments for three weekdays prior to their submission to the Dean but no later than (Section 4.3.3.7)	Feb 7 *	November 15*	February 13*
G. Departmental recommendations with all supporting documents (as outlined in Sections 4.3.3.6 and 4.3.3.7) forwarded to the Dean no later than (Section 4.3.5.1)	February 10	November 16	February 14
H. Dean forwards recommendations to Provost and Vice Chancellor for Academic Affairs no later than (Section 4.3.5.1)	February 15	November 23	February 21
I. Provost and Vice Chancellor for Academic Affairs forwards recommendation to Chancellor no later than (Section 4.3.5.1)	February 20	November 30	February 28
J. Chancellor informs head of academic unit and faculty member of decision no later than (Section 4.3.5.1)	February 25	December 8	March 7

\* 5 days allocated to allow for weekends during some terms

# UNIVERSITY OF WISCONSIN River Falls

## Faculty and Staff Handbook

27th Edition, 2017-18 Version

### Chapter IV: Faculty Personnel Rules and Procedures of UW-River Falls

#### 4.4 Tenure and Promotions - Faculty Personnel Rules

##### 4.4.1 General

The usual probationary period shall be seven years in a full-time or at least half-time position. Provisions shall be made at the time of hire for the appropriate counting of prior service at other institutions and at the institution. Tenure is not acquired solely because of years of service.

##### 4.4.1.1 Timing of Tenure Recommendation

A tenure recommendation shall ordinarily be made during a probationary faculty member's sixth year of full-time or at least half-time employment. The notice of employment for the eighth year shall be given during the sixth year in accordance with the schedule set forth in Table [4.3.6.4](#) Except as provided in [UWS 3.10](#) and Section 4.4.1.5, notice of appointment for the eighth year shall constitute the granting of tenure to the probationary faculty member.

##### 4.4.1.2 Criteria for Early Tenure Decision

A faculty member may be considered for tenure prior to the completion of the usual probationary period provided that at least one of the following criteria is met:

- a. For extraordinary reasons, the faculty member has taught seven years at this institution without receiving tenure.
- b. The faculty member possesses teaching, administrative, and/or research expertise that makes possible an extraordinary contribution to the fulfillment of the goals of the institution.

##### 4.4.1.3 Criteria for Delayed Tenure Decision

A faculty member may be considered for tenure with a longer maximum probationary period (greater than 7 years as defined in [4.4.1](#)) in a full-time or part-time position of at least half-time (see Sections 4.4.1.4 and 4.4.1.5).

##### 4.4.1.4 Leave of Absence or Sabbatical

A leave of absence, sabbatical or a teacher improvement assignment does not constitute a break in continuous service and shall not be included in the 7-year period under Section [4.4.1](#).

##### 4.4.1.5 Other Circumstances That May Delay Tenure Decision

Circumstances in addition to those identified under Section 4.4.1.4 that do not constitute a break in continuous service and that shall not be included in the 7-year period include responsibilities with respect to childbirth and adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond

the control of the faculty member, when those circumstances significantly impede the faculty member's progress toward achieving tenure. The request shall be made in writing. It shall be presumed that a request made under this section because of responsibilities with respect to childbirth or adoption shall be approved. A request for additional time should be made prior to the beginning of the sixth year.

- a. A request for additional time because of responsibilities with respect to childbirth or adoption shall be initiated in writing by the probationary faculty member concerned and shall be submitted to the chair or academic unit head, who will forward it with a recommendation to the Dean, who will forward it with a recommendation to the Provost and Vice Chancellor for Academic Affairs for approval. The Provost and Vice Chancellor for Academic Affairs shall specify the length of time for which the request is granted. The request should state the reason for the exception, and state the beginning date and the ending date of the leave. Final approval and notification shall be made by the Chancellor.
- b. Except for a request because of responsibilities with respect to childbirth or adoption, a written request made because of other circumstances under this section shall be submitted to the chair or academic unit head, who will forward it with a recommendation to the Dean, who shall forward it with a recommendation to the Provost and Vice Chancellor for Academic Affairs for approval. The Provost and Vice Chancellor for Academic Affairs shall specify the length of time for which the request is granted. The request should state the reason for the exception and state the beginning date and the ending date of the leave. Final approval and notification shall be made by the Chancellor. A denial of a request shall be in writing by the Chancellor and shall be based on clear and convincing reasons.
- c. More than one request may be granted because of responsibilities with respect to childbirth or adoption. More than one request may be granted to a probationary faculty member but the total, aggregated length of time of all requests, except for a request because of responsibilities with respect to childbirth or adoption, granted to one probationary faculty member ordinarily shall be no more than one year.
- d. If additional time is needed, the approval process must be reinstated.
- e. The department chair shall notify the tenured faculty members that the leave has been approved and does not constitute a break in service. The chair does not need to notify the tenured faculty members as to the reason for the request.
- f. If any faculty member has been in probationary status for more than 7 years because of one or more of the reasons set forth in Section 4.4.1.4 or 4.4.1.5, the faculty member shall be evaluated as if he or she had been on probationary status for 7 years.

## 4.4.2 Procedure

The procedure for granting tenure shall be the same as the procedure for the renewal or nonrenewal of a probationary appointment in Section [4.3.1](#) through Section 4.3.6, except for the following:

- a. Voting members of the academic unit shall consist of all tenured faculty members of the unit.
- b. A motion to grant tenure shall carry only if favored by at least two-thirds of those voting. Abstention votes of any form should be counted as no vote cast. They should not be considered in any personnel decision.
- c. When tenure is to be granted to a faculty member prior to the expiration of the normal probationary period, the decision may be made independently of the calendar dates in Section [4.3.5.1 \(f\)](#) and Section [4.3.6](#). Nevertheless, the time periods and sequences associated with giving notice, scheduling meetings, and providing information shall be honored. When the Dean forwards his or her recommendation to the Provost and Vice Chancellor for Academic Affairs, he or she shall, at the same time, inform all academic unit heads and each other Dean about the recommendation. The purpose



of providing this information is to give the various parts of the University an opportunity to express to the Provost and Vice Chancellor for Academic Affairs and/or Chancellor any concerns they have regarding the proposed action prior to a decision.

- d. When tenure is to be granted simultaneously with initial appointment, the tenured faculty of the academic unit, upon two-thirds majority vote, shall initiate the recommendation for granting tenure. This recommendation shall accompany the recommendation for initial appointment in the process of administrative review provided in Section [4.2.2.5](#) and [4.2.2.6](#). When the Dean forwards his or her recommendation to the Provost and Vice Chancellor for Academic Affairs, he or she shall, at the same time, inform all academic unit heads and each other Dean about the recommendation. The purpose of providing this information is to give the various parts of the University an opportunity to express to the Provost and Vice Chancellor for Academic Affairs and/or Chancellor any concerns they have regarding the proposed action prior to a decision. A denial of tenure under these circumstances does not require written reasons, a reconsideration, nor opportunity for an appeal under [UWS 3.07](#) and [UWS 3.08](#).
- e. As noted in Section [4.1.5](#), a tenure appointment is granted by the Board upon the affirmative recommendation of the appropriate academic unit and the Chancellor of the University via the President of the System, unless a denial of tenure is found to be based on impermissible factors, in which case the provisions of Section [4.4.3](#) will apply.

### 4.4.3 Review and Rectification of Denial of Tenure For Impermissible Factors

#### 4.4.3.1 Procedures for the Review and Rectification of Denial of Tenure on Basis of Impermissible Factors

Recommendations for tenure shall be based on the criteria established in Section [4.3.2.1](#) and on such extensions of those criteria as are enacted by each academic unit and filed with the Provost and Vice Chancellor for Academic Affairs. Tenure shall not be denied on the basis of impermissible factors as defined in Section [4.6.4](#) of the *Faculty and Academic Staff Handbook*. Faculty who appeal their denial of tenure on the basis of impermissible factors may follow the process and procedure of the appeal process described below. No member of the academic unit in which the appeal originated shall serve on anybody involved in the appeal.

- a. The faculty member denied tenure may appeal to the Faculty Hearing, Grievance and Appeals Committee to determine if impermissible factors were used in denying tenure. This committee will review the tenure documents and supporting materials and hold interviews and hearings as needed to establish the basis on which the decision was made. Academic staff members of the Hearing, Grievance and Appeals Committee shall not participate in appeals of denial of tenure for impermissible factors.
- b. Should the Hearing, Grievance and Appeals Committee find that the decision was not based on impermissible factors, the denial shall stand.
- c. Should the Hearing, Grievance and Appeals Committee find that the decision was based on impermissible factors, an Ad Hoc Committee shall be established to conduct an independent review of the grievant's credentials in relation to established criteria (Section [4.3.2.1](#)).
- d. The Faculty Senate shall be responsible for establishing the Ad Hoc Committee.
  - (1) The Chair of the Faculty Senate in consultation with the tenured members of the Executive Committee shall draft a list of potential Ad Hoc Committee members to be approved by the entire Faculty Senate. The Faculty Senate Chair shall be responsible for contacting nominees to the Ad Hoc Committee and obtaining their consent to serve.
  - (2) This Ad Hoc Committee shall be composed of five members who teach in the same academic field as the individual under review or in a substantially similar academic field, and a non-voting chair selected by the tenured members of the

Executive Committee of the UWRF Faculty Senate.

(3) Members of the Ad Hoc Committee may be UWRF faculty or faculty from other campuses, but they must be tenured at an accredited four-year institution of higher learning. In selecting off-campus members of the Ad Hoc Committee, the Faculty Senate shall try to choose faculty from institutions whose philosophy and mission are similar to those on this campus. Members of this Ad Hoc Committee are expected to give a fair and impartial review and to be free of conflicts of interest which might bias them in favor of one of the parties to the appeal.

e. The Ad Hoc Committee shall function as follows:

(1) The administration shall provide a recording secretary who, in the event of an open meeting, will prepare a verbatim report.

(2) The Ad Hoc Committee shall review documents on which the decision was based including, but not limited to, the grievant's personnel file, minutes of meetings at which the grievant's tenure was discussed, the chair's recommendation regarding tenure, and other supporting documents;

(3) hold a meeting to conduct an independent review of the grievant's credentials in relation to established criteria (Section 4.3.2.1). In accordance with s. 19.85(1)(b) Wisconsin Statutes and other statutory provisions, appropriate notice shall be given of this meeting and the grievant shall have the option to request that it be open;

(4) after due discussion and deliberation, vote by signed ballot to recommend granting or denying tenure; and

(5) convey to the Chancellor their conclusions, providing a report stating the rationale for their decision and indicating any substantive minority views which may have been expressed.

f. The Chancellor shall review the recommendation of the Ad Hoc Committee and make a recommendation following the criteria in Section 4.3.2.1 and any such extension of those criteria established by the academic unit and filed with the Provost and Vice Chancellor for Academic Affairs.

g. The following time limits shall govern this procedure:

(1) Within 30 days after being notified in writing of the departmental vote denying tenure, the faculty member must forward an appeal to the Hearing, Grievance and Appeals Committee. [FS 12/13-149]

(2) The Hearing, Grievance and Appeals Committee shall operate under the provisions of Section 4.10 except that in the event impermissible factors are found to operate, the Hearing, Grievance and Appeals Committee chair shall immediately notify the faculty member and the Chair of the Faculty Senate.

(3) Faculty Senate action on establishing the Ad Hoc Committee shall proceed in a timely fashion, but no more than one month shall elapse between notification and the approval of the Ad Hoc Committee.

(4) The Ad Hoc Committee shall have one month in which to conduct its review and to notify the Chancellor of its decision.

(5) The Chancellor will act on the report within two weeks after its receipt and will immediately give written notice of the final decision to all parties involved.

#### 4.4.4 General Criteria for Promotion

Reflecting the spirit and intent of Chapter 3.06 of the UWS Administrative Code "Renewal of Appointments and Granting of Tenure," this handbook includes the general criteria for promotion.

##### 4.4.4.1 Specific Criteria for Promotion to Associate Professor

Each department or functional equivalent develops specific criteria for retention and promotion, including technology integration, in accordance with Section 4.3.2.1c and determines the relative importance of these criteria. The appropriate

Dean, the Provost and Vice Chancellor for Academic Affairs and the Chancellor review and approve the criteria. The department chair shall present these department criteria to faculty members and shall discuss with them the ways in which the criteria can be fulfilled so that such faculty can successfully attain tenure and the automatic promotion to Associate Professor it carries. Copies of the criteria will be on file in the offices of the Dean, the Provost and Vice Chancellor for Academic Affairs and the Chancellor.

#### **4.4.4.2 Procedure for Promotion to Associate Professor**

Faculty appointed at the Assistant Professor level are promoted to Associate Professor simultaneously with the granting of tenure. For additional information on promotion to Associate Professor see Section [4.4.1](#) on Granting Tenure.

#### **4.4.4.3 Specific Criteria for Promotion to Professor**

Performance expectations for promotion to Professor will be beyond those expectations for promotion to Associate Professor. Similar to promotion to Associate Professor, each department or functional equivalent develops the specific criteria, including technology integration, and determines the relative importance of these criteria. The appropriate Dean, the Provost and Vice Chancellor for Academic Affairs and the Chancellor review and approve the criteria. The department chair shall present these department criteria to faculty members and shall discuss with them the ways in which the criteria can be fulfilled. Copies of the criteria will be on file in the offices of the Dean, the Provost and Vice Chancellor for Academic Affairs and the Chancellor. A supportable, severe deficiency in any or all of the criteria is reasonable cause for denial of promotion.

#### **4.4.4.4 Procedure for Promotion to Professor**

Promotion to Professor involves review and recommendations at the department, College/unit, University and UW Regents levels as described later in this section. A positive recommendation for promotion at a lower level does not guarantee a positive recommendation at a subsequent higher level.

#### **4.4.4.5 Qualifications for Promotion**

##### **4.4.4.5.1 Appropriate Educational Preparation**

In promotion of faculty members, the following criteria will be considered: appropriate educational preparation, appropriate experience, and contributions to the University. The educational preparation code assignment shall be based on the following minimal academic experience pertinent to the teaching assignment:

Code 1. Any of the following categories qualify for this rating:

- Ph.D.
- Ed.D.
- Earned doctor's degree equivalent to the Ph.D. and Ed.D. requiring the minimum equivalent of three full years of graduate study beyond the baccalaureate
- M.F.A. in performing arts (dance and theatre) or in studio arts
- M.S.W./M.S.S.W. with ACSW eligibility (limited to promotions to Associate Professor only)

- M.A./M.S. in Journalism and minimum three years relevant professional experience (limited to promotions to Associate Professor only) [FS 03/04-6]
- M.A. in SCTA/Mass Communication with appropriate professional experience (limited to promotions to Associate Professor only) [FS 04/05-1]

Code 2.

- Earned degrees requiring a minimum of three years of work beyond the baccalaureate degree
- All requirements met for the doctorate except for the completion of the dissertation

Code 3.

- Master's degree plus one full year of graduate study as measured by the institution where graduate work is applicable in a degree program
- A specialist degree or its equivalent
- Two-year master's degree

Code 4. Master's degree

Code 5. Bachelor's degree

Code 6. No bachelor's degree

NOTE: In those academic areas where the terminal degree traditionally accepted in the discipline is other than code 1 or code 2 or in fields where faculty members with code 1 or code 2 credentials are not available, the faculty member may receive consideration for promotion upon recommendation of the academic department. Less than full-time faculty may be considered for promotion in rank when their actual teaching experience adds up to the number of years required for promotion to the rank in question. The Chancellor may waive the criteria and must provide the justification for the waiver.

#### 4.4.4.5.2 Appropriate experience

Having met the standard for minimal academic preparation as outlined in assignment of code, the faculty member who seeks advancement in rank must meet the following criteria:

- Associate Professor: To be eligible for consideration for promotion to the rank of Associate Professor, the faculty member must meet minimal educational preparation code 1. A minimum of six years of teaching or equivalency with a minimum of three academic years as an Assistant Professor at this University will be required.\* An Assistant Professor who is granted tenure shall automatically be promoted to Associate Professor if minimal educational preparation code 1 is met and the rank of Assistant Professor has been held for at least three years. There shall be no promotion to Associate Professor prior to the granting of tenure.\*\*

\*Neither the current year nor summer sessions will be considered in meeting this requirement

\*\*Applies to tenure-track faculty hired after October 9, 1996

- Professor: There shall be no promotion to Professor prior to the granting of tenure.\*\* To be eligible for promotion to the rank of Professor, the faculty member must meet minimal educational preparation code 1. Ten years of fulltime college/university teaching or equivalency is required.\* A minimum of three of those years must be at the rank of Associate Professor at this University.

\*Neither the current year nor summer sessions will be considered in meeting this requirement

\*\*Applies to tenure-track faculty hired after October 9, 1996

#### 4.4.4.5.3 Contribution to the University

The faculty member who has met criteria Appropriate Educational Preparation and Appropriate Experience (above) may be considered for promotion using the criteria found under Section 4.3.2.1 (c1)-(c3).

Evaluation of the criteria in Section 4.3.2.1 c shall be based on the faculty member's professional record. Faculty members (tenured and tenure track) are expected to develop and maintain a faculty record for use in merit, retention, tenure, promotion, and post-tenure decisions. A copy of the record should be kept by both the faculty member and his or her department chair and updated annually. This professional record should include a Vita, a self-reflective statement, and the following position information: Letters of appointment, position announcement, University rank and years of service. The record shall document the faculty member's activities in four categories: teaching, research/scholarly activity/creative activity, university service and outreach, and other professional contributions, and may include the following documentation and activities:

- A. Teaching: must include student, peer, and department evaluations, and may include a list of courses taught, enrollment, student advising, reassigned/release time, curriculum revision/innovation, renewal and retraining, and other professional teaching development.
- B. Research/Scholarly/Creative Activity: may include, but is not limited to, student-faculty or faculty research/scholarly /creative activity involving traditional discipline-related activity or the scholarship of teaching and learning, publications, presentations to professional organizations, grants applied for, grants received, exhibitions of works of art, performances, participation in scholarly/scientific meetings, and related activities. [FS 02/03-11]
- C. University Service and Outreach: may include committee participation and leadership (department, college, University), student club advising, and extension and outreach responsibilities.
- D. Other Professional Contributions: may include active involvement in professional organizations, professional consulting, professional service to community organizations, and similar activities.

The items within the categories above are suggestions of appropriate activities to document in the record and may not include every appropriate activity. Specific performance expectations for promotion are established by the department and kept on file with the Dean of the College, the Provost and Vice Chancellor for Academic Affairs, and the Chancellor.

#### 4.4.4.6 Promotion Procedures

##### 4.4.4.6.1 Department Procedures

Recommendations for promotions shall be initiated during Fall semester at the departmental level. The departmental

procedures shall provide a review of a promotion professional record containing such information and summary of data as described above. At the departmental level, the professional records of those candidates recommended by the department shall be forwarded to the College Promotions Committee for review and action. Every faculty member who meets the minimum requirements for promotion but is not recommended for promotion by the department can request that his or her professional record be forwarded to the Dean of the College.

A meeting will be conducted by the department chair, except in instances where the chair does not hold a rank equivalent to that being decided on, in which case the Dean will designate a committee chair from the department members eligible to vote. The vote will be taken at the meeting by signed ballots of those department members who hold the same or higher rank for which the candidate is being considered. Members unavoidably absent from the meeting because of illness, professional commitment, or emergency may vote by absentee ballot submitted to the committee chair prior to the meeting. There shall be no voting by proxy.

The recommendation for promotion shall pass if a majority of those voting concur. If the votes are equally divided, no department recommendation will be forwarded to the College Promotions Committee. Abstention votes of any form should be counted as no vote cast. They should not be considered in any personnel decision.

The Department committee chair shall prepare and submit the unit's recommendation for administrative review. The recommendation shall be accompanied by a copy of the record which was presented to the faculty, and a statement of the number of faculty members who favored and the number who opposed the recommendation.

Copies of the academic unit's recommendation, including all documents referred to above, and a copy of the department's promotion criteria shall be reviewed by the College Promotion Committee. That material and the individual signed ballots shall be retained by the Dean.

At the same time that the recommendation is forwarded for review to the College Promotions Committee, the department committee chair shall give written notice to the faculty member of the recommendation adopted by the unit.

NOTES: The Dean shall augment any department with fewer than three eligible voting members with additional members who shall participate in the promotion decisions. See Section [4.1.1](#) for information on how the augmented committee shall be formed and who shall serve on it. Recommendations for promotion of department chairs may be made by the Dean in consultation with the tenured members of the department.

#### 4.4.4.6.2 College Promotions Committees

The Dean of each College shall establish a College Promotions Committee to evaluate the professional record of each candidate. This committee shall consist of 20 percent (rounded down) of the tenured faculty members within a college with a maximum of seven members. Voting in the College Promotions Committee shall be governed by the principle that nominations to a given rank shall be voted upon only by members of the committee who hold rank equivalent to or higher than that under consideration. A member's service on this committee shall be limited to three consecutive years and no more than two members of the same department shall serve on the committee at the same time. The College Promotions Committee shall consider the professional records of the following groups: (a) candidates recommended by the department, (b) persons who request consideration by appeal to the Dean of the College, and (c) any others whom the

committee believes deserve consideration because of special circumstances. [\[FS 12/13-133\]](#)

A written report on the deliberations of the College Promotions Committee shall be forwarded to the Dean. This report shall explain briefly the strengths and weaknesses of each nominee, and in cases in which the committee chooses not to recommend a candidate for promotion the report shall give reasons for this action. Wherever feasible, this report shall include any information which may be of service to the faculty member who is not granted promotion and who wishes to improve his or her performance.

#### 4.4.4.6.3 Action of the Dean

The Dean shall review the recommendations of the College Promotions Committee, shall provide additional information where it is appropriate and shall then forward the list of candidates for promotion to the Provost and Vice Chancellor for Academic Affairs. Upon timely request from an unsuccessful candidate, the Dean shall meet with the candidate to review the professional promotion record and to advise the candidate of any actions that may be taken to strengthen his or her qualifications for promotion.

#### 4.4.4.6.4 Review by the Provost and Vice Chancellor for Academic Affairs

The Provost and Vice Chancellor for Academic Affairs shall review the recommendations of the Deans and shall send his or her recommendation concerning promotions to the Chancellor.

#### 4.4.4.6.5 Final Action By the Chancellor

The Chancellor shall make his or her final decision regarding recommendations for promotion, shall forward this decision to the Board of Regents, and shall notify all candidates of the status of their nomination. Upon written request from an unsuccessful candidate, the Chancellor shall review the candidate's professional record, including recommendations of the various promotions committees, of the Dean, and of the Provost and Vice Chancellor for Academic Affairs, and shall discuss with the candidate the rationale for the action on his or her recommendation. The Chancellor may refer the candidate to the Provost and Vice Chancellor for Academic Affairs or to the appropriate Dean or the department chair for a review of the candidate's file and the actions thereon.

#### 4.4.4.6.6 Appeal

A faculty member who is not recommended for promotion has the right to appeal that decision to the Faculty Hearing, Grievance, and Appeals Committee in accordance with the procedures of Chapter IV of this Handbook: [Section 4.10 - Procedure for Handling Grievances: Faculty Personnel Rules](#)

#### 4.4.4.6.7 Promotion calendar

The Dean of the College notifies the department chair of all faculty eligible for promotion consideration by September 15.

The chair notifies individual faculty members within five working days following September 15 of the faculty members' eligibility for promotion to full professor and their requirement to submit their professional record, as specified in [Section 4.4.4.5.3](#) of the *Faculty and Academic Staff Handbook: Contribution to the University*. The completed record will be

submitted to the department chair for departmental review by October 15 [FS 03/04-13] The departmental decision is made by November 1.

The departments send promotion recommendations to College Promotion Committees by November 15.

The College Promotion Committees send recommendations to their respective Deans by February 1.

The College Deans send recommendations to the Provost and Vice Chancellor for Academic Affairs by February 15.

The Chancellor and Provost and Vice Chancellor for Academic Affairs inform the Deans and the individual faculty of their recommendations by March 1 and send recommendations to the Board of Regents according to System guidelines. Upon receipt of the final decision from the Board of Regents, the Chancellor shall inform the faculty members of their status.

4.4.4.6.8 Promotion to Full Professor Calendar

Action	Date
The Dean of the College notifies the department chair of all faculty eligible for promotion	By September 15
Department chair notifies individual faculty members	Within five working days following September 15
Completed record submitted to department chair	By October 15
Departmental decision	By November 1
Recommendations from departments to College promotion committees	By November 15
Recommendations from promotion committees to Deans	By February 1
Recommendations from Deans to the Provost and Vice Chancellor for Academic Affairs	By February 15
Chancellor and Provost and Vice Chancellor for Academic Affairs inform the Deans and individual faculty and send recommendations to the Board of Regents	By March 1
Chancellor informs faculty members	After receipt of the final decision from the Board of Regents

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## Faculty and Staff Handbook

27th Edition, 2017-18 Version

### Chapter IV: Faculty Personnel Rules and Procedures of UW-River Falls

#### 4.5 Periodic Review-Faculty Personnel Rules

Post tenure review of tenured faculty members is essential to promoting faculty development, including recognizing innovation and creativity; enhancing the educational environment for students; and identifying and readdressing deficiencies in overall performance of duties through a supportive and developmental remediation process.

To support the developmental role of post-tenure reviews, the Faculty Senate and/or each College will identify and maintain a list of opportunities available to all faculty.

Post tenure reviews do not infringe on existing faculty rights and protections, including those of academic freedom, as noted in the Faculty Handbook, by the UW System Board of Regents, or the UW System Policies.

Post tenure reviews are separate and distinct from more frequent reviews of tenured faculty as noted in 4.5.1 [course evaluations, peer evaluations, or other reviews as determined by the Department or College]

Post tenure reviews and remediation plans are not subject to the grievance process set forth in Chapter UWS 6.02, Wis.Admin. Code. This policy adaptation is a directive from UW System.

##### 4.5.1.1 Post-tenure Review of Professional Activities of Faculty

At least once every five years the professional activities of tenured faculty will be reviewed to inform each faculty member of his or her performance. The review may be conducted simultaneously with merit review or with promotion review. For the purpose of this review the criteria used are those found in the *Faculty and Staff Handbook* under Section 4.3.2.1c and the appropriate department's statement applying these criteria to the department mission, such statement to be on file in the Office of the Provost and Vice Chancellor for Academic Affairs.

##### 4.5.2 Conducting the Review

The departmental academic unit will determine whether a committee of tenured faculty or the Chair will conduct the review. The reviewers must not have a lower academic rank than the person being reviewed. In the case of a tie, the Dean will be consulted. The reviewer(s) shall:

- a. Review the teaching portfolio, the personal reflective statement (see Section 4.3.2.3 above) and other pertinent data submitted by the faculty member. The faculty member has primary responsibility for assembling the data for review. The faculty member will include an inventory of the data submitted, and the Chair will verify the inventory contents. The faculty member is responsible for promptly submitting the information for his or her review. The reviewer(s) will prepare a summary of their findings.

The summary of the reviewer[s] findings must reflect the overall results of the review by determining the category that reflects the faculty member's professional competency and their discharging of the duties associated with the faculty member's position.

- "Exceeds Expectations:" Performance reflects a significant level of accomplishment beyond what is expected by the faculty member's department.
  - "Meets Expectations:" Performance reflects the expectations of accomplishment established by the faculty member's department.
  - "Does Not Meet Expectations:" Performance reflects a level of accomplishment below the expected level established by the faculty member's department and which requires correction.
- b. Discuss with the faculty member his or her performance in continuing to meet the criteria under Section 4.3.2.1.c. Following this discussion the reviewer(s) will prepare a final summary of findings and recommendations, which will be signed by the chair and any other reviewers and by the faculty member reviewed to acknowledge that the review was completed.
- c. Enter into the faculty member's departmental professional file the inventory, the final summary report, and any other pertinent information used in the review. The faculty member reviewed will be given a copy of the final summary report. The faculty member may provide a written response to the report. The summary report will be provided to the appropriate academic Dean. The Dean shall provide an administrative review of the final summary report. In the event the Dean changes the performance rating, that Dean shall provide in writing credible rational and evidence for the change in performance rating. All changes made at this administrative review level, and their accompanying rational and evidence, shall be reported to the faculty member, the reviewer(s), the Provost, and the Chancellor, within one week of the Dean's receipt of the final summary report. Regardless of the outcome of an administrative review, the summary report needs to be provided to the Dean and Provost next. The Deans will keep a record of the number of tenured faculty who meet expectations, exceeds expectation, or fail to meet expectation and will report those numbers to the Provost, who will report the aggregated numbers to the Faculty Senate each May.
- d. If the faculty member's performance is deemed to "exceed expectations,"
- The Department Chair will recommend to the Dean an appropriate recognition for achieving an "exceeds expectations."
  - Recognition should be significant, up to and including an adjustment to base pay.
  - If approved by the Dean, the recommendation will be forwarded to the Provost.
- e. If the faculty member's performance is deemed to "meet expectations,"
- The Department Chair will recommend to the Dean an appropriate recognition for achieving a "meets expectations."
  - Recognition may be in the form of a one-time additional compensation, reassigned time for professional development, or another appropriate recognition.
  - If approved by the Dean, the recommendation will be forwarded to the Provost.
- f. If the faculty member's review [4.5.2.c] reveals a "does not meet expectations," the chair will report this in writing, to the academic Dean for review. Following the Dean's review the report will be submitted to the Provost and Vice Chancellor for Academic Affairs for review. The faculty member may provide a written statement to accompany these reviews. Following the Provost and Vice Chancellor for Academic Affairs' review, the faculty member will be informed by the Provost and Vice Chancellor for Academic Affairs that the faculty member has received a revised result of at least a "meets expectations," or that a remediation plan will be developed.

The Dean and the faculty member, in consultation with the Chair, will develop the remediation plan according to RPD 20-

9(12)(c).

- The primary focus of the remediation plan shall be developmental and provide the faculty member with appropriate support from the Department or Dean as applicable.
- The remediation plan must identify the criteria that will be used to show that the faculty member has satisfied the expectations of the remediation plan.
  - The remediation plan must contain explicit narrative that identifies how all deficiencies will be satisfied.
  - The remediation plan must contain a timeline for each deficiency identified.
  - The timeline must identify progress checkpoints and required documentation of progress [e.g. scholarly work, teaching evaluations, etc.].
  - The timeline must reflect scheduled meetings with the Dean, Department Chair and/or other peer mentors identified in the remediation plan chosen by the faculty member under remediation.
- The Provost and Vice Chancellor for Academic Affairs shall assist the Dean to find resources to fund such a plan. This plan may include, but is not limited to, additional coursework, referral to the Employee Assistance Program, participation in professional meetings in the discipline, and/or appointment of a peer mentor.
  - Resources should not be removed from existing faculty development programs for programs to remedy deficiencies.
- All elements of the remediation plan must be satisfied within a reasonable time period, commensurate with the identified deficiencies as determined by the Dean. The time period may not exceed three academic semesters with the following exception:
  - If a performance shortfall is related to research where more than three academic semesters may be necessary to correct the identified deficiencies, an extension of one academic semester shall be permitted only with the permission of the Provost and Vice Chancellor of Academic Affairs. Notification of the extension will be submitted to the UW System Administration Vice President for Academic and Student Affairs.
- If the faculty member successfully fulfills the remediation plan, the Dean will notify the Provost and the faculty member.
- If the faculty member fails to meet the expectations established in the remediation plan:
  - If the recommendation is not approved or if the additional time fails to achieve at least a "meets expectations" in all of the deficiencies, the Dean will follow the existing complaint process and will take disciplinary action as appropriate up to and including dismissal for cause under UWS Chapter 4.
  - The faculty member may provide a written statement to accompany these actions.
- Unless noted elsewhere in this section, all information related to the post-tenure review and remediation plans, if relevant, will be disclosed only at the discretion, or with the explicit consent, of the faculty member, unless required by business necessity or by law.

### 4.5.3 Challenging the Review

#### 4.5.3.1 Procedures: Post-tenure Review

- a. Names of faculty members subject to post-tenure review are forwarded to heads of academic units no later than May 1 of the academic year preceding review.
- b. Head of academic unit notifies faculty member no later than May 15 of the academic year preceding

review.

- c. Department sets post-tenure review dates and decides whether post-tenure review will be conducted by the Chair or by committee no later than September 30.
- d. Selection of committee, if necessary, is completed by October 15.
- e. Head of academic unit notifies faculty member and post-tenure review committee (if committee option is in effect) of review dates by October 30.
- f. Faculty member compiles portfolio and other pertinent data of previous five years' contributions no later than January 30.
- g. Chair or committee reviews portfolio during one-week review period between January 30 and April 15. (Post-tenure review dates set by Department no later than September 30- see (c) above.)
- h. Chair or committee meets with faculty member to discuss performance. Following this meeting, final written summary of findings and recommendations is prepared and signed, with faculty member receiving copy of post-tenure review report no later than two weeks after post-tenure review period. (Post-tenure review dates set by department no later than September 30 - see (c) above.)
- i. Post-tenure review report is forwarded to Dean for review by one week after the faculty member receives a copy of the post-tenure review report.
- j. Dean forwards post-tenure review report and any response to the Provost and Vice Chancellor for Academic Affairs by one week after post-tenure review report forwarded to Dean.
- k. Within one week of receiving a "does not meet expectations" recommendation, the Provost and Vice Chancellor for Academic Affairs will inform the Dean and faculty member that the faculty member has received a revised result of at least a "meets expectation" or that a remediation plan will be developed.
- l. Within one month of receiving notification that a remediation plan will need to be developed, the Dean, Department Chair, and faculty member will develop a remediation plan.
- m. Each Department Chair must report annually to the Dean that all post-tenure reviews for tenured faculty in that annual cycle have been completed. The Provost and Vice Chancellor for Academic Affairs is responsible for ensuring that reviews are completed on schedule.

#### 4.5.3.2 Table: Post-tenure Review Calendar

Action	Date
Names forwarded to heads of academic units	By May 1 of the academic year preceding review
Head of academic unit notifies faculty member	By May 15 of the academic year preceding review
Department sets post-tenure review dates and method	By September 30
Selection of committee, if necessary	By October 15
Head of academic unit notifies faculty member and committee of review dates	By October 30

Faculty member completes portfolio	By January 30
Chair or committee reviews portfolio	One-week review period between January 30 and April 15
Chair or committee member meets with faculty member and final summary is submitted to faculty member	No later than two weeks after the post-tenure review period
Post-tenure review report forwarded to Dean	By one week after meeting with faculty member
Dean conducts administrative review and forwards report and any response or change in rating and accompanying rationale and evidence to the Provost and Vice Chancellor for Academic Affairs	By one week after post-tenure review report is forwarded to Dean. If “meets” or “exceeds” recommended, the procedure stops here for Chairs and Committees
Provost and Vice Chancellor for Academic Affairs review reports. For those that “do not meet expectations” the Dean will be notified that a remediation plan needs to be developed	By one week after post-tenure review report is forwarded to the Provost if it does not “meet” or “exceed” expectation
Dean, Department Chair and faculty member develops a remediation plan to address deficiencies	By one month after notification is received from the Provost and Vice Chancellor for Academic Affairs.
Dean notifies faculty member in writing that the remediation plan has not addresses all of the deficiencies	By one week after the ending date of the remediation plan
If appropriate, the Dean requests in writing that the Chancellor extends the remediation completion date. A revised remediation plan must accompany the request	By one month after a negative notification, the result is received from the Dean
The Chancellor accepts/rejects the request for an extension of the remediation plan to a fourth academic semester RPD 20-9(1) (c) (ii)	Within one week of receiving the written request
The Dean makes a written recommendation for discipline for faculty members who fail to address all deficiencies noted in the post-tenure review.	To the appropriate Senate Committee and Provost within one month of the non-fulfillment of the remediation plan

#### 4.5.4 Professional Record Procedures

A folder containing the personal résumé of each staff member with certified transcripts, academic record, experience, and professional accomplishments is kept in the Human Resources Office. It is the responsibility of all faculty members to see that the record is kept up to date. See the section on Promotion Criteria 4.4.4.5.3 earlier in this section for a listing of items which should be in the professional record. This record is confidential and will be released only as deemed appropriate

under state and federal statutes.

## 4.5.5 Student Evaluation of Instruction

### 4.5.5.1 Introduction

In general, student evaluation of classroom teaching produces two types of information. One type of information can be used to help the faculty and instructional academic staff identify the effectiveness of specific instructional practices and can also identify areas for improvement or development. The second type of information gained from uniform student evaluations is used to arrive at broad comparisons of faculty and instructional academic staff members and can be used for personnel decisions. The student survey of classroom teaching effectiveness conducted at UWRF is of the second type only. According to an interpretation by the General Counsel of the University of Wisconsin System, the results of uniform student evaluations conducted by the University, College, or unit on a required basis are NOT PUBLIC information as they are used in personnel decisions.

1. All of the following courses with enrollment greater than 4 will be evaluated by students:
2. a. all on campus and off campus offerings  
b. all offerings from face-to-face to completely on-line
  - i. lecture
  - ii. laboratory
  - iii. discussions
  - iv. seminars
- c. when lecture/lab/discussion combinations, consider
  - i. if same faculty/students groupings, faculty decision to give it to only one or each offering – all students must be given the opportunity to evaluate
  - ii. if different faculty/students groupings, evaluations will be required for all offerings
3. All other types of courses will not be evaluated unless the department so chooses [FS 06/07-32]

Student evaluations are but one means of assessing classroom teaching effectiveness. A thorough review of teaching effectiveness includes classroom observations by peers; a review of syllabi, tests, texts, and required readings; a review of other teaching tools such as computer simulations and videos; videos of a class period; self-evaluation including statements of teaching goals, and the methods the teacher uses to accomplish these goals; examples of the products of one's teaching such as essays, papers, art and performances; examination of grading patterns and how grades are determined in a department; and the results of uniform student evaluations. The information used in assessing teaching effectiveness for personnel decisions should augment the information required in Section 4.3.2.1 c.1 and 4.3.2.3.

In brief, uniform student evaluations should be used as supporting evidence of classroom teaching effectiveness and not as the primary evidence of it.

### 4.5.5.2 Uses of the Uniform Survey Results

The results of uniform evaluations of classroom teaching effectiveness can be used in personnel decisions. Personnel decisions are made in departments/units, by the Deans, by the Provost and Vice Chancellor for Academic Affairs, by the Chancellor, by College promotion committees, and by those involved in grievance proceedings. Normally the personnel decisions made are for retention, promotion, tenure, and merit pay. Every academic and administrative unit making personnel decisions must state in writing the relative importance of student evaluations in comparison to other means of

evaluating teaching such as those discussed above. The statements must be approved by the appropriate Dean, by the Provost and Vice Chancellor for Academic Affairs and by the Chancellor.

**4.5.5.3 Uniform Survey Instrument**

- a. The survey instrument will include only questions approved by the Faculty Senate, and will be administered by the Provost and Vice Chancellor for Academic Affairs.
- b. Any statistical measures will be applied to the results of one question only, not to any combination of all the questions. Statistical measures applied to a question must be limited to the responses to that question in one class section only. There must not be any "composite" number derived from the results of the questions.
- c. The frequency, standard deviation, mean or average of the results of each question must not be used explicitly to compute any department, College, or University-wide salary change including raises, merit pay or pay reductions.
- d. The results of uniform student evaluations will be sent to the individual faculty member surveyed, to the department chair, to the Dean, to the Provost and Vice Chancellor for Academic Affairs.
- e. Uniform student evaluations will be conducted within the last three weeks of the semester. Fall semester evaluation(s) shall be conducted in a timely manner so that results for probationary faculty will be available by January 10th. The results of the survey will not be available until after the final grade rosters are submitted to the Registrar. The Provost and Vice Chancellor for Academic Affairs will ensure that all grade rosters have been submitted.
- f. Uniform student evaluations will be administered in all classes each semester for probationary faculty and instructional academic staff classified as Associate Lecturer and Lecturer. Student evaluations will be administered each semester for one-third of tenured faculty and instructional academic staff classified as Senior Lecturers. Tenured faculty and Senior Lecturers to be evaluated by students will be selected alphabetically every third evaluation period. Faculty and Senior Lecturers have the option to have student evaluations done more frequently.

The instructor of record for each course will be evaluated each fall and spring term. Tenured faculty members and senior lecturers may choose to receive evaluations every third evaluation period according to the schedule listed below. Tenured faculty members and senior lecturers choosing to receive evaluations according to this schedule must identify this preference within the campus student information system (eSIS, pathway: Main Menu > UWRF - Human Resources > HR Self Service > HomeAdd/Forwarding Email/Eval) by the "50 day drop" date of each term."

Initial of the Last Name of a Tenured Faculty and Senior Lecturer	Term
A to I	Fall 2014, Spring 2016, Fall 2017, etc.
J to R	Spring 2015, Fall 2016, Spring 2018, etc.
S tp Z	Fall 2015, Spring 2017, Fall 2018, etc.

f. Reports will be disseminated according to the following schedule:

Group	Format	Content	Time
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Faculty Member	Electronic% PDF shared via email	Questions 1 to 10	Within 1 Week from the day final grades are due
Faculty Member	Electronic PDF shared via email	Questions 1 to 8	Within 1 Week from the day final grades are due
Department Chairperson	Electronic^ PDF shared via email	Questions 1 to 8	Within 1 Week from the day final grades are due
College Dean*	Electronic# PDF shared via email	Questions 1 to 8	Within 1 Week from the day final grades are due
Provost and Vice Chancellor for Academic Affairs~	Electronic~ PDF shared via email	Questions 1 to 8	Within 1 Week from the day final grades are due

% Individual reports (formatted as individual PDF files) will list each course offering.

\*The chairperson of the department and/or college by which a course offering is identified will receive a report. If a faculty member is teaching a course outside of their "home" department, he/she can choose to share this report with their home department or college.

^One report (formatted as one PDF file) will list each course offering and instructor name for the department.

#One report (formatted as one PDF file) will list each course offering and instructor name within the college.

~Four reports (formatted as four PDF files) will list each course offering and instructor name divided by college.

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Electronic records stored within the course evaluation system (Class Climate) will be purged on a seven (7) year interval.

#### 4.5.5.4 Recommendation for Further Evaluation

Individual faculty members may on their own volition conduct additional student surveys to help identify the effectiveness of specific instructional practices and areas for improvement or development. Individual students may decide whether to complete these surveys or not. At the discretion of the faculty member, a copy of the survey instrument, and any results obtained from them, may be included in the personnel file as a part of the teaching portfolio.



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#### 4.6 Rules for Nonrenewal Appeals-Faculty Personnel Rules

These rules are established to implement and augment the requirements of UWS 3.08.

##### 4.6.1 Authority to Review

The authority to review nonrenewal decisions concerning faculty members shall be vested in the Faculty Hearing, Grievance and Appeals Committee of the University of Wisconsin-River Falls (link to Ch III) (hereinafter, Committee). No person participating in the original decision to nonrenew a faculty member shall participate with the Committee in reviewing that decision.

##### 4.6.2 Request for Review

The Committee shall review a nonrenewal decision in accordance with the following procedure:

- a. If the faculty member wishes to appeal his or her nonrenewal decision, he or she shall make a written appeal to the Committee within 20 days of official notice that the reconsideration (Section 4.3.5.3) has affirmed the nonrenewal decision (25 days if notice is by first class mail and publication).
- b. The Committee shall conduct a review of the nonrenewal decision not later than 20 days after receipt of the request from the faculty member concerned, except that this time limit may be extended by mutual consent of the parties or by order of the Committee.
- c. The faculty member concerned shall be given at least 10 days notice of such review.

##### 4.6.3 Burden of Proof

The burden of proof before the Committee shall be on the faculty member concerned. This burden shall be satisfied upon a showing that the decision to nonrenew was based in any significant degree upon one or more of the factors set forth in Section 4.6.4 herein, with material prejudice to the individual [See UWS 3.08 (1)].

##### 4.6.4 Scope of Review (Impermissible Factors)

The Committee shall ascertain whether the decision was based in any significant degree upon one or more of the following factors, with material prejudice to the faculty member concerned:

- a. conduct, expressions or beliefs which are constitutionally protected or protected by the principles of academic freedom,  
or
- b. factors proscribed by applicable state or federal laws regarding fair employment practices, or
- c. improper consideration of qualifications for reappointment or renewal:
  - (1) the procedures required by rules of the faculty or board related to renewal or nonrenewal of probationary

appointments were not followed, or

(2) available data bearing materially on the quality of performance were not considered, or

(3) unfounded, arbitrary or irrelevant assumptions of fact were made about work or conduct.

#### 4.6.5 Proceedings Before the Committee

The review of a nonrenewal decision shall be conducted by the Committee at a meeting held specifically for that purpose. Such meeting shall be closed unless the faculty member concerned requests an open meeting. The faculty member concerned and representatives of those making the nonrenewal decision shall be present at the review.

#### 4.6.6 Committee Report

The Committee shall report on the validity of the appeal to the body or official making the nonrenewal decision and to the appropriate Dean and the Chancellor. The report may include remedies which may, without limitation because of enumeration, take the form of:

- a. a reconsideration by the decision maker, or
- b. a reconsideration by the decision maker under instructions from the Committee, or
- c. recommendations to the next higher appointing level.

Cases shall be remanded for reconsideration by the decision maker in all instances unless the Committee specifically finds that such a remand would serve no useful purpose.

#### 4.6.7 Continued Jurisdiction

The Committee shall retain jurisdiction during the pendency of any reconsideration.

#### 4.6.8 Final Decision

The decision of the Chancellor will be final and shall be supported by the reasons for accepting or denying the recommendations of the Committee.

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#### 4.7 Standing Committee For Dismissals, Layoffs, and Terminations-Faculty Personnel Rules

##### **4.7.1 Termination Committee**

The Termination Committee is designated as the standing faculty committee responsible for the duties assigned in UWS 4.03 and UWS 5.11. Organization and procedures of the Termination Committee are set forth in the Faculty By-laws, in Chapter III of this document.

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#### 4.8 Faculty Consultative Committee and Rules on Seniority - Faculty Personnel Rules

##### **4.8.1 Faculty Consultative Committee**

The Faculty Senate shall serve as the Faculty Consultative Committee required by UWS 5.04.

##### **4.8.2 Seniority**

Seniority is defined in response to the requirements of UWS 5.08. It shall be determined by total years of service to the institution, without regard to rank.

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#### 4.9 Procedure For Handling Complaints - Faculty Personnel Rules(UWS 6.01)

##### 4.9.1 Committee Defined

In the following, the term "Committee" refers to the Faculty Hearing, Grievance, and Appeals Committee.

##### 4.9.2 Complaints Defined

Complaints are allegations by the administration, students, academic staff members, other faculty members, University staff members, or members of the public charging conduct by a faculty member that is not serious enough to warrant dismissal proceedings under UWS 4, but which does (a) violate University rules or policies or (b) adversely affect the faculty member's performance of his or her obligation to the University.

##### 4.9.3 Procedure

###### 4.9.3.1 Submission of Complaint

All complaints to receive formal attention under the provisions of this section shall be written, signed, and submitted to the Chancellor of the University within a reasonable time after the alleged misconduct.

###### 4.9.3.2 Notification of Faculty Member

The Chancellor shall first notify the faculty member concerned, in writing, regarding the nature of the complaint and give him or her an opportunity to explain his or her conduct. The Chancellor may make further investigation of the allegations and shall then: (a) dismiss the complaint, or (b) invoke the appropriate disciplinary action, or (c) refer the complaint to the Committee. The Chancellor shall notify the faculty member, in writing, of his or her decision and/or action.

###### 4.9.3.3 Request for a Hearing

If the Chancellor takes disciplinary action, the affected faculty member may request a hearing before the Committee. The request shall be made within 20 days after notice of the Chancellor's disciplinary action.

###### 4.9.3.4 Time Limit for Hearing

The Committee shall hold a hearing not more than 30 days after receiving a request from the faculty member or after having a complaint referred to it by the Chancellor, except that this time limit may be lengthened by mutual consent of the parties. The affected faculty member shall be given at least 10 days' notice of the hearing.

###### 4.9.3.5 Closed/Open Hearing

The hearing shall be closed unless the faculty member concerned requests an open meeting in which case it shall be open (see Chapter 19.85 (1)(b), Wis. Statutes, Open Meeting Law )

#### **4.9.3.6 Information Considered By Committee**

The Committee shall consider all available information relevant to the complaint. Such information may be sought from students and members of the public. The Committee shall have the right to obtain information relevant to the complaint from University personnel.

#### **4.9.3.7 Presence of Concerned Faculty Member**

The concerned faculty member may be present at those times when information is being presented to the Committee.

#### **4.9.3.8 Presumption of Innocence**

The faculty member charged shall be presumed innocent by the Committee until proven otherwise.

#### **4.9.3.9 Report of Committee's Findings**

The findings and recommendation of the Committee shall be reported in writing to the Chancellor and to the faculty member concerned. The recommendation may be for: (a) dismissal of the complaint, or (b) appropriate disciplinary action, or (c) referral of the complaint to the appropriate department or administrative officer.

### **4.9.4 Decision of the Chancellor**

The decision of the Chancellor on the recommendation of the Committee, or on the complaint in the absence of a Committee recommendation, shall be final except that the Board of Regents at its option may grant a review on the record. The final decision of the Chancellor shall be supported by written reasons.

### **4.9.5 Preclusion of Double Jeopardy**

After the hearing and recommendation of the Committee and the final decision of the Chancellor, the faculty member shall not again be called to account for the same alleged misconduct that was the subject of the complaint.

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#### 4.10 Procedure For Handling Grievances - Faculty Personnel Rules (UWS 6.02)

##### 4.10.1 Other Grievances

This procedure is set up to deal with faculty grievances not specifically provided for in UWS 3, 4, 5, and 6.01.

##### 4.10.2 Committee Defined

In the following, the term "Committee" refers to the Faculty Hearing, Grievance, and Appeals Committee; see Chapter III (3.3, Section L) of this document.

##### 4.10.3 Procedure

###### 4.10.3.1 Notification of the Committee Chair by Faculty Member

A faculty member who feels that he or she has a just cause for a professional grievance shall notify the chair of the Committee in writing, stating the nature of the grievance. A grievance may be withdrawn at any time upon the written request of the faculty member and no report will be made.

###### 4.10.3.2 Initial Hearing

Within 20 days after receiving notice of the grievance, the Committee shall meet for the purpose of hearing the faculty member. The faculty member shall be given written notice of this meeting at least three days in advance. The purpose of the hearing shall be to consider whether the grievance should be dismissed or investigated further. The decision shall be communicated to the faculty member concerned.

###### 4.10.3.3 Decision to Dismiss Grievance

If the Committee decides to dismiss the grievance, the faculty member concerned shall be so informed and no other report will be made.

###### 4.10.3.4 Decision to Investigate Grievance

If the Committee decides to investigate the grievance, it shall proceed with reasonable speed. In the investigation, the Committee shall have the right to obtain information relevant to the grievance from University personnel.

###### 4.10.3.5 Preparation and Submission of Written Report By Committee

The Committee shall prepare a written report of its conclusions and recommendations which shall be submitted to the faculty member and the Chancellor. The report shall contain recommendations for either: (a) dismissal of the grievance, or

(b) proposed solutions to the grievance.

#### 4.10.4 The Chancellor's Responsibility

Within 30 days of having received the Committee's recommendation, the Chancellor shall report his or her response and intended action to the Committee.

#### 4.10.5 Access to the Board of Regents

The Regents have the option to consider a faculty grievance on the record upon petition of a faculty grievant as well as upon the receipt of recommendations from the Faculty Hearing, Grievance and Appeals Committee which has already considered the matter at the institutional level.



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#### 4.11 Faculty Personnel Rules - UWS Guidelines for Reporting Outside Activities under UWS 8.025

##### 4.11.1 Reporting

It is the policy of the University of Wisconsin System to require a report from all faculty and academic staff who engage in remunerative outside activities in their field of professional interest and whose appointments are half time or more for the period under contract to the UW System. If an employee has a joint appointment, he or she must file a report for each department/unit. This report covers activities that occur during the full year, even if the employee was not under contract to the University for part of that time. The employee should discuss with his or her Dean any activities that may present carryover questions of conflict with the employee's responsibilities during his or her contract period.

##### 4.11.1.1 Report Form Definitions

For purposes of the reporting form:

**Remunerative Relationship:** A remunerative relationship is any relationship that results in payments, transfer of goods, or provisions of services to the reporting staff member.

**Net Remuneration:** Net remuneration includes the value of all payments, goods, and services received as compensation for an activity less expenses. Expenses deducted should not exceed those that could ordinarily be claimed from University administered funds.

**Organization:** An organization is any corporation, partnership, proprietorship, firm, enterprise, franchise, association, trust or other legal entity other than an individual or body politic (see UWS 8.02 (12), Wisconsin Administrative Code).

**Professionally Related Activities:** Professionally related activities are activities related to the staff member's field of academic interest or specialization.

**Ordinary Professional Activities:** Ordinary professional activities are those activities which extend a faculty or staff member's normal institutional responsibilities of teaching, research and service to serving other public institutions, organizations, and professional societies. Examples of such ordinary professional activities would be:

- a. occasional lectures, colloquia, seminars, etc., given at colleges and universities and at meetings of professional societies;
- b. preparation of monographs, chapters, and editorial services for nonprofit educational organizations;
- c. service on advisory committees and evaluation panels for government funding agencies, non-profit foundations and educational organizations;

d. leadership positions in professional societies.

#### **4.11.1.2 Reportable Activities**

Those items which are reportable under UWS 8.025 include:

- a. Professional related outside activities occurring while one is under contract to the University for which net remuneration is received, not including ordinary professional activities.
- b. The names of organizations or businesses for which net remunerative outside activities were performed, the type of activity (consulting, teaching, research, writing, etc.) and the aggregate time spent (days) in that activity.
- c. Royalties from writing and patents need be reported only in the year that they first appear.
- d. The organization or source must be named and the aggregate amount of time in days spent in outside activities with that organization must be indicated. If \$5,000.00 or more compensation per year from a single source is received, the last column of section A should be checked. If the name of the organization should not be publicly identified, Dean's approval to withhold the name must be received (e.g., if revealing the name would be damaging to the organization's legitimate competitive interests.)
- e. Any remunerative relationships with organizations which sponsor university research, teaching or training. If these relationships exist, the name of the organization must be reported.
- f. Officerships, directorships, or trusteeships held by faculty or members of immediate family in businesses or commercial organizations related to professional fields.
- g. Ownership interests in organizations related to an academic area of specialization, provided that immediate family collectively owns more than 10 percent of the equity.

Those activities which need not be reported include:

- a. Activities for which remuneration comes from University administered funds (e.g., teaching and innovation awards, etc.).
- b. Remunerative ordinary professional activities (see definitions above).
- c. Instruction at another nonprofit educational institution or research supported by a government agency if the instruction or research is performed during periods when the staff member is not in the University payroll, or in the case of part-time appointment, if the work is performed during time not contracted to the University.

#### **4.11.2 Outside Activities**

Rules and procedures governing outside activities are intended to ensure devotion to teaching, research activities and all normal University responsibilities on the part of members of the faculty, while permitting their broad participation in public service or endeavors related to their fields of interest. (In addition to the provisions of this section, see Chapter UWS 8, Section 11.36 Wisconsin Statutes.)

#### **4.11.3 University Responsibilities**

Full-time appointment to the faculty of the University implies that the University has first claim to the individual's professional services. The faculty member's professional duties include such activities as teaching, research, committee assignments, and making his or her services available to students and to the University as a whole. Absences from regular duties are justified when occasioned by (1) the requirements of University-assigned responsibilities, (2) efforts and activities

that make specific, identifiable (as opposed to general) contributions to the individual's ability to fulfill the responsibilities of his or her position, and (3) the taking of time that is partially compensatory for unusually long hours devoted in service to the University. This compensatory time shall not entail absences from classes. Faculty members employed on a fractional time basis have similar responsibilities, but they shall be proportionate to the fractional time appointment.

## 4.11.4 Definitions

### 4.11.4.1 Extensive, Recurring or Continuing Activities

In addition to the outside activities specified in Section 4.11.2, outside activities are those activities of a member of the faculty which are of an extensive, recurring, or continuing nature outside of his or her institutional responsibilities during any period of employment by UW-River Falls.

### 4.11.3.2 Substantial Outside Activities

Substantial outside activities are any outside activities that do reduce or threaten to reduce the faculty member's effectiveness in the performance of teaching, research activities, and all normal University duties. All instances of the following activities are specifically recognized as substantial outside activities:

- a. teaching for remuneration;
- b. service as an expert witness in legal proceedings;
- c. service as staff, advisor, or consultant to granting agencies.

## 4.11.4 Reporting

It is the responsibility of each faculty member to submit a written report of all his or her substantial outside activities to the head of his or her academic unit. This shall be done before an activity is undertaken. If there is doubt as to whether or not the outside activity is "substantial," it is the responsibility of the faculty member to consult the academic unit head regarding the matter. Failure to report substantial outside activities may subject the faculty member to disciplinary action under either Section 4.9 (Complaints) of these rules or UWS 4 (Dismissal).

## 4.11.5 Review and Action

### 4.11.651 Forwarding of Reports

Copies of reports of substantial outside activities shall be forwarded through normal administrative channels to the Dean, Provost and Vice Chancellor for Academic Affairs, and Chancellor for the purpose of permitting reviews of the reports.

### 4.11.5.2 Dealing With Activities Determined Excessive or Improper

If it is determined, at any administrative level, that outside activities are excessive or otherwise improper, oral communication with the faculty member concerned may be used as a means of correcting the situation. However, (a) at the discretion of the administrative officer, (b) upon the request of the faculty member, or (c) if the improper activity persists after oral communication of disapproval and suggested corrections, the faculty member shall be notified of the impropriety in writing. The notice shall include reasons for judging the outside activity improper and recommendations for adjustments in those activities. If the notice does not originate with the head of the academic unit, it shall be transmitted by him or her to

the faculty member concerned.

#### 4.11.6 Appeal

The faculty member may appeal a decision regarding the impropriety of his or her outside activities. The appeal shall be submitted to the Faculty Hearing, Grievance, and Appeals Committee in accordance with the procedures of Section 4.10 (Grievances).

#### 4.11.7 University Equipment and Services

No faculty member shall use University facilities, equipment, or services for purposes of private practice without first obtaining written approval from the department chair, Dean, and the Vice Chancellor for Administration and Finance, and the payment of a reasonable fee for the privilege enjoyed.

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#### 4.12 Faculty Sabbatical Procedures

##### 4.12.1 Purpose

The purpose of the faculty sabbatical program is to enable recipients to be engaged in intensive study in order to become more effective teachers and scholars and to enhance their services to the University. The sabbatical program should also be understood as recognition of past and continuing academic contributions of the recipients in keeping with the Select Mission of UW-River Falls.

##### 4.12.2 Types

Two types of sabbatical leaves are available to faculty members.

###### 4.12.2.1 One Year

A faculty member may take a sabbatical leave for an academic year and receive from the institution financial support at any level up to 65% of his or her full compensation for that period.

###### 4.12.2.2 One Semester

A faculty member may take a sabbatical leave for one semester of the academic year and receive from the institution financial support at any level up to a maximum of his or her full compensation for that period.

##### 4.12.3 Eligibility

###### 4.12.3.1 Criteria

At the time the sabbatical proposal is submitted, the faculty member must have met the following criteria:

- a. The faculty member is tenured at the time of application.
- b. The faculty member has completed at least five years since the conclusion of his or her last sabbatical leave.
- c. The faculty member has completed at least six full years of employment at UWRF as a probationary/tenured faculty member.
- d. If the faculty member has taken a leave of absence, for whatever reason, the leave period shall be excluded in determining the faculty member's years of full-time service.

###### 4.12.3.2 Requirement to Return to UWRF

A sabbatical will not be awarded to a faculty member who does not plan to return to UWRF for at least one academic year of service after the termination of the sabbatical.

#### 4.12.4 Requirements

[FS 04/05-30] Each applicant shall complete the Sabbatical Proposal Form, which describes the proposed sabbatical in complete, clear, and specific terms, including each of the following items:

1. An abstract of 100 words or less summarizing the objectives of the proposal.
2. The nature and objectives of the proposed sabbatical program, including a detailed account of proposed sabbatical activities.
3. The relationship of the proposed sabbatical to the applicant's field of expertise is to be demonstrated, and as appropriate, supported by references to the vita and other documentation.
4. The anticipated contribution of the proposed sabbatical to the enhancement of teaching and/or course and curriculum development at UW-River Falls, which may or may not include the relationship of the sabbatical program to the research interests of the applicant.
5. The proposed period and/or schedule of sabbatical, including a time line which shows when the work will be done.
6. A copy of the personal vita which must include evidence of excellence in teaching and of the academic contributions made by the individual. If possible, submit an electronic version of the vita to FASDB@uwrf.edu. If the proposal is approved, an electronic vita will be required.
7. A transmittal form signed by the department chair and the Dean acknowledging their support of the sabbatical.
8. Letters confirming the existence of a proposed relationship, travel/residence, or outside institutional commitment germane to the sabbatical proposal, if any, should be included. Letters of support from colleagues, department chairs, Deans, or others are not to be included in the proposal and will not be considered by the committee in its deliberations.
9. Applicants should submit seven copies to the Assistant to the Provost and Vice Chancellor for Academic Affairs, 104 North Hall.

#### 4.12.5 Conditions

The following conditions govern the faculty sabbatical program:

1. In the administration of faculty sabbaticals, creditable service for retirement purposes will vary, depending on the length of the sabbatical and level of compensation. A faculty member considering a sabbatical leave request should consult with the institutional fringe benefit coordinator prior to submitting a formal request.
2. A faculty member may receive supplementary grants or other awards while on sabbatical leave, but such compensation, when combined with the amount of institutional compensation, shall not exceed the full compensation normally received from the UW System for that period.
3. Such additional grants or awards may be received by a faculty member only if the conditions for accepting the additional resources do not interfere with the stated purpose of a faculty member's sabbatical program.
4. A faculty member may seek additional grants specifically for travel or unusual living expenses incident to the sabbatical program without restriction by the full compensation maximum (see condition 2).
5. A faculty member may not use the sabbatical period to accept other paid employment during the period of the leave, unless stipulated as a condition of the leave. If so stipulated, condition (2) is operative.
6. A faculty member must specify all grants or other awards applied for or to be received during the leave in his or her application for the sabbatical program.
7. A faculty member must agree to return to UWRF for at least one academic year of service after the termination of the

sabbatical or repay any compensation (salary plus the University's share of fringe benefits) received from the UW System during the sabbatical.

8. A faculty member must submit to the Provost and Vice Chancellor for Academic Affairs a written report outlining his or her accomplishments during the leave. This report should be submitted within three months after the faculty member's return to full-time employment.

#### 4.12.6 Selection of Sabbatical Leave Recipients

1. Call: The Provost and Vice Chancellor for Academic Affairs shall notify the faculty of the availability of sabbatical leave each March and shall call for applications for the leave period beginning 18 months hence. The Provost and Vice Chancellor for Academic Affairs shall make explicit in the call that funds for sabbaticals are limited. In addition, any financial exigencies which might indicate preference for year-long as opposed to semester-long sabbaticals must be announced with the call. If no such exigencies are announced then all proposals must be evaluated, and sabbaticals awarded, without preference to one period over another.
2. Following this notification, applicants should submit application in accordance with the requirements set forth above. Proposals are due no later than October 1 of the year preceding the proposed sabbatical period. One copy of the proposal and supporting documents should be submitted to the applicant's department chair, one copy to the applicant's academic Dean, and eight copies to the office of the Provost and Vice Chancellor for Academic Affairs. A transmittal form must be signed by the appropriate department chair and Dean and be submitted with the copies sent to the office of the Provost and Vice Chancellor for Academic Affairs. Transmittal forms are available from the office of the Provost and Vice Chancellor for Academic Affairs. The office of the Provost and Vice Chancellor for Academic Affairs shall conduct the initial screening for eligibility defined under Eligibility: 4.12.1.3 (1) (a)-(d).
3. The Faculty Professional Development Committee of the Faculty/Academic Staff Development Board serves as the review board for sabbatical proposals.
4. The committee shall be convened by the Assistant to the Provost and Vice Chancellor for Academic Affairs, who will review with the committee the purpose of the sabbatical program and the evaluation/selection process to be followed.
5. At its final meeting, the committee shall discuss the proposals and then rank them on a written ballot. The committee shall communicate their rankings of the proposals to the Provost and Vice Chancellor for Academic Affairs or representative. Included in this report shall be such information as the committee determines may be helpful to unsuccessful applicants who may wish to apply at a later time.
6. During the first two weeks of November, the Provost and Vice Chancellor for Academic Affairs, in consultation with the Deans, and the Chancellor shall review the recommendations of the Faculty Professional Development Committee, shall make the final selection, and shall notify the applicants of the status of their applications. The Provost and Vice Chancellor for Academic Affairs will implement the granting of awards based on the committee's recommendations and within budget limitations. The rationale for any changes from the Faculty Professional Development Committee would be sent to the chair of the committee by the Provost and Vice Chancellor for Academic Affairs.
7. The Chancellor shall communicate his or her selections, in writing, to System Administration by November 15th for formal announcement at the December meeting of the Board of Regents.
8. Evaluation: The criteria to be applied by the committee are as follows:
  - a. The candidate must meet the minimum eligibility requirements.
  - b. All forms of sabbatical activity are valid. That is, preference may not be given to one particular form of activity (research, publication) over another (travel, creative, course development). Proposals are to be evaluated on their

merits.

- c. Preference shall be given to those candidates who have made significant academic contributions to the University. Academic contributions include those activities normally recognized in decisions of promotion and tenure: quality of teaching, scholarly activity, and service to the University and the wider community. The committee shall refer to the vita for evidence of academic contributions. For candidates who have not received a previous sabbatical, the time period for purposes of evaluation shall be the candidate's full length of employment at this University. For candidates who have received a previous sabbatical, the candidate should submit, and the committee will consider, only contributions made since the completion of the previous sabbatical. [FS 04/05-30]
- d. After candidates have been evaluated on the basis of their academic contributions the committee shall evaluate the merits of the specific sabbatical proposals. This evaluation shall judge the extent to which the proposal clearly follows the guidelines for proposals as specified under Proposal Requirements 4.12.1.4 (1)-(9).
- e. The Committee shall use an evaluation form approved by the Faculty Senate to ensure the following:
  - (i) 65% of the overall evaluation shall be based on the candidate's record of academic contributions to the University, and
  - (ii) 35% shall be based on the merits of the sabbatical proposal.

NOTE: WRS Retirement Credit--Creditable service for retirement is based on the percentage of time a person is on the payroll. For more specific information, contact the Staff Benefits Office in the Human Resources Office. For further information regarding the UW System Sabbatical Program, see UW System Academic Planning Statement #3.3 and Wisconsin Statutes 36.11(17).



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### Chapter IV: Faculty Personnel Rules and Procedures of UW-River Falls

#### 4.13 Emeritus Status: Criteria, Procedures, Privileges

##### 4.13.1 Criteria for Awarding Emeritus Status

Emeritus status is awarded in recognition of excellence in contributions to UW-River Falls. It is not granted automatically upon retirement.

##### 4.13.2 Requirements

1. Only faculty and academic staff are eligible for emeritus status.
2. Emeritus status is awarded only to individuals retired from UW-River Falls.
3. Emeritus status is awarded based on a minimum of 15 years of significant service to UW-River Falls.
4. Exceptions to these requirements may be considered if there is considerable support for the application by the nominating unit or if there are unusual circumstances.

##### 4.13.3 Procedures

1. The name and qualifications of an eligible faculty or academic staff member are submitted by the academic unit or department to the appropriate Dean or Supervisor for approval.
2. If approved, the nomination is forwarded to the Chancellor for final approval.
3. Upon final approval, the Chancellor sends a letter to the nominee listing privileges bestowed by emeritus status. The appropriate units, such as the Library, the Campus Card Office, and IT Services, will also receive a copy of the letter.

##### 4.13.4 Privileges

Privileges bestowed on individuals awarded emeritus status will be reviewed periodically by administration. Any changes or adjustments to the list of privileges will be made in consultation with the Faculty Senate. Emeriti will be notified if any changes occur due to budgetary reasons. Privileges include:

1. complimentary parking permit, upon request
2. campus ID, with all privileges it confers
3. a UW-River Falls e-mail address
4. the right to participate in all-University social affairs and functions
5. inclusion on the Falcon Features mailing list
6. complimentary tickets to University Theatre performances upon request

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### Chapter V: Compensation Procedures and Issues

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### Chapter V: Compensation Procedures and Issues

#### 5.1 Salary Policies - Procedures

##### 5.1.1 Payroll

All faculty and academic staff with academic year appointments are paid on a nine-month basis, October-June. Staff with twelve-month appointments receive twelve payments per year. The payments are dated and distributed the first of each month. If the first of the month falls on a weekend, the payments will be dated and distributed the preceding Friday. Exception: Due to tax consequences the January 1 payment cannot be dated or released prior to January 1.

##### 5.1.1.1 Instructional Academic Staff

Instructional academic staff are paid on a per-credit basis.

##### 5.1.1.2 Overload Limits for Faculty and Instructional Academic Staff

The use of overloads is intended to be a temporary measure and must not replace the hiring of additional full-time staff to address long-term staffing needs. The full time contractual teaching obligation at UWRF is an average of 12 semester credits for faculty (UWRF *Faculty and Academic Staff Handbook*, Chapter 8.1.1: Load) or an average of 15 semester credits for *ad hoc* and teaching academic staff. Any credits taught, partial or otherwise, above the contractual obligation are to be considered an overload and must be compensated as such. Total calendar year overloads taught by faculty and teaching academic staff are limited to the maximum allowable dollar amount established by section § 16.417 of the Wisconsin State Statutes. Overloads in excess of six total credits taught during the academic year (including J-term) are strongly discouraged, as faculty and staff have significant other responsibilities in addition to teaching. Any overload exceeding a total of 6 credits per academic year must be justified in writing by the department chair and reviewed and agreed upon by the Dean and Provost. Copies of the signed justification shall be kept on file in the Dean's office. Faculty and/or instructional academic staff must be appropriately compensated for any overload taught and may negotiate with their respective chair or Dean for a load adjustment in lieu of overload payment. The total overload payment that may be paid to a full-time employee during the employment period is \$12,000 per state agency (section § 16.417 of the State of Wisconsin Statutes).

##### 5.1.1.3 J-term Appointment

AP 43

(Also see 3.4.7.5)

[FS 12/13-153]

Minimum class sizes will be eighteen (18) for undergraduate classes and ten (10) for graduate classes. Compensation will be \$1,000–\$1,500/credit for *ad hoc* faculty, at the Dean's discretion.

Courses taught during J-term are counted as part of the nine-month teaching load. If a faculty or instructional academic staff member (IAS) carries a full academic year load, J-term credits are considered to be overload.

The total overload payment that may be paid to a full-time employee during the employment period is \$12,000 per state agency (section § 16.417 of the State of Wisconsin Statutes). Nine-month faculty and academic staff appointments are in pay status during winter and spring session; this includes J-term. Summer employment does not apply to the \$12,000 cap.

College deans will set appropriate maximum class size limits. Generally, minimum class sizes will be seven (7) for undergraduate classes and four (4) for graduate classes. Exceptions to these minimums must be approved by the college dean.

Faculty salary calculation during J-term are based on student head counts in each course. Determination of head count during this session will be at the end of the day (midnight) at 2/15ths of the session length, always rounded up to a whole day and not to be less than two days.

A day is defined as a "business work" day, or week day, not including weekends or holidays. Deans have responsibility for allocating Summer Session and J-term budget funds to meet the revenue targets by offering classes during Summer or during J-term. This allocation is not to be used for course offerings during the academic year. Deans will be responsible for covering expenditures beyond the amount allocated to the colleges.

Outreach Program Revenue (PR) courses will not be offered in competition with General Purpose Revenue (GPR) classes.

If a 12-month faculty or staff is generating student credit hours, it is expected that the equivalent be charged to the college J-term account.

#### **5.1.1.4 Summer Session Appointment**

AP 43

(Also see 3.4.7.5)

[FS 12/13-153]

Minimum class sizes will be eighteen (18) for undergraduate classes and ten (10) for graduate classes. Compensation will be \$1,000–\$1,500/credit for *ad hoc* faculty, at the dean's discretion.

Generally, minimum class sizes will be seven (7) for undergraduate classes and four (4) for graduate classes. Exceptions to these minimums must be approved by the college dean.

Compensation for undergraduate/graduate slash courses will be paid on the salary model for the number of undergraduate students plus the salary model for the number of graduate students.

The salary model for faculty supervising students one-on-one in a non-classroom context will use the same salary model

used for regular courses.

Examples of instructional appointments in this category include internships, practicum, independent research and on-line classes.

College deans will set appropriate maximum class size limits.

Faculty salary calculation during the summer term is based on student head counts in each course. Determination of head counts during this session will be at the end of the day (midnight), at 2/15ths of the session length, always rounded up to a whole day and not to be less than two days.

A day is defined as a "business work" day, or week day, not including weekends or holidays.

The salary ceiling for regular faculty continues to be 2/9 of the academic year salary for all summer appointments.

The upper limit for faculty summer instruction is 8 credits.

Deans have responsibility for allocating Summer Session and J-term budget funds to meet the revenue targets by offering classes during Summer or during J-term. This allocation is not to be used for course offerings during the academic year.

Deans will be responsible for covering expenditures beyond the amount allocated to the Colleges.

Outreach Program Revenue (PR) courses will not be offered in competition with General Program Revenue (GPR) classes.

If a 12-month faculty or staff is generating student credit hours in the summer, it is expected that the equivalent of \$1,300/credit be charged to the college summer session account.

#### **5.1.1.5 Department Chairs Compensation Policy**

[FS 06/07-99], [FS 13/14-35], [FS 13/14-36]

- 1) The reassignment and salary amounts for chairs will be based on the Redbook budgeted number of unclassified full-time equivalent (FTE) positions
- 2) Chairs will retain the option to make their case for additional compensation should they have significant duties in addition to those for a typical department chair.
- 3) Chairs' compensation will be indexed to the System biennial compensation plan starting in the 09-11 biennium.

Chairs will be compensated in two ways:

- 1) Teaching loads during the academic year will be reassigned. The amount of the reassignment will be determined by the size of the department a chair is administering.

2) Chairs will receive a stipend, also determined by the size of the department they are administering, which compensates them as chairs during the regular academic year as well as the registration period during the Summer. The stipend will be temporarily added to the chair's base salary.

The department, the potential chair, and the dean jointly reach agreement on the duties that the chair will assume and will assign to others. This agreement is made in the spring before the chair assumes the position for the following summer and academic year. At this time an estimation of the anticipated workload of the chair during the academic year and Summer terms are determined.

Compensation is dependent on the exact duties of the specific chair. The chair is normally responsible for major personnel issues and year-round responsibility for the department. In recognition of this responsibility, the minimum salary compensation in each category is suggested. Additional compensation may be made to the chair, to someone assisting the chair, or to the unit in general, based on the assignment of duties. Each academic year, the deans are allocated a pool of money to be used for chair compensation and for extraordinary administrative duties a department may encounter. The funds allocated to the deans are adjusted each year in accordance with the increase in the pay plan. Any additional required time on campus during the summer will be negotiated with the dean.

**5.1.1.5.1 Table I: Academic Year Course Reassignment for Chairs**

<b>FTE Faculty in Department</b>	<b>Semester Course Reassignment (3 unit courses)</b>
6 or fewer	1
7-11	2
12 or more	3

5.1.1.5.2 Table II: Academic Year Chair Stipend Beginning in 2007-2008

<b>FTE Faculty in Department</b>	<b>Academic Year Stipend</b>
6 or fewer	2,000
7-11	3,000
12 or more	4,000

5.1.1.5.3 Table III: Academic Year Chair Stipend Beginning in 2008-2009

<b>FTE Faculty in Department</b>	<b>Academic Year Stipend</b>
6 or fewer	3,000
7-11	4,000
12 or more	5,000

**5.1.1.6 Compensation for Short Term Study Abroad Faculty**

[FS 10/11-49]

Faculty serving as leaders for short-term study abroad courses through Global Connections will be compensated at the



maximum per credit pay-rate in effect for overloads at UWRF at the time of the completion of the study abroad or \$1,500 per credit, whichever is higher. Faculty leaders may be compensated up the maximum allowed per credit for overloads or \$1,500 per credit, whichever is higher, subject to the course's generating sufficient revenue to cover tour expenses, tour reserve and faculty compensation. In addition, faculty may receive up to one credit for course preparation and on credit for coordination of logistics for their study tour subject to the tour's generating sufficient revenue to cover these expenses. Final compensation will be determined by the Director of International Educational Programs.

#### 5.1.1.7 Campus Compensation Policy for Summer Session and Winter Session (J-Term)

[FS 10/11-22]

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### Chapter V: Compensation Procedures and Issues

#### 5.2 Procedures To Be Used In Awarding Merit Salary Increases

##### 5.2.1 Responsibility

The principal responsibility for merit determination rests at the unit (academic department or support group) level.

##### 5.2.2 Pooling of Departments

Departments or support groups with only one or two persons will be pooled with another department or support group for purposes of merit pay distribution. This will be done in consultation with the dean or supervisor of the units involved.

##### 5.2.3 Appointments in More than One Unit

Persons with appointments in more than one unit shall be rated by their colleagues within each unit.

##### 5.2.4 Special Merit and Equity Pool

Each of the following offices will receive for the purpose of special merit and equity adjustments that share of 10% of the merit salary total which is proportional to the total merit amount that the office directly oversees: Chancellor; Provost and Vice Chancellor for Academic Affairs; Vice Chancellor for Administration and Finance; Dean of the College of Agriculture, Food and Environmental Sciences; Dean of the College of Arts and Sciences; Dean of the College of Business and Economics; and Dean of the College of Education and Professional Studies.

##### 5.2.5 Merit Dollars to Departments

Ninety percent of the merit total is allocated to the departments and support groups. Each unit will receive merit dollars equal to 90% times the percentage merit increase times the continuing salary dollars in that unit. Faculty and support staff members holding permanent positions in more than one unit will have that portion of their merit dollars commensurate with their part-time positions pooled within the respective units.

##### 5.2.6 Academic Staff Procedures

Instructional academic staff and support staff are to have separate evaluation procedures that are appropriate to their work. See Chapter VI: [6.6](#) for information on the respective performance evaluation processes.

##### 5.2.7 Scope of Authority

In a support group the supervisor will determine merit for those within the scope of his or her authority.

##### 5.2.8 Annual Options

Each academic department is to have an annual option of (a) using a departmental merit committee, (b) allowing the chair

to distribute the merit increase funds, or (c) developing their own merit distribution plan, subject to approval of the dean of the college. The deans will administer this voting by confidential ballot and a simple majority will decide. (See options below in sections 5.2.18, 5.2.19, 5.2.20.)

### 5.2.9 Guidelines Required

Merit adjustments and notification will be made in accordance with guidelines.

### 5.2.10 Availability of List of Ratings

The rating of a unit member and an anonymous list of ratings of others in the unit shall be available from the department chair or administrative head when such rating is completed.

### 5.2.11 Appeals

Appeals from faculty members shall proceed through the channels designated in the Faculty and Academic Staff Handbook, Chapter IV, [4.10: Procedure for Handling Grievances](#).

### 5.2.12 Informing of Faculty Members

Faculty members shall be informed of their salary adjustments when they have been approved by the Board of Regents.

### 5.2.13 Across-the-Board Adjustments

Any across-the-board adjustment shall be considered at time of receipt of the Board of Regents' policy statement for the current academic year.

### 5.2.14 Promotion Increments

Additional increments will be made for promotion to professor, associate professor, and assistant professor. Promotion adjustments do not come from salary increase funds. Persons who receive a promotion adjustment should not be penalized in the merit distribution.

### 5.2.15 Terminal Degree

No fixed amount shall be given upon completion of terminal degrees, but an adjustment may be made through the use of administrative funds.

### 5.2.16 Regular Review for Equity

Regular review will be made to ensure that all salary adjustments are made in accordance with the guidelines regardless of gender, race, color, creed, ethnic origin, marital status, or physical handicaps.

### 5.2.17 Interpretations and Decisions

Interpretations and decisions regarding the operation of the merit pay system shall be made by the Provost and Vice Chancellor for Academic Affairs and the Vice Chancellor for Administration and Finance in consultation with the Faculty Compensation Committee.

After a department has determined which option it is to use [see 5.2.8 above], it implements its chosen merit procedure.

### 5.2.18 Option A: Departmental Merit Committee Procedures

(1) Any member of a unit is eligible to be involved in the evaluation procedure providing he or she has been reappointed for the following academic year. Persons with appointments in more than one unit shall be eligible to rate their colleagues within each unit.

(2) All committee members will be elected by members of the department.

(3) One member of the committee is to be from outside the department but within the University.

(4) If a department has three or four faculty members, it will have a committee of the whole together with one outside member. If a department has five or more faculty it has two options:

a) a committee of the whole together with one outside member or

b) a four-member committee consisting of the chair, two elected from within, and one elected from outside the department.

(5) All members of a committee are equal.

### 5.2.19 Option B: Department Chair Merit Procedures

In Option B, the department chair distributes the merit increase funds based on information described under 5.3 “Rating Procedures”.

### 5.2.20 Option C: Departmental Merit Distribution Plan

In Option C, the department members develop their own merit distribution plan which must be approved by the dean of the college.

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### Chapter V: Compensation Procedures and Issues

#### 5.3 Merit Rating - Procedures

The following rating procedures are to be followed:

1. New merit pay files for each person are to be developed annually because existing personnel files are confidential. Such files will be compiled by the supervisor or department chair. After the merit pay distribution is completed, the contents of the merit pay files will be transferred to the department personnel files.
2. The [committee, chair] of an academic department needs the following information for rating:
  - (a) Professional achievement sheet provided by each person. This allows each person to present his or her achievements for the year.
  - (b) Other data: student evaluations, peer evaluations, teaching loads, advisee loads, number of preparations, graduate courses, extension courses and other relevant information.
3. The Academic Staff Council is responsible for devising an instrument for reporting on and evaluating support personnel.
4. The [committee, chair, supervisor] shall place each faculty member into one of seven graded merit groups: A, AB, B, BC, C, D, and F. The following connotative adjectives may be considered in making this placement: A - excellent, AB - very good, B - good, BC - fair, C - adequate, D - poor, and F - unmeritorious. In the rare occasion that all unit members are placed in the same group, all merit distribution documentation must be forwarded to the appropriate administrative office, which will review the justification of the [committee's, chair's, supervisor's] decision. In the committee option, the ranking of each member of the committee will be determined by the other members of the committee. In the [chair, supervisor] option, the [chair's, supervisor's] rating will be determined by the [dean, immediate supervisor] in consultation with unit members. In the committee option, the chair of the committee is to be elected. The [committee chair, department chair, supervisor] sends the merit pay ratings to the [dean, appropriate administrative office] along with recommendations for special merit and equity adjustments.
5. The [department chair, supervisor] will meet with each unit member and review the results.
6. Merit funds are to be distributed by the following rules. Assign to each member in groups A, AB, B, BC, C, D, and F the respective group weights: 4.0, 3.5, 3.0, 2.5,

2.0, 1.0, 0. The average salary of the unit is calculated by dividing the total salaries within the unit by the number of full-time equivalent (FTE) positions. An individual's salary weight is calculated by adding the individual's salary within the unit to one-third of the average salary of the unit (a part-time employee would add only one-third of the equivalent proportion of the unit average salary). An individual's merit weight is calculated by multiplying his or her group weight times his or her salary weight. An individual's normalized merit weight is calculated by dividing his or her merit weight by the sum of all of the individual merit weights. A unit member receives a merit amount equal to his or her normalized merit weight times the total merit pool of the unit.

Motion 12/13-134 in effect for one year only (i.e. for 2013-14 pay plan determinations see Motion [FS 12/13-134])

Rating using Chapter V process	Designation	Definition
A	(E) Exceptional	This rating occurs infrequently and acknowledges one or more of the following achievements: completion of a major goal, work performance that far exceeded expectations this year due to exceptional quality in all essential areas of responsibility, and/or an exceptional or unique contribution in support of unit, department, or University objectives. Although used infrequently, this rating is achievable by any employee.
AB	(EE) Exceeds expectations	Work performance consistently exceed exceptions, Demonstrates very high level performance in all areas of responsibility.
B, BD, or C	(SME) Successfully meets expectations	Solid performance that consistently fulfills expectations and at times may exceed expectations.
D	(I) Improvement needed	Performance does not consistently meet expectations
F	(U) Unsatisfactory	Performance is consistently below expectation, and/or has failed to make reasonable progress toward agreed upon goals. Significant improvement is needed in most of this position.

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## Chapter V: Compensation Procedures and Issues

### 5.12 Travel Guidelines

Any travel expense incurred by a faculty member while on official University business is subject to the travel regulations as currently implemented by the University of Wisconsin-River Falls. A detailed copy of the University System Travel Regulations is available at

<http://www.uwsa.edu/fadmin/travel.htm>

This web site contains the most recent revisions of the System Travel Regulations. Travel expense forms may be obtained from the University Accounting Office. Travel expense reports are also available on line at

<http://www.uwsa.edu/fadmin/travel.htm>

#### 5.12.1 Meals

Departure and arrival times must be stated on the travel expense report. Local policy would suggest in-state claims for meal reimbursement would not reach the maximum amount in all cases. Meal allowance maximums can be found in the Travel Regulations and do include tax and tip.

#### 5.12.2 Lodging

Original machine-printed itemized lodging receipts must accompany all travel report submissions. The maximum allowance for lodging is listed in the UW System Travel Regulations, with exceptions noted for higher cost cities as listed on the web site. New information will be issued as the revisions are received from System Administration. Maximums should not be exceeded except under most unusual or unavoidable circumstances fully justified in writing and approved by the Chancellor or his or her designee. Maximums do not include state and local taxes.

#### 5.12.3 Miscellaneous

1. Mode of travel must be indicated on the travel expense report and passengers listed, if applicable. Air fare coupons must be attached even if the fare has been pre-paid by the University.
2. The mileage reimbursement rate for use of a personal vehicle will be at the higher rate listed in the Travel Regulations if the trip is less than 100 miles round trip or if a University car is not available. The mileage reimbursement rate for use of a personal vehicle will be at the lower rate if the trip is more than 100 miles and a University car was available but not used. The employee must present the non-availability slip with the reimbursement claim in order to receive the higher rate.

## 5.12.4 International Travel

Faculty members who are traveling abroad on official business or who are arranging group travel overseas must make arrangements with the Accounting Office well in advance of the trip.



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### Chapter V: Compensation Procedures and Issues

#### 5.5 Sick Leave and Colleague Coverage-Use and Reports for UW-RF Unclassified Employees - Procedures

##### 5.5.1 Policy Statement

Paid sick leave is a significant fringe benefit for a UW System unclassified employee. In accordance with Chapter UWS 19, Wisconsin Administrative Code and UPG 9 and 10, employees may use sick leave during periods of illness, injury, disability, pregnancy, adoption or bereavement upon the death of an immediate family member as well as during periods associated with attendance upon immediate family members whose health or medical condition requires the employee's direct care. The federal or Wisconsin Family Medical Leave Act may allow use of sick leave for additional purposes, see section 5.5.15. In the event of an employee's death, layoff or retirement, the accumulated sick leave value is used to pay for state group health insurance premiums.

##### 5.5.1.1 Eligibility for Sick Leave

Faculty, academic staff, and limited appointees who meet the eligibility requirements for the Wisconsin Retirement System will earn sick leave while in pay status. A qualifying appointment must be at least one-third time for at least one year. For academic year appointments, one academic year meets WRS qualification. (UWS 19, Wis. Adm. Code)

##### 5.5.2 Accrual of Sick Leave

1. As of the effective date of this chapter, each employee's account shall reflect the accrued balance of unused sick leave earned under the Board of Regents' sick leave policy adopted on June 8, 1973.
2. Employees whose initial appointments are for nine months or more shall be credited with 22 working days of sick leave which they may draw upon as required, consistent with UWS 19.01.
3. After 18 months of service, each employee shall earn additional non-lapsing sick leave at the rate of 1 day per month for persons holding annual appointments and at the rate of 6 days per semester for persons who hold academic year appointments, with a maximum annual accumulation limited to not more than 12 days.
4. Unused sick leave shall accumulate from year to year in the employee's sick leave account pursuant to section 36.30 (1), Wis. Stats.
5. An employee utilizing paid sick leave shall continue to accumulate sick leave credits during the period of the sick leave absence.
6. An employee does not accumulate sick leave credits while on an unpaid leave of absence.

##### 5.5.3 Pro-Ration of Accumulated Sick Leave

Initial entitlement and accumulation of sick leave as specified in the preceding section assume full-time appointment of 9 months or more. Eligible part-time annual/academic basis appointees have an initial entitlement and earn sick leave in

proportion to the extent of their appointment.

#### **5.5.3.1 Accumulated Sick Leave Conversion Benefit**

Accumulated sick leave is converted at the current rate of pay to an account to pay health insurance premiums upon the retirement, death or layoff of an insured employee.

#### **5.5.4 Sick Leave During Summer Session**

Staff members whose basic appointments are for nine months or more and who teach in the summer session may qualify for sick leave in the summer session, provided inception of the illness occurs on the first or subsequent day of the summer session. Visiting faculty, if not covered by sick leave provisions at their home institutions, are covered during the summer session provided their appointments at the University extend for at least nine months in addition to the summer session term. Exceptions to this policy regarding sick leave during the summer session may be made, on behalf of members of the permanent faculty only, at the discretion of the Chancellor.

#### **5.5.5 Amount of Sick Leave to be Charged**

Instructional staff must define their forty-hour week and report sick leave usage accordingly. Colleague coverage can only be used for teaching responsibilities. Sick leave and colleague coverage should be reported in half-day increments for full-time staff (pro-rated for part-time staff). Absences of 2 hours up to 6 hours shall be charged as 4 hours. Absences of 6 hours up to 10 hours shall be charged as eight hours. For absences of one week, a maximum of 40 hours shall be charged.

Example: A teaching faculty member is called away to a funeral on a Friday. The faculty member manages to secure colleague coverage for a two-hour class on Friday. Assuming the faculty member is gone all of Friday, 4 hours of colleague coverage and 4 hours of sick time should be reported on their monthly leave accounting sheet for that day.

#### **5.5.6 Cancellation and Reinstatement**

If the employee leaves employment with the University of Wisconsin System other than through retirement or death, unused sick leave will be terminated but will be reinstated if the employee is reappointed to any position within the System within three years.

#### **5.5.7 Faculty with Teaching Responsibilities**

In a semester in which a faculty member has teaching responsibilities and is entitled to use sick leave, the provisions of this policy shall be modified as follows:

1. If a faculty member's duties are assumed by colleagues for the duration of the semester, as has been the traditional way of covering teaching responsibilities, the absent individual is still required to use sick leave for the teaching responsibilities until the end of the semester in which the absence began. Note: UPG 10.4 (2) states: "Teaching responsibilities not met because of an absence specified in UWS 19.01, Wis. Adm. Code, must be reported as leave, regardless of whether a qualified instructor covers the aforementioned responsibilities. Teaching responsibilities include class time preparation, actual classroom instruction, and scheduled office hours available to students for educational guidance."

2. If a replacement is appointed to assume the faculty member's responsibilities he or she must use sick leave.

### 5.5.8 Use of Sick Leave for Anticipated Medical Absence

In order to minimize disruption of the academic program and the attendant demands on students and staff, a faculty member who has teaching responsibilities and who expects absence under this policy during an upcoming semester may, with two months' advance notice, elect to receive a combination of paid and unpaid leave for the entire semester. Such leave will be taken only at the option of the faculty member, but the University may require proof at the time two month's notice is given that the anticipated absence cannot be arranged so as to avoid interruption of teaching duties. Under this clause the faculty member may receive sick leave benefits for which he or she would have been eligible had he or she remained on duty up to the time of disability. Other portions of the semester not covered by sick leave will be leave without pay.

### 5.5.9 Sick Leave Usage

#### 5.5.9.1 Medical Absences

Employees who have accrued sick leave under UWS 19 are eligible to use such sick leave for periods of absence from employment, as follows:

1. For absences due to personal illness, injury, disability or pregnancy or adoption
2. For attendance upon an immediate family member whose health or medical condition requires the employee's direct care
3. For the death of an immediate family member.

#### 5.5.9.2 Care of Family Member

Use of sick leave for temporary care of immediate family members, certified by a physician, is limited to 10 work days per year; however, the use of sick leave may be extended to cover unusual circumstances, provided prior approval is obtained from the Chancellor.

#### 5.5.9.3 Parental Leave

In accordance with the requirements of s. 103.10, Wisconsin Statutes, employees who have accrued sick leave under UWS 19 are eligible to substitute up to thirty days of such paid leave in any 12-month period for periods of absence from employment for parental leave as follows:

1. For the birth of the employee's natural child, if the leave begins within 16 weeks of the child's birth; or
2. For the placement of a child with the employee for adoption or a precondition to adoption under section 48.90, Wisconsin Statutes, but not both, if the leave begins within 16 weeks of the child's placement.

Anticipated use of sick leave for parental leave shall be scheduled in accordance with institutional, departmental or unit policies and procedures for requesting leave of absence. Parental leave may be taken in non-continuous increments. The duration of the shortest increment available is one-half day.

### 5.5.10 Maternity Leave

Provisions governing maternity leave do not differ from policies governing other temporary disabilities. A teaching or non-teaching staff member may opt to continue her normal duties through pregnancy using accumulated sick leave as needed for prenatal, delivery and post-delivery care while physically unable to perform her duties. After the disability period, parental leave may be used. Thereafter, she may take consecutive days or the remainder of the semester as unpaid leave taken at her option. Maternity and/or parental leave are paid leave only when there is a sufficient sick leave accumulation. A member of the faculty with teaching responsibility, alternatively, may opt to receive a combination of paid and unpaid leave as provided in "Use of Sick Leave for Anticipated Medical Absences." In such cases, it shall be understood that the timing of pregnancy cannot be "arranged" under the meaning of this policy.

In the semester after the one in which the delivery occurs, irrespective of her medical condition, the staff member shall be granted, upon her request, leave without pay for the semester. In the case of a non-tenured faculty member, such leave will not be counted in the calculation of probationary time. A female staff member who anticipates taking leave for maternity should so inform her chair or supervisor as early as possible.

### 5.5.11 Definition of Family Members

The following definitions are used in implementing sick leave policies:

- Child means a natural, adopted or foster child, stepchild, or legal ward who is less than 18 years of age or 18 years of age or older and unable to care for himself or herself because of a serious health condition.
- Family member includes an employee's and employee's spouse's immediate family members, grandparents, grandchildren, aunts and uncles, brothers and sisters and their spouses, children over the age of 18 and their spouses and any other relative who resides in the same household as the employee.
- Grandchild means the child of a child.
- Grandparent means the parent of a parent.
- Immediate family member means the spouse, parents and children of an employee.
- Parent means a natural parent, foster parent, adoptive parent, stepparent or legal guardian of an employee or employee's spouse.
- Spouse means an employee's legal husband or wife or equivalent.
- Year refers to the academic year for academic year basis appointments, and the fiscal year for annual basis appointments. One semester of an academic year appointment is equivalent to one-half of an annual basis appointment.

### 5.5.12 Colleague Coverage in Lieu of Sick Leave

Teaching responsibilities not met because of an absence as defined in UWS 19.01 Wis. Adm. Code, and covered by colleagues, will be reported in units of one-half days as specified in section 10.04. Such coverage exists during the semester in which the absence commences (Regent Resolution #506). In the following semester, an unclassified employee who continues to be absent as defined in UWS 19.01 Wis. Adm. Code, will not be eligible for colleague coverage, but will be required to use one of the other three options listed in the next section, "Options for Absences Specified in UWS 19."

Unclassified employees with less than 50% of their assigned responsibilities eligible for colleague coverage can record colleague coverage for only the eligible portion. Paid leave or leave without pay is to be charged for the balance of the appointment which is not eligible for colleague coverage.

### 5.5.13 Options for Absences Specified in UWS 19

When an unclassified employee is absent for a reason specified in UWS 19, the following options may be used to cover the absence:

1. charge sick leave against accumulated sick leave earnings;
2. charge paid leave (vacation or floating legal holiday) credits; or
3. charge leave without pay if sick leave, floating legal holiday and vacation are not available.

### 5.5.14 Reporting Sick Leave

UW System unclassified employees must file a written report with the unit record keeper once each month detailing sick leave used. A report must be filed even if no sick leave is used.

As the record keeper for UW-River Falls, the Human Resources office will send a sick leave report to each employee once each month. The employee must complete and sign the report, and the department chair, designee or director (supervisor) signs the report and returns it to the Human Resources office.

Departmental chairs, deans, and others responsible for sick leave records should establish review procedures and challenge any claims which appear out of line. Reference documents: Board of Regents' Sick Leave Policy - June 1973; Wisconsin Statutes Sections 36.30, 103.10, and 40.05(4)(b); Wisconsin Administrative Code UWS 19 and 15.01; Unclassified Personnel Guidelines 9 and 10

### 5.5.15 Federal Family Medical Leave Act

The Federal Family Medical Leave Act provides eligible employees with up to 12 work weeks per twelve-month period of job-protected leave with continued medical benefits for the following reasons: to care for the employee's newborn son or daughter, because of adoption or foster placement of a child with the employee, to care for the employee's spouse, son or daughter, or parent who has a serious health condition, or because of the employee's own serious health condition.

The Wisconsin FMLA annually provides for six weeks for the birth, placement or adoption of a child, two weeks for the care of a seriously ill child, spouse, parent or spouse's parent, and two weeks for an employee's own serious health condition. Such leave would run concurrent with leave under the Federal FMLA. In both instances, leave is unpaid but employees may substitute available sick or vacation time. Employees need to continue to pay their health insurance premiums while on leave. The Acts guarantee that employees on leave may return to the position held prior to leave or an equivalent position at the same or equivalent rate of pay and benefits.

For information on notification and eligibility, information on how the twelve-month period is determined, the definition of "serious health condition," and information on medical certifications, please contact the Human Resources Department. Extensive information is also available on the Human Resources website, under "Human Resource Basics."

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### 5.6 Unpaid Leave of Absence

The process for requesting an unpaid leave of absence follows the same process as other personnel actions. A written request is made to the department chair or department head and is processed through the routine chain of command with approval given at each level. The Chancellor has final approval of a leave of absence and communicates approval or denial in writing. All leaves of absence carry an implicit agreement between the staff member and UW-River Falls that the staff member will return to work at the conclusion of the leave of absence. Failure to return to work at the conclusion of the approved leave period constitutes a resignation from the University. For family leave or sick leave, please see above. For a leave of absence for unclassified employees seeking or accepting political office or appointments, see Board of Regent Policy 20-6 (formerly 89-8).

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### 5.7 Vacation For Annual Appointees - Procedures

Faculty and academic staff members who hold annual appointments and qualify for participation in the Wisconsin Retirement System will earn 22 vacation days per fiscal year (July 1 - June 30). For less than full-time appointments, vacation earnings will be prorated. A full month's credit is allowed for beginning on or before the 15th day of a month; no credit is allowed for beginning on the 16th of a month or later. Vacation may be anticipated for the fiscal year. Any termination will require an adjustment in the final salary check if vacation taken exceeds the vacation earned.

Staff are encouraged to use vacation leave in the year it accrues. Where circumstances validate the need, twenty-two days (pro-rated for part-time employees) may be carried over into the next fiscal year. Any carryover must be used by the end of that fiscal year. Any carryover not used within the time limit will be forfeited. Beginning with the fiscal year starting July 1, 1993, staff who have completed ten or more years of State of Wisconsin service in appointments earning vacation or as unclassified University participants in the Wisconsin Retirement System, may, at their option, reserve up to 5 days of vacation each fiscal year (or a prorated number of days for staff employed less than full-time) in an Annual Leave Reserve Account.

The total number of days accumulated in an Annual Leave Reserve Account may be used at any time but is subject to work load demand of the employing department. Annual pay basis staff terminating their employment with a UW System institution shall receive a lump sum payment for vacation credits accrued or accumulated in an Annual Leave Reserve Account which remain unused at the date of termination.

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#### 5.8 Personal Holidays - Procedures

There are 4.5 personal holidays each fiscal year as a paid benefit for annual unclassified employees.

Only annual pay basis employees participating in the Wisconsin Retirement System are eligible for paid personal holidays.

Eligible part-time appointees receive a proportionate share of paid personal holidays.



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### 5.9 Paid Holidays - Procedures

Wisconsin Statute, s.230.35 (4) (a), establishes paid holidays, when state government offices, including those of the UW System, are not required to be open for business, for eligible\* unclassified staff as defined in section 9.01. As of January 1, 1991 those holidays are:

- January 1 (New Year's Day)
- The 3rd Monday in January, which shall be the day of celebration for January 15 (Martin Luther King, Jr. Day)
- The last Monday in May, which shall be the day of celebration for May 30 (Memorial Day)
- July 4 (Independence Day)
- The first Monday in September (Labor Day)
- The fourth Thursday in November (Thanksgiving Day)
- December 24 (Christmas Eve)
- December 25 (Christmas Day)
- December 31 (New Year's Eve) When January 1, July 4, or December 25 falls on Sunday, the following Monday will be considered a holiday. When January 1, July 4, December 24, December 25 or December 31 falls on a Saturday or if December 24 and 31 fall on a Sunday, a floating legal holiday is granted. Eligible part-time appointees receive a proportionate share of paid holidays.

\*Only annual pay basis employees participating in the Wisconsin Retirement System are eligible for paid vacation or floating legal holiday entitlement (UPG 9, 7/1/92)

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#### 5.10 Faculty Sabbaticals - Compensation Procedures

##### 5.10.1 Purpose

The purpose of the faculty sabbatical program is to enable recipients to be engaged in intensive study in order to become more effective teachers and scholars and to enhance their services to the University. The sabbatical program should also be understood as recognition of past and continuing academic contributions of the recipients in keeping with the Select Mission of UW-River Falls.

##### 5.10.2 Types

Two types of sabbatical leaves are available to faculty members.

1. A faculty member may take a sabbatical leave for an academic year and receive from the institution financial support at any level up to 65% of his or her full compensation for that period.
2. A faculty member may take a sabbatical leave for one semester of the academic year and receive from the institution financial support at any level up to a maximum of 100% of his or her full compensation for that period. Details of selection criteria and other procedures for Faculty Sabbaticals are found in Chapter IV (4.12) of this Handbook.

NOTE: WRS Retirement Credit--Creditable service for retirement is based on the percentage of time a person is on the payroll. For more specific information, contact the Staff Benefits person in the Human Resource Office. For further information regarding the UW System Sabbatical Program, see UW System Academic Planning Statement #3.3 and Wisconsin Statutes 36.11(17).

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#### 5.11 Americans with Disabilities Act

The Americans with Disabilities Act of 1990 (ADA) makes it unlawful to discriminate in employment against a qualified individual with a disability. The ADA also outlaws discrimination against individuals with disabilities in state and local government services, public accommodations, transportation and telecommunications.

Specific questions pertaining to the provisions of the ADA should be directed to:

- (1) Employment issues: Human Resources Office
- (2) Public Accommodations, etc.: Facilities Management Office

Also, see the Reasonable Accommodations Policy in Chapter VII of this Handbook.

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### 5.12 Travel Guidelines

Any travel expense incurred by a faculty member while on official University business is subject to the travel regulations as currently implemented by the University of Wisconsin-River Falls. A detailed copy of the University System Travel Regulations is available at

<http://www.uwsa.edu/fadmin/travel.htm>

This web site contains the most recent revisions of the System Travel Regulations. Travel expense forms may be obtained from the University Accounting Office. Travel expense reports are also available on line at

<http://www.uwsa.edu/fadmin/travel.htm>

#### 5.12.1 Meals

Departure and arrival times must be stated on the travel expense report. Local policy would suggest in-state claims for meal reimbursement would not reach the maximum amount in all cases. Meal allowance maximums can be found in the Travel Regulations and do include tax and tip.

#### 5.12.2 Lodging

Original machine-printed itemized lodging receipts must accompany all travel report submissions. The maximum allowance for lodging is listed in the UW System Travel Regulations, with exceptions noted for higher cost cities as listed on the web site. New information will be issued as the revisions are received from System Administration. Maximums should not be exceeded except under most unusual or unavoidable circumstances fully justified in writing and approved by the Chancellor or his or her designee. Maximums do not include state and local taxes.

#### 5.12.3 Miscellaneous

1. Mode of travel must be indicated on the travel expense report and passengers listed, if applicable. Air fare coupons must be attached even if the fare has been pre-paid by the University.
2. The mileage reimbursement rate for use of a personal vehicle will be at the higher rate listed in the Travel Regulations if the trip is less than 100 miles round trip or if a University car is not available. The mileage reimbursement rate for use of a personal vehicle will be at the lower rate if the trip is more than 100 miles and a University car was available but not used. The employee must present the non-availability slip with the reimbursement claim in order to receive the higher rate.

### 5.12.4 International Travel

Faculty members who are traveling abroad on official business or who are arranging group travel overseas must make arrangements with the Accounting Office well in advance of the trip.

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### Chapter V: Compensation Procedures and Issues

#### 5.13 Employee Assistance Program - Procedures

##### 5.13.1 History

The Employee Assistance Program, initiated by Executive Order No. 74, was signed by Governor Patrick J. Lucey on April 9, 1974. The program concepts were introduced to the campus at the University of Wisconsin-River Falls by the State Occupational Alcoholism and Other Drug Abuse Program. Policy was developed and approved by the Faculty Senate, and a coordinator was appointed in the University Counseling Center. The University of Wisconsin-River Falls has had the program and policy in effect since the 1975 academic year.

##### 5.13.2 Purpose

The program was designed to offer assistance to employees who, for whatever reason, are having impaired employment performance. Frequently, employees who have decreased job productivity or whose efficiency declines also have problems with stress, health, emotional conflicts, alcohol, or drugs. The program has concerned itself with assisting those individuals seeking help for the resolution of these conflicts so job performance returns to acceptable standards.

The program revolves around the fact that the problems caused by alcohol, drugs, or emotional stress are now viewed as treatable illnesses. These illnesses can generally be treated successfully as individuals seek and accept professional assistance. An additional reason for the program is to prevent the loss of skills, talents, and contributions of those employees with performance difficulties who, without professional assistance, may continue unproductively.

##### 5.13.3 Policy Statement

The University of Wisconsin-River Falls recognizes that a wide range of personal difficulties not directly associated with one's job function may have an effect on employee job performance. Many times the individual will overcome such personal difficulties independently and the effect on job performance will be minimal. In other instances, normal supervisory assistance will serve either as a motivation or guidance by which such difficulties can be resolved so that the individual's performance will be returned to an acceptable level.

In some cases, however, normal efforts will not have the desired effect and unsatisfactory performance will persist over a period of time, either intermittently or constantly. It is in these instances that a supervisor may make a voluntary referral, or the employee may make a self referral to the Employee Assistance Coordinator. The University of Wisconsin-River Falls believes it is in the public interest to provide a service which deals with emotional/psychological concerns and alcohol or other drug abuse. Therefore, it is the policy of the University of Wisconsin-River Falls to handle such problems within the following framework:

- (1) The University of Wisconsin-River Falls recognizes that the behavioral-medical problems of alcoholism, other drug dependencies and emotional/psychological illnesses are all highly complex illnesses that can be successfully treated.
- (2) It is also recognized that the social stigma often associated with alcoholism, drug abuse, and emotional/psychological illness has no factual basis. It is believed that an enlightened public attitude and a realistic acceptance of these behavioral/medical/psychological problems as illnesses will encourage employees who have such an illness, even in its early stages, to take advantage of the diagnostic and counseling and treatment services available in their communities.
- (3) The purpose of the policy is to assure that employees having any of these illnesses will receive the same careful consideration and offer of treatment that is presently extended to employees having other illnesses.
- (4) The University is not concerned with the private decision of the employee to use or not to use alcoholic beverages or other drugs off the job. However, when their use impairs his or her job performance, attendance, conduct, or reliability, it is the responsibility of administrators and supervisors to take action. The employee's job security or promotional opportunities will not be jeopardized by voluntary referral for diagnosis and treatment.
- (5) This policy shall be implemented when the individual has chronic observable job performance deficiencies. These deficiencies may be related to emotional instability, psychological concerns, the consumption of alcohol, or the use of drugs which interfere with his or her job performance.
- (6) It is recognized that management and supervisory personnel do not have the professional qualifications to make any diagnosis as to whether or not an employee has behavioral/medical/psychological problems. Therefore, voluntary referral for diagnosis and treatment will be made only at the employee's request and/or on the basis of persistent unsatisfactory job performance. Diagnosis and treatment should be accomplished, as with other illnesses, by existing treatment sources.
- (7) The University considers that an unjust stigma is often associated with alcoholism, drug dependency, and emotional/psychological illness and realizes that this is out of date. Consequently, referral for diagnosis or acceptance of treatment will in no way jeopardize an individual's job security or opportunities. An individual's participation in this program will remain confidential and will not be made part of his or her personnel records. Medical records and psychological records, if any, will be reserved in the same confidential manner as all other medical records.
- (8) Individuals who have an emotional, psychological, alcohol, or other drug related illness are encouraged to voluntarily seek assistance on a confidential self referral basis by contacting the designated Employee Assistance Coordinator.
- (9) The University believes that an individual's job performance may also be affected when a family member is afflicted with mental health issues, alcoholism, or other drug dependencies. Assistance to any family member is available at the employee's request.
- (10) It is the option of the individual to comply with referral or diagnosis and to cooperate with properly prescribed treatment.
- (11) Consideration will be given to those individuals who may require sick leave or excused absence due to treatment or rehabilitation programs. These will be provided on the same basis that is granted for all other health problems. In those cases, employee's annual leave or leave without pay may be used.

(12) Illnesses of alcoholism, drug dependency and emotional/psychological disorders will receive the same financial benefits and insurance coverage provided for other illnesses under established employee benefit plans.

(13) Implementation of this program will not require or result in any special regulations, privileges, or exemptions from the standard administrative practices applicable to an employee's job performance, except as may be outlined in a labor agreement. The fact that an individual accepts, rejects or fails to respond to treatment for alcoholism or drug abuse in no way diminishes his or her responsibility to meet the required performance standards of his or her job. The same would apply to those encountering mental health issues or emotional instability.

For more information on University of Wisconsin-River Falls policies, see

<http://www.uwrf.edu/StudentHealthAndCounseling/CounselingServices/EAP.cfm>

And for further information on how the Employee Assistance Program works at the University of Wisconsin-River Falls, see

<http://www.uwrf.edu/CounselingServices/>



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### 5.14 Worker's Compensation

All UW-River Falls employees, including student employees, are covered by Worker's Compensation. The Human Resources office processes all Worker's Compensation claims.

Individuals incurring an injury or illness in the course of their employment must IMMEDIATELY report such injury or illness to their supervisor and to the Human Resources office. The Wisconsin Worker's Compensation Act provides for the payment of medical expenses and lost wages for employees injured by reason of their work and provides death benefits for dependents.

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### 5.15 Unemployment Compensation

In the event of a layoff or termination, employees of the University may be eligible for unemployment compensation. Contact the Unemployment Compensation division of the local Job Service Office to determine eligibility for benefits.

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### 5.16 Termination of Employment-Procedures

Any faculty or academic staff member leaving the employment of the University must have an Exit Procedure form completed and submitted to the Human Resources Office before payment of the final salary check will be made. The form requires clearance from the following areas: Physical Plant (keys), Textbook Library, Library Circulation Dept., Department Chair or Supervisor, Accounting Office (Procurement Card) and submission of a forwarding address to the Human Resources Office. The Exit Procedure form can be found on the UWRF HR website, under Forms.

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### 5.17 Military Leave

All employees are eligible upon reporting for active duty or required field training. Employees receive job-protected leave for active duty or required field training. Employees receive up to 30 days paid leave per calendar year for duty or training lasting 3 days or more. Most employees are also eligible for up to two additional years of differential pay and eligible benefits while on active duty, and unpaid leave thereafter. The University pays the excess of base over military pay for up to 30 work days per year. The excess of base over military pay plus housing allowance may be paid by the university for up to two years.

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### Chapter VI: Academic Staff Personnel Policies and Procedures

#### 6.1 Coverage and Definition: UWRF 1

##### 6.1.1 Coverage

Pursuant to UWS 9.01, these policies and procedures apply to all academic staff appointments on the University of Wisconsin-River Falls campus.

##### 6.1.2 Definition

Academic staff were granted "faculty" status by action of the Faculty Senate and the Chancellor on July 29, 1975 and Sept. 16, 1975, respectively, in accordance with UWS 1.05 (UWRF Faculty Constitution, Article II, 19th Edition, Faculty and Academic Staff Handbook, Chapter III). Members of the academic staff who have been given faculty status have employment rights under the rules and policies concerning academic staff: UWS 3.01 (1) (d).

Academic staff members are professional and administrative personnel, other than faculty and university staff, with duties and types of appointments that are primarily associated with higher education institutions or their administration: UWS 1.01.

Non-instructional academic staff (Category A academic staff) are defined by titles contained in the University of Wisconsin Title Code List, UPG #1. Non-instructional academic staff appointments cover a broad range of functions; all serve in an administrative or professional capacity: UPG #1 pp. 6-10; UPG#1, Attachment 1, section 6 p. 23 ff.; and UPG#2, 2.04.

Instructional academic staff (Category B academic staff) are defined by titles (function codes D00-D99) contained in the University of Wisconsin Title Code List, UPG #1, which states: "Instructional Academic Staff provide for-credit instruction and training to students in an academic discipline": UPG #1, p. 6; UPG #1, Attachment 1, Section 4, p. 11 ff.; and UPG #2 p. 3.

Academic staff does not include, nor do these policies and procedures cover, the following:

1. persons holding faculty rank under UWS 1.04
2. university staff employees
3. persons on limited appointment (however, academic staff members do not lose existing rights to an academic staff appointment by accepting a limited appointment; see 6.14, this chapter)
4. other employees defined in UWS 16.01



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### Chapter VI: Academic Staff Personnel Policies and Procedures

#### 6.2 Committee Structure of the Academic Staff: UWRF 2

##### 6.2.1 Academic Staff Council

###### 6.2.1.1 Responsibilities

UWS 9.02

- A. to advise the UWRF Administration on policies and procedures for academic staff for approval by the institution
- B. to serve in those capacities as designated in these UWRF Personnel Policies and Procedures
- C. to advise the Faculty Senate on academic governance issues that affect the academic staff
- D. to conduct an annual meeting of all academic staff
- E. to conduct at least one monthly meeting of the Academic Staff Council

###### 6.2.1.2 Membership

Membership:

- A. Nine academic staff members elected through an at-large spring election
- B. One ranked faculty member appointed by the Chancellor upon the recommendation of the Faculty Senate

Each of the ten Council members shall have voting rights, with the exception of the Chair, who shall vote only in the case of a tie.

###### 6.2.1.3 Eligibility

To be eligible for election to the Academic Staff Council, individuals must be academic staff who hold at least a half-time appointment and have a contract for the next academic year.

###### 6.2.1.4 Terms of Office

- A. Terms for Academic Staff Council members shall be staggered so that a minimum of three members shall be elected each year to serve a three-year term.
- B. The ranked faculty member shall serve a two-year term.
- C. Terms shall begin in the summer term and end in the spring term.

###### 6.2.1.5 General Elections

- A. Only academic staff members are eligible to nominate and vote in these elections.

- B. The Vice Chair of the Council shall oversee elections, unless he or she has less than one year remaining on his or her term. If the Vice Chair is unable to conduct elections, another eligible Council member shall be appointed.
- C. Elections shall take place by May 1 of each academic year.
- D. The member in charge shall send a nomination ballot and a listing of all persons eligible to serve on the Council to all academic staff members. Instructional academic staff members who are eligible for election shall be listed by department in a column separate from the departmental listings of non-instructional academic staff.
- E. Upon their consent, those persons receiving the most nominations shall have their names placed on an election ballot. The number of names placed on the election ballot shall not be less than twice the number of the vacancies.
- F. Election ballots, with space provided for write-in candidates, shall be sent to all academic staff eligible for election.
- G. Upon their consent, those persons receiving the most votes shall fill all available vacancies.
- H. In case of a tie, a run-off election shall be held by May 15 under the procedures outlined above.

#### **6.2.1.6 Vacancies**

- A. Should a vacancy occur it must be acted on within one month of notification.
- B. During the first two years of an elected term, a general election shall be held to elect a replacement to complete the term under the rules of UWRF 6.2.1.5.
- C. Should a vacancy occur during the final (third) year of an elected term, the Academic Staff Council has the following options:
  - 1. Conduct a general election
  - 2. Make an appointment to the position
  - 3. Leave the position open

Each option will be for the vacated position's balance of term.

#### **6.2.1.7 Officers**

- A. The Academic Staff Council shall elect its own officers by June 1.
- B. Each officer shall serve a one-year term, but is eligible for re-election.
- C. Duties of the Academic Staff Council officers:
  - 1. Chair of the Academic Staff Council:
    - a. to preside over all meetings of the Council
    - b. to nominate appointees for ratification to all ad hoc committees that are authorized by the Academic Staff Council
    - c. to nominate appointees to campus and System committees, as requested, pursuant to Academic Staff Council ratification
    - d. to serve as the liaison between the Council and the University's administration
    - e. to attend, or to send a designee, to System academic staff representatives meetings
    - f. to appoint, if desired, a parliamentarian whose duties shall be to interpret parliamentary procedure at meetings

g. to serve on the Academic Staff Promotions Committee

h. to serve on the Re-classification Committee

2. Vice Chair of the Academic Staff Council:

a. to preside over meetings in the absence of the Chair

b. to conduct general elections

c. to compile and submit appropriate materials to support the UWRF nomination for the Academic Staff Regents Award for Excellence

d. to assist the Chair in all appropriate matters

3. Secretary of the Academic Staff Council:

a. to preside over meetings in the absence of the Chair and the Vice Chair

b. to keep minutes of the Council meetings and to distribute these minutes

c. to issue all formal correspondence from the Council

## 6.2.2 Standing Committees

A. Academic Staff Promotions Committee

1. Responsibilities:

a. to review all appropriate data submitted for promotion within the framework of the UW System Unclassified Title Structure and subsequent System titling rules, as well as policies established by this Council and approved by the Chancellor

b. to establish its own rules of procedure for the conduct of its promotion hearings

2. Membership:

The membership shall be comprised of the Chancellor, the Provost and Vice Chancellor for Academic Affairs, the Vice Chancellor for Administration and Finance, and the Chair of the Academic Staff Council or his or her designee.

3. Procedures:

Procedures: Procedures for promotion within the UW System Unclassified Title Structure and University policies are in 6.15 of this chapter. The title structures are found in the UW System Unclassified Personnel Guidelines (UPGs).

## 6.2.3 Other Committees

The Academic Staff Council, with the concurrence of the Chancellor, may establish additional committees if it determines it to be necessary.

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### Chapter VI: Academic Staff Personnel Policies and Procedures

#### 6.3 Academic Staff Appointments: UWRF 3

##### 6.3.1 Types of Appointments

Academic staff appointments may be designated by the Chancellor as Fixed Term, Probationary, or Indefinite under UWS 10.01.

###### 6.3.1.1 Fixed Term

UWS 10.03(1)

A. An academic staff position may be designated as Fixed Term if one or more of the following circumstances exists:

1. There is no continued expectation of employment because of temporary funding or lack of continued need.
2. The position is for a term of one year or less to replace an academic staff or faculty person who has been authorized leave from campus for an exchange program, sabbatical leave, or any type of absence due to an emergency.
3. The appointment is less than fifty percent (50%).
4. The appointment has been determined fixed term in nature by the Chancellor.

B. Fixed term appointments shall be for a fixed term to be specified in the letter of appointment. Unless otherwise stated, fixed term appointments shall be for a period of one year. The initial fixed term appointment may include a period of up to two months during which the appointee may be dismissed without appeal.

C. After completion of seven (7) contractual years of continuous service to the institution, additional fixed term appointments shall not be less than three (3) year rolling horizon appointments. After ten (10) contractual years of continuous service to the institution, a review is to be initiated by the administration to consider the appropriateness of either (1) an indefinite appointment or (2) extending the contract to a five (5) year rolling horizon appointment. Academic staff with appointments of less than 50% are not subject to these requirements. Academic staff members with ten (10) contractual years or more continuous service whose appointments do not provide at least a five (5) year term shall be given the reasons in writing upon request.

D. To reward exceptional service, a supervisor may request a multi-year contract before completion of seven (7) contractual years of continuous service.

E. Fixed term academic staff members who have served the institution for a substantial period of time, seven (7) years on a full or part-time basis, shall be granted due process in a non-renewal decision by being provided with an opportunity to request and receive, in writing, the reasons for non-renewal and to receive reconsideration of the decision by the decision maker.

### **6.3.1.2. Probationary**

UWS 10.03(2)(a)

A probationary appointment is one leading to review and a decision on indefinite appointment. The probationary period shall not exceed seven (7) years for both full and part-time employees. Up to and not exceeding three (3) years of prior experience may be counted in the probationary period. A leave of absence shall not constitute a break in continuous service, nor shall it be included in the probationary period. Circumstances that do not constitute a break in continuous service and that shall not be included in the 7-year period include responsibilities with respect to childbirth or adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond the control of the academic staff member, when those circumstances significantly impede the academic staff member's progress toward achieving indefinite status.

It shall be presumed that a written request made under this section because of responsibilities with respect to childbirth and adoption shall be approved. A request shall be made before the beginning of the sixth year. A request for additional time because of responsibilities with respect to childbirth or adoption shall be initiated in writing by the academic staff member concerned and shall be submitted to the supervising Dean and/or Vice Chancellor for Administration and Finance, who, in consultation with the academic staff member's supervisor, shall make a final recommendation to the Provost and Vice Chancellor for Academic Affairs and then the Chancellor for final approval. The request will be granted for a specific length of time. Except for a request because of responsibilities with respect to childbirth and adoption, a request made because of other circumstances under this section shall be submitted to the supervising Dean and/or Vice Chancellor for Administration and Finance, who shall be authorized to grant a request in accordance with institutional policies.

A denial of a request shall be in writing and shall be based upon clear and convincing reasons. More than one request may be granted because of responsibilities with respect to childbirth or adoption. More than one request may be granted to a probationary academic staff member but the total, aggregate length of time of all requests, except for a request because of responsibilities with respect to childbirth or adoption, granted to one probationary academic member ordinarily shall be no more than one year.

If any academic staff member has been in probationary status for more than seven years because of one or more of the reasons stated above, the academic staff member shall be evaluated as if he or she had been on probationary status for seven years.

### **6.3.1.3. Indefinite**

UWS 10.03(1)(b) An indefinite appointment is an appointment with permanent status and for an unlimited term, granted by the Chancellor to a member of the academic staff. Such an appointment is terminable only for cause under UWS 11 or for reasons of budget or program under UWS 12. This appointment may be granted to a member who holds or will hold a half-time appointment or more. Academic staff members may be granted an indefinite appointment prior to the end of the probationary period. The proportion of time provided for in the initial indefinite appointment may not be decreased or increased without the mutual consent of the academic staff member and the institution unless the appointment is terminated or decreased under UWS 11 or UWS 12.

### 6.3.1.4 Notice Periods

UWS 10.05

A. Written notice that a fixed term renewable or probationary academic staff appointment will not be renewed shall be given to the appointee in advance of the expiration of that appointment as follows:

1. Fixed Term Appointments: At least three (3) months before the end of the appointment in the first two (2) years and six (6) months thereafter.
2. Probationary Appointments: At least three (3) months before the end of the appointment in the first year; six (6) months before the end of the appointment in the second year; and twelve (12) months thereafter.
3. Rolling Horizon Contracts: The notice required to terminate rolling horizon appointments is the length of the contract less one year. Notice is given annually to extend or terminate at the end of the contract.

If proper notice of non-renewal is not given, the appointment shall be extended so that at least the required notice is provided.

B. When the letter of offer for a fixed term terminal appointment states that renewal is not intended, no further notice of non-rehire is required (UWS 10.05 (1)(a)). Whenever possible, however, instructional academic staff will be given adequate notice of intent to rehire or not rehire.

## 6.3.2 Types of Appointments: Instructional (category B) Academic Staff

Instructional academic staff appointments are contingent on program needs and budget availability.

A full-time teaching load for instructional academic staff is 15 credits. Coaches with teaching responsibilities are an exception to this policy (per 17th edition, Faculty/Academic Staff Handbook, Chapter 6).

Instructional academic staff are paid on a per-credit-hour basis.

### 6.3.2.1 Fixed Term Appointments

New instructional academic staff appointments are fixed term appointments.

#### 6.3.2.1.1 Fixed-term Terminal Appointment

If the contract states that there is no intent to renew (terminal appointment), further notice of non-rehire is not required (UWS 10.05). Whenever possible, however, instructional academic staff on fixed-term terminal appointments will be given adequate notice of intent to rehire or not to rehire.

## 6.3.3. Official Personnel File

There shall be an official academic staff personnel record center containing the following documents:

- (1) letters of appointment and reappointment
- (2) vacation, sick leave balance
- (3) leave of absence authorizations
- (4) letters of commendation/reprimand
- (5) performance evaluation
- (6) location of other offices holding personnel data such as W-4 tax forms, payroll deduction authorization, etc.

This record center shall be maintained by the office of the Dean or division head for each academic staff member. For non-instructional title academic staff, this file shall be open to inspection only by the respective academic staff member and the staff member's direct supervisory line.

For instructional academic staff, this file shall be available for departmental peer evaluations for purposes of personnel decisions.

An individual staff member shall receive copies of all information pertaining to his or her job performance prior to placement in the personnel file. A staff member may challenge inclusion of material in his or her file in accordance with grievance procedures in Section 12 of this chapter. The contents and uses of such official personnel files are also subject to the current University of Wisconsin-River Falls statement on the confidentiality of personnel records.

#### 6.3.4. Operational Area

UWS 10.01

The operational area of fixed term, probationary, and indefinite appointments is in the college, division, department (or functional equivalent) or specified research or program unit of the University of Wisconsin-River Falls specified in the letter of appointment. The appointment does not carry rights beyond that limitation.

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### Chapter VI: Academic Staff Personnel Policies and Procedures

#### 6.4 Recruitment: UWRF 4

##### 6.4.1 Purpose

This policy establishes merit-based recruitment and selection procedures for filling vacancies for Non-Instructional Academic Staff and Instructional Academic Staff (see 6.4.13) at the University of Wisconsin – River Falls. The principles of equal employment opportunity, non-discrimination, and cultural diversity will apply throughout the recruitment and selection process. Selection shall be made through a competitive process.

[Section UWS 10.01, Wis. Adm. Code](#) specifies three types of academic staff appointments: fixed term, probationary, and indefinite. The terms and conditions of such appointments are described in [Chapter UWS 10, Wis. Adm. Code](#) and institution academic staff personnel policies and procedures.

##### 6.4.2 Application

This policy is intended to operate in conjunction with other complementary UW System and UW – River Falls policies and with practices and business processes that collectively enhance UWRF's good governance and best management practice objectives.

##### 6.4.3 Responsibility of Hiring Manager

Once the decision has been made that a vacancy exists within an academic unit/department and clearance to fill the position has been received from University administration, the academic unit/department, using one of the structures described in Section 6.4.4 below, shall have the primary responsibility for recruitment for Academic Staff appointments.

##### 6.4.4. Determination of Search and Screen Committee Structure

Prior to establishing a recruitment committee, the Hiring Manager will determine the structure of the committee and the procedures to be followed and will consult with Human Resources regarding the committee structure.

Non-instructional academic staff Search and Screen composition should reflect, as much as possible, the stake various groups have in the outcome and the extent to which that group will deal with each particular Hiring Manager. All committees shall include gender and racial/ethnic diversity within the voting membership at a level approved by the EEO / AA Officer.

Composition of committees searching for positions in which the appointee does not receive faculty tenure and which are primarily non-academic administrative positions should include a variety of stakeholders.

When the committee has been established, the HR Manager will discuss the process with the Hiring Manager who will determine the members of the Search and Screen Committee. The committee will consist of at least three members with at least one person representing an affirmative action group, i.e. racial/ethnic minorities, women, or persons with disabilities. The composition of the committee does not necessarily need to reflect the composition of the applicant pool. An academic staff member should be considered as a committee member. The HR Manager will meet with the committee to discuss the hiring process, committee members' roles and responsibilities, and the online recruitment system.



## 6.4.5 Preparation of Recruiting Materials

The Hiring Manager is responsible for initiating an active recruitment procedure for academic staff consistent with the Board of Regents policy as well as state and federal laws with respect to non-discrimination and equal employment procedures. Authorization for recruitment shall be contingent upon demonstration of compliance with renewal rights provided to laid-off academic staff personnel in UWS 12.09.

The Search and Screen Committee should make every effort to ensure that the vacancy listings reach as many eligible candidates as possible and work with the Human Resources Office to develop a diverse applicant pool. The EEO / AA Officer shall approve the applicant pool diversity before review of applications begins. The recruiting plan must include, but shall not be limited to, the following: The following materials are required to recruit for academic staff appointments:

- 1) Position Description including the following specific information:  
[https://www.uwrf.edu/HumanResources/upload/1-Position-Description\\_052615.docx](https://www.uwrf.edu/HumanResources/upload/1-Position-Description_052615.docx)
  - (a) Position title (UW System and Working Title, as appropriate)
  - (b) Position summary
  - (c) Position responsibilities/essential job functions
  - (d) Knowledge, skills and abilities, including qualifications
  - (e) Identification as Position of Trust
- 2) Vacancy Notice including the following information:  
<https://www.uwrf.edu/HumanResources/Hiring/upload/vacancy-notice-unclass.docx>
  - (a) Position summary
  - (b) Conditions of appointment
  - (c) Anticipated starting date
  - (d) Knowledge, skills and abilities, including qualifications
  - (e) Application materials to submit through online applicant portal
  - (f) Person to contact for inquiries on completing application
  - (g) Application deadline
  - (h) Date that review of applications begins
  - (i) Statement on confidentiality of applications
  - (j) Statement on eligibility to provide VISA sponsorship (per local policy AP-06-101)
  - (k) UWRF Diversity Statement
  - (l) Equal Opportunity / Affirmative Action Employment statement
  - (m) Campus safety information
- 3) Applicant Screening Tool. This document is developed on the skills, knowledge, and attributes that the ideal candidate will possess based on the requirements in the position description. The purpose of the tool is to ensure that uniform standards are applied when reviewing application materials and interviewing finalists. Multiple levels of screen may occur throughout the process. Examples of such application materials may include:
  - (a) Resume/Curriculum Vitae
  - (b) Professional preparation and experience
  - (c) Professional involvement and accomplishments
  - (d) Significant contributions at the departmental, college, university, community, state, national or international level in categories other than those identified above, or potential for such contributions
  - (e) Other appropriate criteria as identified in the position description
- 4) Recruitment Plan. This document will be identified in the online recruitment system. Human Resources will update the posting to reflect whether the recruitment is internal or external and if the position title is underutilized for women or minorities.

Human Resources will post positions on the following media outlets: JobCenter of Wisconsin, HERC, and HigherEdJobs.com. The Hiring Manager will document any additional advertising in the job posting. The hiring division will be responsible for any additional advertising.

## 6.4.6 Screening of Applications

During the recruitment and selection process, committee members will have access to confidential information including, but not limited to, personal information, education history, and employment history of applicants. This information and all discussions must remain confidential both during and after completion of the selection process. Committee members may discuss this information only with other members of the committee, as well as with the Hiring Manager, the dean/director, the Human Resources director/manager, and the EEO/AA Officer. Members must not permit any unauthorized person to access documents in their possession that contain applicant or recruitment/selection information.

The Search and Screen Committee shall screen applications and recommend applicants for interviews, utilizing applicant screening tools in Section 6.4.5.3. The Search and Screen Committee chair, in consultation with the Hiring Manager shall establish the number of candidates to be interviewed, the interview dates and coordinate with the selected applicants such information.

## 6.4.7 Reference Checks

Applicants will be required to provide contact information for three to five professional references. Completing reference check is a critical part of the selection process. A thorough reference check may produce additional information to help ensure that the most suitable candidate is hired. It is a way to clarify, verify and add data to what has been learned in the interviews and from other portions of the selection process. Never reveal the information received from a previous employer to the candidate. This information should be kept confidential.

The Hiring Manager will draft reference questions and submit them in the online recruitment system for HR review and approval. Prior to making a final hiring decision, the Search and Screen Committee members will check references for the final candidate. Reference checks may be done for multiple candidates, if necessary.

Note: It is preferable to call or email the references and make an appointment for a time during which they are available to talk and not be interrupted. Follow the reference screening forms; appropriate follow-up questions are permissible. Responses should be documented at the time of the call.

## 6.4.8 Narrative Report from Search and Screen Committee

The Search and Screen Committee will summarize in writing the discussion of candidates' strengths and weaknesses and the committee's preferred candidate(s), relative to the position description. The narrative shall be affirmed by consensus by the eligible members. Candidates are not to be numerically ranked or rated.

The Search and Screen Committee chair will submit to the Hiring Manager the narrative. The Hiring Manager will attach an electronic copy in the online applicant system to the Hiring Proposal.

## 6.4.9 Procedures for Recommendation

After completing applicant interviews and reference checks, the Search and Screen Committee and/or the Hiring Manager will confer to determine which applicants are acceptable for hiring.

## 6.4.10 Recruitment and Selection Materials

The Search and Screen Committee chair in consultation with the Hiring Manager shall collect all printed materials, applicant screen tools, notes, completed reference check forms, etc. from the committee members after the selection process is complete. All materials will be forwarded to the Office of Human Resources to be maintained as required under records retention. Note that all materials associate with the selection process are subject to disclosure upon appropriate notification and/or subpoena should the process be challenged.

### 6.4.11 Appointment Letter

- 1) Each person to whom an appointment is offered must receive a writing appointment letter in which the Chancellor or other authorized official of the University of Wisconsin-River Falls specifies the following terms and conditions of the appointment:
  - (a) type of appointment (e.g., fixed term, probationary, or expectation of continued employment);
  - (b) duration of the appointment (starting date, ending date);
  - (c) salary (hourly for nonexempt; salary for exempt);
  - (d) general position responsibilities;
  - (e) definition of operational area;
  - (f) duration of the probationary period (if appropriate);
  - (g) recognition of prior service as part of the probationary period (if appropriate); and
  - (h) outstanding contingencies of the employment offer
- 2) Accompanying the appointment letter shall be an attachment detailing institutional and UW System employment regulations, rules, and procedures. If the appointment is subject to the approval of the Board of Regents, a statement to this effect must be included in the letter.

Note: Job responsibilities will be outlined in the position description, which will be signed by the selected candidate.

- 3) In accordance with UWRF policy AP-06-106, Criminal Background Checks, a criminal background check shall be performed on each new hire for a UW-River Falls position.
- 4) In accordance with UWRF policy AP-06-101, Immigrant Visa Applications, all new hires must submit documentation establishing both identity and work authorization. Under certain limited conditions, UWRF will submit paperwork to petition for work authorization on behalf of individuals.

### 6.4.12 Notification of Candidates Not Offered Appointment

The Search and Screen Committee chair is responsible to move all non-selected applicants in the online applicant tracking system to a final status prior to changing the status of the selected finalist(s) to *Recommend for Hire*.

The final statuses available and as noted below will communicate automatically to the applicant:

- (a) Interviewed not hired – Requires reason code, email to applicant once posting is filled
- (b) Not interviewed Not hired – Requires reason code, immediate email to applicant
- (c) Alternate finalist – email to applicant once posting is filled
- (d) Recommend for Hire – no email to applicant

### 6.4.13 Staffing of a Teaching Position by Appointment of an Instructional Academic Staff Member

UPG 2.06 (verbatim):

It is not the intent of these guidelines to permit or encourage excessive dependence upon academic staff to perform teaching responsibilities, nor is it the intent that these guidelines be applied retroactively. Indeed, if the duties of a position are those customarily associated with a faculty position, then the appropriate first question is why the position should not be categorized as faculty. In conducting that analysis, one can determine that the staffing of a teaching position by appointment of an instructional academic staff member, rather than a probationary faculty member, may be appropriate but not mandatory if any of the following conditions apply:

- 1) The position is to be filled by someone who lacks the minimal academic credentials for a faculty appointment.
- 2) The position being filled does not include the full range of responsibilities of a faculty appointment, which includes

teaching, research, and institutional and public service.

- 3) The need for the instructional services is expected to be short-term. Considerations such as the following are apparent:
  - a) A member of the faculty who will normally perform these responsibilities is on leave, or is on a retraining leave, but is otherwise expected to be available after a particular date.
  - b) There is a reasonable possibility that departmental planning within the broadest context of institutional planning will result in phasing out or consolidating of particular courses or sections involved either as an adjustment to projected declining enrollments, or as an outcome of curricular review or changes in curricular structure.
- 4) The funds supporting the position are not expected to be available beyond a given time period. That is, the funds are fixed-term or grant funds, or funds that are not expected to be available on a continuing basis in the institution's base budget.
- 5) The long-range tenure management requirements in the department preclude the possibility of additional probationary faculty appointments.

#### 6.4.13.1 Recruitment of Instructional Academic Staff

- 1) Instructional academic staff are hired from a pool of applicants maintained in the online applicant tracking system, identified as "Ad hoc." Such positions are typically issued a fixed-term terminal appointment and as such as identified in UWS 10.03 are renewable solely at the option of the employing institution and carry no expectation of reemployment beyond their stated term, regardless of how many times renewed.
- 2) Departments may periodically advertise in order to refill and update their applicant pool. Human Resources should be consulted to review any external advertising.
- 3) The hiring official (typically College Dean) may simply recommend to hire the candidate of his or her choice following state and federal law, university regulations, and policies.
- 4) Academic staff members who are appointed to teaching positions, either on a part-time or full-time basis, shall be appointed only upon the affirmative recommendation of the faculty of the academic unit within which their teaching responsibilities will lie. The faculty of the academic unit shall also participate in the decision to rehire or not rehire such academic staff members. Rehiring of instructional academic staff shall be made only with the affirmative recommendation of the faculty concerned. Within the academic unit, only faculty members with at least two consecutive semesters of service at UW – River Falls and who have neither received nonrenewal notice nor resigned for reason other than retirement, shall be eligible to vote on questions of appointment and reappointment of academic staff members with teaching responsibilities.

#### 6.4.13.2 Procedures – Instructional Academic Staff

The online applicant tracking system uses a continuous recruitment process for Instructional Academic Staff recruitment. The process of extending a job offer is described with the following workflow:

- 1) Online job postings are defined specifically for each college/discipline
- 2) Online collection of applications and associated materials for review
- 3) Pool applicant review conducted by Department Chair in the Search Chair role and / or Designee in the Search Committee Member role
- 4) Approval managed by the Search Chair role / Department Chair
- 5) Department Chair initiates a "Request to Hire Ad Hoc" Form on <https://www.uwrf.edu/HumanResources/Ad-Hoc.cfm> )
- 6) A Specific Posting is created for each Ad Hoc position (by Dean's Assistant)
- 7) Creation of an electronic 'Hiring Proposal' for the selected candidate, which combines posting data, applicant data, and job offer data (by Dean's Assistant)
- 8) Initiation of offer letters and onboarding activities (by Human Resources)

#### 6.4.14 Placement of Interim Appointment/Emergency Hires

Appointments for Interim assignments and emergency hires are placed from assigned and approved candidate in the online applicant tracking system. The placement of an interim appointment / emergency hire should be used only when exceptional conditions prohibit the completion of a competitive recruitment for a fixed-term renewable academic staff appointment.

- 1) Interim / emergency hire appointments are issued a fixed-term terminal appointment; as such as identified in UWS 10.03 are renewable solely at the option of the employing institution and carry no expectation of reemployment beyond their stated term, regardless of how many times renewed.
- 2) Typical duration of an interim appointment / emergency hire should be 12 months. During that 12 month period, a determination should be made to extend interim appointment or complete competitive recruitment, as identified in 6.4.1.
- 3) The hiring official (typically College Dean or Department Director) may recommend to hire the candidate of his or her choice following state and federal law, university regulations, and policies.
- 4) Appointments for interim/emergency hires will be completed in the online application tracking system. College Deans or Department Directors should work directly with Human Resources on the specific procedures.

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#### 6.5 Letters of Appointment and Reappointment: UWRF 5

##### 6.5.1 General Information To Be Included in Letter of Appointment - Reappointment

The terms and conditions of the appointment shall be signed by the Chancellor and shall reference the appropriate UWRF and System rules that outline the circumstance of the appointment. It shall contain details as to the terms and conditions of the appointment, including but not limited to the following:

- A. Type of appointment, whether fixed term, probationary, or indefinite. New hires should be encouraged to read UWS 10 and UWRF 3 (6.3 in this chapter) for additional information
- B. Duration of the appointment including starting and ending dates, with an indication of whether there is a potential for renewal
- C. The salary
- D. The specific position title from the University of Wisconsin Title Code List, and the general position responsibilities
- E. A definition of the operational area or, in the case of instructional academic staff, the courses to be taught, which may include a range of credits
- F. The length of the probationary period (if appropriate) and recognition of prior service as part of the probationary period (if appropriate)

##### 6.5.2 Additional Information to Accompany Letter

Accompanying this letter shall be web addresses leading to institutional and System regulations, rules, and procedures relating to academic staff appointments. If the appointment is subject to the approval of the Board of Regents, a statement to this effect must be included in the letter. An amended letter of appointment shall be sent in situations where a significant change in position responsibility occurs. Reappointment letters shall be sent to academic staff members by the Dean or division head annually or whenever a change in the existing conditions of employment occurs. Such letters shall include any changes in points (A)-(F) above and follow the notice periods as stated in UWS 10.05.

##### 6.5.3 Employment Contract Review

Each non-instructional and instructional academic staff member shall meet within 30 days from the effective appointment date with the Chancellor's designee to review the terms and conditions of employment as stated in the initial appointment letter.

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#### 6.6. Performance Evaluation: UWRF 6

##### 6.6.1 Non-instructional Academic Staff Performance Evaluation Guidelines

Non-instructional academic staff shall have yearly performance reviews. Two reviews are requested, a mid-year goal reassessment and the yearly performance review.

The performance review is administered once an academic year. Performance review with SMART Goals is a learning process whereby each employee's job performance is deliberately evaluated and guided to result in more effective execution of the organizational goals through the enhancement of employee performance. The performance review is intended to be a cooperative effort between supervisor and employee where SMART Goals are mutually discussed so the employee can effectively perform their responsibilities.

The performance review process as currently designed includes a discussion of the employee's responsibilities as defined in the most current Position Description (PD). Through the annual performance review process, employees & supervisors are given the opportunity to provide evidence of performance results based upon key responsibilities found in the Position Description (PD) and ability to produce outcomes (SMART [Specific, Measurable, Action Oriented, Realistic, and Time-Bound] goals), which are based on the employee's key responsibilities found on their position description and that align with the University's mission, vision, and core values.

The purpose of the mid-year goal reassessment is to discuss the continued relevancy of the SMART goals set at the previous year's performance review final meeting or upon a new appointment. This mid-year review should be documented and shared between employee and supervisor noting any changes or concerns with meeting the originally specified goals. See Human Resources' web site for more information regarding SMART Goals.

By the first Monday of May, the employee should provide his/her supervisor with a summary of key responsibilities based on the current PD (in a list format) and an evaluation narrative of overall job performance within those responsibilities and a self-evaluation of the past academic year's SMART goals. These should be provided to the supervisor in electronic format.

By the third Monday of May, the supervisor should have submitted their narrative of performance results for the key responsibilities and completed an evaluation of the same set of goals to the employee in electronic format. The supervisor may also propose some development needs / goals which would allow the growth, advancement and/or development of an individual's skills and abilities. In the same time frame, the employee should have submitted for review in electronic format the next year's draft SMART Goals, which are based on the employee's key responsibilities found on their position description and that align with the University's mission, vision, and core values.

A collaborative meeting to discuss each person's narrative of performance results and evaluation of the previous year's

goals and to finalize the next year's SMART Goals needs to occur sufficiently prior to June 15th to allow all documents including the Performance Evaluation Cover Sheet to be finalized, signed, copied, and to have the original hard copies arrive in HR no later than June 15th.

If the overall rating on the Performance Evaluation Cover Sheet is either an "(I) Improvement needed" or "(U) Unsatisfactory", a documented development plan addressing constructive, specific needs should be outlined. The plan should be reviewed again prior to Academic Staff Retention Recommendations are made.

The Mid-Year Reassessment, whose purpose is to discuss the continued relevancy of the SMART goals set at the previous year's performance review final meeting or upon a new appointment, should occur at or around January 1st but ideally no later than February 1.

Procedure	Responsible Party	Due Date	Form
Performance Review – Narrative & Self Evaluation	Employee (Initiates)	1st Monday of May	<u>Performance Review</u>
Performance Review – Supervisor Narrative & Evaluation	Supervisor	3rd Monday of May	
Draft SMART Goals	Employee (Initiates)	3rd Monday of May (New appointments within 30 days)	<u>SMART Goals</u>
Performance Review – Final Eval / Performance Evaluation Cover Sheet & Finalized SMART Goals	Collaborative meeting	No later than June 15th Due to HR	
Mid-Year Reassessment	Collaborative meeting	3rd Monday in January (ideally no later than February 1)	Use Finalized SMART Goals

## 6.6.2 Instructional Academic Staff Performance Evaluation Guidelines

Instructional academic staff shall be regularly evaluated following the criteria in 4.3.2.1(c) of this Handbook. Instructional academic staff evaluation shall be based upon only the criteria which apply to their contractual obligations. All departments are expected to provide evaluative feedback and support to instructional academic staff.



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#### **6.7 Nonrenewal of a Probationary Academic Staff Appointment UWRF 7**

##### **6.7.1 Commencement of Consideration Process**

In making a decision that may involve nonrenewal, the authorized official must start the process early enough to allow time for a possible reconsideration and no later than the notice periods stated in UWS 10.05: Written notice that a probationary academic staff appointment will not be renewed shall be given to the appointee at least 3 months before the end of the appointment in the first year; 6 months before the end of the appointment in the second year; and 12 months thereafter. If proper notice of nonrenewal is not given in accordance with the above time line, the appointment shall be extended so that at least the required notice is provided. The policies and procedures of each institution may provide for longer notice periods for teaching members of the academic staff. Unless specifically enumerated in the institutional policies and procedures, the above provisions shall govern.

##### **6.7.2 Reasons for Nonrenewal**

Each nonrenewed member shall receive written notice that his or her appointment will not be renewed and such shall be made in accordance with UWS 10 and related policies and procedures adopted by UW-River Falls. A nonrenewed member of the academic staff shall be provided with an opportunity to receive, in writing, the reasons for nonrenewal. Such a request by the nonrenewed staff member shall be made in writing within five (5) working days of the receipt of the letter of nonrenewal. The authorized official shall have five (5) working days in which to provide the written reasons.

##### **6.7.3 Appeals on Nonrenewal Decision**

A nonrenewed member of the academic staff shall be provided with an opportunity to receive a review of the nonrenewal decision. A written appeal must be brought to the Academic Staff Council within twenty (20) days of the notice of nonrenewal (twenty-five [25] days if notice is by first class mail and publication). The review shall be held not later than twenty (20) days after the request, except that this time limit may be extended by mutual consent by the parties or by the order of the Academic Staff Council. The burden of persuasion in such a review shall be on the nonrenewed appointee. Academic Staff Council members must be disqualified if they participated in the nonrenewal decision. On the motion of either party in the case, any additional members of the Academic Staff Council may be disqualified by majority vote of the members, for cause. If any Academic Staff Council member(s) is disqualified, the remaining members shall select, by majority vote, a replacement(s) from among the academic staff.

##### **6.7.4 Scope of Review (Impermissible Factors)**

The scope of review shall be limited to the question of whether the decision was based in any significant degree upon one or more of the following factors, with material prejudice to the individual:

A. Conduct, expressions, or beliefs which are constitutionally protected or actions which are consistent with an appropriate

professional code of ethics;

- B. Employment practices proscribed by applicable state or federal law; or
- C. Improper consideration of qualifications for reappointment or renewal. For purposes of this section, "improper consideration" shall be deemed to have been given to the qualifications of a staff member in question if material prejudice resulted because of any of the following:
  - 1. the procedures required by the Chancellor or Board were not followed;
  - 2. available data bearing materially on the quality of performance were not considered; or
  - 3. unfounded, arbitrary, or irrelevant assumptions of fact were made about work or conduct.

### 6.7.5 Conduct of Hearing

- A. The hearing shall be open unless the Council votes to close it under the provisions of the Wisconsin Open Meetings Law, §19.81. The individual in question, however, may demand that the hearing be open; required public notices of the hearing must indicate this option (§19.81(1)(b)). The compliance guide to the Wisconsin Open Meetings Law can be found at [http://www.doj.state.wi.us/AWP/2007OMCG-PRO/2007\\_OML\\_Compliance\\_Guide.pdf](http://www.doj.state.wi.us/AWP/2007OMCG-PRO/2007_OML_Compliance_Guide.pdf).
- B. The hearing body shall not be bound by common law or statutory rules of evidence and may admit evidence having reasonably probative value, but shall exclude immaterial, irrelevant, or unduly repetitious testimony.
- C. The hearing body shall give effect to recognized legal privileges and grant adequate due process to the staff member under charge, including provisions of UWS 11.05.
- D. The hearing body shall be provided by the Chancellor with legal counsel and other assistance if it makes a request for assistance through majority vote.

### 6.7.6 Findings Report

Findings as to the validity of the appeal shall be reported in writing to the official making the nonrenewal decision and to the appropriate Dean or division head and the Chancellor. Such report may include remedies which may, without limitation because of enumeration, take the form of a reconsideration by the decision maker, a reconsideration by the decision maker under instructions from the hearing body, or a recommendation to the next higher administrative level. Cases shall be remanded for reconsideration by the decision maker in all instances unless the hearing body specifically finds that such a remand would serve no useful purpose. The hearing body shall retain jurisdiction during the pendency of any reconsideration.

### 6.7.7 Deadlines

Failure by the academic staff member to meet the deadlines in the above sections shall be considered a waiver of those procedures, and the authorized official will continue the procedures as outlined.

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#### **6.8 Promotion to Indefinite Appointment: UWRF 8**

##### **6.8.1 Promotion to Indefinite Appointment**

Promotion to indefinite status is conducted under the provisions of UWS 10.03. A decision on indefinite appointment for an employee hired into probationary status must be made not later than the end of the sixth consecutive year of probationary service for both full and part-time persons. A leave of absence shall not constitute a break in continuous service, nor shall it be included in the probationary period.

Promotion to indefinite status shall be based on professional merit rather than mere longevity. Criteria for promotion to indefinite status shall be based on professional competency and excellence attained in the responsibilities to which the staff member has been assigned. Criteria for evaluating an academic staff member for promotion to indefinite status shall be determined by the immediate supervisor(s). The decision maker must notify a probationary academic staff member, in writing, at least thirty (30) days prior to the review conference at which promotion to indefinite appointment will be considered.

The academic staff member may review his or her official personnel file and may submit additional written material as he or she deems relevant prior to the review conference. He or she may also make a personal presentation. The meeting at which the presentation is made shall be closed unless an open meeting is requested by the academic staff member. The recommendation of the immediate supervisor(s) as to promotion to indefinite appointment shall be forwarded to the Dean or division head within five (5) working days of the conference.

##### **6.8.2 Dean or Division Head's Action on Recommendation for Indefinite Appointments**

Upon receipt of the recommendation from the immediate supervisor, the Dean or division head shall review the personnel file and forward a decision to the Chancellor within ten (10) working days of receipt of the immediate supervisor's recommendation. The Dean or division head may request a personal interview with the immediate supervisor, academic staff member involved, or both. If the Dean or division head forwards a recommendation for non-promotion to indefinite appointment and this decision results in nonrenewal, he or she shall forward a written notification to the Academic Staff Council Chair with a copy to the individual involved within three (3) working days of the recommendation to the Chancellor.

##### **6.8.3 Appeal Process when Non-Promotion Results in Nonrenewal**

An academic staff member who receives a notice of non-promotion shall be provided with an opportunity to receive, in writing, the reasons for non-promotion. Such a request by the staff member shall be made in writing to the authorized official who signed the letter of nonpromotion within five (5) working days of the receipt of the letter of non-promotion. The authorized official shall have five (5) working days in which to provide written response. The academic staff member, within twenty (20) working days of receipt of the letter recommending non-promotion, may request a hearing by the Academic

Staff Council. This request shall be made in writing, specifying the reasons for appeal. The Academic Staff Council shall meet within twenty (20) days after receipt of the appeal request. Academic Staff Council members must be disqualified if they participated in the nonrenewal decision. On the motion of either party in the case, any additional members of the Academic Staff Council may be disqualified by majority vote of the members for cause. If any Academic Staff Council member(s) is disqualified, the remaining members shall select by majority vote a replacement(s) from among the academic staff. The review of the case shall be limited to whether the decision was based in any significant degree on any factor with material prejudice to the individual:

1. improper consideration of qualifications;
2. employment practices proscribed by state or federal law; or
3. conduct, expression, or beliefs which are constitutionally protected. The Academic Staff Council shall review the case and forward a recommendation to the Chancellor within thirty (30) days after the initial hearing, with a copy to the Dean or division head, immediate supervisor, and academic staff member involved. This time limit may be extended by mutual consent of the Academic Staff Council and the academic staff person involved. The Academic Staff Council shall retain jurisdiction during the pendency of the hearing.

#### **6.8.4 Chancellor's Prerogative**

The Chancellor may award an indefinite contract to a fixed term employee.

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#### **6.9 Dismissal of Academic Staff for Cause: UWRF 9**

##### **6.9.1 Dismissal for Cause for Indefinite Academic Staff Appointments**

A member of the academic staff holding an indefinite appointment may be dismissed only for just cause under sections UWS 11.01 through 11.10 or for reasons of budget or program under UWS 12.

###### **6.9.1.1 Constitutional Rights and Professional Responsibilities**

The rights of an academic staff member as a U.S. citizen and his or her responsibilities in accordance with appropriate professional codes of ethics shall be considered in determining whether or not just cause for dismissal exists.

###### **6.9.1.2 Responsibility for Dismissals**

- A. Allegations concerning the conduct of an academic staff member holding an indefinite appointment which would be grounds for dismissal if verified should be brought to the attention of the Chancellor or designated appointment authority.
- B. Upon receiving allegations of misconduct, the Chancellor or designee may direct an informal investigation of the allegations. The affected staff member shall be informed of allegations immediately, and every effort should be made to resolve the allegations formally within a period not to exceed three (3) weeks. During this period of informal investigation and discussion, the salary of the affected staff member shall not be reduced or discontinued, and duties of the affected staff member shall not be modified unless continuation represents substantial harm to the University.
- C. If informal investigation and discussion do not resolve the matter and the allegations are supported by substantial evidence, the appointing authority shall prepare a statement of specific charges and notify the affected staff member immediately according to the procedures under UWS 11.02(2). Dismissal of an academic staff member with an indefinite term may not become effective until after the opportunity for hearing has been waived or the hearing process has been completed or otherwise terminated.

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#### 6.10 Layoff of Academic Staff for Reasons of Budget or Program

##### 6.10.1 General

Notwithstanding § 36.15 (3), Wisconsin Statutes, and UWS 10 and UWS 11, the Chancellor of each institution or designee may lay off a member of the academic staff holding either a fixed term or a probationary appointment prior to the end of the appointment period, when such action is deemed necessary due to budget or program decisions requiring program discontinuance, curtailment, modification, or re-direction. Decisions made pursuant to a change in the level of resources available for a particular project or for program discontinuance, curtailment, modification, or redirection shall be discussed by the Chancellor or designee with the Academic Staff Council. Non-renewal of a probationary academic staff appointment under UWRF 7 (6.7 of this chapter) or a fixed term appointment, even if for financial reasons, is not a layoff for reasons of program or budget. Seniority shall be determined by the total years of academic staff service to the institution, without regard to title.

##### 6.10.2 Layoff

For the purpose of this chapter, "layoff" is the suspension of an academic staff member's employment by the University during the appointment period for reasons of budget or program. A laid-off academic staff member retains the rights specified in UWRF 6.10.7 through UWRF 6.10.9, inclusive. For the purposes of § 36.21, Wisconsin Statutes, termination occurs at the time of layoff.

##### 6.10.3 Individual Layoff Decision

The operational area will, after consideration of (a) the budget or program situation, (b) the seniority of academic staff members, and (c) the need to maintain specific expertise within the operational area, recommend to the Dean or division head and Chancellor the order in which academic staff members should be laid off. Notice periods specified in Section 6.3.4 should be used, unless there are compelling reasons to the contrary (e.g., almost immediate cutoff of funds) for layoff of probationary and fixed term appointments under this chapter. Indefinite appointees shall have twelve (12) months' notice of layoff for reasons of budget or program, unless there are compelling reasons to the contrary.

##### 6.10.4 Review and Hearing

Review procedures as described in this section apply to fixed term and probationary academic staff members who are laid off prior to the completion of their appointments and to academic staff members holding indefinite appointments. The authority of the hearing body is outlined in UWS 12.

A. An academic staff member whose position is to be eliminated shall be notified in writing and shall, upon request made within twenty (20) days after such notification, be given a written statement of the reasons for the decision within fifteen (15) days, including a statement of the reasons for the determination that the budgetary or program needs should be met by

curtailing or discontinuing the program in which the individual concerned works. If the academic staff member requests, in writing, within twenty (20) days after receipt of said statement, he or she shall be entitled to a hearing before the Academic Staff Council (also referred to as "Council"). However, such a request for a hearing shall not forestall a layoff under this section.

1. The request for hearing shall specify the grounds to be used in establishing the impropriety of the decision.
2. The staff member shall be given at least ten (10) days notice of such hearing. Such hearing shall be held not later than twenty (20) days after the request except that this time limit may be extended by order of the Academic Staff Council. Anyone who participated in the decision to lay off or who is a material witness shall not serve on the hearing body.

B. The academic staff member shall have access to the evidence on which the administration intends to rely to support the decision to lay off and shall be guaranteed the following minimal procedural safeguards at the hearing:

1. a right to be heard in his or her defense;
2. a right to counsel and/or other representatives, and to other witnesses;
3. a right to confront and cross-examine adverse witnesses;
4. a verbatim record of all hearings, which might be a sound recording, provided at no cost;
5. written findings of fact and decision based on the hearing record;
6. admissibility of evidence governed by § 227.45 (1)-(4), Wisconsin Statutes;
7. the hearing shall be closed unless the staff member whose position is to be eliminated requests an open hearing, in which case it shall be open (see Chapter 19, subchapter V, Wisconsin Statutes, Open Meeting Law);
8. adjournments shall be granted to enable either party to investigate evidence as to which a valid claim of surprise is made.

C. The following requirements shall be observed by the Academic Staff Council when serving in the capacity as the hearing body for the layoff of academic staff for reasons of budget or program:

1. The Academic Staff Council may, on motion of either party, disqualify any one of its members for cause by a majority vote. If one or more of the committee members disqualify themselves or are disqualified, the remaining members shall select a number of other replacements equal to the number who have been disqualified to serve.
2. If the Academic Staff Council requests, the Chancellor shall provide legal counsel and other assistance after consulting with the Council concerning its wishes in this regard. The function of legal counsel shall be to advise the Council, consult with them on legal matters, and carry out such responsibilities as shall be determined by the Council within the policies and procedures adopted by the institution.

D. The first question to be considered in the review is whether one or more of the following factors improperly entered into the decision to lay off:

1. conduct, expressions, or beliefs on the staff member's part which are constitutionally protected or actions which are consistent with an appropriate professional code of ethics;
2. employment practices proscribed by applicable state or federal law; and/or
3. improper consideration of the qualifications of the staff member. For the purposes of this section, "improper consideration" occurs if material prejudice resulted from any of the following:

- a. the procedures required by the Chancellor or Board of Regents were not followed;
- b. available data bearing materially on the quality of the staff member's actual or potential performance were not considered; or
- c. unfounded, arbitrary, or irrelevant assumptions of fact were made about work or conduct.

E. The staff member shall present evidence on whether one or more of the factors specified above improperly entered into the decision to lay off. The Academic Staff Council shall then consider whether the evidence presented established a *prima facie* case that such factor or factors did enter significantly into the layoff decision. If the Academic Staff Council finds that a *prima facie* case has not been established, the layoff decision shall be found to have been proper and the hearing shall be ended.

F. If the Academic Staff Council finds that a *prima facie* case has been established, the appropriate administrative officer for the operational area shall be entitled to present evidence to support the layoff decision and, thereafter, the staff member may present evidence in rebuttal. Thereafter, on the basis of all the evidence presented, the Academic Staff Council shall make determinations as follows:

1. The Academic Staff Council shall first consider whether one or more of the above specified factors improperly entered into the decision to lay off. Unless the Council is convinced that such factor or factors did improperly enter into that decision, the Council shall find the decision to have been proper.
2. If the Council is convinced that such factor or factors entered into the decision to lay off, then the Council shall find that decision to be improper, unless the Council is also convinced (1) that there was a bona fide program or budgetary reason(s) and that the determination of such reason(s) was made in the manner prescribed by, and in accordance with, the standards established by the institution; and (2) that the decision to lay off the particular academic staff member was in accordance with the provisions of Section 6.10.3.

G. In determining whether a bona fide budgetary or program reason existed for layoff of the appointment of the academic staff member concerned, the Council shall presume that the decision to curtail the program was made in good faith and for proper reasons. The Council shall not substitute its judgment on priorities for that of the administration.

H. If the Council finds that the layoff was improper, it shall report this decision and its recommendation to the Chancellor and to the academic staff member involved. The Chancellor shall review the matter, decide whether the staff member should be laid off, and notify the Council and academic staff member of the decision. This decision shall be deemed final unless the Board of Regents, upon request of the academic staff member, grants review based on the record.

### 6.10.5 Layoff Status

An academic staff member whose position has been eliminated according to the provisions of this chapter may, at the end of the appropriate notice period, be placed on layoff status unless the layoff notice has been rescinded prior to that time. The academic staff member whose notice period has expired and who is placed on layoff status shall remain on layoff status until:

A. For fixed term and probationary appointees, one of the following occurs:

1. the appointment expires under its own terms; or



2. the staff member fails to accept an alternative appointment.

B. For academic staff on indefinite appointment, one of the following occurs:

1. the staff member is reappointed to the position from which laid off. Failure to accept such reappointment would terminate the academic staff member's association with the institution;
2. the staff member accepts an alternative continuing position in the institution. Failure to accept an alternative appointment would not terminate the academic staff member's association with the institution;
3. the staff member resigns;
4. the staff member fails to notify the Chancellor or designee not later than December 1 of each year while on layoff status as to his or her location, employment status, and desire to remain on layoff status. Failure to provide such notice of desire to remain on layoff status shall terminate the academic staff member's association with the institution; or
5. a period of three (3) years lapses.

### 6.10.6 Alternative Employment

The Chancellor, Dean, or division head shall consider laid-off staff for other vacancies within UW-River Falls for which they meet the necessary qualifications. To the extent possible, laid-off staff members should be notified of appropriate openings anywhere in the University of Wisconsin System.

UW-River Falls will seek to provide financial assistance to academic staff members who are to be laid off to readapt within the operational area or within another operational area of the institution where such re-adaptation is feasible within one year's time. To the extent possible, laid-off staff members should be notified of appropriate openings anywhere in the University of Wisconsin System.

### 6.10.7 Reappointment Rights

Within three (3) years of the layoff of an academic staff member under this section, no person may be employed in the operational area to perform reasonably comparable duties unless the institution first offers the laid-off staff member reappointment without loss of rights or status, provided that the laid-off staff member has notified the Chancellor or designee by December 1 of each year as to his or her location, employment status, and desire to pursue reappointment rights. Failure to provide such notification shall terminate the academic staff member's reappointment rights under this section.

### 6.10.8 Retention of Salary

Any academic staff member reappointed within three (3) years of layoff to reasonably comparable duties within the operational area shall be reappointed with a salary rate at least equivalent to his or her salary rate when laid off, together with such other rights and privileges which may have accrued at the time.

### 6.10.9 Rights of Academic Staff Members on Layoff

An academic staff member on layoff status under provisions of this chapter has the reemployment rights guaranteed by Sections 6.10.7 and 6.10.8 and has the following minimal rights:

A. such voluntary participation in fringe benefit programs as may be permitted under existing policies;

- B. use of institutional facilities available to other academic staff members under guidelines established by each operational area. Such use of facilities may include, but shall not be limited to, office, parking, and library privileges; and
- C. such participation in the activities of the operational area as permitted under policies of that unit.

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#### 6.11 Complaints: UWRF 11 (UWS 13.01)

##### 6.11.1 General

In the following, the term "Council" refers to the Academic Staff Council.

##### 6.11.2 Complaints Defined

Complaints are allegations by persons other than the academic staff member's supervisor(s) including administrators, students, other academic staff, faculty, classified staff, or members of the public, concerning conduct by an academic staff member that violates University rules or policies, or which adversely affects the staff member's performance of obligations to the University, but which allegation is not serious enough to warrant dismissal proceedings under UWS 11.

##### 6.11.3 Procedure

A. All complaints to receive formal attention under the provisions of this chapter shall be written, signed, and submitted to the Chancellor of the University within thirty (30) days after the alleged misconduct.

B. The Chancellor shall first notify the academic staff member concerned, in writing, regarding the nature of the complaint and give him or her an opportunity to explain his or her conduct. The Chancellor may make a further investigation of the allegations and shall then:

1. dismiss the complaint, or
2. invoke appropriate disciplinary action, or
3. refer the complaint to the Council.

The Chancellor shall notify the academic staff member, in writing, of his or her decision.

C. If the Chancellor takes disciplinary action, the affected academic staff member may request a hearing before the Council. The request shall be made in writing to the Chair of the Council within twenty (20) days after notice of the Chancellor's disciplinary action.

D. The Council shall hold a hearing not more than thirty (30) days after receiving a request from the academic staff member or after having a complaint referred to it by the Chancellor, except that this time limit may be extended by mutual consent of the parties. The affected academic staff member shall be given at least ten (10) days' notice of the hearing.

E. The hearing shall be open unless the Council votes to close it under the provisions of the Wisconsin Open Meetings Law, §19.81. The individual in question, however, may demand that the hearing be open; required public notices of the hearing must indicate this option (§19.81(1)(b)). The compliance guide to the Wisconsin Open Meetings Law can be found at [http://www.doj.state.wi.us/AWP/2007OMCG-PRO/2007\\_OML\\_Compliance\\_Guide.pdf](http://www.doj.state.wi.us/AWP/2007OMCG-PRO/2007_OML_Compliance_Guide.pdf).

F. When considering individual complaint cases, Academic Staff Council members shall be disqualified if they participated in bringing the allegations against the affected academic staff member. On the motion of either party in a case, any

additional member(s) of the Academic Staff Council may be disqualified for cause by majority vote of the members. If any additional member(s) is disqualified, the remaining members shall select a replacement(s) by majority vote from among the academic staff as needed to achieve a quorum of the Council.

G. **Instructional Academic Staff:** When a complaint is brought before the Council that pertains to an instructional academic staff member, the Council shall decide if it is a personnel rules matter or an instructional matter. If the Council determines the complaint pertains to instructional matters a special committee shall be established for the purpose of considering the complaint. This committee shall be composed of the Chair of the Council, the ranked faculty representative to the Council, three instructional academic staff members elected by a majority vote of the Council and two ranked faculty members elected by a majority vote of the Faculty Senate Hearing, Grievance and Appeals Committee.

H. The Council shall consider all available information relevant to the complaint. Such information may be sought from students and members of the public. The Council shall have the right to obtain information relevant to the complaint from University personnel. The Council is empowered to establish procedures to conduct a hearing under this paragraph.

I. The concerned academic staff member may be present at the discretion of the Council at those times when information is being presented to the Council. The majority of the Council must vote to exclude the complainant.

J. The academic staff member charged shall be assumed innocent by the Council until proven otherwise.

K. The findings and recommendation of the Council shall be reported in writing to the Chancellor and to the academic staff member concerned. The recommendation may be for:

1. dismissal of the complaint, or
2. appropriate disciplinary action, or
3. referral of the complaint to the appropriate department or administrative officer.

#### 6.11.4 Chancellor's Decision

The decision of the Chancellor on the recommendation of the Council, or on the complaint in the absence of a Council recommendation, shall be final. The decision of the Chancellor shall be supported by written reasons, and copies of these reasons shall be provided to the academic staff member concerned and to the Council.

#### 6.11.5 Decision

After the hearing and recommendation of the Council and final decision by the Chancellor, the academic staff member shall not again be called to account for the same alleged misconduct that was the subject of the complaint.

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### Chapter VI: Academic Staff Personnel Policies and Procedures

#### 6.12 Grievances: UWRF 12 (UWS 13.02)

##### 6.12.1 General

This procedure is set up to deal with academic staff grievances not specifically provided for in UWS 10, 11, 12, and 13.02.

##### 6.12.2 Council

In the following, the term "Council" refers to the Academic Staff Council.

##### 6.12.3 Definition of a Grievance

A grievance is a written statement filed by an academic staff employee which alleges negative or unfair treatment or dissatisfaction by the employee in regard to his or her working conditions or employment at the University. A grievance must directly relate to the employee's working terms or conditions and not on behalf of any employee or group of employees. The grievance process shall not apply to committee or administrative decisions that involve the employee's performance evaluation or review, retention, renewal, promotion, salary adjustment, disciplinary matter or other such personnel decision that is completed through other applicable policies and procedures. The grievance process shall only apply to current employees, not former employees or those with emeritus status.

A grievance differs from a complaint in that it focuses upon the effects experienced by the grievant rather than upon the alleged misconduct of another. A grievance seeks relief for the grievant rather than punishment of another individual.

The University reserves the right not to proceed with a grievance under this policy if the grievant has sought resolution for the same or similar issue in another internal proceeding, forum or setting. Also, the University reserves the right not to proceed if there is another policy or procedure that directly addresses the issue at hand (e.g. sexual harassment or discrimination)

##### 6.12.4 Advice and Information

An academic staff member is encouraged to seek advice and information from the following University offices if he/she believes he/she is being treated unfairly, but is reluctant to pursue the matter within the employment unit or needs information about the process to resolve work issues. The academic staff member may seek advice without initiating informal or formal action.

**A.**The academic staff member's Human Resources representative can provide information and advice on employment rights and responsibilities and appropriate procedures for resolving an issue, either informally or formally through the grievance procedure.

**B.**The University's Equity, Diversity and Inclusion representative can provide information regarding

discrimination or disability issues.

## 6.12.5 Timeframe and Time Limits Guidelines

All timeframes and time limits specified below are excluding breaks in the university calendar and maybe modified by mutual consent or due to extenuating circumstances, except those identified in 6.12.7.A below.

## 6.12.6 Informal Resolution

An academic staff member who has a work issue that may lead to the grievance procedure is encouraged to attempt to resolve the matter informally. Establishing open lines of communication between the parties in a non-intimidating manner may be sufficient to resolve the issue.

**A.** The Informal Resolution process must be initiated within thirty (30) calendar days from the date of the alleged action, condition or decision that is the subject of the grievance.

**B.** Informal resolution of an issue may be pursued through any or all of the following:

1. Discussion with the immediate supervisor, department chair or unit head
2. Discussion with the dean, director or designee if 6.12.6.B.1 is a person involved
3. If agreed upon, a third party participant may be present during discussions

**C.** The highest level of review for an informal resolution is the Dean / Director

**D.** If the informal discussion concludes with an agreed upon resolution, the following applies to that agreement:

1. Any agreed upon resolution should be provided in writing by the supervisor/Dean /Director to the grievant within two business days of the agreement
2. The agreement must be signed by both the supervisor and grievant
3. Both parties will retain a copy of the agreement
4. The supervisor has thirty calendar days to enact the agreement

**E.** If no resolution can be agreed upon, the academic staff member has ten (10) calendar days to:

1. Request in writing to have an informal discussion with Dean / Director; and/or
2. Submit a written statement of the alleged grievance at stated in Sec. 6.12.7 below.

## 6.12.7 Formal Grievance Procedure

If an informal resolution cannot be reached, the aggrieved academic staff member may proceed with the formal procedure. The grievance procedure is described below. The grievant and the administration may be accompanied by an advocate or representative of their choice for purposes of support, advice or counsel during the process. However, the parties shall be required to speak on their own behalf at all stages of the process. All time limits specified, except those identified in 6.12.7.A below, may be modified by mutual consent or due to extenuating circumstances.

**A.** A formal written grievance must be filed within ten (10) calendar days after the informal process yielded no agreeable resolution. If an informal process is not pursued, the formal written grievance must be filed within thirty (30) calendar days

from the date of the alleged action, condition or decision that is the subject of the grievance. The statement must include the following:

1. Detailed explanation of the action, condition or decision that has led to the filing of the grievance;
2. Specific manner in which such action, condition or decision caused the negative or unfair treatment toward or dissatisfaction by the employee in regard to his or her working conditions or employment;
3. Resolution, if any, the employee seeks to provide relief from the grievance;
4. Summary of any steps taken by the employee or administration to address the issue, if an informal resolution was pursued and any proposed remedies;
5. Copy of any relevant or material record or documentation;
6. Grievant shall state in writing whether he/she seeks a hearing before the PAC panel or whether he/she would prefer that the PAC panel consider the issue on the written record only, if possible. If neither option is stated, the PAC will proceed with the hearing option.

**B.** The written grievance shall be submitted to the chairperson of the Positive Action Committee (PAC), which serves as the subcommittee for the Academic Staff Council. The chairperson of the PAC will deliver a copy of the grievance to the appropriate Dean/Director or administrator with knowledge of the issue. The Positive Action Committee (PAC), subcommittee of the Academic Staff Council, shall be comprised of the following members:

1. Chaired by Council Vice-Chair
2. Two other Council members (appointed by the Council Chair as needed)
3. HR Unclassified representative (appointed as needed)(non-voting)
4. Two Academic Staff at large (selected from a pre-arranged group of academic staff members)

**C.** Within ten (10) calendar days of receipt of the formal grievance, the PAC chairperson will call a meeting of the PAC to consider whether the issues raised in the grievance are appropriate for this process and whether it has been timely filed. Each meeting of the PAC must have a quorum of voting members present. No later than ten (10) calendar days after the meeting, the PAC will determine what action should be taken, which will include one of the following:

1. The grievance process is not the appropriate venue for the issue(s) raised in the written statement and no further action should be taken;
2. The alleged dispute or disagreement between the grievance and the administration has been resolved or there is no applicable remedy to be granted and therefore, the issue is moot;
3. The grievant failed to properly file the grievance in accordance with this policy, and upon reasonable notification, has failed or refused to correct the errors contained in said grievance, thereby requiring no further action on the part of the PAC.
4. The grievant and the administration have mutually agreed to stay the grievance process in an attempt to mediate the issues raised in the grievance.
5. The grievance is appropriately and timely filed in accordance with this policy and a formal hearing should occur (unless waived by the grievant).

**D.** If the PAC determines that a formal hearing should occur (and it has not been waived by the grievant), the following steps and timeframes shall apply:

1. The PAC shall set a date for the formal hearing within fourteen (14) calendar days of the decision to hold such a

hearing.

2. The hearing shall comply with the Wisconsin Open Meetings Law.

3. All parties will be notified at least five (5) calendar days in advance of the scheduled hearing. No less than three (3) calendar days prior to the hearing, the parties shall provide a list of the names, titles and purpose of any additional individuals that will be present at the hearing on the parties' behalf.

4. During the hearing, the PAC may determine the appropriate process to follow in order to assure that the grievant has the opportunity to be heard and the administration has an opportunity to respond to the allegations. At minimum, the following procedures will be followed:

a. Each party shall be given an opportunity to issue a verbal or written summation of their case.

b. Either party may provide written or verbal statements from individuals who have relevant and material information in regard to the issue at hand.

c. The PAC may ask questions of either party and the individuals in order to clarify information and/or address questions.

d. Neither party shall be allowed to cross examine the other party or their supporting witnesses.

e. The parties shall be expected to speak on their own behalf.

f. The burden of proof shall be on the grievant to prove by a preponderance of the evidence that the alleged action, condition or decision occurred.

g. A verbatim audio recording of the hearing shall be created and maintained by the chairperson of the PAC, or his or her designee. A copy may be provided to either party, upon request.

5. Only one hearing may be requested on a single grievance.

**E.** Within ten (10) calendar days after the hearing has been concluded, the PAC shall prepare a written report of its conclusions and recommendations which shall be submitted to the academic staff member and the Chancellor. The report shall contain recommendations for either:

1. dismissal of the grievance, or

2. proposed resolutions to the grievance.

**F.** Upon receipt of the PAC's recommendation, the Chancellor shall review the relevant documents and materials. During this process, the Chancellor may discuss the grievance with the chairperson of the PAC and/or the full committee, at his or her discretion, to seek clarification in regard to the written record. Within thirty (30) calendar days of receipt of the PAC recommendation, the Chancellor shall issue a written decision in which the Chancellor may affirm in full, in part or deny the PAC's recommendation and impose any resolution that the Chancellor deems appropriate and within his or her authority. A copy of the written decision shall be provided to the grievant, the chairperson of the PAC, and the Chair of the Academic Staff Council. The decision of the Chancellor is final.

### **6.12.8 No Retaliation**

No employee shall be retaliated against in response to utilizing the grievance process or participating in this process. If an employee reasonably believes that retaliation has occurred, he/she should refer to the UWRF EEO/AA Policy and Statement found at: <http://www.uwrf.edu/EquityDiversityInclusion/EEOAAOfficer.cfm>.



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### Chapter VI: Academic Staff Personnel Policies and Procedures

#### 6.13 Code of Ethics: UWRF 13

##### 6.13.1 Declaration of Policy

In view of the special relationship of the University of Wisconsin System to the state and to affirm as public policy within the System certain common standards to prevent conflicts of interest, the Council hereby adopts the following code of ethics for unclassified staff pursuant to § 19.45 (11)(b) and 36.23.

A. Every member of the unclassified staff at the time of appointment makes a personal commitment to professional honesty and integrity, to seek knowledge and to share that knowledge freely with others. Such a commitment is essential for the University to perform its proper function in our society and to ensure continued confidence of the people of this state in the University of Wisconsin System and its personnel. It is a violation of this commitment for unclassified staff members to seek financial gain for themselves, their immediate families or organizations with which they are associated through activities that conflict with the interest of the University of Wisconsin System.

B. In adopting the standards of conduct set forth in this chapter, it is the Council's purpose to prohibit only those activities which will result in a conflict between the personal interests of an unclassified staff member and that staff member's public responsibilities to the University of Wisconsin System. It is not the Council's purpose to prohibit an unclassified staff member from freely pursuing those teaching, research, professional and public service activities which will not result in such a conflict, nor to prohibit a staff member from accepting any compensation, fees, honoraria or reimbursement of expenses which may be offered in connection therewith.

##### 6.13.2 University Responsibilities

###### A. Personal Gain:

1. No member of the unclassified staff may, in a manner contrary to the interests of the University of Wisconsin System, use or attempt to use his or her public position or state property, including property leased by the state, to gain or attempt to gain anything of substantial value for the private benefit of the staff member, his or her immediate family or any organization with which the staff member is associated.
2. No member of the unclassified staff may solicit or accept from any person or organization anything of value pursuant to an express or implied understanding that his or her conduct of University business would be influenced thereby.
3. No member of the unclassified staff may intentionally use or disclose confidential University information in any way that could result in the receipt of anything of value for himself or herself, for his or her immediate family or for any other person or organization with which the staff member is associated.

###### B. Contracting and Leasing:

1. No member of the unclassified staff, member of his or her immediate family, nor any organization with which an

unclassified staff member is associated, may enter into any contract or lease involving payments of \$3,000 or more within a 12-month period, derived in whole or in part from University funds, if the staff member is in a position to approve or influence, in his or her official capacity, the University's decision to enter into the contract or lease.

2. If the staff member is not in a position to approve or influence the University's decision, the staff member may enter into a contract or lease described in paragraph (1) if the staff member first makes written disclosure of the nature and extent of any relationship described in paragraph (1) to the Dean or other appropriate administrator and he or she approves. The Dean or other appropriate administrator shall approve a staff member's interest in a lease or contract unless he or she determines that the staff member's personal interest in the agreement will conflict substantially and materially with the staff member's discharge of his or her University responsibilities.

#### C. Nepotism:

1. No member of the unclassified staff may participate, formally or informally, in the decision to hire, retain, grant tenure to, promote or determine the salary of a member of his or her immediate family.
2. No member of the unclassified staff may, in the supervision or management of another unclassified staff member who is a member of his or her immediate family, give preferential or favored treatment.

#### D. Student Research Protection:

A member of the unclassified staff shall inform students engaged in research under his or her supervision of any financial interest which the unclassified staff member has in the research activity, including, but not limited to, financial arrangements involved in the direct support of the activity, agreements made by the unclassified staff member to obtain data for the research, or agreements concerning copyright or patent rights arising from the research.

#### E. Absences:

Full-time appointment to the academic staff of the University implies that the University has first claim to the individual's professional services. Absences are justified when occasioned by:

1. the requirements of University-assigned responsibilities;
2. efforts and activities that make specific, identifiable contributions to the individual's ability to fulfill the responsibilities of his or her position; or
3. the taking of time that is partially compensatory for unusually long hours devoted in service to the University.

F. These rules also apply to those academic staff members who are employed on a fractional basis.

### 6.13.3 Action to Avoid Possible Conflict

When it appears that a material conflict may arise between the personal interests of a staff member and his or her public responsibilities to the University, the staff member shall notify his or her Dean or other appropriate administrator by submitting a written statement describing the nature of the possible conflict.

Within 15 days after receipt of the statement, the Dean or other appropriate administrator shall advise the staff member in writing that:

- A. there is no conflict prohibited by this chapter and the staff member may proceed; or
- B. there may be a conflict and further consultation is necessary prior to reaching a determination; or
- C. there is a conflict which must be resolved in one of the following ways:
  - 1. the staff member shall not proceed with his or her University duties which result in the conflict, so long as the conflict remains; or
  - 2. the staff member shall not proceed with his or her personal interests which result in the conflict, so long as the conflict remains.
  - 3. If the staff member is advised that C,1 or C,2 applies to his or her case, the staff member, within 15 days after notice of the decision of the Dean or other appropriate administrator, may appeal the decision under Section 6.12 (Grievances).

#### 6.13.4 Outside Activities and Interests; Reports

##### A. Outside Activities:

Members of the unclassified staff are free to engage in outside activities, whether or not such activities are remunerative or related to staff members' fields of academic interest or specialization. However, no member of the unclassified staff may engage in an outside activity if it conflicts with his or her public responsibilities to the University of Wisconsin System or the institution at which the unclassified staff member is employed.

##### B. Reportable Outside Activities:

- 1. The following outside activities must be reported to a staff member's Dean or other appropriate administrator:
  - a. associations with organizations, as defined in s. UWS 8.02(3) and (12), related to staff members' fields of academic interest or specialization;
  - b. private remunerative relationships between staff members and nongovernmental sponsors of University research for which the staff member is a principal investigator; and
  - c. remunerative outside activities in a staff member's field of academic interest or specialization, including but not limited to consulting, and whether the staff member earns for such activities \$5,000 or more in a year from a single source.
- 2. Each unclassified staff member engaging in outside activities reportable under this section shall annually, on or before April 30, file a report of outside activities with his or her Dean or other appropriate administrator.
- 3. If, during the year, significant changes in a staff member's reportable outside activities occur, the staff member shall immediately inform, in writing, his or her Dean or the appropriate administrator. This information shall be placed on file with the staff member's annual statement of outside interests.

##### C. Reporting of Outside Activities:

- 1. It is the responsibility of each academic staff member to submit a written report of all his or her substantial outside activities to his or her supervisor. This shall be done before an activity is undertaken. If there is doubt as to whether or not the outside activity is "substantial," it is the responsibility of the academic staff member to consult with his or her supervisor regarding this matter. Failure to report substantial outside activities may subject the academic staff member to disciplinary action under either UWRF 11 (Complaints, 6.11 of this chapter) of these policies and procedures or UWRF 9 (Dismissal for Cause, 6.9 of this chapter).
- 2. Review and Action:

- a. Copies of reports of substantial outside activities shall be forwarded through the normal administrative channels to the Chancellor for the purpose of permitting reviews of the reports.
- b. If it is determined, at any administrative level, that outside activities are excessive or otherwise improper, oral communication with the academic staff member concerned may be used as a means of correcting the situation. However, (a) at the discretion of the administrative officer, (b) upon the request of the academic staff member, or (c) if the improper activity persists after oral communication of disapproval and suggested corrections, the academic staff member shall be notified of the impropriety in writing. The notice shall include reasons for judging the outside activity improper and recommendations for adjustments in those activities. If the notice does not originate with the supervisor of the academic staff member, it shall be transmitted by the supervisor to the academic staff member concerned.

### 6.13.5 Appeal

The academic staff member may appeal a decision regarding the impropriety of his or her outside activities. The grievance shall be submitted to the Academic Staff Council in accordance with the procedures of Section 6.12 (Grievances).

### 6.13.6 University Equipment and Services

No academic staff member shall use University facilities, equipment, or services for purposes of private practice without first obtaining written approval from the supervisor, Dean or functional equivalent, and the Vice Chancellor for Administration and Finance and the payment of a reasonable fee for the privilege enjoyed.

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### Chapter VI: Academic Staff Personnel Policies and Procedures

#### 6.14 Academic Staff With Teaching Responsibilities: UWRF 14

##### 6.14.1 Existing Rights

A member of the academic staff granted a limited appointment shall not lose existing rights to an academic staff appointment by accepting a limited appointment. (See definition of Limited Appointment, UPG 3.02). Regent Resolution #9091 (adopted November 11, 2005; see Regent Policy 20-18) affirms that a member of the academic staff does not lose existing rights to an academic staff appointment upon acceptance of a limited appointment at the same institution.

Under § 36.13(6), Wisconsin Statutes, tenure and probationary faculty appointments are at a particular institution and do not carry rights beyond that institution. Similarly, under UWS 10.01, Wisconsin Administrative Code, academic staff appointments are limited to operational areas in an institution specified at the time of appointment. Accordingly, the protection of § 36.17, Wisconsin Statutes, as affirmed by Regent Resolution #9091, applies only to the acceptance of a limited appointment at the faculty or academic staff member's own institution. If a faculty or academic staff member accepts a limited appointment at a different UW System institution, he or she would not retain existing rights in the former faculty or academic staff position.

Should a limited appointee with a concurrent academic staff appointment be terminated from the limited position, the appointee has no minimum notice rights. However, the appointee has the right to assume the concurrent appointment without a separation in service.

##### 6.14.2 Reinstatement of Contracts for Academic Staff

When vacating a limited appointment, an academic staff employee shall revert to his or her previous contract status of fixed-term, probationary or indefinite, and the rights and responsibilities thereof.

##### 6.14.3 Privileges

In April 1987, the Academic Staff Council granted all privileges of academic staff membership, including voting for candidates to the Academic Staff Council, serving on the Academic Staff Council, and obtaining Academic Staff Professional Development grants, to limited appointees.

##### 6.14.4 Complaints

An employee in a limited position has the right to file a complaint under the provisions of UWS 6.01 and UWS 13.01.

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### Chapter VI: Academic Staff Personnel Policies and Procedures

#### Chapter 6.15 Academic Staff Promotion/Title Change

Procedures: Academic Staff Promotion/Title Change (This procedure only applies to staff in non-instructional academic appointments; it does NOT apply to staff in instructional academic or limited appointments.)

##### 6.15.1: Non-Instructional Academic Staff Promotion/Title Change

###### 6.15.1a General Information

Academic staff members who seek a promotion/title change must submit the application, complete with required supporting documentation, to his/her immediate supervisor by the third Wednesday in January. It is recommended that the staff member notify his/her supervisor of the intent to request a promotion/title change prior to the due date of the materials. The immediate supervisor provides a written rationale for approval or denial of the promotion/title change request and forwards the rationale and all relevant documents to the Unclassified Human Resources Manager no later than the first Wednesday in February. Granted requests will become effective July 1. PLEASE VERIFY YOUR ELIGIBILITY WITH THE UNCLASSIFIED HUMAN RESOURCES MANAGER BEFORE COMPLETING AND SUBMITTING YOUR MATERIALS.

###### 6.15.1.1 Promotion/Title Change Guidelines

A. A staff member may request a promotion/title change review when they have met the requirements of eligibility as outlined in Sections 6.15.1.5 and 6.15.1.6. B. To advance to the next level, the duties and responsibilities for the position will be at the level defined by the current academic staff title structure as outlined in Unclassified Personnel Guideline #1 (UPG#1). See Administrative Policy (AP 06-103) for promotion and salary levels (<http://www.uwrf.edu/Administration/Policy/Index.cfm>)

###### 6.15.1.2 Request Procedure

A. Once the academic staff member has confirmed with the Unclassified Human Resources Manager that he/she is eligible to apply, the academic staff member shall submit a written request for promotion/title change review to his/her immediate supervisor with the required materials (see 6.15.1.6 B for a list of materials to be reviewed). Promotion/Title Change materials are found on the Human Resources website at <http://www.uwrf.edu/HumanResources/HRForms.cfm>

(1) Requests for prefix level change require the promotion/title change application and supporting materials as outlined on the application. Requests for promotion not in a progression series requires the promotion/title change application, a position questionnaire (PQ), and supporting materials as outlined on the application.

Request for title change only (job reclassification) requires the promotion/title change application, a position questionnaire (PQ), and supporting materials as outlined on the promotion/title change application. Note: An applicant must have an updated position description and recent performance evaluations on file with Human Resources prior to the start of the promotion/title change process for the application to be considered.

B. The immediate supervisor provides a written rationale for approval or denial of the promotion/title change request and forwards the rationale and all relevant documents to the Unclassified Human Resources Manager no later than the first Wednesday in February. The department head, if other than the immediate supervisor, signs the promotion request application acknowledging approval or denial before it is submitted to Human Resources. *The promotion request (complete with promotion materials) must be submitted to the Unclassified Human Resources Manager no later than the first Wednesday in February for the application to be considered.*

C. The Unclassified Human Resources Manager reviews the request using UWS Unclassified Personnel Guideline #1 (and other related academic staff guidelines), results of the position questionnaire (PQ), and supporting documentation, whichever are appropriate. In the event that the Unclassified Human Resources Manager is the supervisor or signature authority, or a family member (spouse/partner/child, parent, sibling) of the applicant, an alternate Human Resources representative will be designated. Upon completion of the review, the Unclassified Human Resources manager or designee makes a recommendation to the additional members of the Academic Staff Promotions/Title Change Committee (ASPTCC).

D. The ASPTCC votes and makes a final decision.

E. The Human Resources Office provides official notification to the academic staff member of promotion approval or denial with supporting rationale by the **fourth Wednesday in March. Granted requests will become effective July 1.**

### 6.15.1.3 Promotion/Title Change Criteria for Titles in a Progression Series

(These are titles that have Assistant, Associate, No-Prefix, Senior, and Distinguished prefix options. Please note that the Program Manager I, II, and III titles are NOT a progression series, but based on “scope”, see section 6.15.1.6.)

A. Criteria for a promotion from Assistant to Associate

(1) The applicant must have two (2) years (full-time equivalency) of employment at UW-River Falls in the same title and salary range as of June 30 of the current fiscal year.

(2) The applicant should be functioning at the Associate level of proficiency performing his/her duties as a competent professional. Other specific criteria depend on the position as outlined in Unclassified Personnel Guideline #1, Attachment 1: <http://www.uwsa.edu/hr/upgs/upg01a1.pdf>

(3) Promotion is dependent upon the documented performance of the applicant. The most recent performance evaluation reflecting that the applicant is meeting or exceeding expectations must be included with the promotion materials. (Academic staff performance evaluations are completed annually in December and due to Human Resources by January 31.)

## B. Criteria for a promotion from Associate to No-Prefix

(1) The applicant must have two (2) years (full-time equivalency) of employment at UW-River Falls in the same title and salary range as of June 30 of the current fiscal year.

(2) The applicant should be functioning at the No Prefix level of proficiency performing his/her duties as a fully competent professional, working independently in applying approaches, methods and techniques of his/her profession and is actively involved or assisting in the development of new techniques, approaches or methods.

(3) Promotion is dependent upon the documented performance of the applicant. The two most recent performance evaluations reflecting that the applicant is meeting or exceeding expectations must be included with the promotion materials. (Academic staff performance evaluations are completed annually in December and due to Human Resources by January 31.)

## C. Criteria for promotion from No-Prefix to Senior

(1) The applicant must have at least seven (7) years of comparable professional experience including the most recent four (4) years at UW-River Falls in the same title and salary range as of June 30 of the current fiscal year. Comparable experience shall include:

a. Comparison of similar programs on other campuses by number of students served, staff size, number of programs within the unit, level of reporting, unit budget and/or any other measure that may be appropriate.

b. Is defined as related and relevant professional experience in similar fields, scope or size of operation, and similar duties and responsibilities.

(2) In addition to documented experience and meritorious performance reviews, the individual must provide evidence of the development of new techniques, approaches, or methods to solve problems in an independent fashion. Public and/or University service will be a consideration.

(3) Must have contributions to the University outside of the work assignment. Academic staff seeking promotion should have demonstrated contributions to the university in areas such as the following:

- Provide professional expertise/service to the community
  
- Participation in governance as demonstrated by committee work at either campus-wide or departmental level
  
- Advising students and/or student organizations
- Participation/leadership in professional organizations
- Professional activities in research, publications, or presentations

(4) Promotion is dependent upon the documented performance of the applicant. The **three** most recent performance evaluations reflecting that the applicant is meeting or exceeding expectations must be included with the promotion materials. (Academic staff performance evaluations are completed annually in December and due to Human Resources by



January 31.)

Recognizing that circumstances may develop in which the academic staff member does not meet all the above stated criteria but duly merits promotion for other extraordinary considerations, the academic staff member seeking promotion may submit a promotion request following established procedures.

D. Criteria for promotion from Senior to Distinguished (The University of Wisconsin System has determined that the distinguished prefix is not part of a natural career progression track and is not intended to be the final stage of progression for all academic staff in the professional title series.)

(1) A professional at the distinguished level performs at a level of proficiency typically requiring extensive experience and advanced knowledge and skills. The UW-System Hayes/Hill Titling Guide considers "at least 10 or more years of progressively responsible experience in their field" to constitute "extensive" experience.

(2) The expertise of a professional at this level is commonly recognized by his or her peers and through a reputation that extends beyond his or her work unit. Hayes/Hill construed each institution as a "work unit." Departments, schools and/or colleges within the institution are not considered "work units" for this purpose. "Peers" should not be interpreted to mean "colleagues." While an employee may be recognized for excellence, achievement or exceptional skill by academic staff colleagues within the institution and within the UW System, "peer recognition" applies to a reputation of excellence in a profession, recognized by individuals or groups in the same profession normally found or organized outside of the UW System.

(3) A distinguished professional is expected to develop new approaches, methods or techniques to resolve problems with little or no expert guidance and to cope independently with new, unexpected or complex situations. At this level, a professional can be expected to guide or train other professionals or to oversee their work.

(4) Recognition as an expert in the field implies that the reputation as a "superstar" is applicable to current problem solving in the profession. At this level, a professional can be expected to guide or train other professionals or to oversee their work. Hayes Hill intended this prefix level to be awarded to the "truly exceptional performers". As distinguished professional staff are to be considered a level above the senior professional staff, it is reasonable to assume that such distinguished staff would share their expertise with other staff, including the most senior staff.

(5) It is unlikely that all professional academic staff have the opportunity to participate in national or regional professional organizations, to conduct research, or to publish works in the profession. Some professional academic staff positions are designed to provide expertise to local or regional public, private or citizen groups. Hayes Hill did not intend that all academic staff would achieve "superstar" status. The availability of this prefix is intended to permit the institution to acknowledge the reputation of those few academic staff who have gained the recognition of others in the professions. Evidence of peer recognition would include the following:

a. Making presentations before national professional organizations: While a presentation of how something is done at UW-River Falls would not in itself warrant distinguished status, if a person developed a new method or technique that was applied at the institution, and that person presented the method or technique as a useful alternative to current approaches used by professionals in the field, the distinguished title might be warranted.

b. Receiving awards of achievement from national organizations: While an award for outstanding service might not reflect prominence in the field, an award, which recognizes a significant contribution to the profession, might reflect distinguished status.

c. Serving as a consultant for national organizations or agencies: Many academic staff utilize their skills in a consultant capacity. Such professional activity would not constitute recognition by peers in the profession. However, if an organization of peers requests the services of the academic staff member because of a particular expertise, such consultant work could constitute recognition by one's peers.

d. Providing expert advice and/or testimony: Many academic staff positions have a public service component in which the person is expected to offer advice to local groups or organizations. The distinguished prefix was not created to recognize such work. However, if a person is considered by his/her peers in the profession to be a resource for solving complex issues, the distinguished title might be considered.

e. History of professional publications: An academic staff member who has a recent history of published works that contribute to the body of knowledge in the field or benefit the profession is a strong candidate for the distinguished prefix.

f. Presenting educational or training programs for external post-secondary organizations and institutions, i.e., teaching courses for college-level credit or continuing education units: Classroom instruction alone may not reflect recognition of expertise in the field by one's peers. However, instructing others in the profession may be an indicator of recognized expertise.

g. Developing innovative methods, techniques or professional skills that are nationally recognized and applied beyond the University:

h. A new method or technique that has been accepted by one's peers reflects a contribution to the profession and may be regarded as evidence of distinguished recognition in the field.

(6) Promotion is dependent upon the documented performance of the applicant. The **four** most recent performance evaluations reflecting that the applicant is meeting or exceeding expectations must be included with the promotion materials. (Academic staff performance evaluations are completed annually in December and due to Human Resources by January 31.)

#### 6.15.1.4 Promotion/Title Change Criteria for Titles Not in a Progression Series (this includes the Program Manager series and requests for job reclassification.)

A. When the request for title change is based on scope, it shall include comparison of similar programs on other campuses by number of students served, staff size, number of programs with the unit, level of reportage, unit budget and/or any other measure, which may justify the title change.

B. The position Questionnaire (PQ) must be completed and score in the salary range of the title being requested.

C. Promotion is dependent upon the documented performance of the applicant. The two most recent performance evaluation reflecting that the applicant is meeting or exceeding expectations must be included with the promotion materials. (Academic staff performance evaluations are completed annually and due to Human Resources by January 31.)

### 6.15.1.5 Committee Composition, Charge and Protocol

- A. Composition: Human Resources Manager or designee, Academic Staff Council Chair (or the chair's designee), Assistant Chancellor Business and Finance, Provost and Vice Chancellor for Academic Affairs.
- B. Charge: Academic Staff Promotion/Title Change Committee shall review all requests and policies for promotion, title changes (job reclassification), and/or career progression in accordance with the University of Wisconsin System Unclassified Personnel Guidelines (UPG's).
  - 1. Review Academic Staff compensation issues and policies
  - 2. Inform academic staff in regards to current academic staff personnel/compensation issues
- C. Committee Protocol: Committee members may not participate in the review, discussion or vote of their own application, an application in which they have participated as supervisor or signature authority, or a family member's (spouse/partner, child, parent, sibling) application. A committee member who has a conflict of interest may choose to excuse him or herself from any application review and relinquish his/her voting participation specific to that application.

### 6.15.1.6 Review of Materials

A. As noted in 6.15.1.4A Above, the Unclassified Human Resources Manager or designee will conduct a comprehensive review of all (required) materials submitted.

B. The materials reviewed will include:

(1) Promotion/Title Change Application

(2) Position Description: The position description will be the official one of file with Human Resources. An applicant must have an updated position description on file with Human Resources prior to the start of the promotion process in order for his/her application to be considered.

(3) Performance Evaluations

(4) UW Position Questionnaire (PQ) when applicable

(5) Resume or explanation of non-UWRF years of experience including dates

(6) Letter of support from immediate supervisor

(7) Supporting documentation referencing scope and comparables of position when applicable (refer to 6.15.1.6.A)

## (8) Current Organizational Chart

C. Any additional information or materials required by the committee to make a decision will be addressed in the following way: Human Resources will determine what clarification or information is necessary and follow up with the applicant and/or his/her supervisor, than report back to the full committee.

D. The committee will vote (majority rules) to approve/deny the promotion/title change request. If the recommendation for promotion is denied, but a reasonable alternative is available for the applicant, that alternative must be communicated to the applicant and his/her supervisor by the Unclassified Human Resources Manager. The applicant then will determine if he/she wishes to proceed with the alternative or accept the denied promotion request, notwithstanding his/her right to appeal the decision as outlined in UWRF 12 (6.12) of this chapter.

## 6.15.2 Instructional Academic Staff Promotion

### 6.15.2.1 Instructional Academic Staff Titles

Four titles are available for instructional academic staff, based on Unclassified Personnel Guideline #1, Attachment 1, p. 13

#### 6.15.2.1.1 Associate Lecturer

Associate lecturer is the usual initial rank for new instructional academic staff hires

#### 6.15.2.1.2 Lecturer

One may apply for promotion to lecturer (no prefix) in the fourth year of a 50% or more appointment.

#### 6.15.2.1.3 Senior Lecturer

One may apply for promotion to senior lecturer in the 10th year of a 50% or more appointment. This should be considered the highest standard title for IAS.

#### Distinguished Lecturer:

One may apply for the title of distinguished lecturer after 12 or more years of teaching with a 50% or more appointment and demonstrated distinguished service to the department, university, professional associations and community at large. This title is not intended to be the usual final stage of promotion for IAS.

### 6.15.2.2 Calculation of Services

#### 6.15.2.2.1 Partial Years

Each semester of a 50% or more appointment counts as .5 years. Semesters at appointments of under 50% do not count towards promotions, but they are not counted as interruption of service.

#### 6.15.2.2 Interruption of Services

If an instructional academic staff member has NO appointment for four consecutive semesters, that instructional academic staff member loses all credit for previous years when considering title changes (i.e., that time cannot be "banked"). An instructional academic staff member returning to UWRF may petition to include previous time served to be credited in order that he or she may be considered for promotion.

Examples of interruptions that may allow time served to be credited include, but are not limited to, family medical leave, sick leave, or work on a terminal degree.

### 6.15.2.3 Procedure for Promotion

For promotion, instructional academic staff must submit to the department chair a portfolio of their career progression based on duties detailed in their contract. Academic departments are to decide on department procedures for promotion recommendations (chair's decision, committee, or department vote—eligibility for voting being limited to instructional academic staff already in the rank sought and faculty); recommendations will be based on the evidence of effective teaching and the effective performance of any other contractual duties. Promotion will be recommended by the chairs to the dean and submitted for approval to the Provost. If approved, promotion will take effect at the beginning of the next academic year.

### 6.15.2.4 Promotion Timetable

December 1: Human Resources informs individuals and their department chairs of eligibility for promotion (based on spring appointment)

January 15: Instructional Academic Staff submits portfolio to department chair

February 1: Department recommendation (if department vote or committee) to chair

February 8: Chair forwards recommendation to Dean

February 15: Dean forwards recommendation to Provost

February 22: Provost approves promotions

March 1: Chancellor approves promotions

March 10: Human Resources produces letters to candidates (contracts already issued will be revised, if necessary)

### 6.15.2.5 Appeal

An Academic Staff member may appeal the decision of the Academic Staff Promotion/Title Change Committee (ASPTCC). An appeal can be successful if one or more of the following factors are evident; the decision is (a) arbitrary or capricious; (b) in violation of a university policy; or (c) based on an unlawful act (e.g. discrimination, retaliation).

The appeal must be in writing and explain in detail why the member believes one or more of the above factors exists. The written statement must be submitted to the Chancellor's Office no later than (15) business days from the date of receipt of the

promotion or title change decision with a copy of said statement to the member's supervisor and division head. Upon receipt of an appeal, if the appeal is untimely or fails to include one or more of the factors above, then the Chancellor may dismiss the appeal. Otherwise, the Chancellor shall forward the appeal to the ASPTCC for consideration. The ASPTCC may conduct a review on the record with the academic staff member or request additional written information from the member in order to determine whether the decision was proper. The standard of review shall be by a preponderance of the evidence. The ASPTCC may use any reasonable procedures to conduct their review that will provide a fair and neutral process. At the conclusion of its review, the ASPTCC shall notify the Chancellor of their recommendation and findings in writing. The Chancellor may either accept, reject or modify the ASPTCC's recommendation. The Chancellor's decision will be considered final. Granted appeals will become effective July 1 consistent with 6.15.1.2.E.

## Faculty and Staff Handbook

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### Chapter VI: Academic Staff Personnel Policies and Procedures

#### 6.16 Merit Compensation

##### 6.16.1 Purpose & Policy

While it is appropriate to compensate all employees in a fair and consistent manner, UWRF recognizes that some employees perform at a higher than satisfactory level by doing significantly more than what is normally expected of the position. Merit criteria/factors to consider include but are not limited to:

- *Length or frequency of outstanding performance.*
- *Overall significance or importance of the employee's work products to the organization.*
- *Regularity with which the outstanding performance or unique contribution is demonstrated (e.g. an employee who routinely demonstrates exceptional performance and performs special projects on an ongoing basis, as compared to an employee who completes a one-time special project).*
- *Additional competencies acquired (e.g. educational attainment, certifications, etc.), which are both specialized and critical in carrying out the permanent functions of the position.*
- *Engagement in professional development.*
- *Active involvement within their professional organizations.*

The use of merit is a positive way to inspire excellence in performance and an appropriate way to reward employees.

##### 6.16.2 Basic Eligibility Criteria

Individuals must be continuously employed at UWRF in an academic staff renewable position for at least three years prior to the effective date of the merit increase program. Individuals with fixed-term terminal academic staff contracts are not eligible to receive a merit increase by terms of this policy.

- Minimum **consecutive** three years of employment in current fixed-term renewable academic staff position at UWRF (excluding time in fixed-term terminal appointments).
- Employees are eligible to apply three years after receiving a merit increase. Subsequent submissions should document all new meritorious contributions since the last merit award. For example: If you apply in January 2016 for an effective date of July 1, 2016,

you can re-apply in January 2019 for an effective date of July 1, 2019 provided that new meritorious activities can be documented.

- Employees who have received a 5% or greater pay adjustment within the six months prior to the merit effective date are not eligible to receive a merit increase and will not be calculated for merit pool purposes.
- If a promotion/re-titling and merit application are both submitted and promotion is granted, merit increase is ineligible.
- Employees must have completed any mandatory training required for state and local compliance.
- Employees who are supervisors or managers must have completed Performance Reviews for all of their subordinates by scheduled timelines for the fiscal year.
- Employees with current pay rates over their respective pay range maximums are not eligible for merit pay increases. Likewise, no merit increase will be approved that results in an employee’s new pay rate exceeding the pay range maximum. If a base merit increase would result in an employee’s salary surpassing the range maximum, the employee will receive only the portion to the range maximum.
- Employees must have a current performance review documented and on file in Human Resources with a minimum rating of “Successfully Meets Expectations.”
- Final merit increase guidelines for academic staff are subject to revision by collaboration between Academic Staff Council, Administration and Human Resources.

### 6.16.3 Procedure

Responsible Party	Process	Timeline
Academic Staff Member	Submit the application with other required and supporting documentation to his/her immediate supervisor	By the third Wednesday in January.
Immediate Supervisor	Documents action on the application form and must route application materials to next level supervisor	By the first Wednesday in February.
Department Head (if applicable)	Reviews application materials for concurrence with immediate supervisor and must route application materials to next level supervisor	By the fourth Wednesday in February.
Division Head	Approves or denies request for merit increase. Informs Academic Staff member of outcome and forwards application materials to Human Resources for processing	By the first Wednesday in April.



Human Resources	Processes base pay adjustments	July 1 effective date
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### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.1 Coverage and Definition

- **7.1.1 Coverage**

Section 36.115 (2) <https://docs.legis.wisconsin.gov/statutes/statutes/36/115> of the Wisconsin Statutes directs the UW Board of Regents to develop a personnel system that is separate and distinct from the State of Wisconsin personnel system under Chapter 230, Wis. Stat., for all UW System employees except those assigned to the University of Wisconsin-Madison. University Personnel System Operational Policies were promulgated by the University of Wisconsin System effective July 1, 2015. Chapter VII of this handbook provides policies and procedures for UW-River Falls' university staff.

- **7.1.2 Definition**

University staff means the university workforce who contribute in a broad array of positions in support of the University's mission and are hourly positions. These positions are not exempt from the overtime provisions of the Fair Labor Standards Act (FLSA).

[Note: All FLSA exempt employees holding positions in the State of Wisconsin "classified" service as of June 30, 2015 will be given the choice to remain in the university staff for as long as they retain their existing positions, or to voluntarily be reassigned to a position that the institution has designated as either an academic staff or limited appointment.]

## Faculty and Staff Handbook

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### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.2 University Staff Senate Bylaws

- **7.2.1 Scope**

This policy authorizes the University Staff of UW-River Falls to structure themselves in a manner they determine and to select representatives to participate in institutional governance.

“University Staff” are members of the university workforce who contribute in a broad array of positions in support of the University’s mission and are not exempt (hourly1) from the overtime provisions of the Fair Labor Standards Act.

[1Note: All FLSA exempt employees holding positions in the State of Wisconsin “classified” service as of July 1, 2015 are given the choice to remain in the University Staff for as long as they retain their existing positions, or to voluntarily be reassigned to a position that the institution has designated as either an Academic Staff or Limited Appointment position]

- **7.2.2 Purpose**

Students, faculty and academic staff have governance rights granted by Wis. Stat. Chapter 36. On December 12, 2012, the Board of Regents adopted Regent Policy Document 20-20, under which, effective July 1, 2013, university staff may participate in institutional governance. This policy enables active participation in the immediate decision-making and policy development of the institution. Active participation in governance for University Staff under this policy is not collective bargaining and will not result in a labor agreement or contract. University Staff may make recommendations, consider proposals, and raise concerns to institutional leadership.

The Board of Regents is vested with the primary responsibility for governance of the University of Wisconsin System [sec. 36.09(1), Wis. Stats.]. In discharging this responsibility, the Board has an interest in providing University Staff the opportunity to participate in institutional decision-making. According to Regent Policy Document 20-20, each UW System institution shall:

1. Provide its University Staff members, subject to the responsibilities and powers of the board, the president, and the chancellor and faculty of the institution, the opportunity to be active participants in the immediate governance of and policy development for the institution;

2. Provide its University Staff members the primary responsibility for the formulation and review, and representation in the development, of all policies and procedures concerning University Staff members, including University Staff personnel matters; and
3. Provide its University Staff members the right to structure themselves in a manner University Staff members determine, and to select their representatives to participate in institutional governance.

### ● 7.2.3 Mission Statement

The UW-River Falls University Staff Senate (USS) promotes ongoing education, professional development activities and communication between University Staff and the broader University community. The Senate members will serve as advisors to the Chancellor and other University administrators. The USS will provide a forum for all University Staff employees (represented, non-represented, temporary, and project appointment) and for interactions with members of the University community, including faculty, academic staff, and students.

### ● 7.2.4 Name

The name of the organization is the UW-River Falls University Staff Senate (Senate or USS).

### ● 7.2.5 Roles and Responsibilities

It is the responsibility of the University Staff Senate to:

- a. Participate in the development of future plans for the University while also promoting and sustaining a positive professional environment for all University Staff employees (represented, non-represented, temporary and project);
- b. Promote programs and services that support professional development activities;
- c. Encourage informed communication among University Staff and with the broader University community, including the recognized governance groups; attend Academic Staff Council and Faculty Senate (liaison);
- d. Participate actively in the immediate decision-making and policy development of the institution, in accordance with Regent's Policy 20-20;
- e. Solicit nominees and make recommendations as requested by the Chancellor for University Search and Screen Committees and other designated committees;
- f. Perform such other duties and functions as befits a voluntary organization committed to creating and sustaining an affirming and supportive operational environment that supports, promotes and encourages excellence in teaching, working, leading, and serving the community.



- **7.2.6 Membership**

The University Staff Senate serves on behalf of all permanent University Staff, University Staff-Temporary and University Staff-Project employees at the University of Wisconsin-River Falls. All members of the University Staff are eligible for membership on the University Staff Senate.

The Senate shall consist of a nine (9) senators who are proportionately representative of all constituency groups at UW-River Falls. Each senator will serve a three-year term. Membership will be allocated as follows: Administrative Support (2), Blue Collar (2), Crafts/Technical/ Law Enforcement/Engineering (1), Fiscal & Staff Services (1), Supervisory/Human Resources (1), and Member-at-Large (2). Membership allocations will be reviewed and adjusted as needed annually by recommendation of the Bylaws Committee. All senators have equal voting rights.

If no one from a unit is willing to serve, an alternate senator who received the next highest votes from that unit at the last election will be appointed to Senate to fulfill the balance of the term.

- **7.2.7 Non-Voting Appointments**

An Administrative Liaison appointed by the Chancellor shall serve as an ex officio and nonvoting member of USS and the Executive Board.

Liaison members shall be appointed by Faculty Senate and Academic Staff Council to attend USS meetings to facilitate communication among shared governance groups.

- **7.2.8 Elections**

The procedure for electing senators shall be initiated annually by April 1 under the direction of the Vice Chair. The Vice Chair will notify eligible staff of upcoming elections and provide nomination ballots. All eligible employees may be nominated by their colleagues or may self-nominate to serve on USS. If nominated by another, the Vice Chair will verify the nominee's willingness to participate. If there are no nominees for a specific unit, and in order to maintain enough members to have a quorum, members of that unit will be represented by an alternate appointee from any unit who received the highest number of votes at the most recent election.

When a vacancy occurs in the Member-At-Large category, all University Staff are eligible to be nominated.

Elections are to be completed annually by the end of May. Candidates receiving the most votes will be elected. Ties in the division elections shall be broken by lot, supervised by the Chair. Upon request, the vote totals shall be made available through the Vice Chair. New members will be required to attend the June meeting.

If no one from a unit is willing to serve, an alternate member who received the next highest votes from any unit at the last election will be appointed to Senate to fulfill the balance of the term.

- **7.2.9 Terms of Service**

The term of service for each senator will be three years. Members are elected by vote of all participating, interested, and eligible members of the University Staff at the University of Wisconsin-River Falls. For purposes of continuity, terms of service are staggered, leaving three seats open for election each year. The term for new appointees will begin in the first week of June overlapping with outgoing members whose term ends the last week of June.

- **7.2.9.1 Vacancies**

If an elected senator leaves before the term is completed, the Vice Chair, in consultation with the Elections Committee, will ask the next highest vote getter in the same unit from the most recent election to complete the term. If no one from the same unit is willing to complete the term, the next-highest vote getter in any unit in the most recent election will be asked to fill the position until the next election, at which time the vacancy will be listed for the number of years remaining in the term and for the same unit.

A “resignation” form listing the senator’s name, represented unit, term remaining, and reason for resignation, is required before a senator may resign. This form must be submitted to the Vice Chair as soon as possible.

The Vice Chair, in consultation with the Elections Committee, will ask the University Staff member who received the next highest votes from the most recent election in any unit to complete the remainder of the term.

If there are no nominees for a specific unit, and in order to maintain enough members to have a quorum, members of that unit will be represented by an alternate appointee from any unit who received the highest number of votes at the most recent election to complete the remainder of the term. If none of these conditions is met, the Senate may fill the vacancy by recruiting and appointing any university staff member.

- **7.2.10 Executive Board**

The Executive Board of the Senate will consist of a Chairperson, Vice-Chairperson, Treasurer, and Secretary - to be elected by the nine voting senate members annually. The Chancellor's Administrative Liaison will be a non-voting member of the Executive Board.

- **7.2.10.1 Election of Executive Board Members**

The nine USS senators who have been elected or appointed to serve shall elect officers at the June meeting from among the nine USS senators who have been elected or appointed to serve in the upcoming term. Secret ballots may be used if needed. Outgoing senators cannot nominate candidates for the position and will not vote in this process. A newly elected senator must be present during this process, in order to be nominated for an office. In the event of a Board vacancy, the USS will elect a new representative from current Senate members.

- **7.2.10.2.1 Responsibilities and Duties of Executive Board**

The Executive Board will meet at least once per month, no less than 5 working days prior to regularly scheduled Senate monthly meetings.

### ● **7.2.10.2.2 Responsibilities of the Executive Board:**

- Attend meetings with campus Administration;
- Set meeting times and approve agenda items;
- Discuss pertinent matters and establish direction for Senate activities;
- Review committee reports, provide direction as necessary;
- Take necessary action between general meetings;
- Review member nominations and attendance;
- Fill membership vacancies as appropriate;
- Perform other business as appropriate.

### ● **7.2.10.2.3 Duties of the Executive Board:**

#### Chair:

- Calls meetings of University Staff Senate and Executive Board and presides over the meetings;
- Coordinates Senate activities;
- Attends meetings with campus Administration;
- Prepares agenda for meetings;
- Represents UW-River Falls at campus and/or System events;
- Liaison between University Senate and Chancellor;
- Assists with resolution of scheduling problems for meetings for USS members.

#### Vice Chair:

- Serves as acting Chair (and performs all requisite duties) when the Chair is absent or unable to perform the duties of the position;
- Attends meetings with campus Administration;
- Chairs the committee on committees;
- Maintains an archival list of all Senate members;
- Maintains a roster of all sub-committees, which is posted on the USS web page;
- Acts in an advisory capacity to Senate subcommittees;
- Chairs the election committee and is responsible for notifying elected Senators of their appointments to University Staff Senate.

#### Secretary:

- Records minutes at Senate and Executive Board meetings and provides draft minutes to Senate within two weeks of the meeting;
- Upon approval ensures the posting of minutes to the Senate webpage no less than five (5) days following any meeting;
- Retains a copy of the minutes within the University Staff Senate files on the shared directory;
- Attends meetings with campus Administration;
- Submits meeting notices to shared governance calendar a minimum of 24 hours before meetings per Wisconsin Open Meetings Law - <https://www.wisconsin.edu/general-counsel/legal-topics/open-meetings-law/>.

Treasurer:

- Manages and reconciles Senate budget including verifying payment of bills and obligations;
- Attends meetings with campus Administration;
- Provide summary of account activity to Senators prior to and at monthly meetings

Chancellor's Administrative Liaison (non-voting):

Duties as assigned by Chancellor:

- Attends meetings with campus Administration;
- If necessary, assists Chair with resolution of scheduling problems for senator's attendance at meetings.

Duties assigned by Senate:

- Provides guidance for HR related matters.

### • 7.2.11 Other Appointments

Web Master: An appointed webmaster will receive training to maintain the content of the website.

### • 7.2.12 Meetings

Scheduling: University Staff Senate will hold regular meetings monthly. In June of each year, the initial meeting time for the new Senate will be established. After the initial fall meeting, the Senate will determine the schedule for the rest of the year. The July and/or January meeting(s) will not be held unless there is some pressing business that requires a change in the meeting schedule.

Senate meetings are open to all and are held during normal business hours; typically, between 7:45 a.m. and 4:30 p.m. Members of Senate shall attend meetings in paid status. Any employee serving as an elected senator or serving as an approved representative will be allowed to use flex work hours to attend these meetings.

The Chair shall actively help to resolve any issues or problems that may arise relating to these scheduling and workload conditions. If a special unscheduled meeting is needed, the secretary or designee will send an email notification to all University Staff.

Quorum: A quorum for any meeting of Senate shall be six (6) senators.

Attendance: A Senator must attend at least eight of the regularly scheduled meetings in a given year (June-June) to retain his/her seat. If a senator is unable to fulfill the monthly meeting attendance obligation, the Vice Chair, in consultation with Senate, will ask him or her to submit a resignation.

If a senator is unable to attend a meeting, the senator may ask a substitute to attend in his/her place. The senator must send email notification of the substitute's name to the Chair prior to the

meeting the substitute attends. The Senate, by majority vote, must approve seating the substitute at the beginning of the meeting. Because the substitute is authorized to vote on issues before the Senate, the Senate member should inform the replacement of his/her views/thoughts and ensure they have all necessary materials.

### ○ 7.2.12.1 Meeting Absences

If a senator misses two (2) consecutive meetings, the Chair will send a letter to the senator inquiring whether the senator intends to resign, and if so, to submit a resignation form that will be attached to the letter. The “resignation” form will include; senator’s name, represented unit, term of service remaining, and reason for resignation. This form must be submitted to the Senate to complete the resignation process.

After a senator misses three (3) meetings, the Chair will submit to the Senate a recommendation to remove a senator; the Senate must vote to approve, by a two-thirds margin, by secret ballot.

If an elected senator **is removed** from office before the term is completed, a “resignation” form listing member name, represented unit, years of service remaining, and reason for removal is required. This form must be submitted by the Vice Chair to the full Senate at the time of removal. If an elected member **resigns** before the term is completed, a completed “resignation” form is required at the time of resignation. Upon acceptance of the removal or resignation, the completed form will be kept in the permanent Senate records by the Secretary.

The Vice Chair, in consultation with the Elections Committee, will ask the University Staff member who received the next highest votes from the most recent election in the unit to complete the remainder of the term.

If there are no nominees for a specific unit, and in order to maintain enough members to have a quorum, members of that unit will be represented by a member-at-large appointee from any other unit who received the highest number of votes at the most recent election. The new senator will complete the remainder of the term.

See 7.2.9.1 (Vacancies) for the complete process on filling a vacancy.

If any of these apply to an officer, the Senate will elect a replacement from the current membership to fulfill the balance of the officer’s term.

### ● 7.2.13 Committees

Committees may be established by a majority vote of the Senate membership, and each will include at least one (1) senator who will serve as liaison to Senate. At least one (1) member from the past year’s committee will serve the following year unless specified below. All committees select their own chair (or co-chairs) from among themselves unless noted below. Each Chair is responsible to submit meeting notices to shared governance calendar a minimum of 24 hours before meetings per Wisconsin Open Meetings Law - <https://www.wisconsin.edu/general-counsel/legal-topics/open-meetings-law/>. Committee membership will be reviewed annually in May for potential changes in membership. The sitting committee is responsible for reviewing its membership to determine if changes need to be

made. Committee meetings shall be held during paid work hours. Any employee serving as an elected senator or serving as an approved representative shall be allowed to use flex work hours to attend these meetings.

Committees are reviewed annually by the Senate and those that are no longer necessary will be eliminated by majority vote of USS.

The liaison for each committee will provide the Executive Board updates on activities as warranted.

- **7.2.13.1 University Staff Senate Standing Committees**

Each committee is responsible to execute the charge as listed below and maintain current member listing for posting on University Staff Senate (with the exception of the Impartial Hearing Officer Panel) website:

**Bylaws Committee:**

**Membership:** (3-4 members)

**Duties:** Annually reviews USS bylaws and proposes changes to USS as necessary. At least one member from the past year's committee will serve the following year. The Bylaws Committee will meet as often as necessary to review the bylaws. Recommendations for changes will be presented annually during the February meeting, and voted on in the March meeting.

**Committee on Committees**

**Membership:** University Staff Senate

**Duties:** The Senate acts as the Committee on Committees to make recommendations for university staff membership on standing committees and Faculty/Administrative Committees.

**Elections Committee:**

**Membership:** (3-4 members)

**Duties:** This committee is charged by the Senate Chair each February. It is composed of three University Staff members: Senate Vice Chair (1), one (1) past Elections Committee member and one (1) current Senate member not seeking re-election. The Vice Chair will lead the committee. They will report directly to Senate Chair. The Vice Chair will submit election results at the May meeting. The Senate will approve the election results at their May meeting.

**Employee Development Committee**

**Membership:** (2-3 members)

**Duties:** To organize various activities, opportunities for development, lunch & learns, campus employee perks directory and any other events for University Staff.

## **Impartial Hearing Officer Pool**

**Membership:** (minimum of 10 members)

**Duties:** The IHO Pool is made up of University Staff called upon to review grievances. The University Staff Senate shall be responsible for forming required hearing bodies. Senate will

annually compile/recruit a pool of individuals willing to serve on the Impartial Hearing Officer Panel. Terms start with the beginning of the new senate each year. The pool size shall not exceed the accumulative number of University Staff at UW-River Falls. In the event of a grievance, the Senate Chair will charge the panel as instructed in the applicable policy, to make up the IHO Panel for that grievance. Any individual in the pool may never serve, or could serve several times, as the selection process is random. The chair of the Senate shall not serve as a member of any IHO Panel. A member shall be disqualified from serving on a specific hearing if there is a conflict of interest.

### **Sally Margis University Staff Development Award Committee**

**Membership:** (3-4 members) \*

**Duties:** This committee is charged by the Senate Chair each August. Committee is responsible for posting announcements for award applications, reviewing the applications, selecting the recipient(s), making recommendations to the Chancellor, and confidentially notifying each applicant in writing of the outcome. The Sally Margis University Staff Development Award winners will be publically announced by the Chancellor. The award must be used within the fiscal year that it is awarded (by June 30).

*\* Individuals interested in applying for the current award are ineligible to volunteer for the committee.*

#### o 7.2.13.2 Other Committees

University Staff Senate must appoint all university staff members to committees. Membership listed for all other committees indicates Senate responsibility only and is not a comprehensive membership. The committee has provided any additional information included.

### **Affirmative Action Advisory Committee**

**Membership:** 2 University Staff representatives

**Mission:** a) To advise the University administration and the Office of Equity, Diversity and Inclusion on issues, policies and programs relevant to affirmative action and equal opportunity in the retention and recruitment of all employees and applicants for employment.

b) To communicate issues raised within the Affirmative Action Advisory Committee meetings to the appropriate group(s) e.g., University administration, academic or administrative units, governance groups the University community at large, etc.

c) To provide policy recommendations to University governance groups, e.g., the Faculty Senate, Academic Staff Council and University Staff Senate.

**Term:** 1 year

**Request:** Chancellor's Office

### **Disability Advisory Committee**

**Request:** Faculty Senate

**Membership:** 1 University Staff representative

**Mission:**

### **University Safety Committee**

**Membership:** (1), University Staff Senate [Not determined by Staff Senate]

**Mission:** Identify safety hazards/problems with input from the campus community and provide realistic solutions. Provide continuous awareness of safety behavior through education and training to create a safe work environment for employees, students and the campus community. Promote health and safety for all employees at UW-River Falls; reduce workplace accident and injuries and minimize workers compensation costs.

**Goals/Objectives:**

1. Promote safety communication and training to create a proactive attitude toward safety.
2. Review safety audit reports and other similar reports for making corrective recommendations to the appropriate departments.
3. Provide a forum for the discussion of health and safety problems, preventive measures and possible solutions.

**Term:** Same as Senate term

**Request:** Risk Management

**Chancellor's Award for University Staff**

**Membership:** Chair, University Staff Senate.

**Mission:** The University of Wisconsin-River Falls each year recognizes two outstanding University Staff members.

**Request:** Chancellor's Office

**University Staff Party Committee**

**Membership:** Open to all University Staff

● **7.2.14 Amending Bylaws**

Bylaws may be changed by an affirmative vote of two-thirds of Senate. This vote will occur annually at the March regular meeting.

- Proposed changes must be presented for public review and discussion at least one meeting prior to the vote.
- Proposed changes will be posted on the University Staff Senate web page. UW-River Falls University Staff will be notified via the list-serve and Falcon Daily of the open meeting where review of the bylaws changes will take place.
- The notice of any vote to change the bylaws will be posted not less than seven days prior to the meeting.



## Faculty and Staff Handbook

27th Edition, 2017-18 Version

### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.3 University Staff Appointments

- **7.3.1 Types of Appointments**

University staff appointments may be designated as University Staff-Permanent; University Staff-Project; or University Staff-Temporary.

- **7.3.2 University Staff-Permanent**

Appointment that is permanent and is not exempt (hourly) from the overtime provisions of the Fair Labor Standards Act.

- **7.3.3 University Staff-Project**

Project-based appointment for up to four years with an established date of termination.

- **7.3.4 University Staff-Temporary**

Appointment of up to 750 hours within a twelve-month period for which the need for the position/duties is temporary in nature.

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## **Chapter VII: University Staff Personnel Policies and Procedures**

### 7.4 FLSA Designation

**Under Construction**

## Faculty and Staff Handbook

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### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.5 Recruitment Policy

- **7.5.1 Policy**

This policy establishes merit-based recruitment and selection procedures for filling vacancies for permanent non-exempt university staff at the UW-River Falls. The principles of equal employment opportunity, non-discrimination, and cultural diversity will apply throughout the recruitment and selection process. Selection shall be made through a competitive process. These procedures follow the framework provided in UW System Operational Policy: TC 1: <https://www.wisconsin.edu/ohrwd/download/policies/ops/tc1.pdf>.

- **7.5.2 Hiring Manager**

When a vacancy occurs or a new position is being created, the hiring manager will develop a position description identifying the key responsibilities and the knowledge, skills and abilities that are required for performing the job duties. (See 'Position Description' at <https://www.uwrf.edu/HumanResources/HRForms.cfm>) Human Resources will determine the classification title for the position.

Upon determination of the classification title, the hiring manager will submit the posting in the on-line recruitment system <https://jobs.uwrf.edu/hr/sessions/new>. Information on entering the posting can be viewed at <https://www.uwrf.edu/HumanResources/Hiring.cfm>. Note: If the position is non-exempt (hourly), it will be entered as University staff. If exempt (salary), refer to 6.4 Recruitment: UWRF4 of the Faculty and Staff Handbook.

- **7.5.3 Recruitment and Selection Panel**

When all required approvals have been received, the HR Manager will discuss the process in more detail with the hiring manager who will determine the members of the Recruitment and Selection Panel. The panel will consist of at least three members with at least one person representing an affirmative action group, i.e. racial/ethnic minorities, women, or persons with disabilities. The composition of the panel does not necessarily need to reflect the composition of the applicant pool. Whenever possible, a university staff employee should be considered as a panel member. The HR Manager will meet with the panel to discuss the hiring process, panel members' roles and responsibilities, and the on-line recruitment system.

*During the recruitment and selection process, panel members will have access to confidential information, including, but not limited to, personal information, education history, and employment history of applicants. This information and all discussions must remain confidential both during and after completion of the selection process. Panel members may discuss this information only with other members of the panel, as well as with the hiring manager, the dean/director, the Human Resources director/manager, and the EEO/AA Officer. Members must not permit any unauthorized person to access documents in their possession that contain applicant or recruitment/selection information.*

#### • 7.5.4 Internal/External Recruitment

Human Resources will determine whether the recruitment will be an internal or external recruitment in consultation with the hiring manager.

- Internal recruitment within UWRF – consideration is available only to UWRF employees.
- Internal recruitment within UW System – consideration is available only to employees within UW System.
- External recruitment – consideration is given to any applicant.

Those who can be considered for an internal recruitment include those who hold permanent positions, temporary employees, individuals on a leave of absence, or anyone eligible due to layoff. (See Chapter 7.9 Layoff for Reasons of Budget or Program Policy for consideration of employees in layoff status.)

To be eligible to limit recruitment to internal (either UWRF only or Systemwide) applicants, equal employment opportunity (EEO) and affirmative action objectives must be met and result in a pool of qualified applicants. If a broader pool is needed, an external recruitment will be required. An external search will be recommended if the job category is underutilized as defined by the UW-River Falls' Affirmative Action Plan.

Internal recruitments must be posted in the on-line recruitment system for a minimum of 7 calendar days and an announcement posted in the campus *Falcon Daily* E-newsletter.

External recruitments must be posted in the on-line recruitment system for a minimum of 14 calendar days. The approved salary range may be included in the job posting.

#### • 7.5.5 Recruitment Plan

A recruitment plan will be identified in the on-line recruitment system. Human Resources will update the posting to reflect whether the recruitment is internal or external and if the position title is underutilized for women or minorities.

Human Resources will post positions on the following media outlets: JobCenter of Wisconsin, HERC, HigherEdJobs.com, and the Wisconsin/Minnesota Technical Colleges websites. The hiring manager will document any additional advertising in the job posting. The hiring division will be responsible for the additional advertising. (Sample Ad: [https://www.uwrf.edu/HumanResources/Hiring/upload/Sample-Ad-Text\\_US.docx](https://www.uwrf.edu/HumanResources/Hiring/upload/Sample-Ad-Text_US.docx))

#### • 7.5.6 Assessment Criteria

The Recruitment and Selection Panel will identify the skills, knowledge and attributes, that the ideal candidate will possess based on the requirements in the position description. The panel will work with the HR Manager to determine the most appropriate assessment(s) for the position. Examples of assessments include but are not limited to:

- Resume Screen
- Supplemental Questions (job-related questions created in the on-line recruitment system that can be weighted or set as disqualifiers).
- Observational Assessment (applicants perform an actual job task under standardized conditions). Examples include in-basket exercise, keyboard test, etc.
- Written Assessment

The assessment should be a tool used to screen applicants and assist in determining who will be selected for interview. Multiple levels of screening may occur throughout the process. Any exam that is administered must be valid and a reliable test of the applicant's ability.

In some situations, positions may be continuously posted on the UW-River Falls' website for positions

where multiple vacancies may occur. The Recruitment and Selection Panel may screen from this pool and/or begin a new search. The EEO/AA Officer will review the applicant pool prior to the completion of the applicant review or assessment.

If application materials will be evaluated, the panel is required to develop a screening/rating form. This screening/rating form is also required for the interviews and must be submitted for review/approval in the on-line recruitment system for review/approval by the HR Manager. The purpose of the form is to ensure that uniform standards are applied when reviewing application materials and interviewing finalists. Using the screening/rating form in a quantitative manner is highly discouraged, i.e., simply adding up the numbers on the rating scales and selecting the applicant/s with the highest (or lowest) total number. The criteria on the screening form must be job-related and consistent with requirements in the position description. (Applicant Screening Form: [https://www.uwrf.edu/HumanResources/Hiring/upload/Applicant-Screening-Form\\_US.docx](https://www.uwrf.edu/HumanResources/Hiring/upload/Applicant-Screening-Form_US.docx))

### • 7.5.7 Interview Process

Telephone or other assessments may be conducted as a step in the preliminary screening process. The panel may proceed directly to on-campus interviews.

When developing interview questions, the questions should:

- Confirm the candidate's education, training, and experience listed in the resume
- Provide information about the candidate's past performance and accomplishments
- Indicate the candidate's compatibility with the culture of the division/work unit/campus (e.g., work pace, work style)
- Offer insights into the reasons behind the candidate's desire to change jobs.

Interview questions and a screening form/rubric should be submitted and approved before the screening process is started. See the *Resource Guide: Conducting Interviews* for information regarding the interview process. <http://oser.state.wi.us/docview.asp?docid=1816>

The hiring manager or other panel members will schedule the interviews. All panel members should be present for each interview. Note: Additional panel members may be added at this step of the process if the hiring manager believes it is beneficial to involve other staff, team members, or people working closely with the position in the hiring decision. Depending on the nature of the position, the hiring manager may offer the opportunity for campus staff to meet final candidates through an open forum. The approach taken for the interviews must remain consistent among all of the candidates.

**The hiring manager must collect all printed screening materials, notes, etc. from the panel members after the selection process is complete.** All materials will be forwarded to the Office of Human Resources to be maintained as required under records retention. Note that all materials associated with the selection process are subject to disclosure upon appropriate notification and/or subpoena should the process be challenged.

### • 7.5.8 Reference Checks

Candidates will be required to provide contact information for three professional references. Completing reference checks is a critical part of the selection process. A thorough reference check may produce additional information to help ensure that the most suitable candidate is hired. It is a way to clarify, verify and add data to what has been learned in the interview and from other portions of the selection process. Never reveal the information received from a previous employer to the candidate. This information should be kept confidential.

The hiring manager will draft reference questions and submit them in the on-line recruitment system for HR review and approval. (Sample Reference Check Questions: [https://www.uwrf.edu/HumanResources/Hiring/upload/Sample-Reference-Questions\\_US.docx](https://www.uwrf.edu/HumanResources/Hiring/upload/Sample-Reference-Questions_US.docx)) Prior to making a final hiring decision, the hiring manager will check references for the final candidate. Reference checks may be done for multiple candidates, if necessary. The hiring manager may perform the references checks or ask other panel members to assist.

Note: It is preferable to call or email the references and make an appointment for a time during which they are available to talk and not be interrupted. Follow the reference screening form; appropriate

follow-up questions are permissible. Responses should be documented at the time of the call.

### • 7.5.9 Hiring Decision

Upon completion of the reference checks and after making a hiring decision, the hiring manager will identify the selected candidate in the on-line recruitment system. After receiving approval, the hiring manager will consult with the HR Manager regarding the salary that he/she would like to offer. The salary must remain in the approved pay range. Pay equity among other staff in same position titles performing similar job duties should be considered when determining the salary.

The HR Manager or designee will make the job offer, which will be contingent on successful completion of a criminal background check. Depending on requirements of the position, the offer may be contingent on successful verification or completion of other requirements, i.e., driver's authorization, specific certifications, pre-employment screen, psychological or physical testing, etc. These requirements must have been specified as a requirement of the position and included in the job posting.

### • 7.5.10 Appointment Letter

Human Resources will generate a written appointment letter for the selected candidate that includes:

- Type of appointment (permanent, project, temporary);
- Operational department;
- Appointment effective date (end date will be included for project or temporary positions);
- Hourly rate;
- FLSA overtime requirement for non-exempt positions;
- Length of probationary period\*, if applicable; and
- Adjusted continuous service date (if applicable).

The appointment letter shall reference the UW-River Falls' employment regulations, rules, and procedures or a link provided to access that information on-line.

\*Permanent university staff will be required to serve a probationary period of at least six months in duration. Some positions may require a longer probationary period. See Operational Policy: HR 1 – Job Security: <https://www.wisconsin.edu/ohrwd/download/policies/ops/hr1.pdf> for more information.

Note: Job responsibilities will be outlined in the position description, which will be signed by the selected candidate during his/her employee orientation.

Information on closing the posting in the on-line recruitment system can be viewed at <https://www.uwrf.edu/HumanResources/Hiring.cfm>.

### • 7.5.11 University Responsibilities and Background

The Office of Human Resources will maintain this policy.

This policy document was approved April 27, 2015, and defines the UW-River Falls layoff procedures as of July 1, 2015.

### • 7.5.12 Related Documents/References

UW System Operational Policy TC 1 – Recruitment  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/tc1.pdf>

UW System Operational Policy HR 1 – Job Security  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/hr1.pdf>

UWRF 7.2 Layoff for Reasons of Budget or Program Local Policy

UWRF 7.7 Compensation Structure and Tools Local Policy (**under construction**)

## Faculty and Staff Handbook

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### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.6 University Staff Temporary and Project Appointments

- 7.6.1 Policy

This policy establishes procedures for filling university staff positions on a temporary or project basis if the work to be done by the individual is not of an on-going nature. These procedures follow the framework provided in UW System Operational Policy: HR7:

<https://www.wisconsin.edu/ohrwd/download/policies/ops/hr7.pdf>.

- 7.6.2 Temporary Appointment

When it is determined that a university staff position will be filled on a temporary basis, the hiring manager must create a position description describing the job duties of the position. (Position Description Template: [http://www.uwrf.edu/HumanResources/upload/1-Position-Description\\_052615.docx](http://www.uwrf.edu/HumanResources/upload/1-Position-Description_052615.docx)) The description will be forwarded to Human Resources so the correct classification title and salary range can be determined. The hiring manager will be responsible for submitting the position request in the campus online recruitment system:

<https://jobs.uwrf.edu/hr/sessions/new> to obtain approvals.

The total time worked in any position or combination of positions by an individual shall not exceed 28 hours per week (Sunday through Saturday) and 750 hours of employment during a block of time which consists of 26 consecutive biweekly payroll periods and which ends on the anniversary date of the appointment. While the length of a temporary appointment (set of duties and responsibilities) may exceed 750 hours, an individual is limited to working a maximum of 750 hours in that position. If the employee reaches the hourly limit but the work of the position continues, the employee must be terminated and a new employee appointed. The employee previously serving in the position cannot be rehired for the same position.

Upon receiving the necessary approvals, Human Resources will discuss recruitment options with the hiring manager and assist with ad placement (if applicable). More information regarding the selection process can be found at the online recruitment "Hiring Procedures":

<https://www.uwrf.edu/HumanResources/Hiring/Steps-in-Filling-a-Temporary-Position.cfm>. If interviews are being conducted, the hiring manager or other panel member will schedule the interviews.

Upon candidate selection, the hiring manager will discuss with human resources the salary that will be offered. The salary must remain in the approved pay range. Temporary employees are assigned to Compensation Category F as outlined in Operational Policy TC 3: Compensation:

<https://www.wisconsin.edu/ohrwd/download/policies/ops/tc3.pdf>.

Human Resources will make the job offer, which will be contingent on successful completion of a criminal background check. Depending on requirements of the position, the offer may be contingent on successful verification or completion of other requirements, i.e., driver's authorization, specific certifications, pre-employment screen, psychological or physical testing, etc. These requirements must have been specified as a requirement of the position and included in the job posting.



Note: University staff temporary employees are non-exempt from the overtime provisions of the Fair Labor Standards Act (FLSA). If it is determined that the duties are exempt from the FLSA overtime provisions, the position should be filled as academic staff – fixed terminal.

○ **7.6.2.1 Multiple Temporary Appointments**

1. Concurrent Temporary Appointments

Concurrent temporary appointments that allow an employee to exceed 28 hours per week and 750 hours of employment during 26 consecutive biweekly payroll periods will not be permitted.

2. Different Positions

Concurrent temporary appointments may be used if the temporary appointments are for different positions, but cannot exceed 28 hours per week and 750 hours of employment during 26 consecutive biweekly payroll periods.

- At least 50% of the duties of each temporary position must be different from the duties of the other temporary position held
- A different title or working title is appropriate for each position
- The employee attained the multiple positions through separate recruitments
- The appointments are in different employing units
- The appointments report to different supervisors

○ **7.6.2.2 Successive Temporary Appointments**

Successive temporary appointments can be made if the employee is working in different positions as determined above. Successive temporary appointments of up to 28 hours per week and 750 hours in 26 consecutive biweekly payroll periods are permissible if the employee is working in bona fide different positions. In situations where the hours worked by a temporary employee will never reach the 750 hour limit by the anniversary date, the individual may continue in the same position. An exception with regard to this policy is Police Officers who continue in the same position as long as the hours worked do not exceed 1043 hours of employment by the anniversary date of the appointment.

● **7.6.3 Project Appointment**

Project employees are hired for positions when there is a temporary workload increase or for a planned undertaking which is not a regular function of the department and for which there is an established probable date of termination, and there is no expectation of continued employment. UW-River Falls shall use the merit-based principles as outlined in Chapter 7.5 Recruitment Policy [Chapter 7.5] when hiring project employees.

The total duration of a project appointment cannot exceed four years. If a project appointment is originally established for less than four years, it may be extended; however, the total duration of the original and extended appointment shall not exceed four years. Positions filled as a project appointment will count in an institution's full time equivalent (FTE) report.

If the duties of the project appointment are expected to be continuous or exceed four years, the institution should consider filling the position with a university staff appointment with the expectation of continued employment.

The hiring manager will develop a position description identifying the key responsibilities and the knowledge, skills and abilities that are required for performing the job duties of the project position. (Position Description Template: [http://www.uwrf.edu/HumanResources/upload/1-Position-Description\\_052615.docx](http://www.uwrf.edu/HumanResources/upload/1-Position-Description_052615.docx)) Human Resources will determine the classification title for the position. After determining the title, the hiring manager will submit the posting in the on-line recruitment system: <https://jobs.uwrf.edu/hr/sessions/new>. Information on entering the posting can be viewed at <https://www.uwrf.edu/HumanResources/Hiring.cfm>. After receiving the necessary approvals, the hiring manager will follow the recruitment and selection process as outlined in Chapter 7.5 Recruitment Policy.

Project employees are assigned to Compensation Category F as outlined in Operational Policy TC 3: Compensation: <https://www.wisconsin.edu/ohrwd/download/policies/ops/tc3.pdf>.

UW-River Falls has the authority to set the employee's salary within the established salary range for the position title.

#### • 7.6.4 Attributes of Both Temporary and Project Appointments

Human Resources is responsible for informing the temporary or project employee of his/her status at the time a temporary or project appointment is made. The temporary or project employee must be given a written communication that includes, at a minimum:

- An explanation of the duties and nature of temporary or project employment, specifically stating that there is no expectation of continued employment.
- An explanation of the potential benefits available to the temporary or project employee.
- A brief summary of the policy regarding temporary or project employment.
- An explanation of the institution's authority to terminate the appointment at any time.
- A place for the appointee and the appointing authority or designee to sign the acknowledgment.

Both temporary and project employees are "at will," meaning that the appointment can be terminated without notice for any or no reason, provided it is not based on prohibited discrimination. It is recommended, where practicable, that a minimum two-week notice of termination is provided. See University Temporary Employee Acknowledgment: <http://www.uwrf.edu/HumanResources/upload/University-Temporary-Employee-Acknowledgment.pdf> form.

#### • 7.6.5 Temporary and Project Employee Benefits

- Temporary and project employees are subject to the Wisconsin Retirement System (WRS) eligibility requirements in Wis. Stat. §§ 40.02(26) and 40.22, and in Chapter 3 of the WRS administrative manual.
- All temporary and project employees may participate in the following benefit plans, regardless of whether or not they are covered by the WRS:
  - Tax-Sheltered Annuity 403(b) Program
  - Wisconsin Deferred Compensation 457 Program
  - Long-Term Care Insurance
- Temporary employees are not eligible for paid leave benefits.
- Project employees are eligible for the same paid leave benefits available to university staff with an expectation of continued employment.

Temporary and project employees may be eligible for other benefits as indicated in Operational Policy: HR 7: <https://www.wisconsin.edu/ohrwd/download/policies/ops/hr7.pdf>.

#### • 7.6.6 University Responsibilities and Background

The Office of Human Resources will maintain this policy.

This policy document was approved on April 27, 2015, and defines the UW-River Falls temporary and project appointment procedures as of July 1, 2015.

#### • 7.6.7 Related Documents/References

UW System Operational Policy: HR7 – University Staff Temporary & Project Appointments  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/hr7.pdf>

## 7.5 UWRF Recruitment Local Policy

UW System Operational Policy: TC 3 – Compensation

<https://www.wisconsin.edu/ohrwd/download/policies/ops/tc3.pdf>

UW System Operational Policy: BN 3 – Sick Leave

<https://www.wisconsin.edu/ohrwd/download/policies/ops/bn3.pdf>

Position Description Template

[http://www.uwrf.edu/HumanResources/upload/1-Position-Description\\_052615.docx](http://www.uwrf.edu/HumanResources/upload/1-Position-Description_052615.docx)

University Temporary Employee Acknowledgment

<http://www.uwrf.edu/HumanResources/upload/University-Temporary-Employee-Acknowledgment.pdf>

## Faculty and Staff Handbook

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### **Chapter VII: University Staff Personnel Policies and Procedures**

#### 7.7 Compensation

**Under Construction**

## Faculty and Staff Handbook

27th Edition, 2017-18 Version

### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.8 Performance Management

- 7.8.1 Policy

This policy establishes procedures for the performance management process for University Staff at UW-River Falls. The process includes providing clear objectives that are in alignment with the mission, vision, and values of the university; ongoing and valuable feedback; professional development; and recognition for work well done. The performance management process shall foster continued improvement in employee's work performance and will serve as a component in the determination of merit-based salary adjustments for University Staff. These procedures follow the framework provided in UW System Operational Policy: HR 5: <https://www.wisconsin.edu/ohrwd/download/policies/ops/hr5.pdf>.

- 7.8.2 Performance Standards

Standards should be established within 30 days of the new employee's start date or immediately following the completion of the annual evaluation period for existing University Staff. The standards will be documented by completing the *University Staff Performance and Planning Review* form (form:<https://www.uwrf.edu/HumanResources/upload/UWRF-Performance-Planning-and-Review-Form.docx> | [University of Wisconsin-River Falls](https://www.uwrf.edu/HumanResources/upload/University-Staff-Performance-Planning-and-Review-Instructions.docx); instructions: <https://www.uwrf.edu/HumanResources/upload/University-Staff-Performance-Planning-and-Review-Instructions.docx>). See 7.8.2.1 for a performance calendar outlining the steps of the process and due dates.

The first step of the performance management process is to establish performance standards for the employee based on each key area of responsibility in the position description. The standards will identify a baseline for measuring performance. They should clearly identify what the employee needs to accomplish and how to accomplish it.

- Be realistic. The standards should be attainable by any qualified, competent, and fully trained person who has the authority and resources to achieve the desired result;
- Be expressed in terms of quantity, quality, time, cost, effect, manner of performance, or method of doing; and
- Be measureable.

After establishing the standards, supervisors should ask themselves the following questions:

- Are the standards fair? Are they comparable to expectations for other employees in similar positions? Do they allow for some margin of error?
- Are the standards attainable? Are they reasonable? Can a person accomplish the goals and expectations in the time allowed?
- Are they challenging? Does the employee need to exert a reasonable amount of effort?
- Are the expectations quantifiable, observable, and verifiable?

Developing sound goals is critical to managing performance. Employees should be involved in setting Employee Development and/or SMART goals for the upcoming evaluation period. It is the supervisor's discretion to decide whether or not it is appropriate for an employee to have both

Employee Development and SMART goals or just Employee Development goals or just SMART goals. At a minimum, employees must have either Employee Development goals or SMART goals. A SMART goal is defined as one that is:

- Specific:** Simplistically written and clearly defines what the employee is going to do.
- Measurable:** Measurable so there is tangible evidence that the goal has been accomplished. Typically the entire goal statement is a measure, but there may be short-term or smaller measurements built into the goal.
- Achievable:** Must be attainable by the average employee. They should stretch the employee slightly so he/she feels challenged but defined well enough so that it can be achieved.
- Relevant:** Results can realistically be achieved, given available resources.
- Time-bound:** Timeframe when the results can be achieved.

Examples of SMART goals:

- Complete a business writing course by the end of the spring semester and publish a department newsletter by July 1.
- Inventory and appropriately label chemical storage area by July 1.
- Complete a Microsoft training course and obtain certification by April 1.

If the supervisor chooses to set Employee Development Goals, the goals should be documented on the *University Staff Performance and Planning Review* form. Employee Development Goals can come in the form of mentoring, assigning interesting and challenging projects, etc.

The supervisor will meet with the employee upon completion of the *University Staff Performance and Planning Review* form and discuss the expectations for the upcoming review period. A copy of the signed document will be given to the employee. The original is retained by the supervisor.

**Note:** The document should be reviewed and modified, as necessary, if position duties are changed during the review period. Changes to expectations of standards and goals during the year should be reviewed with employee and documented.

○ **7.8.2.1 Performance Management Calendar**

Action	Responsible Party	Due Date	Form/Mode of Communication
Develop SMART goals, communicate performance standards and complete planning meeting.	Employee and Supervisor	By June 30 of the year preceding review	Performance Planning & Review Form
Notify supervisors that performance review process should be initiated	Human Resources	By first week in April	By email
Prepare self-evaluation for the past year of work and give it to evaluating supervisor	Employee		Varies
Prepare Performance Planning and Review document including recommended overall rating. Send to Dean/ Director/ Next Level Supervisor for preliminary review (may be submitted by email)	Evaluating Supervisor		Performance Planning & Review Form
Evaluate overall rating and return Performance Planning and Review document to evaluating supervisor (may be an email exchange)	Dean/ Director/ Next Level Supervisor		

Conduct performance review with employee and submit signed documents to Dean/ Director/ Next Level Supervisor	Evaluating Supervisor and Employee		
Sign Performance Planning and Review document and forward all documents to Human Resources	Dean/ Director/ Next Level Supervisor	By second Friday in June	

- 7.8.3 Performance Review/Evaluation

The annual performance review process will occur starting in April. Supervisors must complete and submit a performance evaluation document to Human Resources for each University Staff employee no later than the second Friday of June. Instructions on how to complete the form can be viewed at <https://www.uwrf.edu/HumanResources/upload/University-Staff-Performance-Planning-and-Review-Instructions.docx>.

Probationary employees will receive a performance review two times during the required probationary period (at 3- and 6-months for 6-month probationary employees or 6- and 12-months for 12-month probationary employees). Information provided in the review will serve as the basis for determining whether the employee will continue in the position or be terminated.

Supervisors have the responsibility to recognize and reinforce strong performance by an employee and to identify and encourage improvement where needed. Feedback should be timely. To be most effective, performance management should happen continuously throughout the review period. A supervisor will have many contacts with the employee and have the opportunity to provide continuous feedback throughout the year. Each supervisor should document interactions to reference when completing the *University Staff Performance and Planning Review* form.

When preparing the performance review, schedule a mutually convenient time and place to discuss the upcoming review and to allow the employee to provide input. Supervisors may ask the employee to provide a pre-review self-evaluation, which will be discussed at the meeting. Supervisors may include that information on the document and note the input as *Employee Comments* or simply keep that input in mind when writing the final review. To help further the discussion, the supervisor may want to draft a list of questions for the employee to consider when evaluating his/her own performance. For example:

- What have been your major accomplishments on the job during the review period?
- What have you done to meet your established goals?
- What could you have done better?
- What could I do as your supervisor to help you do your job better?

The review form should be completed using the performance standards that were established on the *University Staff Performance and Planning Review* document at the beginning of the review period. The supervisor will use the knowledge gained from monitoring the employee's performance during the review period to compare that performance against the standards and when assigning an applicable rating. Negative information provided should not be a surprise to the employee, particularly when the supervisor and the employee should have had performance discussions during the review period.

Common rating issues that prevent supervisors from making meaningful and accurate distinctions in performance should be avoided. For example:

- Leniency – rating employees too favorably such as rating all employees “Exceeds Standards.”
- Halo Effect – generalizing the overall opinion of performance based on familiarity with the employee's performance in one area.
- Discrimination – making intentional or unintentional distinctions among employees that are not applicable to performance.
- Limiting Review Comments to Recent Months – focusing on most recent months. Track, document, and rate performance for the entire review period. Avoid focusing on the last

months before the end of the review period.

Supervisors will designate an overall rating on the form and are required to include comments and specific examples to support the overall rating. The overall rating should be supported by the individual ratings and comments provided throughout the form. The Dean, Director, or next level supervisor will review the performance review documents for the work unit prior to the supervisor meeting with the employee. The purpose of the review is to ensure that different supervisors are consistent with evaluating performance.

The supervisor will schedule a meeting with the employee to discuss the performance review. This is an opportunity to discuss any ongoing challenges and brainstorm ways to solve those issues. It is also a time to discuss successes. Upon completion of the meeting, both the supervisor and the employee will sign the *University Staff Performance and Planning Review* document. **Note:** The employee signature reflects that the employee had an opportunity to read and discuss the review. It does not indicate agreement.

A copy of the signed form should be made by the supervisor for the employee. The original will be signed by the Dean, Director, or next level supervisor and then forwarded to Human Resources for placement in the employee's personnel file.

If overall performance is "Needs Improvement" or "Unsatisfactory", a written plan will be developed. See [under construction] for information regarding that process.

- **7.8.4 University Responsibilities and Background**

The Office of Human Resources will maintain this policy.

This policy document was approved on December 15, 2015, and defines the UW-River Falls Performance Management Policy as of July 1, 2015.

- **7.8.5 Related Documents/References**

UW System Operational Policy: HR 5 – Performance Management  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/hr5.pdf>

UWRF Performance Improvement Plan Policy  
[under construction]



## Faculty and Staff Handbook

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### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.9 Layoff for Reasons of Budget or Program

- **7.9.1 Policy**

This policy establishes procedures for layoff of permanent university staff when such action is deemed necessary due to budget or program decisions. These procedures follow the framework provided in UW System Operational Policy: GEN 13:

<https://www.wisconsin.edu/ohrwd/download/policies/ops/gen13.pdf>.

- **7.9.2 Layoff**

Considerations will be made to reduce costs or re-deploy staff when able. When layoff is necessary, the Chancellor or designee will develop a layoff plan documenting:

- 1) the justification for the layoff;
- 2) effective date of the layoff;
- 3) eliminated functions;
- 4) position(s) to be eliminated;
- 5) operational area(s) affected;
- 6) position title(s); and
- 7) number of employees expected to be laid off.

Employees subject to layoff will be determined and evaluated by using the following criteria, including but not limited to:

- Needs of institution to deliver services;
- Relative skills, knowledge, or expertise of employees; and
- Length of service of employees (information regarding length of service at UW-River Falls and additional service within UW System will be made available to Chancellor or designee).

Layoff plans shall be discussed by the Chancellor or designee with an advisory council representative. All layoff plans will be reviewed by the Director of Human Resources prior to any announcement or implementation of a layoff.

Once the layoff group has been determined, any employee from within the affected layoff group may elect to retire or voluntarily be laid off to avoid involuntary layoffs.

Whenever practicable, employees in temporary or project appointments in the operational area shall be reduced or discontinued before invoking the layoff procedures.

Employees serving a probationary period may be dismissed prior to laying off non-probationary employees, providing that those remaining employees have the necessary skills, knowledge, and ability to perform the work.

- **7.9.3 Alternatives to Layoff**

If layoff is deemed necessary, an employee may be moved to another position regardless of being designated in layoff status. The employee shall receive written notice as to why he or she is being moved. Involuntary employee movements are not meant to circumvent the recruitment process and should only be used to avoid a reduction in force.

The employee may choose not to accept the involuntary reassignment and as a result be laid off. If the employee accepts the involuntary reassignment, the employee's rate of pay and applicable benefits will not decrease if the reassignment is lateral; however, the rate of pay may be adjusted with a downward reassignment.

- **7.9.4 Notification**

A full or part-time staff member who is designated for layoff must be given written notice from the Office of Human Resources as soon as practicable, but not less than 45 calendar days prior to the effective date of the layoff. At any time during the notification of layoff period and with mutual agreement of the employee and appointing authority, a lateral movement or demotion to a different position within the UW institution may be made outside of a recruitment process.

Upon an employer's layoff notification to an employee, the employee may appeal the layoff decision through the appropriate grievance procedure (see 7.11 UWRF Grievance Policy).

The employer reserves the right to rescind a layoff notice and/or postpone the layoff date. However, once the employee has been officially notified of the intended layoff date, the employer may not make the layoff date any earlier.

- **7.9.5 Vacant Positions within UW System**

An employee who is or will be affected by a layoff may request, in accordance with the hiring authority's requirements, to be considered for other vacancies within the UW System. Employment opportunities at other campuses can be viewed at <https://www.wisconsin.edu/ohrwd/careers/>. Such consideration does not guarantee an interview or mandatory job offer.

A laid off employee may apply for vacant positions in the same manner as a current employee for a period of three years from the date of layoff. Positions available at UW-River Falls will be announced in the campus *Falcon Daily* E-newsletter. It is the employee's responsibility to view the *Falcon Daily* or the campus recruitment system to learn about vacant positions.

- **7.9.6 Refill of Positions**

For three years from the anniversary of the layoff, no person may be hired with an expectation of continued employment in that operational area to perform duties reasonably comparable to the duties of the laid off employee without first making an offer of return to the laid off employee. The employee will have five working days to accept the offer. If the employee does not accept the offer, the employee's rights under this section will be terminated.

- **7.9.7 Employee Benefits upon Layoff**

Employees enrolled in State Group Health Insurance at the time of layoff are eligible to continue coverage under the group plan following the layoff date. The employee's coverage will continue through the month in which premiums are paid and the employer contribution towards the health insurance premium is paid for an additional three months. The employee must pay his/her share of the health insurance premium during these months to maintain coverage. The employee may pay the premium through payroll deduction, personal check, or converted sick leave credits.

UW System employees who terminate due to layoff are eligible for the conversion of their sick leave credits to pay for State Group Health Insurance provided eligibility requirements are met under the Accumulated Sick Leave Conversion Credit (ASLCC) and Supplemental Health Insurance Conversion Credit (SHICC) programs as outlined in Wis. Stat. §§ 40.05(4)(b): <http://docs.legis.wisconsin.gov/statutes/statutes/40/1/05/4/b> and 40.95

<http://docs.legis.wisconsin.gov/statutes/statutes/40/IX/95> .

Health insurance premiums are paid from sick leave credits until the earliest of the following events:  
The credits are exhausted;  
The first of the month following the begin date of other employment offering comparable health insurance coverage;  
Five (5) years have elapsed from the date of layoff (no time restriction if the employee has over 20 years of WRS creditable service at time of layoff); or  
The employee dies. If the employee dies, the employee's surviving spouse/domestic partner and dependents can continue to use remaining sick leave credits to pay for health insurance.

Coverage under all other benefit plans ends according to the normal termination rules of the plan.

- **7.9.8 University Responsibilities and Background**

The Office of Human Resources will maintain this policy.

This policy document was approved on February 26, 2015, and defines the UW-River Falls layoff procedures as of July 1, 2015.

- **7.9.9 Related Documents/References**

UW System Operational Policy GEN 13 – Layoff for Reasons of Budget or Program  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/gen13.pdf>

UW System Operational Policy GEN 14 – Grievance  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/gen14.pdf>

7.11 UWRF Employee Grievance Local Policy

UW System Operational Policy BN 3 – Sick Leave  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/bn3.pdf>

## Faculty and Staff Handbook

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### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.10 Complaints

- 7.10.1 Policy

This policy establishes procedures to deal with allegations concerning the conduct of university staff that violates the rules or policies of UW-River Falls or which adversely affects the university staff member's performance or obligation to the university. Complaints may be submitted by other university staff, faculty, academic staff, administrators, students or members of the public. Chapter UWS 18 of the Wisconsin Administrative Code regulates conduct on all UW System property. These procedures follow the framework provided in UW System Operational Policy: GEN 24: <https://www.wisconsin.edu/ohrwd/download/policies/ops/gen24.pdf>.

- 7.10.2 Complaint Procedures

UW-River Falls is committed to establishing and maintaining harmonious working relationships between supervisors and the employees whom they supervise and positive interactions with students and the general public. If someone witnesses or has information regarding the commission of a crime, it should be reported directly to the UWRF police. This policy shall not abridge rights protected by the U.S. Constitution or other federal or state laws.

If a staff member, student, or a member of the public believes that he/she has been inappropriately treated, an attempt should be made to address the issue directly with the employee or with the employee's supervisor.

Issues that may be addressed include, but are not limited to:

- Intentional physical harm or intimidation
- Bullying
- Abusive language or swearing
- Lack of respect or being discourteous to others
- Improper use of campus resources
- Breach of confidentiality

**Note:** If the issue involves witnessing or experiencing an act committed against any person, group, or property which discriminates, stereotypes, harasses, or excludes anyone based on some part of their identity, report it to the campus EEO/AA Officer. Complete the form available online at <http://www.uwrf.edu/EquityDiversityInclusion/incident.cfm>.

- A. If an attempt has been made to resolve the issue or if the individual does not feel comfortable addressing it with the employee or his/her supervisor, the matter shall be addressed with the Office of Human Resources. Within 20 calendar days after the alleged misconduct, the complaint should be made in person, by phone or in writing. The complainant will be asked to:
  - 1) explain the nature of the complaint and the specific circumstances at issue;
  - 2) identify specific witnesses, if applicable, who may provide supporting evidence;
  - 3) provide complainant contact information (phone, email); and

- 4) state the specific and complete remedy sought.

A *Complaint Form* is available to complete but is not required. The form is available at <https://www.uwrf.edu/HumanResources/upload/complaint-form.pdf>.

- B. Upon review of the complaint, Human Resources will determine the follow-up action, and if deemed appropriate, notify the accused. Possible actions:

- 1) dismiss the complaint;
- 2) informal resolution/mediation process;
- 3) refer to the grievance process;
- 4) complete an investigation to determine other appropriate steps; or
- 5) invoke appropriate disciplinary action (the affected staff member may file a grievance as identified in 7.11 UWRF Grievance Local Policy).

Human Resources will notify the complainant of the determination and explain the steps of the process, if applicable.

- C. If the complainant feels the issue has not been satisfactorily resolved, a formal complaint shall be written, signed, and submitted to the Chancellor within 10 calendar days of Human Resources' resolution of the complaint. The written complaint should:

- 1) explain the nature of the complaint and identify the rights, procedures, or policies violated;
- 2) include the determination made by Human Resources and steps taken to resolve issue;
- 3) state specific witnesses, if applicable, who may provide supporting evidence;
- 4) provide complainant contact information (phone, email); and
- 5) state the specific and complete remedy sought.

- D. The Chancellor or designee may make a further investigation of the allegations and shall then:

- 1) dismiss the complaint, or
- 2) refer the complaint to the University Staff Council (USC).

The Chancellor or designee shall notify the complainant, in writing, of the decision to either dismiss the complaint or forward it to the USC.

- E. If the complaint is referred to the University Staff Council, the USC panel shall hold a hearing not more than 30 calendar days from the date in which it was referred from the Chancellor or designee. The affected parties shall be given at least 10 calendar days' notice for the hearing. The time limit may be extended by mutual consent of the parties.

(The USC panel consists of 5 University Staff chosen randomly from a balanced pool of volunteers recruited by the University Staff Council. This panel is the Independent Hearing Officer (IHO) panel that is created each year to also hear grievances. A member shall be disqualified from serving if he/she participated in bringing the allegations against the university staff member or is the party at which the complaint is directed.)

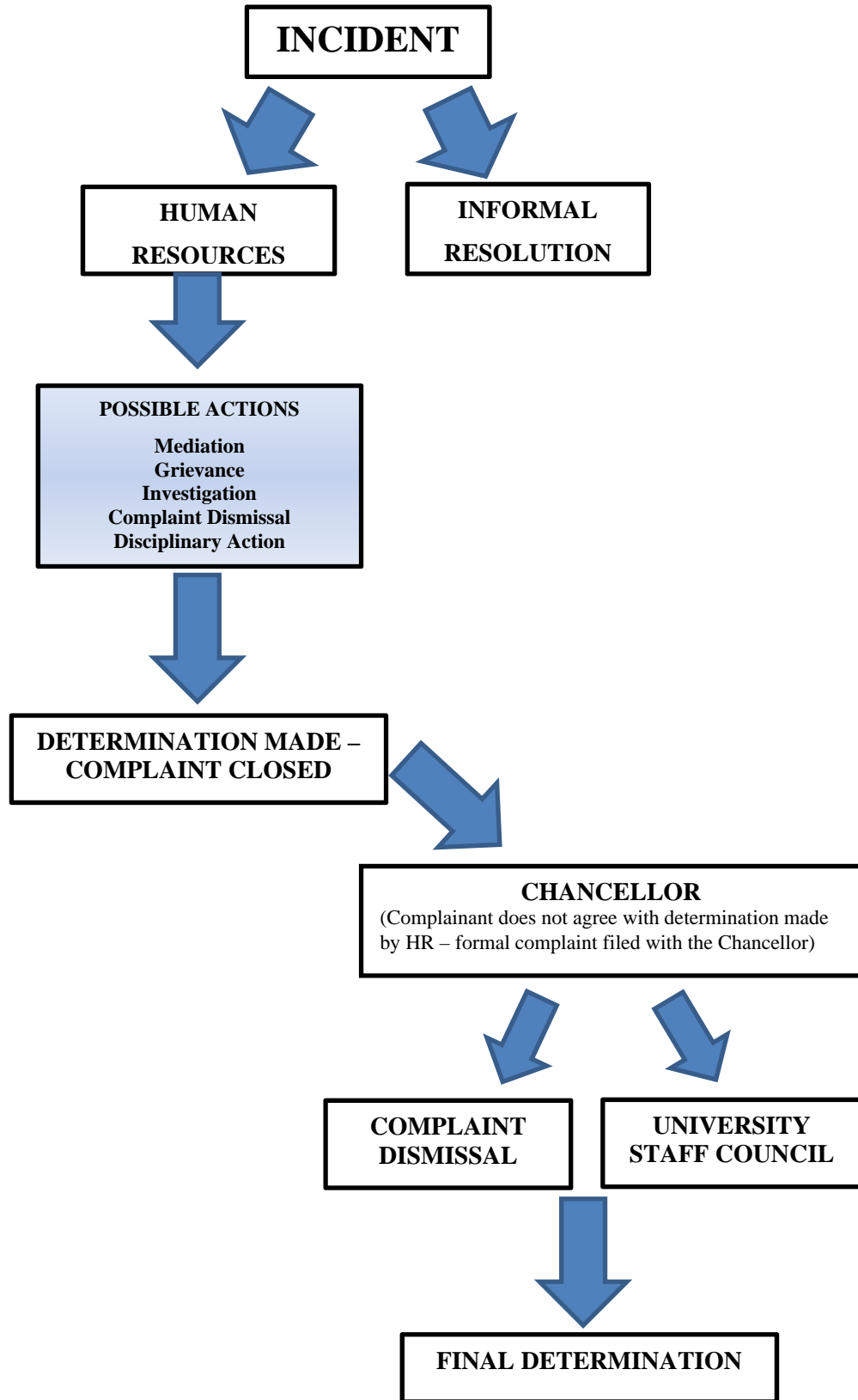
The findings and recommendation of the USC panel shall be reported in writing to the Chancellor. The recommendation may be for:

- 1) dismissal of the complaint, or
- 2) appropriate disciplinary action, or
- 3) other corrective action.

The Chancellor or designee will notify the complainant of the final decision.

• 7.10.2.1 Complaint Procedure Flowchart

# COMPLAINT PROCEDURE FLOWCHART



- **7.10.3 Records Maintenance**

The Office of Human Resources will maintain complaint records and evidence in confidential files. Documents will not be placed in employee personnel files unless disciplinary action has occurred at which time a letter will be placed in the personnel file.

- **7.10.4 Retaliation**

Retaliation against individuals who initiate staff complaints or cooperate with the investigation is contrary to university policy. Retaliatory behavior is itself a form of misconduct that may form the basis for disciplinary action.

- **7.10.5 University Responsibilities and Background**

The Office of Human Resources will maintain this policy.

This policy document was approved on February 26, 2015, and defines the UW-River Falls complaint procedures as of July 1, 2015.

- **7.10.6 Related Documents/References**

UW System Operational Policy GEN 24 – Complaint Procedures  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/gen24.pdf>

UW System Operational Policy WE3 – Workplace Conduct Expectations  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/we3.pdf>

7.11 UWRF Grievance Local Policy

7.12 UWRF Workplace Conduct Expectations Local Policy

UWS 18, Wis. Adm. Code  
[http://docs.legis.wisconsin.gov/code/admin\\_code/uws/18.pdf](http://docs.legis.wisconsin.gov/code/admin_code/uws/18.pdf)

## Faculty and Staff Handbook

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### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.11 Employee Grievance

- **7.11.1 Policy**

This policy establishes grievance procedures for UW-River Falls university staff and includes requirements as indicated in Wis. Stat. § 36.115(4): <https://docs.legis.wisconsin.gov/statutes/statutes/36/115/4> and UW System Operational Policy: GEN 14: <https://www.wisconsin.edu/ohrwd/download/policies/ops/gen14.pdf>. This applies to university staff who wish to file a grievance contesting dismissals, other disciplinary action, or layoff if the employee alleges that the action was taken without just cause. Grievances may also be filed for working conditions. University staff serving a probationary period do not have the right to file grievances on dismissal, discipline or layoff.

- **7.11.2 Grievance Actions**

Employees wishing to file a formal grievance must determine whether the action can be grieved and at what step the grievance may be filed. The actions are processed through the following steps:

- Discipline and Layoff (begin at Step One and may proceed no further than Step Two)
- Dismissals (begin at Step Two and may proceed to Step Three)
- Working Conditions (processed through Step One only)

Those actions that cannot be grieved include but are not limited to verbal reprimands; performance evaluations; merit; termination of temporary or project employees; failure of a supervisor to process a reclassification request; release of probationary employees; content of written campus rules and policies; and any other matters related to wages, hours, types of fringe benefits, allegations of missed overtime, assignment of overtime, and scheduling of work. In addition, working condition issues may not be filed that pertain to:

- Utilizing personnel, methods and means to carry out the mission of the University of Wisconsin System or UW-River Falls;
- Determining the size and composition of the work force;
- Managing and directing the employees of the University of Wisconsin System;
- Hiring, promoting, assigning or retaining employees; or
- Establishing reasonable workplace expectations.

- **7.11.3 Pre-Grievance Steps**

The university promotes the internal resolution of issues between employees and supervisors. Both employees and supervisors have an obligation to make every effort to resolve employment-related problems as they arise. The grievance procedures exist to allow for avenues of appeal when such efforts are not successful. Employees may request assistance from the Office of Human Resources to facilitate a fair resolution.

- **7.11.4 Grievance Steps**



If an attempt to resolve a matter is not successful or appropriate, a grievance may be filed. All grievances must be filed by completing *Employee Grievance Report*:  
<https://www.uwrf.edu/HumanResources/upload/Employee-Grievance-Report.pdf>.

REASON	STEP ONE	STEP TWO		STEP THREE
		STEP TWO A	STEP TWO B (employed prior to 7/1/15)	
*Dismissal		X	X	X
*Layoff	X	X	X	
*Discipline	X	X	X	
Working Conditions	X			

\*Employees serving a probationary period do not have the right to file for these reasons.

o 7.11.4.1

**Step One** (for layoff, discipline, and working conditions) – shall be filed with the Office of Human Resources. HR will determine the appropriate director, dean, or division head who will be responsible for hearing the grievance.

The grievance shall be filed no later than 30 calendar days from the date the grievant first became aware, or should have become aware (with the exercise of reasonable diligence), of the matter grieved. Within 30 calendar days of receipt of the written grievance, the director, dean, division head, or another designee shall meet with the grievant and their representative (if applicable) to hear the grievance. The grievant shall receive a written decision no later than 7 calendar days after this meeting.

If the subject of the appeal is working conditions, there is no opportunity to appeal beyond Step One.

o 7.11.4.2

**Step Two A** (for dismissal, layoff, discipline) – shall be filed with an impartial hearing officer. When an employee has filed a grievance alleging that a **discipline** decision was not based on just cause and is dissatisfied with the Step One decision, the employee may appeal the decision to an impartial hearing officer. The grievant must inform the Chancellor or Chancellor's designee of the desire to appeal the Step One decision within 10 calendar days from receipt of the answer in Step One.

An appeal of **dismissal** of a university staff member will begin at Step Two and must be filed within 20 calendar days of written notice of dismissal.

The impartial hearing officer will determine whether just cause for the discipline or discharge exists. If the subject of the appeal is layoff, the issue before the impartial hearing officer will be whether the applicable layoff procedure was followed. The impartial hearing officer will be charged with hearing the case and making a report and recommendations to the Chancellor or Chancellor's designee.

The hearing for a university staff employee shall include a right to representation, a right to offer witnesses, and a right to a written decision. The hearing shall be closed unless the grievant requests an open hearing. Within 20 calendar days of receipt of the report and recommendations, the Chancellor or Chancellor's designee shall release a statement accepting or rejecting the findings of the impartial hearing officer and explaining how the decision will be implemented.

The employee filing a grievance shall be able to choose one of four options as their impartial hearing officer.

○ **7.11.4.3 Impartial Hearing Officer Selection Process**

The employee filing the grievance shall be able to select one of the following options as their "Impartial Hearing officer" (IHO).

- A) A panel consisting of five University Staff chosen randomly from a balanced pool of volunteers recruited by University Staff Council.

University Staff Council will annually compile/recruit a pool of individuals willing to serve on the IHO panel. The selection will start at the beginning of the first session of the new council each year. Human Resource staff are not allowed to sit on the IHO panel. The pool size shall not exceed the accumulative number of University Staff at UW-River Falls. The individuals in this pool will be assigned a random number. In the event of a grievance, five numbers will be chosen out of a "hat" by the sitting Chair of University Staff Council. The chosen five individuals will then make up the IHO panel for that particular grievance. Any individual in the pool may never serve, or could serve several times, as the selection process is random. Any individual chosen to serve as an IHO shall remain in pay status to duly fulfill their responsibilities associated with being an IHO. The individuals in this pool will serve a one year term with a limit of three consecutive terms. After a minimum of one year break, an individual is eligible to serve again. In the event of a conflict of interest or absence, another individual will be chosen at random. The University Staff Council will evaluate and approve the final IHO panel in a closed session. The panel must make a decision within 30 days.

- B) An arbitrator employed by the Wisconsin Employment Relations Commission (WERC) for those employed prior to July 1, 2015. A decision is expected within 30 days of the final hearing.
- C) An arbitrator from the WERC roster of neutral decision-makers not employed by the WERC. Human Resources shall retain the list of neutral arbitrators to be shared with the grievant upon request. A decision is expected within 30 days of the final hearing.
- D) Should the reason for the grievance be to resolve a discharge only, the grievant shall have a fourth option which is to choose an arbitrator from a roster developed and provided by UW-System. Human Resources shall retain the list of neutral arbitrators to be shared with the grievant upon request. A decision is expected within 30 days of the final hearing.

The cost for all IHOs listed above, should an arbitrator be chosen, shall be split 90/10 with the employer paying 90% of the arbitration fee and all expenses and the employee paying 10% of the fee only. If there is a cost associated, the employee shall be responsible for paying their portion of the cost to Human Resources. HR shall deposit these funds into a separate "grievance fund" account. If the employee ultimately wins his or her grievance, HR shall reimburse the employee within 10 business days of the final decision.

The grievant shall be provided with the findings of the Impartial Hearing Panel or IHO at the same time this information is provided to the Chancellor or Chancellor's designee.

○ **7.11.4.4**

**Step Two B** (for dismissal, layoff, discipline) – university staff who held permanent status in employment prior to July 1, 2015, may appeal a disciplinary action (suspension, demotion, or reduction in base pay), layoff or discharge directly to the Wisconsin Employment Relations Commission (WERC): <http://werc.wi.gov/>.

The grievant may appeal directly from Step One to the Chancellor or Chancellor's designee within 10 calendar days from receipt of the Step One decision. If the employee is still dissatisfied with the decision as issued by the Chancellor or Chancellor's designee, the employee may appeal the decision to the WERC under Wis. Stat. § 230.44(1)(c):

<https://docs.legis.wisconsin.gov/statutes/statutes/230/11/44/1/c>.

The appeal must be received by the WERC within 30 calendar days from the date of the decision being appealed.

If an appeal to WERC is filed, no further steps in the grievance process will apply. The decision of the WERC may be subject to judicial review, but an appeal to the Board of Regents is not available using this procedure.

Note: Employees hired prior to July 1, 2015, may choose to file a grievance under Step Two A or Step Two B.

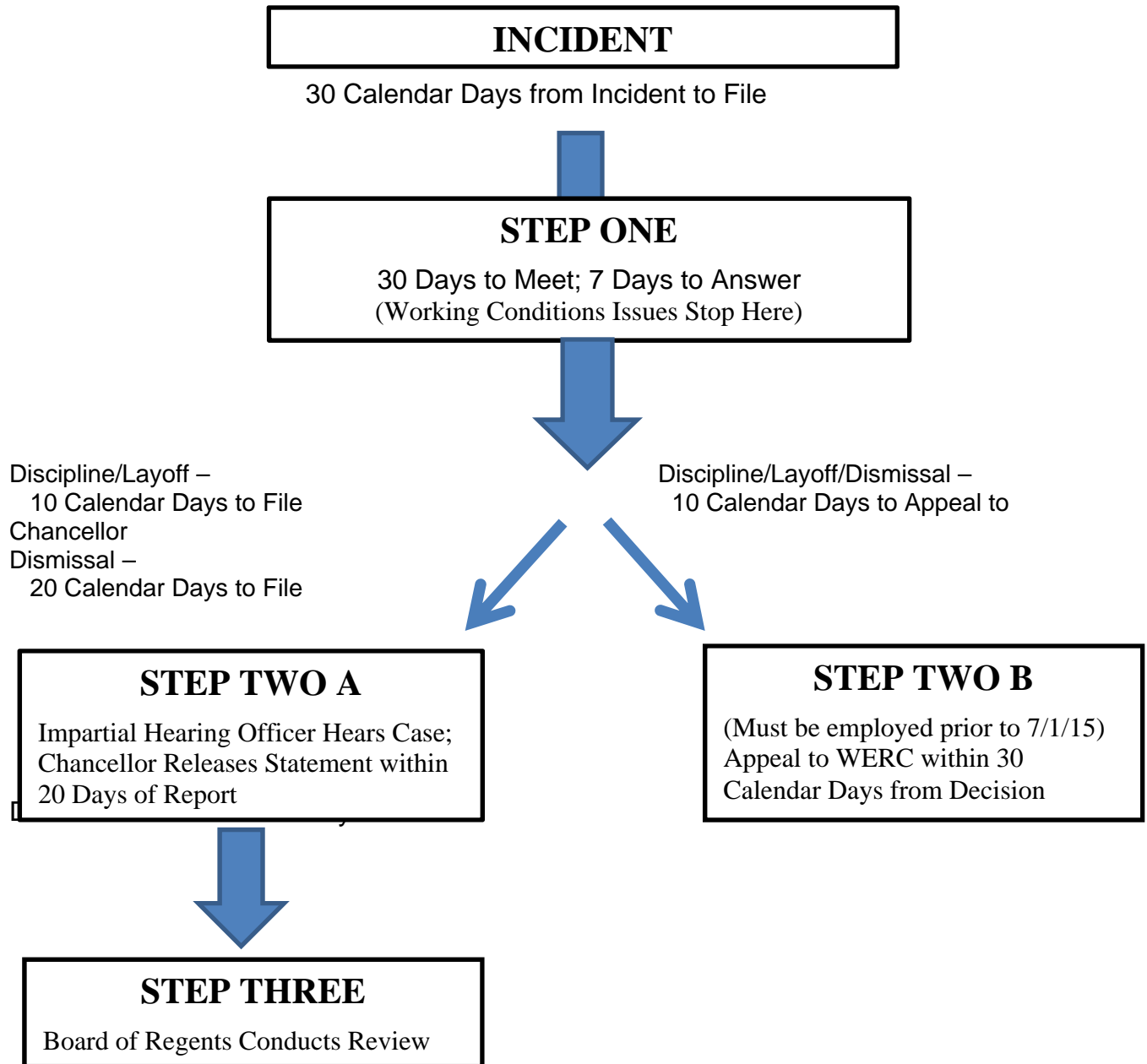
○ **7.11.4.5**

**Step Three** (for dismissal) – shall be filed with the Board of Regents. For matters that involve dismissal only, a grievant who is dissatisfied with a Chancellor's or Chancellor's designee Step Two decision may appeal the decision to the Board of Regents. The appeal must be filed within 30 calendar days of receipt of the decision.

The Board of Regents Personnel Matters Review Committee will conduct a review based on the record of the matter created by the impartial hearing officer and will prepare recommended findings and a decision and transmit them to the full Board for final action. No further appeal shall be available to the parties.

- 7.11.4.6 Grievance Steps Flowchart

# GRIEVANCE STEPS FLOWCHART



- **7.11.5 Representation**

An employee has a right to be accompanied and advised by a representative of his/her own choosing at all levels of the grievance process. The representative has the right to observe and take notes and can serve as an advisor to the employee including repeating certain points stated by employee, explaining significance of points made by the employee, and speaking about practices at the work site. The representative has no right to speak for the employee in response to questions. However, the employee has the right to confer privately with their representative at any time during the hearing or questioning.

- **7.11.6 Use of Paid Work Time for Grievances**

The employee and his/her representative will be allowed a reasonable period of time as determined by mutual agreement to investigate, prepare, and present a grievance during normal work hours without loss of pay. Time spent preparing grievances outside the employee's scheduled work hours, or any travel or other expenses incurred by the grievant, are not the responsibility of UW-River Falls. Any expense incurred by the grievant or his/her representative in investigating, preparing, or presenting a grievance shall be the sole responsibility of the grievant or representative.

- **7.11.7 Deadlines**

A grievance must be filed with and received by the designated employer representative within the timeframe noted. If mailed, the postmark denotes the date of submittal or response. Grievances not appealed within the designated time limits at any step of the grievance procedure will be considered as having been adjudicated on the basis of the last preceding employer answer. Grievances which are not answered within the time limits may be grieved to the next step within 10 calendar days after the last day on which the grievance could have been timely answered.

- **7.11.8 Retaliation**

UW System and UW-River Falls are prohibited from retaliating against a grievant, representative, witness, or potential witness in the grievance proceedings.

- **7.11.9 University Responsibilities and Background**

The Office of Human Resources will maintain this policy. Prior to July 1, 2015, grievance procedures were directed by the Office of State Employment Relations and described in Chapter 430 of the *Wisconsin Human Resources Handbook*: [http://oser.state.wi.us/doctype\\_list.asp?doccatid=48&typeid=64](http://oser.state.wi.us/doctype_list.asp?doccatid=48&typeid=64). This policy document was approved on December 12, 2014, and defines the UW-River Falls grievance policy as of July 1, 2015.

- **7.11.10 Related Documents/References**

Wis. Stat. § 36.115(4)  
<https://docs.legis.wisconsin.gov/statutes/statutes/36/115/4>

UW System Operational Policy GEN 14  
[https://www.wisconsin.edu/personnelsystems/download/development\\_documents/ops/gen/UPS%20P%20GEN%202014%20Grievance%20Procedure.pdf](https://www.wisconsin.edu/personnelsystems/download/development_documents/ops/gen/UPS%20P%20GEN%202014%20Grievance%20Procedure.pdf)

PC 3, Wis. Adm. Code  
[http://docs.legis.wisconsin.gov/code/admin\\_code/pc/3](http://docs.legis.wisconsin.gov/code/admin_code/pc/3)

## Faculty and Staff Handbook

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### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.12 Workplace Conduct Expectations

- 7.12.1 Policy

The Workplace Conduct Expectations relating to personal conduct are issued by the UW System as part of its responsibility under law to inform all university staff of personal conduct expected of all UWRF employees. See UW System Operational Policy: WE 3: <https://www.wisconsin.edu/ohrwd/download/policies/ops/we3.pdf>.

The expectations are established so the university can attain its objectives in an orderly and efficient manner and are not intended to restrict the rights of employees, but rather to advise employees of prohibited conduct. The expectations should be applied equally relative to the employee's job requirements.

Failure to comply with the Workplace Conduct Expectations can be subject to discipline ranging from verbal reprimand up to and including termination. See the [Progressive Discipline Process](#).

These expectations do not constitute the entire list of violations for which employees may be disciplined. Other rules are provided by statute, by Administration Code, and by administrative procedures established by management. Individual departments may have additional work rules as circumstances require.

- A. Be Fair and Respectful to Others - Every UW System employee shall be courteous and respectful in interactions with students, other employees, members of the general public or any other individual when acting on behalf of the UW System. Other expectations in furtherance of this principle include but are not limited to:
  - Avoid all forms of bullying, harassment, abuse, illegal discrimination, threats, or violence, such as intimidating, using abusive language towards others, making false or malicious statements concerning other employees, supervisors, students or the University;
  - Provide equal access to programs, facilities, and employment;
  - Treat others with fairness and impartiality;
  - Promote conflict resolution;
  - Be courteous in dealing with fellow employees, students or the general public.

UWS 18.10 defines specific offenses against public safety and UWS 18.11 defines offenses against public peace and order.

- B. Protect and Preserve UW System Resources - Employees shall responsibly use and care for UW System property. UW System property, services, resources, or information shall not be used for personal gain. Other expectations in furtherance of this principle include but are not limited to:

- Use of UW System property, equipment, finances, materials, information technology, electronic and other systems and other resources for legitimate UW System purposes (See Regent Policy Document 25-3: Use of University Information Technology Resources at <https://www.wisconsin.edu/regents/policies/policy-on-use-of-university-information-technology-resources/>);
- Promote efficient operations and prevent waste and abuse;
- Use, lend, borrow or duplicate of University keys without authorization;
- Access to University property, including building entry outside of assigned hours of work or entry to restricted areas without authorization;
- Possess or remove University property without authorization;
- Use of University property or equipment including vehicles, telephone or mail service without authorization;
- Post or remove notices or signs from bulletin boards without authorization;
- Solicitation for any purpose without authorization.

UWS 18.12 defines property offenses and UWS 18.08 further defines personal conduct prohibitions.

- C. Act Ethically and with Integrity – All UW System employees shall act according to the highest ethical and professional standards of conduct (See RPD - Code of Ethics at [https://www.wisconsin.edu/personnelsystems/download/development\\_documents/rpd-code-of-ethics-pending-july-1-2015.pdf](https://www.wisconsin.edu/personnelsystems/download/development_documents/rpd-code-of-ethics-pending-july-1-2015.pdf)) and Wis. Stat. § 19.45(11)(b)). UW System employees are expected to, among other things:

- Be personally accountable for individual actions;
- Fulfill obligations owed to students, clients, and colleagues;
- Conscientiously meet UW System responsibilities;
- Not falsify records or fail to provide accurate and complete information whenever such information is required by an authorized person;
- Not loaf, loiter, sleep or engage in unauthorized personal business;
- Not disclose or authorize confidential information or records;
- Be attentive in performance of assigned duties;
- Not remove or possess another person's private property without authorization.

- D. Contribute to a Healthy and Safe Workplace - The UW System strives to promote health and safety in the workplace. It is the responsibility of all to ensure a safe, secure, and healthy environment for all. General expectations in this regard include but are not limited to:

- Unauthorized dangerous weapons are not allowed on any UW System property;
- Illegal drugs are not allowed on any UW System property;
- The use of alcohol is limited to those areas on UW System property where allowed by law;
- Any individual acting in any capacity on behalf of the UW System shall not do so while under the influence of alcohol or illegal drugs.
- Comply with health, safety and sanitation requirements, rules and regulations;
- Refrain from inappropriate dress or lack of personal hygiene which adversely affects proper performance of duties or constitutes a health or safety hazard.

UWS 18.09 defines alcohol and drug prohibitions, UWS 18.10 defines offenses against public safety, UWS 18.11 defines offenses against public peace and order, and UWS 18.15 defines additional statutory penalty provisions regulating conduct on university lands.

- E. Promote a Culture of Compliance – The UW System is committed to meeting legal requirements and to fostering ethical and lawful conduct. Expectations for UW System employees include:

- Learn and follow all applicable laws, regulations and UW System policies and procedures;
- Protect the security, integrity and confidentiality of university information and records where appropriate and required by law;
- Be proactive to prevent and detect any compliance violations;
- Report suspected violations to appropriate authority;

- Report promptly at the starting time of a shift and stay until the scheduled quitting time of a shift unless approved by the supervisor;
- Avoid unexcused or excessive absenteeism as defined by unit/departmental supervisor;
- Observe the time limits and scheduling of lunch, rest or wash-up periods;
- Notify the supervisor promptly of unanticipated absence or tardiness;
- Proper use or possession of uniforms, identification cards, badges, or permits;
- No insubordination, including disobedience, or failure or refusal to carry out assignments or instructions.

- **7.12.2 University Responsibilities and Background**

The Office of Human Resources will maintain this policy.

This policy document was approved on June 29, 2015, and defines the UW-River Falls workplace conduct expectations procedures as of July 1, 2015.

- **7.12.3 Related Documents/References**

UW System Operational Policy WE 3 – Workplace Conduct Expectations  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/we3.pdf>



## Faculty and Staff Handbook

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### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.13 Workplace Safety

- **7.13.1 Policy**

The University of Wisconsin-River Falls is committed to maintaining and promoting a healthy, safe, and injury free environment to all employees with the goal of reducing injuries and illnesses to the lowest possible level. This policy establishes workplace health and safety procedures for University Staff and follows the framework provided in UW System Operational Policy: GEN 11: <https://www.wisconsin.edu/ohrwd/download/policies/ops/gen11.pdf>. It endorses efforts which ensure the quality of occupational health and safety by emphasizing incident and accident prevention and the control of risks in the working environment.

- **7.13.2 Workplace Safety Requirements**

All University Staff are required to promote and follow this workplace safety policy. Components of an effective workplace safety program are: management commitment, employee commitment, worksite analysis, hazard prevention and control, training, and emergency preparedness.

- **7.13.2.1 Management Commitment**

- Lead safety efforts by example.
- Establish written departmental objectives to prevent occupational injuries and illnesses and improve workplace health and safety.
- Establish written expectations for employees in following workplace health and safety rules and hold employees responsible.
- Provide adequate authority and resources so that everyone can meet their assigned responsibilities.
- Establish adequate reporting systems for University Staff to report safety concerns.
- Ensure employees receive performance evaluations that include a written evaluation of the accomplishment of assigned health and safety responsibilities.
- Provide new employee job safety orientation in a timely manner.

- **7.13.2.2 Employee Commitment**

- Use good judgment in carrying out work assignments and following established policies and procedures.
- Adhere to federal, state, system, and UWRF safety requirements and guidelines.
- Properly use and maintain university supplied materials and equipment.
- Have a personal commitment to safety by solving safety concerns. Concerns beyond personal control/expertise must be reported to supervisor or risk management. For non-urgent concerns, use the online safety concern reporting process: <https://www.uwrf.edu/RiskManagement/SafetyReport.cfm>.
- Report work related incidents or injuries within 24 hours to Human Resources.
- Acknowledge that disregard for established policies and procedures may result in disciplinary actions.

- Participate in mandated safety trainings and drills.
- **7.13.3 Worksite Analysis/ Hazard Prevention and Control**
  - Actively participate in safety inspections/surveys so that potential hazards are detected and corrected or controlled in a timely manner.
  - Recommend solutions to safety concerns as they are identified and implement improvements as needed.

- **7.13.4 Training**

- Complete safety training as required.
- Promote occupational health and safety awareness and safe work practices.

- **7.13.5 Emergency Preparedness**

- Be familiar with campus emergency procedures:  
<http://www.uwrf.edu/Emergency/EmergencyManagement.cfm>.
- Plan and prepare for emergencies by participating in emergency training and drills.
- Participate in department emergency planning and subsequent updates to be prepared at all times.
- Be prepared at home for emergencies so availability for work emergencies is possible.

- **7.13.6 Safety/Protective Equipment**

Safety and protective equipment will be provided based on job requirements. Employees will be reimbursed for the purchase of safety/protective equipment if required and approved by the employer. See the UWRF Personal Protective Equipment Policy [\[under construction\]](#).

- **7.13.7 University Responsibilities and Background**

The Office of Human Resources will maintain this policy.

This policy document was approved on July 9, 2015, and defines the UW-River Falls Workplace Safety procedures as of July 1, 2015.

- **7.13.8 Related Documents/References**

UW System Operational Policy GEN 11 – Workplace Safety  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/gen11.pdf>

UWRF Personal Protective Equipment Policy [\[under construction\]](#)

## Faculty and Staff Handbook

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### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.14 Catastrophic Leave

- 7.14.1 Policy

This policy establishes procedures for the catastrophic leave program for university staff who hold a position that is eligible for sick leave. These procedures follow the framework provided in UW System Operational Policy: BN 5:

<https://www.wisconsin.edu/ohrwd/download/policies/ops/bn5.pdf>.

- 7.14.2 Procedure

A university staff member on an approved unpaid leave of absence due to a catastrophic need and meeting all the eligibility requirements outlined in UW System Operational Policy: BN5 may request to receive donated earned paid leave credits (other than sick leave or compensatory time) from university staff, academic staff, or limited appointees from UW-River Falls or other campuses. The employee must complete the *Employee Request for Catastrophic Leave*:

<https://www.wisconsin.edu/ohrwd/benefits/download/leave/catastrophic/uws420.pdf> form and submit it to the Office of Human Resources to be considered a recipient of catastrophic leave.

Human Resources will determine if the applicant is eligible to participate and will complete the *Employer Approval of Catastrophic Leave* form [form under construction at the time of publication] within five (5) business days. If eligible, the employee or designee will solicit donations from eligible staff by whatever method deemed appropriate ensuring that care is taken to protect the confidentiality and the medical status of the recipient and their family.

Any University of Wisconsin employee who earns sick leave is eligible to donate leave credits (vacation, vacation carryover, personal holiday, accrued legal/floating holiday, or ALRA/sabbatical) in one-hour increments. Staff wishing to donate leave must complete and submit the *Catastrophic Leave Donor Authorization*:

<https://www.wisconsin.edu/ohrwd/benefits/download/leave/catastrophic/uws422.pdf> form to the appropriate payroll specialist. There is no limit to the frequency of donations or the number of leave hours donated.

Leave may be taken in non-continuous increments that are no shorter than one hour and will be used on a first-in, first-used basis. Application and donations are valid through the duration of the approved leave. The payroll specialist will return unused donation forms to donor upon conclusion of the approved leave. If there is a need for catastrophic leave at a later date, the employee must reapply, be reviewed, and new leave donations collected.

- 7.14.3 University Responsibilities and Background

The Office of Human Resources will maintain this policy.

This policy document was approved on July 7, 2015, and defines the UW-River Falls catastrophic leave procedures as of July 1, 2015.

- **7.14.4 Related Documents/References**

UW System Operational Policy: BN 5 - Catastrophic Leave Program

<https://www.wisconsin.edu/ohrwd/download/policies/ops/bn5.pdf>

Employee Request for Catastrophic Leave

<https://www.wisconsin.edu/ohrwd/benefits/download/leave/catastrophic/uws420.pdf>

Employer Approval of Catastrophic Leave UWS-421 (under construction)

Catastrophic Leave Donor Authorization UWS-422

<https://www.wisconsin.edu/ohrwd/benefits/download/leave/catastrophic/uws422.pdf>

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### Chapter VII: University Staff Personnel Policies and Procedures

#### 7.15 Voluntary Reassignment of Formerly Classified FLSA-Exempt Employees to Academic Staff/Limited Appointment Positions

- 7.15.1 Policy

This policy establishes procedures for voluntary reassignment of formerly classified FLSA-exempt employees to academic staff positions at UW-River Falls. These procedures follow the framework provided in UW System Operational Policy: TR 3 <https://www.wisconsin.edu/ohrwd/download/policies/ops/tr3.pdf>.

- 7.15.2 Voluntary Reassignment Process

Human Resources will notify eligible exempt university staff annually by the first Wednesday in November. Each employee will be provided with a *Voluntary Reassignment Form* that outlines specific information and provides a comparison between university and academic staff positions (see sample Voluntary Reassignment Form:

[https://www.wisconsin.edu/ohrwd/hr/download/ups\\_implementation\\_toolkits/choice/employee\\_counseling/SAMPLE-REASSIGNMENT-FORM.docx](https://www.wisconsin.edu/ohrwd/hr/download/ups_implementation_toolkits/choice/employee_counseling/SAMPLE-REASSIGNMENT-FORM.docx) ). The information provided includes:

- Compensation ramifications, including eligibility for overtime payment;
- Paid leave accruals, including vacation and sick leave accrual;
- Ability to bank and accumulate any paid leave;
- Wisconsin Retirement System (WS) designations;
- Employee paid benefit programs (e.g., income continuation, life insurance);
- Appointment terms\*, position title, job security; and
- Eligibility to participate in collective bargaining.

\*Human Resources will determine the academic staff title years in appointment based on years served in the exempt level university staff position or progression series. Six years is the maximum years allowed. This information will be provided to the employee on the *Voluntary Reassignment Form*.

Eligible employees will be given an opportunity to meet with Human Resources to discuss the impact of a voluntary reassignment. A decision must be made by the last Wednesday in November. Upon making the decision to accept reassignment, the employee will sign the *Voluntary Reassignment Form* and forward the original document to Human Resources for processing. The document will be placed in the employee's personnel file. The effective date for those who request to be reassigned is January 1. Once the determination is made to move to academic staff, an employee will not be eligible to return to university staff unless the employee is appointed to a non-exempt position. The positions designated by UWRF as FLSA-exempt will remain either an academic staff or limited appointment position after the employee's separation from employment.

Exempt university staff employees who do not choose to reassign to academic staff will remain as exempt university staff employees. The opportunity to reassign will be made available annually in

November with a decision required by December 1.

- **7.15.3 University Responsibilities and Background**

The Office of Human Resources will maintain this policy.

This policy document was approved on July 23, 2015, and defines the UW-River Falls voluntary reassignment procedures as of July 1, 2015.

- **7.15.4 Related Documents/References**

UW System Operational Policy TR 3 – Voluntary Reassignment  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/tr3.pdf>

UW System Operational Policy HR 1 – Job Security  
<https://www.wisconsin.edu/ohrwd/download/policies/ops/hr1.pdf>

Faculty and Staff Handbook - Chapter VI

## Faculty and Staff Handbook

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### Chapter VIII: UWS and UWRF Policies

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#### 8.2 Chancellor's Equal Employment Policy Statement

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#### 8.5 Sexual Harassment

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## 8.21 Board of Regents Policies



## Faculty and Staff Handbook

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### Chapter VIII: UWS and UWRF Policies

#### 8.1 General Policy Statement on Non-Discrimination

The University of Wisconsin-River Falls is committed to a policy of providing equal employment opportunity for all qualified individuals regardless of race, religion, creed, color, sex, national origin, ancestry, age, disability, marital status, pregnancy, gender identity or expression, political affiliation, membership in the National Guard, state defense force or any other reserve component of the military forces of the United States or the state of Wisconsin.

Equal employment opportunity applies to all faculty, academic staff, classified, limited term and project positions, and to all employment practices including, but not limited to: recruitment, hiring, certification, testing, transfer, promotion, tenure, training, compensation, benefits, layoff, contract non-renewal, termination, retention and committee assignments. UW-River Falls is committed to making every good faith effort to achieve the goal of equal employment opportunity.

Affirmative action goes beyond the concept of equal employment opportunity.

Affirmative action means that the University is required to do more than ensure employment neutrality for women, racial/ethnic minorities and persons with disabilities. Affirmative action policies and programs are tools whereby additional efforts are made to recruit, employ and promote qualified members of these formerly excluded groups, even if that exclusion cannot be traced to particular discriminatory actions on the part of this University. Unless affirmative action is undertaken to overcome the effects of systematic institutional forms of exclusion and discrimination, nondiscriminatory employment practices will perpetuate the present imbalanced situation. Through specific and result-oriented activities the University's goals are to ensure that every person is given full consideration through equal employment policies and practices and to achieve a representative workforce through its affirmative action programs.

Further, UW-River Falls ensures physical accessibility to work environments for persons with disabilities and provides reasonable accommodation to ensure equal access to employment and all benefits associated with employment. When requested, reasonable accommodations for religious observances and practices will be provided.

The University of Wisconsin-River Falls examines periodically all employment policies for discrimination (See Board of Regents Policy 17-4) and if discrimination is found, takes remedial action to correct the problem. All management personnel share in the responsibility for monitoring affirmative action policies. Evaluation of management includes an assessment of performance effectiveness in assisting the University to achieve its affirmative action goals. The Assistant to the Chancellor for Equity, Compliance, and Affirmative Action is responsible for monitoring the effectiveness of equal opportunity and, where necessary, the implementation of affirmative action programs. Persons seeking to file a complaint of harassment or discrimination may bypass their immediate supervisor and enlist the assistance of the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action.

Harassment by supervisors and/or co-workers on the basis of race, gender, sexual orientation, and other discriminatory

bases are unlawful employment practices prohibited by state statutes and the Office of State Employment Relations (OSER) and will not be tolerated. Harassment in any form will be prevented and addressed in a way that eliminates its occurrence. Retaliation against an employee who files a discrimination or harassment complaint, or against anyone who assists in the preparation of, or testifies on behalf of an employee is itself considered a form of discrimination and will be treated as such.

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### Chapter VIII: UWS and UWRF Policies

#### 8.2 Chancellor's Equal Employment Opportunity Policy Statement

The University of Wisconsin-River Falls continues to reaffirm its commitment to the principle of equality of opportunity in employment and in education. In its most elementary form, adherence to the concept of equality of opportunity requires that we strive toward a condition in which considerations of race, religion, color, gender, disability, national origin, age, or ancestry are not determinants of the access an individual has to opportunities for education, for employment, and for achievement. Rather, the controlling factors in all such matters must be individual ability, interest, and merit.

Our present and future course, which goes beyond non-discrimination, i.e., the elimination of all policies and practices that work to the disadvantage of individuals on the basis of race, color, creed, religion, sex, gender identity or expression, age, national origin, ancestry, disability, marital status, pregnancy, arrest or conviction record, political affiliation, veteran status, ancestry, membership in the National Guard, state defense force or any other reserve component of the military forces of the United States or this state, is based on the concept of equal opportunity and the appropriate use of affirmative action policies and programs as one tool to achieve these goals. The principle of equal employment requires the University to determine if it has met its responsibility to recruit, employ, promote, and reward groups of persons formerly excluded from full consideration in employment and education (women, persons of color, and the disabled) to a degree consistent with their availability and merit, and whether or not any failure to do so can be traced to specific discriminatory policies or actions. Where these groups of people are underrepresented, the University will make a good faith effort to recruit and employ them insofar as they are available. The premise of this commitment is that the corrosive effects of systematic exclusion, inattention, and discrimination cannot be remedied in appropriate ways and in a reasonable time by a posture of neutrality with respect to all individuals. The goal is to achieve equal employment opportunity and a representative workforce through specific and result-oriented programs and by exercising every good faith effort to achieve that goal.

While the University is obligated to develop and sustain a program of equal opportunity, we undertake these actions and these policies not only because we are required to, but also because it is right and proper that we do so.

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### Chapter VIII: UWS and UWRF Policies

#### 8.3 Chancellor's Statement on Non-Discrimination

The University of Wisconsin-River Falls is committed to principles that enable the education and professional enhancement of all members of the campus community. The present and future course of the University is designed to eliminate all policies and practices that work to the disadvantage of individuals on the basis of race, religion, color, creed, gender, disability, sexual orientation, national origin, age or ancestry. The University will not tolerate conduct which is racist and discriminatory and which involves harassment based upon the race, gender, religion, color, creed, disability, national origin, sexual orientation, ancestry or age of any individual. Such conduct is demeaning, destructive and isolating to the individuals involved, and directly at odds with the University's core value of inclusiveness. Revised 1/2/08.

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### Chapter VIII: UWS and UWRF Policies

#### 8.4 Harassment and Other Discriminatory Conduct

"Harassment and other discriminatory conduct" means intentional conduct, either verbal or physical, that explicitly demeans the age, ancestry, color, creed, disability, ethnicity, gender, national origin, race, religion, or sexual orientation of an individual or individuals, and (1) has the purpose or effect of interfering with the education, University-related work, or other University-authorized activity of a University student, employee, official or guest; or (2) creates an intimidating, hostile or demeaning environment for education, University-related work, or other University-authorized activity.

The conduct defined above will be grounds for disciplinary action. It is important to note that some acts may be construed as offensive and objectionable by an individual or groups but may not be harassing and discriminatory as defined by law. Harassing and discriminatory conduct will be decided on a case-by-case basis in accordance with federal and state laws and institutional guidelines.

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### Chapter VIII: UWS and UWRF Policies

#### 8.5 Sexual Harassment :1990 Code of Conduct

##### 8.5.1 Introduction

The Umbrella Policy for the University of Wisconsin-River Falls Codes of Conduct addresses all forms of discrimination and harassment. Sexual harassment is intended to be covered by this document. Informal and formal adjudication approaches are described. The policy addressing sexual harassment includes all campus employees, students, guests, or officials. The formal complaint procedures are intended to be compatible with existing institutional policies, UW-System codes, and collective bargaining agreements. Throughout the policy statement, the role of the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action is emphasized as a resource in the conflict resolution and adjudication process. The policy must be viewed as one aspect of an overall strategy to improve the campus climate. Equally important is the implementation of a variety of educational programs designed to increase sensitivity to issues of sexual harassment. It is recognized by the authors of this policy that ignorance, insensitivity, and limited awareness regarding sexual harassment are often at the root of acts resulting in the degradation and humiliation of individuals. Thus, educational intervention is also emphasized as a preferred intervention in the resolution of complaints at the informal level.

##### 8.5.2 Definition

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

1. submission to such conduct is made a stated or implied condition of an individual's employment, career advancement, grades, or academic achievement;
2. submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting that individual; or
3. such conduct has the purpose and effect of unreasonably interfering with an individual's work or academic environment or performance by creating an intimidating, hostile, or offensive environment.

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### Chapter VIII: UWS and UWRF Policies

#### 8.6 Process for Resolution of Complaints of Sexual Harassment or Discrimination

Following the alleged occurrence of a racist or discriminatory act, the victim of said act(s) has the choice of addressing the situation through a formal or informal complaint process. The degree of formality will be determined on a case-by-case basis in accordance with the expressed wishes of the victim(s), the Chancellor, the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action, and the appropriate hearing body. (See Wisconsin Administrative Code and Collective Bargaining Agreement for University Staff.) It is emphasized that an informal process, based on interpersonal conflict resolution and education, is preferred to a formal process with predetermined criteria and formal penalties. However, it is also noted that the formal process will be utilized in those situations warranting this approach.

##### 8.6.1 The Investigative Process

The investigative process in sexual harassment or discrimination allegations is considered the first phase in complaint resolution. It is important that both the victim and the accused be protected throughout this process. Thus, it is imperative that anyone conducting the investigation be trained to understand all aspects of sexual harassment or discrimination, and that the investigation be conducted in an appropriate manner.

1. The person alleging sexual harassment or other discrimination discloses information about the incident to someone on campus (Assistant to the Chancellor for Equity, Compliance, and Affirmative Action, faculty, Associate Vice Chancellor for Student Affairs, Dean of College, etc.).
2. The Assistant to the Chancellor for Equity, Compliance, and Affirmative Action is informed about the incident, and the victim is encouraged to discuss it with him or her. If the person who is initially informed about the incident is someone other than the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action, that individual may accompany the victim to the Office of Equity and Affirmative Action.
3. Once a sexual harassment or discrimination complaint is received, the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action will begin a preliminary fact-finding investigation to determine the validity of the complaint.

This preliminary phase includes informing the accused that a complaint has been made and an investigation is occurring. The Dean, Unit Head, department chair or immediate supervisor of the accused may also be informed if necessary. In some cases, the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action may act in the role of consultant and provide support and direction to a department chair, Dean, unit head, or administrator who elects to confront the accused person directly. In the case of students, the Associate Vice Chancellor for Student Affairs writes a letter to the accused student and schedules an appointment with him or her in order to discuss the complaint. The Assistant to the Chancellor for Equity, Compliance, and Affirmative Action is included in the meeting. The Assistant to the Chancellor for Equity, Compliance, and Affirmative Action is informed from the beginning and monitors the outcome of all cases handled without his or her direct involvement. Such cases are the exception rather than the rule, however, and most sexual

harassment or discrimination incidents handled at the informal level involve the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action in the resolution process. Following the investigation, the alleged victim of the alleged sexual harassment will decide whether to proceed at a formal or informal level.

## 8.6.2 Informal Resolution

An informal approach to resolving the complaint is used under the following circumstances:

1. The person making the complaint agrees to an informal approach.
2. The conduct in question is not of such a serious nature that it requires legal proceedings.
3. All other involved parties agree to utilize an informal mechanism to address the complaint.

The informal resolution of sexual harassment or discrimination involves several approaches. Every effort is made to enlighten the accused individual regarding the effect his or her conduct has had on the alleged victim. If the attitude on the part of the accused seems particularly resistant, then counseling is strongly recommended. The person filing the complaint may elect to be present during a meeting with the accused, but that is not required. If the accused denies the conduct and refuses to comply with recommendations, the alleged victim may choose to file a formal complaint. If the accused party does not dispute the accusation and agrees to cease the conduct and to comply with recommendations, he or she is informed that any future incidents will be handled at the formal level. In those cases where a complainant decides not to reveal his or her name and chooses not to pursue the incident at either the formal or informal level, the accused individual is warned about the allegations without being told the identity of the accusing party. This is done to protect the rights of confidentiality of the accusing person while taking responsible institutional action and addressing the existence of the allegation. The accused person is informed that such an allegation has been made and that if true, all such conduct must stop immediately.

Informal resolution may involve a combination of educational strategies. The goal is to increase understanding and expand awareness of the effects of harassing or discriminatory conduct at a personal and social level. The goal is also to provide a "fair warning" regarding the seriousness of such acts and to inform the harassing individual that any future acts of this nature will be subject to formal sanctions. Basic to this approach is (1) the determination of the seriousness of the complaint; (2) the alleged victim's satisfaction with the resolution; and (3) emphasis on the education of the alleged harasser.

## 8.6.3 Learning

Objectives:

Learning objectives for participants in educational programs (used to address informal complaints of harassing conduct) may include the following:

1. Informing participants that UWRF prohibits sexual harassment or discrimination and that such conduct will not be tolerated.
2. Informing participants that once they have participated in an educational program as the result of committing an act of discrimination or sexual harassment, further acts of this nature will be considered "intentional" and subject to formal



sanctions.

3. Assisting participants in identifying harassing or discriminatory conduct in themselves and others.
4. Expanding awareness of, sensitivity to, and understanding about the effects of harassing or discriminatory conduct on those who are the victims of such acts.
5. Increasing knowledge and understanding of the historical and societal context of sexual harassment and racist or discriminatory conduct.

### 8.6.4 Educational Programs

Educational Programs may involve participation in one or more of the following:

1. a face-to-face meeting with the victim(s)
2. seminars
3. video presentations
4. reading assignments
5. discussion groups

### 8.6.5 Formal Complaint

Process: Faculty, Academic Staff, Students, Classified Staff, Officials and Guests:

A formal approach to the resolution of complaints involves the following processes:

1. The complaint of the sexual harassment or discriminatory conduct is received by the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action, the Chancellor, the Provost and Vice Chancellor for Academic Affairs, or other campus official. If anyone other than the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action receives the complaint, the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action is immediately informed.
2. The Assistant to the Chancellor for Equity, Compliance, and Affirmative Action, after a fact-finding inquiry and in consultation with those involved, will make a recommendation to the Chancellor regarding the most appropriate means of addressing the complaint.
3. Due Process: Adequate due process is afforded to the faculty member, academic staff member, student, classified staff, official, or guest alleged to have committed the sexual harassment or discriminatory act. Adequate due process is determined by the policies and guidelines of the institutional hearing and complaint processes accorded to the accused employee. These include:

A. Faculty: See Handbook Chapter IV: Faculty Personnel Rules: 4.9 and 4.10.

B. Academic Staff. See Handbook Chapter VI: Academic Staff Personnel Rules: 6.11 and 6.12.

C. Students: See the Associate Vice Chancellor for Student Affairs or the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action.

D. Classified Staff. See Classified Handbook: Employment Policies and Procedures.

1. Upon completion of the fact-finding investigation, the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action will report the findings to the Chancellor and will make recommendations concerning disciplinary action or other

appropriate recommendations.

2. In the case of a faculty or staff member accused of sexual harassment or discrimination and depending on the seriousness of the allegation, a combination of any of the following may be used: (a) placing a letter in the personnel file of the accused individual describing the allegations and nature of response, (b) enforced leave without pay, (c) dismissal from the University. Actions (a) and (b) may also include a requirement that the accused individual obtain counseling and verify same to the institution. All cases involving outside legal action wherein the accused is found guilty of harassment and/or discrimination are handled at the formal level.

In the case of a student accused of sexual harassment or discrimination, and depending on the seriousness of the allegation, the Associate Vice Chancellor for Student Affairs works closely with the Assistant to the Chancellor for Equity, Compliance, and Affirmative Action to document the nature of the alleged conduct and recommends action to the Chancellor which may include (a) required counseling and/or (b) temporary or permanent expulsion from the University. All cases involving outside legal action wherein the accused is found guilty of harassment and/or discrimination are handled at the formal level.

All persons who register a complaint of sexual harassment and/or discrimination are informed of the option to pursue legal action outside the University community. The victim of alleged sexual harassment or discrimination acts may file a formal complaint under the following circumstances:

1. The alleged victim of said acts concludes that the informal process is inadequate to address the serious nature of the sexual harassment or discrimination conduct alleged to have occurred; and/or
2. The person accused of sexual harassment or discrimination acts has been previously warned demanding that such conduct must cease; and/or
3. The accused individual desires adjudication at a formal level; and/or
4. The sexual harassment or discrimination conduct falls within criminal codes covered under local, state or federal laws.

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#### 8.7 Reasonable Accommodations Policy

##### 8.7.1 Purpose

It is the policy of the University of Wisconsin-River Falls to provide reasonable accommodations for qualified handicapped individuals who are employees or applicants for employment. This organization will adhere to all applicable federal, state and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal employment opportunity to qualified handicapped individuals. Reasonable accommodations shall be provided in a timely and cost-effective manner.

##### 8.7.2 Definitions

###### 8.7.2.1 Handicapped Individual:

Any person who has, or who has acquired a physical or mental impairment, has a record of such impairment, or who is regarded as having an impairment which limits one or more major life activities, such as self care, performing manual tasks, seeing, hearing, speaking, breathing, and working on a temporary or permanent basis.

###### 8.7.2.2 Physical or mental impairment:

Any physiological disorder, disfigurement, or anatomical loss or limitation, or any mental or psychological disorder acquired as a result of illness, accident or birth.

###### 8.7.2.3 Qualified handicapped individual:

A handicapped individual whose experience, education and/or training enable the person with reasonable accommodation to perform the essential functions of the job.

###### 8.7.2.4 Reasonable accommodation:

The effort made to make adjustments for the impairment of an employee or applicant by structuring the job or the work environment in a manner that will enable the handicapped individual to perform the essential functions of the job. Reasonable accommodation includes, but is not limited to, modifying written examinations, making facilities accessible, adjusting work schedules, restructuring jobs, providing assistive devices or equipment, providing readers or interpreters, and modifying work sites.

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#### 8.9 Statement on Consensual Relationships

[FS 91/92 #26] Consenting romantic and/or sexual relationships between persons where a power differential exists (e.g., faculty and student, supervisor and employee, tenured and nontenured faculty) are strongly discouraged and should be avoided. Consensual relationships are of concern for two primary reasons: (1) conflict of interest and (2) abuse of power differential.

Conflicts of interest may arise in connection with consensual romantic and/or sexual relationships when there is an imbalance of power in the relationship (e.g., between faculty of different ranks, faculty or other instructional staff and students, between supervisor and employee). General ethical principles, reflected in the University's nepotism policy, preclude individuals from evaluating the work or academic performance of relatives, family members and/or spouses and from making hiring, salary or similar financial decisions concerning such persons. The same principles apply to consensual romantic and/or sexual relationships. Should such relationships develop, appropriate arrangements for objective decision-making (e.g., grades, promotion, salary determination, hiring) must be made.

Although conflict of interest issues can be resolved, in a consensual romantic and/or sexual relationship involving a power differential the potential for serious consequences remains. Although the policy does not expressly forbid romantic and/or sexual relationships between individuals when a power differential exists, it discourages such conduct. Individuals entering into such relationships must recognize that the reasons for entering such a relationship may be a function of the power differential.

A person entering a romantic and/or sexual relationship where a power differential exists (e.g., faculty and student, supervisor and employee, tenured and nontenured faculty) must realize that if a charge of sexual harassment is subsequently lodged, even in a seemingly consensual relationship, there are limited after-the-fact defenses against charges of sexual harassment. The individual with the power in the relationship will bear the burden of accountability. Liability protection under Wisconsin statute will probably not apply to protect the accused in subsequent litigation arising out of the relationship's effect on the student or employee. See Regents Policy 14-8.

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#### 8.10 Scientific Misconduct

Recognizing that honesty in the conduct of academic research is fundamental to its integrity and credibility and to the maintenance of public trust in the University, UW-River Falls adopts these policies and procedures for reviewing and investigating allegations of scientific misconduct.

Faculty and staff are reminded that Chapter UWS 8 of the Wisconsin Administrative Code, the Unclassified Staff Code of Ethics, provides that:

Every member of the faculty and academic staff at the time of appointment makes a personal commitment to professional honesty and integrity that meets the demanding standards of the state and national academic communities.

Students are reminded that Chapter UWS 14, Student Academic Disciplinary Procedures, provides under Statement of Principles:

The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

##### 8.10.1 Policy and Definition

For purposes of these policies and procedures, "misconduct in science" or "misconduct" means fabrication, falsification, plagiarism or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

Misconduct in science is prohibited at UW-River Falls, and may be cause for discipline or dismissal.

Misuse by a researcher of University funds (including grant and contract funding from extramural sponsors) is also cause for discipline or dismissal and may be cause for criminal prosecution. However, an allegation of misuse of funds is not within the scope of this policy; such allegation shall be referred to the Provost and Vice Chancellor for Academic Affairs, who will consult with the Controller concerning an appropriate course of action.

A violation of institutional procedures or federal regulations on the protection of human or animal research subjects or a violation of state or federal safety laws or regulations is also not within the scope of this policy. An allegation regarding any

such violation shall be promptly referred to the chair of the Institutional Review Board/Human Subjects Committee in cases involving human subjects, to the chair of the Institutional Animal Care and Use Committee in cases involving animal subjects, or to the Chancellor in cases involving safety.

The goal of the procedures outlined below is to assure the integrity of scholarly research, to achieve a rapid and equitable resolution of all charges, and to assure that all parties are treated with fairness. In order to protect the reputation of an innocent party, the procedures will preserve the maximum level of confidentiality consistent with law and with justice for all parties to these procedures. All parties will take whatever action is required to avoid any unnecessary conflict of interest.

Where an inquiry or investigation results in a finding that no misconduct has occurred, the University will not institute a new inquiry or investigation into an allegation of misconduct where the allegation is made against the same person and is based on material facts which were reviewed and found not to constitute misconduct during the prior inquiry or investigation, unless new material evidence is presented by a different complainant, or unless the person who is the subject of the inquiry or investigation requests another proceeding.

Because of the difficulties of assessing stale claims and the unfairness to the person against whom the allegation is made, allegations based on conduct which occurred seven years or more prior to the making of the allegation will not be inquired into under this policy unless the circumstances indicate that the alleged conduct was not discoverable earlier.

## 8.10.2 Procedures

(1) Inquiry upon allegation or other evidence of possible misconduct:

(a) Informal allegations or reports of possible misconduct in science shall be directed initially to the person with immediate responsibility for the work of the individual against whom the allegations or reports have been made. The person receiving such an informal report or allegation is responsible for either resolving the matter or encouraging the submission of a formal allegation or report. Upon receipt of formal allegations or reports of scientific misconduct, the person with immediate responsibility for the work of the individual against whom the allegations or reports have been made shall immediately inform, in writing, the Provost and Vice Chancellor for Academic Affairs.

(b) The Provost and Vice Chancellor for Academic Affairs shall appoint an individual or individuals to conduct a prompt inquiry into the allegation or report of misconduct.

1. The individual or individuals conducting the inquiry shall prepare a written report for the Provost and Vice Chancellor for Academic Affairs describing the evidence reviewed, summarizing relevant interviews and including the conclusions of the inquiry.
2. The inquiry must be completed within 60 calendar days of its initiation unless circumstances clearly warrant a longer period. If the inquiry takes longer than 60 days to complete, the reasons for exceeding the 60-day period shall be documented and included with the record.
3. The individual against whom the allegation was made shall be given a copy of the report of the inquiry by the Provost and Vice Chancellor for Academic Affairs, and shall have an opportunity to respond to the report with 10 days of receipt. Any response must be in writing and will become a part of the record of the inquiry.

4. To protect the privacy and reputation of all individuals involved, including the individual in good faith reporting possible misconduct and the individual against whom the report is made, information concerning the initial report, the inquiry, and any resulting investigation shall be kept confidential and shall be released only to those having a legitimate need to know about the matter.

(c) If the inquiry concludes that the allegation of misconduct is unsubstantiated and an investigation is not warranted, the reasons and supporting documentation for this conclusion shall be reported to the Provost and Vice Chancellor for Academic Affairs, who shall be responsible for reviewing the conclusion of the inquiry. If the Provost and Vice Chancellor for Academic Affairs concurs in the conclusion that an investigation is not warranted, his or her determination and all other supporting documentation from the inquiry shall be recorded and the record maintained confidentially for a period of three years after the termination of the inquiry. If the inquiry or the Provost and Vice Chancellor for Academic Affairs determines that an investigation is warranted, the procedures in paragraph (2) shall be followed.

(2) Investigation of reported misconduct in science:

(a) If an investigation is determined to be warranted under paragraph (1), the Provost and Vice Chancellor for Academic Affairs shall so inform the Chancellor. The Chancellor shall immediately appoint a committee to conduct the investigation. The committee shall be composed of impartial faculty members possessing appropriate competence and research expertise for the conduct of the investigation, and no faculty member having responsibility for the research under investigation, or having any other conflict with the University's interest in securing a fair and objective investigation, may serve on the investigating committee. If necessary, individuals possessing the requisite competence and research expertise who are not affiliated with UW-River Falls may be asked to serve as consultants to the investigating committee.

(b) The investigation must be initiated within 30 days of the completion of the inquiry. The investigation normally will include examination of all documentation, including but not necessarily limited to relevant research data and proposals, publications, correspondence, and memoranda of telephone calls. Interviews should be conducted of all individuals involved either in making the allegation or against whom the allegation is made, as well as others who might have information regarding key aspects of the allegations. Summaries of interviews conducted shall be prepared and provided to the parties interviewed for their comment or revision. These summaries shall be made a part of the record of the investigation.

(c) The individual making the allegation, the individual against whom the allegation is made, and all others having relevant information shall cooperate fully with the work of the investigating committee, and shall make available all relevant documents and materials associated with the research under investigation.

(d) The investigation should ordinarily be completed within 60 days of its initiation unless conditions warrant a longer period. This includes conducting the investigation, preparing the report of the findings, making that report available for comment by the subjects of the investigation, and submitting the report to the Chancellor. If the investigating committee determines that it cannot complete the investigation within the 120-day period, it shall submit to the Chancellor a written request for an extension, explaining the need for delay and providing an estimated date of completion. If the research under investigation is funded by an agency within

the Public Health Service (PHS), the procedures under paragraph (3) (d) of this policy also apply.

(e) The report of the investigation should include a description of the policies and procedures under which the investigation was conducted, information obtained and the sources of such information, an accurate summary of the position of the individual under investigation, the findings of the committee, including the bases for its findings, and the committee's recommendation to the Chancellor concerning whether the evidence of scientific misconduct is sufficient to warrant discipline or dismissal under the applicable faculty or academic staff personnel rules. All documentation substantiating the findings and recommendation of the investigating committee, together with all other information comprising the record of the investigation, shall be transmitted to the Chancellor with the report, upon completion of the investigation.

(f) A copy of the investigating committee's report shall be provided to the individual being investigated. The Chancellor or appropriate administrative officer shall afford the individual under investigation an opportunity to discuss the matter prior to taking action under paragraph (3) of this policy.

(3) Reporting to Office of Research Integrity (ORI) where research is funded by Public Health Service (PHS) grants or where research is funded by an agency within Public Health Service:

(a) A determination that an investigation should be initiated under paragraph (1)(c) must be reported in writing to the ORI Director on or before the date the investigation begins. The notification should state the name of the individuals against whom the allegations of scientific misconduct have been made, the general nature of the allegations, and the PHS application or grant numbers involved.

(b) During the course of the investigation, the granting agency should be apprised of any significant findings that might affect current or potential funding of the individual under investigation and that might require agency interpretation of funding regulations.

(c) The ORI must be notified at any stage of an inquiry or investigation if the University determines that any of the following conditions exist:

1. there is an immediate health hazard involved;
2. there is an immediate need to protect federal funds or equipment;
3. there is an immediate need to protect the interests of the person making the allegation



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#### 8.11 Open Meeting Law

Wisconsin has an open meeting law which is applicable to formal meetings and to official departmental meetings. The provisions of the "Open Meetings of Governmental Bodies" are contained in Chapter 19 §§19.81-19.98 of the Wisconsin Statutes. However, departments and their sub-units in any University of Wisconsin institution or campus are exempt from certain provisions dealing with public notice and are required only to provide meeting notices which are likely to apprise interested persons and news media who have filed written requests for such notice. Closed sessions are permitted under certain circumstances involving personnel matters, and details of these have been distributed to the Deans and department chairs.

It is particularly important to note §19.85(1)(b) which states that a meeting may be closed if it is:

Considering dismissal, demotion, licensing or discipline of any public employee or person licensed by a board or commission or the investigation of charges against such person, or considering the grant or denial of tenure for a university faculty member, and the taking of formal action on any such matter; provided that the faculty member or other public employee or person licensed is given actual notice of any evidentiary hearing which may be held prior to final action being taken and of any meeting at which final action may be taken. The notice shall contain a statement that the person has the right to demand that the evidentiary hearing or meeting be held in open session.

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#### 8.12 Nepotism

The University's nepotism policy precludes individuals from evaluating the work or academic performance of relatives, family members and/or spouses and from making hiring, salary or similar financial decisions concerning such persons. See UWS 8.03(3) and UWS 8.02(9).

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#### 8.13 Risk Management Policy

The Risk Management Department has responsibility for recognizing, measuring and controlling the exposures to loss of both human life and property. The University promotes a policy of sound risk management that provides facilities, services and working conditions that are conducive to safety, security and maximum efficiency. The UW-River Falls Risk Management program is consistent with UW System, State, and federal requirements. These programs attempt to protect employees, students and members of the general public involved in University activities on or off the campus. The University expects its faculty, staff and students to exercise good judgment in connection with safety regulations and methods relating to their personal safety and well-being. The Risk Management Department provides guidance, advice and other aid as needed by department administrators, faculty members, staff and students. We gather information regarding accidents and incidents and file claims accordingly and act as liaison between the University and UW System Risk Management and/or State Risk Management. The Risk Management Department works closely with Police and Parking, Human Resources, Purchasing Services, Facilities Management, and Campus Planning in all loss control matters.

Department chairs, unit supervisors, and instructors are expected to encourage employees, students, and visitors to comply with safety rules and regulations such as wearing of personal protective equipment and use of safety guards. Their efforts should be directed toward maintaining a safe working environment in all areas under their direction. Their duties include the protection of University property within their department area from theft and damage.

Department and unit heads should report all accidents and injuries to the Human Resource Office per paragraph [7.15](#) of this handbook. Thefts or malicious damage, lightning and weather-related damage, or any other destruction of property should be reported to the Risk Management Department as soon as possible after the occurrence. These initial reports will be followed by written reports to appropriate University and State offices for possible insurance claim and reimbursement.

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#### 8.14 Safety and Health Policy

It is the policy of the University of Wisconsin-River Falls that every employee, student and visitor be afforded a safe and healthful working environment within the scope of available resources.

Employees have the right to be informed of and inquire about safe working conditions, along with having the proper tools to work safely.

It is the intent of the University to provide a mutually profitable and harmonious working environment with University employees. Therefore, the University will attempt to provide a safe work place, proper equipment and materials, and establish and monitor that proper safety procedures be practiced. Everyone has a responsibility to make safety a continuing concern. Each University employee must share in the concern regardless of the capacity in which he or she functions. The responsibility for campus safety is delegated to the Risk Management Department.

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#### 8.15 Injuries

If a University staff member or a student employee is injured, the Human Resources Office (715-425-3382 or 3109) should be contacted immediately and within four (4) hours of the accident/incident. Employees are required to advise their departmental supervisors of all injuries and illnesses incurred during the course of their employment at the University. Supervisors will also work with the employee to complete Workers' Compensation reports ([click link for forms](#)).

Human Resources will forward a copy of the First Report of Injury and the Supervisor's Accident Analysis and Prevention Report to the Risk Management Officer, who will contact the employee and his or her supervisor in order to conduct an incident analysis.

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#### 8.16 Non-Owned Property On Campus

Normally, anyone having personal property on campus or property used in projects off campus is expected to provide his or her own insurance coverage on such property.

##### 8.16.1 Employee Property

Under specific situations or circumstances, the University will accept responsibility of a limited nature for employee-owned equipment while it is in the University's care, on University premises, or being used exclusively on University business at the time. "Limited nature" means coverage and conditions would be similar to that which the University obtains for its own property of like kind.

##### 8.16.2 Non-Employee Owned Property

Property from outside organizations usually has specific requirements regarding the University's responsibility for the equipment. If a formal lease or contract is not in effect or if the requirements for responsibility are not specific, the University may accept responsibility for the items on loan or lease. Contact the Risk Management Department for further information as needed.

##### 8.16.3 Direct Payment of Personal Property Losses from Department Funds

Individuals, both employees and non-employees, occasionally experience property losses or damage to personal property and clothing while in the performance of official duties or while personal property is in the custody of the University of Wisconsin and its employees. It is necessary to delineate the policy and procedures by which an individual may be reimbursed when the loss or damage is not covered by insurance. Approved claim payments may now be charged to departmental funds. When damage to personal property of others occurs for which the University of Wisconsin is responsible and for which no coverage is available, University departments may authorize the individual to submit a claim against departmental funds for reimbursement of the damage or loss. Contact the Risk Management Department for further information as needed.

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#### 8.17 Fleet Vehicle Use

Employees should follow this procedure when using fleet vehicles:

- Authorization forms to drive State vehicles can be obtained at the Office of Risk Management. These forms should be completed well in advance to allow time for the employee's license to be checked through DOT.
- Fleet vehicles are reserved through the Fleet Office at Facilities Management.
- Employees are to schedule fleet vehicles well in advance of the anticipated departure.
- Vehicle malfunction is to be reported immediately upon return to the Fleet Office; alternatively, the problem can be indicated on the vehicle request form when it is returned with the vehicle.
- Accidents are to be reported to the local law enforcement agency, to the Risk Management Office, and to the Fleet Office. The accident report kit is in the vehicle glove compartment.
- Obey all traffic laws.
- Drive safely and use the seat belt.
- Check ahead for weather and road conditions.
- Smoking is prohibited in State vehicles.

##### 8.17.1 Policies

Spouses, children, friends, students, and other individuals may not ride in or drive a state vehicle unless:

- Drivers have been authorized by the Office of Risk Management, and
- Passengers are on State business.

Pets are not to be taken in State vehicles. Seeing eye dogs would be allowed.

The Vice Chancellor for Administration and Finance may make exceptions to the above items.

Hitchhikers are not permitted to be picked up in State vehicles.

State vehicles are permitted to render emergency assistance to other vehicles and their driver and passengers by transporting said person(s) to the nearest service station or law enforcement agency. Jump starting, towing and pushing with State vehicles is prohibited. The UWRF Fleet website provides most of the information needed. [The State of Wisconsin Fleet Policies & Procedures](#) gives details of relevant policies including permitted and prohibited use of State vehicles, liability protection limitations, and accident reporting procedures. Also see

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#### 8.18 Copyright

UW River Falls (<http://www.uwrf.edu/Administration/Policy/Technology/AP05106.cfm>) is available.

Complete information on copyright for UW-River Falls faculty, staff, and students is available at the [Library Website](#).

The following basic information about copyright is adapted from Copyright Basics , U.S. Copyright Office Circular 1, September 2000 and updates from the Digital Millennium Copyright Act and the Technology Education and Copyright Harmonization Act.

##### 8.18.1 Copyright Protections

Copyright provides certain forms of protection to authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. It is based on federal law (title 17, U.S. Code), and gives to the owner of copyright the exclusive right to do and to authorize others to do the following:

- To reproduce the work in copies or phonorecords;
- To prepare derivative works based upon the work (examples include such things as translations, musical arrangements, motion picture versions, art reproductions, sound recordings, or any other form in which a work is recast or adapted);
- To distribute copies or phonorecords of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- To perform the work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- To display the copyrighted work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and
- In the case of sound recordings, to perform the work publicly by means of a digital audio transmission.

##### 8.18.2 Limitations On the Scope of Copyright Protection

Anyone who violates any of the rights provided by the copyright law may be held civilly or criminally liable. These rights, however, are not unlimited in scope. Two important exemptions from copyright liability for educators are the fair use exemption established by chapter 1, section 107, title 17, U.S. Code and the distance education exemption established by chapter 1, section 110, title 17, U.S. Code. The fair use exemption outlines certain situations for which the reproduction of a particular work is considered “fair,” and the distance education exemption outlines situations in which instructors in nonprofit educational institutions may transmit online non-dramatic written works and portions of dramatic works such as movies.



### 8.18.3 Types of Works Protected By Copyright

Copyright protects “original works of authorship” that are fixed in a tangible form of expression. The following categories are included: literary works; musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic, and sculptural works; motion pictures and other audiovisual works; sound recordings; architectural works. The following works are not protected by copyright: works that have not been fixed in a tangible form of expression (for example, an improvisational speech that has not been written or recorded); titles, names, short phrases, and slogans; familiar symbols or designs; listings of ingredients such as recipes; ideas, procedures, methods, systems, processes, concepts, principles, discoveries, or devices; information that is common property such as calendars, height and weight charts, rulers.

### 8.18.4 Notice of Copyright

Since 1989, works no longer need to carry notice of copyright (such as the letter c in a circle) in order to be protected. Copyright is secured automatically when a work is created. Works are created when they are fixed in a medium such as a book, manuscript, videotape, sheet music, or CD. Digital works created on the internet are copyrighted automatically as well.

### 8.18.5 Duration of Copyright and Materials in the Public Domain

How long copyright lasts can be a complicated issue, but “life +70 years” applies in many situations. Consult this [table](#) to learn more about when works pass into the public domain.

### 8.18.6 Fair Use

Fair use, outlined in chapter 1, section 107, title 17, U.S. Code, allows copyrighted works to be reproduced for purposes of criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, and research. If a use of a copyrighted work is determined to be fair, one does not need to pay royalties or obtain permission to use or reproduce the work.

Section 107 sets out four factors that must be considered in determining whether or not a particular use is fair. Those factors are:

- the purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes
- the nature of the copyrighted work
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole
- the effect of the use upon the potential market for or value of the copyrighted work

All educational uses of copyrighted works are not necessarily fair. Each time a copyrighted work is used, a fair use analysis must be conducted using the four factors. Generally, if one is using a small amount of a published, factual work in an educational setting, and that use has no effect on the market for that work, the use is likely fair. It is the responsibility of all UW-River Falls faculty, staff, and students to conduct a fair use analysis each time a copyrighted work is used, and to make a reasonable, good faith determination if the use is fair or not. Helpful information on how to perform a fair use analysis each time one uses a copyrighted work is available at

[http://citl.indiana.edu/resources\\_files/teaching-resources1/copyright-fair-use.php](http://citl.indiana.edu/resources_files/teaching-resources1/copyright-fair-use.php)

Although one must determine fair use on a case-by-case basis, some uses of copyrighted works clearly are not fair. Some examples of activities that would not pass a fair use analysis are:

- copying large sections of a work (the “heart of the work”) and distributing it to all students in a class or posting it online for students
- combining a number of copyrighted works into a course pack and selling copies to students without obtaining permission or paying royalties
- taping a movie to show in class and retaining and using the copy indefinitely
- duplicating an entire CD or video and giving the copy to a friend
- sharing copies of copyrighted music or software on the internet
- obtaining a video on loan, duplicating it, and using it in class

Because the distinction between fair use and infringement may be unclear, groups of interested individuals that have a stake in copyright compliance have written guidelines that help define fair use of copyrighted materials in certain situations. UW-River Falls does not endorse these guidelines as policy, but suggests that faculty, students, and staff refer to these guidelines as minimum application of the fair use exemption. While a final determination of fair use legally can be made only after a good faith analysis of the four fair use factors, the guidelines may be helpful during that analysis. The guidelines are outlined in the Final Report to the Commissioner on the Conclusion of the Conference on Fair Use.

More information on fair use is available at the U.S. Copyright Office Fair Use Fact Sheet.

## 8.18.7 Copyright in the Digital Age

### 8.18.7.1 Digital Millennium Copyright Act

The Digital Millennium Copyright Act (DMCA) was enacted in 1998. It was an effort to update copyright law to take into account digitally produced and reproduced materials. The act affects universities in their role as internet service providers and information technology providers. It requires that universities make reasonable efforts to insure that the copyright protections applying to digital material are in place on their campuses. UWRF has undertaken the necessary steps to be in compliance with this law. Further information on the educational impact of DMCA is provided by EDUCAUSE.

The U.S. Copyright Office provides a summary of the DMCA legislation.

### 8.18.7.2 TEACH Act

The newest revision of copyright law affecting universities is The Technology, Education and Copyright Harmonization Act, (TEACH Act) which became law in November 2002. The TEACH Act modifies existing copyright law to allow educators to use some copyright protected materials in distance education without gaining prior permission and/or paying royalties without violating copyright law. The general intention of the act was to make the same "fair use" criteria that apply to face-to-face educational contexts also apply to distance education.

The TEACH Act applies only to accredited educational institutions that have stated copyright policies which are made

available to faculty, staff and students. In order to comply with the TEACH Act, copyrighted material made available via distance education must, among other things, meet the following criteria:

- access must be limited to enrolled students
- access must be limited to the time needed to complete the class session
- reasonable efforts must be made to prevent students from copying and disseminating the material after they view it
- analog material cannot be converted to a digital format, if it is readily available in a digital format
- the material must have been legally acquired initially

All UWRF faculty and staff engaged in distance education should become familiar with the provisions of this law.

More information:

American Library Association: Distance Education and the TEACH Act

The Copyright Management Center at Indiana University – Purdue University - Indianapolis [http://www.iupui.edu/~webtrain/web\\_samples/cmc.html](http://www.iupui.edu/~webtrain/web_samples/cmc.html)

Read the TEACH Act.

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### Chapter VII: UWS and UWRF Policies

#### 8.19 University Policy-Computer Software Copyright Violation

The University has a copyright policy, which has been signed and approved by the Chancellor and Faculty Senate, and violations of this policy may make the individuals responsible personally liable. The policy is reproduced below with some examples of what is illegal and some recommendations of items that departments should check to ascertain that they are not in violation of the policy.

Whether the software was procured for administrative or academic use, the University, its faculty, staff, and students shall at all times abide by any and all copyright laws pertaining to computer software and by any computer software license agreements which are legally applicable to them.

Specifically this means that:

- a. Every copy of computer software used by any department, faculty or staff member, or student on a University-owned computer must be a legally acquired copy.
- b. Unauthorized or illegal copying of copyrighted software for institutional, personal use or for distribution to others is strictly prohibited.
- c. Knowingly allowing copyrighted software to be illegally copied is prohibited.
- d. Copyrighted software must be stored in a location or manner so as to prevent the possibility of illegal copying.
- e. Any person knowing of a possible violation of the computer software copyright law is required to report the violation to the University administration.

Persons guilty of computer software copyright violations may be subject to disciplinary action by the University. Such violations may also subject any persons involved to criminal or civil prosecution.

Information Technology Services shall refuse persons requesting assistance in using what appear to be illegal copies of software.

Summary statements of this policy shall be posted in all areas that are open for general use of computers. Reminders regarding this policy will be periodically sent to all University departments and offices.

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#### 8.20 Administrative Policy Papers

Index:

Number: AP 1 Revised Date Issued: November 2, 1998

Subject: State Telephone System and Cellular Telephone Sets

Number: AP 2 Revised Date Issued: May 20, 2004

Subject: Telecommunications Equipment (Voice)

Number: AP 3 Revised Date Issued: November 25, 2003

Subject: Smoking

Number: AP 4 Revised Date Issued: November 2, 1998

Subject: Safety and Health

Number: AP 5 Revised Date Issued: November 2, 1998

Subject: Risk Management Policy

Number: AP 6 Revised Date Issued: November 2, 1998

Subject: Parking Regulations

Number: AP 7 Revised Date Issued: November 3, 2008

Subject: Sign Posting Policy

Number: AP 8 Revised Date Issued: November 2, 1998

Subject: Chargeback of Physical Plant Services

Number: AP 10 Revised Date Issued: November 2, 1998

Subject: Building Keys

Number: AP 11 Revised Date Issued: December 8, 2000

Subject: Fleet Vehicles

Number: AP 12 Revised Date Issued: November 3, 2008

Subject: Records Hold (Financial)

Number: AP 13 Revised Date Issued: November 2, 1998

Subject: Dispensing of Hearing Aids

Number: AP 14 Revised Date Issued: November 2, 1998

Subject: Policy on Business Activities

Number: AP 15 Revised Date Issued: November 2, 1998

Subject: Dangerous Weapons on Campus

Number: AP 16 Revised Date Issued: November 2, 1998

Subject: Collection of Indirect (Overhead) Costs

Number: AP 17 Revised Date Issued: February 15, 2002

Subject: Distribution of Indirect (Overhead) Costs

Number: AP 18 Revised Date Issued: November 2, 1998

Subject: Seat Belt Use

Number: AP 19 Revised Date Issued: October 23, 2002

Subject: Use of University Facilities

Number: AP 20 Revised Date Issued: November 2, 1998

Subject: Athletic Camps and Clinics

Number: AP 21 Revised Date Issued: November 2, 1998

Subject: University-Foundation Relationships

Number: AP 22 Revised Date Issued: November 2, 1998

Subject: Employee Accident/Injury Procedures

Number: AP 23 Revised Date Issued: December 1, 2004

Subject: Naming of Rooms and Buildings on Campus

Number: AP 24 Revised Date Issued: November 2, 1998

Subject: Postal Policy

Number: AP 25 Revised Date Issued: November 2, 1998

Subject: Requirement for a Mandatory Residential Dining Plan

Number: AP 26 Revised Date Issued: November 2, 1998

Subject: Requirement for Mandatory Housing

Number: AP 27 Revised Date Issued: September 16, 2008

Subject: Records Management Program

Number: AP 29 Revised Date Issued: November 2, 1998

Subject: Bad Check Policy

Number: AP 30 Revised Date Issued: April 25, 2006

Subject: In-Line Skates and Skateboarding

Number: AP 31 Revised Date Issued: May 20, 2004

Subject: Computer Software Use

Number: AP 32 Revised Date Issued: November 2, 1998

Subject: Inclement Weather Practice

Number: AP 33 Date Issued: November 2, 1998

Subject: International Student Tuition Remission Policy

Number: AP 34 Revised Date Issued: November 15, 2008

Subject: International Education and Globalization Programs and Activities

Number: AP 36 Date Issued: July 1, 2004

Subject: Information Security

Number: AP 37 Revised Date Issued: November 2, 1998

Subject: Conflict of Interest/Financial Disclosure Policy

Number: AP 38 Revised Date Issued: August 4, 2004

Subject: Health Insurance Requirement for International Students

Number: AP 39 Revised Date Issued: May 20, 2004

Subject: Reuse Policy for Replaced Computers

Number: AP 40 Date Issued: November 30, 1999

Subject: Alcohol Beverages on Campus

Number: AP 41 Revised Date Issued: December 4, 2006

Subject: Computer Replacement Policy

Number: AP 42 Revised Date Issued: August 15, 2002

Subject: Outreach Residual Funds

Number: AP 43 Revised Date Issued: May 17, 2007

Subject: Summer Session and J-Term

Number: AP 44 Date Issued: September 3, 2003

Subject: Use of Copyrighted Material

Number: AP 45 Date Issued: May 20, 2004

Subject: Shared Radio Spectrum Management and Coordination

Number: AP 46 Date Issued: June 27, 2005

Subject: Emeritus Status for Unclassified Staff (Faculty/Academic Staff)

Number: AP 47 Date Issued: September 10, 2005

Subject: Honored Retiree Status for Classified Employees

Number: AP 48 Date Issued: January 7, 2005

Subject: Application for Immigrant Visas

Number: AP 49 Date Issued: January 13, 2005

Subject: Determination of Outreach Course

Number: AP 50 Revised Date Issued: December 29, 2005

Subject: Cellular Telephone Policy

Number: AP 52 Date Issued: September 19, 2006

Subject: Access, Use, and Retention of Social Security Numbers

Number: AP 53 Date Issued: September 22, 2006

Subject: Full-time Status with a Reduced Course Load

Number: AP 54 Date Issued: February 21, 2008

Subject: Advertising, Sponsorship, and Promotion of Alcohol and Tobacco Products on Campus

Number: AP 55 Revised Date Issued: August 20, 2008

Subject: Licensing of UWRF Registered Marks

Number: AP 56 Date Issued: September 23, 2008

Subject: Advertising and Sponsorship in University Print and Online Publications

Number: AP 57 Date Issued: November 3, 2008

Subject: Utility Vehicle



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#### 8.21 Board of Regents Policies

For Regents policies, see:

<http://www.uwsa.edu/bor/policies/rpd/>

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### Chapter IX - Academic Standards, Procedures and Policies

#### 9.1 On Freedoms and Responsibilities

Each staff member, in conducting courses, is expected to maintain high professional standards. It is assumed that each is a mature scholar and teacher, and each is expected to work within University policy to accomplish common objectives. Within the context of these policies, the individual has maximum freedom in determining methods, texts, and materials, subject only to budgetary limitations and to agreements made with peers for courses taught cooperatively.

##### 9.1.1 Load

Members of the faculty are expected to teach an average of twelve undergraduate credit hours per semester. However, with the approval of the department chair and Dean, faculty may receive reassigned time to account for advising, service to the University or community, research and scholarly activity, or exceptionally high student credit hour (SCH) production. Department chairs and Deans may also compensate for other factors that could significantly affect faculty workload such as writing-intensive courses, courses offered or taught for the first time or other relevant factors. The goal for equivalence of shop, science laboratories and physical education hours, in relation to regular class hours, is one to one. For colleges and departments that do not meet this goal currently, some flexibility in determining those equivalencies is allowed, but those colleges and departments are expected to make immediate and sustained progress toward achieving this goal until it is met. During this transition, the range of these equivalencies will be from one lecture class to one lab period, up to one lecture class period to one and one half lab periods. The specific equivalence will be determined by the departments in consultation with their respective college Dean. [\[FS 07/08-68\]](#), [\[FS 12/13-33\]](#) The faculty member's professional duties include such activities as teaching, research, committee assignments, advising, public service, and making his or her services available to students and to the University as a whole, including the holding and posting of regular office hours in accordance with College and department guidelines. [\[FS 07/08-68\]](#), [\[FS 12/13-33\]](#)

Faculty teaching 500-, 600- or 700-level courses with at least 50% graduate enrollment will receive a four (4)-credit load for each section of three (3) credits. [\[FS 07/08-68\]](#), [\[FS 12/13-33\]](#) This policy applies only to courses taught in the fall and spring semesters.

##### 9.1.2 Professional Competence

In addition to the hours spent in the classroom and in preparation for teaching, faculty members are expected to maintain scholarly competence and to advise students. They may be requested to participate in committee assignments and extra-curricular activities.

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#### 9.2 Academic Standards

##### 9.2.1 Curriculum Approval Processes

Approval Processes for courses are located in the committee description for the University Curriculum Committee (Chapter III).

Approval Processes for programs (e.g. majors, minor, emphases, and certificates, SAE, ITC, WIS, General Education, Liberal Arts, and Foundation Courses in Agriculture) are located in the committee description for the Academic Program and Policy Committee (Chapter III). [FS 12/13-131]

##### 9.2.2 Scheduling of Classes

Only courses listed in the official schedule of classes can be offered for credit and only for the number of credits listed. Working with individual faculty members, department chairs propose classes for the coming year, usually during the previous fall. These proposals are reviewed and approved by the academic Deans. Time and room assignments are coordinated by the Registrar's Office.

A schedule for the full year is posted online each spring semester, prior to the preregistration period for the following fall semester. It is arranged by the academic Deans on the basis of available faculty and available classrooms. Any changes in courses, hours, or days must be approved by the Dean of the College in order to avoid unnecessary hardship to students. Courses that are required, but that are uneconomical, will be scheduled in alternate years.

For maximum use of space and maximum service to a variety of students, class scheduling needs to be offered through the entire day and occasionally evenings and weekends.

One semester credit consists of approximately 740 minutes of class time plus appropriate work outside of class.

##### 9.2.3 Course Specifications and Working Syllabi

###### 9.2.3.1 Course Specifications

Course proposals will be submitted for approval through the appropriate governance processes (consult the committee description for the University Curriculum Committee for additional details). Upon final approval (i.e. the approval of the University Curriculum Committee, or the General Education and University Requirements Committee) the following components of the course proposal will comprise the official course specifications:

- Course Title
- Subject Code
- Course Number
- Credits



- Catalog Description
- Course Objectives
- Required Course Content
- Evaluation Procedures
- Distinction between the requirements and/or performance for undergraduate and graduate students

The official course specification will be filed in the university's syllabi repository

### 9.2.3.2 Working Syllabus

A working syllabus refers to the document provided to students in each section of a course. A working syllabus in pdf format for each section of a course will also be filed in the university's syllabus repository.

All faculty and instructional staff will be expected to complete a working syllabus for each class, excluding courses focused on individualized instruction, such as internships, mentorship, independent reading and independent study.

The working syllabus will be provided to students; either online or as a hard copy and will include the following items:

- Course Title
- Subject Code or Department/Program Prefix
- Course Number
- Section Number
- Credits
- Prerequisites and Corequisites
- Course Objective
- Required Course Content and any additional content
- Grading Policy
- Distinction between the requirements and/or performance for undergraduate and graduate students (for courses that are taught simultaneously as a combined undergraduate and graduate course). The following unique expectations of graduate students must be addressed:
  - Content: e.g. the additional content that graduate students will explore, or the additional depth and scope of course content that will be covered by graduate students.
  - Intensity: e.g. the additional readings, assignments, additional requirement, evaluations, and so on that reflect additional rigor.
  - Self-direction: e.g. the work required outside of class that reflects increased self-directed learning.
- Class meeting dates and times (i.e. as appropriate based on the mode of instruction)
- Classroom or Location (as appropriate based on the mode of instruction)
- Mode of Instruction
- Description of how required student contact hours are met. For course that are not offered 100% face-to-face Instructors should detail how meetings, assignments, activities, and/or on-line work meet the expectations of the U.S. Department of Education and the Higher Learning Commission.
- Name of Instructor(s)
- Instructor's Email
- Instructor's Phone Number
- Instructor's In-Person and/ or On-line Office Hours
- Course On-line Location or Web Page (for courses that are partially or wholly offered through distance education)
- Required Textbook and other Required Materials
- List of Major Assignment and/or Examinations
- Attendance and/or Participation Policy or the requirements for student interaction for courses that are offered

- partially or wholly through distance education
- Late Work and missed examination policies
  - Campus policies on inclusion, respect, ability/disability accommodation, and academic integrity and/or link to campus policies regarding, respect, ability/disability accommodation, and academic integrity
  - Instructors retain the ability to modify aspects of the class in order to meet course objectives and to respond to student needs and interests as long as such modifications are consistent with both the official course specifications and any written departmental expectations (i.e. approved formally by the department) and that they are communicated to students in a timely manner.
  - Instructors retain the academic freedom to deliver course content to achieve academic rigor and to serve the best interests of students.

## 9.2.4 Prerequisites

Variations from prerequisites listed in the catalog must be authorized by the chair of the department in which the course is listed.

## 9.2.5 Special Course Fees

<http://www.uwrf.edu//Administration/SpecialCourseFees.cfm>

Special course fees are defined as charges in addition to the regular instructional fee (tuition) and segregated fees. These fees are assessed to all students enrolled in courses which have an approved special course fee on file with the Vice Chancellor for Administration and Finance. Special course fees must be used solely for support of the course involved. Difficulty in securing adequate regular budget support shall not be the determining factor in the decision to charge a special course fee. Special course fees can be used only to cover cost of special fees related to a course. Special course fees cannot be used for expenditures that are unrelated to the original special course fee request (i.e., capital purchases, faculty travel to workshops, etc.). When filling out the Request for Approval of Special Course Fee form be sure to justify the reason for charging the special course fee.

1. Complete a Request for Approval of Special Course Fee form. This form must be completed for a new special course fee, or a revised (increase or decrease of fee amount) special course fee.

Complete the following:

- A. Course Name
- B. Department number, course number, section number. If fee is for all sections of a course please indicate. The section number is important because the special course fee will be rolled over automatically for future terms; therefore, once a special course fee is approved, it will continue to be charged until a request for a change has been made. However, if a future term course has a different section number than on the original request, the special course fee will not be charged to the student.
- C. Department name
- D. Person submitting request
- E. Reason for special course fee
- F. Amount of special course fee
- G. Department account number the special course fee should be deposited in when it is collected from the student.
- H. Do all students in class pay the special course fee? If not, contact the Accounts Receivable Office

II. Forward the completed Request for Approval of Special Course Fee form to department chair

- A. Department chair denies the request and returns the request to the person submitting the request or
- B. Department chair approves the request and forwards it to the Office of the Dean

III. Dean's Office receives the approved request for Approval of Special Course fee form and reviews it

IV. The Vice Chancellor for Administration and Finance receives the approved Request for Approval of the Special Course Fee form and reviews it

- A. The Vice Chancellor for Administration and Finance denies the request and returns the request to the Office of the Dean or
- B. The Vice Chancellor for Administration and Finance approves the request and

1. Sends one copy of the approved Special Course Fee form to the person submitting the request.
2. Sends one copy of the approved Special Course Fee form to the Accounts Receivable Office.
3. Files one copy of the approved Special Course Fee form.

## 9.2.6 Admittance to Class

Students must register before attending classes. A student is not to remain in class unless the Registrar has notified the instructor by class roster of his or her admittance. Preliminary class rosters are modified during the semester. The class grade rosters are available online at the end of the semester.

Slash courses are numbered with both undergraduate and graduate numbers (300/500, 400/600.) Freshman and sophomores are not permitted in 300/500 and 400/600 courses. Juniors and seniors are permitted in 300/500 and 400/600 courses. No undergraduate students may enroll in 700-level courses under any circumstances. A sophomore may petition the Dean of Graduate Studies for admission to a 300/500 course, but only under extraordinary circumstances, and with written support of the instructor and adviser.

## 9.2.7 Auditing Classes

Students who wish to audit a course will be required to register for the course after those enrolled for credit have registered and on a space available basis with the following conditions:

- a. the approval of the faculty member in charge of the class must be obtained by the auditor;
- b. any special costs for course instruction other than normal fee charges are assessed auditors availing themselves of this opportunity; and
- c. a student who opts to enroll on an auditor basis under this policy may not change from an "audit" to a "credit" status or a "credit" to "audit" status after the fifth day of classes.

Students desiring to register for courses on an audit basis may obtain an audit card in the Office of the Registrar. Students must submit the approved audit card to the Registrar's Office on the last day to add a course (the fifth day of classes). An audited class is not counted in computing a student's credit load, but the instructor is required to report the satisfactory completion of the audit to the Registrar. Fees for courses which are audited vary according to the status of the student. Please contact the Cashier's Office for specific course charges.

## 9.2.8 HLC Terminology

1. **FTF (face –to-face):** Coursed in which instructors interact with students in the same physical space for approximately 75 percent or more of the instructional time.
2. **Mixed FTF:** Coursed in which instructors interact with students in the same physical space for less than 75 percent of the instructional time, with the remainder of the instructional time provided through distance or correspondence education.
3. **Distance e.g. online delivery:** Courses in which instructors interact with students through one or more forms of distance delivery for 75% or more for that interaction.
4. **Correspondence:** Courses in which instructors inteact with students through mail or electronic interface, typically according to a self paced schedule for 75% or more for that interaction.
5. **Independent/Directed study:** Courses in which instructors interact with students through a flexible format.
6. **Weekend College:** Courses offered in the evening or on the weekend as another scheduling option for students, but the courses provide similar class meetings or instructionsl time as those courses offered by the institution during the regular day.
7. **Internship or practica:** Courses that involve onsite experiential and practical learning that generally is provided in part by a university collaborator.

## 9.2.9 Pass-Fail Privilege for Undergraduate Students

Students often hesitate to pursue coursework outside their major field. To encourage more breadth academically, the University allows qualified students to enroll in a course on a pass-fail basis.

### a. The Privilege

1. Credits earned under the pass-fail system will be counted for degree requirements but will not be included in the computation of the student's honor point ratio. (2) The grade will be recorded on the student's permanent record as either "S" (pass) if the grade is "D" or better or "U" (fail) if the grade is "F". A "U" grade is included in computing the student's honor point ratio.

### b. Requirements for the Privilege

1. Juniors and seniors who are not on scholastic probation may take one course per semester on a pass-fail basis with a maximum of 3 courses or 12 credits.
2. Courses which may not be taken on a pass-fail basis are those required for General Education and for requirements or curriculum options within a departmental major or a departmental minor. Internships are an exception to this rule.

### c. Conditions for the Privilege

1. Under no circumstances will the student be permitted to change a course either to or from a pass-fail basis after the second week of classes each semester or the first week of the summer session.  
Care should be taken that courses which might be necessary for a major or preprofessional program, decided on later, are not taken as pass-fail.
2. If it is determined that a student elected a course without being eligible or without meeting the requirements, the student will be required to carry the course on the conventional grading scale.

### d. Procedures for courses on the Pass-Fail System

1. A student meeting the pass-fail requirements and planning to enroll in a course on this system must secure the approval of the advisor and academic Dean prior to the end of the second week of classes each semester or the first week of classes during the summer session.
2. With the advisor, the student should complete a Pass-Fail Privilege Form, obtainable from the Registrar's Office. This form is to be completed in duplicate with the original copy being forwarded to the Registrar's Office following approval by the academic Dean. The second copy will be returned to the advisor.

### 9.2.10 Drop and Add Policy for Spring and Fall Semester

Students can drop or add a course online without a faculty signature during the first five (5) university business days of the semester beginning with the first academic class day of the semester. Students must submit a completed drop-add card that includes their instructor's and advisor's signatures on the card to drop or add a class after the first five (5) university business days of the term. Students can drop a class during the first 15 university business days of the semester without any record on their transcript (business days are defined as Monday through Friday, beginning with the first academic class day of the semester and ending on the last academic class day of the semester). Students can drop a class within 16-50 university business days with a "W" recorded on their transcript. Students may initiate a late drop after 50 university business days for verifiable, non-academic reasons. A late drop requires the completion of the late drop form, including signatures of the instructor and the advisor, and approval from the Dean's Office associated with the student's major.

#### 9.2.10.1 Drop and Add Policy for the Summer and J-term Sessions

Students can add a course online without a faculty signature during the first business day of the session for 1 and 2 weeklong sessions;  
through the second business day of the session for 3 and 4 weeklong sessions;  
through the third business day of the session for 7, 8 and 10 weeklong sessions;  
through the fifth business day of the session for 13 and 14 weeklong sessions.

Business days are defined as Monday through Friday, beginning with the first academic class day of the session and ending on the last academic class day of the session.

Students can drop a class during the first 10% of the university business days of the session without any record on their transcript.

Students must obtain a completed drop-add card that includes their instructor's and advisor's signatures on the card to drop or add a class after the specified time intervals stated above.

Students can drop a class within the first 70% of the university business days within a session with a "W" recorded on their transcript.

Students may initiate a late drop after 70% of the university business days in the session for verifiable, non-academic reasons. A late drop requires the completion of the late drop form, including signatures of the instructor and the advisor, and the approval from the Dean's Office associated with the students major.

### 9.2.11 Student Withdrawal

Students who withdraw from the University during the academic term must initiate the withdrawal process through the Registrar's Office, 105 North Hall. Withdrawals initiated after the 6th week of the term are indicated on the official transcript.

The academic Deans can, at their discretion and in extraordinary situations, assign a grade of NG (no grade) to students

withdrawing from the University effective prior to final exam week of the academic term. When a NG grade is recorded, it has no impact on grade point average.

The dates that a withdrawal is processed will determine if there is a refund of tuition.

Tuition or refund questions should be directed to the Accounts Receivable Office, 217 North Hall, 715-425-3145.

### 9.2.12 Religious Observances

The University of Wisconsin-River Falls, in concert with University of Wisconsin System Policy, promotes a commitment to the individual needs of students by reducing attendance conflicts between education requirements and the exercise of religious beliefs. University of Wisconsin-River Falls specific guidelines are as follows:

1. Students with a legitimate conflict between an academic requirement and a religious observance must be given an alternative means of meeting the academic requirement. Individuals must notify the instructor within the first three weeks of the class (or earlier if the religious observance comes sooner), of the specific days or dates on which they will request relief.
2. Mandatory academic requirements should not be scheduled on days when an acknowledged religious observance causes students to be absent from scheduled functions. The claim of a religious function should be accepted. However, the instructor may set reasonable limits on the total number of days claimed by any one student.
3. Student grades should not be affected because the individuals are absent from class due to a legitimate conflict with a religious observance (this includes attendance requirements).

### 9.2.13 University Sponsored Off-campus Activities and Field Trips

Criticism arises due to the interruption of student programs by off-campus activities, especially during the spring term. Staff members can lessen criticism by careful scheduling. Scheduling field trips on Saturday is recommended or, if a weekday is essential, varying the hours and the days. Such activities should not be scheduled during the final exam period or one week prior to final examinations.

Students will not be penalized for missing class in order to participate in University-sanctioned events. If class attendance is a requirement, missing a class in order to participate in a University-sanctioned event will not be counted as an absence. Such absences do not relieve the students of any of their class responsibilities (e.g., homework, exams, lecture notes, etc.). Students are responsible for completing course requirements that are due on the dates of University-sanctioned events per prior agreement with the instructor.

A University-sanctioned event is defined to be any extracurricular event (e.g., educational field trips or conferences, theatrical performances, intercollegiate athletic contests, musical performance or tours, etc.) as approved by sponsoring Department and the Provost and Vice Chancellor for Academic Affairs or designee. Such activities should not be scheduled during the final exam period or one week prior to final examinations. Prior written notice of the student's absence due to a University-sanctioned event will be provided to the instructor by the sponsoring department.

Departments sponsoring such events are responsible for obtaining the Provost and Vice Chancellor's approval prior to an event for it to be determined as sanctioned. Faculty should consult the Provost's website for details regarding the process required to obtain approval for a university sponsored off-campus activity or field trip. [\[FS 13/14-19\]](#)

#### 9.2.13.1 Policy on Class Absence due to Military Service

Students shall not be penalized for class absence due to required military obligations, as long as such class absence does not exceed 10% of course contact hours. Special permission for additional time may be granted by the instructor.

Students are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the instructor to verify the reason for the absence. The instructor is responsible for providing reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. In all cases, the student is responsible for completing all course requirements.

### 9.2.14 Special Events and Convocations

Faculty members may require student attendance at special events in lieu of their own classes, but only if this attendance does not conflict with other classes.

### 9.2.15 Final Examinations

All faculty members are required to give final examinations and at the published hours, unless excused by their Dean, or the Director of Graduate Studies for graduate courses, to provide the examination at an alternative time or provide an alternative assignment. Any faculty member has the option of not giving a final examination if, in the opinion of the Dean, or the Director of Graduate Studies for graduate courses, a final examination would serve little purpose. Reasons for such permission would include:

- a. The course is essentially a "studio" or "project" course so that there is little basis for a final examination.
- b. Sufficient exams have been given, including one during the last class or lab meeting, and the instructor prefers to discuss these exams during the final examination period. The faculty member will meet with the class during the assigned examination period either for instructional or testing purposes. A faculty member's request to the Dean, or the Director of Graduate Studies for graduate courses, for permission to use the period for instructional purposes should be filed at least one week before the exam week.
- c. If the graduate academic plan does not require a comprehensive examination.

As a general policy graduating seniors and special students are required to take final examinations. Faculty may excuse individual graduating students or special students from final examinations only when individual considerations warrant.

UWRF requires the scheduling of a study day between the last day of regular classes and the first day of final exams every semester. Any day of the week except Sunday may be designated as the study day.

### 9.2.16 Final Grades

#### 9.2.16.1 Submission of Final Grades

The class rosters with final grades recorded on them are due in the Registrar's Office on or before the fifth working day following the last scheduled examination. The instructor is responsible for checking the accuracy of the information on each grade roster. [FS 04/05-19]

#### 9.2.15.2 Submission of Final Grades for J-Term/Winter Sessions and Summer Sessions

The class rosters with final grades are due in the Registrar's Office on or before the fifth business day following the last day of the session in which the course is scheduled. The instructor is responsible for identifying the correct session in which their course is taught and checking the accuracy of the information on each grade.

### 9.2.17 Grades and Honor Points

The official UWRF grading scale used by the Registrar's Office and SIS is as follows:

Grade	Honor Points per Credit Hour	Used by Undergraduate Courses	Used by Graduate Courses
A	4.000	Yes	Yes
A-	3.667	Yes	Yes
B+	3.333	Yes	Yes
B	3.000	Yes	Yes
B-	2.667	Yes	Yes
C+	2.333	Yes	Yes
C	2.000	Yes	Yes
C-	1.667	Yes	Yes
D+	1.333	Yes	Yes
D	1.000	Yes	Yes
F	0.000	Yes	Yes
XF=Failure due to non-attendance (Computed in GPA as a failing grade)	0.000	Yes	Yes
I = Incomplete ( Not computed in GPA-will need a letter grade)		Yes	Yes
S = Satisfactory (Not computed in GPA)		Yes	Yes
U = Unsatisfactory (Computed in GPA as a failing grade)	0.000	Yes	Yes
W = Signifies a Late Drop (Not computed in GPA)		Yes	Yes
SP = Satisfactory Progress (Not computed in GPA-will need a letter grade)		Yes	Yes
IP = In-Progress (Not counted as credits attempted-will need a letter grade)		Yes	Yes
NR = Not Reported (Not counted as credits attempted-will need a letter grade)		Yes	Yes
Grades of "U" or "S" are earned when a course is taken Pass/Fail		Yes	Yes

Grade Point Average (GPA) is calculated by dividing total honor points by the total number of graded credits attempted:

$$\text{Honor Points} \div \text{Graded Units Attempted} = \text{GPA}$$

### 9.2.18 Unofficial Withdrawal Policy for Title IV Aid Purposes

Students are defined as unofficially withdrawn for Title IV purposes when they do not have any grades for the semester other than "XF", a failing grade due to non-attendance.

#### a. Identification Process

Instructors indicate online any student who is not, based upon their judgment, currently attending their class and are asked to give a last known date of class attendance for those students who are not attending, if possible.

A final grade of "XF" is assigned by instructors failing students due to non-attendance. When instructors assign an "XF" grade they are asked to report the last known date of attendance, if possible.

At the end of each semester, a report is generated of all students who have Title IV aid and who have a semester GPA of 0.00. Those students who have all "XF's" are assumed to be 'unofficially withdrawn'.



b. **Administrative Action**

The report is reviewed for those students with federal and state aid whom are assumed to have unofficially withdrawn from the University. The last date of attendance as reported by any of the instructors is determined and used in the Return of Title IV Funds calculation.

If a last day of attendance cannot otherwise be determined, the student is assumed to have attended 50% of the enrollment period and the formula is calculated based on that length of attendance.

Students will be billed for resulting institutional charges and repayments of federal and/or state financial aid.

An "XF" grade is treated as an 'F' for all other policy purposes.

## 9.2.19 Interim grades: Incomplete, Satisfactory Progress

a. **Incomplete:**

A grade of incomplete (I) may be given for a verifiable, non-academic reason at the instructor's discretion upon student request. If the student does not complete the coursework and a A-F grade is not given within two semesters (excluding J-term and summer terms) the course grade becomes an F. See Instructor Preference paragraph (8.2.18.4) below for exceptions to this rule. When a student completes the work, the incomplete (I) grade is replaced with the new grade (A-F). The notation for I and SP is taken off of the students' records when the course work is completed. The student is responsible for being aware of the financial aid implications of his or her grades.

b. **Satisfactory Progress:**

A grade of satisfactory progress (SP) may be given by the instructor when the work of the course extends logically or for pedagogical reasons beyond the end of the term. The instructor will give the SP after assessing that the work to date demonstrates progress. If the work is not completed at the conclusion of two semesters (excluding J-term and summer terms) and the instructor does not submit a grade, the course grade becomes an F. The student is responsible for being aware of the financial aid implications of his or her grades.

c. **Graduation:**

The student must resolve all outstanding I and SP grades before the diploma is granted.

d. **Instructor Preference:**

The Registrar's Office will notify instructors of all I and SP grades outstanding in the 12th week of the semester, indicating which instances will become F at the conclusion of the semester. The instructor may return by the grade deadline the list indicating students for whom he or she is extending the I or SP grades for one more semester, and after that time the I or SP becomes an F. [FS 06/07-66]

e. **Not Reported:**

In cases where grades are not received through SIS or other agreed-upon means by the announced

deadline, all students in the course will receive a grade of NR (not reported). The department/program chair will be notified and will contact the instructor immediately to ascertain the problem. The grades should be submitted by the instructor as soon as possible. The NR will be expunged from the students' records, not appearing on either the Degree Audit Report (DAR) or the transcript once removed by the instructor. [FS 06/07-117]

## 9.2.20 Student Appeal of Grades

### 9.2.20.1 General Course and Assignment of Grade Disputes

The presumption is that grades are correct as assigned, unless there is clear and convincing evidence supporting an allegation of inequity in grading practices. The student bringing the complaint bears the burden of proof when initiating an informal or formal appeal process. Appeal of a grade must be made within one semester (not counting summer or J-term) of receiving the grade. If a student wishes to make a complaint concerning a grade, the student should first discuss the matter with the instructor of the course involved. If the matter is not satisfactorily settled, the student should then discuss the matter with the chair of the department in which the course was offered. If the matter is not satisfactorily resolved by the chair, the student should then make a written complaint to the Dean of the College in which the course was offered, including a clear statement of the problem and arguments or evidence to support the student's complaint. The Dean will discuss the matter with the student, faculty member and chair, and will attempt to resolve the matter and render a decision. A final complaint in written form may be made to the Provost and Vice Chancellor for Academic Affairs. An appeal committee of five, as a subset of the Academic Standards Committee, approved by the Academic Standards Committee, will hear the complaint and make a recommendation to the Provost's Office. The student may be accompanied by another person(s) of their choice at any stage of the complaint process.

Problems arising from clerical error or other problems not related to equity in grades are to be handled through the College Dean's office. Information and other particulars concerning the grading system can be found in the current University Catalog. The faculty member may not change a student's grade after it has been recorded in the Registrar's Office except in the event of an error, which must be reported on a form supplied by the Registrar's Office. The form must contain a written explanation of the error and must be signed by a Dean.

9.2.20.2 Grades disputes related to potential academic misconduct will be address using policies in UWS 14.

## 9.2.21 Suspension and Probation Policy [FS 10/11-45]

### 9.2.21.1 Good Academic Standing

#### 9.2.21.1.1 Undergraduate Students and Good Academic Standing

Undergraduate students are in good academic standing if they maintain a cumulative resident grade point average of 2.000 or greater.

#### 9.2.21.1.2 Graduate Students and Good Academic Standing

Graduate students are in good academic standing if they maintain a cumulative resident grade point average of 3.00 or greater overall.

### 9.2.21.2 Academic Probation

Academic Probation indicates a level of student academic performance that is below what is required for successful progress towards the completion of a student's degree program. It is an advisory warning that a student should take action to raise his/her level of achievement to an acceptable level of performance.

#### 9.2.21.2.1 Undergraduate Studies and Academic Probation

Undergraduate students will be placed on academic probation if:

- They have earned a cumulative grade point average less than 2.000 at UWRF.
- They have earned a fall or spring semester GPA of less than 1.667.
- They are readmitted after having left UWRF while they were on probation or suspended for academic reasons.

#### 9.2.21.2.2 Graduate Students and Academic Probation

Graduate students will be placed on probation:

- If they earned a cumulative grade point average less than 3.000 at UWRF
- Upon admission to a graduate program if they have been admitted with a cumulative undergraduate grade point average that was lower than 2.750. Individual programs may set a higher threshold. If a student has completed more than 12 credits of graduate work, the undergraduate degree grade point average can be disregarded.

### 9.2.21.3 Academic Suspension

A suspension action is taken when a student's academic performance indicates a need for a student to interrupt his/her enrollment status and reassess his/her goals, plans and ability to be academically successful. Once placed on academic suspension an undergraduate student is not allowed to enroll in courses at UWRF during either fall or spring semester until he/she is readmitted to the university. Once placed on academic suspension, graduate students will not be allowed to register and will be dropped from all courses (i.e. summer, fall, J-term, or spring).

#### 9.2.21.3.1 Undergraduate Students and Academic Suspension

Undergraduate students will be suspended if any of the following items apply:

- Their semester and cumulative grade point average is less than 2.000 at the end of two successive semesters at UWRF
- They have earned a fall or spring semester GPA of less than 1.000.

Undergraduate students do not need to be on probation for this suspension regulation to take effect.

#### 9.2.21.3.2 Graduate Students and Academic Suspension

Graduate students will be suspended if any of the following items apply:

- They earn less than a cumulative 2.000 average at any time
- If they are on probation and
  - They earn less than a 3.000 average in the next enrollment period and are full-time students
  - They earn less than a 3.000 average in the next 12 attempted credits and are part-time students

### 9.2.21.4 Readmission after Suspension

#### 9.2.21.4.1 Undergraduate Readmission Process:

An undergraduate student who has been suspended may apply for readmission to the university through the Admission's Office. The Dean of the college to which an undergraduate student seeks readmission will review the student's application for readmission and make the decision on whether readmission will be granted. Depending on the circumstances, it is the Dean's prerogative to readmit the student or not and

determine the length and criteria of the suspension.

#### 9.2.21.4.2 Graduate Readmission Process:

A graduate student who has been suspended may apply for readmission to the university through the Admissions Office. The director of the graduate program will review application for readmission and make a recommendation to the Director of Graduate Studies regarding whether readmission will be granted.

Depending on the circumstances, it is the Director of Graduate Studies prerogative to readmit the student or not and determine the length of the suspension.

### 9.2.22 Repeated Courses

[FS 12/13-69]

A student may repeat a course in which a grade of 'C-', 'D+', 'F', 'XF', 'U', or 'W' was earned.

Students may request to repeat course in which other grades were received only if there are extenuating circumstances. To request this exception, a Course Repeat Exception form must be completed and approved by the student's advisor, the chair of the department offering the course, and the student's Dean (or Director of Graduate studies in the case of graduate students) BEFORE the end of the first day of classes for that term. If the form is not completed and submitted to the Registrar's office by the end of the first day of classes for that term, the student will be automatically dropped from the roster.

The original grade will remain on the student's transcript. The new grade will replace the previous grade when the computing the grade point average (GPA). If a student repeats a course and earns a lower new grade, the lower new grade will be used in the computation of the GPA. If a student withdraws from a course taken as a "Repeat," the original grade earned will be reinstated in the overall GPA calculation.

The University does not guarantee the right to repeat any course. Courses may be deactivated, discounted, or offered on a different schedule.

Students may not retake course at another institution in order to raise their UWRF GPA. Transfer credits generally applies towards graduation. However, grades for these courses will not be calculated into the UWRF cumulative GPA

Note: Athletes should check with their coaches before repeating courses in which a grade of a D was earned, as it may affect their athletic eligibility. Students receiving veterans' benefits may not count in benefit level determination those credits for which grades of D were previously earned.

### 9.2.23 Test-Out Program

Undergraduate students with especially strong backgrounds have the opportunity to test out of up to 12 semester hours of credit through departmental testing, except in the Modern Language department, which allows up to 14 semester hours of credit.

Students may not test out of courses for credit if they have taken the course, if they are currently enrolled in the course, or if they have taken higher-level courses than those they are attempting to test out of. Students are not allowed to attempt to test out of a course more than once.

Transfer students may have to take additional coursework at UWRF in the event that the institution from which they transferred did not grant test-out credits.

Students must be enrolled full time in order to test out and receive credit without paying additional fees. Students enrolled less than full time may attempt to test out. However, if successful, they must pay fees for the credits received.

A student may not receive test-out credit for more than two courses in any one department except in the departments of Modern Language and Health and Human Performance.

The Department of Health and Human Performance allows up to 3 hours of test-out credit.

The Modern Language department allows up to 14 semester hours of test-out credit. However, the student must take the next higher course in that language and pass with a grade of B or better. The Modern Language test-out is for incoming freshmen who learned French, German or Spanish as a second language. Native speakers and transfer students will be evaluated on a case-by-case basis. High School special students may also receive test-out credit in French, German or Spanish by passing the test-out exam, by paying additional fees, and by meeting all departmental criteria. High school special students taking the Modern Language test-out and planning to enroll at UWRF may defer the application of their test-out credit until their enrollment as a matriculated student and their meeting of all department criteria.

#### 9.2.23.1 Global Perspectives Waiver for Veterans

A veteran may request a waiver of the University's Global Perspectives requirement by demonstrating first-hand experience or knowledge to the Veterans' Services Coordinator, with verification of the DD214 and/or additional documents as requested. The waiver requires the approval of the Dean's Office of the student's academic college.

The Dean's Office will submit approved waivers to the Registrar's Office for entry into the student's academic record.

### 9.2.24 College Level Examination Program (CLEP) Examinations

A passing grade on any/all of the College Level Examination Program (CLEP) General Exams taken before July 1, 2002 will be a raw score at or above the 55th percentile. A passing grade on any/all of the general exams taken on or after July 1, 2002 will be a raw score at or above the 50th percentile.

The University of Wisconsin–River Falls will follow the American Council on Education (ACE) guidelines and recommendations for awarding credit for CLEP Subject Exams. The University of Wisconsin-River Falls academic departments will determine if credit is granted for specific courses or as elective credit on a case-by-case basis. Students may be considered for CLEP credit only if they have not already taken a college-level course in the same area as the CLEP exam. [FS 05/06-22]

### 9.2.25 Commencement Participation Policy

Commencement programs are held at the completion of fall and spring semesters. Information regarding graduation and applications are available from the Registrar's Office. Graduating seniors and graduate students have the option to participate in Commencement for the term during which they are completing all degree requirements. Students who are completing their final requirements during the summer session have the option of participating in the Spring Commencement or the following Fall Commencement. Although summer session graduates may elect to participate in an earlier Commencement program, the degree and diploma will be awarded only after all degree requirements have been fulfilled. Fall or spring graduates who wish to participate in an early Commencement program must make an application for graduation and write a letter of appeal to the Registrar. Students who complete their requirement during J-term have the option to participate in commencement in either the preceding fall semester or the subsequent spring semester.

Students who are requesting to participate in an early Commencement must follow the published Commencement participation deadline date for the term they are appealing. Appeals to participate in an early commencement will be approved only if all of the following conditions have been met:

1. There is an extenuating circumstance.
2. The student has nine or fewer credits to complete the degree or has only student teaching or an internship to complete degree requirements in the following semester.

The Registrar will review the appeal and approve or deny the request based on the above criteria, and written notification will be sent to the student.

Although students may be allowed to participate in an early Commencement program, the degree and diploma will be awarded only after all degree requirements have been fulfilled.

#### 9.2.25.1 Graduate Students Commencement and Enrollment Policies

Graduate students must be registered for at least one credit during the term when they participate in commencement, with the exception of the following:

- Graduate students who are enrolled during the summer and complete their requirements than may participate in either the preceding spring or subsequent fall commencement as per 9.2.25 above.
- Graduate students who complete their requirements during J-term have the option to participate in commencement in either the preceding fall semester or the subsequent spring semester.

### 9.2.26 Undergraduate Academic Merit

Undergraduate Academic Merit before graduation is recognized by placement on the Dean's List. Superior scholarship is recognized at the completion of fall and spring terms by publication of the Dean's List. Undergraduate (Freshman-Senior) degree-seeking students are eligible to receive this honor. Students must complete a minimum of 12 credits, receive a minimum of a 3.500 term grade point average, and have no grades of F, outstanding incompletes or repeat grades during the academic term. Outstanding SP designations will not preclude students from receiving this honor.

At graduation three types of merit awards to undergraduate students—Senior Merit, cum laude merit, and completion of the Honors Program.

- Senior Merit: Graduating seniors who have maintained a 3.5 GPA for their last 60 credits at UWRF will receive Senior Merit.
- Cum Laude: Graduating seniors with a minimum cumulative 3.7 GPA for their entire college career at all institutions will receive their diplomas cum laude.
- Magna Cum Laude: Graduating seniors with a minimum cumulative 3.8 GPA for their entire college career at all institutions will receive their diplomas magna cum laude.
- Summa Cum Laude: Graduating seniors with a minimum cumulative 3.9 GPA for their entire college career at all institutions will receive their diplomas summa cum laude.

Grade points determining the academic merit awards are calculated during the student's final semester. Upon calculation of final grades students who then meet the merit criteria will also receive the award. Students who did not meet the merit criteria prior to graduation but meet the criteria after final grades are submitted will also receive the academic merit award.

## 9.2.27 Academic Honors Regalia

Commencement is designed to recognize academic achievement. The function of the academic regalia shall be to recognize academic achievements.

- a. Seniors who graduate cum laude, magna cum laude, and summa cum laude may wear honor cords at the Commencement ceremony. These honor cords will be bestowed at the individual College honor ceremonies.
- b. Graduating seniors who have completed the Honors Program may wear honor cords at the Commencement ceremony to symbolize their achievement. The bestowing of the honor cords will be left to the discretion of the Honors Program Director.
- c. Graduating students who are members of national honor academic societies that have a chapter on the UWRF campus may wear the organization's honor cords at the commencement ceremony. The bestowing of the cords will be left to each organization's local advisors. Honors regalia may include cords, ribbons, pins, and medallions. The Provost and Vice Chancellor for Academic Affairs in consultation with the Academic Standards Committee makes administrative decisions with respect to the type of honor regalia that may be worn. Non-academic accoutrements are unlikely to be approved. [FS 06/07-119], [FS 11/12-103]
- d. Graduating students who have received Chancellor's Awards may wear medallions at the Commencement ceremony.

## 9.2.28 Conversion of Incompletes Prior to 1990 and 2002

For courses in which incompletes were received prior to the semester changeover (1990- 91), a designation of 'N', which will be treated as a 'W', will replace the 'I'. A student may petition the Dean of the appropriate College to change the 'N' back to an 'I' in the semester that the student is readmitted.

For courses in which incompletes were received prior to 2002-2003, a designation of 'N' will replace the 'I'. 'N' designations do not impact GPA calculations, nor do they grant credit for the course. A student may petition the Dean of the appropriate College to change the 'N' back to an 'I' in the semester that the student is readmitted. [FS 07/08-19]

## 9.2.29 Student Academic Disciplinary Procedures

Student academic disciplinary procedures are covered by the Wisconsin administrative code. Please see <http://www.legis.state.wi.us/rsb/code/uws/uws014.pdf> for the relevant procedures.

## 9.2.30 165+ Credit Surcharge

### 9.2.30.1 Background

Starting in the fall of 2004, Wisconsin resident undergraduate students who have earned 165 credits (or 30 credits more than required for their degree programs, whichever is greater) will be charged a surcharge, equal to 100 percent of the regular resident tuition, on credits beyond that level. This policy, created by the Board of Regents, views a college degree from the perspective of a taxpayer. There are many legitimate reasons why students might accumulate "excessive" credits. This policy will not prevent students from pursuing their goals, but it will be at a cost that is less subsidized by Wisconsin taxpayers. This is not a policy

that UWRF can decide whether or not to implement. This is a UW System mandate. The policy covers all Wisconsin resident undergraduate students pursuing their first bachelors degree, including students pursuing a double major. Minnesota residents and other non-Wisconsin residents, graduate, post-baccalaureate, and non-degree students are not affected. The policy applies to all credits earned at UW System campuses and Wisconsin Technical College System (WTCS) transfer credits accepted toward a degree. Retroactive, Advanced Placement (AP), military, and transfer credits from outside the UW/WTCS institutions do not count toward the total. The surcharge will be applied to students in the semester following the one in which they reach the earned credit limit. This policy is not phased in. The surcharge will add 100 percent to the Wisconsin resident tuition routinely charged, and it will be charged for all credits over the credit limit.

#### 9.2.30.2 Warning System

Each semester, excluding J-term and summer session, the Deans' Offices will notify Wisconsin resident students from their College who have reached 130 credits that they are accumulating credits at a rate that might result in a surcharge. This notice will be copied to the student's advisor. The notice will indicate the number of credits from UW System institutions that the student has accumulated toward the 165-credit limit and refer him or her to his or her advisor and Dean's Office if he or she wishes to appeal. In addition to the warning from the Dean's office, a message will appear on the DARS reports of Wisconsin residents when they reach 130 earned credits. This message will warn them that they may be accumulating credits at a rate that might result in a surcharge and direct them to a website for more information. The policy and appeal process will also be placed in the catalog and other pertinent publications and electronic media.

#### 9.2.30.3 Appeal Process

Each student has the right to appeal to the Dean's Office of his or her respective College. Under the implementation guidelines established by the UW-System, institutions are permitted to "make exceptions through an appeals process and grant waivers in cases of extenuating circumstances beyond a student's control." As the Dean's Office of each College is most familiar with the requirements for their respective degree programs and best understands the unique circumstances presented by an individual student, this appeal process will be handled at that level. To assure consistency across Colleges, the Deans are encouraged to collaboratively review the appeals. The Dean's Office will maintain documentation of the student appeal and the decision rendered. To appeal the surcharge on credits beyond 165, the student must submit the "Appeal for Waiver of 165-Credit Surcharge" to the Dean of the College in which his or her advisor resides. The appeal should be submitted at least one semester before the surcharge would be in place. This form is available at the Dean's Office and on line through the Accounts Receivable Office webpage at <http://www.uwrf.edu/accounts-receive/> The Dean's Office will review each case and report their decision to the student, advisor, and the Provost and Vice Chancellor for Academic Affairs. The Provost will then notify the Accounts Receivable Office. Initially, the primary basis for considering appeals will be the following situations:

- Students who are juniors or seniors during the 2003-2004 academic year and who have been making steady progress toward program completion.
- Students who earned credits several years ago, dropped out, and enrolled in a different program when they returned to school.

- Students whose change of program was initiated by an academic unit.

The Provost will maintain a cumulative report of the number of appeals, number of appeals granted/not granted, and specific reasons for the appeal. The Academic Policy and Programs Committee will review this information after one year and then revise the policy and procedures as necessary.



### 9.2.31 Granting Honors Program Credit in Specific Cases

The contracting component for the National Student Exchange Program with regards to the Honors Program should be accepted when the course is appropriately contracted for following Honors Contract Policies and Procedures. Students receiving AP credit in a course may enroll in a one-credit honors course for AP students to receive one honors credit.

### 9.2.32 Transcripts

Transcripts will the degree as the first level, the major(s) listed on the next line including any options and/or emphasis and the minor(s) would be listed the major. The degree date and the degree GPA (GPA at the time the degree is awarded) would also be recorded on the transcript. [FS 11/12-114]

### 9.2.33 Diploma Variables

The only variable to be printed on the diploma shall be the student's name, the approved UW-System degree title, and Latin honors for both undergraduate and graduate degrees. The names of majors will not be printed on the diploma. [FS 11/12-122]

### 9.2.34 Evaluation and Application of Undergraduate Prior Learning Assessment Transfer Credits

[FS 12/13-68]

Credit is awarded for college-level course work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). Transcripts issued by a non U.S. institution that do not have either a Memorandum of Understanding (MOU) or an articulation agreement with UWRF in place need to be evaluated by a third-party transcript evaluation service. The purpose of the transcript evaluation service is to provide UWRF with an English translation of courses, credits and grading systems as they appear on the foreign transcripts, as well as to verify the foreign institution's accreditation. It is the responsibility of the student to request this service and pay any fees associated with the third party evaluation service.

Perspective and enrolled students are required to use one of the approved third-party transcript evaluation services. A list of approved third-party transcript evaluation services is available from the Registrar. As of Fall Semester 2012, the list is comprised of the following organizations:

- Educational Credential Evaluators: <http://www.ece.org/>
- World Education Services, Inc.: <http://wes.org/>
- American Education Research Corporation, Inc.: <https://www.aerc-eval.com/>
- International Education Research Foundation: <https://www.ierf.org/>
- AACRAO International Education Services (IES): <https://ies.aacrao.org>

#### 9.2.34.1 Undergraduate Credit Transfer Evaluation

Prior learning transfer credit is defined as credit awarded for college-level prior learning assessment, *military expericne*, or *credit by examination*. *Prior learning credit must be earned* at institutions or agencies accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accrediation (CHEA) and assessed by a faculty member subject matter expert, No more than 60 credits required for graduation at the undergrate level may be earned through prior learning assessment.

Upon receipt of an official transcript or a third party transcript evaluation and a Prior Learning Assessment Transfer Review Form, an internal evaluation will be completed. The faculty member subject matter expert will review the official transcript or evaluation and all relevant supporting documents provided by the student. Prior learning assessment transfer courses must be similar in nature, level, and content to a course in our undergraduate curriculum and applicable to one of our academic programs, this includes courses that are technical or vocational in nature. Prior learning assessment credit that is remedial, graduate-level, or doctrinal in nature is not transferable as undergraduate credit. Prior Learning Assessment credit which does not match with specific courses may be accepted as general elective credit, and may be allowed to substitute for specific requirements with the approval of the appropriate Academic Department Chair and/or Academic Dean. Faculty Advisors, Department Chairs, and Academic Deans work with transfer students to help them best apply their prior learning assessment transfer credit towards the UWRF degree.

Once an internal evaluation has been completed, accepted transfer credits and grades will be recorded on the students UWRF record as they appear on the transcript from the host institution or according to the MOU/articulation agreement or as provided by the transcript evaluation service. Transfer grades will not be used in calculating the cumulative GPA. However, grades will be calculated in the major GPA if transfer credits are awarded to meet major requirements. The application of transfer credits and the calculation of cumulative and major GPAs affect eligibility for academic honors and awards. [FS 95/96-24]

#### 9.2.34.2 Graduate Credit Transfer Evaluation

If allowed by the graduate program you may be able to transfer as many as nine credits from other institutions or from within our university. Any exceptions need to be approved by the Director of Graduate Studies, upon recommendation from a program chair. If a student has credits earned at UWRF toward a prior graduate degree, they are treated as if they are transfer credits. In addition to meeting the requirement in 9.2.34 graduate credits must meet the following conditions:

- Be from courses with an earned grade of “B” or higher:
- Be from a regionally accredited institution and an acceptable graduate program:
- Be listed on an official transcript received by the UWRF Registrar’s Office:
- Be approved by the graduate program director:
- Have been earned within seven years from the projected date of completion for a UWRF degree.

Once an internal evaluation had been completed, accepted transfer credits and grades will be recorded on the students UWRF record as they appear on the transcript from the host institution or according to the MOU/articulation agreement or as provided by the transcript evaluation service. Transfer grades will not be used in calculating the cumulative GPA.

### 9.2.35 Graduate Program Credit Requirements

The UWRF is committed to having courses that have content and rigor appropriate for graduate-level instruction. At least half of the credits required for graduate degrees must be earned from courses at the 700 level. No more than nine credits from courses at the 500 level may be applied towards graduate degree requirements. Credits earned for a graduate program cannot be more than seven years old, unless subjected to a successful appeal. Appeals to the seven year limit require:

- A specific plan and timetable to complete the degree requirements;
- A statement indicating how the student will stay current within the program of study;
- A recommendation from your adviser;
- A recommendation from the appropriate chair for all courses taken outside of the seven year window; and the Director of Graduate Studies will review the request and notify the student and the adviser of the decision.

## 9.2.36 Graduate Student Enrollment Policy

To provide resources and services to graduate students throughout their academic career, graduate students must be enrolled in a graduate-level course of at least one credit during each term (fall, spring or summer) in which the student requires access to these services, including the term in which the student intends to graduate. For additional details consult section 9.2.25.1

## 9.2.37 Enrollment of Undergraduate Students in Graduate Courses

A UWRF junior, senior or post-baccalaureate student may enroll in graduate courses while completing an undergraduate degree under the following conditions:

- On space-available basis only;
- For courses below the 700-level only;
- Students must receive approval from their adviser, the instructor of the graduate course and the director of the graduate program; and
- While under provisional enrollment, an undergraduate may take no more than nine graduate credits nor more than 15 credits total during the term.
- Undergraduate students will be charged graduate tuition rates for graduate credits (as per UWRF Administrative Policy AP-02-106)

## 9.2.38 Graduate Plans

All graduate programs will include one or more of the following plan options as part of their degree requirements:

- Thesis; includes a minimum of 30 semester credits of graduate course work and a master's thesis for which a student may receive no more than four graduate credits in the area of specialization. The thesis is directed at original research that should provide a new contribution to knowledge. The student will also complete either an oral and/or written comprehensive examination. Both a hard copy and an electronic copy will be made available through the UWRF library.
- Research Paper: Includes a minimum of 30 semester credits of graduate course work and a research paper. The research paper is directed toward the use of primary and/or secondary sources, and may also include action research and/or a literature review. The expectation is that the paper should be significantly greater in scope and/or of significantly higher in quality than a paper produced in a typical graduate seminar. The student will also complete either an oral and/or written comprehensive examination. Both a hard copy and an electronic copy will be made available through the UWRF library.
- Capstone Experience: Includes a minimum of 30 semester credits of graduate course work (note: this might be 34 credits depending on the option chosen below). In addition to the option to complete either a thesis or research paper, some graduate programs offer alternative paths towards completion of a master's degree that might include one or a combination of the following (note: materials produced through the Capstone Experience option are not required to be made available through the UWRF library).
  - Completion of a minimum of 34 credits of graduate course work
  - Capstone course
  - Comprehensive oral and/or written examination
  - Internship
  - Manuscript
  - Portfolio
  - Published book
  - Special project

A graduate committee, comprised of three graduate faculty member will conduct a review of the student's thesis, research paper, or capstone experience, depending on the requirements of the student's degree plan (i.e. if necessary for the requirements of the graduate program). The committee will consist of the committee chair, a member from the student's program, and the third committee member may be from an outside program. The graduate examination will be

- Appropriately advertised/noticed on the Academic Affairs listing (e.g. name, title, date, location, time, etc.)
- Scheduled for a date that afford the possibility that the graduate student will graduate in the term desired (i.e. no later than the last day of final examination for fall and spring terms, and no later than two weeks prior to the conclusion of a J-term or Summer) and
- Subsequently, all paperwork for graduate examinations in a particular term will be processed and submitted to the graduate Studies Office in a timely manner (i.e. no later than the conclusion of the official grading period for fall and spring semester, or no later than one week prior to the conclusion of a J-term or Summer).

### 9.2.39 Temporary Graduate Status

This status is for persons who have a bachelor's degree from an accredited institution who want to take graduate-level courses for professional development and who do not plan to obtain an graduate degree or seek admission to a graduate and/or certificate/certification program. Please note that some graduate courses are not open to temporary graduate students.

If a student completes courses in this temporary status and then choses to apply to a graduate degree and/or certificate/certification program at UWRF a maximum of nine graduate credits from either the UWRF or another graduate institution can be applied toward the graduate degree program.

### 9.2.40 Graduate Student Change of Program or Adding a Program

A graduate student may change programs or add an program by submitting a properly completed Application for Graduate Admission form, meeting all admission requirements associated with the program, and being accepted into the program

### 9.2.41 Evaluation and Application of Undergraduate Prior Learning Assessment Transfer Credits

Prior leaning transfer credits is *defined as credit* awarded for college-level prior learning assessment, *military experience*, or *credit by examination*. Prior learning credit must be earned at institutions or agencies accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) and assessed by a faculty member subject matter expert. No more than 60 credits required for graduation at the undergraduate level may be earned through prior learning assessment.

Upon receipt of an official transcript or a third party transcript evaluation and a Prior Learning Assessment Transfer Review Form, an internal evaluation will be completed by a faculty member subject matter expert. The faculty member subject matter expert will review the official transcript or evaluation and all relevant supporting document provided by the student. Prior learning assessment transfer courses must be similar in nature, level, and content to a course in our undergraduate curriculum and applicable to one of our academic programs; this includes courses that are technical or vocational in nature. Prior learning assessment credit that is remedial, graduate-level or doctrinal in nature is not transferable as undergraduate credit. Prior Learning Assessment credit which does not match specific courses may be accepted as general elective credit, and may be allowed to substitute for specific requirements with approval of the appropriate Academic department Chair and/or Academic Dean. Faculty Advisors, Department Chairs, and Academic Deans work with transfer students to help them best apply their prior learning assessment transfer credit toward the UWRF degree.

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#### 9.3. Outreach (Extension) Courses

The following policies, as administered by the Director of University Outreach, govern the development and offering of Outreach (Extension) courses:

- a. Outreach courses are offered in response to the needs of citizens in the St. Croix Valley, the region and beyond. The primary audience for Outreach courses are adult learners unable to reach campus during the typical day. Offerings focus on programs and courses presented in a nontraditional manner, including alternative delivery methods, and innovative, experimental, and collaborative programs.
- b. Outreach classes offered for credit require the same approval as residence classes. Since approval for the course and the instructor are the same for both Outreach and residence classes, there should be no distinction between sections of a course offered on or off campus, by alternative delivery, or as independent study. All students must consult with their advisor concerning the applicability of each course to their program.
- c. Instructors for Outreach classes (full-time, part-time, or ad hoc) must meet all qualifications as established by the University of Wisconsin-River Falls and be appointed through the regular approval process. No faculty member can earn more than \$12,000 (per WI Statute 16.417) in overload (excluding summer session) above his or her base salary (annual or academic year) in a calendar year from all UWRF sources.
- d. Outreach classes must meet the same or equivalent standards of sequence, prerequisites, hours of class work, assignments, library or laboratory equipment, final examinations, adaptations to the needs of students, and supervision as are maintained for residence courses in the same subject.
- e. Because Outreach programs must be self-supporting, there is a minimum number of students required for an Outreach course to be taught. The number required varies by program.
- f. All Outreach courses must receive the approval of the department chair, College Dean, and the Director of University Outreach. In addition, the Provost and Vice Chancellor for Academic Affairs must approve new courses. If an overload payment is involved, approval must also be obtained from Human Resources and the Provost and Vice Chancellor for Academic Affairs.

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#### 9.4 Honors Program

The University of Wisconsin-River Falls Honors Program is designed to meet the educational needs of students with an outstanding record of academic achievement and a true sense of intellectual adventure. It allows students to experience a variety of course types and educationally related experiences while gaining academic credit. Students enrolled in the program have available Honors sections of many General Education classes; take introductory and advanced Honors Seminars; complete an Honors thesis project; enroll in a service-learning project experience for credit; and receive credits for participation in the intellectual and creative life of the UWRF community and beyond. All of these experiences are gained while still keeping within the major, minor, General Education and liberal arts requirements of an Honors student's academic program. The program is both unified and flexible. That is, the achievement of the "broadening" and "in-depth" aims provide experiences that are similar in structure for all participants. All participating students have an identity in and with the Honors Program on the basis of this common experience. Simultaneously, the program has enough flexibility to allow individuality. The program is sufficiently varied so that participation is attractive to all students regardless of year in school, major, transfer status, full vs. part-time, etc. Honors is not just more work but provides a new dimension to a student's educational experience with a definite degree of rigor. Any level of participation is encouraged. Students may opt to complete the entire program and graduate with "The Honors Program," or they may elect to participate in a few of the Honors courses but not complete the entire program.

##### 9.4.1 Eligibility Standards

To be eligible, entering freshmen must rank in the upper 10 percent of their graduating class and/or score a 27 or higher on the ACT. To remain eligible, students must maintain a 3.3 cumulative GPA and complete at least two Honors Program credits per year. Students who opt to participate in the program after one or more semesters of university work must have a 3.3 average.

##### 9.4.2 Requirements for Completion

To complete the Honors program a student must have:

- At least 18 Honors Program credits
- No history of academic dishonesty

##### 9.4.3 Credit Requirements

Seminar and colloquia (1-5 credits)

- Honors Seminar I (1 credit). This course is required of all participants
- Honors Seminar II (1 credit); not required, may be repeated

### 9.4.4 Honors Courses

Six to fourteen credits can be taken in Honors Courses.

- Honors sections of a number of General Studies courses will be made available on a rotational basis to Honors Program students and others with the permission of the instructor, if space is available.
- Honors students enrolled in a non-honors course can contract with the instructor to earn honors credits(s) for different work (e.g., in greater depth). These credits will be recorded as honors credits.
- Honors program seminars and courses will meet General Education or Liberal Arts requirements wherever applicable.

### 9.4.5 Honors Thesis/Project

The Honors Thesis (1-6 credits) is required of all participants during junior or senior year.

- Participants must submit a project proposal outlining their research hypotheses, methodologies, and expected outcomes, and suggest appropriate faculty reviewers to the Honors Director before commencing their work.
- Each project will be evaluated by three faculty chosen by the student and approved by the Honors Director. Projects may be graded pass/fail at the student's request.

### 9.4.6 Service Learning Component

Service Learning, for 1-6 credits, means unpaid volunteer work that will benefit the community and provide a significant learning experience. Service learning is based on the rationale that learning occurs through reflection on the service.

- At least one credit of service learning is required; one credit equals 45 hours of service learning.
- Service learning hours must be documented as to the amount of time contributed and the learning component completed.
- Participants must submit a proposal for service learning project(s) to the Honors Director. These proposals will describe the service learning activity, outline its connection to the students' course work, and include the signature of the students' proposed field supervisor.
- Service learning hours may be planned and carried out individually, through the Collegiate Honors Society, or with another organization. Honors Program students are encouraged to arrange service learning through other organizations they belong to in order to stimulate participation by other University community members.

### 9.4.7 Events

The events option, 0-2 credits, is meant to encourage Honors Program participants to engage in the intellectual and creative life of the UW-River Falls community and beyond. Approved events will include attendance or participation in professional meetings, lectures, concerts, plays and art exhibits.

- Participants must submit an event proposal to the Director prior to the events, describing the events to be attended and drawing connections between them and the participants' course of study.
- Five events (12 hours minimum) equal one credit.
- Participants must provide a portfolio of short reaction papers to each event and appropriate evidence of attendance or participation in order to earn credit.

### 9.4.8 Benefits for Students

- Small classes
- Priority registration
- Discussion-style teaching
- Opportunity to develop one-on-one relationships with faculty
- Special curriculum
- Fellow Honors students
- Collegiate Honors Society
- Honors Faculty
- Notations on transcripts and diploma
- Special record of academic achievement
- Enhanced opportunities for scholarships and fellowships

### 9.4.9 Benefits for Faculty/Departments

- Opportunities to work with exceptional students in small classes
- Opportunities to teach topics in Honors courses, seminars and colloquia which are difficult to fit into the existing curriculum
- Documented experience as part of the Honors program for merit review
- Opportunity to negotiate reassigned time or extra pay for teaching of Honors Seminars
- Student Credit Hour production for departments will be minimally affected by the offering of Honors General Education sections

### 9.4.10 Benefits for University

- Systematic program by which the University can offer our increasing numbers of well-qualified students opportunities to study faster or in greater depth than our current programs allow
- Marketing and recruiting tool to attract even more well-qualified students
- Retention tool to keep well-qualified students who enroll by offering them more challenges
- Enriched learning environment for all students and faculty at UWRF

Additional information on the Honors Program can be obtained from the Office of the Assistant to the Provost and Vice Chancellor (118 North Hall) or online at

<http://www.uwrf.edu/Catalog/HON.cfm>



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#### 9.5 Professional Experiences, Internships, Field Experience, Cooperative Extension

Professional experiences/internships are available in virtually every discipline in the University, providing an important opportunity for students to blend their academic experience with a supervised work experience as among departments. Students and faculty are advised to inform themselves about the guidelines that apply to their field and to take advantage of these career-enhancing opportunities.

##### 9.5.1 Defining Full-time Status for Students Participating in Internships

[FS 07/08-38]

###### 9.5.1.1 Academic Semesters of Fall and Spring

Students participating in an internship which requires 40 or more hours of work per week for a minimum of 14 weeks or a minimum of 560 hours and who are enrolled in a minimum of 4 credits for that experience will be considered full-time enrollees for that semester by the University of Wisconsin-River Falls, including the Registrar's Office, Financial Aid Office (including eligibility for Federal Financial Aid disbursement), and the academic Colleges.

By the third week of each semester each College must report directly to the Registrar the names, course numbers, and number of credits for students they consider to be on full-time internships. Any change in student workload must be reported immediately to the Registrar's Office. Students enrolled in 12 credits or more do not need to be reported, as they will be covered under the regular on-campus policy that a 12-credit load is full-time status.

###### 9.5.1.2 Summer Term

To be eligible for Federal Financial Aid disbursement during the summer, students must be enrolled in a minimum of 3 credits of internship.

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#### 9.6 Education Abroad Programs

[FS 11/12-59], [FS 12/13-92], [FS 12/13-98]

The University believes that a study experience in a different country is important in fostering awareness of other cultures, deepening one's awareness of one's own culture and developing future career paths. Consequently the University encourages education abroad and facilitates program planning for those students who wish to earn academic credit for studies accomplished in other countries of education abroad programs. It also participates in networks of established programs around the world. In addition, students can tailor individual programs in foreign countries according to their own academic, professional and personal needs. Special course/program fees may be associated with education abroad programs. Information on all education abroad programs and guidance on education abroad are available through the Global Connections office, 102 Hagestad Hall.

<http://www.uwrf.edu/GlobalConnections/>

##### 9.6.1: Education Abroad Leaders

It is preferable that education abroad leaders be active tenure-line faculty members. Junior faculty members are encouraged to develop new education abroad courses or take over existing programs. Retirees will be considered only if their courses meet UWRF's strategic needs, and there is no alternative.

##### 9.6.2: Education Abroad Course Proposals

All courses that include a component of Education Abroad (actual travel outside the United States)—whether new courses and or iterations of a course proposed under an already approved course number (such as, but not limited to, pre-approved special topic numbers)—must have submitted, as part of the course proposal or request to teach an existing course with a new Education Abroad component, a letter of advice from the chair of the Faculty Senate International Programs Committee (IP) to the appropriate approval authority. The approval authority is assumed to be and designated as the appropriate college and University Curriculum Committee chairs in the case of new course proposals and to the appropriate dean in the case of an iteration of a course proposed under an already existing number. The official course proposal (in the cases of new Education Abroad proposals) or cover letter to the approval authority (in the cases of an already approved course's being implemented with a new Education Abroad component) must address the Education Abroad Guidelines provided by the IP. The letter, copied to the proposer, will outline any issue regarding overlap as recognized by the IP in its oversight capacity. Also in IP's oversight capacity and by virtue of standards specified the Education Abroad Guidelines, the letter shall comment upon the evaluation methods used to assign academic credit to student participants. [FS 10/11-50]

### 9.6.3

Approval Process for education-abroad courses are located in the committee description for the University Curriculum Committee (Chapter III).

Approval process for programs (e.g. majors, minors, emphases, certificates, SAE, ITC, WIS, General Education, Liberal Arts, and Foundation Courses in Agriculture) are located in the committee description for Academic Program and Policy Committee (Chapter III). [FS 12/13-131]

### 9.6.4

Approval processes for education-abroad programs are located in the committee description for the Academic Program and Policy Committee (Chapter III). [FS 12/13-130]

### 9.6.5: Education Abroad [FS 12/13-129]

Any currently enrolled UWRf student participating in an education/experience abroad must complete a UWRf education abroad application before they go. Students must complete this application when the education/experience is in any way supported by UWRf faculty or staff or a UWRf department or program (including affiliated programs/experiences). Students must complete a UWRf education abroad application whether engaging in the education/experience for credit or not.

Any person who is currently enrolled or has been enrolled in UWRf in any of the previous two terms and who intends to participate in a non-UWRf education/experience abroad and also intends to transfer credits back to UWRf from that non-UWRf education/experience abroad must complete a UWRf education abroad application prior to engaging in the non-UWRf education/experience abroad. This policy does not apply to students who have transferred to UWRf and as a result may have already transcribed study abroad experience. Such experience would be brought over onto a UWRf transcript through the usual transfer-of-credit protocols.

All participants in each UWRf Education Abroad program must pay the same cost (the program fee, which may vary among the different programs; International Programs fee; Application [Studio Abroad] fee; and the equivalent per-credit tuition cost), effective July 1, 2013.

This policy does not preclude an Education Abroad leader's requiring participants to become special students, which would give the Education Abroad leader an inclusive, official authority over all participants as well as allow such special access to the UWS-provided insurance.

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#### 9.7 Advising

Advising is a process by which faculty and designated persons assist students in successfully navigating the course options and requirements that lead to the attainment of their academic and career goals.

Faculty responsibility: A major part of the teaching responsibility is in the advising of students the faculty has in class or those assigned as advisees. For that purpose, each faculty member should be available at specific times. Early in the semester, faculty members should post near their offices and send to the Dean of the College a schedule of those hours during which they are available for consultation with students. The hours listed should be in sufficient number and varied during the days so that any student has an opportunity for consultation.

##### 9.7.1 Advisor Assignment

###### 9.7.1.1 Undergraduate Students:

- a. New Students: Students who have not declared an academic major are advised through the Pre-Major Advising Program in the Academic Success Center. Students with a chosen major will be assigned a faculty advisor by the department chair in that major. The faculty advisors in the various academic areas will be appointed by their department chair. Changes of advisor assignments will be made upon request of the student or advisor and will be confirmed by a written notice to the previous advisor from the department chair. The advisor folder containing test reports and other material should be forwarded to the student's new advisor.
- b. Continuing students: The assignment of advisors to continuing students will reflect the request of the student and the approval of the advisor and the department chair. Usually sophomores stay with their freshman advisors. Some departments may assign advanced students to senior staff or to the chair.

###### 9.7.1.2 Graduate Students:

An advisor in the student's area of specialization will be assigned by the program coordinator of that area during the process of a student's admission to a graduate degree program. It is the advisor's responsibility to help the student formulate a plan of study leading toward the accomplishment of the student's objectives. Most of the information that follows is geared toward undergraduate student advising. Faculty should consult the Graduate Catalog for specific information regarding graduate program policies and regulations.

##### 9.7.2 Advising Information and Procedures

The following factors are worthy of consideration in advising the student on educational goals:

1. ACT profile information
2. Aptitudes and abilities

3. Previous achievement
4. Motivation and attitudes
5. Financial resources and employment
6. Personality
7. Health
8. Career Goals

### **9.7.3 Advisor/Advisee Agreement [FS 11/12-86]**

At the initial meeting of an advisor and advisee, the advisor should make the advisee aware of an advisor's responsibilities and those of the advisee as stated in 8.7.3.1 & 8.7.3.2 (below)

#### **9.7.3.1 Responsibilities of Advisors in the Advising Process**

The advisor's responsibility is to:

1. Meet with advisees at least once each semester, review their Degree Progress Reports with them, discuss the advisee's academic and career goals, make them aware of their progress at that point in their academic career, acquaint them with any new information and options, and help them interpret requirements and schedule courses.
2. Keep files with all pertinent information (uniform standards of confidentiality and security regarding files must be maintained).
3. In necessary, direct advisees experiencing academic difficulties and having specific issues to appropriate sources of assistance.
4. Encourage advisees to obtain information about extracurricular on-and-off campus activities, organizations, internships, scholarships, as well as about career opportunities and graduate programs.

#### **9.7.3.2 Responsibilities of Students in the Advising Process**

The student's responsibility is to:

1. Become familiar with General Education, graduation and program requirements and monitor their progress toward fulfillment of these requirements.
2. Meet with advisor in advance of each semester's registration date and come prepared for the meeting with a tentative course schedule.
3. In special cases, such as academic difficulty, declaring a (new) major or minor, withdrawing from the university, etc., schedule an additional appointment with the advisor.
4. Seek advisor assistance with academic decisions rather than expecting the advisor to make the decisions. Students must accept responsibility for the decisions made by them.
5. Seek information about on-campus activities related to his or her major (clubs, teams, organizations), as well as internships, scholarships, graduate programs, and other career opportunities.

### **9.7.4 Graduation Requirements**

The undergraduate catalog lists General Education and diversity requirements for all undergraduates as well as requirements for each major and minor. The graduate catalog lists all requirements, regulations and procedures for graduate programs.

#### **9.7.4.1 Student Load:**

##### **9.7.4.1.1 Undergraduate Students:**

Undergraduate student should average 15 credits of work for 8 semesters for a total of 120 credits. The maximum load for freshmen students is 17 credits per semester. The maximum load for sophomore, junior, or senior students is 18 credits per semester. The maximum load for undergraduate students is 12 credits per summer session (with a credit per week ration or no more than one credit per week during the summer). The maximum load for undergraduate students is one credit per week during J-term (typically no more than 4 credits per J-term).

Full-time students are designated as being enrolled for 12 or more credits. Students in the Honors Program may carry one honors course per semester in addition to the regular course load. (For additional information regarding the Honors Program, see previous section, 9.4, in this chapter.)

##### **9.7.4.1.2 Graduate Students:**

Full-time graduate students status is defined by enrollment for at least 8 credits in the fall or spring terms, and for at least 4 credits in the summer.

When graduate students complete undergraduate courses, each undergraduate credit will count as a graduate credit in calculating load.

Graduate students who are working as graduate assistants must be either currently enrolled in a graduate course or admitted to a graduate program and enrolled in a course (either graduate or undergraduate).

#### **9.7.4.2 Excess Load:**

##### **9.7.4.2.1 Undergraduate Students**

Undergraduate students may apply to the Dean of their College at registration time for an excess load. Application forms for excess load are available in the Office of the Registrar. Only students whose average is "B" or better should be recommended for excess load except under special conditions. Similar procedures are in effect during the summer session.

##### **9.7.4.2.2 Graduate Students**

Full-time graduate students may not exceed 15 credits per term during the fall or spring, or 12 credits during the summer with a credit per week ratio of no more than one credit, unless they have written approval from their adviser, program chair, and the director of graduate studies. To be granted this exception, a student must have successfully completed at least 8 graduate credits and must not be on academic probation at the time.

#### **9.7.4.3 Grades:**

Online grade records should be used as a basis for further counseling and planning with the student.

#### **9.7.4.4 Long-range Planning:**

Some departments require that a plan of studies be worked out in the sophomore year for the junior and senior years. It is useful for students to plan ahead so far as possible, particularly in the spring for the ensuing year. All departments have worked out a four-year model for use in planning a student's course work toward the degree.

### **9.7.5 American Cultural Diversity and Global Perspectives Course Requirements**

Undergraduate students are required to take one course designated as Global Perspectives (G) and one course designated as American Cultural Diversity (D). This requirement may be satisfied as part of their General Education program, their major or minor programs of study, or their elective credits. To the degree possible, courses designated D or G should also address issues of gender and class. Courses must be taken at the 200 level or above and must be at least three credits.

#### **9.7.5.1 American Cultural Diversity (D)**

Criterion:

Courses designated D will examine changing social identities and divergent beliefs of one or more racial or ethnic group of American culture as defined by the UW-System to include the following groups: African American, Hispanic/Latino(a), Asian-American, and American Indian.

Outcomes:

- a. Students will examine the ways in which issues of race and/or ethnicity shape social identities and influence behaviors within diverse segments of American society.
- b. Students will analyze social and historical factors that may influence their interaction with members of a diverse society.

#### **9.7.5.2 Global Perspectives (G)**

Criterion:

Courses designated G will require students to examine subject matter from a global/international perspective. Outcomes:

- a. Students will describe and analyze global or international issues.
- b. Students will compare and contrast various aspects of an international culture to their own.

### **9.7.6 Advising Aids**

#### **9.7.6.1 ACT Profile Sheets**

The UW System requires that all incoming freshmen take the ACT to assist faculty in advising. The Admissions Office will provide these profiles to the advisors beginning with the initial registration during summer orientation. The profiles will then be forwarded to the student's permanent advisor.

#### **9.7.6.2 Placement Tests**

All freshmen are required to take the Wisconsin English Placement Test and the Wisconsin Math Placement test before registering for their first term of enrollment. The profile sheets reporting the results of these tests will be provided by the Admissions Office to advisors during the registration prior to the student's first term of enrollment. The profile sheets will then be forwarded to the student's permanent advisor. Students who have studied a foreign language (French, Spanish or German) in high school are advised to take the Wisconsin Modern Language Placement test; this test is given at Regional Testing in the spring, each morning of Freshman summer registration, or by special arrangement with the Modern Language Department.

### **9.7.6.3 Individual Testing**

When additional information is needed concerning a student, arrangements for testing and assessment may be made through Career Services and the Academic Success Center. A minimal fee may be charged.

### **9.7.7 Access to Records**

Under the Family Educational Rights and Privacy Act of 1974, students are entitled to review those records, files, documents and other materials which are maintained by the University and which contain information directly related to them. Exceptions are: personal notes of UWRF staff and faculty, employment records, medical and counseling records used solely for treatment, records in the Department of Public Safety, parents' financial records, confidential letters and statements placed in the records prior to January 1, 1975, and confidential letters and statements of recommendation for admission, employment or honorary recognition, placed in the records after January 1, 1975, but for which the student has waived the right of inspection and review. Students must submit written requests to review their records, and the University has 45 days to comply with such requests.

Students have the right to challenge information in their educational records which they believe to be inaccurate, misleading, or inappropriate, and to insert in the record a statement explaining any such material from their point of view. A formal challenge to administrator of the appropriate office.

The Vice Chancellor for Administration and Finance has been designated by the Chancellor as the custodian of all public records maintained at the University of Wisconsin-River Falls.

"Directory Information" includes name, address, telephone listing, date of birth, major field of study, participation in officially recognized activities including sports, weight and height of members of athletic teams, dates of attendance (including classification and year, matriculation and withdrawal dates), degrees and awards received and the most recent previous educational agency or institution attended. This information will be routinely released to any inquirer unless the student requests, in writing to the Registrar, that all or part of it be withheld.

There is an electronic phone book linked to the UWRF Home Page (<http://www.uwrf.edu>). Information listed on each individual includes: name, email address, alias, classification, major(s), minor(s), hometown, local address, and local telephone number. As is the case with other directory information, this information will not be posted if the student so requests, in writing, to the Registrar.

### **9.7.8 Annual Schedule of Advising**

#### **9.7.8.1 Introduction**

Advising starts when a student expresses an interest in UWRF and continues until the student completes his or her



education at UWRF or leaves. Each department is responsible for an advising program that uses the services of UWRF for the specific needs of the student--the choice of classes for majors and minors, remedial concerns, development of special talents, enrichment through extra-curricular involvement, and career planning. Each chair should assign faculty to contact students interested in the department.

The following outline provides information about advising whereby the department maintains consistent contact with new students, continuing students, and interested students.

#### **9.7.8.2 Prospective Students**

The names of prospective students are sent to departments on a continuing basis. These names come from interest cards completed by prospective students when admissions counselors visit schools or when they attend college fairs and career days as well as from mail inquiries to the Admissions Office. These names also come from students who have taken the ACT or SAT and had their score reports sent to UWRF. Throughout the year, letters from the department heads are sent to these interested students, stressing the advantages the department has for the student. These letters may be standard, but an extra handwritten comment is suggested.

Computer printouts of accepted students are sent to the Deans, on a monthly basis, from the Admissions Office. This information is sorted by major, address of student, and other data.

#### **9.7.8.3 Freshmen and Transfer Students**

June-July Orientation/Registration: New students register during a number of days dedicated to this process. At that time new students will meet with department representatives who will advise them on course work and requirements. Testing and initial orientation also take place on these advising days. The Admissions Office provides students with detailed advance information on services available at this time. August-September Orientation/Registration: New students may also register on a specified day just prior to the opening of the academic year.

#### **9.7.8.4 Continuing Students**

In the month of October, students and their academic advisors will receive information regarding advising periods and registration times for the next spring semester. In the month of March, students and their academic advisors will receive information regarding advising periods and registration times for the next fall semester. Students and their advisors will meet prior to the student's registration appointment in order to work out the student's schedule for the following semester and to do whatever long-range planning is appropriate (see previous sections on advising).

#### **9.7.9 Advisors and Lost PINs**

The Registrar's Office will not reissue lost PIN numbers without written authorization from the advisor. Acceptable written authorization includes a hand-written or word processed note, not an email correspondence. The note may be carried by the student to the Registrar's Office.

## Faculty and Staff Handbook

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### Chapter IX- Academic Standards, Procedures and Policies

#### 9.8 Instructional Support and Services

##### 9.8.1 Textbook Services

<http://www.uwrf.edu/TextbookServices/>

###### 9.8.1.1 Policy

The mission of Textbook Services is to provide primary and secondary textbooks and learning resources to UWRF students in direct support of the curriculum. It is located in the basement of Hagestad Hall.

Textbook Services is supported entirely by undergraduate students, who pay a textbook rental fee as part of their segregated fees at the beginning of each semester. This payment entitles the student to the use of the primary text for each undergraduate course. Supplemental texts are also provided to the maximum extent possible, with special emphasis given to courses taught in "book intensive" areas, and in courses where source material is used. Depending on the needs of the instructor and the course, texts may also be purchased for reserve reading (through the Reserve Desk in the Library) at the recommended ratio of one book for every twelve students, or ordered for students to purchase in the Bookstore.

Exceptions to Textbook Services' purchasing policy may be requested through the Textbook Services Manager. Approval is contingent on cost, availability of funds, justification, etc. Denial of a request for an exception by the Textbook Services Manager may be appealed (in writing) to the Library Director. The Provost and Vice Chancellor for Academic Affairs is the final authority on such requests.

Although Textbook Services is a rental system, undergraduate students who wish to purchase their textbooks may do so during the textbook sale, held during the months of October, November, February, March, April, May, and June each year.

Since graduate students do not pay rental fees for textbooks as part of their tuition, they may not use Textbook Services except in special circumstances. Texts for graduate students enrolled in 700 level courses or 500 and 600 "slash" courses may be purchased from the UWRF Falcon Shop/Bookstore. If graduate students are enrolled in undergraduate classes or in "slash" courses, they may rent texts from Textbook Services only if the text is not available for purchase in the Bookstore and after all undergraduate requirements for the text have been met. Authorization from the instructor is required and a rental fee will be collected at Textbook Services as texts are checked out.

###### 9.8.1.2 Ordering

Instructors are responsible for ordering textbooks for their undergraduate courses, with approval of the department chair. Textbooks are requisitioned by faculty members using forms available from their academic department associate. These forms must be countersigned by the department chair. An online order form is also available at

<http://www.uwrf.edu/TextbookServices/TextbookOrder.cfm>

and must be countersigned by the department chair. Texts must be ordered with sufficient lead time to ensure they will be available at the beginning of the semester, and they must be used a minimum of two years before they can be replaced. Consult "Textbook Rental Policy for Faculty Members," available at Textbook Services or online

<http://www.uwrf.edu/TextbookServices/ForFaculty.cfm>

for a more complete discussion of policies and procedure.

Texts for graduate students are ordered through the UWRF Falcon Shop/Bookstore.

### **9.8.1.3 Desk Copies**

Faculty should order desk copies of textbooks directly from the publisher(s), see Section IV of

<http://www.uwrf.edu/TextbookServices/FacultyPolicies.cfm>

### **9.8.1.4 Customized Class Materials**

Instructors may design customized class materials to be distributed through Textbook Services. The instructor must provide a good, legible copy of materials, the name and address of the copyright holder for each copyrighted item, and the page number(s) involved. Textbook Services will contact the copyright holder, pay all (reasonable) copyright clearance fees, and pay for duplication of materials.

## **9.8.2 Library**

<http://www.uwrf.edu/Library/>

### **9.8.2.1 Chalmer Davee Library**

The Chalmer Davee Library serves as the campus gateway to a world of information. Thousands of books, encyclopedias, full-text journal databases, curriculum materials, DVDs, government documents and archival collections are available. In addition to standard library services including research assistance and library instruction, the Library sponsors art exhibitions, author readings, discussion groups, and much more. The Library staff is dedicated to providing quality services and resources to University students, faculty, and staff, as well as to the general public.

### **9.8.2.2 Checking Out Library Materials**

Students, faculty, and University staff must have a valid University ID to check out materials at the Circulation/Reserve Desk.

Check out periods:

- Faculty & Staff = 1 term

- Students & Community Patrons = 28 days
- Videos & DVDs = 14 days
- Course Reserves = 2 hrs – 7 days [restricted to current UWRF students/staff]

Materials can be renewed at the Circulation/Reserve Desk or online. All library items are subject to recall after 7-14 days. For additional information contact the Circulation Department at (715) 425-3321 or the Reserve Department at (715) 425-3542.

### **9.8.2.3 Reserve Service**

Faculty may place materials on reserve to supplement the textbooks issued to students through Textbook Services. Reserve loan periods range from 2 hours to 7 days. The following materials may be placed on reserve: Books, Videos, DVDs- Materials from circulating collections may be placed on reserve. Reference books may not be placed on reserve. The Library will assign call numbers and place labels on personal books.

Exams and other course-related material - Instructors may submit an electronic or paper copy of these materials. All faculty-produced course-related material will be placed on electronic reserve.

Personal Property - Instructors may place personal copies of books, videos, articles, reports, papers, pamphlets, etc. on reserve. The Library is not liable for theft, damage, or mutilation of personal copies placed on reserve.

Extended Reserve - Books and non-print media may be purchased for extended reserve utilizing the reserve materials budget. Orders should be placed prior to the semester in which they are needed. Contact the Library Reserve Department for reserve material requisition forms.

Electronic Reserve - Instructors may submit electronic or paper copies of materials for E-reserve. Paper copies will be scanned into PDF format. We will link to articles in online databases when articles are available online. Items placed on electronic reserve are accessible through the reserve search in the Library's online catalog.

Copies - In accepting a copy (of an article or a book chapter, for example) for reserve, the Library assumes that the copy has been made in compliance with the fair use provision (section 107) of the Copyright Law of the United States (Title 17, U.S. Code). Reserve staff reserve the right to decline placing an item on reserve if it clearly does not meet fair use guidelines. While section 107 permits the making of multiple copies for classroom use, the Library expects that faculty have also considered the four factors that determine fair use:

- Purpose: the purpose and character of the use, including whether such use of a commercial nature or is for nonprofit educational purpose
- Nature: the nature of the copyrighted work
- Amount: the amount and substantiality of the portion used in relation to the copyrighted work as a whole
- Effect: the effect of the use upon the potential market for or value of the copyrighted work.

### **9.8.2.4 Reference Services**

Encyclopedias, dictionaries, almanacs, maps and much more are located in the Reference area. Reference staff provide assistance searching for books, AV materials, government documents, archival collections, and Curriculum Material

Collections in Voyager, the online library catalog; navigating online databases and e-resources; and developing research strategies. Research assistance is also available online by selecting the “Need Help? Ask a Librarian” button on the Library’s website. UWRF faculty and staff may request individual consultations through the “Librarians to Go” service. The Research Help Desk is located on the main floor of the Library. During the school year the desk is staffed the following hours:

M-Th 8:00am – 10:00pm Fri 8:00am – 6:00pm Sat 11:00am – 5:00pm Sun 1:00pm –10:00pm

Hours vary during summer and interim sessions.

#### **9.8.2.5 Library Instruction**

Reference librarians meet frequently with classes to introduce students to library research. Any faculty member whose course assignments require the use of library resources, or whose students may be new to the campus or to the research process, is encouraged to consider scheduling a library instruction session. Advance notice of the students' topics or specific research assignments helps librarians tailor presentations to the specific needs of particular courses. The main goal of the program is to provide instruction in developing and applying library research strategies, including the use of basic or specialized research tools in all formats.

Generally classes are held in the Library Instruction classroom (Room 331). Instructors are required to accompany classes to maximize the session's effectiveness, and are asked to provide librarians with a copy of class assignments or research topics ahead of time. Faculty members who would like to schedule a class session with a librarian should contact the Research Help Desk at 425-3343. Advance notice is required (at least one week in advance is best).

#### **9.8.2.6 Computer Access**

Thirty-six public infostations are available throughout the Library. Guest access is available on all public infostations. These computers are intended for research purposes and are not equipped with word processing programs. The Library Instruction Classroom on the top floor of the Library (Room 331) is available for general use when not booked for a Library Instruction Class. Lab PCs are equipped with word processing programs and require a Falcon ID login. All floors of the Library have wireless access through the campus network, FalconAir.

A Falcon ID login is required to access journal databases and licensed resources from off campus.

##### **9.8.2.6.1 Laptop Checkout**

Laptop computers and other electronic items such as projection equipment are available for checkout to current UWRF faculty, staff and students. Checkout periods vary, and a responsibility form must be signed. Please contact the Circulation Department for more information: (715) 425-3321.

#### **9.8.2.7 Area Research Center (ARC) and University Archives**

Located on the lower level of the Library, the ARC and University Archives houses a wide array of historical materials related to Pierce, Polk, St. Croix, and Burnett Counties. It also serves as the official repository for the permanent, historical

records of the University of Wisconsin-River Falls. Note: ARC hours differ from those of the main Library.

#### **9.8.2.8 Interlibrary Loan and Universal Borrowing**

As a service to University students, faculty, and staff, materials not owned by the Library can be requested from other libraries through Interlibrary Loan; materials from other UW libraries can be requested through Universal Borrowing. For additional information, online request forms, or to check the status of requests, visit <http://www.uwrf.edu/Library/RequestingMaterials.cfm>.

#### **9.8.2.9 Study Areas**

Study areas, including designated quiet areas, are dispersed throughout the Library. Seven group study rooms are available on the main and upper floors of the Library. Group Study Room 327A is a quasi-tech room that is equipped with projection equipment. A laptop for this room is available for checkout at the Circulation/Reserve Desk.

#### **9.8.2.10 Government Documents**

The Chalmer Davee Library has been a federal depository since 1962 and houses federal government publications made available by the Government Printing Office, records from the state of Wisconsin, and agriculture extension materials. Many electronic government documents, databases and links can be found at <http://www.uwrf.edu/Library/GovernmentInformation.cfm>.

#### **9.8.2.11 Audio Visual Materials**

The AV room on the main floor of the Library houses thousands of CDs, DVDs, videocassettes, and records. The AV area contains 3 tech-equipped listening/viewing rooms. All AV materials, except those on reserve for University classes, can be checked out for 14 days and renewed.

#### **9.8.2.12 Curriculum Material Collection (CMC)**

The CMC is located on the top floor of the Library and houses materials that support the professional curriculum of the College of Education and Professional Studies. For more information about the CMC and additional resources for teachers, visit <http://www.uwrf.edu/Library/CurriculumMaterialsCollection.cfm>.

#### **9.8.2.13 Magazines, Scholarly Journals and Newspapers**

The Chalmer Davee Library houses over 1,000 current newspaper, magazine and scholarly journal subscriptions from Rolling Stone to Scientific American. Over 15,000 titles are available in electronic format. All titles, both print and electronic, can be identified through "Find Journals" located at <http://sfx.wisconsin.edu/uwrf/azlist/default>.

#### **9.8.2.14 Collection Development**

The Collection Development Librarian consults with faculty members in developing a library collection that meets the institutional, instructional and research needs of the University. The Library must also consider available funding when approving acquisitions. The materials budget does not allow the Library to obtain all requested items. We therefore work

with academic departments and programs to set priorities in order to attain materials most essential to the core curriculum. While every faculty member is entitled to participate in the selection process, each academic department or program has a designated liaison who works with the Library to facilitate the ordering of materials in that discipline.

Base departmental allocations are formulated using the total number of UWRF FTE faculty in that field. Departments with graduate programs receive additional funds based on the number of graduate students in their area. A supplementary fund is set aside to address collection deficits. Small grants from this fund are given to departments and programs on a rotating basis. Budgets are allocated in the fall. The Library then assigns a deadline by which departments must submit their orders. Departmental monies revert to the Library's general fund after that deadline.

The Library's complete Collection Development Policy is available at

<http://www.uwrf.edu/Library/CollDev.cfm>

### 9.8.3 Bookstore

The University Bookstore is located on the main floor of the University Center. The store provides supplementary reading materials as well as required text readings. The Bookstore also sells educational supplies, art materials, magazines, and souvenir clothing.

### 9.8.4 Instructor Supplies

Office supplies are usually ordered by departments; however, individual staff members can submit requisitions through the department chair. Requests are filled in Central Stores from 7:45 a.m. to 3:00 p.m.

## Faculty and Staff Handbook

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### Chapter IX - Academic Standards, Procedures and Policies

#### 9.9 Information Technology

Information Technology Services provides the campus community with information technology to support effective teaching, learning, and administrative functions. A summary of services is provided below; check the web page,

<http://www.uwrf.edu/DOTS/> for ongoing updates.

##### 9.9.1 Organization and Staffing

Information technology services at UW River Falls campus are organized into two primary groups. The Information Technology Services (ITS) department provides IT support for the main campus while the Student Affairs IT group provides IT support for the Student Affairs administrative offices and the residence hall students. Beyond these two primary support areas, several administrative and academic departments have staff within their areas that provide support exclusively to their area. These include Library Automation, Career Services, Facilities Management and the College of Education and Professional Studies Educational Technology Center.

ITS is under the direction of the campus Chief Information Officer. The CIO reports to the Vice Chancellor for Administration and Finance. There are 28 full-time technical staff within ITS and 1.5 FTE of Program Assistants. Student Affairs IT is under the direction of a manager who reports to the Director of Auxiliary Budgets and Contracts. This Director reports to the Associate Vice Chancellor for Student Affairs who, in turn, reports to the Vice Chancellor for Administration and Finance. There are 5 technical staff, including the manager, and one program assistant.

Both ITS and Student Affairs IT utilize a substantial number of student workers to augment their workforce.

##### 9.9.2 Information Technology Services

###### 9.9.2.1 Network Services

Network Services is responsible for the management of the campus network and the services and servers provided to utilize it. Supported services include shared file and print services, web services, email, and centralized databases.

###### 9.9.2.2 Computer Support Services

Computer Support Services provides hardware and software support to instructional computer labs and Technology Enhanced Classrooms (TECs), providing a stable computing environment for instruction and student projects. Computer Support Services supports students, faculty and staff in the effective use of hardware, software, network and information services to achieve their academic and professional goals. The HelpDesk student workers and student technicians work in conjunction with full-time staff to provide phone, email and in-person assistance. Computer Support Services also conducts



various workshops on topics such as email, calendar, file management, web development, Desire2Learn, and “How To” for TECs.

### **9.9.2.3 Information Systems**

Information Systems is charged with providing all aspects of analysis, design, programming, implementation, database administration, operations and information system software support for campus information systems. One of their primary responsibilities is maintaining, upgrading and enhancing the Oracle/PeopleSoft student information system known locally as eSIS.

### **9.9.2.4 Electronic Repair**

Electronic repair is charged with design, installation, maintenance and support of the physical infrastructure pertaining to the electronic transportation of information within and connected to the UW-River Falls campus. Electronic Repair is responsible for the physical installation and maintenance of telephone and data wiring as well as telephone-related equipment. The unit also maintains audio-visual equipment of all types on campus, including classroom equipment.

### **9.9.2.5 Television Services**

Television Services supports distance learning classrooms, satellite downlinks, two cable channels, event production, equipment checkout, duplication services, editing, and repairs of equipment. The unit also provides support to academic programs that utilize the television studio as a teaching facility.

## **9.9.3 Student Affairs IT**

Student Affairs includes student life programming, residential living, health and counseling services, multicultural affairs, conference services, involvement center, student life facilities, budgets, contracts, day care, intramurals, field house and ice arena. Student Affairs is the liaison with contractors such as the bookstore, food service operations, vending, laundry and the Kansas City Chiefs summer camp. A majority of the funding for this IT operation comes from user fees and revenue generated within the dining, housing and student center operations; some areas are GPR supported.

### **9.9.3.1 Student Affairs Administration**

Student Affairs IT staff support the software and web development needs of the department, developing in-house software and integrating third-party applications. The staff also supports the enterprise management system, Supermarket, used to manage residential and food services, the card office and door access systems.

### **9.9.3.2 FredNet**

FredNet (a morph of the mascot Freddy Falcon and ResNet) is tasked with supporting the 2,450 students living on campus. FredNet provides 100 Mb Ethernet service to each student, television service offering 30 channels including a movie channel managed by the department, and telephone services. FredNet also provides technical assistance with computers, telephones and television equipment owned by students through in-room support. Small computer labs are provided in each residence hall. FredNet provides a help desk function to assist residence hall students with campus wide applications such as e-mail, web, student file storage and online course learning. (Note: Because residence hall fees support FredNet's

operations, services do not extend to students living off campus; students living off campus are supported by Information Technology Services exclusively.)

FredNet also supports the desktop and telephone needs of the approximately 400 student, paraprofessional, and professional staff members who work in Student Affairs.

## 9.9.4 Other Technology Functions

### 9.9.4.1 Technology Leadership Cadre

The TLC is a student group which provides instruction in use of technology for both faculty and students. The group is managed through the College of Education and Professional Studies.

### 9.9.4.2 Library

The Library is a large consumer of and depends heavily on IT services. ITS manages the Library's open computer labs on the main floor and in the Library instruction lab on the upper level of the Library and assists with managing the proxy server that allows off-campus access to the many Library electronic resources.

### 9.9.4.3 Departmental Systems

In addition to the areas listed above, various other administrative and academic departments have special-purpose information systems that they have acquired or written to support their specific area. These include Interfase.com (Career Services), Facilities Management, Recruitment Plus (Enrollment Services), Donor 2 (Alumni/Foundation), Fundware (Alumni/Foundation), CaselT (Biology), Broker (Ag. Economics), PeopleWare (Outreach), Accounting (Perkins Loan – ECSI), Ad Astra classroom scheduling system (Enrollment Services), PowerPark parking ticket system (Parking), and Decision Support Systems (College of Business and Economics).

## 9.9.5 Technology Environment

### 9.9.5.1 Network Environment

The campus network is Ethernet based, utilizing single-mode and multi-mode fiber optic cabling between all central campus buildings enabling LAN speeds of up to 1-Gigabit of bandwidth. All offices and classrooms have hard-wired network connections. Residence hall rooms are all hard-wired with a "port per pillow" deployment in the nine double loaded corridor buildings. In the newly constructed George R. Field South Fork Suites, there are approximately three ports per pillow considering the two ports per bedroom, one port in the living room, and one in the kitchen. In addition, there are ports in lounges. As of the 2007-08 academic year, all campus academic buildings and residence halls have wireless access.

The network backbone equipment is primarily based upon Cisco switches with a Cisco 6509 Core. Internet connectivity is currently obtained via a membership to the WiscNet consortium through a connection capable of OC3 speeds.

### 9.9.5.2 Server Environment

Microsoft Windows and Sun Solaris are the two primary network operating systems that are used on campus servers. There are older servers running Linux, but those are being phased out in favor of Sun Solaris servers. Servers are split

across 4 computer rooms in 3 buildings.

#### **9.9.5.3 Desktop Environment**

All faculty and those staff considered knowledge workers have desktop computers assigned to them that are replaced on a 5-year cycle. There is a four-year replacement cycle for staff in Student Affairs. There are approximately 1,100 desktop computers in use by employees and student employees. Seventy-five percent of these are Windows based and 25% are Macintosh based. All have high-speed network access.

#### **9.9.5.4 Instructional Technology Environment**

There are 40 computer labs containing 649 computers for general student use and classroom instruction. Additionally, there are 51 technology enhanced classrooms with computers, projectors, network access, and document cameras which are available to faculty for instructional purposes. A course management system, Desire2Learn, is also available for all faculty and is hosted centrally by UW System through the utility Learn@UW.

#### **9.9.5.5 Applications Environment**

The primary application supported by the central ITS department is the eSIS student information system based on Oracle/PeopleSoft ERP software. The eSIS application is resident on the River Falls campus. Additionally, UW System provides access to a shared financial system based on PeopleSoft and located in Madison with plans to implement centralized PeopleSoft HR/Payroll and Procurement modules which will also be located in Madison.

ITS also supports the underlying applications that the University relies upon daily, including: file and print services (for staff and student storage and management of documents), Web (internal and external publication of information), directory services (LDAP) account management and phone book, e-mail and calendar, databases used for helpdesk management, parking, admissions, and alumni functions.

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#### 9.10 Academic Benefits, Opportunities and Rewards

##### 9.10.1 Faculty/Academic Staff Development Program

Professional development opportunities are administered by the Faculty/Academic Staff Development Board. For details see Chapter III, under Faculty Administrative Committees, and the Faculty Development Web pages at:

<http://www.uwrf.edu/FacultyDevelopment/>

Development opportunities include, but are not limited to:

- retraining and renewal grants
- improvement of classroom instruction grants
- recruitment and retention funds
- UWRF participation in UW-System Faculty College and Teaching Fellows programs
- Regents' Teaching Excellence awards for individuals and departments
- Undergraduate Teaching Improvement Council conference grants
- UWRF proposals to the Undergraduate Teaching Improvement Grants program
- faculty research grants
- incentive grants (to write grant proposals)
- sabbatical leaves
- faculty professional development grants end-of-year grants
- academic staff professional development grants
- UW-System Institutional Enhancement Grants
- on-campus faculty development events, e.g., workshops during fall and spring semester administrative days
- UW-System Race and Ethnicity grants

##### 9.10.2 Reimbursement of Fees

Fees may be reimbursed for courses taken by faculty members of the University of Wisconsin System, providing that the courses are job-related and will improve performance. Approval must be obtained in advance from the head of the faculty member's department and the Chancellor.

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#### 9.11 Teaching/Service Awards

##### 9.11.1 The Distinguished Teacher Award

The Distinguished Teacher Award is presented annually. The method of selection and presentation is as follows:

- The recipient is selected by polling the current graduating class, third-year graduates, and fifth-year graduates.
- Each member of the classes is requested to make two nominations for the award, with a first and a second choice.
- The nominations are tabulated with a weight of "2" for a first choice and "1" for a second choice. The teacher with the highest rating is granted the award.
- Of the nominees, the only name to be announced will be that of the teacher selected for the award.
  - The selection is announced at spring Commencement.
- A teacher may receive the award only once.

##### 9.11.2 Advisor of the Year Award

[FS 08/09-34]

An academic advisor of the year award will be presented annually.

1. **Purpose and Eligibility:** The purpose of the UWRF Academic Advisor of the Year award is to recognize excellence in the academic advising of undergraduate students. Eligible for the award are full-time tenure-track faculty and professional staff with a minimum of four years of academic advising at UWRF.
2. **Nomination Procedure:** Eligible nominators include all current students and alumni of UWRF. An on-line nomination form will be made available through the University web site and advertised electronically to current students and alumni. Seniors, three-, and five-year alumni will receive solicitations via postcard along with their Distinguished Teacher Award nominating materials.
3. **Selection Procedure:** The Advising Committee will collect the nominations. The committee's selection will not be based solely on the number of nominations received but will also take into account student and alumni comments in order to address disparity in advising loads in different departments.
4. **Recommendation to the Chancellor:** The committee's annual recommendation to the Chancellor will consist of a single academic advisor's name.
5. **Award Presentation:** Of the nominations, the only name to be announced will be the advisor selected for the award. The award presentation will be made at the Chancellor's Award Reception. It is recommended that a monetary prize accompany the award. An advisor may receive the award only once.
6. **Improvement of Academic Advising:** The Advising Committee will evaluate the nominations to gain insight on what students and alumni consider to be criteria for outstanding academic advising. These insights will inform development

of faculty and student outcomes of advising, tools for their assessment, and plans for their achievement.

### 9.11.3 Outstanding Faculty Awards by College

A number of outstanding Faculty Awards are presented annually by each of the four Colleges. For details on these awards, contact the appropriate Dean's office.

### 9.11.4 The Chancellor's Award for Excellence

The Chancellor's Award for Excellence is presented annually to a non-instructional academic staff member who has made an outstanding contribution to the University. Letters of nomination are made to the Chancellor from faculty, students, and staff. Selection is made by the Chancellor upon the recommendation of a committee composed of the Provost and Vice Chancellor, the Chair of the Faculty Senate, the President of the Student Senate, and an appointed classified person.

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#### 9.12 Honorary Degrees

[FS 07/08-18]

##### 9.12.1 Criteria

UW-River Falls may bestow honorary doctoral degrees on individuals of exceptional accomplishment and distinction who have made significant contributions to the University, region, state or nation, or who have demonstrated a consistently outstanding record of accomplishment in their field of endeavor.

##### 9.12.2 Degree Designations

The following Honorary Degree designations may be awarded by UW-River Falls:

- Doctor of Laws, Honoris Causa, (LL.D)
- Doctor of Science, Honoris Causa, (SC.D.)
- Doctor of Humane Letters, Honoris Causa, (LH.D.)
- Doctor of Literature, Honoris Causa, (D.Lit.)

##### 9.12.3 Limitations

To insulate the honorary degree from partisanship, to protect the award from possible conflicts of interest and to protect nominees from possibly compromising positions, the following three categories of individuals are ineligible for an honorary degree from an institution of the University of Wisconsin System:

- a) Public Officials and Political Appointees Included are serving members of the Wisconsin Legislature and the Wisconsin congressional delegation; elected and appointed officials; and all members of the state judiciary.
- b) Regents Included are serving members of the University of Wisconsin System Board of Regents.
- c) University of Wisconsin System employees

Included are currently employed faculty or staff at each university and in System Administration.

Persons in any of these three categories could be eligible for consideration two years or more after they have vacated office or terminated employment. However, emeritus faculty are not eligible for honorary degrees unless they have achieved distinction in a second career following retirement.

In awarding honorary degrees, the University of Wisconsin System does not assume any legal obligations. The recipients receive no honoraria, but the institution shall assume all expenses incurred by the recipients that are associated with their

participation in the commencement.

### 9.12.4 Honorary Degree Committee

The Honorary Degree Committee considers and recommends candidates for honorary degrees consistent with the criteria.

The UW-River Falls Honorary Degree Committee (HDC) will be the Faculty External Relations Committee or whatever successor committee is appointed by the Faculty Senate. When sitting as the HDC, the committee membership will be supplemented to include the System President and Chancellor as ex officio members.

### 9.12.5 Procedures

At the start of each academic year the Provost and Vice Chancellor for Academic Affairs will announce that nominations will be accepted by the HDC for consideration during that year. Nominations may be made at any time, and the Committee will, if it makes a positive recommendation, include in its deliberations consideration of the appropriate commencement for conferral of the honorary degree.

A nomination may be initiated by any member of the faculty or academic staff and requires the endorsement of five other members of the faculty or academic staff in order to be considered by the Committee. The person presenting the nomination to the Committee will submit nomination papers that include a resumé of the person being nominated and a letter of nomination which outlines in sufficient detail the qualifications of the nominee. These qualifications should be clearly related to the criteria stated above. The Committee will consider each nomination in a timely manner, using the established criteria in reaching a decision on the recommendation. If the recommendation is negative, the Vice Chancellor will convey that result in writing to the person submitting the nomination. No reasons for the decision will be required, and none will be given in writing. If the recommendation is positive, that recommendation will be forwarded to the Chancellor. The Chancellor will then, jointly with the President of the UW System, determine whether to recommend to the Board of Regents conferral of the degree. The Chancellor conjointly with the System President will recommend nominees to the Board. Particular attention is devoted to the identification of women and minority candidates for consideration for honorary degrees.

All activities related to the nomination of candidates, the review of documentation supporting each nominee, and recommendations to the Board must be conducted with confidentiality appropriate to personnel matters.

### 9.12.6 Approval Process

Board of Regents approval must be obtained at least two months prior to the commencement at which the degree is to be conferred. For a spring commencement the nominations must be received for first reading by the Board in February and for a winter commencement not later than the October Board meeting. As a matter of policy the Board of Regents will generally limit to one the number of honorary degrees any individual may receive from the UW System. Therefore, the UW System Office of Academic Affairs shall serve as formal information exchange office to avoid duplication of nominees being advanced to the Board. The chair of the Honorary Degree Committee must clear nominees with the UW-System Office of Academic Affairs before final institutional selections are determined. Upon Board of Regents approval of the institutional nominees for honorary doctorates, the Chancellor will invite the candidates to attend the commencement convocation at which the award is to be conferred. Honorary degrees are not awarded in absentia.



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##### 10.1.1 Telephone Service

<http://www.uwrf.edu/DOTS/TelephoneServices.cfm>

Telephone service and toll calls are charged back to the departments at cost rates.

###### 10.1.1.1 State Telephone System

Faculty and staff are required to use the State Telephone System (STS) for all toll business calls made from campus. For STS toll calls, dial 8, wait for tone, then dial 1, area code, and 7-digit number. Outgoing calls to River Falls, Hudson, Ellsworth, Prescott, and Roberts are considered local calls and will incur a fixed measured service charge. Dial 9 for access to a local line. On-campus calls are made by dialing only the four-digit number. Further detailed dialing instructions are found in the opening pages of the UWRF campus directory or at the ITS website, above.

###### 10.1.1.2 Personal Calls

Personal long distance calls may be made from University telephones if properly placed and charged to a personal calling card or credit card.

###### 10.1.1.3 Requests for Services

Requests for telephone repair and service must be approved by persons having budgetary authority. Request forms can be found on the UWRF web page in the telecommunications area of Instructional Technology Services (Administrative Services):

##### 10.1.2 Fax Service

Fax machines are located in various buildings and departments throughout campus. Outgoing fax messages should be limited to business use when using the dial "8" STS. The current Campus Directory provides a complete list of Fax service numbers available for University business. Outgoing/incoming fax service is available at the University Center Information Desk for student and staff personal use. Personal incoming fax messages are allowed on departmental fax machines but should be clearly labeled for proper delivery.

##### 10.1.3 Mail Service

<http://www.uwrf.edu/Facilities/PostalStores.cfm>

Postage costs are charged back to departments at current USPS rates. Chargebacks are made by means of pre-printed

data-process postage cards that must be completed to accompany batches of outgoing mail.

Outgoing business mail should be left in the mail room in Room 132, Central Stores, in the Maintenance and Central Stores Building or in the designated location in most campus buildings. The University mail truck makes one pick-up and distribution run throughout the campus in the morning. In the afternoon, a pick-up only run is made to South Hall, North Hall, and Kleinpell Fine Arts. To ensure that mail goes out on the same day, items must be in the mail room of one of these three buildings by 1:30 p.m. Outgoing mail is taken to the Post Office twice daily for dispatch from the city.

The United States Postal Service has changed the requirements for bulk mailing rate eligibility. All mailing lists must be submitted electronically to the UWRF Postal Services email address. Please visit <http://www.uwrf.edu/Facilities/BulkMailing.cfm> for details. Beginning Nov. 23, 2008, this format must be used in order to obtain the reduced rate for bulk mailing. Contact Sallie Klink at ext. 3570 or [sallie.klink@uwrf.edu](mailto:sallie.klink@uwrf.edu).

### 10.1.4 Internet Access and Services

<http://www.uwrf.edu/DOTS/>

Information Technology Services Mission Statement: The Information Technology Services department of UW-River Falls is charged with the mission of supporting information technology for the campus as necessary to meet the mission and goals of the University. Specifically, this will include providing support for faculty, staff and students as it relates to their current and future use of information technology in the fulfillment of their duties and educational experience. Information Technology Services (ITS) will provide a coordinated, cohesive and integrated service to the campus. ITS will provide a single point of contact for problem resolution and service acquisition for campus constituents. ITS will provide its services to the campus community with equality, efficiency and a spirit of helpfulness.

#### 10.1.4.1 Acceptable Use Policy for Information Technology Resources

<http://www.uwrf.edu/Administration/Policy/Technology/AP05106.cfm>

All users of campus technology are required to be familiar with and to follow the Acceptable Use Policy and other campus technology policies and guidelines.

#### 10.1.4.2 Falcon Account Activation

<https://faa.uwrf.edu/ActivateStart.php>

To activate a new Falcon account, follow the above link. New faculty and staff will have received the ID number in the letter of appointment. For help or a forgotten number, call (715) 425-3687.

A Falcon account gives access to a number of online resources:

<http://www.uwrf.edu/DOTS/FalconPasswordPolicy.cfm>

If you have trouble activating your Falcon account or want more information about computer accounts at UW-River Falls, contact the IT Services HelpDesk at (715) 425-3687 and ask to speak to a staff person about network accounts.

#### **10.1.4.3 FalconFile**

<http://www.uwrf.edu/dots/falconshare.cfm>

FalconFile is a place for students, faculty, and staff to store, access, control, and share their electronic files.

#### **10.1.4.4 eSIS**

<https://esis.uwrf.edu/>

eSIS is an electronic filing system that tracks a variety of demographic information about students, staff, and other individuals connected with the University. It is, among its other applications, used by faculty to keep student records and grades. For eSIS tutorials, see:

<http://www.uwrf.edu/eSIS/>

#### **10.1.4.5 Learn@UW River Falls (Desire2Learn)**

<http://www.uwrf.edu/dots/learn.cfm>

Learn@UW River Falls is a system for electronic management of courses, currently powered by Desire2Learn. Follow the above link for setup information and tutorials.

#### **10.1.4.6 Mailman**

<https://lists.uwrf.edu/mailman/listinfo>

Mailman gives a listing of and access to a variety of on-campus electronic mailing lists.

#### **10.1.4.7 Calendar**

<http://www.uwrf.edu/DOTS/OutlookSupport.cfm>

The calendar can be used to manage, schedule, and share time.

#### **10.1.4.8 Email**

Email can be accessed online through Outlook Web Application:

<http://www.uwrf.edu/DOTS/OutlookSupport.cfm>

or through an email program installed on an individual's University-supported computer.

#### **10.1.4.9 FredNet**

<http://sa.uwrf.edu/sa/frednet>

FredNet provides a variety of services on campus:

- Computer Repair for Students Living on Campus
- Information Systems Programming Services (Including Website Design and Administrative Systems)
- Administrative Computer Maintenance
- Telephone Maintenance
- Television Service
- Internet and Data Network Support
- Emergency Alert System Services

are paid for by room fees, meal plans, point commissions, University Center fees and chargebacks for programming time.

### 10.1.5 World Wide Web

The University maintains an extensive World Wide Web site at

<http://www.uwrf.edu>

The web pages contain information on all aspects of University life. Information for prospective students, current students, faculty, staff, alumni and the community at large is accessible through the University site. All departments maintain home pages, giving information on programs, courses, faculty, staff, and other items of interest. A number of functions can now be done through the web, including application for admission and registration.

Faculty and staff interested in developing web pages are advised to consult the web developer's corner:

<http://www.uwrf.edu/DOTS/WebDevHome.cfm>

for policies, standards, graphics and validation procedures.

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#### 10.2 Media

##### 10.2.1 Office of Public Affairs

<http://www.uwrf.edu/UniversityCommunications/External-Relations.cfm>

The Office of Public Affairs includes the News Bureau, Sports Information, and Photography Services. It is also responsible for relations with the Wisconsin State Legislature, and the Wisconsin Congressional Delegation, and it serves as a liaison for Community Relations activities within the University's general service area. Public Affairs also coordinates special projects and events as assigned by the Chancellor.

###### 10.2.1.1 News Bureau

News releases from departments and organizations should be channeled through the News Bureau to avoid duplication, to arrange proper timing, to ensure professional quality, and to assure that there is a unified institutional approach in the presentation of information to media. Faculty members are encouraged to keep the News Bureau informed of their achievements and projects as well as those of their students, special events, news of campus organizations with which they are associated, and individual accomplishments, among other items.

###### 10.2.1.2 Sports Information

Sports Information provides assistance to the Athletics Department in disseminating information about Falcon athletics in a cohesive manner to its sanctioning organizations, sports conferences, media, and fans. These services include sports statistics, news releases and game-day publications.

###### 10.2.1.3 Photography Services

Photography Services provides a full array of photo services including event photography, support for academic and classroom activities, publications, passport photos and other general photography.

###### 10.2.1.4 Legislative and Community Relations

Legislative Relations are coordinated with the Faculty Senate External Relations Committee (Ch. 3.3 Article III J) to provide a consistent institutional approach to legislative proposals that can affect UWRF.

Community Relations are coordinated with the Chancellor's office and all academic units to develop external relations that merge the interests of the University with its many external audiences.

#### 10.2.2 Radio



WRFW <http://www.uwrf.edu/wrfw/>

Pure Radio 88.7 WRFW-FM is a free-form, public radio station providing music, news, weather, and sports programming to both the University of Wisconsin-River Falls campus and the greater St. Croix Valley. This includes parts of the Minneapolis/St. Paul Metro Area, which is the 17th-ranked U.S. radio market. WRFW also extends its listening area across the world through the World Wide Web.

WRFW-FM is completely student operated; a UWRF student fills every position from director to DJ. WRFW-FM broadcasts its student produced programming from 1 p.m. to 2 a.m. every day. Wisconsin Public Radio's Ideas Network and BBC World News air the rest of the broadcast day.

Pure Radio 88.7 WRFW-FM is a non-commercial, public radio station that relies on underwriting, trade-outs, segregated fees from the UWRF Student Senate, the UWRF Department of Journalism, and the UWRF College of Arts and Sciences for its funding.

### 10.2.3 Television

UWRF has two cable television channels. The Campus Origination Channel is Channel 19 (on both the Campus Satellite Master Antenna System and the City CATV system).

Television Services airs a variety of programming on campus and in River Falls, Hudson, and Prescott, Wisconsin. Facilities include a TV studio, control room, editing bays and portable video equipment. Students, faculty and staff who have documented audio/video proficiency may check out video equipment for University assignments and projects.

TV Services is located at 113-116 KFA. TV Services houses a 3-camera studio for videotaping student presentations. Examples of past projects include videotaping conducting classes for later critique, public speaking classes, interviews or presentations by guest lecturers, and social work classes on group facilitation. There are also computer edit facilities where videotape can be edited for classroom use or student projects. Students also produce weekly programming in this studio and frequently promote campus events, special projects or distinguished guests.

TV Services provides the ITV (Instructional Television) system for the campus. Video/IP conferencing is available with portable carts as well. Campus events such as commencement and athletic games are streamed through TVS. Also, TVS has 3 satellite dishes on top of the KFA building for downlinks of campus classes or special events.

Video transfers of NON-copyright programs are available. The formats available are VHS, DVD, Mini Dv, DV, ¾" and 16mm film. Call for pricing.

For more information on any of these subjects, please contact the TV Services Coordinator at 425-3175.

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#### 10.3 Publications

##### 10.3.1 Publications Office

The Publications Office serves all UW-River Falls departments, services and programs that wish to communicate through the printed piece or through the World Wide Web. It provides coordination of projects from consultation through delivery of the finished product. It is our goal to provide consistent, quality publications that reflect the image of the University. The Publications Office serves as the liaison between UW-River Falls and the Department of Administration's State Printing Section in performing administrative support in state contract printing.

##### 10.3.2 Fast Copy

<http://www.uwrf.edu/publications/fastcopy.htm>

The Fast Copy Center is equipped to produce printing in a rapid fashion. The Publications Office can help determine if a printed piece can be produced in Fast Copy or if off-campus printing is necessary. Fast Copy generally produces printed material for distribution on campus to inform the campus community of events, and material used within and between departments and offices. For details, see the Fast Copy website, above.

##### 10.3.3 Falcon Daily

<http://www.uwrf.edu/falcon-daily/>

The Falcon Daily is an on-line news resource distributed each school day through email to all faculty and staff during the 9:00 a.m. hour. It serves to inform campus faculty and staff of University activities. Non-campus staff and community members may subscribe to the Falcon Daily mailing list. The deadline for submission of an item to Falcon Daily is 4 p.m. the day before publication.

##### 10.3.4 The Student Voice

<http://www.uwrfvoice.com/index.php>

The UW-River Falls Student Voice is a weekly newspaper published every week school is in session. The student staff is completely responsible for the paper's operation, with a journalism faculty member advising. Any UWRF student in any major may apply for a position with the Student Voice. The newsroom is located at 304 North Hall.

##### 10.3.5 Campus Directory

The Campus Directory is published during the Fall semester and contains the names, campus addresses, phone numbers and email addresses of all faculty and staff. It also contains names, local/campus addresses, hometowns, and email addresses of students. Telephoning, notary public, and some schedule information are also contained in the Directory.

The online campus directory is found at:

<http://www.uwrf.edu/findpeople/>

For a photographic directory of faculty and staff, see:

<http://www.uwrf.edu/campusfaces/>

### 10.3.6 Catalogs

<http://www.uwrf.edu/catalog/>

The undergraduate catalog and the graduate catalog, indispensable sources of information, are official documents of the University. They contain statements of institutional objectives and policies as well as course descriptions, and must be accepted as an authoritative source supplemented only by administrative directives or policies adopted by the Faculty Senate and approved by the Chancellor. The online catalog is regularly updated. Print copies of the undergraduate catalog are also available.

### 10.3.7 The Faculty and Academic Staff Handbook

[http://www.uwrf.edu/faculty\\_senate/handbook/](http://www.uwrf.edu/faculty_senate/handbook/)

The 25th edition of the Faculty and Academic Staff Handbook is designed to provide faculty and academic staff members and administrative officers with information necessary for an understanding of UW-River Falls, including the basic organizational patterns of the University, personnel and academic rules and procedures, System and University policies, and other information relevant to members of the University community.

### 10.3.8 The University Staff Handbook

<http://www.uwrf.edu/hr/handbook/welcome.html>

The University Staff Handbook provides information about university staff rules and procedures.

### 10.3.9 The Student Handbook

The UW-River Falls Calendar and Student Handbook summarizes academic regulations which are defined in the University Catalog. It provides information on Student Affairs programming, which supports a student's personal development and success. The Handbook explains a variety of student services and offers valuable information on student involvement opportunities and available facilities. Student conduct and disciplinary procedures are also covered.

### 10.3.10 Brochures

Although information on University services and programs is available on the UWRF website (<http://www.uwrf.edu/>), a number of brochures describing programs and services are regularly published. Those interested in publishing a brochure should visit

<http://www.uwrf.edu/publications/design.html>

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#### 10.4 Facilities

##### 10.4.1 University Center

<http://www.uwrf.edu/UniversityCenter/>

The University Center is the gathering place for the campus community: students, staff, faculty, alumni, friends and guests. The University Center offers social, cultural, recreational and educational programs and services. The University Center contains meeting rooms, dining areas, the Involvement Center, the Shared Governance Center, a bank, an entertainment complex, lounge areas, and a cyber café. Outside the building are seating areas and native plantings.

##### **10.4.1.1 University Center Hours:**

While classes are in session:

Sunday 10:30 a.m 12:30 a.m

Monday – Friday 6:00 a.m 12:00 a.m

Saturday 8:00 a.m 12:00 a.m

Summer and J-term hours are different. For these hours and for the hours of opening of various University center facilities, see:

<http://www.uwrf.edu/UniversityCenter/Hours.cfm>

##### **10.4.1.2 Information Desk:**

<http://www.uwrf.edu/UniversityCenter/InformationDesk.cfm>

The Information Desk is located in Heritage Hall of the University Center. It provides:

· General campus information · Sale of postage stamps · Outgoing and incoming fax service · Check cashing with campus I.D · Purchase of Falcon Dollars · Ticket sales for various functions · Vending and copy machine refunds · On-campus telephone numbers

##### **10.4.1.3 Bookstore**

<http://www.uwrf.edu/Policies/Bookstore.cfm>

The University Bookstore is located on the first level of the University Center. Its hours during the academic year are:

Monday – Thursday 8 a.m-6 p.m.

Friday 8 a.m-4 p.m.

Saturday 11a.m-3 p.m .

Sunday Closed

The bookstore offers a wide variety of items for the campus and community, with a large supply of books, computer products, clothing, school supplies and gifts. Many more items may be ordered through the bookstore website. Faculty may order textbooks or reference materials through eDoptions on the bookstore website.

#### **10.4.1.4 Dining Services**

<http://uwrf.edu/Dining/>

University Dining Services is committed to providing a quality dining program to serve the needs of student, faculty, staff, and guests. It offers a variety of convenient and economical dining options. To ensure quality service, the Dining Services Advisory Committee, comprised of student representatives and Dining Services management, meets to discuss topics such as menu options, sanitation, hours of operation, special events, and other issues that are pertinent to student needs. This collaborative committee provides University administration and the Dining Services Office with valuable feedback and ideas regarding overall dining service programs and operations. University Dining Services manages the dining program and all meal plan accounts. UW-River Falls contracts a professional food service firm, Sodexo, to provide dining service in the University Center. The menu and dining rooms are designed to provide students with a variety of selections in a pleasant and relaxing atmosphere.

#### **10.4.1.5 Production Services**

Production Services provides full-service event management for groups using space in University Center including room setup, audio/visual management and technicians for operating equipment. Additionally, support is provided for larger non-academic events on campus in various locations. Technical specifications are provided for all supported locations.

#### **10.4.1.6 Campus Reservations**

<http://www.uwrf.edu/Reservations/>

The Campus Reservations Office contracts and coordinates the use of University facilities by on and off-campus groups. The office is housed in the University Center. Non-university groups must contact the Conferences and Events Office (715) 425-4484 for all arrangements regarding the use of facilities.

### **10.4.2 Recreation and Fitness**

The UWRF campus offers a variety of opportunities and facilities for fitness, sports, and recreation.

<http://www.uwrf.edu/RecreationAndSportFacilities>

This site provides an overview of recreation opportunities on campus.

#### **10.4.2.1 Minutes 4 Life**

<http://www.uwrf.edu/HHP>

Minutes 4 Life is created for those individuals who want to start, maintain, or revive their commitment to physical activity. There is no fee or charge to use Minutes 4 Life, only dedication to be physically active. This website, established by the Department of Health and Human Performance, allows individuals to set a monthly goal and tally their minutes of physical activity. It also provides weekly tips on adding minutes of physical activity to one's daily life.

#### **10.4.2.2 Karges Physical Education Center**

The facilities of Karges Physical Education Center are available to the faculty and staff on an informal basis as the schedules of the regular classes and activities permit. If the gym is open and is not being used, closed for maintenance or closed because it is set up for an athletic event, anyone can use the space. The racquetball courts are always open when the building is open. The pool has specific hours for lap swim which are posted on the pool doors, and there is a fee to use the pool to cover costs related to lifeguards. Karges does not loan out equipment.

#### **10.4.2.3 Knowles Center**

<http://www.uwrf.edu/RecreationAndSportFacilities/KnowlesComplexGallery.cfm>

The Robert P. Knowles Center is home to UWRF Indoor Track and Field, Tennis, Intramurals, and All-American Invite. Knowles is also the summer home of the Kansas City Chiefs and offers a variety of membership packages available to the community. There are numerous opportunities at the Knowles Center including a 200 meter track, basketball courts, tennis courts, volleyball courts, a rock climbing wall (not included in membership packages), and cardiovascular equipment. Individual memberships are free to all UW-River Falls students, faculty, and staff. Family members of UW-River Falls students, faculty, and staff may purchase a membership or pay the daily admission fee to use the Knowles Center.

#### **10.4.2.4 Hunt Arena**

<http://www.uwrf.edu/RecreationAndSportFacilities/Hunt.cfm>

The Walter H. Hunt Arena is a multi-purpose facility for educational and recreational opportunities for the University. Ice is usually in place from September through March. Besides housing UWRF Falcon Hockey, the ice arena offers open skating, ice skating lessons, and other activities.

#### **10.4.2.5 Strength and Conditioning Center, Aerobics Studio, Human Performance Lab**

<http://www.uwrf.edu/HHP/Facilities.cfm>

The Strength and Conditioning Center, Aerobics Studio, and Human Performance Lab are housed in the Emogene Nelson Center. A membership fee is required for the Strength and Conditioning Center.

The Human Performance Lab provides opportunities for students to gain experience administering physiological performance-related and health-related fitness assessments. It also affords an opportunity for students, UWRF employees,

and community members to undergo fitness assessments.

### 10.4.3 Planetarium

<http://www.uwrf.edu/PHYS/planetarium.cfm>

The Planetarium is located at the east end of the Agricultural Science Building. The Planetarium is available for group shows and may be scheduled during the day or evening. The cost per show for groups is \$25 payable to the Physics Department. Maximum seating capacity is 40 people. Presentations are tailored to suit requests and the age of the group members. Those wishing to schedule a group show may request a particular astronomical subject or choose from available theme shows, listed on the above website.

### 10.4.4 Observatory

<http://www.uwrf.edu/PHYS/Observatory.cfm>

The observatory is located at the south end of Centennial Science Hall. The UWRF Physics Department offers regular viewing sessions, which are free and open to the public. See the above website for schedules and further information.

### 10.4.5 Amphitheatre

<http://www.uwrf.edu/AboutUs/MelvinWallAmphitheatre.cfm>

The Melvin Wall Amphitheatre is an outdoor theatre located along the South Fork of the Kinnickinnic River. The Amphitheatre is used for outdoor concerts and other activities.

### 10.4.6 University Gallery <http://www.uwrf.edu/ART/Gallery101.cfm>

Gallery 101 is located in the lobby of the Kleinpell Fine Arts Building. The mission of Gallery 101 is to provide a venue for exhibitions of visual art produced by students, faculty, and other members of the regional arts community. Although most exhibits are regional in design, a number of exhibits feature work of nationally and internationally renowned artists. Particular emphasis is placed on the diversity of American art.

### 10.4.7 Greenhouse

The University Greenhouse functions as a laboratory for students in crops, horticulture and soils classes. The facility is open to the public during the week for general observation of plants.

### 10.4.8 Theatres and Assembly Spaces

#### 10.4.8.1 Blanche Davis Theatre

The Blanche Davis Theatre is the mainstage theatre, located in the Kleinpell Fine Arts building. It has 300 seats in a traditional proscenium arch configuration and includes fly, wing, and backstage space. This theatre is used for larger scale productions, usually, but not exclusively faculty directed. The theatre is also used as a classroom for theatre and film classes.

#### **10.4.8.2 The Syse Theatre**

The Syse Studio Theatre is located in the Kleinpell Fine Arts building. It seats approximately 100, and it is often set up in a three-quarter or thrust black box-style space for classes and rehearsals. The space and seating can be reconfigured to create whatever the designer feels is suitable to a particular production. It is utilized as a classroom, for faculty directed productions, to showcase acting and directing scenes, and for student generated performances such as the Student Directed Projects and original works.

#### **10.4.8.3 William Abbott Concert Hall**

William Abbott Concert Hall is located in the Kleinpell Fine Arts building. It seats 400 and is used for concerts and meetings.

(For information on the naming of the above three spaces, see <http://www.uwrf.edu/AboutUs/>)

#### **10.4.8.4 North Hall Auditorium**

North Hall Auditorium seats 627. It is used for meetings and concerts.

#### **10.4.8.5 Kinnickinnic River Theatre**

The Kinnickinnic River Theatre, located in the University Center, provides stadium seating with moveable writing surface for 156 people.

#### **10.4.8.6 Riverview Ballroom**

The Riverview Ballroom is located in the University Center. There is no standard seating for this room. Setups could include; 8' banquet seating for 560 people, classroom seating for 672 people, round table seating with eight persons per table for 480 people.

#### **10.4.8.7 Falcon's Nest**

The Falcon's Nest main floor area can be accessed from the north mall level. The Mezzanine area around the edge of the Falcon's Nest adds an additional 673 square ft. of space. The main floor standard setup is no tables or chairs (empty). Common setups are round tables of 6 for 42 people or theatre seating for 300 people. The Falcon's nest has a fixed floor stage and green room, with an option to utilize portable staging for larger setups.



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#### 10.5 The Calendar

##### 10.5.1 Academic Calendar

<http://www.uwrf.edu/Registrar/Dates.cfm>

The regular academic year calendar covers a full nine-month period which is the basis for academic year appointments. The contractual academic year consists of 39 weeks and includes not fewer than 34 weeks of organized services for students including classroom instruction, registration, advising, and examining. The academic year should ordinarily begin no earlier than one week before the first day of scheduled campus registration for the fall term and should end no later than one week after the last day of scheduled classes or examinations in the spring.

##### 10.5.2 Events Schedule

The official calendar of all extra-curricular events can be found the UWRF home page calendar, which provides the most current information on scheduled events.

<http://events.uwrf.edu/>

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#### **10.6 Scheduling Events**

To schedule an event, contact:

<http://www.uwrf.edu/Reservations/>

For a list of rooms and capacities in the University Center, see:

<http://www.uwrf.edu/Reservation/RoomsAndSpaces.cfm>

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#### 10.7 University Property

It is the responsibility of every employee to protect the property of the University. Equipment or supplies owned by the University shall not be used or loaned for the personal use of individual citizens, the faculty and staff, or any employee. If an item is broken or no longer repairable, please contact the Purchasing Department for disposition instructions.

##### 10.7.1 Protection of University Property

All employees are expected to cooperate in the following manner:

- a. Turn off unneeded lights.
- b. Close windows before leaving for the day.
- c. Lock laboratories, tech cabinets, and tech classrooms when not in use.

###### 10.7.1.1 Fire and Safety Regulations

<http://www.uwrf.edu/Police/>

- a. Enforce regulations pertaining to fire and safety hazards.
- b. Smoking is not permitted in any University facility, nor is it permitted within 25 feet of any building entrance.
- c. Parking is permitted only in designated areas. Applications and regulations are available from the Office of Public Safety.
- d. Instructors conducting laboratories, studios, or teaching in situations presenting any hazard are responsible for using and compelling the students to use all necessary protective devices and should be present at all times. Individuals responsible for a given area are legally liable.
- e. Investigate any campus situation which appears questionable when no other responsible person is on hand.
- f. Report fire, accident, or maintenance hazard or problem to an administrative officer.

###### 10.7.1.2 Lock and Key Policy

There is a lock and key policy established for the University:

<https://www.uwrf.edu/Housing/Policies/AdministrativePolicies.cfm>

In general, the policy provides employees with the necessary key or keys so as to have access to their areas of employment. Keys must be signed for at the time of issue at Facilities Management. Upon departure from the University, all University keys must be returned to Facilities Management and a receipt received. All personnel are reminded that they are not to allow students to use keys or to unlock doors to admit any group for which the employee is not or will not be

responsible.

### **10.7.1.3 Maintenance Work Requests**

<http://www.uwrf.edu/Facilities/WorkOrders.cfm>

Work order request forms may be obtained on line (above web address) and should be completed for each work order desired (in the event of an emergency, requests may be accepted by telephone, x3821). Requests may be submitted at any time and should be directed to Facilities Management.

### **10.7.2 Disposal of State Property**

Under no circumstances will State of Wisconsin property be disposed of without prior approval of the Surplus Disposal Officer. The Director of Purchasing has been delegated that responsibility.

### **10.7.3 Purchases of Equipment and Consumable Supplies**

The Wisconsin State Statutes prohibit any member of the faculty and staff from making direct purchases for or on behalf of the University without an official purchase order signed by the Director of Purchasing. Certain individuals are issued a procurement card, and those using a procurement card may make selected purchases without an official purchase order. For orders when a procurement card may not be used, Faculty and staff should submit a Purchase Requisition (Form P2) for approval and submission to the Purchasing Services Department.

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#### 10.8 Emergency Preparedness

<http://www.uwrf.edu/Emergency/>

The UWRF Emergency Operations Center Team has created this site to assist in preparing the campus community for emergency situations. The site is just one piece of an all-hazards approach to emergency preparedness that includes pre-disaster mitigation, emergency exercises, emergency communications systems, and continuity of operations and pandemic flu planning. For more information on emergency preparedness efforts at UWRF, please contact the office of the Special Assistant to the Chancellor, (715) 425- 3711.

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#### 10.9 Other Information of Interest to Faculty and Academic Staff

##### 10.9.1 Parking

<http://www.uwrf.edu/Parking/>

Classified and unclassified employees who desire vehicle parking spaces must apply to the Director of Public Safety. Application may be done in person (basement of South Hall) or online. It is an employee's responsibility to be informed of the campus parking regulations (see website above). Longevity of service with the institution is the basis used for assigning permits to parking lots closest to the buildings of employment. The number of assignments may exceed the actual number of stalls by 10% in order to take advantage of normal absenteeism. Permits are sold on both a 12-month basis and academic year basis and may be paid for in cash at the time of purchase or through payroll deduction.

##### 10.9.2 ID Cards

<http://www.uwrf.edu/DOTS/IDCards.cfm>

Faculty, staff, and students are required to present an official University ID card for many services. ID cards are available in the Campus Card Office, located in 131 Hagestad Hall. Upon initial employment at the University an ID card is provided at no cost to the employee. Lost or stolen cards may be replaced for a \$10 fee.

##### 10.9.3 Lost and Found

The Department of Public Safety (telephone 3133) provides a Lost and Found service.

##### 10.9.4 Falcon Dollars

Falcon Dollars are an electronic currency available to anyone in the University community. By pre-depositing money into a Falcon Dollars account, one receives a 5% discount on food items purchased at University Center dining venues. Copy machines offer a \$0.02 discount per copy off the regular cash price. Falcon Dollars can also be used for FredNet Services, the Falcon Shop (bookstore), the Information Desk, the Involvement Center Desk, and in the residence hall washers and dryers. If you are a student, sales tax is not charged on consumable food purchases made with Falcon Dollars in our University Center dining venues.

A university ID card is required for all purchases of Falcon Dollars and merchandise. No refunds shall be given except in the case of withdrawal from the University. A \$20 processing fee will be charged for refunds.

Falcon Dollars can be purchased online for anyone on the UWRF campus:

Falcon Dollars can also be purchased from the Information Desk in the University Center using cash, check or credit/debit

card (\$1 minimum if paying by cash or check; \$5 minimum if paying with a credit or debit card).

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#### 10.10 Children in the Work Place

Liability, courtesy, and efficiency considerations require that the presence of children at the work place be restricted to occasional visits or emergency situations. Children must not be permitted to run unsupervised in campus buildings and at all times must respect the rules and regulations of the University.

Children accompanied by parents are welcome at certain on-campus recreational facilities. For details on these facilities and on those that allow unaccompanied children (and the required age of the children), see:

<http://www.uwrf.edu/RecreationAndSportFacilities>



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#### 10.11 Child Care

<http://www.uwrf.edu/ChildCare>

The CHILD Center is a department within the Division of Student Affairs and is also a component of the College of Education and Professional Studies. The center is licensed by the state of Wisconsin, serving children six weeks to 10 years of age. Hours are 7:00am to 6:00pm Monday through Friday, year round.

It is the intention of the CHILD Center to provide quality care to the children of students, faculty/staff and to the community at a reasonable cost. The center also serves as a fieldwork site for programs including but not limited to Early Childhood, Elementary Education, Communicative Disorders, Social Work, Counseling and School Psychology. We believe that children learn through active interaction with their environment, peers and nurturing caregivers, recognizing the individual needs and nature of each child.

UWRF students with six credits or more qualify for student rates and will be given priority for enrollment.

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#### 10.12 Information Related to Students

##### 10.12.1 Student Affairs Website

<http://www.uwrf.edu/StudentLife/>

The Student Affairs website provides a wealth of information for incoming and continuing students.

##### 10.12.2 Student Academic Information

<http://www.uwrf.edu/Registrar/>

Official student records information is available to students through our student information system (currently eSIS) or through the Registrar's Office website, above.

###### 10.12.2.1 Degree Audit Report (DAR)

A Degree Audit Report (DAR) is an advising tool that provides an itemized record for tracking academic progress toward a specific undergraduate degree. A DAR includes completed and in-progress UWRF course work and accepted transfer course work. DARs can be printed based on a student's current degree program, or based on program changes that a student is considering.

Students can view their DAR through their Student Center in eSIS. Advisers can also view their advisee's DAR through their faculty center in eSIS.

###### 10.12.2.2 Transcripts/Records

An official transcript of a student's academic record is maintained by the Registrar's Office. The permanent record is considered confidential between the student and the University. No transcripts are released, except to authorized representatives within the University, without the written permission of the student.

###### 10.12.2.3 Requesting Transcripts

###### 10.12.2.3.1 Official Transcript

A UWRF official transcript is a complete academic record of a student's academic enrollment at UWRF maintained by the Registrar's Office. An official transcript includes all undergraduate, graduate, and professional courses. Partial transcripts are not available.

An official transcript will not be issued unless all obligations to the University have been satisfied. Official transcripts will not

be faxed. They can only be picked up or mailed.

To order your official transcript, follow the directions on the link below:

<http://www.uwrf.edu/Registrar/Transcripts.cfm>

For your security, no requests can be taken over the phone or e-mail. Transcripts will not be faxed. Transcripts cannot be released until all financial obligations to the University have been met and all financial holds have been removed.

#### **10.12.2.3.2 Unofficial Transcript**

Unofficial transcripts are only available on eSIS for currently enrolled students, and students who have activated their eSIS account (and have no outstanding financial obligations over the amount of \$25.00).

If you were a student before Fall 2003, you cannot obtain an unofficial transcript. You will need to order an official transcript as directed above and photocopy to make unofficial transcripts when needed.

### **10.12.3 Student Employment**

In accordance with the University of Wisconsin System General Administrative Policy Papers #18 and #31 (Student Hourly Help and Payment for Service), the following policies exist on this campus:

1. Determination of student eligibility for federal work study funds will be made by the Office of Student Financial Aid. Budget allocations for federal work study and student assistance will be made by the Vice Chancellor for Finance and Administration and division heads, with information on federal work study funding supplied by the Office of Financial Aid.
2. Two types of student employment will be administered contingent upon available funding:
  - a. Federal Work Study Program – funded with Federal share (80%) and State share (20%). The student must complete appropriate financial aid application materials, and participation is contingent upon the student's Financial Need/Financial Aid Award. The period of employment is determined by the Office of Financial Aid through individual student financial aid awards.
  - b. Student Assistant Program - State (100%) funded. Student participation is not contingent on the amount of financial aid awarded. The period of employment is determined by individual departmental (employer) student assistant funding and needs.
3. Departments that have received Federal Work Study and/or Student Assistant budgets may independently select student help. Departments can fill vacancies through multiple methods, but the preferred option is to submit position announcements to UWRF's searchable website, Hire a Falcon. This website is updated daily. Departments may also offer employment opportunities through classroom announcement, posting position openings through each College or department, or holding group interest meetings (particularly for large-scale employers).
4. Students who work on campus are required to verify their citizenship status and employment eligibility. Students selected by departments MUST have citizenship and identity documents reviewed by the hiring office prior to being placed on the payroll. The hiring office must complete the I-9 for each student employee, and forward the form to Human Resources.
5. Generally, students must establish work eligibility for two distinct award periods:

- a. The academic year (or portion thereof)
  - b. The summer session. Each award period requires a separate application process.
6. Departments are responsible for monitoring the expenditures of Federal Work Study and Student Assistance funds. In the event that a department exceeds the budgeted amount, the money will need to be made up from another area of the departmental budget.
  7. The Director of Financial Aid and the Director of Human Resources shall revise, interpret, and enforce student employment policies and procedures. Questions about student employment programs should be referred to the Office of Financial Aid and payroll questions to the Human Resources Office.

### 10.12.4 Academic Success Center

<http://www.uwrf.edu/AcademicSuccess/>

The Academic Success Center provides an array of academic support services for students, including tutoring, services for disabled students, academic advising for students who have not declared a major, outreach advising, and multicultural services.

The Academic Success Center houses the University's TRIO program, a three-part federally-funded program:

- SSS : a support program to assist students that qualify under federal guidelines to make the transition to college and to graduate in a timely fashion.
- McNair Scholars Program: a program designed to assist first generation, low income, or groups under-represented in doctoral studies to pursue a doctoral degree.
- Upward Bound Program: a federally-funded college preparatory program that generates in its participants the skills and motivations necessary to complete a program of secondary education and to succeed in a program of post-secondary education.

Further information about Academic Success Center programs is located at the above website.

### 10.12.5 Career Services

<http://www.uwrf.edu/CareerServices/>

The Career Services office offers individual career counseling and career assessments and assists with career decision making, occupational exploration, job search strategies, interviewing preparation, guidance with graduate or professional school selection and application, and opportunities to connect with employers on campus. Professional counselors and Career Peer Advisors are available to help with resumé, cover letter and portfolio reviews, researching careers, and assistance with other career-related questions.

The Career Services office conducts numerous programs and hosts on-campus interviews each semester. In addition to an array of career-related workshops and programs, there is an annual campus-wide Career Fair held in October and two Etiquette Dinners offered each semester, as well as Networking Socials. Students can also register for "Hire-a- Falcon," a web-based job posting and referral system that helps them locate job opportunities and internships. The "Hire-a-Falcon" system includes The Mentor Network, which is comprised of alumni who have offered to be resources for students who are interested in conducting informational interviews and networking. Career Services' website has a listing of events,

programs, handouts, and numerous career-related links.

### 10.12.6 Counseling Services

<http://www.uwrf.edu/CounselingServices/>

Counseling Services are available to currently enrolled UWRF students. Services are confidential, free, and provided by professional staff. Individual counseling is provided by on-campus counselors located in Career, Counseling and Student Health Services at 211 Hagestad Hall (425-3884). Students may call or stop in to schedule an appointment.

Alcohol and other drug assessments are available (a fee is charged for court-ordered assessments) for currently enrolled UWRF students through UWRF Counseling Services. Limited short-term psychiatric services are also available for currently enrolled UWRF students.

The University is a unique community whose members, especially students, have both common and diverse characteristics and needs. The Counseling Services staff embraces all differences within our campus community. We strive to serve and be an ally to our students, faculty and staff, by promoting an inclusive and welcoming environment. Counseling staff understand the issues associated with learning, personal growth, and life span development.

Counseling assists individuals in overcoming obstacles that may otherwise prevent them from attaining academic, personal, and professional goals. Counselors utilize developmental, preventative, and consultative methods to work with students, faculty, and staff in order to foster health and success.

### 10.12.7 Student Health Services

<http://www.uwrf.edu/StudentHealthServices/>

What Student Health Services does:

- Provides access to clinical health services for students
- Monitors the health and mental health status of students, the campus, and the community
- Identifies pertinent health concerns and issues
- Provides collaborative health programming, services, and policies to help address these issues
- Serves as a consultant and resource for health information and services

Clinical services through Student Health Services are provided for registered full-time and part-time UWRF students through contractual agreements with the River Falls Medical Clinic and Pierce County Reproductive Health Services. A portion of the segregated fees paid by students supports these services. Students are eligible during the academic, January, and summer terms as long as they are registered for the current term and have paid fees as required. Students are eligible between consecutive terms as long as they are registered for the next term and have paid fees as required.

### 10.12.8 Student Clubs and Organizations

<http://www.uwrf.orgsync.com/home>

The University of Wisconsin-River Falls typically has between 125-140 active student organizations at any given time. These organizations cover a range of interests and disciplines and serve a myriad of purposes from providing academic

support to offering competitive sports opportunities to just hanging out with friends and having fun.

### 10.12.9 Athletic Program

Athletic Program:

1. The intercollegiate athletic program has the overall purpose of providing a varied program of competitive sports on an inter-school basis for the benefit of the students of the University. These benefits are two-fold: those derived by participants as a result of participation and those accrued by the student body, faculty and staff, and University as a result of supporting intercollegiate teams. Realizing the intercollegiate athletic program is essential to and an integral part of the educational program of the University, the following policies govern participation:
  - a. No student shall be eligible to participate in any branch of the athletic program unless the student has fulfilled the requirements of the Wisconsin Intercollegiate Athletic Conference (WIAC) and the National Collegiate Athletic Association. (Copies available in the Athletics Office.)
  - b. The athlete who participates in the intercollegiate program of the University is placed on equal status with all other students regarding admission, scholarships, and recruitment.
  - c. The financial control of athletic funds is similar to the control of all other funds of the University.
2. The University of Wisconsin-River Falls supports 18 intercollegiate sports, 7 men's and 11 women's activities as members of NCAA Division III and the Wisconsin Intercollegiate Athletic Conference (WIAC). The NCAA Division III and the WIAC do not offer athletically related financial aid. The UW-River Falls sport module consists of the following sports:
  - a. Football
  - b. Women's Soccer
  - c. Men's Cross-Country
  - d. Women's Cross-Country
  - e. Women's Volleyball
  - f. Women's Tennis
  - g. Men's Basketball
  - h. Women's Basketball
  - i. Men's Hockey
  - j. Women's Hockey
  - k. Men's Indoor Track and Field
  - l. Women's Indoor Track and Field
  - m. Women's Outdoor Track and Field
  - n. Men's Outdoor Track and Field
  - o. Softball
  - p. Women's Golf
3. UW-River Falls subscribes to the purposes, principles and fundamental policy of the NCAA and the WIAC.