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## **CHAPTER 7**

### **ACADEMIC PROGRAMS AND CURRICULUM**

#### **SECTION 1: ACADEMIC PROGRAM PROPOSALS**

##### **(New and Revised Programs, Majors, Minors, New and Unique Course Sequences)**

Departments and others wishing to submit undergraduate proposals for consideration by the Curriculum Committee or graduate proposals for consideration by the Graduate Council shall prepare the proposals in detail according to the process outlined below. Carefully prepared proposals will enable the Curriculum Committee, Graduate Council, Faculty Senate and the administration to review and reach a sound decision on the relative merits of the proposal.

Submit undergraduate proposals (20 copies) to the Chair of the Curriculum Committee, the Registrar, the Dean(s) of any College(s) concerned, and the Chair(s) of any department(s) that could be affected by the proposal. Proposals requiring the approval of the UW System Administration must also be submitted to the Vice Chancellor. Submit graduate proposals to the Graduate Council, the Dean(s) of the College(s) concerned, and the Office of Academic Affairs.

In order to assure sufficient time for consideration by the appropriate committee or council, proposals should be submitted as far in advance as possible.

#### **NEW AND REVISED UNDERGRADUATE AND/OR GRADUATE COURSES**

Proposals for new or revised undergraduate or graduate courses shall be prepared according to the Procedure for Processing a Request to Approve/Revise a Course for Undergraduate and/or Graduate Credit. Contact the Faculty Senate Secretary for copies of the procedures and format or download them from Public Folders in Microsoft Outlook. The procedures and format can be found by selecting Public Folders; All Public Folders; University Offices, Services, Governance; Governance & Representation; Faculty Senate; and Curriculum Committee (undergraduate courses) or Graduate Council (graduate courses).

##### **NOTES:**

1. No unapproved courses shall be listed in the University Timetable unless the proposed course has been submitted to the proper committees before April 1 for the following spring semester and November 1 for the following fall semester.
2. In the case of a slash course, the curriculum committee must have acted on the undergraduate course prior to the submission of the course proposal to the Graduate Council.

#### **UNDERGRADUATE MAJORS AND MINORS**

##### **NEW MAJORS**

Proposed new majors should be prepared using the UW System Guidelines for Academic Program Planning and Approval, found later in this Section.

### REVISED MAJORS AND MINORS

Proposals to revise undergraduate majors and minors shall be prepared according to the **FORMAT FOR SUBMISSION OF REVISIONS TO MAJOR/MINOR REQUIREMENTS**. Contact the Faculty Senate Secretary for a copy of the format or download the format from Public Folders in Microsoft Outlook. The format can be found by selecting Public Folders; All Public Folders; University Offices, Services, Governance; Governance & Representation; Faculty Senate; and Curriculum Committee.

### NEW MINORS

Proposals to create new minors shall be prepared according to the **FORMAT FOR SUBMISSION OF REVISIONS TO MAJOR/MINOR REQUIREMENTS**. Questions #3-11 are essentially the same for a new and a revised minor. Contact the Faculty Senate Secretary for a copy of the format or download the format from Public Folders in Microsoft Outlook. The format can be found by selecting Public Folders; All Public Folders; University Offices, Services, Governance; Governance & Representation; Faculty Senate; and Curriculum Committee.

## **GRADUATE PROGRAMS**

### NEW PROGRAMS

Proposed new graduate programs should be prepared using the UW System Guidelines for Academic Program Planning and Approval, found later in this Section.

### REVISED PROGRAMS

Proposals to revise graduate programs shall show the existing program, then the new program, and clearly point out the proposed revisions and rationale and justification for such revisions. All prerequisites and courses required in the program, plus required courses outside the department (collateral courses), as well as the prerequisites to the courses required in order to complete the graduate degree should be listed. A sample plan of study should be included.

### NEW COURSES INCLUDED IN NEW OR REVISED PROGRAMS

New courses being proposed in conjunction with a new or revised program should be fully explained as though the course was being introduced independently. In such cases, the Graduate Council will consider the course additions and/or changes first and then consider the proposed and/or revised program.

### PROCEDURE IN COUNCIL CONSIDERATION

The Council will rely basically upon the written documents submitted for its determination of the rationale and justification for the proposed change; however, the requesting department shall be expected to have a representative at the meeting to answer any questions which might arise.

### REFERRAL BACK TO DEPARTMENT

Any proposals submitted in a format different from that described above will be rejected and will be returned to the department or individual proposing the change until submitted in proper form.

## **GENERAL DEGREE REQUIREMENT COURSE PROPOSALS**

The General Degree Requirements Subcommittee oversees all components of the university-wide general degree requirements. A major function of the subcommittee is screening courses for inclusion among those that may be used to fulfill general degree requirements. No existing or new course will be accepted automatically as fulfilling a general degree requirement.

Contact the Faculty Senate Secretary for a copy of the format for submission of a GDR course proposal or download the format from Public Folders in Microsoft Outlook. The format can be found by selecting Public Folders; All Public Folders; University Offices, Services, Governance; Governance & Representation; Faculty Senate; and GDR Subcommittee.

## **UW SYSTEM GUIDELINES FOR ACADEMIC PROGRAM PLANNING AND APPROVAL**

(Date of Issue: January 1999)

These guidelines are designed for use by the Vice Chancellor, Dean, Department Chair and others involved in academic program planning and approval. The full policy governing academic program planning and review is contained in ACIS-1.0, Academic Planning and Program Review. The major focus of these guidelines is on the process for requesting and implementing new academic programs. The guidelines describe the steps involved in this process in each of four major phases: Request for Entitlement to Plan an Academic Program, Authorization to Implement the New Program, Implementation of the New Academic Program, and Joint Program Review. The guidelines also provide suggested formats for use in developing the proposal for Authorization to Implement and in the Joint Program Review.

The process of requesting and receiving Authorization to Implement a new academic program is intended to be a collaborative effort between the requesting institution and the UW System Office of Academic Affairs. A representative from the Office of Academic Affairs will serve as a member of the Program Review Committee that reviews the proposal for Authorization to Implement a New Program and also as a member of the Joint Review Committee when the program undergoes review five years after initiation.

Questions about the process outlined in this document should be addressed to the Associate Vice Chancellor for Academic Programs at UWSP.

## **ACADEMIC PROGRAM REPORTING OVERVIEW**

This table describes the various academic program actions that require approval or reporting. Institutions are expected to consult with each other and with UW System Administration at appropriate points in the process of developing and implementing all new academic programs. The following sections in Guidelines for Academic Program Planning and approval describe this procedure in detail.

NOTE: All submissions should be directed to the UW System Senior Vice President for Academic Affairs. All "I" items will be reported to the Board of Regents annually or upon request.

Institutional Action	System Admin Action	Regent Board Action	Required Documentation
1. Establish New Academic Programs:			
a. Preliminary Entitlement	A	I	Memo requesting Entitlement to Plan
b. Authorization to Implement	A	A	Executive Summary and Program Proposal for Authorization to Implement
c. Implementation	I	I	Memo stating date of Implementation
d. Joint Review	A	I	Report and Recommendation
2. Establish or Alter the Institutional Mission	A	A	Written notification
3. Extend Degree Program to a Second Institution	A	I	Written request
4. Establish, Rename, or Eliminate a College/School/Division <sup>1</sup>	A	A	Written notification
5. Redirect Major/Degree Substantively	A	I	Written notification
6. Establish, Rename, or Eliminate a Department	I	I	Written notification
7. Establish, Rename, or Eliminate a Center or Institute <sup>2</sup>	I	I	Written notification
8. Eliminate a Degree/Major/Submajor	I	I	Written notification
9. Rename Major/Degree/Submajor	I	I	Written notification
10. Establish Submajor or Certification Program	I	I	Written notification
11. Review General Education Program	I	I	Report to coincide with NCA re-accreditation
12. Report on Institutional Program Review	I	I	Summaries due October 1 of each year

A = Approval Required.

I = Information Only.

<sup>1</sup>Section 36.09(1)(gm), Wis. Stats., applies to creation of some schools or colleges.

<sup>2</sup>Only when state funds are involved initially or as a commitment for continuing the center or institute.

## NEW PROGRAM PLANNING AND APPROVAL

Board of Regents' policy calls for joint planning of new degree programs, with formal Board approval at stipulated decision points, to ensure such planning meets the policies and principles contained in ACIS-1.0, Academic Planning and Program Review.

Formal activity in the new program planning process begins when an institution requests an Entitlement to Plan a new academic program leading to a degree. The program development and authorization process for new majors and degree programs involves four primary phases, which are outlined below.

### I. REQUEST FOR ENTITLEMENT TO PLAN A NEW PROGRAM

- A. The institution determines the feasibility of developing and requesting a new degree program. Informal consultation with other institutions is strongly encouraged.
- B. The Vice Chancellor for Academic Affairs sends a memo to the UW System Senior Vice President for Academic Affairs requesting an Entitlement to Plan a new degree program. This memo includes a brief statement identifying the program and addressing the following issues (extensive documentation not required):
  1. Relation to institutional mission, strategic plan, goals and objectives;
  2. Projected source of resources (reallocation, external funds, request for new dollars);
  3. Need for the program;
  4. Relation to other academic programs in the UW System, the region and, if appropriate, the nation.
- C. The UW System Office of Academic Affairs circulates the request for entitlement to the Vice Chancellors of all institutions for comment. The purpose of this review is to ensure that all institutions know about the request and to consider the potential for collaboration. Institutions typically are asked to respond within 30 days.
  1. The institutions' comments are forwarded to the Vice Chancellor of the requesting institution and are shared with the Vice Chancellors of all the other institutions.
  2. If necessary, the UW System Office of Academic Affairs consults with institutions to determine how the proposed program fits into Systemwide program array and whether revisions need to be made to the proposal.
- D. The UW System Senior Vice President for Academic Affairs makes a decision on the request for Entitlement to Plan. S/he may consult with the Vice Chancellor for Academic Affairs prior to making that decision.
  1. The decision may be to a) approve the Entitlement to Plan, b) return the proposal to the institution for additional work, or c) deny the request.
  2. If the UW System Office of Academic Affairs and the requesting institution are unable to reach an agreement on the disposition of the request for Entitlement to

Plan, the request can be forwarded to the Chancellor and the President for resolution.

- E. Approved entitlements expire after five years if the institution takes no further actions. The UW System Office of Academic Affairs regularly updates the Entitlement to Plan list which is available upon request.

## II. AUTHORIZATION TO IMPLEMENT THE NEW PROGRAM

- A. The institution develops a proposal for Authorization to Implement the entitled program (see attached suggested format). The following reviews must be included in the process of developing the proposal. Choice of the sequence of these reviews is left to the institution.
  - 1. Review of the proposal by a three-person Program Review Committee consisting of at least two representatives of the institution (one of whom should represent the Vice Chancellor for Academic Affairs) and a representative of the UW System Office of Academic Affairs. The Vice Chancellor for Academic Affairs appoints the institutional representatives, and the Senior vice President for Academic Affairs appoints the System representative. The Vice Chancellor's representative typically convenes the Committee. The role of the UW System representative is to work with the institutional representatives to ensure that the final proposal addresses the kinds of issues that might concern the Board of Regents.
  - 2. Review of the proposal by at least two consultants from outside the proposing institution(s).
  - 3. Review of the proposal by the appropriate institutional governance bodies.
- B. When the above reviews are completed, the Program Review Committee recommends to the Vice Chancellor for Academic Affairs whether the academic program should be implemented. If the Committee recommends implementation and the Vice Chancellor agrees, the Committee prepares an Executive Summary to be submitted to the Board of Regents. The Vice Chancellor then submits the complete proposal and the Executive Summary to the UW System Senior Vice President for Academic Affairs.
- C. The Board of Regents acts on the proposal for Authorization to Implement the program.

## III. IMPLEMENTATION OF THE NEW ACADEMIC PROGRAM

- A. The institution is responsible for implementation. However, the Authorization to Implement expires five years from the date of Board approval of the Authorization if the institution takes no further action.
- B. The Vice Chancellor notifies the Senior Vice President for Academic Affairs in writing when the program is actually implemented.

## IV. JOINT PROGRAM REVIEW

- A. The institution and UW System Administration undertake a Joint Review approximately five years after implementation of the program.



- B. The UW System Office of Academic Affairs notifies the institution that the program is due for the Joint Review. That notification includes a copy of the original Executive Summary and establishes a target date for completion of the review. The general purposes of this review, which are outlined in the notification memo, are to:
- Determine whether the goals and objectives, as originally stated in the program proposal, were met. If the goals and objectives were not met, determine the reasons why.
  - Ascertain how the program is related to other programs offered by the institution and how important it is to the institution's program array.
  - Assess the level of quality the program has attained since its implementation.
  - Determine the resource implications of continuing this program.
- C. The institution conducts an internal review of the program. The review process has three components:
1. The department(s) and faculty specifically concerned with implementation of the program complete a self-study. The institution will incorporate into its review additional college-, department-, and field-specific items appropriate for that program. See attached sample format for Joint Reviews.
  2. At least two (2) outside consultants evaluate the program.
  3. A Joint Review Committee consisting of the members of the original Program Review Committee (see A.1. under Authorization to Implement) reviews the self-study report and all related documents, including the external evaluations. If the original members of this committee are not available, replacements will be named by the respective appointing officers.
- D. The Joint Review Committee forwards its findings and recommendations to the Vice Chancellor for Academic Affairs. The Vice Chancellor then makes a recommendation to the Senior Vice President for Academic Affairs on the continuation, modification or discontinuation of the program, forwarding the Joint Review Committee's report and the outside consultants' evaluations with his/her recommendation.
- E. The Senior Vice President for Academic Affairs notifies the institution of his/her decision regarding the program.
- F. If the decision is to continue the program, that program enters the normal institutional review cycle.

### SAMPLE FORMAT: AUTHORIZATION TO IMPLEMENT A NEW ACADEMIC PROGRAM

While you do not need to follow this format exactly, you do need to ensure that the information requested in the sample is contained in your proposal.

#### I. PROGRAM IDENTIFICATION

- 1.1 Title of Proposed Program
- 1.2 Department or Functional Equivalent

- 1.3 College, School, or Functional Equivalent
- 1.4 Timetable for Initiation

## 2. CONTEXT

- 2.1 History of Program: Provide a brief chronological record of any program(s) from which the proposed program is developed (e.g., submajor currently available under existing program).
- 2.2 Instructional Setting of Program: Describe the relationship of the proposed program to existing academic programs. As appropriate, describe interdepartmental or intercollegiate structures.
- 2.3 Relation to Mission Statement and Academic Plan: Describe how the proposed program relates to the mission and academic plan of the institution.

## 3. NEED

- 3.1 Comparable Programs in Wisconsin: Identify similar programs in the state. Compare these programs to the proposed program.
- 3.2 Comparable Program Outside Wisconsin: Identify similar programs in neighboring states available to Wisconsin residents. Compare these programs to the proposed program. (Special emphasis should be placed on opportunities available under the reciprocity agreement with Minnesota institutions.)
- 3.3 Regional, State and National Needs: Discuss estimated future employment opportunities for graduates of this program. Compare the estimated need for graduates with the estimated number of graduates from this program and existing programs identified in 3.1 and 3.2 above. Where appropriate, provide documentation by citing data from organizations such as the Bureau of Labor Statistics and/or professional associations. Describe any special need for this program expressed by state agencies, industry, research centers, or other educational institutions. Provide documentation, including citations of relevant state regulations or employer policy.
- 3.4 Student Demand--Future Enrollment: Provide projections for anticipated enrollment and number of degrees to be granted for each of the first five years.
- 3.5 Collaborative or Alternative Program Exploration: Discuss the possibility of offering the proposed, or an equivalent, program collaboratively with another institution, or as a submajor in conjunction with some existing program.

## 4. PROGRAM DESCRIPTION AND EVALUATION

- 4.1 Objectives: Provide a brief narrative description of the program. List the central academic objectives of the program to be used in evaluating its future success.
- 4.2 Curriculum: Discuss the proposed sequence of courses or provide a course matrix for the program, clearly indicating any new courses proposed. Note prerequisite and required courses within and outside the sponsoring department.

- Describe program entrance requirements, (e.g. completion of a number of credits, minimum GPA or GRE score). Also describe all degree completion requirements (e.g. portfolio, theses, oral exams, foreign language proficiency, capstone seminar, senior project internship). For graduate programs, discuss the mix of graduate-only and undergraduate/graduate courses. Describe the proposed curriculum in terms of credits-to-degree and reasonable timelines for degree completion.
- 4.3 Interrelationship with Other Curricula: Briefly describe how the new program will support and/or be supported by other institutional programs. Discuss any relationships with the general education program.
  - 4.4 Method of Assessment or Evaluation: Outline a general plan for the ongoing evaluation of program success for each of the academic objectives listed above, including plans for quantitative or qualitative indicators and assessment of student learning. Indicate who will conduct the evaluation and how often it will occur.
  - 4.5 Accreditation Requirement: If program-specific accreditation is available for the proposed program, contrast the impact on curriculum, total program costs and job opportunities for graduates of an accredited versus a non-accredited program.
  - 4.6 Strengths or Unique Features: Describe any special strengths or unique features offered by the proposed program.
  - 4.7 Career Advising: Describe the career advisory services directly related and available to students in the program.
  - 4.8 Outreach (if applicable): Outline credit and noncredit outreach functions, including public service, provided by this academic program.
  - 4.9 Integration of Technology: Briefly describe how technology will be integrated into the curriculum.
  - 4.10 Distance Education (if applicable): Discuss plans for distance education and/or alternative delivery methods, including potential collaboration with other UW System institutions.

## 5. PERSONNEL

- 5.1 Faculty Participating Directly in the Program: List present faculty members who will directly participate in the proposed program as instructors and/or student advisors and append an abbreviated curriculum vitae for each of these core faculty members.
- 5.2 Advisory Faculty: List faculty members (other than those listed for 5. 1) who will be involved in the program in a related or advisory capacity. Particularly for faculty members in other departments or colleges, outline the extent of their involvement and plans for continued involvement.
- 5.3 Additional Faculty Requirements: Indicate the number, if any, of new faculty members (FTE) required to initiate the program, and project long-range needs for new faculty (with tentative timetable). Indicate whether new positions are

required or can be reallocated from elsewhere within the institution. Indicate the source for reallocation.

- 5.4 Academic Staff: List current instructional and noninstructional academic staff members who would be assigned to the proposed program. Indicate the number, if any, of new academic staff required to initiate the program, and project long range needs for new academic staff (with tentative timetable). Indicate whether new positions are required or can be reallocated from elsewhere within the institution. Indicate the source for reallocation.
- 5.5 Classified Staff: Provide information requested in 5.4 for classified staff.

## 6. ACADEMIC SUPPORT SERVICES

- 6.1 Library Resources: Describe and evaluate current library resources necessary for the proposed program. Indicate additional library resources needed, the estimated cost, and the source for resources.
- 6.2 Additional Support Resources: Describe and evaluate special resources (computers, unique laboratories, audio-visual and other equipment, access to data bases, etc.) currently available to the proposed program. Indicate how additional special resources needed, if any, will be provided.

## 7. FACILITIES - EQUIPMENT

- 7.1 Capital Resources--Existing Facilities and Capital Equipment: List and evaluate facilities and capital equipment currently available to the proposed program.
- 7.2 Capital Budget Needs--Additional Facilities Required: List and describe facilities (special classrooms, laboratories, additional space, minor construction) needed to begin or sustain the proposed program. Provide an estimate of costs. Discuss impact upon the program if these resources are not provided through new state appropriations. Discuss expectations for extramural funding. If applicable, discuss plans for waste management and disposal.
- 7.3 Clinical Facilities: For health science programs or programs making clinical placements, describe the laboratories and/or agencies to be used for clinical instruction. Append supporting statements indicating that these facilities will be available.

## 8. FINANCE

- 8.1 Operating Budget Requirements: Describe funding requirements and, using the attached sample budget format as a model, show the total budgetary allocation required to implement this program and to fund it for the first three years.
- 8.2 Operating Budget--S&E Requirements: Describe supplies and expense needs for the requested program. Include information on funding sources (reallocation, private funding). If applicable, discuss plans for waste management and disposal.

- 8.3 Operating Budget Reallocation: Most, if not all, of the funding requirements outlined above will be met by reallocation of base resources. Indicate that you are prepared to reallocate the necessary resources. If the necessary resources are not immediately available, explain contingency plans (phase-in of the program; delay in starting the program until additional funds can be found; delay until external fund-raising is successful).
- 8.4 Extramural Research Support: Indicate sources and amounts of extramural funding support expected to be available for research related to the proposed program. Provide documentation supporting the basis of this expectation.

SAMPLE SUMMARY: ESTIMATED COSTS AND RESOURCES FOR PROPOSED PROGRAM

Personnel Costs

	First Year	Second Year	Third Year
	Dollars/FTE	Dollars/FTE	Dollars/FTE
Faculty/Academic Staff			
Graduate Assistants			
Classified Staff			
SUBTOTAL			

Non-Personnel Costs

	Dollars	Dollars	Dollars
Supplies and Expenses			
Capital Equipment			
Library Resources			
Computing Resources			
Other (Define)			
SUBTOTAL			

Total Costs for Program

TOTAL COSTS			
-------------	--	--	--

Resources

	Dollars	Dollars	Dollars
Reallocation			
Gifts and Grants			
Other (Define)			
TOTAL RESOURCES			

TRANSMITTAL REQUEST: AUTHORIZATION TO IMPLEMENT A NEW ACADEMIC PROGRAM

Before a proposed program can be brought before the Board of Regents for consideration, the Vice Chancellor for Academic Affairs should submit a letter to the Senior Vice President for Academic Affairs requesting the program's submission to the Board. This request should have appended all supporting documentation used in preparing the Executive Summary for the Board. Following Regent approval, this material will be the official record of this new program and will remain on file at the Office of Academic Affairs until completion of the program's joint five-year review.

Please refer to the checklist below when preparing the addenda to the request:

- Complete and final copy of the Authorization to Implement (Sample format included in the Guidelines for Academic Program Planning and Review);
- Complete and final copy of the Executive Summary;
- Signed reports from at least two outside consultants;
  - Indication of approval by the appropriate institutional governance bodies.

### SAMPLE FORMAT: JOINT REVIEW SELF-STUDY

While you do not need to follow this format exactly, you do need to ensure that the information identified in the sample is contained in your self-study.

#### 1. PROGRAM DESCRIPTION AND CONTEXT

- 1.1 Goals and Objectives: Provide a statement of the objectives and goals of the program and describe any changes that have occurred since the program was implemented. In an appendix, attach copies of any printed program information, such as catalogue text, brochures, and other pertinent information describing the program.
- 1.2 Context: Describe the context for the program, including its relationship to the University's mission and its long-range plans, and to other academic programs within the UW System. Also compare it to similar types of programs in the region and nation.
- 1.3 Need: Discuss what needs are being met by this program and whether these needs could be met more effectively through collaboration with other programs in the UW System. If so, discuss how collaboration might occur.

#### 2. PERSONNEL

- 2.1 Faculty: Discuss any changes in the faculty participating directly in the core and elective courses. Indicate to what extent new faculty have been recruited. Append short vitae for the core faculty members along with a list of names and departments of other faculty associated with the program.
- 2.2 Administrative Structure: Describe the current administrative structure for the program including the relationship between program faculty and their areas of concentration within the program. Also describe the relationship and interaction

among the program faculty who are from different departments and different schools.

### 3. STUDENTS

- 3.1 Enrollment Trends: Review, verify, and analyze the trends pertaining to degree program enrollment and degree recipients contained in the data provided by UW System Administration.
- 3.2 Degree Recipients: Provide information about the post-baccalaureate employment or graduate training of degree recipients.
- 3.3 Projected Enrollment: Discuss the potential for future enrollment in the program as related to past enrollment and existing resources. In addition, provide a chart showing projected enrollments and graduates.

### 4. PROGRAM DESCRIPTION AND EVALUATION

- 4.1 Curriculum: Provide any changes in the initial list of foundation and core courses for the program, and a sample sequence of courses taken by the majority of students in the program. Include additional sequences if there are multiple areas of specialization within the program.
- 4.2 Assessment: Using the assessment plan developed for the program in the proposal for Authorization to Implement, evaluate the program's success in meeting the stated objectives, including assessment of student learning.
- 4.3 Accreditation: If specialized accreditation is available for this program, discuss the rationale of applying or not applying, the impact of accreditation standards upon the curriculum, and the impact of accreditation standards on the total program costs.
- 4.4 Concerns: Describe any problems that the program has faced/is facing and provide recommendations for resolving them.

### 5. ACADEMIC SUPPORT SERVICES

- 5.1 On-going Support: Describe the physical facilities, capital equipment library resources and supplies that sustain the program.
- 5.2 Additional Support: Discuss any special programs, faculty, or outreach activities designed to enhance the program.

### 6. FINANCE

- 6.1 Program Cost: Show program cost-per-credit and per-degree. Provide comparisons with similar programs.
- 6.2 Budget Requirements: Discuss whether the current operating budget is adequate to assure program quality. If additional support is needed to sustain

- program quality, indicate the areas affected and the amount and source of future funding for these areas.
- 6.3 Capital Requirements: Discuss any capital budget expenditures necessary to sustain the program and provide an estimate of costs.

## 7. SUMMARY

- 7.1 Summary Evaluation: Summarize the program's overall effectiveness with respect to the original expectations. Indicate any observed obstacles to the fulfillment of the original objectives and the measures taken to overcome those obstacles. Describe any unanticipated contributions of the program to the teaching, research, or out reach mission of other departments at your institution or the university as a whole.
- 7.2 Recommendations: Recommend action for continuation with the final review process for this program, for revision of the program and later final review, or for discontinuance of the program.



## **SECTION 2: ASSESSMENT**

UWSP will assess student learning within both the General Education Program and the various department-level academic programs. The purpose of assessment is to ensure the continuous improvement of student learning by informing all choices related to the curricular and instructional changes, programs, and policies that contribute to student success. In this way, assessment is intended to provide the foundation for academic planning and decision making.

### **THE ASSESSMENT PLAN**

The evaluation of student learning will move beyond the purely anecdotal and personal experiences of individual faculty or departments to study the undergraduate experience as a whole. In this way, assessment will provide information to use in decision making related to the continuous improvement of teaching and learning, department review, and other key institutional outcomes. Intentional coordination of efforts is the key to the assessment plan, with each effort centered on a model of continuous improvement with student learning as the focus. Program-level assessment will be carried out by academic departments that submit reports to the Assessment Subcommittee; the assessment of general education will be the responsibility of the General Education Committee; and institutional-level assessment (which will inform the work of both the Assessment Subcommittee and the General Education Committee) will be administered by the Office of Policy Analysis and Planning.

The assessment of undergraduate programs at UWSP will have four components:

1. an analysis of new student attributes and prior experiences;
2. an evaluation of learning within the general education curriculum
3. an evaluation of learning within department-level academic programs; and
4. institutional-level measures, including surveys of student perceptions and a value-added measurement of student learning from the freshman to senior years.

### **ANALYSIS OF NEW STUDENT ABILITIES**

The knowledge, skills and perspectives outlined previously need to be analyzed first among our new students, primarily the incoming freshmen. The regent-mandated placement tests of verbal and quantitative skills already help place students in the most appropriate English, math and foreign language courses as well as identify students in need of remedial work. The placement test results are integrated as a second component of a freshman profile in the larger assessment program. Finally, an inventory administered to new freshmen helps identify our new students' values and perspectives. These components help us understand freshman knowledge, skills and perspectives.

### **GENERAL EDUCATION ASSESSMENT**

The assessment of student learning in the General Education curriculum will be the responsibility of the General Education Committee. Assessment within the General

Education Program is intended to be a formal process of inquiry into student learning. More than simply an exercise in documenting the level of student achievement within the program, assessment is an exploration of how and why students learn, or fail to learn, within a particular curricular and pedagogical context. It explores both the outcomes that students achieve as well as the processes through which they learn. In this way, assessment should be viewed as an open-ended scholarly activity, a collaborative action research project aimed at the improvement of teaching and learning. (For a detailed explanation of the theory underpinning this approach to assessment, see Peggy Maki, *Assessing for Learning: Building a Sustainable Commitment Across the Institution*, Second Edition (2010), 123-153.)

The evaluation of student learning in the General Education curriculum will be the responsibility of the General Education Committee (GEC). The role of the committee in this regard shall be to:

1. recommend policies and procedures for the General Education assessment to the Faculty Senate;
2. facilitate the process by which General Education assessment data is gathered, evaluated, and communicated;
  - a. assist departments and faculty to identify, develop and utilize course-level assessment measures;
  - b. identify, develop, and utilize institutional level measures in concert with the Assessment Subcommittee and the Office of Policy Analysis and Planning;
3. make recommendations to Faculty Senate regarding improvements to the General Educational Program;
4. support instructional development and curricular improvements;
5. review and update the General Education assessment process regularly.

Assessment of student learning within the General Education curriculum will take place on a five-year cycle. The first four years of the cycle will be focused on courses in the four levels of the curriculum. In addition, during each of the first four years, information will be gathered related to one of the four General Education Program Outcomes from courses in the Investigation Level. Based on these results, the fifth year of the Assessment Cycle will be devoted to a comprehensive review of the General Education Program and Assessment Plan.

#### Year 1:

- Foundation-Level Courses (First Year Seminar, Written and Oral Communication, Quantitative Literacy, and Wellness)
- Program Outcome 1 (Demonstrate critical thinking, quantitative and communication skill necessary to succeed in a rapidly changing global society)

#### Year 2:

- Investigation-Level Courses ( Arts, Humanities, Historical Perspectives, Social Sciences, and Natural Sciences)

- Program Outcome 2 (Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.)

### Year 3:

- Cultural and Environmental Awareness-Level Courses (Global Awareness, U.S. Diversity, and Environmental Responsibility)
- Program Outcome 3 (Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability)

### Year 4:

- Integration-Level Courses (Interdisciplinary Studies, Experiential Learning, Communication in the Major, and Capstone Experience in the Major)
- Program Outcome 4 (Apply their knowledge and skills, working in the interdisciplinary ways to solve problems)

### Year 5:

- Comprehensive Review of General Education Program and Assessment Plan

Evidence of student achievement will be collected along three dimensions: (a) course-based measurements for each GEP level utilizing course portfolios compiled by instructors, (b) institutional-level measurements conducted through periodic standardized tests and surveys administered by the Office of Policy Analysis and Planning and (c) course-based measurements for each of the four GE Program Outcomes, potentially utilizing course portfolios and departmental assessment. Each year, this information will be reviewed and evaluated by faculty learning communities under the direction of the GEC, the Director of General Education, and the Assessment Coordinator. In turn, the GEC will annually report these results and its recommendations for improving the General Education Program to the Faculty Senate, the Provost, the Deans, and others.

### Course-Based Measurements

The GEC will regularly gather course-level information on student learning through the collection of course portfolios. A course portfolio is a selection of materials from a given course—including the syllabus and relevant examples of student work—along with reflective statements written by the instructor that explore how the course structures and assessment strategies contributed to student learning. Faculty members teaching designated General

Education courses will be required to prepare a course portfolio according to the five-year cycle noted above. (Note: the GEC will consult with departments offering multiple sections of the same GEP course to establish a plan for assessment; such a plan will specify a subset of instructors/sections who will submit course portfolios.) Each course portfolio will contain the following elements:

1. Course Information:
  1. A syllabus, including an explanation of how the intended learning outcomes of the course align with those of the General Education Program category.
  2. A brief narrative describing how the relevant General Education learning outcomes will be met by students through course experiences, assignments, and/or activities.
2. Assessment Information:
  - a. A discipline-appropriate evaluation of student attainment of at least one learning outcome, including a brief explanation of how student learning was assessed. (Note: Although courses should be *designed* to meet all the approved learning outcomes in a particular category, the actual *assessment* can and should focus on a smaller subset of these outcomes.)
  - b. Examples of student work related to the evaluation above showing a range of student achievement.
  - c. The specific criteria or rubric that was used to evaluate student work.
  - d. Results of any other feedback mechanisms used in the course that explore student perceptions of course assignments and their alignment with the general education learning outcomes.
  - e. A brief statement explaining how assessment results will be used to improve learning in the course in the future.

### The General Education Assessment Process

The annual process of evaluating student learning within the General Education curriculum will have the following steps:

1. At the beginning of each academic year, the GEC will establish faculty learning communities for each area of the curriculum being assessed during that year. Each faculty learning community will include 4-6 faculty members teaching courses in the categories under review and includes the Assessment Coordinator and a member of the GEC representing the particular GEP category. The faculty learning community will coordinate with faculty across campus to ensure the body of course portfolios will provide adequate evidence of student learning for each of the learning outcomes in the GEP category.
2. Instructors teaching courses in areas under review in the fall semester will prepare and submit course portfolios to the Assessment Coordinator by February 1

3. Each faculty learning community will review course portfolios provided by the Assessment Coordinator and provide feedback to instructors. This feedback will only be shared with the instructor.
4. The Assessment Coordinator will collaborate with the faculty learning communities to aggregate findings from the course portfolios, along with data from the Office of Policy Analysis and Planning, and prepare a report for the General Education Committee by May 1. No information identifying instructors, students or specific courses shall be included in the report.
5. At the beginning of the next academic year, the GEC will report to the Faculty Senate on its assessment of student learning, including any recommendations to improve the curriculum. The report may also recommend further action research projects to investigate particular aspects of student learning or to explore the impact of particular changes to the curriculum. The report must be submitted to the Senate by November 1. This report will be shared with the Provost, the Deans, and the department chairs. In addition, it will be posted online to be available to the campus community and others.

### *Institutional-Level Measurements*

The Office of Policy Analysis and Planning will regularly administer standardized tests and student surveys in an effort to measure student learning and experiences on campus. The Office of Policy Analysis and Planning will work with the GEC, the Director of General Education, and the Assessment Coordinator to share results that are applicable and useful for assessment within the General Education Program. These tests will include those institutional-level assessments required for external accountability or reporting.

Given that such measurements provide an institutional snapshot of student learning, the results will be utilized by the GEC in concert with other data gathered through course-based assessment.

### *The Use of Assessment Results*

Assessment results are intended for two purposes: 1) to provide feedback to individual instructors to assist in their efforts to improve student learning within their courses; and 2) to make judgments about the effectiveness of the General Education Program and to inform recommendations for its improvement. To achieve these aims, assessment results will be shared in the following manner:

1. Each instructor submitting a course portfolio will receive individual feedback from the faculty learning community, including an evaluation of the assessment method utilized in the course and recommendations for the improvement of student learning. This evaluation will include the rubric used by the faculty learning community in forming its opinions. This information will be provided only to the instructors themselves and will not be shared with departments, Deans, the Provost, or the GEC.

2. Working in concert with the faculty learning communities, the Assessment Coordinator will compile reports on student learning for the GEC, removing references to specific courses and instructors. The GEC's final report will contain:
  - a. A summary of student attainment of the learning outcomes in the relevant General Education areas.
  - b. Recommendations based on these assessment results for the improvement of the General Education curriculum. These recommendations may include proposals for further action research projects related to particular courses, GEP categories, GE Program Outcomes, or specific groups of students.
3. The GEC will report annually to the Faculty Senate sharing its evaluation and recommendations with the Provost, the Deans, and the department chairs. The report will also be posted online to be available to the campus community and others.
4. In conjunction with the Director of General Education and the Assessment Coordinator, the GEC will work with various units on campus in order to provide professional development opportunities for faculty and staff. In this manner, the GEC will help to "close the loop" by allowing assessment of student learning lead to curricular and pedagogical improvements. Such professional development opportunities might include:
  - a. Workshops on effective assessment of student learning in the General Education curriculum.
  - b. Instructional development necessitated by Faculty Senate-approved changes to the curriculum or learning outcomes.
  - c. Action research projects intended to provide further information on student learning within the curriculum.

## **DEPARTMENT-LEVEL PROGRAM ASSESSMENT**

Each department\* has the responsibility to assess student learning within its undergraduate and graduate programs and to analyze and use the results to modify the program outcomes or curriculum where necessary to ensure the continuous improvement of student learning.

\*Here, "department" is defined to include departments, divisions, and schools depending on the college involved, or in some cases, interdisciplinary programs. In the case of the College of Natural Resources, "department" refers to the entire college excluding the Department of Paper Science and Engineering.

Departments shall determine the methods of assessment and the instruments to be used that best meet their needs. These must provide information that can be used to identify curricular and instructional strengths and weaknesses.

Oversight of department-level program assessment will be the responsibility of the Assessment Subcommittee, a permanent subcommittee of the Academic Affairs Committee (AAC). The role of the subcommittee will be to:

1. develop the policies and procedures for academic program assessment;

2. assist departments in selecting and developing appropriate assessment techniques, including direct measures;
3. in concert with the general education committee and the Office of Policy Analysis and Planning select, develop, and administer institutional level assessment procedures and instruments consonant with UWSP's Mission;
4. oversee compilation of department assessment data;
5. assist departments as they update and review their assessment efforts;
6. address deficiencies in the assessment process; and
7. promote assessment through activities such as sponsoring workshops and forums, developing a web-site, publicizing assessment activities and results, and meeting with administrators.

The subcommittee will NOT

1. conduct departments reviews;
2. evaluate departments or courses;
3. assess the worth of departments or programs on the basis of assessment data submitted.

### The Department-Level Program Assessment Process

Each department will keep on file with the Assessment Subcommittee a current five- year Assessment Plan denoting year-by-year how the department will gather and utilize assessment information. The plan should include the program learning outcomes for each major within the department; a curriculum map illustrating how courses within the major align with these outcomes; and an explanation of the assessment techniques or strategies that will be used to evaluate student learning within the program.

In addition, each department will be required to report to the Assessment Subcommittee on its evaluation of student learning every five years according to the "Reporting Cycle for Assessment and Department Review" drafted by the associate vice chancellor for teaching, learning, and academic programs and approved by the AAC. This reporting of assessment results is intended to be a collegial and formative process and will have the following steps:

1. The department will evaluate student learning in a written assessment report using the format described below. (During years in which the entire department is under review, this assessment report will be included in the larger Department Self-Study Report. See UWSP Handbook, Chapter 7, Section 3.) The department must send copies of the assessment report as an electronic file to the chair of the Assessment Subcommittee, who will then forward the report to the appropriate dean and the provost.
2. Upon receipt of the report, the chair of the Assessment Subcommittee will coordinate with the department to schedule an oral presentation of its findings. The appropriate dean, the vice chancellor for Academic Affairs, and members of the campus community in general will be invited to attend the presentation. Each department will present its assessment report to the Assessment Subcommittee using a format of its choosing.

Power point presentations are welcome, but not required. This oral presentation is intended to:

1. provide the department with immediate feedback from the Assessment Subcommittee, and
2. encourage an open, frank discussion regarding assessment and greater awareness of its role in the improvement of student learning at UWSP.
3. Following the oral presentation, the Assessment Subcommittee will provide the department with written feedback of its assessment report outlining the subcommittee's conclusions and recommendations. This feedback will include the rubric used by the subcommittee in forming its opinions. This feedback will be delivered only to the department.

Department assessment reports are intended to be campus resources and will be available to anyone who requests them. The Assessment Subcommittee is the custodian of all department assessment reports, and the reports, along with the department assessment plans, will be maintained in the Faculty Senate files.

### Responses To Delinquent Assessment Reports

Because each department assessment Report is intended to provide the foundation for decision making within the unit, it is important that the reports be completed in a timely fashion. When a department fails to complete its Assessment Report according to the "Reporting Cycle for Assessment and Department Review," the provost will hold all staffing and budgeting decisions for the delinquent department in abeyance. Extenuating circumstances can relax this policy, at the discretion of the provost, if they are communicated by the dean to the provost and Assessment Subcommittee.

### Content of the Assessment Report

Each department is expected to submit an assessment report with the following sections addressed. An updated assessment plan for the next five-year assessment cycle can accompany the assessment report or be submitted to the Assessment Subcommittee by the end of the academic year in which the report is submitted.

1. Departmental Mission: Identify the department's mission, vision, values and/or goals.
2. Brief Description of Departmental Improvements I Changes: Identify and describe specific changes that have been made (e.g. to curriculum, assessment methods, etc.), based on the previous assessment report.
3. Program Learning Outcomes: Include the program learning outcomes of the department, specifically indicating the knowledge, skills, and attitudes students will develop.



4. National/Professional Standards: Include existing national or professional standards pertaining to the academic program, if these exist, and indicate how the department's program learning outcomes align with these.
5. New/Updated Curriculum Map: Include the departmental curriculum "map" depicting the ways in which courses, activities and requirements support the program learning outcomes.
6. Assessment Strategies/Measures/Techniques/Methods: Include brief descriptions of assessment methods used in the department to assess student learning. Examples of assessment methods include exams, portfolios, pre- and post- tests, direct observation of performance, surveys (current students, alumni, employers), focus groups, and national exams.
7. Assessment Results/Findings/Interpretation: Describe specifically what the assessment methods reveal about student learning in the context of the stated program learning outcomes.
8. Dissemination of Findings: Describe how the findings of the departmental assessment work will be disseminated, to whom, and for what purpose.
9. Implications: Describe how results will be used by the department to enhance student learning, including changes to learning outcomes and/or curriculum.
10. Reflections on the Department Assessment Process: Discuss the strengths and challenges of this process including any recommendations for the institutional assessment procedures.

## INSTITUTIONAL-LEVEL MEASURES

Institutional-level measures (where the university is the "unit of analysis") will be an essential component of the assessment program at UWSP in that they can supplement other measures of student learning and provide some triangulation of data.

The Office of Policy Analysis and Planning administers standardized instruments and student engagement surveys, among others that are required for assessing institutional performance or improvement activities. Institutional-level measures can be mapped to university outcomes (for example, general education learning outcomes), which increases potential applications of the institutional data and maximizes resources.

The university will use standardized testing of freshman and seniors at regular intervals to provide a "value-added" measurement of student learning, particularly in the domains of critical thinking and writing. The measurement of these domains fulfills external requirements for accountability and also can contribute to the assessment of general education. To accomplish the latter, the standardized measures can be mapped to the general education program learning outcomes related to reading, critical thinking, writing, and mathematics. The Office of Policy Analysis and Planning will disseminate results and collaborate with the General Education Committee on the interpretation of the data for use in their assessment of general education.

Additionally, UWSP will participate at regular intervals in the National Survey of Student Engagement (NSSE) of freshmen and seniors. This, too, is used partially to fulfill requirements for accountability, and has the potential to inform the assessment of student learning. For example, items from NSSE can be mapped to the general education learning outcomes to provide additional measures of progress and evidence of outcome achievement.

## **EVALUATING THE ASSESSMENT PLAN**

Evaluation of the assessment plan outlined above is a task of both the General Education Committee and the Assessment Subcommittee. This evaluation will be ongoing, and faculty members have the right at any time to convey concerns and suggestions to both committees. In addition, a formal and complete evaluation of General Education assessment and department-level program assessment will be scheduled every five years, according to a schedule determined by the General Education Committee and the Assessment Subcommittee, respectively.

### **SECTION 3: DEPARTMENT REVIEW**

The effective evaluation of student learning within department program(s) should provide the foundation for decision making within a department, serving to identify strengths and challenges, inform requests for additional resources (such as FTE positions; classroom, lab space, and other facilities; library material, or computing equipment), and guide planning efforts. Consequently, the process of department review will build upon the on-going program assessment process

Department review will be an integral part of faculty governance through the Department Review Subcommittee (DRS), a permanent subcommittee of the Academic Affairs Committee (AAC) responsible for conducting all local department\* reviews. The purposes of department reviews are 1) to provide each department a formal mechanism to evaluate and communicate to appropriate decision makers the department's strengths, challenges and needs; 2) to garner collegial support and perspective for meeting the department's needs; and 3) to evoke a commitment from administration concerning continuation of the department's program(s) and/or intent to address the identified needs. The goal will be to review the programs within each department every ten years according to the "Reporting Cycle for Assessment and Department Review" drafted by the associate vice chancellor for teaching, learning and academic programs and approved by the AAC.

\* Here, "department" is defined to include departments, divisions, and schools depending on the college involved, or in some cases, interdisciplinary programs. In the case of the College of Natural Resources, "department" refers to the entire college excluding the Department of Paper Science and Engineering

#### **THE DEPARTMENT REVIEW PROCESS**

Department review is intended to be a collegial and formative process that will take place in the following steps:

1. The faculty and staff of the department under review engage in critical analysis of the department's activities. This "self-study" is an evaluation of the department's activities, strengths, challenges and needs. The department communicates its findings in a written Self-Study Report, using the format described below. The department must send copies of the Self-Study Report as an electronic file to its dean, the provost, the chair of the DRS, and the chair of the Assessment Subcommittee.
2. The department prepares a list of five candidates from other institutions who have credentials sufficient for a tenured appointment in the department to review the Self-Study Report and conduct a site visit to evaluate the department. The dean, in consultation with the provost, will select at least two of these five candidates to comprise the Site Visit Team. One of the Site Visit Team members must be from a UW System Institution and one must be from outside of the UW System. The dean will

formally invite the team to campus, arrange travel, and facilitate an appropriate honorarium. Travel costs and honoraria will be paid by the provost's office.

3. The department sends the Self-Study Report to the approved Site Visit Team members and, in consultation with the dean, will arrange a schedule for a one- or two-day site visit. The Site Visit Team will be given at least the following instructions:
  - a) They are to review the Self-Study Report document carefully before the site visit. They may use any other sources of information the deem appropriate and collegial in their review of the department; their final report must list all sources used in the review, including names of individuals with whom the team has materially conferred.
  - b) Their goal is to help the department improve its programs and its academic stature. They are specifically to evaluate the department's efficiencies in discharging its stated mission, the currency of the curricula for departmental programs, and the appropriateness of the scholarship and service of the personnel.
  - c) While on campus, they will meet with appropriate administrators, as requested by the dean. They must submit a single written report to the dean that evaluates the department's strengths and weaknesses and its ability to meet its mission. The report should make specific recommendations to campus decision makers concerning ongoing support to the department.
  - d) The Site Visit Team should orally report their preliminary findings to the department before leaving campus. The written report is to be submitted within two weeks of concluding the site visit.
4. Upon receipt of the report, the dean will immediately forward copies to the department and the DRS. The department will write a response to the Site Visit Team's report. The departmental response may include corrections of fact, rebuttals to conclusions, or simple concurrence and elaborations. The deans will also comment on the department's Self-Study Report and the Site Visit Team report. Both the departmental response and the dean's comments must be submitted to the DRS within two weeks of receipt of the Site Visit Team report.
5. The DRS will review the Departmental Self-Study Report, the report of the Site Visit Team, the department response, and the dean's comments and write an evaluation that includes its recommendations to the department and the administration. The evaluation should also address the quality of the faculty, the curriculum, students, library and other educational resources and facilities, and the academic reputation of the program among its peers. The committee will compile this material together into a single Summary Report to be submitted to the department, the dean, and the provost.
6. A meeting of the provost, the dean, department chair, and chair of the DRS will be the final formal discussion of the DRS Summary Report. The provost will then provide a written comment on the department review, to be appended to the DRS Summary Report. The dean will have the option of appending a second response to the Summary Report as well.
7. The DRS will then forward the final Summary Report to the Academic Affairs Committee (AAC). The AAC will verify that all procedures of this section have been properly followed and the committee minutes will specifically note any delinquencies or

irregularities in the review. Following acceptance by the Faculty Senate of the AAC minutes, the provost will write a second response to the departmental review, which will include a final decision regarding the continued support of the department and each degree program offered under the department's auspices. This will conclude the review of the department.

## **USES OF DEPARTMENT REVIEW**

Department review is intended to provide the primary source of information for administrative decisions regarding the department. All decisions related to structure, budget, and personnel must specifically reference the most recent report. In only rare cases is a decision sufficiently exigent to warrant proceeding without a current department review. A department review is current if the review was completed within the preceding ten years. The reports are intended to be campus resources and will be available to anyone who requests them. The DRS is the custodian of the reports and the reports will be maintained in the Faculty Senate files.

## **RESPONSES TO DELINQUENT REVIEWS**

The department review reports are important planning documents that inform decisions throughout the campus. It is therefore important that the reviews and reporting be completed in a timely fashion. When a department fails to complete its self-study according to the "Reporting Cycle for Assessment and Department Review," it makes such decision making difficult. Therefore, the provost will hold all staffing and budgeting decisions for the delinquent department in abeyance. Extenuating circumstances can relax this policy, at the discretion of the provost, if they are communicated by the dean to the provost and DRS.

## **CONTENT OF THE DEPARTMENT REVIEW SELF-STUDY**

Departments that undergo professional accreditation may use their most recent accreditation self-studies with the agency reports as the basis for their Self-Study Reports. The department must augment the accreditation report to include the content of this section.

The self-study report for the department under review will primarily consist of: 1) a narrative; 2) program-specific information; 3) data tables provided by the UWSP Office of Policy Analysis and Planning; 4) an evaluation of academic advising within the department; and 5) previous assessment reports from the ten-year period under review. This content will be organized in the following manner:

1. The Narrative. In this section, typically 10-12 pages double-spaced, the department under review presents information addressing the following areas. As appropriate, sections 2 through 5 may also be referenced in this section.

- The mission and values statement(s) of the department, if such statements have been formally adopted by the department
- An analysis of how the department advances the mission and values of the college and the university.
- Review of successes in accomplishing goals identified during the previous department review
- Discussion of assessment results (from section 5 below) and their implications for the department, including a self-evaluation of strengths and challenges
- A discussion of the academic reputation of the department among its peers
- A brief statement about the strengths of the faculty in the department
- A brief statement about the success of the students after graduation
- An analysis of trends as they pertain to the academic program(s) over the 10-year period
- Goals and plans for the next 10 years
- Evidence of faculty and staff participation in the department review process, including departmental minutes related to the formal acceptance of the Self-Study Report

## 2. Department-Specific Information

- A list or table of personnel in the department during the review period that provides the following information:
  - Classified staff: title and dates of hire and departure, as appropriate
  - Faculty and academic staff: title with rank; dates of hire and departure, as appropriate; all promotions, tenure, or indefinite appointments; area(s) of teaching responsibility, scholarship, and service (as appropriate).
- A list or table of student research, creative projects, or other student accomplishments, including a descriptive title, dates and the faculty or staff member who supervised each project
- A statement addressing the adequacy of physical facilities; classroom or lab space, equipment, library resources, etc.
- Discussions and/or lists of contributions to:
  - The General Education Program
  - Graduate education, if applicable
  - Diversity education, including course offerings, curricular requirements, and/or recruiting efforts and accomplishments
- Other significant information about the department

## 3. Evaluation of Academic Advising

- An explanation of the structure and process of advising within the department.
- Assessment results that give evidence of the effectiveness of advising.

- Suggested improvements to advising that stem from assessment results.
4. The Department Planning Profile
    - Provided to departments by the UWSP Office of Policy Analysis and Planning
    - Includes data on enrollment, credit production, resources, degrees granted, and other variables as approved by the Department Review Subcommittee in consultation with the Office of Policy Analysis and Planning.
  5. Assessment Reports from the 10-Year Period Under Review

## **SECTION 4: ARTICULATION AGREEMENTS**

### **RESPONSIBILITIES OF THE ADMINISTRATION AND FACULTY GOVERNANCE**

The submission of a cooperative agreement with another institution, either domestic or foreign, indicates not only commitment of the project coordinator, but of the university. These agreements, if successful, can result in a significant impact on the university. Therefore, UWSP has a vested interest in the agreement since the university is ultimately accountable to insure that the conditions as outlined are fulfilled. Each inter-institutional agreement must be reviewed and approved by the appropriate administrative personnel and faculty governance bodies before it is formally submitted to another institution.

The official UWSP Permission to Develop an Articulation/Inter-institutional Agreement form (available from the Office of Academic Affairs) is designed to facilitate this process. Please attach a draft copy of the proposed agreement plus any other appropriate supporting materials to this permission form. Agreements which involve more than one department, school, college or UW-System unit must be reviewed and approved by the appropriate officials of each unit, appropriate faculty governance bodies, and ultimately the Provost and Vice Chancellor for Academic Affairs. The purpose of this approval process is not to question the professional skill or approaches of the project coordinator, but rather to give assurance that the university supports the plans for the project, and that these plans are consistent with the activities, priorities, and mission of the university. The opportunity that this formal approval process presents to inform the campus of the proposed activities is important to the faculty member as well as the faculty governance bodies and administrators. The responsibilities of the administrative staff in this approval process are as follows:

- The Department Chair or Director will: (1) review the agreement to assure that faculty and support staff time commitments are reasonable and compatible with departmental workloads, present and planned, (2) determine that the percentage of time and salaries are accurate, and (3) agree that the space, facility, and service requirements are within the department's present or planned resource capability if not specifically provided for in the proposal.
- The Dean or Line Officer will review the proposal for completeness and confirm that: (1) space, service and support requirements are adequately provided for, and (2) responsibility is accepted for assuring the availability of local in-kind funds promised in the proposal, and (3) that the agreement's budget, salary rates, job titles and classifications are reasonable, appropriate, and consistent with UWSP policy. In addition, the Dean/Director should ascertain to what degree the agreement will commit the college/school or unit to long-term support of project personnel or a program which may evolve from the agreement.
- The Provost and Vice Chancellor will review the proposal to ensure that it conforms to UWSP and Board of Regents' policies and state laws; that it is in proper form for submission to the potential collaborators; that it is conducive to the university's mission by promoting the best academic interests of the university and that implied or definite



university commitment of funds, space, and personnel can be met; and that the commitments for matching funds can be met by the university.

Faculty and staff should allow sufficient time for on-campus processing of the proposals to develop a cooperative agreement. The review responsibilities assigned to administrative personnel and faculty governance bodies are of such a nature and extent that "walking a proposal through channels" is difficult.

After permission is gained from the appropriate administrative and faculty governance bodies, the agreement coordinator is authorized to obtain the required approval signatures from those individuals given authority to enter into these agreements on behalf of UWSP and other non-UWSP partners.

## **SECTION 5: GRADE REVIEW SUBCOMMITTEE**

### **MEMBERSHIP**

1. The subcommittee shall consist of the following voting members:
  - a. Three faculty members representing three distinct academic departments, with the Chairperson appointed by the Academic Affairs Committee, one member elected by the Student Government Association, and one temporary member for each case, appointed by the chairperson of the department of the instructor whose grade is under review.
  - b. An alternate faculty member shall be appointed by the Executive Committee of the Faculty Senate to serve whenever it is necessary to maintain the condition of three faculty members representing three distinct academic departments, but in no case shall there be more than one member from the department of the instructor whose grade is under appeal.
  - c. Two student members shall be selected by the Student Government Association. (Two graduate students will be selected by the Student Government Association for appeals brought by graduate students.)
2. The term of office, except for the temporary member, shall be one year. Members shall take office at the beginning of the fall semester. The Chairperson of the Grade Review Subcommittee shall expedite the formulation of the committee, which shall be complete no later than the third week of the fall semester.
3. The Office of the Provost/Vice Chancellor of Academic Affairs shall designate a Coordinator to review grade appeals and assure continuity and consistency in the screening of grade appeals. The Coordinator will work with the Chairperson of the Grade Review subcommittee throughout the appeal process.

### **GROUND FOR APPEAL**

Grounds for a grade appeal shall ordinarily be as follows:

1. The alleged failure of the instructor to provide to the students, not later than the end of the second week of classes, a written statement of how grades will be determined.
2. The alleged failure of the instructor to assign grades according to the manner described.

### **PROCEDURES**

1. Before a student may initiate an appeal of a grade, the student is required to consult with the instructor concerned. However, if the Coordinator for Grade Review determines that such consultation would place undue burden or stress on the student or the instructor or both, the Coordinator shall have the authority to waive this consultation requirement. If the Coordinator waives this consultation requirement, the Coordinator shall inform both the student and the instructor of this action.

After the student and the instructor have consulted, or after a waiver of the consultation requirement has been authorized, if the student wishes to initiate an appeal, he/she must present, in writing, a request to the Coordinator for Grade Review in the Office of Student Academic Advising no later than the end of the fourth week of classes of the subsequent regular academic year semester.

2. The Coordinator for Grade Review shall, upon receipt of a written request for grade review, take the following steps:
  - a. Meet with the student and discuss the grounds for appeal, the appeal process, and the options available to the Grade Review Subcommittee if the appeal is sustained.
  - b. Provide a copy of the student's allegations or grievances to the instructor concerned and solicit a written statement of explanation from the instructor.
  - c. The instructor shall have twenty working days to respond. Once the Coordinator has received the written response from the professor he/she has up to five working days to send a copy of this response to the student.
  - d. After receiving the response, or at the end of the twenty working days, if no response is received, the Coordinator shall evaluate the allegations and make a determination as to the validity of the appeal.
  - e. If the Coordinator, on the basis of preliminary evaluation and investigation, concludes that any kind of grade change may possibly be warranted, or if the instructor has failed to respond in writing, s/he shall forward all relevant data to the Subcommittee for Grade Review, with a directive that the allegations be investigated and a determination as to its validity made.
  - f. If the student wishes to appeal the decision of the Coordinator, a second appeal may be made to the Chairperson of the Grade Review Subcommittee. The Coordinator shall notify the professor of this action. If further investigation is warranted, the Chairperson will act accordingly. A rejection of an appeal by the Chairperson is final and may not be further appealed within the Faculty governance system. If the Chairperson has a personal conflict with a case the Chairperson of the Academic Affairs Committee will appoint an acting Chairperson.
3. Under ordinary circumstances (i.e., with all parties on campus), the Grade Review Subcommittee shall adhere to a deadline of the end of the semester in which the appeal was initiated to complete its deliberations and decide on the appeal.

4. If the Subcommittee for Grade Review determines that a valid evaluation of grievance requires special academic expertise, or at the request of the instructor concerned, the Subcommittee shall solicit an independent evaluation in writing from a body of three impartial experts appointed by the Chairperson of the instructor's department, in consultation with the instructor and the Subcommittee Chairperson. The Subcommittee for Grade Review shall accept the evaluation and recommendations of the impartial body of experts on matters of academic content when such evaluation and recommendation are solicited.

After its investigation, the Subcommittee for Grade Review shall inform both the student and the instructor of its decision in writing. In the event that the Subcommittee finds that a change of grade is warranted, it shall in addition recommend to the instructor the appropriate grade change. If the instructor refuses to make the recommended grade change within ten school days of the Subcommittee notification, the Subcommittee shall take one or more of the following steps to protect the student's interest:

- a. attach to the student's transcript a statement of the recommended change of grade and the reasons for not changing the grade;
  - b. exempt the challenged grade from any calculation in the student's grade point average, unless the student wishes the grade to be included;
  - c. authorize the student's graduation minus the credit hours represented by the challenged grade in the event that the original grade was an F.
5. Decisions made by the Grade Review Subcommittee may not be appealed further in the faculty governance system.

## **SECTION 6: GENERAL DEGREE REQUIREMENTS**

### **PURPOSES, COURSE GUIDELINES, AND OBJECTIVES**

#### **VERBAL AND QUANTITATIVE SKILLS**

##### **FRESHMAN ENGLISH**

###### **Purpose:**

The purpose of the Freshman English requirement is to foster the complementary skills of critical reading, logical thinking, effective research, and coherent writing. It is designed to develop the student's facility at all stages of the composing process and so to improve her/his ability to write effectively in a range of modes to meet the requirements of varied writing situations, both academic and non-academic.

###### **Guidelines:**

The Freshman English requirement provides students the opportunity to develop the following abilities:

1. **Critical Reading / Logical Thinking / Effective Researching / Coherent Writing**
  - 1.1 The ability to read complex works and demonstrate comprehension through writing summaries and paraphrases
  - 1.2 The ability to draw inferences from reading and to distinguish between fact and opinion
  - 1.3 The ability to analyze, evaluate, and critique various kinds of written materials for accuracy, reliability, and soundness of information and arguments
2. **Critical Reading / Logical Thinking / Effective Researching / Coherent Writing**
  - 2.1 The ability to design an effective search strategy that uses a variety of print and non-print materials not restricted to those available in the on-line catalog
  - 2.2 The ability to evaluate the quality and appropriateness of research materials for the writing task and purpose at hand
  - 2.3 The ability to integrate source material coherently through appropriate use of quotation, summary, and paraphrase
  - 2.4 The ability to document research using appropriate style format
3. **Critical Reading / Logical Thinking / Effective Researching / Coherent Writing (Rhetorical Awareness)**
  - 3.1 The ability to analyze the writing situation in order to determine the audience and the purposes for writing
  - 3.2 The ability to make subsequent writing decisions based in part on the context established by audience and purposes
  - 3.3 The ability to write in a variety of academic and non-academic styles and formats including literature research reviews, primary research studies, critical reviews, reports, short articles, and argumentative essays
4. **Critical Reading / Logical Thinking / Effective Researching / Coherent Writing (Writing Procedures)**

- 4.1 The ability to use various pre-writing and invention strategies to discover topics and ideas to be developed into drafts
- 4.2 The ability to create initial drafts with sufficient focus and information to begin revising
- 4.3 The ability to revise drafts focusing on major concerns such as audience, purpose, organization, information, and style
- 4.4 The ability to edit drafts for clarity, coherence, diction, and syntactical correctness
- 4.5 The ability to proofread final copy to eliminate surface errors

**Objectives:**

Upon successful completion of the Freshman English requirement, students will be able to demonstrate a capacity for sustained complex thinking and writing and the ability to document appropriately and accurately. They will be able to produce:

1. An articulate, readable text that includes
  - 1.1 A focused topic
  - 1.2 A clearly-defined purpose
  - 1.3 A pattern of organization with appropriate transitions
  - 1.4 A concern for audience
  - 1.5 Adequate and relevant support
2. Evidence of the ability to document appropriately and accurately

**WRITING EMPHASIS**

**Purpose:**

To provide students with instruction in the kinds of writing appropriate to a discipline and help them develop the skills necessary for successful writing in the discipline.

**Guidelines:**

1. Instructor must have completed WE training.
2. A WE course includes:
  - 2.1 Instruction in how to do discipline-specific kinds of writing;
  - 2.2 Samples of writing that are typical of the discipline (research reports, laboratory reports, case studies, book reviews, journals, letters, memos);
  - 2.3 Assignments that mirror the kinds of writing typical of the discipline or profession and ample opportunities for students to develop and practice writing skills;
  - 2.4 Detailed instructions and standards for students to follow in writing assignments for the course and clear indications of the grading policy in reference to assessing writing;
  - 2.5 Instruction in how students can effectively edit their own and others' writing and opportunities to rewrite in response to critiques of their writing. Rewriting experiences may include but are not limited to revisions of graded assignments for new grades, collaborative editing of written assignments, revisions of writing in progress during in-class workshops, and new drafts of work following conferences.
3. The instructor has an explicit procedure to provide feedback and instructive criticism to students about their writing.
4. A WE course follows individual department WE standards as well as the above guidelines.

5. Oversight of all WE courses will be the responsibility of departments. If a department wishes to make substantive changes to a WE course that result in departures from the approved WE guidelines, the department must resubmit the course for approval.

*Note: Additional information on WE policy and training can be obtained from the Academic Affairs Office or WE Coordinator.*

**Objectives:**

1. Ability to recognize different writing situations with their different kinds of audiences and writing purposes.
2. Ability to identify what are the appropriate documents to use in different writing situations with their respective audiences and writing purposes.
3. Ability to organize ideas and use language in ways that are both clear and persuasive for different audiences and writing situations.
4. Attitudes and perceptions of students and faculty toward the WE experience: whether it is working, whether students are gaining value from it.

**COMMUNICATION**

**Purpose:**

To provide students with an enhanced understanding of human communication and the ability to deliver an effective presentation.

**Guidelines:**

1. Relies upon the standard rhetorical canons (invention, arrangement, style, delivery and memory) for the preparation and analysis of speeches.
2. Provides numerous opportunities to develop and practice speaking skills.
3. Utilize tools (such as Herrmann's Brain Dominance Model) to assess thought processes for audience adaptation.
4. Provides guidelines for assessing presentations and offering useful feedback to speakers.
5. Introduces a broadly based definition of communication (beyond the transfer of information) to understand the role of communication in the social construction of reality.

**Objectives:**

1. The primary behavioral outcome is to enable students to improve their public speaking skills so that they have the competencies necessary to make an effective presentation before an audience. A secondary behavioral outcome is to enable students to be more effective listeners and critics of public discourse.
2. The primary attitudinal outcomes are to reduce the anxiety often associated with public speaking, increase the confidence of students as they make public presentations, and develop a commitment to ethical advocacy. A secondary attitudinal outcome sought is to increase awareness of the important role public discourse plays in personal and professional contexts.
3. The primary cognitive outcomes are for students to know what constitutes effective presentation; to know how to support an idea through the use of evidence and reasoning; to differentiate between fact and inference; to know how to adapt messages to different

audiences and situations; to know how to effectively evaluate oral discourse; and to know how communication plays a central role in the social construction of reality.

## MATHEMATICS

### **Purpose:**

The Mathematics GDR courses provide students with knowledge about how the real world can be quantified and understood using mathematics.

### **Guidelines:**

1. Courses satisfying the mathematics GDR requirement provide students with an understanding of the fundamentals of mathematics, including algebra, number sense and concepts of scale.
2. Courses satisfying the mathematics GDR requirement provide tools for the student to mathematically analyze a wide variety of phenomena and construct mathematical models of natural and social phenomena.
3. Courses satisfying the mathematics GDR requirement include strategies of problem solving applicable to problems both inside and outside the mathematics classroom.
4. Courses satisfying the mathematics GDR requirement enable students to make logical decisions and state conclusions based upon mathematical calculations or statistical inference.
5. Courses satisfying the mathematics GDR requirement provide students with the necessary tools to understand scientific topics as they are expressed in the media and everyday life.

### **Objectives:**

1. Students will be able to use strategies of problem solving applicable to problems inside and outside the mathematics classroom.
2. Students will be able to use the necessary tools to understand mathematics contained in scientific topics as they are expressed in the media and everyday life.
3. Students will be able to use strategies of problem solving applicable to problems both inside and outside the mathematics classroom.
4. Students will be able to state a conclusion using mathematical justification.
5. Students will be able to use the necessary tools to understand mathematics contained in scientific topics as they are expressed in the media and everyday life.

## **CRITICAL THINKING/NATURAL SCIENCE**

### **Purpose:**

Courses meeting the Natural Science (NS) GDR expose students to scientific methods for evaluating evidence or information derived from the natural, physical world and the progression from hypothesis, experimentation to the development of theory. The goal of these courses is to provide to students a broad understanding of the pure sciences. Students will develop critical thinking skills, such as the ability to draw conclusions, infer relationships, solve problems, make predictions, and classify according to principles of taxonomy. NS courses will also provide an understanding of how science relates to individuals and/or society at large.



### **Guidelines:**

1. Courses meeting the Natural Science component of GDR will be offered under the disciplinary domain of biology, chemistry, geography/geology and physics. NS courses expose students to a scientific method for evaluating information (e.g., experimental data, field observations, spatial patterns, or temporal trends) with reference to one of the following:
  - 1.1 Knowledge of the physical environment, including materials, features and processes that occur within the lithosphere, hydrosphere, biosphere and atmosphere.
  - 1.2 Knowledge of chemical composition and chemical transformations of matter, the structure-reactivity correlation and the role of chemicals in our everyday world.
  - 1.3 Knowledge of the universe that provides organized and reproducible answers to our questions about the physical world, from subatomic particles to the universe as a whole, and the process by which we obtain those answers.
  - 1.4 The knowledge of structure, function and adaptation of organisms, as well as the inter-relationships between biological entities and the physical environment; an understanding of life's unity, as well as diversity; a realization that humans are not the pivotal point nor culmination of life, rather a part of a great, interrelated network.
2. NS courses provide students with the opportunity to draw logical conclusions, infer relationships, solve problems, make predictions and learn the principles of taxonomy based on an evaluation of evidence or scientific information that pertains to the natural, physical world.
3. NS courses give students an appreciation for how natural science is relevant to their lives and/or society.

### **Objectives:**

1. Students will be able to use a scientific method to evaluate evidence or information that is pertinent to the course.
2. Students will be able to draw logical conclusions, infer relationships, solve problems, or use concepts of classification/categorization based on an evaluation of evidence or scientific information that is pertinent to the course.
3. Students will be able to describe the relevance of some aspect of natural science to their lives and/or society.
4. Students will be able to demonstrate general knowledge of at least two specific discipline areas.

## **CRITICAL THINKING/CULTURAL AWARENESS**

### **NON-WESTERN CULTURE**

#### **Purpose:**

Non-Western (NW) courses study peoples, countries, or regions that, despite exposure to ideas and institutions from the Western tradition, differ in fundamental ways from that tradition. Significant portions of a Non-Western class examine political, economic, intellectual, and cultural concepts that offer alternative approaches to human organization, ethical and cultural values, political structures, and economic development.

**Guidelines:**

To receive a Non-Western designation, a course must satisfy three or more of the following criteria:

1. The dominant religious influence(s) in the area is (are) such religions as Buddhism, Eastern Orthodoxy, Hinduism, Islam, Shintoism, Taoism, or local religions;
2. The historical periodization differs significantly from the Western paradigm (that is, that the people or area of study experienced developments different from such movements as the Renaissance and the Reformation);
3. The country or people is or was the object of Western imperialism or experienced the political domination of a Non-Western state such as the Ottoman Empire;
4. The dominant political ideas differ from classical liberal democracy or traditional European monarchies;
5. The dominant economic system demonstrates alternative developments to classical capitalism;
6. The region differs from the United States and Western Europe in the degree of industrialization or has industrialized in a way variant to the dominant European paradigm;
7. The arts and culture draw primarily on local tradition and custom; and
8. The geographic region demonstrates patterns of cultural pluralism or coexistence among racial, linguistic, religious, or ethnic groups that are distinct from the experience of, for example, the United States, Canada, and Western Europe.

**Objectives:**

1. Students will be able to identify the components of a Non-Western culture.
2. Students will be able to understand and analyze the political, economic, intellectual, and cultural characteristics of the particular Non-Western culture studied.
3. Students will better understand that people in different societies often make choices within political, economic, cultural, and ethical frameworks that are fundamentally different from the frameworks in, for example, the United States and Western Europe
4. Students will be able to express their understanding and interpretation of Non-Western cultures clearly and in forms appropriate to the particular discipline that they studied.

**MINORITY STUDIES****Purpose:**

Minority Studies (MNS) courses are designed to consider (a) the specific culture and history of racial and ethnic groups, including but not limited to one or more of the following: African-Americans, Hispanic-Americans, Asian-Americans, and Native Americans, and (b) the relationships (either historical or contemporary) between the above designated racial and ethnic groups and the white majority culture in the United States.

**Guidelines:**

1. MNS courses focus on one or more racial and/or ethnic groups, including but not limited to African-Americans, Hispanic-Americans, Asian-Americans and Native Americans.
2. MNS courses substantially address the culture and history of racial and/or ethnic groups, including but not limited to the groups designated above.

3. MNS courses substantially address the relationships between racial and ethnic groups, including but not limited to the groups designated above, and the white majority culture.
4. Books and reading materials used in MNS courses substantially address the culture and history of racial and/or ethnic groups, including but not limited to the groups designated above and their relationships to the white majority culture.
5. Learning strategies focus on helping students examine the relationships between racial and/or ethnic groups, including but not limited to those designated above, and the white majority culture.
6. Learning strategies are directed towards encouraging students to examine their biases, discriminatory attitudes, stereotypes, and values in relation to racial and/or ethnic groups.
7. Materials related to racial and ethnic groups are integrated with all course material rather than isolated in a separate section of the course; at least one-third of an MNS course will specifically address minority issues.

### **Objectives:**

1. To understand and become more respectful of the pluralistic/diverse/multicultural nature of American society.
2. To learn about the distinctive cultural heritages of minority groups.
3. To be prepared to interact with diverse peoples in the community and workplace.
4. To understand diversity issues in the community and workplace.
5. To understand the history and current circumstances of harassment, bigotry, prejudice and discrimination in all settings through exploring scholarly views on race, gender, class, ethnicity, and religion.
6. To become more aware of and to think critically and with an open mind about gender, race, class, ethnic, and religious issues.
7. To be aware of the impact gender, race, class, ethnicity, and religion have on the lives of majority and minority people.

## **HISTORY**

### **Purpose:**

History GDRs provide an appreciation of human behavior and heritage over time and an understanding of the nature, development and interaction of cultures, societies, and civilizations.

### **Guidelines:**

1. A history GDR course provides cultural, social, geographical and temporal breadth (i.e. cover a relatively large cultural area, society or civilization over an extended period of time).
2. A history GDR course provides a unifying theme appropriate to the discipline (e.g. topical, national, regional).
3. A history GDR course provides a historical perspective, which helps students appreciate the dynamics of change and continuity over time.
4. A history GDR course provides an understanding of historical causality and consequence.
5. A history GDR course provides an awareness of historical concepts and events, interpretations, and analysis.
6. A history GDR course provides an awareness of the impact of the past on the present and the future.

**Objectives:**

1. Students will be able to demonstrate an understanding of the history of a relatively large cultural area, society or civilization over an extended period of time.
2. Students will be able to demonstrate an understanding of the unifying theme of the course (e.g. topical, national, regional).
3. Students will be able to demonstrate an understanding of historical perspective and the development of a culture, society, or civilization over time.
4. Students will be able to demonstrate an awareness of historical causality and consequence.
5. Students will be able to demonstrate an understanding of important social, cultural, economic, and political concepts and events.
6. Students will be able to demonstrate an awareness of the historical antecedents of current social, cultural and political trends

**HUMANITIES****Purpose:**

Courses in the Humanities (HU) introduce students to the enduring expressions of the human mind and culture, and provide them with the critical thinking, the interpretive skills, and the historical perspectives to understand and evaluate these expressions.

**Guidelines:**

1. Courses in the humanities equip students with the critical skills to render value judgments, both ethical and aesthetic.
2. Courses in the humanities encourage students to develop and maintain an intellectual perspective that continually shifts between the particulars of context and culture, and enduring truths and values.
3. Courses in the humanities cultivate the imagination of students. This imagination may be exercised in the appreciation of art in its many forms, in the fostering of empathy with other minds and emotional lives, and in the envisioning of a more humane and just humanity.
4. Courses in the humanities foster students' curiosity about the world, develop critical thinking about presuppositions which shape each student's own world and the world of others, and transform students into globally-oriented citizens sensitive to the culture of others.
5. Courses in the humanities enable students to express their knowledge and appreciation of various cultural contributions.

**Objectives:**

1. Students will be able to formulate ethical judgments about human conduct (in life and as represented in art), and render judgments about the merits of artistic expressions.
2. Students will be able to grasp particular intellectual, cultural, and aesthetic concepts, and also see these particulars in relation to larger, more universal, and more enduring concepts.
3. Students will be able to make an imaginative leap outside their own particular perspective, and, for example, empathize with a character in literature or the drama or another work of

- art, or with a historical figure, seeing the world as it existed in another time and another place.
4. Students will develop the critical ability not only to understand intellectual, cultural, and aesthetic concepts, but also to challenge them, and envision possibilities beyond the known and established.
  5. Students will be able to express their understanding and interpretation of humanistic studies clearly and in forms appropriate to the particular discipline.

## SOCIAL SCIENCE

### **Purpose:**

Courses in the Social Sciences develop students' understanding of human behavior, the structures of society and the interrelationships among social institutions. They assist students in developing a framework for participating as thoughtful and informed members of society at all levels.

### **Guidelines:**

1. Social Science General Degree courses meet the following criteria:
  - 1.1 A course must accomplish at least one of the Objectives for Social Science courses (listed below).
  - 1.2 A course must accomplish at least one of the following:
    - 1.21 Develop students' understanding of fundamental theories, concepts, and research methods of a particular social science discipline.
    - 1.22 Develop students' understanding of the place of individuals in social structures and the relationships among individuals, social groups, and institutions.
    - 1.23 Develop students' understanding of how individuals and groups create, influence, and are affected by social institutions, social structures, and culture.
    - 1.24 Provide opportunities for students to develop a framework for participating as informed citizens of the community, state, nation, and world.
  - 1.3 A course must have as its primary aim the understanding of general social science principles.
  - 1.4 A course must not be primarily concerned with technical areas or value advocacy (such as statistics, research design, evaluation research).
2. Social Science courses will be organized into two areas:
  - 2.1 Category 1 courses must be offered from the departments of Business/Economics (Economics only), Geography/Geology (Cultural Geography only), Philosophy/Anthropology (Anthropology only), Political Science, Psychology, and Sociology and Social Work. Courses must be broad in orientation and must not have as their primary focus narrowly defined or applied topics (e.g., clinical psychology, social work, consumer economics, or public administration).
  - 2.2 *Category 2 courses may be from disciplines listed in Category 1 or from other disciplines that have social science expertise or application. While Category 2 courses must primarily focus on basic social science, and meet all of the criteria*

*described in Section 1 above, they may have components dealing with the application of social science theories, concepts, and research methods.*

3. Coursework in social science courses should be offered by faculty with appropriate training and research experience in the relevant areas.

**Objectives:**

1. Students will be able to understand the fundamental theories, concepts, and research methods as applicable in the fields of at least two of the social sciences.
2. Students will be able to understand the place of individuals in social structures and the relationships among individuals, social groups and institutions.
3. Students will be able to understand how individuals and groups create, influence, and are affected by social institutions, social structures, and culture.
4. Students will be able to develop a framework for participating as informed citizens of the nation and the world.

**FOREIGN LANGUAGE**

**Purpose:**

To introduce students to a second language, increasing their knowledge of how language functions and cultures differ, leading them toward a greater understanding of peoples across national borders.

**Guidelines:**

Courses approved to meet the one-year GDR foreign language requirement (B.A.)

1. Provide opportunities for students to engage in basic conversation, expressing feelings and exchanging opinions and information with speakers of the target language,
2. Enable students to read basic materials on familiar topics (e.g. weather, family, personal experiences past and present) and to comprehend central concepts in selected authentic materials;
3. Teach students to write short narratives and brief messages about personal experiences, showing signs of creativity with set language forms
4. Enable students to identify and describe features of the culture(s) studied, comparing them with their own
5. Provide students with a comparative perspective on the structure of language, including sound systems, word formation processes and syntax.

**Objectives:**

1. Students will be able to engage in simple conversation, provide and obtain basic information, express feelings and emotions, and exchange opinions with speakers of the target language.
2. Students will be able to read basic materials on familiar topics (e.g. weather, family, personal experiences past and present) and to comprehend central concepts in selected authentic materials.
3. Students will be able to write short narratives and brief messages about personal experiences, showing signs of creativity with set language forms.
4. Students will be able to identify and describe features of the culture(s) studied, comparing them with their own.

5. Students will be able to analyze various elements of the target language (e.g. time, tense, sound systems, word formation and syntax), comparing them with comparable elements in English.

## **ENVIRONMENTAL LITERACY**

### **Purpose:**

The main theme of all Environmental Literacy (EL) courses is to study the ways human societies interact with and affect the natural or biophysical environment. The preponderance of course content will address the four EL guidelines below:

### **Guidelines:**

1. EL courses provide students with the ability to describe the relationship of human society to natural systems and how they have affected each other.
2. EL courses provide students with the ability to analyze a wide variety of historic and current environmental issues ranging from local to global importance.
3. EL courses explore the ecological, political, social, economic and ethical implications of selected environmental issues and assess alternative solutions to these issues.
4. EL courses provide students with the ability to identify, describe and evaluate their own individual impacts on the environment.

### **Objectives:**

1. Students will be able to describe the relationship of human society to natural systems and how they affect each other.
2. Students will be able to analyze a wide variety of historic and current environmental issues ranging from local to global importance.
3. Students will be able to describe the ecological, political, social economic and ethical implications of selected environmental issues and assess alternative solutions to these issues.
4. Students will be able to identify, describe and evaluate their own individual impacts on the environment.

## **WELLNESS**

### **Purpose:**

Understand concepts of wellness and apply them to personal lifestyles. Students will be knowledgeable in a variety of health issues and gain experiences and life skills that promote health now and after graduation.

### **Guidelines:**

1. Wellness courses will provide students with examples of concepts of wellness.
2. Wellness courses will encourage students to apply wellness concepts to personal lifestyles.
3. Wellness courses will provide opportunities for students to attain knowledge about a variety of health issues.
4. Wellness courses will provide experiences that develop healthy life skills.
5. Wellness courses will promote sound health practices.

**Objectives:**

1. Students will be able to provide examples of healthy activities.
2. Students will be able to identify skills and behaviors that enhance a healthy lifestyle.
3. Students will be able to describe a contemporary health issue and its impact on personal, community, and global health.
4. Students will be able to demonstrate or describe a specific healthy life skill.
5. Students will be able to explain how a chosen activity or behavior promotes a healthy lifestyle.



## **SECTION 7: UWSP CATALOG DEADLINES**

Schedule for curricular changes to appear in the biennial catalog:

1. The deadline for having revisions/new material approved by the Curriculum Committee will be the end of the third catalog semester.
2. A notice about the new schedule will go to departments at the beginning of the second catalog semester.
3. "Catalog copy" for department verification will be sent to departments in August-September, prior to the third catalog semester.
4. The fourth catalog semester will be spent editing and entering revisions, correcting last minute problems, etc., while department chairs and discipline coordinators are still available.
5. The catalog will go to the printer by May 15 to be delivered in early June in time for summer orientation.

## **SECTION 8: REORGANIZING ACADEMIC UNITS**

### **PROCEDURES FOR REORGANIZING ACADEMIC UNITS**

(Departments, Divisions, Schools, Colleges, or Equivalent Units)

- A. Any academic unit as defined above, or a line administrator may initiate a proposal/plan for reorganization at UW-Stevens Point.
- B. A final proposal/plan for reorganization that changes reporting lines from academic units to dean and beyond must be submitted to the Executive Committee of the Faculty Senate for its consideration.
- C. The Executive Committee of the Faculty Senate shall submit proposals and plans for reorganization to the Faculty Senate with sufficient time for the Senate to deliberate and make a recommendation to the Chancellor prior to the proposed date of implementation.
- D. The written proposal/plan for reorganization is expected to address the following items:
  - 1. A description of the proposed/planned reorganization, including appropriate organizational charts.
  - 2. A list of job responsibilities for new or modified administrative positions.
  - 3. A rationale which explains and supports the recommended organizational changes.
  - 4. A statement of support or opposition from any and/or all university employees affected by the proposed/planned reorganization.

### **PROCEDURES TO BE FOLLOWED IN DEVELOPING THE PROPOSAL/PLAN**

- A. All meetings should be conducted in accordance with the Wisconsin Open Meetings Law. In particular,
  - 1. all meetings should be publicly announced in advance, and
  - 2. minutes that include the action items approved in those meetings should be kept.
- B. All staff members whose units are directly affected by the proposed/planned reorganization should be consulted and their input sought throughout the planning process.

### **PROCEDURES TO BE FOLLOWED BY THE FACULTY SENATE AFTER RECEIVING THE PROPOSAL/PLAN FOR REORGANIZATION**

- A. The proposal/plan will be distributed to the campus community and the Faculty Senate will invite written input regarding the plan from any individual or unit on campus.
- B. The above input will be collated and appended to the proposal/plan.
- C. The plan/ proposal will be placed on the agenda for a meeting of the Faculty Senate.

## **SECTION 9: LATENT COURSE FILE**

At the beginning of each even-numbered academic year (the second year of the two-year catalog), the chair of the Curriculum Committee will send to every department chair a list of courses that have not been offered for at least the previous six academic years to inform them that these courses will then be moved into the Latent Course File. Departments should send a request for these courses to remain active to the chair of the Curriculum Committee.

## **CHAPTER 8**

### **STAFF BENEFITS**

{Note: The language contained in this chapter is intended to acquaint the reader with employment benefits at UWSP. State of Wisconsin and UW System policies regarding benefits are modified on a continuing basis. Thus, the description of benefits detailed below is subject to change and should only be used for informational purposes. More detailed and definitive information on staff benefits is available in the Personnel Office/Staff Benefits, Room 133, Old Main.}

### **SECTION 1: RETIREMENT**

#### **WISCONSIN RETIREMENT SYSTEM**

You are required to participate in the WRS from the first day of employment if your faculty or academic staff appointment is at least 28% (academic basis) or 21% (annual basis) with an expected duration of at least 12 months (two academic semesters for academic basis employees). This is true even if your continued employment is subject to renewal of funding.

As a university employee, you are eligible for basic retirement coverage through the Wisconsin Retirement System (WRS). In this summary of WRS benefits, age requirements, contribution rates, and the factors for the formula retirement computation pertain to general category employees, i.e., annual pay basis staff, academic staff, and faculty.

#### **TYPES OF BENEFITS**

The WRS provides four types of benefits:

**RETIREMENT BENEFITS** - If you are a career employee, the WRS intends to provide retirement benefits that when added to your Social Security benefit will produce a total retirement income of between 50% and 85% of your pre-retirement gross earnings.

**DISABILITY BENEFITS** - The WRS provides a disability benefit should you become totally disabled by a mental or physical impairment which is likely to be permanent.

**DEATH BENEFITS** - In the event you should die before becoming eligible to receive a retirement or disability benefit from WRS, your beneficiary will receive a survivor benefit.

**SEPARATION BENEFITS** - If you terminate employment covered by the WRS before reaching age 55 you may apply for a separation benefit which is a withdrawal of your required employee retirement contributions and any earned interest.

#### **RETIREMENT CONTRIBUTION RATES**

Employee Required Contributions - The current employee contribution rate is 5% of total compensation. Currently, the state pays the entire employee contribution. These contributions are credited to your individual WRS account.

Employer Required Contributions - The employer required contribution, which is paid by the state and credited to your WRS account, is 5% of your total compensation.

Benefit Adjustment Contribution – Legislation was enacted in 1984 to substantially improve retirement benefits for career public employees in the WRS. To help pay for the benefit improvements, a “Benefit Adjustment Contribution” (BAC) was instituted. The BAC is a mandatory employee contribution that is not credited to your individual account, but is used to fund overall system benefit liabilities. The BAC contribution amount is subject to annual change. In recent years, it has ranged between zero and 0.005 of gross earnings.

Fixed/Variable Annuity Plan - Your retirement funds are invested solely in the fixed plan (a combination of long term bonds, stocks and mortgages) unless you elected the variable annuity program before May 1, 1980, in which case one-half of the employee and the employer contributions is invested in the variable plan (primarily common stocks).

Employees currently participating in the variable program may continue that participation. However, variable participants can stop future participation and also have the option to transfer past variable contributions to the fixed fund. An application to transfer variable accumulations, once received by the Department of Employee Trust Funds, will not be effective until the next January 1 (after the interest from the current year has been credited to your account).

## RETIREMENT BENEFITS

WRS benefits are calculated under two separate methods, the "formula benefit" and the "money purchase" method. You automatically will receive the higher benefit. The formula benefit is normally higher for employees who remain in covered employment right up to retirement. The money purchase benefit is normally higher for individuals who terminate covered employment several years before applying for a retirement benefit. You should contact the Staff Benefits Office six to nine months before your anticipated retirement date to request a retirement estimate/application.

### Formula Benefit

A. Four major factors are used to determine a formula benefit retirement annuity:

- 1) Final Average Earnings - The average is calculated using your earnings for the three fiscal years of highest earnings covered under the WRS.
- 2) Formula Factor - The formula factor is 1.6% (.016).
- 3) Creditable Service - Academic staff and faculty will receive one full year of creditable service for each fiscal year (July 1 through June 30) in which at least 1320 hours of employment were covered by the WRS. Creditable service will be granted on a prorated basis when covered employment is less than 1320 hours.

You may be eligible to receive without charge, creditable retirement service for active duty military service that occurred either before or during Wisconsin employment prior to 1974. You may receive one year of military service credit for each of five years of creditable WRS service up to a maximum of four years.

You may purchase qualifying service and/or repurchase the service forfeited by a separation benefit if you return to employment covered by WRS, provided you meet the eligibility requirements.

- 4) Age - You may begin a retirement annuity any time after reaching age 55.

The normal retirement age for general employees is age 65. If you retire at age 65 or at age 57 or later and have 30 years of creditable service with WRS, you will receive a retirement benefit with no age reduction.

If you begin a retirement annuity before age 65 and have less than 30 years of creditable service with WRS, your monthly retirement annuity will be reduced.

NOTE: There is no mandatory retirement age.

- B. Formula Calculation - A retirement annuity estimate will be calculated using the following formula:

Final Average Earnings x Formula factor (.016) x Years of Creditable Service = Annual Annuity (Straight Life Option).

### Money Purchase Method

A money purchase annuity is based upon the actual value of your employee and employer matching contributions plus interest and the money purchase annuity rate based on your age at the time you apply for a benefit.

## **SOCIAL SECURITY F.I.C.A.**

As a university employee, you are covered by social security, and social security taxes will be deducted from your paycheck. The state pays a matching share towards your social security coverage. The taxable wage base and tax rate are subject to a periodic adjustment as a result of federal legislation.

## **TAX DEFERRED ANNUITY**

As an employee of an education institution, you have the option of participating in a Tax-Sheltered Annuity (TSA) program as authorized by Section 403(b) of the Internal Revenue Code. Through this program, you can shelter a portion of your compensation currently subject to federal and state income taxes, to purchase supplemental retirement benefits. This amount, with accumulated interest and dividends, is not subject to federal or state income taxes until it is withdrawn (usually at retirement), but no later than age 70 1/2. There are restrictions and/or penalties on early withdrawals.

Generally, you may shelter a maximum of approximately 25% of your gross income up to \$10,500 per year (there are, however, limited circumstances which allow a higher maximum - \$13,000 per year). Your actual maximum, called the Maximum Exclusion Allowance (MEA), depends on a number of factors such as years of service, age, salary and amount of past contributions.

If you choose to participate in the TSA program, you will have to make decisions on how and where to invest your contributions. You have the option of investing with UW approved vendors who offer investment options ranging from conservative fixed interest funds to more aggressive stock funds. You are free to transfer your UW System TSA money from one vendor to another provided the TSA vendor receiving this transfer is also an approved vendor in the UW System TSA program. A complete listing of TSA program vendors is available from the Staff Benefit Office.

## **EMERITUS STATUS**

A faculty or academic staff member who has rendered meritorious service to the University of Wisconsin-Stevens Point and who has served for at least 15 years prior to retirement at this University, may be recommended by the appropriate department or functional equivalent for the title of Emeritus/a. Such status may also be granted in exceptional cases to those with less than 15 years of service.

## **RETIREMENT PRIVILEGES**

All retired faculty and academic staff should be included in the privileges outlined below. No distinction is made between emeriti and non-emeriti professors with respect to these privileges. Retired faculty and academic staff are encouraged to participate in commencement, convocation, and other such activities.

1. Retired faculty and academic staff, upon request, may receive any publications normally distributed to the general faculty and staff.
2. Upon annual application, the University will provide parking space according to policy approved by the Chancellor and monitored by the Parking Office. For information on current policy, contact the Parking Office.
3. The first priority for office space is for teaching faculty. Office and research space for retired faculty and academic staff will be provided if available. Availability is to be determined by individual departments in consultation with the appropriate dean or administrative officer on an annual basis. Shared facilities between retirees can be expected. A telephone normally will not be provided.
4. With the consent of the department, appropriate dean or administrative office, and the Vice Chancellor, retired faculty or academic staff members may volunteer their services to the University.
5. All University facilities normally available to faculty members (e.g. University Library, University Center, and Health Enhancement Center) are also available to retired faculty and academic staff. The individual departments shall determine which facilities for which there is a charge will be made available for the retirees.

## **SECTION 2: INSURANCE**

Participation in the Wisconsin Retirement System is a prerequisite for eligibility for most benefits. If you are eligible for WRS coverage, you are eligible for:

### **STATE GROUP PROGRAMS**

State Group Health insurance

State Group Life insurance

Income Continuation insurance (disability insurance)

### **UNIVERSITY SPONSORED PROGRAMS**

Major Medical insurance

Dental insurance

Individual and Family Group Life insurance

University of Wisconsin Employees, Inc., Group Life insurance

University Insurance Association

Accidental Death & Dismemberment insurance

Employee Reimbursement Account

## **HEALTH INSURANCE**

University employees are eligible to participate in a comprehensive health insurance program that includes hospitalization, surgical-medical and major medical coverage to UW employees covered under the WRS. You may select single or family coverage from two Standard Plans and several Health Maintenance Organizations (HMOs).

If you select the Standard Plan or Standard Plan II, you can seek medical care from any qualified health care provider anywhere in the world. If you select an HMO, you must receive medical treatment only from the health care professionals and hospitals affiliated with that HMO. However, all HMOs provide emergency care coverage when you travel outside of their service area.

For detailed information about the State Group Health Insurance program and benefits, refer to the *It's Your Choice* booklet available from the Staff Benefit Office.

If you are a new employee and have not previously been covered under the WRS as a university or state employee (or have closed a prior WRS account by taking a separation benefit), you have two enrollment periods:

If you want health coverage as soon as possible, you must submit an application to the Staff Benefit Office no later than 30 calendar days from the begin date of your WRS-covered appointment. If you elect coverage as soon as possible, you pay the full monthly premium until you've completed six months under WRS.

If you want health coverage when the university first contributes towards the premium, you must submit your application before the end of the month in which you complete your first five months of WRS employment as a university or state employee. For



example, if your WRS-covered appointment began August 26, you must submit an application by January 25.

If you have previously been a member of the WRS as a state employee for at least six months and have not withdrawn the retirement funds from your account, the state will pay 100 percent of the health premium immediately. If you have not been a member for six months or have withdrawn your retirement contribution and desire immediate coverage, you must pay 100 percent of the premium until you have been a member of the WRS for six months.

If you fail to submit an application within your enrollment period, you are only eligible to enroll in the Standard Plan (not Standard Plan II). You and your covered dependents will be subject to a 180 waiting period for pre-existing health conditions. You will be able to change to the plan of your choice during the next Dual-Choice enrollment period.

You may be eligible to enroll or add dependents when coverage under another plan is lost. Refer to the *It's Your Choice* booklet for more information.

Health premiums are deducted from your payroll checks two months in advance of coverage. For example, the premium deduction from your October 1 paycheck is for November coverage. Because of this, you may have multiple deductions taken from your first paychecks when you initially enroll.

Federal law requires that the university offer continuation/conversion of State Group Health insurance coverage to you and/or your dependents. You are eligible to continue your health insurance if you lose coverage due to a reduction in hours of employment, or due to termination of employment.

Your covered spouse and/or dependent children are eligible for continuation of coverage if they lose coverage due to your termination of employment, your death, a divorce or loss of dependent status.

## **CATASTROPHIC INSURANCE**

Epic Life Insurance Company: Epic Life Insurance (also known as Catastrophic insurance) is an "employee pay all" program which provides supplemental health and dental coverage to you and your dependents. It will not duplicate other health or dental coverage you may have, but does provide coverage for some services not covered under primary plans such as nursing home care.

Epic benefits are payable only for services not covered by any other health or dental plan. However, if you are not covered by a State Group Health insurance plan, the amounts which would have been payable under the Standard Plan will be used to determine the deductible.

Epic Insurance major medical coverage is intended to supplement, not replace your primary health coverage.

To enroll, your completed application must be received by the Staff Benefit Office no later than 30 calendar days from the beginning date of your appointment. The plan does not provide an opportunity for late entrants to join the program through the health underwriting process. Thus, you will not have a second opportunity to enroll in the program at a later date.

## **LIFE INSURANCE**

### Group Life Insurance

The state Group Life insurance program offers term life insurance to employees who have been covered under the WRS for at least 6 months. Coverage is available to you without providing medical evidence of insurability as long as you apply within your initial enrollment period.

The policy offers five coverage levels: Basic, Supplemental, and three Additional, which will pay benefits up to 500% of your annual WRS earnings upon your death. Accidental death and dismemberment coverage is included with the Basic coverage. This would pay a benefit equal to the total coverage you have in effect (Basic + Supplemental + Additional) in the event of your accidental death. All or portion of the total benefit would be payable in the event of accidental loss of limb or sight.

If you enroll for coverage, you can also apply for Spouse and Dependent coverage when initially eligible, or within 30 days of first having a spouse or dependent to insure.

As a new employee under WRS, the earliest State Group Life insurance coverage can be effective is after you have completed six months of employment under WRS. If your application is received timely, coverage will be effective on the first of the month following your completion of 6 months of WRS covered employment.

If you fail to apply for coverage during your initial enrollment period, you may obtain coverage by providing medical evidence of insurability satisfactory to the insurance company. However, for Basic and Supplemental coverage, you must apply before age 55 and for Spouse and Dependent coverage, you must apply before age 70. There is no age restriction for Additional coverage. You must have Basic coverage to enroll in Supplemental, Additional, or Spouse and Dependent coverages.

### Individual and Family Group Life Insurance

Individual and Family Group Life insurance is an “employee pay all” plan which provides group term life insurance for employees eligible for State Group Health insurance. You also may insure your spouse and/or your children under age 25. Your children under age 25 can be covered even if they are married or no longer dependent on you for support.

Initially, you may choose to purchase \$5,000, \$10,000 or \$20,000 for yourself; \$5,000 or \$10,000 for your spouse (provided the amount does not exceed your level of coverage); and either \$2,500 or \$5,000 for your children under age 25.

Each year you will be notified of a guaranteed optional increase period when you can increase the coverage that you currently have without providing medical evidence. Coverage for children cannot be increased during that period.

If you fail to apply for coverage within 30 calendar days of your appointment begin date or if you wish to apply for more than \$20,000 for yourself or more than \$10,000 for your spouse, you may obtain coverage if you provide medical evidence of insurability satisfactory to the insurance company. The maximum coverage available to you is \$200,000 and \$75,000 for your spouse.

### University of Wisconsin Employees, Inc.

This is an “employee pay all” plan which provides group term life insurance for all employees who are eligible for State Group Health insurance. This plan also provides an

Accidental Death and Dismemberment benefit. Coverage is not available for spouse and/or dependents.

You are eligible to apply for coverage during your first six months of employment. Coverage will be effective on the first of the month following your first payroll deduction. If you do not apply during your initial enrollment, you may obtain coverage if you provide medical evidence of insurability satisfactory to the insurance company.

#### University Insurance Association Life Insurance (UIA)

UIA provides decreasing term life insurance for all faculty and academic staff paid on the October or March payroll who receive the minimum monthly compensation established annually by UIA.

By action of the UW System Board of Regents, coverage is mandatory for all eligible employees.

#### Accidental Death and Dismemberment Insurance (AD&D)

This coverage is available to eligible permanent employees and their spouses and eligible dependents at any time without evidence of insurability. The AD&D policy provides payment for loss of life for you, your spouse and your children, payment for loss of sight and limb for you, your spouse and your children and payment in the event you are wholly and continuously disabled. There is an Education and Training Benefit in the event of the accidental death of an employee with family plan coverage. Dependent children enrolled as full time students beyond the 12th grade will receive tuition or \$1,000 per school year, whichever is less. This benefit is available up to four consecutive years.

## **INCOME PROTECTION**

#### Income Continuation Insurance (ICI)

The ICI program is a state self-insured disability insurance program available to WRS covered employees under age 70. ICI will replace 75% of your gross salary (up to a maximum benefit of \$4,000 per month) if you become physically or mentally disabled.

Benefits begin after your designated waiting period lapses, or you have exhausted your accumulated sick leave (up to 130 days) whichever is later. Employees can choose a 30, 90, 125, or 180 calendar day waiting period and can change to a longer waiting period at any time. The ICI program covers both short-term and long-term disabilities and is integrated with other benefits available to you from other state or federal programs. The premium is waived during periods of disability.

If you are a new employee and have not previously been covered under WRS, you can apply anytime from your first day of WRS eligibility up to 30 days after completing six months of WRS covered employment. The earliest that ICI coverage can be effective is after you have completed six months of employment under WRS.

The university does not contribute towards the premium until completion of 12 months of WRS participation as a state employee.

If you fail to apply for coverage during your initial enrollment period, you may obtain coverage by providing medical evidence of insurability satisfactory to the insurance

company. This is very restrictive, and you may not be allowed into the program. It is very important to enroll when initially eligible.

### Dentacare - Smile Plus Plan

The dental insurance program is an “employee pay all” plan which provides 100% routine preventative and diagnostic care coverage to you and your dependents. Other types of dental services, including but not limited to, fillings, crowns, extractions, prosthodontics, and orthodontics, are covered on a co-payment basis. You are required to receive all your dental care from their designated care providers.

You are eligible to enroll for coverage by submitting an application within 30 days of your appointment begin date or after completion of 6 months of WRS covered employment. Your coverage will be effective on the first day of the second month after your application is received by the Staff Benefit Office.

If you fail to enroll during your initial enrollment period, you will only have an opportunity to apply for coverage if an open enrollment period is scheduled. There is no option to enroll for coverage by providing medical evidence of insurability. Dental open enrollments are periodically established through agreements between the university and the dental plan provider. There are no regularly scheduled open enrollment periods.

### Employee Reimbursement Account (ERA)

The ERA program, which is authorized by Section 125 of the Internal Revenue Code, allows you to pay for certain expenses from your pre-tax rather than after-tax income. Your participation in the ERA program will increase your spendable income because less federal and state income taxes and Social Security contributions are withheld from your payroll checks.

The ERA program contains three components which operate independently:

- A Tax Free Medical Reimbursement Account.
- A Tax Free Dependent Care Reimbursement Account.
- Automatic Tax-Free Premium Conversion for employee paid state group health and life insurance premiums.

**IMPORTANT:** Due to strict IRS requirements, any balance remaining in either reimbursement account at the end of the calendar year will be forfeited.

Coverage under the reimbursement accounts is effective for the current calendar year with your first paycheck with reimbursement account deductions. If you enroll (or re-enroll) in either reimbursement account during the fall open enrollment period, your coverage will be effective on January 1 of the following calendar year.

A Medical Reimbursement Account is used to pay medical expenses not paid by your insurance. This would include your deductible and co-insurance amounts; prescriptions drugs; dental and hearing care; orthodontia; and other uncovered medical procedures or supplies.

A Dependent Care Reimbursement Account pays expenses for care of children and other dependents if such care is necessary to enable you or your spouse to work.

## **WORKER'S COMPENSATION**

You are covered under the provisions of the Wisconsin Worker's Compensation Act, Chapter 102, Wisconsin Statutes, at no cost to you. Worker's Compensation pays benefits in the event you are injured, acquire a disease or die as a result of your employment at UW Stevens Point. An Occupational Accident and Illness Report must be submitted to the Safety and Loss Office within 24 hours of the injury/illness.

## **UNEMPLOYMENT COMPENSATION**

The Unemployment Compensation program is available at no cost to you under Chapter 108, Wisconsin Statutes. This program provides compensation to you for a limited period if you become unemployed. If you voluntarily terminate your job, or you are dismissed for cause, you may not be eligible for benefits. If you file a claim for unemployment benefits, you are required to register for work with your local Job Service office. In addition, you must be physically able to work and substantially available for work in the general labor market.

## **SECTION 3: VACATION**

Vacation days for unclassified personnel holding annual appointments are governed by UW System Unclassified Personnel Guideline Number 9 (revised 5/10/99) which follows:

### **9.01 Policy Statement**

Annual pay basis staff, other than students, student assistants, employees-in-training and hourly appointees, accrue paid vacation entitlement at 22 work days (176 hours) per year of full-time employment upon meeting the initial sick leave eligibility requirements of UWS 19.02(1), Wis. Adm. Code. Academic year pay basis staff do not accrue paid vacation entitlement. All unclassified staff, except students, student assistants, employees-in-training and hourly appointees, are entitled to the paid holidays listed in s.230.35(4)(a), Wis. Stats., that occur during the contract period..

### **9.02 Vacation/Annual Leave Scheduling**

In determining vacation/annual leave schedules for eligible staff, the employing unit/supervisor shall endeavor to accommodate the staff member's wishes, subject to work load demands on the employing unit.

### **9.03 Carryover of Unused Vacation**

Staff are encouraged to use vacation leave in the year in which it accrues. Where, in the judgment of the Chancellors or their designees, special circumstances validate the need, unused vacation may be carried over for up to one year after the year in which it accrues. Each institution may further limit both the amount of vacation allowed to be carried over, and the period within which the vacation must either be used or forfeited.

Beginning with the fiscal year starting on 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 (40 hours) of vacation/annual leave each fiscal year (or a prorated number of days for staff employed less than full-time) in an Annual Leave Reserve Account. To administer this program easily and without pro-ration, the ALRA option will be made available in the spring of the fiscal year following the fiscal year in which the 10<sup>th</sup> year of service has been completed and each subsequent spring thereafter. Vacation/annual leave accumulated in the Annual Leave Reserve Account may be used at any time, subject to section 9.02.

Beginning with the fiscal year starting July 1, 1998, staff who have completed 25 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, elect to receive up to 5 days (40 hours) of vacation/annual leave (or a prorated number of days for staff employed less than full-time), earned in the current fiscal year, in the form of a cash payment. To administer this program easily and without pro-ration, this option will be made available in the spring of the fiscal year following the fiscal year

in which the 25<sup>th</sup> year of service has been completed and each subsequent spring thereafter. The cash payment will be made on June 1 of each year.

#### 9.04 Personal Holidays

Beginning with the fiscal year starting July 1, 1998, annual pay basis staff, other than students, student assistants, employees-in-training and hourly appointees, who accrue a paid vacation entitlement are eligible to receive 3.5 days of non-accumulating (or a prorated number of days for staff employed less than full-time) personal holiday leave.

#### 9.05 Paid Holidays for all Unclassified Staff

Wisconsin Statutes, s.230.35(4)(a), establishes paid holidays, when offices of the state government, including those of the UW System, are not required to be open for business, for eligible unclassified staff as defined in section 9.01.

#### 9.06 Reserved for Catastrophic Leave

#### 9.07 Vacation/Annual Leave Credits Upon Termination or Transfer

Annual pay basis staff terminating their employment with a UW System institution shall receive a lump sum payment for vacation/annual leave credits accrued or accumulated in an Annual Leave Reserve Account which remain unused at the date of termination. This provision does not deny staff the opportunity to extend the University termination date beyond the last day worked by recording ALRA credits, unused carryover credits, and/or unused current year annual leave earned on the regular monthly payroll(s) following the last day worked.

Staff transferring from one institution to another within the UW System, or from the UW System to a Wisconsin state agency, may negotiate with the new employer to accept responsibility for unused vacation/annual leave accrued or accumulated in an Annual Leave Reserve Account if use of those credits prior to transfer is not possible. Where unused vacation/annual leave accrued or accumulated in an Annual Leave Reserve Account is not transferred, the vacation credit shall be paid to the staff member as a lump sum amount. Where the staff member is transferring to an appointment ineligible for earning vacation, vacation/annual leave accrued or accumulated in an Annual Leave Reserve Account may be paid to the employee as a lump sum amount, or may be retained until all university employment is terminated.

#### 9.08 Records

Each Institution shall maintain appropriate records and report vacation and holiday earnings, usage and adjustments in a similar manner as required for sick leave reporting under UPG#10, and to System Administration, as required.

#### 9.09 Effective Date

This guideline shall first be effective for employment contracts beginning on July 1, 1998, except as otherwise provided in section 9.03.

## **SECTION 4: SICK LEAVE**

Sick leave for unclassified personnel is governed by UW System Unclassified Personnel Guideline Number 10 (revised 12/19/07) which follows:

### **10.01 Policy Statement and Definitions**

**(1)** Paid sick leave is a significant fringe benefit for a UW System unclassified employee. Board of Regents policies are intended to provide uniformity and accountability for proper leave use and reporting across all UW institutions. Accurate leave reporting is part of the UW System's responsibility to the public and is essential to ensure the on-going availability of this valuable benefit.

#### **(2) Definitions within this document:**

**(a)** "CHILD" means a natural, adopted, or foster child, a stepchild, or legal ward who is either under age 18, or age 18 or older if incapable of self-care.

**(c)** "GRANDCHILD" means the child of a child.

**(d)** "GRANDPARENT" means the parent of a parent.

**(b)** "IMMEDIATE FAMILY MEMBER" includes employee's spouse, parents and children of an employee, 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.

**(e)** "INITIAL APPOINTMENT" means the an employee's first unclassified appointment that meets the requirements of §10.02 or any subsequent appointment eligible for sick leave where the employee is not eligible for restoration of sick leave under §UWS 19.03, Wis. Adm. Code.

**(f)** "PARENT" means a natural parent, foster parent, adoptive parent, stepparent, or legal guardian of an employee or an employee's spouse.

**(g)** "SPOUSE" means an employee's legal husband or legal wife or domestic partner.

**(h)** "UNCLASSIFIED EMPLOYEE" means a member of the faculty or academic staff or a limited appointee of an institution within the University of Wisconsin System.

### **10.02 Eligibility for Sick Leave**

**(1)** All faculty, academic staff, and limited appointees who are covered under the Wisconsin Retirement System (WRS) earn sick leave while in pay status.<sup>1</sup> Visiting faculty who are not eligible for WRS coverage nonetheless are eligible for sick leave through the University if their home institutions do not provide it.

<sup>1</sup> WRS coverage is mandatory for all unclassified employees other than WRS annuitants, graduate assistants, and employees-in-training, if the employee is expected to work at least one-third of full time (440 hours per year) and to remain employed for at least one year. For academic year employees, a year means nine months with an expectation of renewal. Visiting faculty are eligible after the first twelve months of employment. See §40.22(2), Wis. Stats., UWS 19.02, Wis. Admin. Code.



**(2)** An employee who is not initially expected to meet the service and duration requirements for WRS coverage can later become eligible either through a change in expectations or by actually working at least 440 hours during the immediately preceding 12-month period.

**(3)** Once an employee becomes eligible to earn sick leave, he or she continues to earn sick leave in sick-leave eligible positions during all subsequent University employment, unless employment is terminated for 12 or more consecutive months or the employee receives a lump sum separation or retirement benefit from the WRS.

**(4)** A WRS annuitant who is appointed to work as a member of the unclassified staff in a position that is eligible for WRS coverage receives sick leave as described in §10.03. The annuitant may choose whether to resume active WRS coverage. If WRS coverage is elected, sick leave remaining at the end of the appointment is certified to the Department of Employee Trust Funds to increase the employee's accrued sick leave balance. If the annuitant does not elect WRS coverage, any sick leave remaining at the end of the appointment is lost. This sick leave cannot be added to any escrowed sick leave to pay health insurance premiums.

### **10.03 Accrual of Sick Leave**

**(1)** An unclassified employee whose initial appointment is eligible for WRS coverage is granted 22 working days of sick leave which may be used for reasons described in §10.04(1). After 18 months, additional non-lapsing leave is earned by such members at the rate of one day per month for persons holding annual appointments and six days per semester for persons who hold academic year appointments, with a maximum annual accumulation of not more than 12 days. No additional sick leave accrues for nine-month academic unclassified employees during summer session employment.

**(2)** Part-time unclassified employees have an initial entitlement and a subsequent monthly accrual rate in proportion to the percent of their appointment. If the percent of appointment changes, the initial entitlement and the subsequent monthly accrual rate shall be adjusted prospectively.

**(3)** If leave is reported completely, accurately, and in a timely manner, unused sick leave accumulates in the unclassified employee's account from year to year without limit.

**(4)** Except for the 22 days of sick leave granted to the unclassified employee upon initial appointment, sick leave may be taken only after it has been earned (i.e., it may not be anticipated).

**(5)** While using sick leave, an unclassified employee remains in pay status and continues to accumulate sick leave. Sick leave does not accrue during an unpaid leave of absence. Previously accumulated sick leave is not affected by unpaid leaves of absence.

**(6) (a)** If an unclassified employee terminates employment with the University of Wisconsin System before attainment of 20 years of state service, retirement, or death, the sick leave account is terminated. If a former University unclassified employee returns within three years to the University's employ in any position that is eligible for WRS coverage, the previous sick leave balance is reinstated.

**(b)** Sick leave may be reinstated after the expiration of the three year period if the former unclassified employee submitted an application for a specific position within three years of termination and was ultimately hired into that position.

**(c)** If a former unclassified employee returns to an unclassified position after more than 3 years, in a position that is eligible for WRS coverage, and is not eligible to have sick leave reinstated, the appointment shall be treated as an initial appointment and the employee shall be granted up to 22 days of sick leave as provided in this section.

#### **10.04 Use of Sick Leave**

**(1)** Employees may use accumulated sick leave for:

**(a)** Absence due to personal illness, injury, disability, pregnancy, or adoption;

**(b)** Attendance upon an immediate family member whose health or medical condition requires the employee's direct care; and

**(c)** The death of an immediate family member.

**(2)** 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.

**(3)** The rate of sick leave compensation shall be calculated on the employee's base salary, on the date(s) the sick leave is used.

**(4)** Special Circumstances Governing Use of Sick Leave

**(a)** Sick Leave use outside the regular contract year

1. Unclassified employees who are under contract with the University of Wisconsin to teach or perform other duties for compensation during a period outside their regular contract year may use sick leave during the contract period for reasons described in §10.04(1).

2. Sick leave may be used during the contract period if the unclassified employee is unable to fulfill his/her contractual duties due to an illness or other medical necessity that begins before the effective date of the contract.

3. Sick leave may not be charged for hours that the unclassified employee did not work because the class or other duties were cancelled by the University due to lack of enrollment, lack of funding, or similar reasons.

4. Sick leave used outside the regular contract year should be reported in actual hours.

**(b)** Sick Leave During Winter and Spring Sessions Breaks. Academic year employees are in pay status during winter and spring session breaks and are required to fulfill their university obligations, research, and/or educational pursuits and to observe their official work schedules. If, due to illness or other reasons described in §10.04(1), they are not able to fulfill their academic obligations, sick leave must be charged.

**(c)** Paid sick leave benefits and sick leave accrual stop when income continuation insurance benefits begin.

**(5) Certification of Medical Necessity.** Requirement for Faculty, Limited Appointees, and Academic Staff who use Sick Leave.

**(a)** UW institutions shall require written certification from a health care provider of the medical necessity for use of sick leave for absences of more than 5 consecutive full working days, except where the use of sick leave is authorized in advance, pursuant to the Wisconsin or Federal Family and Medical Leave Act.

**(b)** Where an institution is aware of an emergency that prevents communicating with or obtaining information about the condition of the employee, such written certification shall not be required until such time as communication is possible and appropriate, given the condition of the employee.

**(c)** In cases of suspected abuse of the sick leave privilege, the institution shall be authorized to require written certification from a health care provider to verify the medical necessity for the employee's absence regardless of the length of absence.

### **10.06 Other Leave Options**

When an unclassified employee is absent for a reason specified in 10.04(1), the following options may be used instead of sick leave to account for the absence:

**(1)** Other paid leave (vacation, Annual Leave Reserve Account, or personal or floating legal holiday credits); or

**(2)** Leave without pay<sup>2</sup>.

<sup>2</sup>Leave without pay shall be charged in full or half day amounts in order to retain the exempt status of an unclassified employee under the federal Fair Labor Standards Act.

### **10.07 The Designated Work Week**

**(1)** For the purposes of collecting and reporting sick leave, each full-time unclassified employee will designate a work week consisting of 40 hours as required by §40.05 (4)(bp)3.a., Wis. Stats. The work week will be pro-rated for a less than full-time appointment. The work week will include all scheduled classes, office hours and research, as well as other regular University meetings and professional activities.

**(2)** For purposes of this section, a normal work week is deemed to consist of 40 hours worked within a fixed and regularly recurring period of seven consecutive days. Hours worked per day may vary.

**(3)** The work week will be defined either by:

**(a)** Automatic consent to the standard business week Monday through Friday from 7:45 AM to 4:30 PM; or

**(b)** By mutual agreement, in writing, with the department chair or other designated supervisor.

## **10.08 Amount of Sick Leave to be Charged**

**(1)** Sick leave for full-time unclassified employees shall be charged in increments of one-half day for full-time appointments. Absences of between one-quarter and three-fourths day shall be charged as one half-day. Absences of between three-fourths and one and one quarter day shall be charged as one day.

**(2)** Employees with less than full-time appointments should report actual hours absent. Sick leave used during Summer and Inter Sessions by academic year employees should be reported in actual hours.

## **10.09 Bone Marrow and Human Organ Donation**

Board of Regents Policy 20-15 (October 6, 2000) approves the application of §230.35 (2d), Wis. Stats., to unclassified staff. This affords unclassified staff the opportunity to donate bone marrow or a human organ to a specific recipient. In such situations, unclassified staff are guaranteed specific surgical leave/recovery time:

Bone Marrow Donations: Up to 5 work days in pay status

Human Organ Donation: Up to 30 work days in pay status

The above leave periods are guaranteed. They are not subject institutional approval nor should they be charged to any leave category. Should additional leave/recovery time be required, a leave category must be charged subject to institutional approval, or the donor may be placed on leave without pay.

The donor must complete an institutional notification form<sup>3</sup> notifying the institution of his/her intent to donate bone marrow or a human organ.

<sup>3</sup>Intent to donate bone marrow or a human organ, form UW1256, [www.uwsa.edu/hr/upgs/boneorg.pdf](http://www.uwsa.edu/hr/upgs/boneorg.pdf)

The guaranteed leave meets the requirements and conditions of the Wisconsin (WFMLA) and/or Federal Family Medical Leave Act (FMLA). Leave taken in connection with a bone marrow or organ donation should be charged to the employee's FMLA/WFMLA allocation if available.

Section 10.11 provides details of the terms and conditions of WFMLA and FMLA. The specific sub-sections of 10.11 which apply to the donation of bone marrow and/or a human organ are 10.11 (A)(1) or 10.11 (B)(1).

## **10.10 Reporting and Recording Sick Leave**

### **(1) Reports**

**(a)** The UW Service Center will provide each unclassified employee with a report of his/her leave balances at least once each month. This process should allow for review by the unclassified employee for accuracy of the record.

**(b)** Each UW System unclassified employee is required to complete, sign, and file a monthly leave report with his/her designated unit record keeper whether or not leave is used. The leave

report must contain the written attestation *“I certify that my leave report is accurate. I understand that misrepresentation can lead to disciplinary action.”* The monthly leave report must also be signed by the unclassified employee’s department chair, director, supervisor, or designee. The designated signatory for the Chancellor’s monthly leave report is the Provost/Vice Chancellor (deputy) or the CBO/Vice Chancellor. The designated signatory for the System President’s monthly leave report is the Executive Senior Vice President.

**(c)** The report or its contents must be transmitted to a divisional or campus-wide office and to the UW Service Center at least once per month. A report must be submitted for each unclassified employee from each institution regardless of whether sick leave was used.

**(d)** Each institution must establish sick leave procedures that require the signature of the unclassified employee and the signature of a department chair, director, supervisor, or designee and a report to the employee of his or her sick leave balances.

**(e)** The University of Wisconsin System Administration must develop a standard sick leave reporting form for data sent by the employee to the unit record keeper and for reports made by institution to the University of Wisconsin Service Center. Such forms shall conform to all the requirements of UPG #10.

## **(2) Reduction of Sick Leave Accrual for Unclassified Staff Failing to Report Leave Usage**

Effective with sick leave accrued in fiscal year 2007-08, any employee who fails to file a report on leave usage as required by UW System policy in one or more months of any year shall not be permitted to accrue sick leave for that year in an amount exceeding the cap established by §40.05(4)(bp)1., Wis. Stats. (i.e., 8.5 days for an annual unclassified employee or 6.4 days for an academic year unclassified employee).

## **(3) Records**

**(a)** The employee’s signed sick leave report must be retained for five years.

**(b)** Each department or equivalent unit shall maintain records of sick leave entitlement for its unclassified employees.

**(c)** Each Institution shall report sick leave usage and adjustments to System Administration, as required.

## **10.11 Coordination of University Sick Leave Guidance with the Wisconsin Family Medical Leave Act (WFMLA) and the Federal Family Medical Leave Act (FMLA).**

The WFMLA and FMLA guarantee employees specified periods of job-protected leave when necessitated by certain family events or personal illness or injury. The employee may sometimes use sick leave during this leave. It is the University’s policy to comply fully with state and federal FMLA. The summary in this section does not include all provisions of the law. Individuals should consult their payroll and benefits office for information on their specific situations.

### **(1) Wisconsin Family and Medical Leave Act**

**(a)** An employee qualifies for WFMLA if he or she has worked for the state for more than 52 consecutive weeks, including leaves of absence, military service, and other time off, and was in pay status, including paid leave, for at least 1,000 hours during the preceding 52-week period.

**(b)** The employee may use any combination of leave without pay and any accrued leave, including sick leave, to cover absences granted under WFMLA.

**(c)** Under the WFMLA, leave is available as follows:

1. Two weeks medical leave per year for personal illness/injury.
2. Two weeks family leave per year to care for a child, legal spouse, or parent (including natural parent, foster parent, treatment foster parent, adoptive parent or legal guardian of the employee or the employee's spouse) with a serious health condition.
3. Six weeks family leave for the birth of a child, adoption, or placement of a child as a pre-condition for adoption. This leave must begin not earlier than 16 weeks prior to and not later than 16 weeks after the qualifying event.
4. If both parents work for the University each is eligible under WFMLA to use six weeks of sick leave for birth, adoption, or placement for adoption. Each parent is also eligible for up to two additional weeks of sick leave to care for the child or other family member who needs care for medical reasons. When both employees work for the same department within the University the employees should make a reasonable effort to consider the impact on the employing department.

**(d)** The leave may be taken in more than one increment and may include a reduced work schedule or intermittent absences.

**(e)** The year is the fiscal year for unclassified employees, and the calendar year for classified employees.

**(f)** Notice requirements

1. The employee must give the employer advance notice of the need for leave as is reasonable and practical. The employee may schedule leave for his or her own personal illness or injury, or that of a family member, as medically necessary but must provide the employer with a written schedule of absences to the extent possible.
2. The employee may schedule family leave "after reasonably considering the needs of his or her employer."<sup>4</sup> Family and medical leave may be taken intermittently or as a partial absence, but the employee must schedule such intermittent or partial leave so it does not unduly disrupt the employer's operations. The employee is deemed to meet this requirement by providing the employer with a written schedule of proposed absences that is sufficiently definite to allow the employer to schedule replacement workers.

<sup>4</sup> §103.10(3)(c), Wis. Stats.

**(g)** The period immediately following the birth of a child when the biological mother is physically unable to work is not considered family leave. Subject to the two-week per year maximum, a birthing mother may take two weeks medical leave under WFMLA for her own medical condition in addition to six weeks family leave to care for the newborn. All of this leave can be covered by sick leave.

University policy on use of sick leave for absences due to illnesses of the employee or family member is more generous than the two-week allocation under WFMLA . For example, a birthing mother can generally use up to six weeks sick leave (per doctor's orders) to recover from child birth in addition to the six weeks family leave, for a total of twelve weeks.

## **(2)** Federal Family and Medical Leave Act

**(a)** An employee qualifies for federal FMLA if he or she has worked for the state for at least 12 months, including summers for academic employees, and has been actively at work for at least 1,250 hours during the previous 12 months. Under federal rules, full-time faculty members and

other exempt employees are deemed to meet the 1,250-hour standard unless the employer can clearly show that the employee did not work 1,250 hours during the prior 12 months. Paid leave, such as vacation and sick leave, does not count toward the 1,250-hour requirement.

**(b)** FMLA does not guarantee the employee the right to use accrued leave to cover an absence. Thus for leaves which do not qualify for WFMLA, the employee is not eligible to use sick leave unless sick leave use is authorized under another provision of this UPG #10.

**(c)** Under FMLA, the employee may take up to 12 weeks of leave per year on a full-time, part-time, or intermittent basis for one or more of the following reasons:

1. For the employee's serious health condition that makes the employee unable to perform the functions of the employee's position.
2. To care for the employee's child, legal spouse, or parent (but not the spouse's parent) with a serious health condition.
3. For birth, adoption, or placement of a child for foster care. This leave must end within twelve months after the event.

**(d)** An employee who is exempt from the Federal Fair Labor Standards Act may report unpaid leave taken under federal FMLA in less than full day increments without affecting his/her exempt status.

**(e)** Leave entitlements under WFMLA and FMLA run concurrently. When the new fiscal year (calendar year for classified employees) begins, the employee may qualify for a new leave entitlement, depending on the hours worked in the previous year.

## **10.12 Sabbaticals**

Consistent with the intent of Academic Planning Statement #3.3 (ACPS 3.3) and § 36.11(17) and 40.02(22)(em), Wis. Stats., faculty granted sabbatical leave shall earn sick leave at the same rate as was in effect immediately before the sabbatical leave began. A faculty member who is absent from work during a sabbatical leave for a reason described in §10.04(1) must report the sick leave usage.

## **10.13 Authority**

Sick leave benefits are provided in accordance with §36.30, Wis. Stats., and Chapter UWS 19, Wis. Adm. Code, (1973), consistent with the Federal Family Medical Leave Act (FMLA) and the Wisconsin Family and Medical Leave Act (WFMLA).

Other state statutes affecting sick leave include:

Section 40.05(4)(b), Wis. Stats., provides that upon the retirement, death, or layoff of an insured employee, the employee's accumulated sick leave is converted at his or her highest basic pay rate to an account to pay health insurance premiums .

Section 40.05 (4)(bc), Wis. Stats., provides the same benefit to any employee who leaves state service before retirement but after at least 20 years of creditable service. The conversion occurs on the effective date of the annuity or lump sum retirement payment.

Section 40.05(4)(bp), Wis. Stats.: Section 40.05(4)(bp)1 limits the amount of accumulated sick leave that may be converted to 8.5 days per year for University of Wisconsin annual unclassified employees and 6.4 days per year for academic-year unclassified employees.

Sections 40.05(4)(bp) 2–3 establish the sick leave record keeping and reporting requirements subject to the approval of the Department of Administration, which must be met in order for the limits on the amount of sick leave that may be converted to be waived.

Sections 40.95 and 230.12 (9), Wis. Stats., provides supplemental sick leave hours at retirement to employees with 15 or more years of continuous service, within certain maximums. These supplemental hours are added to the existing sick leave balance and the total is multiplied by the highest base rate of pay to pay future health care premiums. This benefit also allows, within limitations, the restoration of an additional 500 hours of sick leave if at least 500 hours of sick leave were used to cover a single illness occurring in the final three years of employment. These credits may not be converted into any type of cash equivalent.

In addition the Board of Regents and the UW System have approved the following guidelines relating to sick leave:

Board of Regents Policy 20-1 (formerly 73-10 and 75-9). This policy covers leave sick leave usage by faculty, academic staff, and limited appointees. For the purposes of that document, faculty assistants, lecturers and instructors with teaching responsibilities are accorded the same sick leave provisions as members of the teaching faculty. Visiting faculty whose home institutions do not provide for sick leave are also covered by the policy.

Board of Regents Policy adopted December 2007. This policy covers sick leave, vacation, and personal holiday leave reporting for Unclassified Staff. Sick leave, vacation, and personal holiday leave for full-time unclassified employees is charged in units of one-half days.

Board of Regents Policy adopted December 2007. Reduction of Sick Leave Accrual for Unclassified Staff Failing to Report Leave Usage. Any employee who fails to file a report on leave usage in one or more months of any year shall not be permitted to accrue sick leave for that year in an amount exceeding the cap of 8.5 days for an annual employee or 6.4 days for an academic year employee.

Board of Regents Policy adopted December 2007. Sick Leave Reporting and Teaching Responsibilities. 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.

The Wisconsin Family and Medical Leave Act is authorized in §103.10, Wis. Stats., and in ch. DWD 225, Wis. Admin. Code.

The Federal Family and Medical Leave Act is authorized in 29 USC 28 and in 29 CFR Part 825.



## **SECTION 5: LIABILITY AND PROPERTY COVERAGE**

The University's Liability and Property Self-Funded Program is administered by the University of Wisconsin-Stevens Point Risk Management Office. The University of Wisconsin System is an agency of the State of Wisconsin and therefore is self-funded for most coverages through the State.

Insurance practices and local campus policies vary across campuses. Each campus is required to administer its Risk Management program in accordance with the guidelines provided to the University by System Risk Management and various other State and System agencies. Within these guidelines each campus can establish the procedures, forms, programs and other administrative requirements to best fit its needs.

### **GENERAL LIABILITY PROTECTION**

The authority for the State liability program rests in Wisconsin Statutes 16.865, 20.865, 165.25(6), 893.82 and 895.46. It is the intent of these Statutes to protect employees, officers and agents of the State while acting within the scope of their employment. Coverage becomes effective as soon as the individual is employed and considered "on duty." Coverage is worldwide, as long as the individual is considered acting within the scope of his/her employment. Such scope of employment should be documented in position descriptions, letters of appointment, personnel rules and Regent rules.

Protection can be extended to provide liability coverage for agents of the University (persons not employed by the University) when there is a direct and substantial benefit to the University.

Persons paid by honorariums are considered independent contractors and not university employees; consequently, no liability coverage is provided to them.

The State of Wisconsin does not provide coverage for anyone injured while visiting State property, unless such injury is a result of a University employee's negligent act. Students and guests must provide their own accident and health insurance for all activities in which they are involved, including classroom activities and dormitory residency. All incidents involving personal injuries should be reported to Protective Services immediately.

### **LIABILITY PROTECTION**

This coverage indemnifies rather than pays on behalf of the insured. All claims, investigations, and defense charges are the responsibility of the State of Wisconsin. However, the State will hire claim service when it is determined to be necessary. Therefore, it is the responsibility of the Campus Risk Manager to assist the claim service personnel to gain access to people and places for fulfillment of this obligation.

It is the intent that indemnification shall include but not be limited to damage because of personal injury or property damage caused by any occurrence and arising out of breach of duty such as malpractice, errors, and omissions caused by an insured as defined by statute.

## **PROPERTY PROTECTION**

All coverage for University or State buildings, their contents and all other items owned by the University or State are protected by statute. The statutory authority is found in Sections 20.865(1)(f) and 16.865 of the Wisconsin State Statutes.

Inland marine coverage is provided for property when requested on the Inventory Valuation Summaries Form, III, Moveable Equipment.

The University or State does not provide insurance coverage for loss or destruction of an employee's personal property. Individuals having personal property on campus should provide their own insurance on personal items.

At times the University may borrow or use items owned by others. Coverage for such items can be provided by special request to the Campus Contract Manager. Failure to do so may result in the individual borrowing the item being personally responsible to the owner.

A \$1,000 deductible shall apply to property which is lost by theft without visible evidence of forced entry. Evidence of forced entry includes, but is not limited to, such items as well-defined pry marks, broken windows, cut cables, or broken locks.

## **INSURED PACKAGE PROTECTION**

Packages are covered by the State Self-Funded Program just by recording them on a campus chronological log. Packages worth over \$100,000 must be reported to Risk Management prior to being shipped. Parcels sent outside the 48 contiguous states must have special notice to Risk Management. A record should be kept indicating the date, contents of the package, estimated value, mode of shipment, and destination.

## **AUTOMOBILE PROTECTION**

Liability coverage for drivers of University vehicles is described in Sections 893.82 and 895.46. Only those persons who are officers, employees or agents are afforded protection. This protection is only afforded while the individual is acting within the scope of his/her employment and authorized to operate a University vehicle. Use of University vehicles is limited to official University business of direct and substantial benefit to the University. The State's liability coverage will be excess over one's individual auto liability coverage should one use his/her personal vehicle on University business.

Students and other non-University employees are not covered by the State's liability protection unless they are employed by the University and operating within the scope of their employment or as an agent of the State.

Personal use of University vehicles is not covered by the University's liability protection. Use of University vehicles for social, recreational or entertainment purposes is not covered. Use of University vehicles for individual study assignments for undergraduate or graduate level courses by students is not covered.

Personal use of University vehicles while out of town on official business is permitted and coverage provided if such use is reasonable and incidental to the employee's duties.

Excessive personal use or deviation from direct routes to and from business points is not covered.

No Uninsured Motorists Coverage is available to occupants of University vehicles. Employees are afforded coverage under Worker's Compensation or Group Health Insurance through the University. Non-employee drivers of University vehicles are provided Medical Payments Coverage up to \$5,000. Such coverage is excess over any other collectible insurance.

Collision and comprehensive coverage is carried on all University owned vehicles. There is a \$500 deductible per vehicle, with no deductible for glass breakage. Any damage to vehicles not protected by the above collision and comprehensive coverages are the responsibility of the individual or department.

## **INCIDENT REPORT PROCEDURES**

All incidents involving destruction or loss of University property should be reported within 48 hours to Protective Services and to Risk Management. Personal injuries should be reported to Protective Services immediately and in writing within 48 hours to Risk Management.

Vehicle incidents should be reported to Protective Services and to Risk Management by telephone. An incident report form is furnished in the vehicle packet with instruction on what to do and what not to do regarding a motor vehicle accident.

## **ATTORNEY FOR STATE EMPLOYEES**

At the request of the head of any department of State government, the Attorney General may appear for and defend any State officer or employee of the department in any civil action or civil proceeding brought against the officer or employee for or on account of any act growing out of or committed in the lawful course of the officer's or employee's duties. Witness fees or other expenses determined by the Attorney General shall be paid as provided for in Section 885.07. The Attorney General may compromise and settle the action as the Attorney General determines to be in the best interest of the State. Members, officers, and employees of the Wisconsin State agencies building corporation, the Wisconsin State public building corporation and agents of any department shall be covered by this section while acting within the scope of their employment for any act which results in a civil action or civil proceeding.

All insurance relating to employment (such as medical or life insurance) should be referred to the Staff Benefits Office.

All insurance in relation to leasing of equipment, student field trips, and similar activities, should be referred to the Campus Contract Manager's Office prior to the scheduled date of the event. A minimum of two weeks should be permitted to ensure that the proper procedures and forms have been completed.

## **SECTION 6: DOMESTIC PARTNERSHIP POLICY AND PROCEDURE**

### **POLICY**

As defined by the core mission of the University cluster of the University of Wisconsin System, the University Wisconsin-Stevens Point is committed to diversification of the student body, and the faculty and staff, as well as serving the needs of those diverse groups. Given this commitment, it is

critical that all members of the student body, faculty and staff, are accorded equal benefits to the extent allowable under University of Wisconsin System regulations. Therefore, domestic partners of students, faculty and staff will receive all benefits given to spouses of such groups as allowed by the University of Wisconsin System. Such benefits include, but are not limited to use the Child and Learning Care Center; borrowing privileges at the Albertson Learning Resource Center; donor recognition, family memberships and use privileges for the Health Enhancement Center and Cardio Center; participation in Employee Wellness programs. The University of Wisconsin System regulations preclude the extension of health insurance benefits to domestic partners with one exception. Beginning in January 2003, the University Voluntary Dental Insurance Plan (DentaCare 186) will be available to domestic partners of eligible employees, as well as spouses. Further benefits may only be extended when approved by the State legislature.

Domestic Partners are defined as individuals who:

1. are responsible for each other's common welfare
2. are not married to anyone;
3. are at least 18 years of age;
4. are not related by blood
5. agree to be responsible for each others' basic living expenses

## **PROCEDURE**

Employees who wish to initiate the process for receiving domestic partner benefits should complete an Affidavit of Domestic Partnership with the Office of Personnel Services. The original will be filed in Personnel Services and a copy will be provided for each partner. The original form will be kept on file until changed or requested to be removed by the employee, or the employee separates from UW-SP.

For more information you may contact the Staff Benefits Coordinator (Ext. 4677), the Director of Personnel Services (Ext. 3975), the Director of Equity and Affirmative Action (Ext. 2002)

## **APPROVAL OF CHANGES TO CHAPTERS 5-8**

- Changes to Chapter 5, Sections 1, 3, 4, 7, and 9, require the approval of Faculty Senate and the Chancellor.
- Changes to Chapter 5, Sections 2 and 8, require the approval of Faculty Senate, the Chancellor, and the Board of Regents.
- Chapter 5, Sections 5 and 6, are not subject to change by the University.
- Changes to Chapter 6 require the approval of Faculty Senate and the Chancellor.
- Changes to Chapter 7 require the approval of Faculty Senate and the Chancellor.
- The majority of Chapter 8 consists of federal, state, and System policies that are not subject to change by the University. Changes to the sub-sections labeled “Emeritus Status” and “Retirement Privileges” in Chapter 8, Section 1, and Domestic Partnership Policy and Procedure in Chapter 8, Section 6, require the approval of Faculty Senate and the Chancellor.