



Department of
Sociology & Criminal Justice
By-Laws

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I. The Department of Sociology and Criminal Justice

The Department of Sociology and Criminal Justice is an instructional unit within the College of Arts, Social Sciences, and Humanities at the University of Wisconsin-La Crosse (UWL). Adoption Date. The by-laws were last updated and adopted on **April 30, 2021**, via digital voting by Department members.

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

II. Organization and Operation

1. Department members are governed by six interdependent sets of regulations:
 1. Federal and State laws and regulations;
 2. UW System policies and rules;
 3. UWL policies and rules;
 4. College policies and rules;
 5. Shared governance by-laws and policies for faculty and academic staff; and
 6. Departmental by-laws.

A. Preamble and History

1. *Brief History of the Department.* (Taken from the 75th Anniversary University Report on the history of UWL). “A single course in sociology appeared as an elective in the first La Crosse catalog (1910-1911) as part of a curriculum labeled “English Course for High School Graduates, Senior Year.” In the next several years this five credit course, “to train the student to observe more closely the social conditions by which he is surrounded,” was said to correspond with Courses 2 and 40 at the University of Wisconsin (Madison). In the 20s, 30s and 40s, faculty who also taught history, economics and accounting offered courses in sociology listed under the general heading “History and Social Sciences.” As a rule, there were two such courses: Sociology and Rural Sociology.

With the addition of Walter Thoresen to the faculty in 1947, the two courses became three. Still, as before, they were aimed primarily at four-year rural education students. A decade later there were fifteen courses and a major and minor available. The addition of Margaret Nolte (1953) and Holer R. Stub (1956) to the staff facilitated additional offerings such as Social Problems, Criminology, Population Problems, Marriage and the Family, and Social Work. By the late 60s, the staff had grown to twelve including such long-term members as James Anderson (1960), James L. Beers (1958), Joseph Motivans (1964), William J. Mackey (1968), Paul A. Johnson (1965), and Charles Young (1968).

In 1969, the Department added Susannah Lloyd and Sheldon Smith who began offering courses in Anthropology. The additions accompanied reorganization into the Department of Sociology/Anthropology and the formation of a separate Department of Social Work. In the fall of 1984 a staff of four presented ten separate courses in

anthropology, including several sections of The Prehistoric World, and thirteen staff members offered 25 courses in Sociology, inclusive of fourteen sections in Introductory Sociology.”

The Anthropology minor was approved and implemented in the Fall of 1972. In 1991 the Archaeological Studies major was approved by the Board of Regents. In 1994 the College of Arts, Letters & Sciences was abolished and two new colleges were created. The Department of Sociology and Archaeology became a unit of the new College of Arts, Social Sciences, and Humanities (CASSH). In 1996 the interdisciplinary minor in Criminal Justice was approved by the UWL Faculty Senate and UW-System.

In 2014, the Department of Sociology and Archaeology voted to split into two departments, once again establishing a Department of Sociology at the University of Wisconsin – La Crosse. The new Department of Sociology was established in 2015 and was comprised of 12 members (the same number as in the late 1960s) including: Nick Bakken (2008), Laurie Cooper Stoll (2012), Enilda Delgado (2001), Adam Driscoll (2014), Timothy B. Gongaware (2001), Lisa Kruse (2013), Peter Marina (2013), Julia McReynolds-Pérez (2014), Carol Miller (1998), Dawn Norris (2013), Kimberly Vogt (1994), and William Zollweg (1982). Budget cuts in 2017 reduced the tenure-track faculty to 11 members.

In 2018, the Department Faculty voted unanimously to change the name of the program to the Department of Sociology and Criminal Justice.

2. *Department Mission Statement and Objectives*

- a. The Department’s mission within the University and our community is to:
 - 1) Educate high quality undergraduates prepared to enter the workforce in a variety of fields related to our discipline.
 - 2) Educate high quality undergraduates prepared for advanced degree studies in our discipline and closely related fields (e.g. social work).
 - 3) Facilitate and participate in research using methods such as survey research, program evaluation, ethnography, in-depth interviews, and field observations.
 - 4) Serve as a resource to the people, communities, businesses, schools, and social service organizations in the Coulee Region.

3. *Department Purpose.* The central purpose of the Department of Sociology and Criminal Justice is to provide the highest quality academic programs that our resources allow in service to our majors and minors as well as to the students we serve through our University General Education course offerings. Beyond this, the Department of Sociology and Criminal Justice embraces its further obligation to conduct scholarly activity and to serve the needs of our surrounding community within the realm of our professional expertise and the availability of our resources.

- 1) The primary objective of the Sociology major as an academic program is to provide a superior educational experience that fosters a comprehension of the discipline's analytical perspectives, research methods, and significant portions of sociology's body of knowledge in our graduates. Beyond this, the Sociology major is structured to prepare its students for careers/graduate school related to Sociology or in fields where social science training is essential or very desirable.
- 2) The primary objective of the Interdisciplinary minor in Criminal Justice as an academic program is to provide students with the opportunity to gain an intellectual understanding of the United States criminal justice system and assist students planning to enter criminal justice related careers.

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/sites/default/files/dls/open-meetings-law-compliance-guide-2010.pdf>) summary at (<https://www.wisconsin.edu/general-counsel/legal-topics/open-meetings-law/>).
2. The Department as a whole will meet on a regular monthly basis during the academic year. However, as deemed appropriate by the Chair of the Department, additional meetings may be scheduled and unnecessary meetings may be canceled.
3. An individual faculty member wishing to call a departmental or personnel meeting must do so via the Chair. During the Summer Session, or when the University is not in session, meetings shall be called at the discretion of the Chair.
4. Chairs of committees, subcommittees, and ad hoc committees shall decide the dates for their meetings.
5. Minutes will be recorded by a voting member and distributed in a timely fashion to Department members. Copies of the minutes of Department meetings and committee meetings shall be kept on the Departmental secure online file storage drive. Minutes from closed meetings will be taken by the Department Chair and written within one week of the proceedings.

C. Definitions of Membership and Voting Procedures

1. In general, the Department functions as a committee-of-the-whole, headed by an elected Department Chair. Specific administrative and other responsibilities are delegated by the Chair and/or Department members to certain committees and coordinators as described in articles VIII.B.1-4 and VIII.C.1-10 described below.
2. Membership in the Department as it relates to the function of conducting business at regularly scheduled meetings shall consist of all tenured and tenure-track faculty and all full or part-time instructional academic staff currently under contract with the Department of Sociology and Criminal Justice at UW-La Crosse.

3. Voting rights are reserved to all tenured and tenure-track faculty, and 100% instructional academic staff who have been on contract with the Department for at least two consecutive semesters except in the cases otherwise indicated in this document relating to hiring, promotion, and retention decisions where voting rights are governed by either a person's rank or tenure status.
4. Unless specifically indicated otherwise, a simple majority of those voting carries the vote (50% + 1). Voting occurs with a voice vote or a hand vote and any member can call for a roll call vote. Proxy voting is not allowed. Members who join by teleconference and have heard all the deliberation are eligible to vote. "Robert's Rules indicates that abstentions do not affect the voting outcome (they are non-votes)." Paper balloting will be allowed upon request by any voting member of the Department. Paper ballots for personnel matters must be signed and kept securely for seven (7) years. Other ballots shall be kept until the approval of the official minutes for the meeting where the vote took place. Late or non-received ballots, a non-response to a vote, or improperly marked ballots shall be treated the same as a non-vote and will not be counted in determining the vote. In addition, abstentions and blank votes are treated as non-votes and are ignored. (For example, if 20 ballots were cast with 2 voting yes, 1 voting no, and 17 abstaining, the motion would pass). Abstention votes in retention, promotion, or tenure matters are discouraged except when a conflict of interest exists or the voter has no or little knowledge of the person being considered.
5. Voting can be conducted by e-mail. Voting by email will be allowable under the following conditions:
 - a. the action item is not related to ranked faculty personnel decisions;
 - b. A Department meeting is not feasible within the time for a decision (e.g., outside of a regular academic session).
 - c. Process: A motion can come from any voting Department member. A second is needed. 24 hours will be allowed for voting. Voting members will reply to all when voting electronically. A quorum of voting members must reply for the vote to carry. Results from an email vote will be reported in the minutes of the next official Department meeting.
6. Following UWL's Nepotism Policy (<http://www.uwlax.edu/Human-Resources/Nepotism-policy/>) faculty and staff members will refrain from reviewing, voting or participating either formally or informally in decisions to hire, retain, grant tenure, promote, or determine the salary of a relative (e.g., spouse or domestic partner).

D. Definitions of Quorum and Majority

1. For meetings of the Department and its committees, a quorum is defined as a simple majority of the membership eligible to vote in the meeting. For personnel meetings a quorum is achieved with 2/3 of those eligible to vote.

E. Changing By-laws

1. The by-laws in this document were adopted by the members of the Department of Sociology and Criminal Justice in accordance with the University of Wisconsin System (UWS) and University of Wisconsin-La Crosse (UWL) Faculty and Academic Staff Personnel Rules.
2. Amendments to by-laws. These by-laws may be amended according to the following procedures:
 - a. Any proposed amendment(s) shall be presented and distributed electronically or in writing at a Department meeting and voted on at the next subsequent meeting.
 - b. A two-thirds majority of the current Department membership present and eligible to vote on by-laws is required to amend the by-laws.
 - c. Policies pertaining to personnel issues, which are the responsibility of the ranked-faculty, or of the tenured faculty as outlined above, may be changed only by voting by the appropriately responsible group.
 - d. Second readings can be waived for by-laws that do not pertain to personnel decisions.
 - e. Amendments to these by-laws shall become effective five days following their adoption.

III. Faculty/Staff Responsibilities

A. Faculty

(Updated 4-30-2021)

1. Faculty responsibilities are referenced in section IV of the Faculty Senate by-laws entitled "Responsibilities of Departments, Department Members and Department Chairpersons." (<http://www.uwlax.edu/facultysenate/ABP/FacSenatePolicies.html>)
2. The faculty have the responsibility of carrying out the responsibilities of the Department through their creative and other contributions in the areas of teaching, scholarship, and service. The primary function of the Department of Sociology and Criminal Justice is to teach in its disciplines. In addition, the Department's most fundamental responsibilities include:
 - a. promoting scholarship and creative activities,
 - b. promoting the continued professional growth and development of its members by encouraging their participation in sabbatical leaves, developmental leaves, conferences, professional workshops, and other similar programs, utilizing the expertise and interest of its members to provide professional service,
 - c. advising students on academic program requirements and presenting the array of available career opportunities,
 - d. providing an internal governance structure in which the functions of the Department can take place, and
 - e. making personnel decisions.

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

B. Instructional Academic Staff Responsibilities and Expectations

1. Requests for IAS hiring will be presented to the college dean. The request will indicate one of the standard titles from the lecturer or clinical professor series <https://www.uwlax.edu/human-resources/classification--recruitment/classification/> and will outline specific duties including teaching and any additional workload. Total workload for IAS is defined as a standard minimum teaching load plus additional workload equivalency activities. See Faculty Senate Articles, Bylaws and Policies <https://drive.google.com/file/d/0B5olNNrU5bquTmdYZDRmcH15UHM/view>
2. Determination of individual, departmental, college and university workload and accountability for that determination:
 - a. Individual workload is a collaborative decision determined by the Department and Department Chair. Accountability for that determination shall rest with the Department Chair.
 - b. Departmental workload is determined by the Department and the academic dean. Accountability for that determination shall rest with the academic dean(s).
 - c. College workload is determined by the college Dean and the Provost/Vice Chancellor. Accountability for that determination shall rest with the Provost/Vice Chancellor, subject to review by the Chancellor.
 - d. Institutional workload is determined by the Provost/Vice Chancellor and the Chancellor. Accountability for that determination shall rest with the Provost/Vice Chancellor and the Chancellor, subject to review by the Office of the Vice President for Academic Affairs of the UW System.
3. The expected “typical” workload for instructional academic staff.
 - a. Full-time instructional academic staff engaged in undergraduate instruction typically have a *teaching load* of 12 contact hours of group instruction per week. Full-time instructional academic staff engaged in graduate instruction typically have a *teaching load* of 9 contact hours of group instruction per week. The *total workload* for a full-time equivalency shall not exceed 15/16 contact hours (e.g., 12 contact hours teaching load plus up to 3 contact hours additional workload equivalency). A *total workload* that exceeds the 15/16 contact hour maximum will constitute an overload for payroll purposes.
 - b. Half-time instructional academic staff engaged in undergraduate instruction typically have a *teaching load* of 6 contact hours of group instruction per week. The *total workload* for a half-time equivalency shall not exceed 8 contact hours (e.g., 6 contact hours teaching load plus up to 2 contact hours additional workload equivalency). To fulfill the responsibilities of individual units and the mission of this institution,

variations will occur in the composition of individual, departmental and college workloads. Composition of workload varies among individual IAS members and departments, depending upon the number of students in classes, number and nature of course preparations required, the nature of instructional patterns (e.g., lecture, discussion, laboratory, clinical and/or field activity), the nature of the students (lower division, upper division, or graduate), the extent of other assigned responsibilities in non-instructional duties (e.g., program direction, lab preparation and/or coordination), scholarly activities, and/or service activities (such as committee assignments, academic advisement, or assistance with student activities and organizations, public service, community service and professional service).

- c. In addition to the institutional policies stated above, the following policies pertain to IAS members in Sociology. Scholarly activity and/or service activity (beyond any duties specified in the contract) is not expected of individual IAS members, but is supported and encouraged for advancement of the individual and the institution. Summative evaluation of instructional academic staff is based primarily upon the quality of their teaching record.

C. Non Instructional Academic Staff Responsibilities and Expectations

1. Not Applicable in Sociology

D. Student Evaluation of Instruction (SEI)

1. The Department will follow the UWL SEI policy and procedure available on the Faculty Senate webpage <https://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/#tm-student-evaluation-of-instruction---seis>. Additional information regarding UWL SEI policy is located at <https://www.uwlax.edu/info/student-evaluation-of-instruction-sei/>.
2. Ranked Faculty & SEIs. Results from the Faculty Senate approved SEI questions are required for retention, tenure, and promotion for ranked faculty and for renewal and promotion of Instructional Academic Staff in the form of (1) the single motivation item and (2) the composite SEI consisting of the 5 common questions. For ranked faculty contract-renewal and both faculty and IAS promotion 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.
3. SEIs in Sociology will be administered electronically for each course taught each semester in face-to-face or online (excluding independent studies courses, individual research, or internships) in the last two weeks before the end of the course. In addition, SEIs will be administered for courses taught during intersessions (summer or winter

session) if the course is a program requirement not offered during the traditional academic year. Otherwise, SEIs associated with intersession teaching are optional (as decided by the instructor). See [Appendix E](#) for a copy of the SEI form.

4. Procedure for administering SEIs. Students will be provided with the opportunity to complete electronic SEIs in the classroom for face-to-face classes during the two-week active participation window for the university as a whole.
 - a. Students should be notified in advance that SEIs will be administered on a specific date, and instructed to bring available mobile technology in order to participate during the designated class time.
 - b. The instructor and any teaching assistants shall not participate in the administration of student evaluations of instruction. Neither shall be present in the room when the evaluations are completed.
5. In addition to the standard questions required by the Faculty Senate, the Sociology SEI form will include the following two open-ended questions:
 - a. Please comment on what your instructor did to make the course worthwhile. Please be as specific as you can.
 - b. Please comment on what your instructor might do to improve the course, for the benefit of future students. Please be as specific as you can.
6. Collection of Student Evaluation of Instruction (SEI) information
 - a. The Department collects SEI information electronically for all courses associated with Sociology departmentally assigned prefixes (and any students in a cross-listed course) for instructors whose primary affiliation is with the Department of Sociology and Criminal Justice.
7. Use of SEI data and student comments.
 - a. The Department Chair, the Promotion, Retention, and Tenure committee, the Post-Tenure Review committee, and faculty may review relevant SEI data and student comments from SEIs for all personnel reviews and for general mentoring regarding teaching quality and student learning.

IV. Merit Evaluation

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

All faculty and IAS have a June 1st deadline for entering teaching, scholarship, and service activities into the electronic portfolio system on activities from the prior year June 1st – May 31st.

A. Evaluation Processes and Criteria

1. Faculty

- a. Procedure for Determining Faculty Merit Pay Increases. Merit pay increases are based on the performance of faculty members in three aspects of their work responsibilities: 1) teaching, 2) scholarly activity, and 3) service. The procedures for ascertaining and evaluating meritorious work each year involve student evaluation of instruction and self-reporting other activities, including review and analysis of this information by the Department's Merit Review Committee. As detailed below, the Merit Review Committee reports a rank order of merit scores to the Department without names of faculty associated with such scores, and the Department as a whole (without participation of Merit Review Committee members) determines the number of merit categories (from the four merit categories: exceptional, significant, merit, no merit), the cut-off points between categories, and the pay differential between categories.
- b. Merit Review Committee and Collection of Merit Information. At the beginning of each academic year, the Department creates a Merit Review Committee. The committee consists of three faculty members, two tenured and one non-tenured, serving two-year terms. The returning tenured faculty member chairs the committee in their second year of service. At the end of each academic year, the committee distributes to each faculty member a *Merit Self-Rating Form* for the calendar year utilized in the merit evaluation. The Merit Self-Rating Form (see [Appendix F](#)) solicits information on work performance in teaching, scholarship, and service, and provides criteria for rating each activity. In early fall of each academic year, the Merit Review Committee reviews the completed Merit Self-Rating Forms to ensure that similar activities reported by various faculty members are awarded equal merit, and to ensure appropriate documentation is provided when necessary. Faculty members who do not complete forms are treated as not meritorious.
- c. Faculty that are on sabbatical leave for two semesters are placed in the merit category "On Sabbatical". In the event that merit pay is to be assigned in the same year that an individual is on sabbatical for the full year, then they are automatically assigned the rank they achieved the previous year.

2. Instructional Academic Staff in Permanent Budgeted Instructional Lines (if included in merit processes, otherwise see VI)

- a. 100%-time instructional academic staff in the Department of Sociology and Criminal Justice use the same merit-review process as faculty members in the Department.

3. Non-Instructional Academic Staff (if included in merit processes, otherwise see VII)

- a. Not applicable.

4. Department Chair

- a. The Department Chair is reviewed for merit using the same process as other faculty members in the Department.

B. Distribution of Merit Funds

1. After reviewing the merit self-rating forms, faculty members are ranked by the Merit Review Committee on teaching, scholarship and service according to the following formula (this formula will differ depending on the number of merit categories awarded in a given year; example provided assumes three merit categories):

$aX + b(X + Y) + c(X + 2Y) = \text{merit fund to be distributed where:}$

a = number of faculty members in lowest meritorious category

b = number of faculty members in next highest meritorious category

c = number of faculty members in highest (of three, in this example) meritorious category

X = mean merit salary increase for those in lowest meritorious category

Y = merit pay differential between meritorious categories

Separate merit pay calculations are carried out for each academic rank, with pool to be distributed determined by faculty in each rank.

C. Appeal Procedures

1. Not applicable

V. Faculty Personnel Review

1. The Department will follow the policies regarding retention and tenure described in the Faculty Personnel Rules (UWS 3.06 - 3.11 and UWL 3.06 -3.08)
<http://www.uwlax.edu/Human-Resources/Unclassified-Personnel-Rules/>.
2. 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 start date after **July 1, 2015**.
3. The Department will follow policies guiding part-time appointments for faculty and tenure clock stoppage available on the Human Resources website.
4. It is the intent of the members of the Department of Sociology and Criminal Justice to facilitate the professional development of non-tenured faculty members during their probationary period, while at the same time maintaining the highest possible standards of excellence in teaching, scholarly activity, and service. Departmental policy for reviewing the performance of probationary faculty members emphasizes:
 - a. Collaboration and open communication between non-tenured faculty members and the Department's Retention Committee or designated representatives;
 - b. A constructive and formative process of setting goals, obtaining and utilizing evidence of performance, and identifying strengths and areas needing improvement; and
 - c. Adequate record keeping benefiting all parties.

5. *Faculty Mentoring.* During the first academic year of employment in the department, each probationary faculty member in consultation with Departmental colleagues are encouraged to select a mentor within the Department. Each probationary faculty member is also encouraged to obtain a mentor from among faculty members outside the department. The Department Chair will assist in the process of identifying possible mentors if so desired. Mentors are to serve as accurate sources of information and perspective on policies and practices in the Department and university, but are not to be held responsible for the performance of the probationary faculty member(s) with whom they have a mentoring relationship.

A. Retention (procedure, criteria and appeal)

Note: Departmental criteria for retention may differ from university criteria for promotion, although the criteria are complimentary.

(Updated 4-30-2021)

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; and
 - 3) Merit evaluation data (if available).
- c. The initial review of probationary faculty shall be conducted by the tenured faculty of the appropriate department in the manner outlined below.
- d. *First Year Faculty Review.* All first-year tenure-track faculty will be reviewed in the spring of their first year. This is a non-contract review. 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. For these reviews:
 - 1) The CANDIDATE PROVIDES one electronic “Retention Report–Individual” – saved as an PDF report and emailed to the Department Chair one week prior to the Retention committee meeting. The retention report of the candidate’s activities will be generated from the electronic portfolio system and represent activities since date-of-hire at UWL as a tenure-track faculty member. The retention report should include hyperlinks to associated evidence such as: a.

evidence of teaching development activities (e.g., syllabi with learning objectives stated, course assessments, peer evaluations); b. evidence of scholarship (e.g., copies of presentations, publications, creative activities); c. evidence of service (e.g., letters or projects associated with department, college, university, and/or professional service); and d. a retention narrative that describes the faculty member's teaching, scholarship, and service, modeled after the narrative required for promotion. A copy of their vita will be uploaded as an attachment in the electronic portfolio system and available for review with the report.

- 2) Within 7 working days after the review meeting, the faculty member will be notified in writing of the results of the meeting. A written report of the results of the review shall be given to the faculty member at least two working days before the results are forwarded to the Dean. Results shall be reported for each of the review areas.
- e. Contract Reviews (Retention/Tenure). Subsequent to the call of the Vice Chancellor, the Department shall establish a review date and inform all probationary faculty with at least 20 calendar days' notice to prepare a set of materials describing performance in the areas of: teaching, scholarly and research activity (see Department Statement on Scholarly Activity), department, university, community, and professional service. The date, time, and place of the above meeting shall be conducted in compliance with the Wisconsin Open Meeting Rule. For a retention and tenure meeting to take place, attendance by 2/3 of the tenured faculty constitutes a quorum. In cases where there are fewer than three tenured faculty members, the Department Chair and tenured faculty shall work with the Dean to establish an appropriate committee. The probationary faculty persons shall have the opportunity to make a written and/or oral presentation at the meeting.
- 1) The CANDIDATE PROVIDES two electronic reports – saved as PDF reports and emailed to the Department Chair one week prior to the Retention Committee meeting.
 - i. A “retention report” of the candidate’s activities (generated from the electronic portfolio system and representing activities since date-of-hire at UWL as a tenure-track faculty member which should include hyperlinks to associated evidence such as: a. evidence of teaching development activities (e.g., syllabi with learning objectives stated, course assessments, peer evaluations); b. evidence of scholarship (e.g., copies of presentations, publications, creative activities); c. evidence of service (e.g., letters or projects associated with department, college, university, and/or professional service); and d. a retention narrative that describes the faculty member’s teaching, scholarship, and service, modeled after the narrative required for promotion.
 - ii. An “annual report” of the candidate’s activities (generated from the electronic portfolio system representing activities since date-of-last review).

- iii. A copy of their vita uploaded as an attachment in the electronic portfolio system.
- 2) The Department Chair will provide merit and SEI summary information.
- 3) Prior to the beginning of the review of the candidate(s), the meeting will go into closed session according to Section 19.85 in the Wisconsin Statutes. During the review meeting, the Chair shall entertain a motion regarding the retention of the candidate(s). Passage of a motion to retain a candidate(s) (and, if appropriate, to recommend tenure) shall require a 2/3 majority of those present and voting.
- 4) The Department recommendation and decision (actual vote) shall be reported in writing with supporting documentation to the Dean. The candidate must be notified of the results of the review within 7 working days; according to UWS 3.07, a person denied renewal may request written reasons for the non-renewal. A written report of the results of the review shall be given to the faculty member at least two working days before the results are forwarded to the Dean. Results shall be reported for each of the review areas.

2. Criteria

- a. **Scholarship**: Persons recommended for retention will show progress in their agenda for research/scholarship. See [Appendix A](#) for the Department's Statement on Scholarship.

Candidates for retention shall provide a report on research/scholarship 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.

- 1) The committee will evaluate scholarly production in terms of:
 - i. Service demands on historically underrepresented or oppressed groups.
 - ii. Mentoring and other service demands on members from historically underrepresented or oppressed groups and/or tenured faculty when the department's tenure density is low.
 - iii. Disciplinary publishing patterns for scholars from historically underrepresented or oppressed groups
 - iv. The range of publishing opportunities in the candidate's area of specialization (e.g., controversial topics, underrepresented populations, disciplinary critiques).
 - v. Engagement in new or emerging research methods or new perspectives.

- b. **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, the Department of Sociology and Criminal Justice expects service to the Department, including regular attendance at departmental and relevant committee meetings, assessment, attendance at a minimum of one UWL graduation ceremony per year, and

developing contributions to the university and/or community. See [Appendix B](#) for the Department's Statement on Service.

- 1) The Department recognizes that faculty from diverse populations may be called on to perform service more frequently than faculty from dominant population, and will advise candidates for review, merit, retention/tenure, promotion, and career progression on sustainable levels of service.
- c. **Teaching:** For retention, candidates will need to demonstrate strong evidence of quality teaching, professional development as a teacher, and professional competence as a teacher. See [Appendix C](#) for the Department's Statement on Teaching.
- 1) The review committee will contextualize its evaluation of teaching evidence, including grade profiles and SEIs, in terms of the instructor's teaching methods and goals and the instructor's ongoing efforts to improve student learning and close equity gaps in student learning. The committee will further contextualize responses to required SEI questions 2-6 in relationship to responses in the required student motivation item, SEI question 1.
- d. 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.
 - i. The narrative statement may include an explanation of the relationship between the instructor's grading standards and the grade distributions evident in the TAI and may reference specific teaching evidence that supports that explanation.
 - 2) Teaching assignment encompasses a listing of courses taught, unique expertise, approach to grading and evaluation, and duties that are different from classroom teaching.
 - 3) 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.
 - 4) Teaching evaluation encompasses a narrative outlining the methods used to evaluate teaching, in addition to written evaluation by peers, and SEI scores.
 - 5) Peer evaluation and feedback; SEI results, and syllabi. The Department is required to perform one peer review per year.
 - i. 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.
 - ii. 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. The reviewer prepares a written evaluation (see [Appendix G](#) for an example of the teaching review format).
 - iii. The reviewer and reviewee meet to share and discuss the evaluation.

- iv. The reviewer submits the written evaluation in electronic format to the Department Chair and to the reviewee.

3. Appeal

- a. Anyone wishing to appeal a Department retention or tenure decision is required to submit a written petition to the Chairperson of the Department carefully detailing the basis on which this appeal is being made. This appeal must be filed with the chairperson within two weeks of the notification of the contested retention/ tenure decision. The Department will then hold a special closed session hearing to review all evidence pertinent to this petition in the presence of the appellant. Subsequent to hearing the facts, the Department will dismiss the appellant from the hearing room chambers and will render its final decision on the appeal. (cf. Faculty Personnel Rules UWS 3.06-3.11 and UWL 3.06-3.08; and [UWL Employee Handbook](#))

B. Tenure Review and Departmental Tenure Criteria

The basic rules regarding retention and tenure are described in the Faculty Personnel Rules (UWS 3.06 - 3.11 and UWL 3.06 - 3.08).

The granting of academic tenure represents a long-term commitment of institutional resources, which requires proof of excellence in past performance and a forecast that an individual faculty member's intellectual vitality and future contributions will continue to be of high quality for many years to come. Non-tenured instructors should not expect an award of tenure solely on the fact that their contracts have been consistently renewed; however, the procedures for making tenure decisions and recommendations for probationary faculty parallel procedures for retention and are based on the body of work evidenced during the individual's time in rank. Tenure will be granted with a 2/3 majority vote by tenured faculty. In cases where there are fewer than three tenured faculty members, the Department Chair and tenured faculty shall work with the Dean to establish an appropriate committee.

1. Procedure

- a. The decision to recommend a faculty member for tenure in the Department of Sociology and Criminal Justice is based on an appraisal of the candidate's overall contribution from their date of hire at UWL in a tenure-track position. Tenure in the Department of Sociology and Criminal Justice reflects:
 - 1) Evidence of a consistent program of scholarly inquiry as defined by the Department's Statement on Scholarship ([Appendix A](#)).
 - 2) Evidence of consistent service to the department and to the college/university and/or professional service. Community service that utilizes professional

expertise is encouraged but not required. See [Appendix B](#) for the Department's Statement on Service.

- 3) Consistent evidence of a strong commitment to student learning and to quality teaching. See [Appendix C](#) for the Department's Statement on Teaching.
- 4) The process and criteria for review are identical to that outlined above under sections V.A.1.e. *Contract Reviews (Retention/Tenure)* and V.A. 2. **Criteria**
- 5) Junior faculty should pay close attention to retention letters as guides for promotion and tenure recommendation from the department.

2. Appeal

- a. Anyone wishing to appeal a Department retention or tenure decision is required to submit a written petition to the Chairperson of the Department carefully detailing the basis on which this appeal is being made. This appeal must be filed with the chairperson within two weeks of the notification of the contested retention/ tenure decision. The Department will then hold a special closed session hearing to review all evidence pertinent to this petition in the presence of the appellant. Subsequent to hearing the facts, the Department will dismiss the appellant from the hearing room chambers and will render its final decision on the appeal. (cf. Faculty Personnel Rules UWS 3.06-3.11 and UWL 3.06-3.08; and [UWL Employee Handbook](#))

C. Post-tenure Review

The Department of Sociology and Criminal Justice follows the UWL/UW System post-tenure review policy and procedure outlined on the Human Resources website:

<https://www.uwlax.edu/human-resources/post-tenure-review-policy/>.

1. Departmental Post-Tenure Review Criteria

The department will use the following criteria in post-tenure review

- a. *Scholarship*. The Department expects each faculty member to engage in scholarly activities that: (in decreasing order of importance)
 - maintain the quality of the faculty member's teaching activities
 - the faculty member keeps up with the fields of study represented by his/her teaching assignments
 - keeps up with knowledge of what constitutes effective teaching in the discipline
 - develop new areas of knowledge germane to his/her discipline and that may be reflected in new teaching assignments
 - lead to professional presentations and publications.

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

- b. *Service.* The Department expects faculty to volunteer for and serve on committees that contribute to the success of the Department and University in fulfilling their missions. The Department expects faculty to:
- regularly attend and participate as an active member in department and committee meetings
 - attend at least one UWL graduation ceremony per year
 - keep up with current curriculum requirements and participate in advising students
 - maintain professional affiliations outside the University.

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

- c. *Teaching.* The Department expects each faculty member to teach courses in his/her areas of expertise (or to engage in activities deemed teaching); the expected teaching load is the equivalent of 12 semester-hours. Under special circumstances faculty may be granted a reduced load (e.g., a faculty member holding a significant research grant or unusual service responsibilities). Faculty shall:

- develop an acceptable (in the judgment of their peers) syllabus including appropriate readings and other activities for each course
- develop acceptable (in the judgment of their peers) and fair (in the judgment of their peers) methods of evaluation for each course
- meet with their students as scheduled for classes or make provisions for acceptable alternative activities.

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

D. Faculty Promotion Procedures (procedure, criteria and appeal)

(Updated 4-30-2021)

The Department will follow the guidelines and schedules regarding faculty promotion available at <http://www.uwlax.edu/Human-Resources/Faculty-Promotion-Resources/>.

The Department promotion procedures are designated to facilitate the implementation of the guidelines outlined in the [UW-La Crosse Employee Handbook](#).

1. Review Process

- a. Subsequent to the Chair receiving notification from the Vice Chancellor/Human Resources of a candidate's eligibility for promotion in rank, candidates will be

informed in writing by the Chair of eligibility at least 20 calendar days prior to the scheduled and publicized promotion review meeting. The date and time for the promotion review meeting is set by the Department with enough time allocated to go through the review process and any potential appeals prior to the deadline for submitting materials to the Dean.

- b. Faculty who are eligible and wish to be considered for promotion must submit a completed Faculty Promotion Evaluation Report as outlined by the Joint Promotion Committee using the electronic portfolio process. The report is submitted to the Department Chair at least seven calendar days prior to the scheduled date of the departmental promotion consideration meeting.
- c. The Department Promotion Committee will consist of all faculty of the same or higher academic rank as the promotion rank which the candidate is seeking. The Department Promotion Committee will consist of a minimum of three members. In the event that there are not at least three Department members at or above the rank the candidate is seeking, the Department Chair shall meet with the candidate to select outside members. If there is not a mutual agreement regarding the additional member(s), the Dean shall be consulted and have the final selection of the outside member(s). The faculty of the appropriate rank shall be from other UWL Departments to ensure that at least three members are at the same or higher academic rank as the promotion rank sought by the candidate.
- d. The Department Chair will make the promotion materials and the candidate's student evaluation information available for review by all faculty eligible to vote on the promotion question at least seven calendar days in advance of the departmental promotion consideration meeting. The promotion candidate may submit additional written materials or make an oral presentation at the departmental promotion consideration meeting prior to the start of the promotion deliberations. The requirements of the Wisconsin Open Meeting law shall apply to this meeting.
- e. After having a discussion of a candidate's performance with respect to the criteria specified in section two below, votes will be cast by signed paper ballots on a separate motion to promote each candidate. Voting eligibility in all promotion considerations shall be restricted to faculty of the same or higher academic rank as the promotion rank in which the candidate is seeking. Specifically, this means that all Associate and Full Professors are eligible to vote for faculty seeking promotion to Associate Professor and only Full Professors are eligible to vote on promotion recommendations to Full Professor. At least a two-thirds majority of eligible voting members present is necessary for a positive promotion recommendation. The results of the vote will be recorded and entered in the appropriate portion of the Faculty Promotion Evaluation Report form.
- f. Within two calendar days of the promotion consideration meeting, the Department Chair will orally notify each candidate of the Department's recommendation. For

positive recommendations, the members of the Promotion Committee who have volunteered to write the Faculty Promotion Evaluation Report will do so within seven calendar days as required. A draft of the letter will be sent to all voting members of the promotion committee for review. The Department Chair may also include a separate letter to provide further clarification of candidate materials if they wish to do so. A copy of the promotion letter(s) will be provided to the candidate at least one day prior to the submission of the promotion file to the dean.

- g. If approved by the Promotion Committee, the Department Chair will transmit the vote and the letter from the promotion committee to the Dean following the most current JPC guidelines.
- h. JPC requires that a faculty member who has had reassigned time to fulfill a position outside the expectations of a standard faculty member (e.g. Department Chair, director of a center or program, etc.) must provide two related documents in their promotion report:
 - 1) One or more letters from their supervisor(s) (e.g. Department Chair, Dean, etc.) that outlines their job description with respect to each reassigned time appointment.
 - 2) Documentation that illustrates their level of success in the role fulfilled by the appointment, such as performance reviews or other data that show how the aims of the appointment are being met. The candidate is responsible for uploading these documents in their promotion report.

2. Criteria

- a. To be considered for promotion to a higher rank, faculty must meet the minimum University criteria as stated in the UWL Staff Handbook. For the rank of Associate Professor, a candidate must provide evidence of teaching excellence, the establishment of a program of scholarship, and be engaged in service. Evidence of teaching excellence, scholarship, and service will be consistent with the Department's definitions of scholarship (see [Appendix A](#)), service (see [Appendix B](#)) and, teaching (see [Appendix C](#)).
 - 1) As with review for retention and promotion, Department consideration of materials will include the following:
 - i. The committee will contextualize its evaluation of teaching evidence, including grade profiles and SEI's in terms of the instructor's teaching methods and goals and the instructor's ongoing efforts to improve student learning and close equity gaps in student learning. The committee will further contextualize responses to required SEI questions 2-6 in relationship to responses to the required student motivation item, SEI question 1.
 - ii. The committee will evaluate scholarly production in terms of: . service demands on historically underrepresented or oppressed groups

- . mentoring and other service demands on members from historically underrepresented or oppressed groups and/or tenured faculty when the department's tenure density is low.
 - . disciplinary publishing patterns for scholars from historically underrepresented or oppressed groups.
 - . The range of publishing opportunities in the candidate's area of specialization (e.g. controversial topics, underrepresented populations, disciplinary critiques)
 - . engagement in new or emerging research methods or new perspectives
- iii. The department recognizes that faculty from diverse populations may be called on to perform service more frequently than faculty from dominant populations, and will advise candidates for review, merit, retention/tenure, promotion, and career progression on sustainable levels of service.
- b. To be promoted to the rank of Professor, a faculty member must be well respected within the department for excellence in teaching and as someone who has taken a leadership role in enhancing the curriculum in the department. The faculty member has a continuing scholarly program. The faculty member provides strong leadership in department service and is well respected at the school or college level for university and professional service. Evidence of teaching excellence, scholarship, and service will be consistent with the department's definitions of scholarship (see [Appendix A](#)), service (see [Appendix B](#)) and, teaching (see [Appendix C](#)).

3. **Reconsideration**

- a. After receiving the Chair's notification, the promotion candidate will have 14 days to request reconsideration by the Promotion Committee.
- b. Each promotion candidate will have the right to appeal the Department's reconsideration decision to the Grievance, Appeals and Academic Freedom Committee. Written notice of the reconsideration decision will be transmitted to the candidate and the Dean within seven (7) calendar days.

E. Review of Faculty and IAS who are School of Education faculty

- 1. The Dean of the School of Education provides feedback to the candidate and the department in terms of the promotion and contract renewal, tenure and post-tenure review for School of Education faculty. The Director submits an assessment/rubric with comments at the beginning of the review process to the candidate, the department, and the Dean of the content area.

VI. Instructional Academic Staff Review

A. Annual Review

1. In Accordance with Faculty Personnel Rules Chapter 10, academic staff (instructional and non-instructional) will be evaluated annually. <https://www.uwlax.edu/human-resources/faculty-and-staff/performance-appraisals/>
2. Academic staff teaching reappointments are made by the departmental Executive Committee. All instructional academic staff (IAS) are required to have an observational classroom teaching visit performed by at least one member of the faculty every year with a written evaluation of this classroom observation to be filed with the chair. A copy of this evaluation will be given to the instructor being evaluated. Faculty members will perform these peer evaluations of teaching of instructional academic staff in alphabetical order beginning with one randomly chosen Department faculty member. (Queue will be posted with the Annual Departmental Committee Assignment Sheet). When an Instructional Academic Staff member has reached the level of Senior Lecturer, they may choose to participate in the peer-review of teaching process that is used for tenured faculty rather than having annual in-class teaching observations.
3. Annually, during the spring Semester, the Chair will communicate with each IAS member. Prior to this communication the IAS member will make available his/her Activity Report as generated by the university electronic portfolio system and provide a brief narrative statement relative to progress on the goals identified in the Individual Development Plan (IDP) for that Academic Year (AY) and goals for the upcoming AY (assuming reappointment is intended). Members of the Executive Committee will have an opportunity to review these materials and express any concerns or recommendations to the Chair. The annual review will consist of a review of the position description; department/unit goals; employee career goals; supervisor position expectations; the Activity Report generated through the UWL electronic portfolio system; summary of student comments and SEI information; and a brief narrative statement relative to progress on the goals as found on the current year's Individual Development Plan. A new individual development plan will be developed which will be used to review the outcomes of established employee career goals and position expectations. The IDP will be the guide throughout the year to ensure that employee career goals and supervisor position expectations are met.

B. IAS Promotion Procedures

Policies and procedures guiding promotion for IAS are available at

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

- a. The Department will adhere to the IAS Promotion Deadlines as outlined on the IAS Promotion webpage.

- b. The Promotion, Retention and Tenure Committee will serve as the IAS promotion committee and will review and vote on the promotion request. The IAS member will be notified no less than 20 calendar days in advance of the promotion review meeting and asked to prepare the portfolio for review using the UWL electronic portfolio system. At least one week prior to the review the IAS member will provide the portfolio to the Department Chair. All members of the Promotion, Retention and Tenure Committee will review the portfolio prior to the meeting. The IAS member will be given an opportunity to provide additional oral or written support for the promotion prior to the meeting going into closed session. The IAS member will be notified within seven calendar days of the results of the hearing. The Chair will be responsible for writing the letter of support and completing the departmental report that will accompany the candidate's portfolio that is sent to the Dean.
- c. *IAS Promotion Reconsideration*
 - 1) The candidate can appeal the decision of the IAS promotion committee by following a process similar to the policy established for Reconsideration of Promotion for ranked faculty. Specifically:
 - 2) After receiving the Chair's notification, the promotion candidate will have 14 calendar days to request reconsideration by the Promotion, Retention and Tenure Committee. The Chair will then convene the Promotion, Retention and Tenure Committee to hear all relevant evidence to support promotion. The candidate will have an opportunity to provide additional written or oral support relevant to promotion. The Promotion, Retention and Tenure Committee will then dismiss the appellant from the hearing room chambers and move into a closed session hearing to review all evidence pertinent to this petition. The Promotion, Retention and Tenure Committee will then render its final decision on the appeal.

C. Appeal Procedures

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

VII. Non-Instructional Academic Staff Review (if applicable)

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

Not Applicable in the Department of Sociology and Criminal Justice

VIII. Governance

A. Department Chair

(Updated 4-30-2021)

The Department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate Policies (revised 2008)

<http://www.uwlax.edu/facultysenate/ABP/FacSenatePolicies.html> 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 indicated in the Employee Handbook <http://www.uwlax.edu/Human-Resources/Employee-handbook/>

1. Election of the Department Chair

- a. The Chair is elected by the Department in February for a three-year term. All Department members (as determined by Department by-laws [i.e., all ranked faculty and full-time IAS who have been on staff for at least four semesters and on contract during the semester of the vote]) are eligible to vote. Individuals in 100% administrative positions whose academic affiliation is with the Department of Sociology and Criminal Justice are not eligible. The Dean shall send out nominating ballots to all eligible to vote. Any candidate who consents to serve and receives 60% of the ballots will be elected Chair. If this does not occur, there will be a runoff between the two persons with the most nominations who have consented to run.

2. Responsibilities and Rights of the Department Chair

The department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate Policies (revised 2008)

<http://www.uwlax.edu/facultysenate/ABP/FacSenatePolicies.html> 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 Employee Handbook <http://www.uwlax.edu/Human-Resources/Employee-handbook/>

- a. The Chair is responsible for:
 - 1) selection, supervision, merit rating and promotion of faculty for regular and summer sessions and support staff;
 - 2) for developing and implementing the curriculum, advising students and informing the administration of progress and problems;
 - 3) for drawing up and supervising a budget, reporting textbook selections, assigning offices and space and maintenance of facilities and equipment;
 - 4) for scheduling classes and registering students in regular and summer sessions;
 - 5) for convening and presiding at regular and special meetings of the Department;
 - 6) other matters outlined in the Faculty Senate Policies include hearing and responding to student concerns.

- b. Additionally, the policy specifies that the Chair will assume a prominent role in creating a professional environment conducive to high morale and productivity in the Department. The Chair may delegate performance of the duties to committees or members of the Department.
 - 1) The Department Chair will arrange with the Affirmative Action Officer to provide pertinent information on diversity issues related to merit, retention, tenure, promotion, and post-tenure review to members of the review committees at least every other year.
- c. In compensation, the Chair receives a .50 reduction in load during the academic year and a fractional administrative summer appointment determined by the Dean of the College of Arts, Social Sciences, and Humanities.
- d. ***Formative Evaluation of Chair***
 - 1) The Department of Sociology and Criminal Justice will follow the College of Arts, Social Sciences, and Humanities Department Chair evaluation procedure.
- e. ***Summer Administrative Duties***
 - 1) In the summer, the Department Chair receives a fractional appointment and is responsible for seeing to Department business as it comes up. The Chair should use the Executive Committee for consultation regarding business that affects the Department as a whole. The Chair should appoint an Interim Department Chair if he/she is going to be away for more than seven working days and notify the Department and the Dean's office.

B. Standing Departmental Committees

During the first week of the fall semester every year, the members of the Department are polled for their interest in serving on the Department's standing committees. All Department members are expected to serve on committees. The Executive Committee of the Department reviews these requests and then assigns individuals to serve on the various Department committees. If no one has volunteered to serve on a particular committee, the Executive Committee will assign Department member(s) to the committee(s). The list of the Department standing committees and their principal functions and duties follow.

1. The Executive Committee

- a. The principal function and duty of the Executive Committee is to deal with urgent Departmental matters that cannot wait until the next scheduled Department meeting. In addition, the Executive Committee is responsible for the following:
 - 1) Reviewing fall, spring, and intersession course offerings and enrollments in order to advise the Department Chair on the management of the curriculum;
 - 2) Making recommendations to the Department for curriculum revision;
 - 3) Making decisions regarding part-time instructional staff hiring;
 - 4) reviewing and updating the Department By-laws and Policies on an annual basis;

- 5) making decisions regarding any requests from outside the Department for the financial support of speakers, events and programs, in amounts of \$100 or less. Requests for more than \$100 must be considered by the Department as a whole;
 - 6) Selecting the recipients of Department scholarships; and,
 - 7) Other duties as assigned by the Department.
 - b. The Executive Committee consists of the Department chair, and two additional members of the Sociology Faculty. All members of the Department take turns serving one-year terms on the Executive Committee and will be assigned by an Executive Committee Membership Queue.
2. **The Merit Review Committee**
(Updated 2-26-2021)
 - a. The principal function of the Merit Review Committee is to oversee the integrity of the annual Merit Review process. All members of the Department take turns serving two-year terms on the Merit Review Committee and will be assigned by a Merit Review Committee Membership Queue. Membership includes three faculty members. When there are three or more non-tenured faculty in the department, the membership queue will be adjusted to ensure that membership includes one non-tenured faculty and two tenured faculty members (or the most senior faculty members if no tenured faculty are available). Newly hired faculty will be added at the top of the queue to serve a two year term beginning in their second year. One tenured faculty, preferably serving in the second year of their term on the committee (chosen randomly by the Department Chair if there are two) will serve as Committee Chair. No faculty member shall serve more than two consecutive years on the committee.
3. **The Program Assessment Committees (SOCPAC)**
 - a. The principal function of the Program Assessment Committee is to assess how well the academic programs that we offer meet identified programmatic student learning outcomes. The Program Assessment Committee is responsible for coordinating the assessment of all general education courses and all major/program assessment activities (direct, indirect, and writing in the major), including writing all required university assessment reports.
 - b. SOCPAC consists of four members serving staggered two-year terms.
 - c. The chair of the committee is selected from the two second-year members of the committee.
 - d. All members of the Department take turns serving two-year terms on the Program Assessment Committee.
4. **Retention Committee**
 - a. The principal function of the retention committee is to determine whether or not to recommend to the Dean of the College that a probationary faculty be retained in his or her employment. The Retention Committee consists of all tenured faculty members

in the department. Voting eligibility in all retention decisions is vested with the currently tenured faculty of the Department.

5. Promotion Committee

- a. The principal function of the promotion committee is to determine whether or not to recommend promotion of candidates to the Dean of the College. Voting eligibility in all promotion considerations is restricted to faculty of the same or higher academic rank as the promotion rank that the candidate is seeking. The Department Promotion Committee will consist of a minimum of three members. In the event that are not at least three Department members at or above the rank the candidate is seeking, the Department Chair shall meet with the candidate to select outside members. If there is not a mutual agreement regarding the additional member(s), the Dean shall be consulted and have the final selection of the outside member(s). The faculty of the appropriate rank shall be from other UWL Departments to ensure that at least three members are at the same or higher academic rank as the promotion rank sought by the candidate.

6. Post-Tenure Review Committee

- a. The principal function of the post-tenure review committee is to review and evaluate the cumulative performance of already tenured faculty over intervals of five years beginning from the year of their first grant of tenure at UW-La Crosse. The areas of teaching, scholarship and service are all reviewed and evaluated in accordance with the specifications enumerated in the by-laws. Only tenured faculty within the Department are eligible to serve on the post-tenure review committee.

7. Criminal Justice Minor Coordinator

- a. The Criminal Justice Minor Coordinator is responsible for the following:
 - 1) Each semester prior to student registration for classes for the upcoming semester, the coordinator will compile a spreadsheet of all CJ minor course offerings/days and times. The course offering information will be emailed to all current CJ minors, Soc faculty, College advisors in CASSH, CBA and SAH, the Academic Advising Center and the chairs of Political Science/Public Administration and Psychology.
 - 2) The coordinator is responsible for overseeing the CJ minor assessment process and ensuring that annual assessment reports are written, filed on the Departmental N drive, and uploaded for university records using UWL's assessment software.
 - 3) The coordinator will serve as the primary source of advising information regarding the minor.
 - 4) The coordinator will work with faculty interested in developing new courses that might fit within the CJ minor and will ensure that the CJ minor course catalog information in the electronic course information system is kept up to date regarding courses available in the minor.

- 5) The coordinator will work with Career Services to identify and or develop new internship opportunities for CJ minors.
 - 6) Works closely with the chair of Political Science/Public Administration to ensure that an adequate number of CJ minor electives are offered each semester.
- b. Election of Criminal Justice Minor Coordinator
- 1) All full-time, tenured and tenure-track Department Faculty are eligible to serve.
 - 2) The Coordinator will be elected by the Department faculty at the last Department meeting of the academic year to serve a 3 year term.
8. **Sociology Honors Coordinator**
- The Sociology Honors Coordinator is responsible for the following:
- a. Facilitate student awareness of the sociology honors program as a capstone option early in their student career and recruit potential sociology honors students.
 - b. Field student questions regarding sociology honors capstone option.
 - c. Review all sociology honors applications, make admission decision, and notify students of acceptance decision, general requirements, etc.
 - d. Coordinate with the sociology honors students' supervising faculty members and students regarding undergraduate research grants.
 - e. Maintain comprehensive records on N drive spreadsheet of all sociology honors students' progress.
 - f. Contact ADA with names of sociology honors students to apply honors designation in WINGS.
 - g. Coordinate sociology honors students' completion of all senior assessments (exit exam, collection of electronic version of paper, and exit survey).
9. **Other Capacities**
- In addition to these standing committees the Department also appoints faculty to serve in the following capacities:
- a. **External Committees**
 - 1) Murphy Library Liaison
 - 2) Sociology Educational Studies Program Liaison
 - b. **Internal**
 - 1) Alpha Kappa Delta Honor Society Advisor
 - 2) Campus Close-Up Coordinator
 - 3) Celebrations Czar
 - 4) Department Webmaster
 - 5) Sociology Club Advisor
 - 6) Sociology Major Recruitment Coordinator
 - c. The Department may also form additional Ad Hoc committees as it deems appropriate.

C. Departmental Programmatic Assessment Plan

Students in the Sociology major and Criminal Justice minor are assessed based on Student Learning Outcomes developed in each program stated below. The assessment of the sociology program includes three major components: two direct measures 1) a content analysis of a sample of senior option papers, and 2) senior option assessment exam; and one indirect measure, a senior exit survey. Data for all assessments are collected each semester/year from the Senior Options courses. Sociology Senior Options courses include SOC 405 [Quantitative Sociological Research], SOC 416 [Qualitative Explorations], and SOC 410 [Sociology Honors]. Data from each assessment component is analyzed every three years in a three-year rotation.

In addition, the department assesses the university writing in the major program (WIMP) every three years at the same time the content analysis of senior papers is conducted, and conducts a survey of graduates approximately every 10 years.

The department assesses all courses that are part of the university General Education program on a two-year cycle that starts in even-numbered fall semesters.

The Criminal Justice Minor Coordinator in conjunction with all instructors of Introduction to Criminal Justice assesses the minor with two direct measures every other year at the same time the Sociology program analyzes sociology senior option papers, and at the same time, the Sociology program analyzes the senior exit exam.

The assessment instruments for the Student Learning Outcomes for the programs and for General Education courses are listed in the Department of Sociology and Criminal Justice Assessment Handbook.

Sociology Program Student Learning Outcomes REVISED 9/20/2016

1. Demonstrate the ability to think critically and sociologically
 - a. Demonstrate a basic understanding of core sociological concepts including major theoretical perspectives and methodologies that shape and guide sociological analyses
 - b. Apply the sociological imagination when conducting scholarly research and in everyday life
 - c. Differentiate between agency and structure and explain the dialectical relationship between the two
 - d. Recognize the impact of social location (i.e. race/ethnicity, gender identity/gender expression, sexuality, religion, disability status, etc.) on the way individuals see and understand the world around them
 - e. Explore social phenomena from multiple levels of analysis
 - f. Distinguish between anecdotal and empirical evidence
2. Develop quantitative and qualitative research skills
 - a. Distinguish between social facts and social myths using empirical evidence grounded in the scientific method
 - b. Effectively use data
 - c. Effectively interpret data

- d. Construct sociological research questions
 - e. Employ the code of research ethics established by the American Sociological Association
 - f. Demonstrate an ability to conceptualize and operationalize
 - g. Select proper methodologies for answering research questions
 - h. Identify the ways sociological theory is constructed, applied, and used to guide sociological research
 - i. Produce an independent sociological research project
 - j. Demonstrate the ability to critically evaluate and synthesize a body of scholarship
3. Develop oral and written communication skills
 - a. Be proficient in the use and evaluation of appropriate social science-related resources including the library and electronic sources
 - b. Communicate effectively and sociologically in written and oral forms as part of required coursework
 - c. Write cogent sociological papers with proper grammar, spelling, and ASA-style citations and references
 4. Apply sociological skills and concepts in everyday life
 - a. Construct a resume and/or curriculum vitae
 - b. Identify the process for applying to graduate school
 - c. Identify ways to make oneself marketable for future careers
 - d. Identify the process for presenting student research at professional meetings
 - e. Apply sociological research and analytical skills to private, public, and non-profit agencies
 5. Identify how social inequalities are created, reproduced, sustained, and addressed
 - a. Identify social inequalities at the individual, institutional, and global level
 - b. Demonstrate an understanding of the forms and mechanisms of oppression, discrimination, and privilege
 - c. Identify ways that individuals can bring their unique talents and abilities to bear on addressing social inequalities

Interdisciplinary minor in Criminal Justice Student Learning Outcomes

1. Students will identify and demonstrate a comprehension and use of the major theoretical perspectives in criminal justice and/or criminology.
2. Students will apply different levels (interpersonal, institutional, structural, cultural) of analysis in explaining social phenomena.
3. Students will demonstrate an awareness of the history and current and/or recent culture of the major components of the criminal justice system, including police, courts, and corrections.
4. Students will critically evaluate the impact of race, class, gender, and ethnicity on criminal justice policy.

5. Students will demonstrate an understanding of the origins and current operations of the law and legal system.

D. Additional Departmental Policies

1. Sick leave Policy

- a. Department members will account for sick leave in adherence to the most current UW System guidelines: <https://www.uwlax.edu/Human-Resources/Reporting-leave-usage-and-requesting-time-off/>
- b. Employees report absences via the “My UW System” portal available at the top of the UWL HR website <http://www.uwlax.edu/hr/>.

2. Vacation Policy

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

3. Leave of Absence Policy

- a. A formal leave of absence without pay is a leave that exceeds 30 calendar days. Formal leaves require written approval of Human Resources and the employing department. Leave without pay for a complete pay period or up to 30 calendar days requires written approval from the supervisor and notification to Human Resources. Leaves without pay are granted for illness, care of a child, spouse, or parent with a serious health condition, education, military and exceptional personal reasons. Maternity/paternity leaves will be granted for birth or adoption of a child for up to, but not exceeding, six months. Upon request of the employer, maternity leave of absence may be extended for another period of time, not to exceed six months. For more information on leaves, contact Human Resources. The Department may approve a leave of absence request that extends beyond a twelve-month period only under extraordinary circumstances and then only when the Department determines that such an extension of the leave of absence is in the Department’s best interests.
- b. Administrative leaves involving service to UWL do not have to be approved by the Department. However, leaves involving a change in faculty residence or any other type of leave (e.g., sabbaticals and/or international teaching) need to be approved by the Department.

4. Workload policies

- a. The standard full-time teaching workload for tenured, and tenure-track faculty members in the Department of Sociology and Criminal Justice is twelve credits in both the spring and fall semesters. Summer and interim session teaching is optional. This workload should involve not more than three different course preparations per semester, unless the faculty member agrees to exceed this number of course preparations. Variations in this workload formula are permitted under special circumstances, subject to review by the Department, and the approval of the Department Chairperson. The standard full-time teaching workload for instructional

academic staff members in the Department of Sociology and Criminal Justice is fifteen credits in both the spring and fall semesters.

5. Department Course Staffing Policy

- a. No faculty or academic staff should be required to teach more than three different course preparations in a single semester (which, of course, excludes voluntary overloads).
- b. In the general interest of curricular diversity within the Department, no faculty or staff will be allowed to choose to teach more than two sections of the same course within a single semester.
- c. Exceptions to the preceding two guidelines may be made only with the approval of the Department Executive Committee.

6. Office Assignment Policy

- a. Order of preference for all vacated faculty offices (except the office reserved for the acting Chair of the Department) is determined by seniority. Seniority is determined by the date that the faculty contract when the faculty enters the tenure-track is signed. If two individuals have identical contract dates, then priority will be determined by random selection.

7. Travel Allocation Policy

- a. The Department strongly encourages and supports faculty travel to conferences, seminars, and/or other venues for professional enrichment. Faculty are required to submit their requests for travel funds for the academic year by the Friday of the third week in September via UWL's electronic travel approval process to the Department Chairperson who then reviews these requests. The Chairperson then allocates whatever sum of money is deemed appropriate in support of the travel request(s), covering the cost of the conference or up to the current departmental allocation of travel funds per faculty. Additional funds will be allocated if they are available. At some later point in the academic year, the Department Chairperson assesses how much travel money remains unallocated and awards such money to any pending travel requests as deemed appropriate. The criteria employed for allocating residual travel funds gives paper presentations of original research the highest priority.

8. Office Hours Policy

- a. All instructors must post office hours on their doors and provide a copy to the Program Assistant. In general, instructors should strive to post approximately 60 minutes per course per week (about three hours per week). Furthermore, instructors should endeavor to have office hours that span the time between courses and that reflect the needs of student schedules (e.g., between 9 a.m. – 4 p.m. or before a night course).
- b. When teaching an online course, instructors will provide the students with a 24-48-hour response time. Instructors will notify the class if they will be away from class

longer than 48 hours or if they will have limited access for a period of time. Instructors must provide a discussion area for questions regarding course-related concerns.

- c. If all of an instructor's courses are online, instructors should hold some face-to-face office hours per week, except during Intersession.

9. Syllabus Availability and Format Policy

- a. The Department expects all faculty to provide students with a printable course syllabus within the first week of classes. At a minimum, the syllabus should outline the class requirements, course objectives or learning outcomes, due dates, instructor contact information, office hours, and writing-in-the-major information. General Education classes should include information regarding the general education category and specific general education learning outcomes. Instructors are also encouraged to include the following: grading scales, teaching philosophies, detailed content and exam schedules, cheating policies, return of papers policy, students with disability statement, absence policy, etc. Syllabi are legally seen as a form of a contract with the students. Instructors shall submit an electronic copy of each syllabus to the departmental administrative assistant by the end of the first week of classes.

10. Final Examination Policy (Per Provost/Faculty Senate Guidelines)

- a. *A final examination will be given in each course within a special examination period* except for one-credit courses, which will have exams scheduled at the last regular meeting of the class. The examination periods, dates, and times are included in each semester's Timetable. Final exams for online courses will be administered by the published end date of the course. The relative importance assigned to the final examination is determined by the instructor in charge of each course.
- b. Any exceptions to the policy must be requested in writing to the Department Chair and Dean in advance of the final examination period.

11. Salary Equity Policy

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

- a. The Salary Equity Policy of the Department of Sociology and Criminal Justice is intended to be consistent with and implement the salary equity policy of the university, which states that:

- 1) Consideration of individual equity requests will depend upon the availability of funding. Equity requests will be based upon instances of inversion (substantially dissimilar salaries for individuals with substantially similar qualifications and records), compression (reduction in the spread of salaries within and between ranks over time, often the result of hiring salaries increasing faster than pay plan increases) and retention (individuals who are offered higher salaries for comparable positions at other institutions).
- 2) Requests for equity adjustments may be initiated by individuals or as a result of departmental review. If the Department does not support an individual request, the individual may appeal directly to their Dean.
Departments will be provided with salary data for their units, which allows them to make comparisons and judgments about equity adjustments.

12. Peer Review of Teaching Policy

- a. All probationary faculty are required to undergo a minimum of one “peer classroom evaluation of instruction” per academic year. These peer classroom evaluators will be assigned by the Department Chair from a randomly generated queue of all tenured faculty within the department. The class period to be attended and peer-evaluated will be decided by mutual consent between the probationary and the tenured faculty members involved. All peer evaluations will be written using the teaching evaluation review format listed in [Appendix G](#). A copy of this peer classroom evaluation will be provided to the College Dean in the retention portfolio. This peer classroom evaluation will become part of the probationary faculty’s permanent file and will be consulted, as appropriate, for retention and promotion considerations.
- b. All tenured faculty are also required to conduct annual peer evaluations of classroom teaching. However, tenured faculty may select from any of the five different classroom evaluation formats described below. All members of the Department will be responsible for selecting and organizing their own Peer Review Panel. Which of these formats is employed in a given year is at the discretion of the tenured faculty member. All tenured faculty are responsible for uploading their peer teaching evaluations to the UWL electronic portfolio system prior to June 1. Peer assessments are intended to be formative and are intended for the purpose of course enrichment.
 - 1) The faculty member being assessed will select a two-member faculty review panel, and present successful and unsuccessful pedagogical techniques utilized in the range of courses offered. The presentation will be followed by a peer panel discussion and a written summary submitted to the faculty being evaluated.
 - 2) Video/audio recording of the instructor’s classroom dynamics, be evaluated by a two-member peer review panel. The Peer Review Panel will meet with the faculty member being evaluated prior to the recording session to decide the faculty member’s intentions and expectations for the session outcome. A written

summary of the assessment will be submitted to the faculty member being evaluated.

- 3) Classroom visitation by a selected faculty review member(s). The Peer Review Panel will meet with the faculty member being evaluated prior to the visitation to determine the faculty member's intentions and expectations for the class session outcome. The Faculty Review members will then submit a written summary of the observed class session.
- 4) Peer Faculty (two-member team) interviews, or video/audio recording of some of the instructor's students, to be held at a session open to all interested students. A written summary reflecting the prevailing attitudes of the students interviewed (or taped) will be submitted by the review panel to the faculty being evaluated.
- 5) A round-robin discussion/assessment of teaching and classroom dynamics by three faculty members - two peer evaluators and one instructor. Roles will be rotated until all three instructors have been evaluated. A written summary of the assessment will be submitted to the faculty member being evaluated.

13. Intersession Teaching Policy

- a. Recognizing that intersession teaching appointments are not guaranteed, the Department of Sociology and Criminal Justice endeavors to provide its faculty (i.e., ranked faculty and full-time IAS) with fair access to the opportunity to teach intersession. UWL's policy for undergraduate courses requires a minimum of 18 student credit hours (SCH) for minimum remuneration, and 12 SCH for graduate courses. The Department will follow the process below:
 - 1) The Department Chair, in consultation with the Executive Committee, will strive to balance the type of classes offered (General Education, required courses, elective courses) to help ensure that courses do not adversely affect enrollment in other courses. At times, this may require faculty to teach during sessions other than their most preferred session.
 - 2) UWL intersession policy indicates that course size is determined by traditional course section size during the academic year. Online course enrollments will be set at a maximum of 30 (to allow courses to reach the maximum enrollment for the current payment schedule (25 students x 3 credits)).
 - 3) The Executive Committee will review intersession course enrollments annually to determine if the number of course offerings should be reduced or increased.
 - 4) All ranked faculty and 100% IAS (with a contract secured/pending for the next academic year) are eligible to teach.
 - 5) Faculty will indicate their interest in teaching a summer intersession course (Summer I, Summer II, and/or Summer III) in September when the Department Chair sends out a request for interest in Intersession teaching.

- 6) Faculty will indicate their interest in teaching a winter intersession course in May of the prior academic year when the Department Chair sends out a request for interest in Intersession teaching.
- 7) Summer session courses may be any length, with a minimum of one week per credit hour, as long as the start date coincides with an official start date of a session.
- 8) The Department Chair will keep two rotation lists of faculty (one for Winter intersession and one for Summer intersession) based on the following priority categories:
 - i.* Priority I. Includes all members of the Department who are declared retirees (three-year maximum), or who have completed the first year as a full-time staff member. If multiple new staff members enter the queue in any given year, they enter the queue by earliest signed contract date.
 - ii.* Priority II. Includes all members of the Department not included in Priority I who did not teach in the previous year's Intersession (Winter/Summer).
 - iii.* Priority III. All members of the Department who taught in the previous year's Intersession (Winter/Summer).
- 9) Intersession course assignments will be made as follows:
 - i.* Persons in Priority I will be ranked with the member who has not taught for the longest amount of time ranked the highest, and with ties broken by lottery. However, the First Priority persons within this group are those faculty who have declared their intent to retire imminently (within three years).
 - ii.* Any remaining Intersession positions will be filled with Priority II and then Priority III persons, starting at the top of the Intersession rotation queue.
 - iii.* Starting at the top of the Priority list, faculty who are assigned an Intersession teaching position will claim a teaching session, teaching time, and course preference.
 - iv.* Members of the Department who are assigned an Intersession but whose course is canceled due to insufficient enrollment will maintain their spot at the top of the queue the first time their class is cancelled. However, if the course is canceled due to insufficient enrollment two intersessions in a row, that member will move to the bottom of the Intersession rotation queue.
 - v.* Except for those who have declared retirement, those with confirmed j-term assignments will be moved to the bottom of the intersession queue for the following Summer, and those with confirmed teaching appointments in summer will be moved to the bottom of the following J-Term queue. [added 9-7-21]

14. Faculty Teaching Internal Reassigned Time Policy

- a. Each semester, the Department of Sociology and Criminal Justice will endeavor to support faculty development through a .25 reassignment for one faculty member from

teaching to engage in additional scholarship, professional development, or an extraordinary professional or departmental service activity. The Executive Committee will evaluate proposals and make recommendations using the following criteria:

- 1) Priority for reassigned time will be given to faculty members in order using the reassignment queue. If the faculty member who is next in the queue is not interested in proposing a reassignment, the Department Chair will ask the next person on the list if they are interested in applying until a faculty member indicates interest in applying.
- 2) Deadlines: fall requests for reassigned time are due to the department chair on the first Tuesday in November in the year PRIOR to the semester proposed. Spring requests for reassigned time are due to the department chair on the first Tuesday in April in the year PRIOR to the semester proposed. Deadlines are set to allow for appropriate scheduling of required courses and meeting departmental course demand.
- 3) Faculty who are awarded the .25 reassignment will work with the department chair to determine their teaching workload/courses for the semester of reassigned time to ensure appropriate coverage of core/required courses.
- 4) The Executive Committee will consider the needs of the department regarding course/academic program needs in making decisions to implement the reassigned time policy.
- 5) Faculty who receive a semester of .25 reassigned time will move to the bottom of the queue. Faculty who do not apply or are not awarded reassigned time will remain at the top of the queue.
- 6) Proposal guidelines. Requests for reassigned time should be submitted electronically to the department chair by 4:30 p.m. on the due date. Proposals should be brief, a maximum one page in length and include the following: A) A brief statement of the proposed project and how it will enhance faculty development. B) A statement of the specific outcomes/products/results that will be achieved during the semester with .25 reassigned time.
- 7) Examples of projects include research in preparation for presentation at a professional conference, submission of a book proposal or manuscript for submission to a peer-reviewed journal, an extraordinary service project such as organization of a conference or workshop, or a departmental service project such as a major revision to program assessment or curriculum development.

15. Procedures for Scheduling Classes

(Updated 4/20/2021)

- a. Scheduling of classes will occur in the last two weeks of the semester two semesters ahead of the schedule being developed (e.g. in spring 2016 for spring 2017). The Department ADA places a call for requests from faculty for large lecture classrooms/computer labs as early as is necessary.

- 1) The queue and time slot forms are prepared by the ADA in consultation with the Chair. Every 11 semesters we repeat the queue rotation.
- 2) The Department Chairperson is at the top the scheduling queue so that the Chair's schedule does not conflict with required meeting times (e.g., Chair's Council).
- 3) Regular Course Scheduling Queue
 - i. When there are an odd number of faculty (excluding the chair), groups of three will be used to ensure that people are near the top of the queue roughly one semester every other year. The top three individuals move to the bottom of the queue for the next semester, with the first person in the group taking the bottom slot.
 - ii. When there are an even number of faculty (excluding the chair), groups of two will be used to ensure that every faculty member is at the top of the queue once before others return to the top of the queue. The top two individuals move to the bottom of the queue for the next semester, with the first person in the pair taking the bottom slot.
- 4) Newly hired tenured/tenure-track faculty or academic staff will take the place of a previous faculty member to maintain the integrity of the queue. Additional faculty members will be added to the bottom of the queue and the queue rotation will be revised to adjust for additional members.
- 5) Adjunct academic staff sign up in each individual sign-up round in the same place in the queue as the faculty member they are replacing.
- 6) Scheduling occurs in four rounds, rotating through the faculty queues:
 - i. 1st round (following online course queue): Online slots selected one at a time going through the queue as many times as necessary until all slots are filled or no new online slots are wanted (only course format is chosen; times for synchronous classes are to be selected during the 3rd and 4th rounds); 2nd round (following regular scheduling queue): Core Classes (except SOC 110); 3rd round (following regular scheduling queue): assigned double section General Education courses and other courses with two sections that are being taught instead of General Education courses; 4th round (following regular scheduling queue): elective courses.
- 7) If multiple faculty request to teach double sections, time/day preferences are handled according to the faculty member's place in the queue. The Chair, in conjunction with the Executive Committee, may restrict a faculty member from offering a double section if the instructor has historically had difficulty meeting the student credit hour (SCH) objective for that double section. With the exception of lab classes, SCH targets for double sections will be adjusted based on the nature of the class to be taught.

16. Sociology Course Numbering Policy

- a. **100 Level Courses.** Sociology courses at the 100 level entail an overview of the respective disciplines including a basic conceptual framework suitable for general education courses. Course formats may include lecture, small group discussion and/or student projects. A goal at this level is to stimulate a fundamental awareness of the scientific evaluation of human social and cultural systems. Course work may consist of lectures, readings and the completion of exercises and/or projects. The evaluation of student performance may include objective examinations and/or applications. There are no pre-requisites for 100 level courses.
- b. **200 Level Courses.** 200 level courses in the Department follow a predominantly lecture format design and may be supplemented with a substantial component of structured small group discussion. These are designed to develop such student skills as acquiring a professional vocabulary and perspective. Course formats may include lectures, readings, and written work [short papers, book reviews, etc.]. The evaluation of student performance is usually based on examinations, exercises and other forms of written work. Level 200 courses may or may not specify a pre-requisite, depending on the nature of the course.
- c. **300 Level Courses.** Courses at the 300 level emphasize the conceptual and theoretical development of the subject matter. This level focuses on more in-depth analysis of specialized areas of the discipline. The 300 level may also include an introduction to the development of research skills and some courses deal exclusively with research techniques and the development of evaluation and analytical skills. Course formats stress lecture, student presentations and class discussion. Substantial written work of some variety is generally required and there is the expectation of heightened professional commitment on the part of students. Level 300 courses normally require at least three credits of previous work in the appropriate field. Evaluation of student performance includes objective exams and/or integrative essays and/or class presentations.
- d. **400 Level Courses.** 400 level courses emphasize the ability to apply the subject matter of the discipline to concrete situations and the development of problem-solving skills. Students are encouraged to develop a professional commitment and engage in supervised activities involving the production of professional knowledge. Course formats include lecture and research skill application [as in internship, thesis, and/or supervised original research]. The grading base stresses demonstration of the ability to independently contribute to the growth of professional knowledge as may be demonstrated by the production of a thesis, applied work, internships and/or guided independent research. 400 level courses are normally expected to require at least 6 credits of previous work in the appropriate field.
- e. **400/600 'Slash' Courses.** Graduate courses at the 600 level stress academic and research endeavors included and exceeding expectations of undergraduates. In addition to meeting the course requirements for undergraduates, graduates at the 600

level are expected to demonstrate creative contribution to professional knowledge as may be displayed by the conduct of original research and its presentation in oral and/or written form.

17. Emeritus Policy for Faculty

- a. The Department of Sociology and Criminal Justice calls a Department meeting to determine whether or not a retiring faculty member shall be designated as Emeriti. A majority vote of those present is required to allow for the designation. In making this determination, the Department follows the University policy as outlined below.
 - 1) Members of the faculty may be nominated and designated as emeriti only at the time of retirement and must be recognized by their distinguished records of service at institutions of higher education. The Department will vote on Emeritus status for the nominated faculty member. Nomination for and official designation as emeritus is dependent on the following measures of distinguished service:
 - i.* Those members of the faculty having a record of 25 or more years of service at accredited institutions of higher education, including ten or more years of service at the University of Wisconsin-La Crosse may be designated by their rank and the title of emeritus. Thus, a faculty member may be designated as Faculty Emeritus with the appropriate rank held at the time of retirement.
 - ii.* Those members of the faculty not meeting the criteria under (a) above, having a record of 15 or more years of service at the University of Wisconsin-La Crosse, regardless of rank, and having attained the age of 55 or more, may be designated as Faculty Emeritus.
 - iii.* Departments and their functional equivalents may nominate qualified members of the faculty to the Chancellor for designation as Emeriti. These nominations shall be forwarded to the appropriate Dean for endorsement prior to their submission to the Chancellor.

18. Online and Hybrid Course Teaching Policy

(Updated 4/20/2021)

- a. The Department of Sociology and Criminal Justice is committed to providing multiple modalities and opportunities for students to complete coursework in a timely manner, and in a way that can help meet the needs of a diverse student population.
- b. As the delivery of courses online and in hybrid format becomes more prevalent, the Department encourages the development and delivery of our courses online when it meets departmental, pedagogical and student needs; and, when it does not detract from the program's offering of face-to-face and hybrid learning opportunities.
- c. Online or hybrid courses taught during the standard fall and spring semesters must be subject to the same review processes as face-to-face courses.
- d. Faculty teaching courses fully online and/or in hybrid must maintain some face-to-face office hours in addition to any online office hours they may hold, except during Intersessions or with the approval of the Chair in consultation with the Executive Committee.
- e. Eligibility to teach online and/or in hybrid format

- 1) All Department faculty are eligible to teach courses fully online or in hybrid format if they present evidence that they have the skills to teach online or in hybrid format. Evidence can include successful completion of UWL's online course preparation and development training (or that of another program) or successful completion of online teaching.
- 2) Requests to teach a course in hybrid format must be made in writing to the Department Chair by providing the name of the course to be taught in hybrid modality, any needed adjustment to scheduled days and times, and the evidence of the instructor's skills to teach in hybrid format. The request must be submitted prior to the departmental ADA's deadline for entering the semester schedule into WINGS.
 - i. The Department considers courses to be hybrid when content delivery, course activities, and/or assessments take place in both a physical classroom and online. This classification signals to students that there is an expectation of both physical presence and online content delivery in the instructor's design of the course
 - ii. Courses must be marked as hybrid in WINGS when more than 10% of in-person seat time is being replaced with online content delivery components.
 - iii. The Department expects that instructors will maintain at least 50% of the in-person seat time in a hybrid course.
- 3) The Department Chair will determine if a particular instructor is eligible to offer the course in hybrid modality, and if needed schedule changes can be made, via review of the information provided in the request
- 4) Approval to teach a course fully online (synchronous or asynchronous) during a regular term will be determined by the Online Scheduling Queue (see VIII.D.15 Procedure for Scheduling Classes)
- 5) Final determination for course assignments and delivery method is held by the Department Chair.
- f. Core Major Courses after SOC 110 (200, 250, 350, 390, 405/416)
 - 1) The Department will not offer core courses in fully online formats during the regular terms.
 - 2) The Department may not offer core major courses (except for SOC 110) during intersessions unless the Department Chair determines it is necessary due to an inability to handle increased student demand during regular terms.
- g. Elective Courses
 - 1) The Department Chair will consult with the Executive Committee to set the number of potential online elective course slots for general education courses and other elective each term prior to the Department faculty scheduling classes for that term.
- h. Scheduling of online course sections
 - 1) If eligible to teach online, a faculty member may select preferred course format (online synchronous, online asynchronous) when they schedule for classes following the procedure outlined in VIII.D.15. Procedures for Scheduling Classes above.

19. Sabbaticals

- a. The Department shall maintain an updated sabbatical eligibility list, based on CASSH's definition of eligibility.
- b. In April, the Department Chair will determine how many sabbaticals the Department can support in the next round. All eligible applicants will be forwarded information about applying for sabbaticals.
- c. All faculty members planning on applying for sabbaticals must express their interest (in writing – hardcopy or email) to the Department Chair by **May 15th**.
- d. If there are more than can be supported by the Department for the year of the sabbaticals, the Department Chair will arrange a meeting with all those who are eligible to go over the priorities (see below) and see if a consensus can be reached on the timing of proposal submissions.
 - 1) If a consensus cannot be reached, the Executive Committee will then review the list of those expressing interest to decide, by May 31st, who may submit a formal proposal. The Department Chair will communicate the decisions to those who expressed interest.
- e. The decision of who may submit a proposal will be based on the number that the department can support and the following priorities:
 - 1) First priority is to those who've never applied for a sabbatical (including first time eligibility)
 - i. If multiple people have not applied for a sabbatical, priority will be based on date of signed contract at UWL.
 - 2) Second priority is based on time since previous sabbatical
 - i. Priority to those with greatest amount of time since previous sabbatical.
 - ii. For those who have equal time since previous sabbatical, priority will be based on date of signed contract at UWL.
 - 3) Third priority will be based on individual needs.
 - i. Examples of needs include, but are not limited to: specific timing of data collection, formal conditions/constraints of external grants, training program availability.
 - 4) Final priority will be based on department's ability to cover teaching areas during requested term(s).
- f. Full sabbatical proposals submitted by approved department members are to be submitted to the Department Chair no less than one week prior to the first fall department meeting. The Chair will provide that to all Department Faculty Members to be considered and voted on for approval at the first department meeting of the fall. Once given department approval, the Department Chair will write any needed letter(s) of support.

IX. Search and Screen Procedures

(Updated 4-30-2021)

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

The Department will consider diversity, inclusivity, and equity as it develops materials to hire. Examples include statements provided by Affirmative Action and Equity:

<https://www.uwlax.edu/equity/recruitment-resources/#tm-inclusivity-statements-for-job-postings>

The Department Chair will arrange for training on diversity issues for search committees.

A. Tenure-track Faculty

1. The approved UWL tenure track faculty recruitment and hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/>
2. Additionally, UWL's spousal/partner hiring policy can be found at <http://www.uwlax.edu/Human-Resources/Spousal-and-partner-hiring/>
3. Searches are conducted electronically via the current UWL search program/software. All search and screen (SS) committees will need to meet with the Affirmative Action Officer prior to obtaining access and/or creating a posting for the search. During this charging meeting, committees will be provided with resources and tips to:
 - a. Assist you with your search.
 - b. Maximize the success of the search.
 - c. Attract a large and diverse pool of highly qualified candidates.
 - d. Hire the very best person in the pool.
4. **Appendix H** contains the search and screen procedures for the university modified to reflect Department of Sociology and Criminal Justice processes.

B. Instructional Academic Staff

1. Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/> (same for IAS & NIAS). **Appendix I** contains the search and screen procedures for the university modified to reflect Department of Sociology and Criminal Justice IAS hiring processes.
2. As with all searches, the Department Chair makes the recommendation to the Dean who is ultimately the hiring authority.

C. Contingency Workforce (Pool Search) Procedures

1. Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/>. **Appendix I** contains the search and screen procedures for the university modified to reflect Department of Sociology and Criminal Justice Pool Search hiring processes.
2. As with all searches, the Department Chair makes the recommendation to the Dean who is ultimately the hiring authority.

D. Academic Staff (if applicable)

1. Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/> (same for IAS & NIAS).
2. Not Applicable in the Department of Sociology and Criminal Justice

X. Student Rights and Obligations

A. Complaint, Grievance, and Appeal Procedures

1. 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. 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 semester¹, according to the following procedure:
 - 1) The student will submit a written statement to the Department Chairperson, 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 Chairperson 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 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.
 - 5) **Stipulations:**
 - i. The decision of the Appeals Committee is held to be advisory.
 - ii. The Appeals Committee may report a faculty member who has failed to comply with its recommendation to the full faculty and request a review.
 - iii. 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.
 - iv. 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

¹ For the purposes of student appeal, the 'next semester' applies to fall, spring, and summer Sessions, whichever follows immediately the semester for which the student grade was received.

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.

- v. The decision of the faculty of the Department of Sociology and Criminal Justice 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.

2. **Incomplete Grades**

- a. As a matter of University policy, grades of "Incomplete" are issued to students strictly on the basis of illness or other unusual causes beyond the student's control, which have rendered the student unable to take the course final exam or to complete some limited amount of coursework. Incompletes are not to be granted to students who have failed to complete at least some substantial portion of the required coursework regardless of the reasons. Furthermore, conflicting student work obligations outside the University do not constitute acceptable grounds for granting grades of incomplete.

3. **Sociology Honors Program**

- a. See the current University catalog for the requirements for Sociology honors.

4. **Non-grade appeals**

- a. Non-grade appeals may be lodged by students regarding faculty and staff. Such complaints should be lodged either orally or in writing with the Department Chair or College dean. The hearing procedure for these non-grade concerns are detailed in the Student Handbook, Eagle Eye (available on-line).

5. **Student Course- and Faculty-Related Concerns, Complaints, and Grievances**

a. **Informal Complaints:**

- i. If a student has a concern or a complaint about a faculty member or course, the general process for making **informal complaints** is outlined in steps 1-3 below. Students are welcome to bring a friend or a UWL staff member with them during the following steps. Students who report concerns/complaints/grievances, whether informally or formally, will be protected from **retaliation** and have the right to expect an **investigation** and the option to have regular updates on the investigation:
 1. The student should speak directly to the **instructor**.
 2. If the student is uncomfortable speaking with the instructor, or they are unsatisfied with the solution, they should go to the **chair** of the faculty member's home department.
 3. If the student is uncomfortable speaking with the department chair, or the chair is the faculty member in question, or they are unsatisfied with the solution, the student should speak with their **college dean**.

ii. **Student Complaints to the Chair**

1. Students who present themselves to the Chair with complaints

regarding an instructor or their class will be presented with a variety of options starting with a strong urging by the Chair for the student to speak directly with the instructor. If the student is resistant to this suggestion the following options may be offered: speak with the instructor with a third person in the room (such as the Chair of the Department), write a letter to the instructor, and/or Chair, and/or Dean, meet with the Affirmative Action and Diversity Officer, or the Office of Student Life (for special concerns). If the student endorses the action, the Chair will discuss concerns raised with the individual faculty member.

iii. Depending on the specifics of the student's concern, it may be helpful for them to reach out to additional offices:

1. Complaints/concerns/grievances about **grades, teaching performance, course requirements, course content, incivility, or professional ethics** should follow the process outlined above. Students may also wish to seek support from the [Student Life](#) office.
2. Complaints/concerns/grievances related to **hate/bias and discrimination** may follow the process outlined above, and in addition, or instead, students may contact the [Campus Climate](#) office and/or submit a [hate/bias incident report](#).
3. Complaints/concerns/grievances related to **sexual misconduct** may begin with the process outlined above, and/or involve the [Equity & Affirmative Action](#) and [Violence Prevention](#) offices, and/or the [Title IX Team](#). Students should know that faculty members are [mandatory reporters](#) of sexual misconduct, but that [confidential resources](#) are available to them.

b. Formal Complaints: If the student is unsatisfied with the solution of their informal complaint, they have the right to file a **formal institutional complaint** with the Student Life office, as described in the [Student Handbook](#).

B. Expectations, Responsibilities, and Academic Misconduct

Faculty and staff are expected to report academic misconduct per Chapter 14 of the UW System code. The Office of Student Life Office provides guidance and assistance. Academic and nonacademic misconduct policies are referenced in the student handbook:

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

1. Academic dishonesty, sometimes known as “cheating”, is subject to appropriate punishment as a matter of UW System policy. This is not something to be taken lightly or ignored as such action works to demean the integrity of the hard-earned grades of all students, the vast majority of whom never cheat. To ignore “cheating” is to foster it and thereby constitutes a dereliction of professional obligation. The Department follows the UW System policy on “academic misconduct” as it specifically applied to this campus.

C. Advising Policy

1. Each student majoring in Sociology will be assigned a faculty advisor. 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. Other

A. Work-Life Balance Statement

1. In an attempt to help staff and faculty balance their work and personal lives, the Department will endeavor to schedule all meetings within the hours of 8:30 am and 5:00 P.M. Additionally, childcare and family care duties will be considered when setting class schedules if requested by the instructor.

B. Outside Employment Statement

1. Outside professional employment for faculty in the Department of Sociology and Criminal Justice is acceptable and encouraged when it does not infringe upon the faculty member's primary obligation to the Department and the University. These responsibilities are outlined in the Department's by-laws. Outside work is defined as any work outside the parameters of the faculty member's job description within the Department. In the Department of Sociology and Criminal Justice, outside work is likely to include consulting, paid scholarship, teaching activities and/or professionally unrelated activities.
 - a. For outside employment to be acceptable it may not:
 - 1) *Involve such hours or such jobs that conflict with current position description.*
 - 2) *Involve the use of Department personnel and/or resources.*
 - 3) *Infringe on the reputation of the UWL Department of Sociology and Criminal Justice.*
 - b. Concerns regarding the above are under the purview of the Department Chair and the Dean. Ongoing outside employment of 10+ hours per week during the academic semesters (within normal business hours) needs to be approved by the Department Chair and Dean.

XII. Appendices

A. Appendix A: Department Statement on Scholarship

(Updated 4-30-2021)

The Department of Sociology and Criminal Justice supports a broad view of scholarship that emphasizes keeping current in the discipline, acquiring and advancing knowledge, and incorporating new knowledge into teaching on a regular basis. The Department of Sociology and Criminal Justice generally accepts the characterization of scholarly activity offered by the American Association of State Colleges and Universities (AASCU) in document entitled *The Core of Academe: Teaching, Scholarly Activity and Service**.

**THE CORE OF ACADEME: Teaching, Scholarly Activity, and Service*, published by the American Association of State Colleges and Universities; James E. Gilbert, President, East Stroudsburg State University, and the staff at Pittsburgh State University (KS) originated this statement (May 30, 1987) <https://murphylibrary.on.worldcat.org/search?queryString=no%3A+39674510>

Scholarly Activity is understood as the process of acquiring and advancing knowledge, and embracing the following (in alphabetical order):

- Attendance at professional/scholarly conferences or institutes
- Conducting a program assessment for an external organization.
- Conducting and/or participating in workshops related to scholarship
- Grant supported research
- Grants/research permits from international, federal, state, or private agencies, UWL or UW-system grants for research.
- Invited presentations at professional meetings, conventions, conferences.
- Non-funded research
- Non-peer-reviewed scholarly publications (e.g., books, monographs, journal articles, book chapters, technical reports, etc.)
- Obtains recognition regionally, nationally, or internationally for recent, as well as past, contributions to a particular field of study by a variety of means (requests for reprints, invitations to read papers, citations of research, etc.).
- Ongoing professional education/continued study
- Original integrations of applied knowledge (non-peer reviewed presentations or publications) to practitioner audiences.
- Other activities clearly indicating that the individual is acquiring and advancing knowledge relevant to the faculty members' field.
- Peer-reviewed (blind/non-blind) scholarly publications (e.g., books, monographs, journal articles, book chapters, technical reports, etc.)
- Presenting papers, organizing programs or sessions
- Publication of textbooks or edited collections by recognized academic publishers (and/or chapters in textbooks or edited collections)
- Publications/presentation regarding the scholarship of teaching and learning.
- Published book reviews
- Serving as discussant at conferences
UWL or UW system professional development grants or sabbaticals.

The Department values scholarly engagement on issues related to diversity, inclusion, and social justice; and scholarly approaches to teaching and to teaching inclusively.

B. Appendix B: Department Statement on Service Activity

(Updated 4-30-2021)

In defining service, the Department considers the three traditional categories within service:

1. Professional service: involves the use of one's professional expertise in a service activity that may be internal or external to the University. This may include sharing professional expertise with one's professional organizations.
2. Campus service: involves work on committees, task forces, and special projects for the University, college and/or department.
3. Community service: involves volunteer or civic work in the community.

Examples of service (in alphabetical order):

- Chairperson, director and/or leadership activities in the Department, College, University or professional associations
- Community education on sociology related topics
- Editorial service to professional journals
- Engage in peer review for retention, tenure, and post tenure review process.
- Evaluating manuscripts for professional publications
- Membership on boards, commissions, task forces, projects and/or special assignments in the College, University or University System
- Membership on departmental, college, university or professional association committees
- Office holding in professional associations
- Other contributions of clear value to the university, community and/or profession
- Professional consultant or advisor to boards, committees, commissions, task forces, community organizations and governmental agencies, businesses
- Public speaking
- Social service to boards, committees, commissions, institutes, task forces, community agencies and organizations related to the faculty members' area(s) of expertise
- Writing guest editorials and granting media interviews in areas related to the faculty members' area(s) of expertise

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

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

C. Appendix C: Department Statement on Teaching Activity

(Updated 4-30-2021)

When evaluating the work of faculty, the Department considers examples of teaching activity such as those enumerated below as the fundamental aspect of the work of a faculty member at the University of Wisconsin-La Crosse. While we recognize that different individuals have different talents and objectives within the classroom, we want our faculty to strive to articulate and achieve student learning outcomes. Furthermore, we see this process as ongoing and expect our faculty to continually examine their objectives and teaching strategies in this light.

Examples of teaching activities (in alphabetical order):

- Advising and counseling students
- Attendance at workshops and seminars on teaching effectiveness
- Curriculum and course development
- Development of grant proposals and funding for the improvement of instruction
- Direct and indirect assessment of teaching effectiveness
- Graduate student committees
- Other valid indicators of teaching skills
- Participates in student evaluation process
- Preparation of materials employing various media for instructional use
- Special lectures and presentations
- Supervision of internships
- Supervision of readings and research projects
- Supervision of undergraduate and graduate research
- University outreach programs

Implementation of inclusive teaching practices, strategies to improve classroom climate for a diverse student body, and efforts to close equity gaps. Examples include, but are not limited to:

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

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

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

D. Appendix D: Open Meeting Rules Summary

For consistency, all faculty, academic staff and administrative recruitments will follow the [Open Meetings rules of the State of Wisconsin](#).

Any committee meetings, or gatherings of one-half or more of the committee membership to discuss the matters of this committee, constitute a meeting under the Open Meetings rules. Telephone conference calls that fit this description are also subject to the Open Meetings rules.

Advance notice of the meetings must be given to: 1) the public, 2) any members of the news media who have submitted a written request for notice, and 3) the official newspaper/medium in the area. The executive director for human resources assumes this responsibility for the first organizational meeting for administrative searches. Thereafter this responsibility is vested in the committee chair. For all other searches, the convener or chair has this responsibility.

In Fall 2009, UWL began [online posting](#). Your notice should contain the time, date, place, and subject matter of the meeting, including what will be discussed in a closed session. Keeping titles similar will make it easier for people to find the ones they're looking for. If you plan to go into a closed session to consider personal history relevant to hiring, for example, then you must include notice that you will go into a closed session and cite the exemptions under which you are invoking the closed session. The intent is to inform interested parties and your notice should do so. (see Sample Notice below).

Notice must be given at least 24 hours in advance of the meeting, unless for good cause such notice was impossible or impractical. Under these conditions at least two hours' notice must be given.

All meetings of this committee must begin in an open session. It must be held in a location reasonably accessible to the public and open to all citizens. Open sessions can be audio taped or videotaped by anyone as long as doing so does not disrupt the meeting.

Nonmembers can observe open meetings, but do not have the right to participate in the meetings.

Committee minutes should record motions, roll call votes, and decisions at both open and closed sessions.

Open sessions go into closed sessions by invoking the exemption under law that allows the committee to go into a closed session. This can be made in the form of a motion by a committee member, seconded, a roll call vote held, which if positive will result in the committee going into a closed session. The motion for a Search and Screen committee would read, "I move we convene in a closed session to consider personal history information about applicants for the position of [insert title] as provided in section 19.85 (1) (c) of Wisconsin Statutes." A majority vote is required to go into a closed session. The vote and nature of the discussion should be part of the official minutes.

The committee may not reconvene in an open session, after going into a closed session, for 12 hours unless public notice of the subsequent open session is given in the initial public notice.

Any committee member who knowingly attends a meeting held in violation of the Open Meetings rules is subject to a penalty of \$25-\$300 per violation.

Please consult with the Executive Director for Human Resources on any questions related to Open Meetings Rules.

SAMPLE OPEN MEETING NOTICE

FACULTY & ACADEMIC STAFF RECRUITMENT

Department of Sociology and Criminal Justice Search & Screen Meeting - Date

SUBJECT: First Meeting of the Search & Screen Committee for the (Position)

PLACE: xxx Wimberly Hall

DATE: XXX

TIME: 11:00 a.m.

AGENDA:

- Introduction of Committee Members
- Committee Charge
- Recruitment Process Information
- Affirmative Action Information

(If applicable, indicate meeting may go into closed session, such as "Meeting will go into closed session to consider possible employment and personal history of candidates as provided in section 19.85 (1) (c) of Wisconsin Statutes.")

For more specific information on closed session exemptions in section 19.85 of the Statutes see <http://nxt.legis.state.wi.us/nxt/gateway.dll?f=templates&fn=default.htm&d=stats&jd=19.85>

E. Appendix E: Sociology SEI Form

*Order	*Question ID	Question Type	Question Text
1	UWL_MOTIVE	Rating Scale (Agree/Disagree)	I was looking forward to taking this course.
2	UWL_HELPFL	Rating Scale (Agree/Disagree)	The instructor was helpful to students.
3	UWL_PREP	Rating Scale (Agree/Disagree)	The instructor was well prepared.
4	UWL_COMM	Rating Scale (Agree/Disagree)	The instructor communicated the subject matter clearly.
5	UWL_LEARN	Rating Scale (Agree/Disagree)	I learned a great deal from this instructor.
6	UWL_EXCEL	Rating Scale (Agree/Disagree)	Overall, this instructor was excellent.
7	SOCOPEN1	Open ended	Please comment on what your instructor did to make the course worthwhile. Please be as specific as you can.
8	SOCOPEN2	Open ended	Please comment on what your instructor might do to improve the course, for the benefit of future students. Please be as specific as you can.

F. Appendix F: Department of Sociology and Criminal Justice Merit Form
(Updated: 10-20-2020)

MERIT SELF-RATING FORM FOR July 1, 20XX - June 30, 20XX

Name _____

TEACHING ACTIVITY

Program Development	5-8	Reorganize existing course (substantive changes in course)	1-3
Overload course (without pay)	6	Directing or advising undergraduate research for outside publication (accepted 3, under review 1)	1,3
Capstone course (405/416)	5	Directing/advising student Honors (1) or McNair project (3)	1,3
Teaching excellence award	5	Course Administrative activity (UCC) (1 point for development <i>and/or</i> approval)	1
New Course Prep	4	Supervising student presentation at an external conference	1
Master's Thesis Committee, Doctoral Dissertation Committee	2-4	Internal teaching grant proposal (1); Internal teaching grant accepted (2); External teaching grant proposal (4); External teaching grant accepted (6)	1-6
Workshop (3) or Colloquium (1) organizer	1,3	Supervise students: Internship, RA, TA, and SOC 409 (1 per student)	1
Attend a Workshop (e.g., CATL event)	1	Directing or supervision of graduate student research	1-4
First Year Seminar	1-2	Community engagement course activity	1-4
Research projects with data collection in non-methods courses	1-4	Collaborative Assignments/Projects	1-2
		Teaching Load Bonus (number of students taught) Top Quartile: 2 2 nd Quartile: 1 3 rd 4 th Quartile: 0 (Dept Chair generates number of students for each faculty member for the AY, and department quartiles. Provides to merit committee)	0-2

ACTIVITY	SUPPORTING COMMENTS	PTS.
TOTAL		

RESEARCH ACTIVITY

Publish refereed book Workload Distribution: 50-100% (10); 25-50% (5); >25% (3)	3-10	One Chapter in non-ref. Book/ Editor Non-ref. Book	3
Article in refereed journal (<i>published only</i>) Workload Distribution: 50-100% (8); 25-50% (4); >25% (2)	2-8	Internal research grant proposal (1); Internal research grant accepted (2); External research grant proposal (4); External research grant accepted (6)	1-6
Refereed article under review or revise and resubmit	1	Service-Oriented Community Research	.5-4
Editor refereed book	6	Paper presentation at refereed (3) or non-refereed (1) Conference	1,3
One Chapter in refereed book	4	Book Review	2
Publish a monograph/ non-ref	4	Reprint of previous paper	1

ACTIVITY	SUPPORTING COMMENTS	PTS.

TOTAL		

SERVICE ACTIVITY

Organize a conference	1-4	Media interviews	.5-1
Officeholder professional organization (national, regional, state)	7,6,5 (respectively)	Off campus lecture	1-2
Director of a professional organization	3-5	Senate member (Select either Member or Officer)	3
Session organizer	1-2	Senate office holder (per year)	4-6
Consultant	1-3	Department chair	6
Discussant	1-2	Budget preparation (per year)	2-4
Editor of professional journal (per year based on level of effort)	1-8	Department (college or university) representative or committee member (per year)	1-3
Review a manuscript	3	Department, college, or university committee chair	4
Community-based research (points based on level of effort)	2-4	Organizing a speaker event	1
Community service-related presentation	1	Recruitment activity (authorized)	1
Participant in professional workshop/symposium	2	Faculty Mentor Program	1-3
Member professional organization	1	Community Organization Board (in related field)	1-4
Attend professional conference (did not present)	1		

ACTIVITY	SUPPORTING COMMENTS	PTS.
TOTAL		

G. Appendix G: Department of Sociology and Criminal Justice Annual Teaching Evaluation for Probationary Faculty and Instructional Academic Staff

1. Course Observation:

- Instructor should coordinate with reviewer to set up a day/time for the review.
- Instructor should provide the reviewer with syllabus, course materials (including reading materials, laboratory materials, assessment etc.) for them to review prior to the date of observation. Reviewer should comment on these as applicable.
- Prior to the review, the reviewer and instructor should hold a **pre-review meeting** to discuss the objective(s) of the course, and what is to be observed.
 - If observing a **face-to-face class**, the reviewer and instructor should also discuss the objectives of the specific class session/lesson to be observed, how these will be met, and how they align with student learning outcomes.
 - If observing a **hybrid course**, the instructor and reviewer should clearly discuss the following:
 - What hybrid means for the course being observed; how online components relate to in-class components.
 - Come to a decision together about which component of the course is to be observed: in-class (see above) or online (see below)
 - If observing an **online course**, or online component of a hybrid course, the instructor and reviewer should clearly discuss the following:
 - What “unit” will be observed: Instructor defines what “unit/lesson” means for their course. The unit/lesson should include interaction/engagement with students. Unit/lesson should be treated as equivalent of one class or one module. The role of the instructor is to help the observer narrow to a manageable amount of material to review.
 - Discuss specific teaching and learning goals for the unit/lesson as aligned with the course student learning outcome(s)
 - Discuss both course modality and technology used, and how they contribute to the teaching and learning goals for the unit/lesson
 - The instructor should add the reviewer to the course in the role of TA (and remove the reviewer after the review is complete).
- Following the observation, the reviewer should summarize their observations, taking into account, where relevant, the points listed below (items A-D).
 - Certain criteria will be more relevant to some classes than others, and some items will not be relevant to online teaching. Address the relevant criteria where appropriate. Be sure to include in the observation report: the name of the instructor being observed, the name and number of the course being observed, the date of the observation, and the name of the reviewer. If reviewing an online course, include a clear definition of the unit/lesson being reviewed.
- While conducting the observation, the reviewer should pay particular attention to what the instructor has done to enhance student learning (based on the syllabus, course format, discussions, and/or classroom performance).
- The reviewer should make any specific suggestions for improving the class and/or the instructor’s teaching (this is important as it will provide guidance for further growth and

- improvement in the instructor's teaching development).
- In the reviewer's discussion of the above points, the reviewer should consider the following elements (note: some elements will apply only to observations of face-to-face class observations, while others to online teaching) and provide examples as evidence of them in the final report:
 - A. **Clarity and Content:** Comment on the instructor's knowledge of the material, intellectual challenge to students, explanation of relevant terms and concepts, points covered in relation to class and course objectives.
 - Are the instructor's statements accurate according to the standards of the field?
 - Does the instructor incorporate current research in the field?
 - Does the instructor identify sources, perspectives and authorities in the field?
 - Does the instructor communicate the reasoning behind concepts?
 - Does the instructor define new terms or concepts?
 - Does the instructor elaborate or repeat complex information?
 - Does the instructor use relevant examples to explain content?
 - Does the instructor pause during explanation to allow students to ask questions?
 - Is the instructor's content culturally sensitive and/or diverse?
 - B. **Organization:** Comment on preparedness for class and presentation of material in an understandable way.
 - Does the instructor arrive to class on time?
 - Does the instructor state the relation of the class to the previous one?
 - Does the instructor know how to use the educational technology needed for the class?
 - Does the instructor make transitional statements between class segments?
 - How does the instructor convey the purpose of the class activity/lesson/unit?
 - How does the instructor provide instructions and/or guidance to students for completing the class activity/lesson/unit?
 - Does the instructor summarize periodically and at the end of class?
 - Is the class/lesson/unit structured to meet its objectives?
 - How, and to what extent does the unit/lesson promote inclusion and accessibility, supporting the success of all learners?
 - How does the organization of the course and unit/lesson contribute to student learning and engagement?
 - C. **Variety and Pace:** Comment on the instructor's clarity and audibility of presentation, use of technology, use of active learning activities (such as demonstrations, student presentations, group activities/discussion, collaborations).
 - Does the instructor vary the volume, tone and pitch of voice for emphasis and interest?
 - Does the instructor avoid extended reading from notes or text?
 - Does the instructor speak at a pace that allows students to take notes?
 - Is more than one form of instruction used?
 - Does the instructor pause after asking questions?
 - How does the instructor encourage student responses?
 - Does the instructor demonstrate active listening techniques?

- How is technology used to support and encourage student learning?
- How does the lesson/unit encourage active student engagement?
- Does the lesson/unit encourage collaboration among students?
- How does the instructor draw non-participating students into the discussion/activity/assignment?
- How does the instructor prevent particular students from dominating discussions?
- Does the instructor help students extend their responses?
- How does the instructor mediate conflict or differences of opinion?
- Does the instructor provide explicit directions for active learning tasks?
- Does the instructor allow sufficient time to complete active learning tasks?

D. Rapport with Students: Comment on students' involvement/interaction, opportunities to ask and answer questions, the instructor's openness to students' comments and ideas, and the instructor's recognition of students' failure to understand course materials.

- Does the instructor address students by name?
- How does the instructor address student comprehension or questions?
- Does the instructor use positive reinforcement?
- Does the instructor incorporate students' ideas within the class?
- How does the unit/lesson incorporate instructor feedback to students?

2. Summary Analysis of Student Evaluations of Instruction (SEI's):

- Discuss the SEI numerical score received for all/some of the instructor's courses for the year, including the course for which you conducted a classroom observation
- Review the SEI written comments for all/some of the instructor's courses, including the course for which you conducted a classroom observation
- Provide a concise summary (1 paragraph) of the instructor's strengths and areas for improvement based on an objective consideration of the SEI numerical scores and written comments.

3. Write-Up and Dissemination

- The written report should provide feedback for the instructor and appropriate contextual analysis that will be useful in retention, tenure, and promotion review.
- The report should be shared with the instructor, and an electronic copy should be sent to the Department Chair within one week of completion of the letter (shortly after the results from the Student Evaluations have been compiled at the end of the semester).

H. Appendix H: Search & Screen Procedure-Tenure Track Positions

The CASSH Dean's Office reimburses departments for the following expenses. State Rates apply for all meal, lodging, and transportation expenses.

1. Candidate travel expenses: three candidates per search unless more or less are approved.
2. Ads, up to a limit of \$800 per search unless pre-approved for more.
3. Meals for one faculty member to serve as "host" for each meal with the candidates.
(Departments may use their departmental funds to reimburse additional faculty).
4. Two \$500 allotments for faculty to interview candidates at national conferences.

The Department of Sociology and Criminal Justice will follow the current UWL Search and Screen Planning and Procedures document (Faculty) available at: <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/>

until STEP 4: SCREENING APPLICANTS AND INTERVIEWING APPLICANTS

At this point, Department of Sociology and Criminal Justice guidelines call for the following:

1. The SS committee will present its tiers of applicants with its recommendations for interviews to the Department. At this stage in the recruitment process, the Department as a whole (not the search and screen committee) becomes the search and screen committee and proceeds to identify the specific applicants from the pool of "potential interview candidates" that it wishes to interview and forwards this list to the Dean of the College. A two-thirds majority vote is required to recommend a campus interview with a job applicant. If paper ballots are used, each ballot must be signed and stored for 7 years.
2. After the interviews, the College of Arts, Social Sciences, and Humanities Dean's Office outlines the in the process under THE HIRING PROCESS section of the UWL Search and Screen Procedures.
 - a. At the S&S Committee meeting (the Department of the Whole) to discuss the candidates after the final on-campus interview, the S&S Committee will compile a list of strengths and weaknesses of each candidate to present to the CASSH Dean. The S&S Committee will determine which candidates are "acceptable for hire" and which candidates are "not acceptable for hire." The Search and Screen committee is not to take a formal vote for ranking the candidates.
 - b. The S&S Committee Chair and Department Chair will schedule a meeting with the CASSH Dean to discuss the strengths and weaknesses of each candidate.
 - c. The CASSH Dean will determine at this meeting, after consultation with the S&S Committee Chair and Department Chair, the order of candidates to offer the position to and any candidates who will be removed from further consideration. If a decision regarding the order for a hiring offer cannot be made at this meeting, then the CASSH Dean will make the decision at a later time after further consultation with the department.

- d. When the hiring offer order has been determined, the S&S Committee Chair or the Department Chair goes to the university recruitment software program and sends the candidates forward for electronic approval by the administration, taking care to ensure that this step has been fully completed.
- e. The CASSH Dean will consult with the Department Chair on the appropriate probationary period for tenure, years of experience to be granted for promotion, and release time allocation for the first year for each candidate deemed “acceptable for hire.”
- f. The CASSH Dean will seek permission from the Provost and the Affirmative Action Officer to make a hiring offer.
- g. The CASSH Dean will make the hiring offer to the candidates in the order determined. The hiring offer will include information on salary, years of prior experience granted for promotion, probationary period for tenure, moving allocation, and start-up package. The CASSH Dean will request that the Department Chair contact the candidate to discuss teaching –related items. Each candidate will be given a week to respond to the hiring offer. If negotiated with the CASSH Dean, the candidate may extend this to a second week.
- h. After an offer has been accepted, the Department follows the current university guidelines under: THE CLOSING OF A SEARCH.

I. Appendix I: Search & Screen Procedure-IAS and Pool Positions

Academic staff teaching appointments may be either part-time or full-time in nature. The need for such appointments is generally the result of faculty sabbaticals, leaves of absence, or special workload releases. On occasion, at the request of the Dean of CASSH the Department may agree to appoint an academic staff instructor to provide some additional sections of General Education courses as well.

The Department of Sociology and Criminal Justice will follow the current UWL Search and Screen Planning and Procedures document for (IAS-NIAS-ADMIN) available at:
http://www.uwlax.edu/uploadedFiles/Offices-Services/Human_Resources/SS-PlanningProcedures-IAS-NIAS-Admin.doc

The Executive Committee of the Department is the Search and Screen Committee for IAS and as such, they review candidates and makes final recommendations to the Dean.