

Info for Core Faculty: [Retention](#) [Tenure](#) [Promotion](#) [Merit](#) [Travel support](#)
[Info for IAS](#) Other shortcuts: [Organization](#) [Search and Screen](#) [Governance](#)
 Info for Co-Faculty: [Criteria for including a course](#) [Course levels](#) [Travel support](#)

BYLAWS of the Department of Women's, Gender, and Sexuality Studies University of Wisconsin-La Crosse

I: Department of Women's, Gender, and Sexuality Studies (approved 3/6/09)

Note: URLs in these by-laws are provided for convenience and should be reviewed regularly for accuracy.

II: Organization and Operation:

Department members are governed by six interdependent sets of regulations:

1. Federal and State laws and regulations;
2. UW System policies and rules;
3. UW-L policies and rules;
4. College policies and rules;
5. Shared governance by-laws and policies for faculty and academic staff; and
6. Departmental by-laws.

A. Preamble:

1. Brief History of the Department:

The first Women's Studies course offered at UW-L was "Women and Literature" in 1975. The program officially began the following year with the appointment of the program's first director, Judith Kent Green, to a .25 position and the creation of a Women's Studies Institute, officially. The Women's Studies Resource Center opened in the early 1980's, and in 1982 the first full-time Director of the Institute for Women's Studies, Cara Chell, was hired. The Institute became a Department with two tenure-track lines and offering a minor in Women's Studies in 1987.

From the beginning the program committed itself to addressing the needs of underserved women in the community and the region, and that remains a centerpiece of the department both programmatically and academically. In 1988 Sandra Krajewski and Bets Reedy created the Self-Sufficiency Program as a way to introduce low-income students (primarily single parents) to the rigors of academia in a nurturing environment. The Self-Sufficiency Program continues to offer students a free, one semester, three-hour per week pre-college program. In addition to this important outreach program, Women's, Gender, and Sexuality Studies faculty are active in most UW-L diversity and equity efforts, both for students and for faculty and staff. We thus model the curriculum we offer.

The Women's Studies curriculum took its present form, an interdisciplinary core with a vast multidisciplinary array of electives, in the mid-1990s under long-time chair Sandi Krajewski. In 2004, the Department changed its name to Women's,

Gender, and Sexuality Studies in order to provide an academic home for the teaching of new research, while avoiding the erasure of women and maintaining the historic role of Women's Studies as the campus's most vigorous advocate for inclusiveness. The college added a 3rd position in 2006 and expects to add a 4th position in 2009; the department initiated development of a new major in 2007 and expects to develop a certificate program in LGBTQ studies in 2009.

2. The purpose of the Department of Women's, Gender, and Sexuality Studies at UW-La Crosse includes the following:

- to develop and teach a well-considered set of courses that constitute a solid major, minor, or certification in Women's Studies, Gender Studies, LGBT Studies, or Gender and Sexuality Studies according to the standards of those disciplines and in recognition of the needs of students and the community;
- to maintain a commitment to the Wisconsin Idea by producing knowledge and educating students in ways that serve real people;
- to develop and teach courses with an interdisciplinary emphasis on women, gender, or sexual orientation, and to foster the development and teaching of relevant courses in the traditional disciplines.
- to develop and teach introductory-level courses that satisfy the General Education Program's emphasis on inquiry-based learning and simultaneously prepare undergraduates for advanced work in Women's Studies, Gender Studies, LGBT Studies, or Gender and Sexuality Studies;
- to maintain the connection between theory and practice through outreach programs and promotion of student activism as deemed appropriate by the department;
- to empower students to enact the connection between theory and practice through internships created by students and faculty
- to provide faculty and staff with opportunities to enhance their skills;
- to monitor university library resources relevant to the needs of students;
- to maintain a relationship with the Wisconsin State Women's Studies Consortium

B. Meeting Guidelines:

1. Department meetings will be run according to the most recent edition of Robert's Rules of Order (<http://www.robertsrules.com>) and WI state opening meeting laws (<http://www.doj.state.wi.us/AWP/OpenMeetings/2005-OML-GUIDE.pdf>), summary at http://www.uwlax.edu/hr/recruit/Academic_Recruitment/OPENMEETING.htm).
2. Full department meetings will occur at least twice per academic year as called by the Chair.
3. For work on ad-hoc committees and other activities involving recommendations to the larger department, all tenure-track and tenured members of the department should be informed of the meeting.
- *4. Under ordinary circumstances, the Department will endeavor to operate by

consensus, observing the following principles: cooperation on the basis of shared goals for the good of the Department and its academic programs; timely distribution of information; thorough consultation with all concerned parties; respect for minority positions on all matters, but especially on matters of conscience; and a commitment to timely action. Full discussion will precede any action, with informal efforts to resolve differences or conflicts. Non-binding votes may be taken in an effort to reach consensus.

5. A meeting can be conducted by e-mail.

C. Definitions of Membership and Voting Procedures.

1. Membership in the department includes the following:
 - a. Faculty with primary appointments in Women's, Gender, and Sexuality Studies (henceforth, "core faculty").
 - b. Full-time tenured or tenure-track faculty with primary appointments in other departments who teach a WGSS course at least once every two academic years (henceforth, "co-faculty"). Membership begins in the term the course is taught. If the course is team-taught, the team will designate one member to become a Women's, Gender, and Sexuality Studies department member.
 - c. Persons holding a .5 FTE academic staff position in WGSS and any of the department's programs, excluding programs funded by grants.
 - d. For purposes of university governance such as representation on the Faculty Senate, Women's, Gender, and Sexuality Studies faculty will be considered members of the Department in which they hold the majority of their total assignment. Those holding equal joint appointments in different departments may choose to affiliate with either department.
2. Voting Procedures
 - a. All members of the Department of Women's, Gender, and Sexuality Studies with the rank of Associate Lecturer or above shall have equal voting privileges. Where the UW-L Faculty and Academic Staff Personnel Rules specify that only "tenured members" may vote, tenure in any department shall meet that requirement.
 - b. Proxy voting is not allowed.
 - c. Voting can be conducted by email.

D. Definitions of Quorum and Majority

1. For full department meetings, a quorum consists of the core members of the department plus one.
2. For work on standing or ad-hoc committees and other activities involving recommendations to the larger department, a quorum shall consist of two tenure-track or tenured core faculty.

E. Changing Bylaws

1. Shall be amended by two-thirds vote of the membership.
2. Proposals shall be presented in writing to the members at least two weeks before enactment.
3. Voting can be conducted by email.

III. Faculty/Staff Responsibilities

A. Faculty

Faculty responsibilities are referenced in section IV of the Faculty Senate by-laws entitled "Responsibilities of Departments, Department Members and Department Chairpersons." A complete set of the by-laws are available on the Senate webpage under "Senate Articles and By-laws" <http://www.uwlax.edu/facultysenate/>.

B. Instructional Academic Staff Responsibilities and Expectations

Requests for IAS hiring will be presented to the college dean. The request will indicate one of the standard titles from the lecturer or clinical professor series (<http://www.uwlax.edu/facultysenate/committees/ias/pages/titling.html>) and will outline specific duties including teaching and any additional workload. Total workload for IAS is defined as a standard minimum teaching load plus additional workload equivalency activities (<http://www.uwlax.edu/facultysenate/41st/3-29-07/IAS%20Appendix%20B.htm>).

C. Non-Instructional Academic Staff Responsibilities and Expectations

These are defined by specific job descriptions and contracts.

D. Student Evaluation of Instruction

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

1. Ranked Faculty & SEIs. Results from the Faculty Senate approved SEI questions are required for retention, tenure, and promotion in the form of (1) the single motivation item and (2) the composite SEI consisting of the 5 common questions. These numbers will be reported using the Teaching Assignment Information (TAI) form. The department will add both the motivation item and the composite SEI fractional median for each course. In addition, the candidate's overall fractional median for the term on both the single motivation item and the composite SEI are reported. Finally, the department adds the departmental fractional median for both the single motivation item and the composite, the minimum and maximum composite SEI for the department, and the candidate's rank in SEI scores relative to all core departmental ranked faculty (tenure-track or tenured) for that term (e.g. 3 of 15).
2. IAS renewal and career progression. The same information as above is reported; however, no TAIs are generated for IAS.

IV. Merit Evaluation (Annual Review)

The results of merit reviews for all core ranked faculty who have completed at least one academic year at UW-L are due to the Dean's Office on Dec. 15 annually. Merit reviews reflect activities during the prior academic year ending June 1.

A. Evaluation Processes & Criteria

1. Faculty

- a. The criteria for recommendations shall be:
 - (a) for faculty with 100% teaching appointments: Teaching, Research, and Service,
 - (b) for faculty with teaching and administrative appointments: Teaching, Research, General Service, and Administrative Service
- b. The committee will rank each candidate in these categories to arrive at a composite ranking.
- c. The recommendations shall be based on the annual report.
- d. Each candidate will be ranked in one of the following categories:
 - #1 – Extraordinary Merit
 - #2 – Meritorious
 - #3 – Low merit

2. Instructional Academic Staff

- a. The criteria for merit recommendations shall be relevant to expectations for career progression.
- b. The committee will rank each candidate in these categories to arrive at a composite ranking.
- c. The recommendations shall be based on the annual report.
- d. Each candidate will be ranked in one of the following categories:
 - #1 – Extraordinary Merit
 - #2 – Meritorious
 - #3 – Low merit

3. Non-Instructional Academic Staff

- a. The criteria for recommendations shall be relevant to their job description.
- b. The committee will rank each candidate in these categories to arrive at a composite ranking.
- c. The recommendations shall be based on the annual report.
- d. Each candidate will be ranked in one of the following categories:
 - #1 – Extraordinary Merit
 - #2 – Meritorious
 - #3 – Low merit

B. Distribution of Merit funds

1. The recommendations for merit pay for core faculty with appointments in Women's, Gender, and Sexuality Studies will be made by the Personnel Committee, excluding the person under consideration.
2. Differential allocation of money for the three upper categories shall be made by

determining the total amount available for merit pay, reserving 10% of that total for those ranked in Category 1 – Extraordinary Merit, and 5% of that total for those ranked in Category 2 – Meritorious, with the remaining 85% base divided equally among all the candidates rated #3 or above. Whenever any of the 10% and 5% reserves are not used, they will be returned to the base and distributed as part of that base.

3. (Cf. Faculty Personnel Rules UWS 3.05-3.11 and UWL 3.08; and UW-L Employee Handbook)

V. Faculty Personnel Review

The department will follow the policies regarding retention and tenure described in the Faculty Personnel Rules (UWS 3.06 - 3.11 and UWL 3.06 -3.08)

http://www.uwlax.edu/HR/F_Handbook.htm.

Tenure/retention decisions will be guided by the criteria established in the by-laws at the time of hire unless a candidate elects to be considered under newer guidelines. The criteria outlined in Section V. A & V. B. "Faculty Personnel Review" in these by-laws should be applied to faculty with a contract date after

March 6, 2009.

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

A. Retention (procedure, criteria and appeal)

Note: departmental criteria for retention may differ from university criteria for promotion, although the criteria are complementary. .

1. Procedure:

- a. Faculty under review provide an electronic portfolio related to their teaching, scholarship, and service activities extracted from their date of hire to date of review. Hyperlinked syllabi are required and the candidate may choose to provide additional evidence. Additional materials may be required for departmental review and will be indicated in these by-laws.
- b. Departments will provide the following materials to the dean: 1. Transmittal Form; 2. Department letter of recommendation with vote; 3. Teaching assignment information (TAI) datasheet that summarizes the courses taught, workload data, grade distribution, and SEIs by individual course and semester (which are only available after completing a full academic year) and departmental comparison SEI data; 4. the Department's statement of scholarship; and 5. Merit evaluation data (if available)
- c. The initial review of probationary faculty shall be conducted by the tenured members of the Personnel Committee in the manner outlined below.
- d. Starting with tenured-track faculty hired effective Fall 2008, all first-year tenure-track faculty will be formally reviewed in the spring of their first year. A departmental letter will be filed with the Dean and HR. Formal reviews

resulting in contract decisions will minimally occur for tenure-track faculty in their 2nd, 4th and 6th years.

- e. Timeline:
- 1). At least 20 days prior to a review, the department chair shall notify each faculty and academic staff member of the date of the review and provide each faculty member with the appropriate form to be used to report the member's performance in the review areas for the time period under review. The department chair shall inform each faculty member of date by which these forms should be completed and submitted. Faculty members are responsible for completing their own evaluation form.
 - 2). The Personnel Committee determines the timeline for review and evaluates materials.
 - 3). Within 14 days after completion of the review of a faculty member, a written report of the results of the review shall be given to the faculty member. Results shall be reported for each of the review areas.
- f. The candidate may appear before the committee to answer questions or to provide additional information. According to the Wisconsin Open Meeting Law, a closed session may be held for consideration of tenure; however, the person has the right to demand that the evidentiary hearing or meeting be held in open session.
- g. In closed session, the Personnel Committee will meet to discuss its decision and attempt to reach consensus. A formal vote must be taken and recorded.
- h. Following the vote, the committee members will provide information for a formal letter of recommendation to the Dean of CLS. The letter will be drafted by the committee chair and approved by the committee before copies are sent to the Dean and to the candidate. The candidate must be notified of the results of review within 14 days; according to UWS 3.07, a person denied renewal may request written reasons for the non-renewal.
- i. Should he or she chose to appeal the decision, the probationary faculty member may address and/or contest the Personnel Committee's statement of the reasons for denying retention, in accord with Faculty Senate policies.
- j. The chair of Women's, Gender, and Sexuality Studies will keep records of all actions and essential documents, including letters conveying the committee's actions.

2. Criteria and materials:

- a. **Teaching:** For retention, candidates will need to demonstrate strong evidence of quality teaching, including development of courses that make a significant contribution to the curriculum, professional development as a teacher, and professional competence as a teacher. The department will review the following required materials:
- 1). A report from the candidate that addresses teaching assignment, teaching development, teaching evaluation, and professional goals for teaching.
 - Teaching assignment encompasses a listing of courses taught, unique expertise, approach to grading and evaluation, and duties that are

different from classroom teaching.

- Teaching development encompasses the development of new courses and units, innovations and improvements in teaching techniques, participation in workshops on teaching, and preparation of curriculum materials. Examples of teaching development might include, but are not limited to, the following, from the National Women's Studies Association Task Force report "Defining Women's Scholarship: A Statement of the National Women's Studies Association Task Force on Faculty Roles and Rewards": "ongoing and labor-intensive development of interdisciplinary coursework; course designed or substantially revised, including cross-listed courses; mentoring and advising of students; advising undergraduate research; particular mentoring effort for students from traditionally underrepresented groups; service on M.A. committees; ongoing development of innovative approach to feminist pedagogy; coordinating undergraduate teaching collective effort; establishing and supervising student internship program; integrating various instructional technologies into the curriculum; and/or participating actively in campus curriculum transformation project." Professional development activities might include participation in the scholarship of teaching and learning, lesson study, and course development workshops.
 - Teaching evaluation encompasses a narrative outlining the methods used to evaluate teaching, in addition to written evaluation of peer(s), and SEI scores.
- 2). Peer evaluation and feedback; SEI results, and syllabi. The department is required to perform one peer review per semester; one reviewer per year must be from WGSS.
 - a). The reviewee shall schedule a meeting with the reviewer prior to the class so that the goals of the class within the curriculum can be explained.
 - b). The reviewee should schedule the review to take place at a time when teaching effectiveness can be most appropriately observed and evaluated. The reviewer should observe a class for the entire class period.
 - c). The reviewer prepares a written evaluation.
 - d). The reviewer and reviewee meet to share and discuss the evaluation.
 - e). The reviewer submits the written evaluation to the department chair and to the reviewee.
 - f). The reviewee can request a second evaluation in that same semester.
- b. Research and Creativity:** Persons recommended for retention will show progress in their agenda for Research/Scholarship/Creativity.
- 1). Candidates for retention shall provide a report on research/scholarship/creativity that should detail the candidate's progress in developing and carrying out a research agenda and state the candidate's professional goals in this arena. With some revisions

appropriate to our broader focus, the Department concurs with the definition and criteria for the evaluation of scholarship from the National Women's Studies Association Task Force report Defining Women's Scholarship: A Statement of the National Women's Studies Association Task Force on Faculty Roles and Rewards:

"The NWSA Task Force accepts the Carnegie Foundation's conceptual framework of standards of scholarly work as guidelines for evaluating scholarship in women's studies: 'We have found that when people praise a work of scholarship, they usually mean that the project in question shows that it has been guided by these qualitative standards: 1). Clear goals; 2). Adequate preparation; 3). Appropriate methods; 4). Significant results; 5). Effective presentation; 6). Reflective critique.' (Glassick et. al., 24-25).

"The Carnegie Foundation's articulation of what each of these standards means with respect to scholarship of discovery, integration, application, and teaching can help guide faculty and administrators outside of women's studies in their attempt to apply criteria of evaluation to scholarship that is explicitly feminist.

"Clear Goals: For example, in their discussion of clear goals, the authors of *Scholarship Assessed* identify the 'question-raiser' as the person capable of planning a scholarly or creative project. The goals of much of feminist scholarship include the explicitly-stated desire to raise provocative questions, transgress disciplinary boundaries, work towards feminist social change, improve the lives of women and children, and/or a multiplicity of other articulations that may challenge the non-feminist faculty member's understanding of what 'counts' in academic research. In addition, scholarly work usually has multiple goals, making it crucial that the scholar define each goal clearly within all relevant contexts, disciplinary or interdisciplinary, public or professional, and educational as well (Glassick et. al., 26). Since in women's studies there are often several relevant contexts as well as multiple audiences for scholarship, establishing clear goals represents a significant challenge for women's studies scholars.

"Adequate Preparation: In their discussion of adequate preparation, the authors of *Scholarship Assessed* describe scholarship as 'a conversation in which one participates and contributes by knowing what is being discussed and what others have said on the subject.' Therefore, a project that does not speak to current issues of theory, fact, interpretation, or method is unlikely to contribute to its field, regardless of its other virtues (Glassick et. al., 27). In evaluating feminist and women's studies scholarship, review committees look for evidence that the work engages in conversation with current issues in feminist and women's studies scholarship. That such a conversation might not address scholarship in other disciplines should not be considered inadequate preparation; here,

feminist scholarship itself constitutes the existing scholarship in the field to which the current project must address itself.

“Appropriate Methods: Appropriate methods applies to procedures appropriate to the project, and, for feminist and women’s studies scholarship, may include research methods from other disciplines. However, even within disciplines outside of women’s studies there is often substantial disagreement concerning what constitutes appropriate research methods; scholars who favor quantitative studies, for example, may be reluctant to accept findings based on qualitative approaches, whatever the intrinsic merit of the work (Glassick et. al., 28). The Carnegie Foundation authors remind faculty that all scholars would probably concede the value of approaches other than their own, however incompatible the methodological styles between researcher and extra-departmental faculty or administrative reviewer. They might argue for the primacy of one approach or another, but most important is that the method selected be carefully justified and appropriate to the project’s goals (Glassick et. al., 28-29). We would add that when feminist and women’s studies scholars combine or modify research methods in the service of interdisciplinary research, it is similarly important for colleagues outside of women’s studies to concede the value of approaches other than their own.

“Significant Results: Any work of scholarship is also judged by its significant results. The Carnegie Report authors interpret this as follows: ‘To ask that the outcome of a scholarly project have significance is to ask, first, that it meet its own goals. Its results, in other words, should have meaning within the parameters that the scholar has set for the project’ (Glassick et. al., 29-30). To the extent that the scholar has identified feminist goals for the research, application, or teaching project, the project can be expected to address how it met those feminist goals.

“Effective presentation: Effective presentation assumes the existence of readers, students, and research communities who will be responsive to the scholarly project. In evaluating feminist and women’s studies scholarship, faculty reviewers may look for a sense of audience and careful attention to the best ways of reaching each of its members (Glassick et. al., 32). Just as scholars in other disciplines address each other first, feminist scholars also write for a particular audience, although some attempt to reach beyond an audience of feminist scholars should be viewed as strengthening the effectiveness of the project’s presentation. Attempts to write for a larger audience, however, should not be evaluated based upon the project’s success in doing so, since many factors, particularly when the work in question has challenged its readers’ assumptions, may contribute to resistance to the reception of the scholarly work that are external to the project itself.

“Reflective critique: Reflective critique, the sixth criterion for assessing scholarship, involves the scholar thinking about his or her own work, seeking the opinions of others, and learning from this process so

that scholarship itself can be improved (Glassick et. al., 33). Interestingly, although reflective critique of various kinds is common in feminist scholarship, the Carnegie Foundation authors observe, ‘We found little evidence that this standard figures prominently in the evaluation of scholarship as matters now stand, although it is recognized when funding agencies insist on plans for project evaluation, and by colleges or universities that encourage professional development (Glassick et. al., 33-34). Reflective critique includes and moves beyond the kinds of activities generated by ‘project evaluation’ and ‘professional development;’ feminist scholarship encourages the author or researcher to engage in critique from the perspective of readers unlike the author, which may include more than one of the following vectors of analysis: race, gender, class, ethnicity, sexuality, region, nation, and ability. In addition, these vectors of analysis also constitute the range of positions from which the researcher may critique her or his own scholarly or teaching project.”

“In assessing scholarship of discovery and integration, the Task Force recommends that committees consider the degree or extent of peer-review for publications, grant projects, and/or exhibits or performances. In assessing scholarship of teaching when that scholarship includes developing a new course, the Task Force recommends a full presentation including the syllabus and other newly created course materials, student evaluations, student performance data, and reviews of the course and class materials by other faculty. In assessing scholarship of application when that scholarship includes overall program development and directing, the Task Force recommends evaluating publications or reports emerging from the program as evidence of the program administrator’s scholarship. Such publications and reports reflect a program administrator’s approach to complex problems of theoretical and curricular structure that enable an individual program both to respond to and in turn contribute to shaping a developing discipline.

a). Significant Peer-Reviewed Contributions to Scholarship

- the scholarly, theoretical, or creative monograph;
- textbook in any discipline related to WGSS;
- edited collection of the work of other scholars or of literary and creative writers with explicit and extensive critical and framing structures;
- editor, encyclopedia
- editor, peer-reviewed journal and/or national newsletter, for a year or more;
- editor, special issue of a peer-reviewed journal;
- edited collection of the syllabi, with critical and framing structures;
- peer-reviewed journal article, including article about teaching;
- exhibit, installation, and/or performance of feminist creative arts;

- complex external publication or significant report concerning the development of women's, gender, and/or sexuality studies, as reflected in a program administrator's work with a particular program;
 - principal investigator, grant project with external funding;
 - designer and director, curriculum transformation project involving multiple disciplines, requiring coordination across differences, taking place over a two-year period, and resulting in a substantial written report;
 - designer and director, community project involving multiple sites, requiring coordination across differences, taking place over at least a two-year period, and resulting in a substantial report;
 - significant work as consultant or volunteer to non-governmental organization (NGO), to agency of the United Nations, or to international social justice organization;
 - invited speaker at a national or regional research or professional conference.
- b). Significant Scholarly Work
- article in WGSS, including article about teaching, that appears in non-peer-reviewed journal;
 - article in non-peer-reviewed journal in any discipline;
 - publication of a course syllabus in an edited collection;
 - development of a course that promotes growth in WGSS and/or fills a major gap in offerings (e.g., a course in global perspectives or an interdisciplinary methodology course);
 - service as a consultant to another academic program or department that results in ongoing contact and program development;
 - report for a professional academic organization that receives national distribution;
 - paper presented at an academic conference;
 - a review article for a peer-reviewed journal;
 - principal investigator, grant project with internal funding;
 - designer and director, community project with demonstrable impact on community group.
- c). Scholarly Work of Importance
- brief article and/or commentary for a publication that is not peer-reviewed;
 - encyclopedia entry;
 - review article for a non-peer-reviewed publication;
 - grant submitted on behalf of WGSS program or department;
 - invited speaker at another institution or community group;
 - article or column for non-specialists or popular media;

- program administrator and/or department chair internal annual report and/or five-year plan;
 - organizer, ongoing series of special events concerning social, historical, cultural, environmental and/or medical issues of interest to WGSS;
 - organizer and discussion leader, ongoing or high profile lecture/discussion series; and/or ongoing designer and caretaker, web home page and/or discussion list for WGSS or other academic program or department.”
- c). We value co-authored work, including that with students, in each category.
- c. Service:** Candidates for retention shall provide a report on service that should detail the candidate’s accomplishments and professional goals in this arena. For retention, WGSS expects significant service to the department, including assessment, and developing contributions to the university and/or community. Service could also include:
- 1). Active participation in organizations and committees
 - 2). Offices or leadership roles in organizations and committees
 - 3). Service to the community
 - 4). Consulting
 - 5). Speeches, addresses, workshops
 - 6). Media liaison
 - 7). Community education

B. Tenure review and departmental tenure criteria.

Note: departmental criteria for retention may differ from university criteria for promotion. (Cf. Faculty Personnel Rules UWS 3.06-3.11 and UWL Employee Handbook)

1. Procedure

- a. Faculty under review provide an electronic portfolio related to their teaching, scholarship, and service activities extracted from their date of hire to date of review. Hyperlinked syllabi are required and the candidate may choose to provide additional evidence. Additional materials may be required for departmental review and will be indicated in these by-laws.
- b. Departments will provide the following materials to the dean: 1. Department letter of recommendation with vote; 2. Teaching assignment information (TAI) datasheet that summarizes the courses taught, workload data, grade distribution, and SEIs by individual course and semester (which are only available after completing a full academic year) and departmental comparison SEI data; 3. the Department’s statement of scholarship; and 4. Merit evaluation data (if available).
- c. The review of probationary faculty shall be conducted by the tenured members of the Personnel Committee in the manner outlined below.
- d. Starting with tenured-track faculty hired effective Fall 2008, all first-year tenure-track faculty will be formally reviewed in the spring of their first year.

A departmental letter will be filed with the Dean and HR. Formal reviews resulting in contract decisions will minimally occur for tenure-track faculty in their 2nd, 4th and 6th years.

e. Scheduling:

- 1). At least 20 days prior to a review, the department chair shall notify each faculty and academic staff member of the date of the review and provide each faculty member with the appropriate form to be used to report the member's performance in the review areas for the time period under review. The department chair shall inform each faculty member of date by which these forms should be completed and submitted. Faculty members are responsible for completing their own evaluation form.
 - 2) The Personnel Committee determines the timeline for review and evaluates materials.
 - 3). Within 14 days after completion of the review of a faculty member, a written report of the results of the review shall be given to the faculty member. Results shall be reported for each of the review areas.
- f. The candidate may appear before the committee to answer questions or to provide additional information. According to the Wisconsin Open Meeting Law, a closed session may be held for consideration of tenure; however, the person has the right to demand that the evidentiary hearing or meeting be held in open session.
- g. In closed session, the Personnel Committee will meet to discuss its decision and attempt to reach consensus. A formal vote, with signed ballots, will be taken to ratify that consensus or to reach a decision in the absence of consensus. Following the vote, ballots will be sealed and maintained in the department files.
- h. Following the vote, the committee members will provide information for a formal letter of recommendation to the Dean of CLS. The letter will be drafted by the committee chair and approved by the committee before copies are sent to the Dean and to the candidate. The candidate must be notified of the results of review within 14 days; according to UWS 3.07, a person denied renewal may request written reasons for the non-renewal.
- i. Should he or she chose to appeal the decision, the probationary faculty member may address and/or contest the Personnel Committee's statement of the reasons for denying retention, in accord with Faculty Senate policies.
- j. The chair of Women's, Gender, and Sexuality Studies will keep records of all actions and essential documents, including letters conveying the committee's actions.

2. Criteria and materials:

- a. Teaching:** For tenure, candidates will need to demonstrate a strong record of accomplishment in teaching, including development of courses that make a significant contribution to the curriculum, professional development as a teacher, and professional competence as a teacher. The department will review the following required materials:

- 1). A report from the candidate that addresses teaching assignment, teaching development, teaching evaluation, and professional goals for teaching.
 - Teaching assignment encompasses a listing of courses taught, unique expertise, approach to grading and evaluation, and duties that are different from classroom teaching.
 - Teaching development encompasses the development of new courses and units, innovations and improvements in teaching techniques, participation in workshops on teaching, and preparation of curriculum materials. Examples of teaching development might include, but are not limited to, the following, from the National Women's Studies Association Task Force report "Defining Women's Scholarship: A Statement of the National Women's Studies Association Task Force on Faculty Roles and Rewards": "ongoing and labor-intensive development of interdisciplinary coursework; course designed or substantially revised, including cross-listed courses; mentoring and advising of students; advising undergraduate research; particular mentoring effort for students from traditionally underrepresented groups; service on M.A. committees; ongoing development of innovative approach to feminist pedagogy; coordinating undergraduate teaching collective effort; establishing and supervising student internship program; integrating various instructional technologies into the curriculum; and/or participating actively in campus curriculum transformation project." Professional development activities might include participation in the scholarship of teaching and learning, lesson study, and course development workshops.
 - Teaching evaluation encompasses a narrative outlining the methods used to evaluate teaching, in addition to written evaluation of peer(s), and SEI scores.
- 2). Peer evaluation and feedback; SEI results, and syllabi. . The department is required to perform one peer review per semester; one reviewer per year must be from WGSS.
 - a). The reviewee shall schedule a meeting with the reviewer prior to the class so that the goals of the class within the curriculum can be explained.
 - b). The reviewee should schedule the review to take place at a time when teaching effectiveness can be most appropriately observed and evaluated. The reviewer should observe a class for the entire class period.
 - c). The reviewer prepares a written evaluation.
 - d). The reviewer and reviewee meet to share and discuss the evaluation.
 - e). The reviewer submits the written evaluation to the department chair and to the reviewee.
 - f). The reviewee can request a second evaluation in that same semester.

b. Research and Creativity: Persons recommended for tenure shall provide a report that demonstrates a record of accomplishment in the area of Research/Scholarship/Creativity.

- 1). Candidates for tenure shall provide a report on research/scholarship/creativity that should detail the candidate's progress in developing and carrying out a research agenda and state the candidate's professional goals in this arena. With some revision to reflect our broader focus, the Department concurs with the definition and criteria for the evaluation of scholarship from the National Women's Studies Association Task Force report Defining Women's Scholarship: A Statement of the National Women's Studies Association Task Force on Faculty Roles and Rewards:

"The NWSA Task Force accepts the Carnegie Foundation's conceptual framework of standards of scholarly work as guidelines for evaluating scholarship in women's studies: 'We have found that when people praise a work of scholarship, they usually mean that the project in question shows that it has been guided by these qualitative standards: 1). Clear goals; 2). Adequate preparation; 3). Appropriate methods; 4). Significant results; 5). Effective presentation; 6). Reflective critique.' (Glassick et. al., 24-25).

"The Carnegie Foundation's articulation of what each of these standards means with respect to scholarship of discovery, integration, application, and teaching can help guide faculty and administrators outside of women's studies in their attempt to apply criteria of evaluation to scholarship that is explicitly feminist.

"Clear Goals: For example, in their discussion of clear goals, the authors of *Scholarship Assessed* identify the 'question-raiser' as the person capable of planning a scholarly or creative project. The goals of much of feminist scholarship include the explicitly-stated desire to raise provocative questions, transgress disciplinary boundaries, work towards feminist social change, improve the lives of women and children, and/or a multiplicity of other articulations that may challenge the non-feminist faculty member's understanding of what 'counts' in academic research. In addition, scholarly work usually has multiple goals, making it crucial that the scholar define each goal clearly within all relevant contexts, disciplinary or interdisciplinary, public or professional, and educational as well (Glassick et. al., 26). Since in women's studies there are often several relevant contexts as well as multiple audiences for scholarship, establishing clear goals represents a significant challenge for women's studies scholars.

"Adequate Preparation: In their discussion of adequate preparation, the authors of *Scholarship Assessed* describe scholarship as 'a conversation in which one participates and contributes by knowing what is being discussed and what others have said on the subject.' Therefore, a project that does not speak to current issues of theory, fact, interpretation,

or method is unlikely to contribute to its field, regardless of its other virtues (Glassick et. al., 27). In evaluating feminist and women's studies scholarship, review committees look for evidence that the work engages in conversation with current issues in feminist and women's studies scholarship. That such a conversation might not address scholarship in other disciplines should not be considered inadequate preparation; here, feminist scholarship itself constitutes the existing scholarship in the field to which the current project must address itself.

“Appropriate Methods: Appropriate methods applies to procedures appropriate to the project, and, for feminist and women's studies scholarship, may include research methods from other disciplines. However, even within disciplines outside of women's studies there is often substantial disagreement concerning what constitutes appropriate research methods; scholars who favor quantitative studies, for example, may be reluctant to accept findings based on qualitative approaches, whatever the intrinsic merit of the work (Glassick et. al., 28). The Carnegie Foundation authors remind faculty that all scholars would probably concede the value of approaches other than their own, however incompatible the methodological styles between researcher and extra-departmental faculty or administrative reviewer. They might argue for the primacy of one approach or another, but most important is that the method selected be carefully justified and appropriate to the project's goals (Glassick et. al., 28-29). We would add that when feminist and women's studies scholars combine or modify research methods in the service of interdisciplinary research, it is similarly important for colleagues outside of women's studies to concede the value of approaches other than their own.

“Significant Results: Any work of scholarship is also judged by its significant results. The Carnegie Report authors interpret this as follows: ‘To ask that the outcome of a scholarly project have significance is to ask, first, that it meet its own goals. Its results, in other words, should have meaning within the parameters that the scholar has set for the project’ (Glassick et. al., 29-30). To the extent that the scholar has identified feminist goals for the research, application, or teaching project, the project can be expected to address how it met those feminist goals.

“Effective presentation: Effective presentation assumes the existence of readers, students, and research communities who will be responsive to the scholarly project. In evaluating feminist and women's studies scholarship, faculty reviewers may look for a sense of audience and careful attention to the best ways of reaching each of its members (Glassick et. al., 32). Just as scholars in other disciplines address each other first, feminist scholars also write for a particular audience, although some attempt to reach beyond an audience of feminist scholars should be viewed as strengthening the effectiveness of the project's presentation. Attempts to write for a larger audience, however, should not be evaluated based upon the project's success in doing so, since many factors,

particularly when the work in question has challenged its readers' assumptions, may contribute to resistance to the reception of the scholarly work that are external to the project itself.

“Reflective critique: Reflective critique, the sixth criterion for assessing scholarship, involves the scholar thinking about his or her own work, seeking the opinions of others, and learning from this process so that scholarship itself can be improved (Glassick et. al., 33). Interestingly, although reflective critique of various kinds is common in feminist scholarship, the Carnegie Foundation authors observe, ‘We found little evidence that this standard figures prominently in the evaluation of scholarship as matters now stand, although it is recognized when funding agencies insist on plans for project evaluation, and by colleges or universities that encourage professional development (Glassick et. al., 33-34). Reflective critique includes and moves beyond the kinds of activities generated by ‘project evaluation’ and ‘professional development;’ feminist scholarship encourages the author or researcher to engage in critique from the perspective of readers unlike the author, which may include more than one of the following vectors of analysis: race, gender, class, ethnicity, sexuality, region, nation, and ability. In addition, these vectors of analysis also constitute the range of positions from which the researcher may critique her or his own scholarly or teaching project.”

“In assessing scholarship of discovery and integration, the Task Force recommends that committees consider the degree or extent of peer-review for publications, grant projects, and/or exhibits or performances. In assessing scholarship of teaching when that scholarship includes developing a new course, the Task Force recommends a full presentation including the syllabus and other newly created course materials, student evaluations, student performance data, and reviews of the course and class materials by other faculty. In assessing scholarship of application when that scholarship includes overall program development and directing, the Task Force recommends evaluating publications or reports emerging from the program as evidence of the program administrator’s scholarship. Such publications and reports reflect a program administrator’s approach to complex problems of theoretical and curricular structure that enable an individual program both to respond to and in turn contribute to shaping a developing discipline.

- a). Significant Peer-Reviewed Contributions to Scholarship
 - the scholarly, theoretical, or creative monograph;
 - textbook in any discipline related to WGSS;
 - edited collection of the work of other scholars or of literary and creative writers with explicit and extensive critical and framing structures;
 - editor, encyclopedia

- editor, peer-reviewed journal and/or national newsletter, for a year or more;
 - editor, special issue of a peer-reviewed journal;
 - edited collection of the syllabi, with critical and framing structures;
 - peer-reviewed journal article, including article about teaching;
 - exhibit, installation, and/or performance of feminist creative arts;
 - complex external publication or significant report concerning the development of women's, gender, and/or sexuality studies, as reflected in a program administrator's work with a particular program;
 - principal investigator, grant project with external funding;
 - designer and director, curriculum transformation project involving multiple disciplines, requiring coordination across differences, taking place over a two-year period, and resulting in a substantial written report;
 - designer and director, community project involving multiple sites, requiring coordination across differences, taking place over at least a two-year period, and resulting in a substantial report;
 - significant work as consultant or volunteer to non-governmental organization (NGO), to agency of the United Nations, or to international social justice organization;
 - invited speaker at a national or regional research or professional conference.
- b). Significant Scholarly Work
- article in WGSS, including article about teaching, that appears in non-peer-reviewed journal;
 - article in non-peer-reviewed journal in any discipline;
 - publication of a course syllabus in an edited collection;
 - development of a course that promotes growth in WGSS and/or fills a major gap in offerings (e.g., a course in global perspectives or an interdisciplinary methodology course);
 - service as a consultant to another academic program or department that results in ongoing contact and program development;
 - report for a professional academic organization that receives national distribution;
 - paper presented at an academic conference;
 - a review article for a peer-reviewed journal;
 - principal investigator, grant project with internal funding;
 - designer and director, community project with demonstrable impact on community group.
- c). Scholarly Work of Importance

- brief article and/or commentary for a publication that is not peer-reviewed;
- encyclopedia entry;
- review article for a non-peer-reviewed publication;
- grant submitted on behalf of WGSS program or department;
- invited speaker at another institution or community group;
- article or column for non-specialists or popular media;
- program administrator and/or department chair internal annual report and/or five-year plan;
- organizer, ongoing series of special events concerning social, historical, cultural, environmental and/or medical issues of interest to WGSS;
- organizer and discussion leader, ongoing or high profile lecture/discussion series; and/or ongoing designer and caretaker, web home page and/or discussion list for WGSS or other academic program or department.”

c). We value co-authored work, including that with students, in each category.

c. Service: Persons recommended for tenure shall provide a report that demonstrates a record of accomplishment in the area of service to the department, and the university and/or community. Service could also include:

- 1). Active participation in organizations and committees
- 2). Offices or leadership roles in organizations and committees
- 3). Service to the community
- 4). Consulting
- 5). Speeches, addresses, workshops
- 6). Media liaison
- 7). Community education

C. Post-tenure review

1. Once every five years, each faculty member’s activities and performance will be reviewed in accordance with the following criteria. A review cycle is on file with the dean. The review will be completed as part of the merit determination process (or as soon thereafter as possible). Merit determination procedures are defined in the department policies.
2. The Personnel Committee shall follow these methods:
 - a. Tenured faculty who have received five uninterrupted years of satisfactory (“Meritorious”) or higher evaluation shall be judged to be performing satisfactorily.
 - b. Tenured faculty who are up for review and who wish to focus the evaluation on aspects of their individual development may choose to activate formative evaluation procedures previously adopted by the department. Formative evaluation is voluntary, provides for direct collegial interaction and is designed to produce a consensus. No written records of formative

evaluations are kept. With the consent of the tenured faculty under review, a written request could be sent to the dean describing resources needed for that person to move forward and accomplish special goals.

- c. Tenured faculty who have received one merit evaluation in the previous five years that is less than satisfactory shall be required to initiate formative evaluation.
3. The results of the review will be sent to the dean. (Cf. UW-L Employee Handbook)

D. Faculty Promotion Procedures

The department will follow the guidelines and schedules regarding faculty promotion available at <http://www.uwlax.edu/hr/promo-resources.htm>

1. Upon receiving promotion materials, lists of eligible faculty, evaluation forms, and directions from the Joint Promotion Committee, the chair notifies in writing those Women's, Gender, and Sexuality Studies faculty eligible for promotion whose tenure decision is made in Women's, Gender, and Sexuality Studies and provides them with the relevant materials to apply for promotion. The chair should check that no one eligible is left off the list by mistake.
2. The chair meets with those eligible who so desire in order to give advice as needed.
3. Eight weeks prior to the time the committee's recommendation is due in the Dean's office, the Personnel Committee meets and examines the materials and directions from the JPC, reviews the procedure, sets deadlines, and conducts an initial preview of those eligible in order to schedule necessary meetings.
4. Six weeks prior to the time the committee's recommendation is due in the Dean's office, members of the Personnel Committee read the forms and other material submitted by faculty eligible for promotion.
5. Four weeks prior to the time the committee's recommendation is due in the Dean's office, the Personnel Committee meets and discusses the promotion candidate's files and any other pertinent information. The committee considers the relative merits of each candidate for promotion, and through a series of votes on signed ballots, recommends to promote candidates or not. Two weeks prior to the time the recommendation is due in the Dean's office, the committee will have written the letter of support on teaching, scholarship, and service. In addition, the department chair will have written a letter of support. The candidate will be given a copy of both letters before they are sent to the Dean. If, upon receipt of those letters, the candidate wishes to discuss the contents of either letter with the Personnel Committee or department chair before they are sent to the Dean, s/he may.
6. The chair informs each candidate of the Personnel Committee's decisions, then submits the candidate's files, now including the letters of recommendation and other supporting statements, to the Dean of Liberal Studies. The Dean will forward her/his recommendation with the department's materials to the Joint Promotions Committee. In the case of a negative letter from the Dean, the Dean will welcome an invitation at the request of the candidate to meet with the

Dean. The Personnel Committee may be invited by the candidate to attend this meeting.

7. Women's, Gender, and Sexuality Studies faculty tenured in departments other than in Women's, Gender, and Sexuality Studies who are eligible for promotion and who would like a letter of support from the Personnel Committee or the chair of the department of Women's, Gender, and Sexuality Studies will be required to submit relevant material. (Regarding Review Process, Criteria and Reconsideration cf. UW-L Employee Handbook)

VI. Instructional Academic Staff Review

A. Annual Review

In accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually. The Individual Development Plan (IDP) form will accompany the department's evaluation. IDP Form:

<http://www.uwlax.edu/hr/IDP/IDP.htm> .

- a. Tenured core faculty of WGSS will work with the department chair to evaluate IAS.
- b. Evaluation will be based upon review of syllabi and SEIs, and any additional evidence a candidate wishes to provide in the categories related to career progression.

B. Career Progression Procedures

Policies and procedure guiding career progression for IAS are available at

<http://www.uwlax.edu/facultysenate/committees/ias/pages/CareerProgression.html>

1. The core tenured members of the Department of Women's, Gender, and Sexuality Studies Promotion Committee shall also serve as the IAS Career Progression Committee.
2. The departmental definition of professional development, creative activity, and scholarship shall reflect the standards of our discipline. Scholarly activity for IAS will use the same National Women's Studies Association definition used for faculty. The departmental definition of professional development will include the following:
 - a. Participating in teaching and learning activities and conferences
 - b. Attending and/or presenting at academic conferences
 - c. Participating in grant projects
 - d. Delivering invited presentations
 - e. Conducting community outreach
 - f. Completing an advanced degree
 - g. Participating in the scholarship of teaching and learning
 - h. Developing assessment tools for teaching
 - i. Participating in departmental curriculum development
 - j. Typically, IAS in WGSS are not engaged in creative activity, but the department will examine variations from these criteria using the guidelines

approved by Faculty Senate. See “A Guide to Instructional Academic Staff (IAS) Career Progression and Portfolio Development at UW-La Crosse”.

- k. Additional eligible activities include those described in the retention and tenure review criteria for WGSS faculty in these bylaws.
3. The career progression consideration meeting shall include evaluation of the materials submitted in support of the candidate and the results of the candidate’s student, peer, and reappointment evaluations.
4. The committee shall formulate and record its reasons for recommendation or non-recommendation.
5. The candidate for IAS career progression may appeal a non-recommendation decision by the Department to the Personnel Committee
6. The department’s bylaws and all policies shall be made available to all IAS department members.

C. Appeal Procedures

Appeal of a career progression decision beyond review by the WGSS Personnel Committee will follow that for appealing a promotion decision.

VII. Academic Staff Review (if applicable)

In accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually. The Individual Development Plan (IDP) form will accompany the department’s evaluation. IDP Form: <http://www.uwlax.edu/hr/IDP/IDP.General.Info.html>.

VIII. Governance

The department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate By-Laws (revised 2006) <http://www.uwlax.edu/facultysenate> under the heading "IV. Responsibilities of Departments, Department Members and Department Chairpersons," "V. The Selection of Department Chairpersons," and "VI. Remuneration of Department Chairpersons." In addition, references to chair-related duties are stated throughout the Faculty Handbook http://www.uwlax.edu/HR/F_Handbook.htm.

A. Department Chair

1. Election of the Department Chair
 - a. Elections will be conducted in accord with Senate Bylaws, Article V.
 - b. Faculty members tenured in WGSS are eligible to be elected as departmental Chair in accordance with Faculty Senate Bylaws, Article V D.
 - c. Vacancy in the Office of Chair:
 - 1). In those cases where a Chair cannot complete the term to which s/he was elected, the Department shall have another election to complete the term (Senate Bylaws, Article V.F.2).
 - 2). In those cases where a Chair takes a one-semester leave, an Acting Chair shall be appointed by the Dean of the college, subject to the approval of the Chancellor. Where the leave is for more than one

semester, the Department shall have another election to complete the term (Senate Bylaws, Article V.F.3).

- d. Removal of the chair shall be governed by Senate Bylaws, Article V.F.
- 2. Responsibilities and Rights of the Department Chair
 - a. The Chair shall be the principal officer of the department. If applicable, the Co-Chair can also serve as officer of the department in the absence of or as the deputy of the Chair.
 - b. Duties of the Chair
 - 1). The department chair responsibilities described in Senate Bylaws, Article IV.H, and the Academic Affairs Organization section of the Faculty Handbook.
 - 2). In addition, the Chair of WGSS shall:
 - a).conduct orientation of new faculty members at the Department level.
 - b).represent the views of the Department to the administration.
 - c).exercise leadership in all matters concerning the academic responsibilities and welfare of the Department.
 - d).convene the Personnel Committee, Steering Committee, and Curriculum Committee
 - e).coordinate the outreach efforts of the department.
 - f). manage the department website or appoint a deputy to do so.
 - g).communicate regularly with co-faculty.
 - h).communicate regularly with program minors and majors about department opportunities, programs, and changes in curriculum.
 - i). lead strategic planning.
 - j). maintain book and journal collection of the Women’s Studies Resource Center.
 - k).develop programming in conjunction with all student organizations organized through WGSS.
 - l). maintain an active community and campus presence, seeking co-sponsorships of events and program partnerships.
 - m).write the annual report for department.
 - n).coordinate assessment activities and write the biennial report.
 - o).serve as or designate a faculty advisor for WGSS student organizations.
 - p).make all staffing decisions, in consultation with the Curriculum Committee.
 - 3). May appoint a deputy or co-chair to carry out these duties in accordance with Senate Bylaws.

B. Standing Departmental Committees:

- 1. Generally, core WGSS faculty will draft proposals for review and approval by the appropriate committee and/or department as a whole. When other ad hoc or standing committees are determined to be appropriate, the Chair shall make appointments that, insofar as possible, shall reflect the rank structure and varying Department affiliations of the members.

2. Standing Committees: Faculty shall be surveyed on their preferences for standing committees. Based on this information, the department chair shall appoint faculty to the standing committees. The following standing committees have been established for the Department of Women's, Gender, and Sexuality Studies:
3. Steering Committee
 - a. Committee Composition
Minimum four members/maximum nine members, consisting of all the core tenure-track faculty and anyone teaching half-time within the department over the course of an academic year. Additional members determined by election. Terms are for one year with consecutive terms permitted.
 - b. Committee Election Process
In the fall, the chair will solicit nominations by a ballot process and then conduct an election for steering committee membership. These elected terms will begin immediately. Department membership as defined by our bylaws qualifies a person for steering committee membership.
 - c. Committee Duties
Consulting with the chair on matters of administration and policy construction, including but not limited to budget, bylaws, curriculum, assessment, programming, and outreach
Representing and acting for the department at meetings on recommendations from the various department committees.
Matters of personnel are handled by the Personnel Committee.
4. Personnel Committee.
 - a. Committee Composition
 - 1). All tenured core members of the Department of Women's, Gender, and Sexuality Studies and co-faculty chosen by election up to five members. At least one member must be a full professor. Terms for co-faculty are for two years.
 - 2). No member shall be eligible to vote on the promotion of anyone to a rank higher than he/she currently possesses
 - b. Duties
Shall determine with the Chair the personnel needs of the Department.
Shall appoint a Search and Screen in accordance with Article IX below.
Shall vote on retention, promotion, tenure, post-tenure review, and merit evaluation for all appointments within Women's, Gender, and Sexuality Studies.
Shall, at the request of the candidate, coordinate with personnel from other departments (e.g., when Women's, Gender, and Sexuality Studies co-faculty have been recommended for promotion by their primary departments, the Personnel Committee shall determine, upon application of the candidate, whether or not to join in recommendations with a separate letter of support sent to the Joint Promotion Committee, authored by the Chair and approved by the Personnel Committee).

Shall, at the request of a probationary faculty member, assist with finding a mentoring relationship with a tenured faculty member.

5. Curriculum Committee.

a. Committee Composition

Minimum four members/maximum nine members, including all the core tenure-track and tenured faculty and anyone teaching half-time within the department. Co-faculty, and WGSS students are encouraged to serve. The committee may invite additional faculty or academic staff with special expertise to join the committee as needed.

b. Committee Duties

Shall annually survey the course offerings of the department and make recommendations concerning curriculum.

Shall review and make recommendations on all courses offered abroad or online.

Shall review and make recommendations regarding the curriculum for Women's, Gender, and Sexuality Studies degree programs.

Shall assist the Chair in the coordinating and scheduling of course offerings.

C. Departmental Program Assessment Plan

1. The department chair shall coordinate assessment activities and Academic Program Review.
2. The steering committee shall develop and execute an assessment plan in accordance with all university requirements, with periodic review of the effectiveness of the plan.
3. The department shall adhere to the Academic Program Review schedule posted at http://www.uwlax.edu/PROVOST/assessment/academic_programs.htm

D. Additional departmental policies

1. Salary equity policy

The salary equity policy of the Department of Women's, Gender, and Sexuality Studies is intended to be consistent with and implement the salary equity policy of the university. The three criteria specified in university policy to be taken into account in making salary equity adjustments are 1) recent acquisition of Ph.D.; 2) gender or racial inequity; and 3) "inversion" and "compression". In addition, salary comparisons (within academic disciplines) with other universities are informative. The procedures for recommending faculty members of the Department of Women's, Gender, and Sexuality Studies for salary equity adjustments depend on the criterion being utilized. Equity adjustment should not be made which negate past merit adjustments.

- a. Recent Acquisition of Ph.D. If a faculty member acquires the Ph.D. after being hired by the department, the Department Chair will compare that person's salary to that of other members of the department of similar rank,

similar years of service and similar record of merit evaluations, and in consultation with the departmental Personnel Committee make a recommendation to the Dean for an appropriate salary adjustment to equalize that person's salary.

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

IX. Search and Screen Procedures

The department will follow hiring procedures prescribed by the University's Office of Human Resources (HR) in conjunction with Affirmative Action Officer and UW System and WI state regulations.

A. Tenure-track faculty

The approved UW-L tenure track faculty recruitment and hiring policy and procedures are found at

http://www.uwlax.edu/hr/recruit/Faculty_Recruitment/Faculty.Recruitment.Hiring_Guidelines.pdf. Additionally, UW-L's spousal/partner hiring policy can be found at <http://www.uwlax.edu/hr/unclasspp.html#spouse.partner.employment>.

1. The Personnel Committee appoints a Search and Screen Committee.

2. Search and Screen Committees shall include all core WGSS tenured and tenure-track faculty, and can include other university personnel with expertise relevant to the hire.
3. Search and Screen Committees shall provide feedback for hiring to the dean.

B. Instructional Academic Staff

Hiring policy and procedures are found at <http://www.uwlax.edu/hr/fac.recruit.html>.

C. Contingency Workforce (Pool Search)

Hiring policy and procedures are found at <http://www.uwlax.edu/hr/instr.acst.POOL.search.htm>

D. Academic Staff (if applicable)

Hiring policy and procedures are found at <http://www.uwlax.edu/hr/acst.recruit.html>.

X. Student Rights and Obligations

A. Complaint, Grievance, and Appeal Procedures

1. For appeals on problems of discrimination, sexual harassment, or academic misconduct, a student should follow established university procedures as described in the Student Handbook at <http://www.uwlax.edu/studentlife/Policies.htm>).
2. For appeals on problems of instruction
 - a. The student shall first appeal directly to the instructor. The department chair may attempt to mediate between the student and the instructor at the request of either.
 - b. If not thereby satisfied, the student may appeal in writing to the department chair. The appeal shall specify what the student believes to be wrongly done, supply evidence in support of the student's position, suggest a remedy or corrective action, and be signed and dated.
 - c. The chair shall inform the student that the department's appeal procedure is an advisory process only—not a judicial one. The chair shall convey a copy of the appeal to the instructor. The chair shall convene a hearing committee and serve as its neutral chair. Verbatim transcription need not be done, but a basic record of Who, What, Where, When, shall be made and kept for three years. The Hearing Committee shall consist of three members selected by lottery from a pool of Women's, Gender, and Sexuality Studies faculty with no less than three years experience in the department. If the appeal is of an action by anyone who would by this process be selected to the Hearing Committee, that person shall be replaced by the next person eligible. If the appeal is of an action by the chair, the person at the top of the Hearing Committee priority list shall move from the Committee to perform those duties of the chair specified in this procedure, and the next eligible person shall succeed to the Hearing Committee.

- d. The student may take a grievance through university processes as described in the Student Handbook at <http://www.uwlax.edu/studentlife/Policies.htm>

3. Course grade appeals

- a. A student who strongly feels his or her semester grade in a course taught by the department is demonstrably improper or that the grading was prejudicial or capricious, should first confer promptly with the instructor[s] of the course.
- b. If the student and the instructor[s] are unable to arrive at a mutually agreeable solution, the student may appeal the case, within one month after the start of the next semester. For the purposes of student appeal the 'next semester' applies to Fall and Spring semesters, whichever follows immediately the term for which the student grade was received. The following procedure will apply:
 - 1). The student will submit a written statement to the department Chair, setting forth his/her reasons for seeking an appeal and presenting any supporting evidence he/she may have. The Chair will then give a copy of this grade grievance to the instructor who is the object of this complaint. The Chair will request that the instructor make a written reply to these allegations. The student's written grievance along with the instructor's written reply to that grievance will then be forwarded to the grade Appeals Committee after it has been constituted.
 - 2). The Chair will then appoint a three-member ad hoc Appeals Committee to review this appeal. The members of this committee will be randomly selected from the Department excluding the instructor[s] teaching the course in which the appeal has been made.
 - 3). This committee will meet to review the student's appeal within one week of its selection. If the committee feels that further review is warranted it is strongly encouraged to meet with the student and, if necessary, to also meet separately with the instructor.
 - 4). A written decision will be sent to the student by the Appeals Committee. Reasons for the decision will be included in this letter.
- c. Stipulations:
 - 1). The decision of the Appeals Committee is held to be advisory.
 - 2). The Appeals Committee may report a faculty member who has failed to comply with its recommendation to the full faculty and request a review.
 - 3). Any faculty member who feels that her/his Appeals Committee has made an unfounded or biased decision may make such a charge before the full faculty. In the event of such a charge the committee in question will be required to defend its recommendation before the full faculty. The department as a whole will then make its recommendation.
 - 4). A student may appeal either an Appeals Committee decision or an instructor's refusal to abide by the Committee decision to the full department, should he/she elect to do so. In such an eventuality the Department may elect to hold the hearing in a closed session at its discretion. The student will be invited to present his/her case before the

department at the department's discretion. Any review must be based solely upon material supplied by the student to the original Appeals Committee.

- 5). The decision of the faculty of the Department of Sociology/Archaeology will constitute the final level of grade appeals within the Departmental jurisdiction. This decision, not unlike the decision of the Appeals Committee, is also held to be advisory to the faculty member whose grade is being appealed.

B. Expectations, Responsibilities, and Academic Misconduct

Academic and nonacademic misconduct policy referenced:

- <http://www.uwlax.edu/StudentLife/uws14.html> ;
<http://www.uwlax.edu/StudentLife/uws17.html>.

C. Advising Policy

Each student majoring in Women's, Gender, and Sexuality Studies will be assigned a faculty advisor appropriate to that student's areas of interest whenever possible. Student requests for a particular faculty member advisor will generally be honored whenever it is feasible to do so. Students are expected to meet with their faculty advisor at least once each semester to discuss their academic progress, career interests, and course schedule. Faculty are expected to keep their posted office hours throughout the academic semester and are recommended to expand these hours during the times that students are scheduled for course registration.

XI. Additional Departmental Policies

A. Inclusion of courses in WGSS:

1. Procedures:
 - a. Interested faculty members are welcome to discuss an idea for a course with the WGSS Curriculum Committee.
 - b. To gain approval of a course for a WGSS program, the Curriculum Committee will review all appropriate LX forms, including a course outline. The proposer should be prepared to discuss pedagogy, potential reading assignments, likely methods for evaluation of students, and connection to WGSS curricula.
 - c. Each time the course is taught, the Department will request a copy of the current syllabus for our records.
 - d. Major changes in courses should be brought to the Department before being taken to the Undergraduate Curriculum Committee.
2. Criteria:
 - a. The course's principal focus clearly must be on analysis of women, LGBTQI, or gender, embracing differences of race, class, sexual orientation, culture, and ethnicity in the past and in the present.
 - b. Wherever possible the course should explore intersections of gender and sexuality with other relevant discourses and systems of oppression (such as

race, class, nation, globalization, disabilities, religion, sexual orientation and other systems of domination). A WGSS course explores rather than ignores or dismisses these differences.

- c. Courses must clearly reflect and acquaint students with recent scholarship on women, gender, sexuality, and/or feminist theory. Wherever possible, the course should include multi/interdisciplinary analysis..
- d. Women's, Gender, and Sexuality Studies welcomes all proposals that are consistent with the above criteria.

B. Course Numbering and Course Substance (02-23-'04)

100 LEVEL COURSES

100 level Women's Studies Courses are interdisciplinary surveys of issues which present an overview of Women's Studies as a discipline. Students gain an overview of fundamental patterns of institutional and cultural inequality. Work typical of 100 level courses includes: readings / papers, observation exercises, projects and discussion. Evaluation methods may include exams, papers, visual, oral, and dramatic presentations or work projects. There are no prerequisites.

200 LEVEL COURSES

200 level courses in the Women's studies Department present an introduction to theories of inequality and history of women's movements. Students are expected to obtain an understanding of the foundation, creation and use of theories that explain institutional and cultural patterns of inequality. To succeed students must recognize basic patterns of institutional and cultural inequality. Typical work includes: reading, observation exercises, projects, and discussion. Evaluation methods may include exams, presentations, papers or work projects. A 200 level course may or may not specify a prerequisite depending on the nature of the course.

300 LEVEL COURSES

300 level courses explore a specific topic via theory. Students are expected to use theory and to develop the ability to construct theory. Upon entering the 300 level courses, students need to understand the creation and use of theory. Work typical of 300 level courses includes: reading, presentations, projects, papers and discussion. Evaluation methods may include exams, presentations, papers or work projects. A 300 level course has three credits of women's studies as a prerequisite.

400 LEVEL COURSES

400 level courses involve the application of theory and problem-solving. Course work should enable students to construct theory and relate theory to practice. Students prepared for a 400 level course need to be able to use theory and to have developed the ability to construct theory. Typical work includes a research paper/project or a social action project with written evaluation. Methods of evaluation include exams, papers and other written work, and external feedback.

SLASH COURSES: 330/530, 499/699

These courses involve the in-depth exploration of a topic via theory. Student should obtain from the course work the ability to use and construct theory.

Critical thinking skills necessary to course work include the ability to use theory and the development of theory construction. Work includes: research paper/project, social action project with written evaluation. Graduate students would have additional guided independent work. Methods of evaluation include research project evaluation, social action project evaluation and individualized oral feedback.

Prerequisite: Six credits of women's studies or permission of instructor.

700 LEVEL INDEPENDENT STUDIES

An individualized intensive exploration of a specific topic via theory. Students should obtain the ability to use and construct theory. To succeed students need a familiarity with the use and construction of theory. Work includes intensive, supervised reading and research on a topic. Evaluation method are extensive feedback on the research project.

Prerequisite: permission of instructor.

C. Travel Policy for Women's, Gender, and Sexuality Studies Faculty going to Women's, Gender, and Sexuality Studies-related conferences and workshops

1. Core Faculty and IAS:
 - a. Faculty are encouraged to apply for outside funds for international travel
 - b. Registration fees for WGSS-related conferences and workshops
 - c. Other expenses:
 - Instate: \$200.00
 - Out-of-State: \$600.00
2. Co-Faculty:
 - a. Preference will be given to co-faculty who have not received funds the previous year
 - b. Up to \$100.00 toward the registration at a Women's, Gender, and Sexuality Studies related conference or workshop.
 - c. If funds are available:
 - In state: \$100
 - Out-of-state: \$300
3. The request should be made to the Women's, Gender, and Sexuality Studies Chair prior to the event.

D. Workload Policy

1. In calculating workload, faculty and courses in other departments will be charged to the originating departments.