



**Department of  
Archaeology & Anthropology  
Bylaws  
Adopted December 12, 2023**

## **I. The Department of Archaeology and Anthropology**

The Department of Archaeology and Anthropology is an instructional unit within the College of Arts, Social Sciences and Humanities at the University of Wisconsin-La Crosse (UWL).

Adoption Date. The Bylaws were last updated and adopted on **December 12, 2023** at a regularly scheduled department meeting.

1. *NOTE: URLs in these bylaws 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 bylaws and policies for faculty and academic staff; and 6. Departmental bylaws.

### **A. Preamble and History**

1. *Brief History of the Department.* From 1969-2014, Archaeology and Anthropology faculty and their courses and programs were part of a joint department with Sociology. A discussion of the department's history therefore includes a discussion of the joint department.

In 1969, the Department of Sociology added Dr. Susannah Lloyd and Dr. 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 and the Archaeological Studies major was approved by the Board of Regents in 1991. In 1994 the College of Arts, Letters & Sciences was abolished, and two new colleges were created. The Sociology/Archaeology Department became a unit of the new College of Arts, Social Sciences and Humanities (CASSH, now the College of Arts, Social Sciences, and Humanities or CASSH). The Mississippi Valley Archaeology Center (MVAC) was founded by Dr. James Gallagher in the 1980's and became an integral component of the Archaeology program providing undergraduate students with hands on training in archaeological field and laboratory methods. Undergraduate research and practical experience have remained the hallmark of our program and the basis of our success and the success of our students.

Dr. James Theler became the long-time head of the Archaeology program, and until 1998, the Archaeology program had a stable faculty of 2 archaeologists and 2 cultural anthropologists. In 1998, a tenure track archaeology position was added to the program. Over the next 13 years, the Archaeology program grew to 4 tenured/tenure-track archaeologists, 1 permanent instructional academic staff (IAS) archaeologist, and 3 cultural anthropologists. With the successful growth of both sections of the Department of Sociology/Archaeology, the process of a departmental split was initiated in the summer of 2014, and in the Fall of

2015, the Department of Archaeology and Anthropology was established. The inaugural members of the Department of Archaeology and Anthropology included 7 tenured/tenure-track faculty members, in the order of seniority, Drs. Timothy McAndrews, Christine Hippert, David Anderson, Vincent Her, Katherine Grillo, Jessi Halligan, and Elizabeth Peacock, and 1 IAS archaeologist, Dr. Connie Arzigian. The current faculty in the department include 6 tenure-track faculty and 1 red-booked IAS, in order of seniority, Drs. Timothy McAndrews, David Anderson, Vincent Her, Elizabeth Peacock, Amy Nicodemus, and 1 permanent IAS archaeologist, Dr. Connie Arzigian.

2. *Department Mission.* The Department of Archaeology and Anthropology at the University of Wisconsin-La Crosse (UWL) is one of the most unique and high-profile departments in the College of Arts, Social Sciences, and Humanities (CASSH). We offer majors in archaeology and cultural anthropology and minors in archaeology and anthropology. The central mission of the Department of Archaeology and Anthropology is to provide the highest quality academic programs in service to our majors and minors as well as to the students that take our courses as electives and to students enrolled in our many General Education offerings. Beyond this, the Archaeology and Anthropology Department embraces its further obligation to conduct scholarship that serves the needs of our associated communities (both locally and abroad) within the realm of our professional expertise and the availability of our resources.

Additionally, since much of our teaching and research is international in scope, we are dedicated to contributing to the broader university effort to internationalize curriculum, providing students with skills that will help them succeed in an increasingly interconnected world. Specifically, we strive to increase awareness, content knowledge, and empathetic understanding of the complex ways individuals interact with global systems and institutions (paraphrased from [www.aacu.org/making-excellence-inclusive](http://www.aacu.org/making-excellence-inclusive)). In addition to delivering high quality internationalized curriculum on campus, we provide UWL students with innovative and rich international programs abroad which allow them experiential opportunities for global engagement.

In general, archaeology and anthropology courses align with the mission of liberal studies as part of the university's General Education program, our curriculum provides a strong foundation for our major in archaeological studies, our cultural anthropology emphasis, and our minors in anthropology and archaeology. Our faculty also contribute their expertise in courses that serve other programs in need of a more in-depth cross-cultural comparison of human diversity around the globe, of both past and present-day societies. More broadly, our curriculum serves to advance the Eagle Advantage core competencies which reflect what national employers identify as critical to success in the workforce: 1) adaptability in an ever-changing world; 2) collaboration and leadership; 3) effective communication; 4) critical thinking; 5) digital and technological literacy; 6) embracing diversity, equity, and inclusion; 7) accountability; and 8) personal and career development. Our academic programs support student success by delivering on these competencies, and we strive to provide an education experience that will provide the foundation for students to become responsible global citizens.

The primary objective of the **archaeological studies major** as an academic program is to provide a sound and broad multi-disciplinary background for students seeking a liberal arts/humanities degree; to provide academic and professional preparation for students planning to enter graduate school in archaeology; to provide professional training for students planning careers in archaeology directly after graduation; and to provide elective and service courses for other majors.

The primary objective of the **archaeological studies major: cultural anthropology emphasis** as an academic program is to provide a sound and broad multi-disciplinary background for students seeking a liberal arts/humanities degree; to provide academic and professional preparation for students planning to enter graduate school in anthropology; to provide professional training for students planning careers in anthropology directly after graduation; and to provide elective and service courses for other majors.

The primary objective of the **anthropology minor** as an academic program is to provide a strong four-field anthropological background for students in all areas of the liberal arts and sciences.

The primary objective of the **archaeological studies minor** as an academic program is to provide a solid grounding in anthropological archaeology for students in all areas of the liberal arts and sciences.

## **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 (<https://www.doj.state.wi.us/sites/default/files/office-open-government/Resources/OML-GUIDE.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 & 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 Article VIII 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 in the Department of Archaeology and Anthropology at UWL.
3. Voting rights are reserved to all tenured and tenure-track faculty, and 60% 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. Absentee voting is allowed with prior approval by a majority vote of the members. "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 must be signed and kept securely for seven (7) years. 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](#), 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 Bylaws**

1. The Bylaws in this document were adopted by the members of the Department of Archaeology and Anthropology 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 Bylaws. These bylaws 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 bylaws is required to amend the bylaws.
  - 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 bylaws that do not pertain to personnel decisions.
  - e. Amendments to these bylaws shall become effective five days following their adoption.

### **III. Faculty/Staff Responsibilities**

#### **A. Faculty**

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

## **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 teaching professor or clinical professor series <https://www.uwlax.edu/human-resources/services/talent-acquisition-and-employment/recruitment/> 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 activity. See Faculty Senate Articles, Bylaws and Policies <https://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/>.
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/department chair/program director. Accountability for that determination shall rest with the department.
  - 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 Archaeology and Anthropology. 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 the Department of Anthropology/Archaeology

### **D. Student Evaluation of Learning Environment**

1. The department will follow the UWL Learning Environment Survey (LENS) policy and procedure available on the Faculty Senate webpage <https://www.uwlax.edu/faculty-senate/lens/>.
2. Ranked Faculty & LENS. Results from the Faculty Senate approved LENS questions are required for retention, tenure, and promotion. Review of the Teaching Assignment Information (TAI) form is also required.
3. The LENS will be administered electronically for each course taught (excluding independent studies courses, individual research, or internships) in the last two weeks before the end of the course. See this [link](#) for information on the LENS.
4. Use of LENS data and student comments. The department chair, the Promotion, Retention, and Tenure committee, the Post-Tenure Review committee, and faculty members writing teaching observation reviews may review relevant LENS data for all personnel reviews and for general mentoring regarding teaching quality and student learning.

## **IV. Merit Evaluation (Annual Review)**

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 from June 1 through May 31.



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. Merit Evaluation Forms are due to the department chair by no later than June 30<sup>th</sup>.

## **A. Evaluation Processes & Criteria**

1. Faculty
  - a. Procedure for Determining Faculty Merit. Merit determinations are based on the performance of faculty members in three aspects of their work responsibilities: 1) teaching, 2) scholarly activity, and 3) service. The procedure for ascertaining and evaluating meritorious work each year is outlined in point 5. below and involves self-reporting activities and review and analysis of this information by the department's Merit/Peer Review Committee.
  - b. Merit/Peer Review Committee and Collection of Merit Information. At the beginning of each academic year, the department creates a Merit/Peer Review Committee. This committee is responsible for evaluating personnel files containing information on activities from the previous year (June 1-May 31) for each faculty member in the department (this committee is further described in the section on Standing Committees, below).
  - c. The Merit Categories that may be assigned include No Merit, Merit, and High Merit.
  - d. Faculty that are on sabbatical leave for two semesters are automatically assigned the merit rank they achieved the previous year.
2. Instructional Academic Staff in Permanent Budgeted Instructional Lines (otherwise see VI).
  - a. 100%-time instructional academic staff in the department use the same merit/peer-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.
5. Procedure
  - a. The Department Chair generates an Individual Activities Report for each faculty member covering June 1-May 31 of the previous year and provides these reports to the Peer/Merit Review Committee for review.
  - b. The Peer/Merit Review Committee reviews each file and makes a determination, by majority vote, of Merit or No Merit.
  - c. Faculty members wishing to apply for High Merit must submit, by June 30<sup>th</sup>, a narrative (maximum of two pages), with reference to supporting evidence provided as an addendum to their narrative, that outlines the case for High Merit. The Merit Committee makes a determination on the application for High Merit by majority vote.

## **B. Distribution of Merit Funds**

1. When merit funds are available, they will be distributed equally among those who earn Merit or High Merit.

## **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 **October 1, 2014**.
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 Archaeology and Anthropology Department 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 education, 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 to benefit 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 obtain up to three mentors in the department (if desired, one each focusing on teaching, scholarly activity, and professional and community service). 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.*

## 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, and grade distribution by individual course and semester (which are only available after completing a full academic year); and
  - 3). Merit evaluation data.
- c. The initial review of probationary faculty shall be conducted by the tenured faculty of the department in the manner outlined below.
- d. *First Year and Non-Contract Reviews.* All first-year faculty will be formally reviewed in the spring of their first year and the spring of subsequent non-contract years. 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.
  - 1). The CANDIDATE PROVIDES one electronic report – emailed to the department chair one week prior to the Retention Committee meeting. This “Individual Personnel 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) 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 (maximum of 7 pages, generally 3 pages for teaching, 2 pages for scholarship, and 2 pages for service). A copy of their vita uploaded as an attachment in the electronic portfolio system. Note: 1) the “Individual Personnel Report” should be edited in Word and saved in PDF format; and 2) all files uploaded into the electronic portfolio system should be in PDF format.
  - 2). Prior to entertaining a motion to close the meeting, the department chair will invite the probationary faculty member to make an oral presentation, if they wish to do so,

- and for the department members to ask about the faculty member's progress, if they should wish to do so.
- 3). Within 7 working days after the review meeting, a written report of the results of the review shall be given to the faculty member. Results shall be reported for each of the review areas.
  - 4). The deadline for submitting departmental non-contract review letters to the Dean is May 1.
- 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 meeting shall be 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. 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 – emailed to the department chair one week prior to the Retention Committee meeting. 1) An “Individual Personnel Report” with hyperlinks 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. 2) An “Individual Activities Report” with hyperlinks of the candidate’s activities (generated from the electronic portfolio system representing activities since date-of-last review). 3) A copy of their vita uploaded as an attachment in the electronic portfolio system and linked to the “Retention Report.” Note: 1) both reports should be edited in Word and saved in PDF format; and 2) all files uploaded into the electronic portfolio system should be in PDF format.
  - 2). The Department Chair will provide merit, LENS, and TAI report 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.

## 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.
- 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 expects service to the department, including regular attendance at departmental/section/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.
- 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.
- 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.
  - 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 LENS data
  - 5). Peer evaluation and feedback; LENS 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 D** 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. After 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 decision 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.

### 1. Procedure

- a. The decision to recommend a faculty member for tenure in the Department 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 Archaeology and Anthropology 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). Tenure-track faculty should pay close attention to retention letters as guides for promotion and tenure recommendation from the department.

## 2. Appeal

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## C. Post-tenure Review

The department follows the UWL procedure and schedule regarding post-tenure review approved by the UW System Board of Regents in November 2016, available at the following link: <https://www.uwlax.edu/human-resources/post-tenure-review-policy/>. The specific departmental Post-Tenure Review Process and Evaluation Criteria are outlined below.

### 1. *Departmental Post-Tenure Review Process*

- a. Faculty who are due for post-tenure review will be notified by the Chair by October 15 of the year of their review.
- b. At least seven calendar days prior to the Post-Tenure Review Committee meeting, the faculty member under post-tenure review must submit an electronic report from the electronic faculty activity portfolio system (Individual Personnel Report with Hyperlinks) drawn from the last date of tenure (use January 1 of the tenure year if first post-tenure review) or last post-tenure review to the date of the committee review. The faculty member under review must ensure that the report is up to date on 5 years of activities and includes the following materials: 1) hyperlinks to at least one syllabus for each course taught in the past five years; and 2) hyperlinks to evidence of scholarly activities associated with the specific entry (e.g., publication, grant, presentation, etc.). Hyperlinks for service are not required.
- c. At least seven calendar days prior to the Post-Tenure Review Committee meeting, the Department Chair must provide the committee with the faculty member's LENS results for each semester of the last five years and their TAI report.

- d. The Post-Tenure Review Committee reviews the post-tenure review file (i.e., Individual Personnel Report with Hyperlinks) and by majority vote determines either that the faculty member “Meets Expectations” or “Does Not Meet Expectations” in each of the areas of Teaching, Scholarship, and Service. Note: 1) the Individual Personnel Report should be edited in Word and saved in PDF format; and 2) all files uploaded into the electronic portfolio system should be in PDF format.
  - e. If there is a finding of “Meets Expectations” for all three areas (Teaching, Scholarship, and Service) the Post-Tenure Review Committee Chair provides a letter to the Dean and the faculty member within 14 calendar days of the personnel meeting (no later than December 15) with the following information: 1) The date and numerical result of the vote indicating the overall categorization of “meets expectations” for the faculty member. The letter should include the names of all of the tenured faculty who voted and the committee chair’s signature; 2) A brief description of the consensus points of the committee regarding the faculty member’s strengths in teaching, scholarship, and/or service that formed the basis for the committee’s “meets expectations” decision. Additional detail regarding this finding is presented in the UWL procedure and schedule regarding post-tenure review approved by the UW System Board of Regents in November 2016, available at the following link: <https://www.uwlax.edu/human-resources/post-tenure-review-policy/>
  - f. Detail regarding a “Does Not Meet Expectations” finding for any or all of the areas (Teaching, Scholarship, Service) by the Post-Tenure Review Committee is provided in the UWL procedure and schedule regarding post-tenure review approved by the UW System Board of Regents in November 2016, available at the following link: <https://www.uwlax.edu/human-resources/post-tenure-review-policy/>
2. ***Departmental Post-Tenure Review Criteria***
- a. Scholarship. The Department expects each tenured faculty member to engage in scholarly activities that may include:
    - i. maintaining the quality of the faculty member’s teaching activities
    - ii. the faculty member keeping up with the fields of study represented by their teaching assignments
    - iii. keeping up with knowledge of what constitutes effective teaching in the discipline
    - iv. developing new areas of knowledge germane to their discipline and that may be reflected in new teaching assignments
    - v. professional presentations and publications.

Performance in Scholarship 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 each tenured faculty member 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:
  - i. regularly attend and participate as an active member in department and committee meetings
  - ii. attend at least one UWL graduation ceremony per year
  - iii. keep up with current curriculum requirements and participate in advising students
  - iv. maintain professional affiliations outside the university.

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

- c. Teaching. The department expects each faculty member to teach courses in their areas of expertise; the expected teaching load is the equivalent of 12 semester-hours for faculty members without other duties involving reassignment from teaching. 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:
  - i. develop an acceptable (in the judgement of their peers) syllabus including appropriate readings and other activities for each course
  - ii. develop acceptable (in the judgement of their peers) and fair (in the judgement of their peers) methods of evaluation for each course
  - iii. meet with their students as scheduled for classes or make provisions for acceptable alternative activities.

Performance in Teaching 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)**

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 UWL Employee Handbook.

## 1. *Review Process*

- a. After 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 an Individual Personnel Reports outlined by the Joint Promotion Committee using the electronic portfolio process. Note: 1) the Individual Personnel Report should be edited in Word and saved in PDF format; and 2) all files uploaded into the electronic portfolio system should be in PDF format. The report is submitted to the Department Chair at least seven calendar days prior to the scheduled date of the departmental promotion consideration meeting. The Department Promotion Committee will consist of all tenured faculty of the same or higher academic rank as the promotion rank which the candidate is seeking. If fewer than three faculty members *within* the department are eligible to serve on the Department Promotion Committee, then the department Chair will work with the Dean to identify individuals outside the department to serve on the Department Promotion Committee. The department chair will make the promotion materials and the candidate's student evaluation information available for review by the Department Promotion Committee at least seven calendar days in advance of the departmental promotion consideration meeting, when the vote on the promotion question by the Department Promotion Committee will take place. 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.
- c. After having a discussion of a candidate's performance with respect to the criteria specified in section two below, votes will be cast by members of the Department Promotion Committee via 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 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.
- d. 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 Department 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 Department 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.

- e. If approved by the Department 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.
- f. 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**).
- 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. *Appealing a Negative Decision*

- a. After receiving the Chair's notification, the promotion candidate will have seven days to file their appeal. An appeal review shall take place within 14 calendar days of the filing date. Faculty members appealing a decision must provide their written appeal electronically to the department chair by noon two calendar days in advance of the appeal

review meeting. Written notice of the results of the appeal shall be transmitted to the candidate within seven calendar days. Departmental review for promotion should be scheduled to ensure this process can be completed prior to when promotion files are due to the college dean.

- b. Each promotion candidate will have the right to appeal the Department Promotion Committee'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**

- a. Not applicable

**VI. Instructional Academic Staff Review**

**A. Annual Review**

1. In accordance with Unclassified Personnel Rules Chapter 10, academic staff (instructional and non-instructional) will be evaluated annually. <https://www.uwlax.edu/human-resources/resources/chairs-supervisors/supervisor-training/supervisor-performance-management/>
2. Academic staff teaching reappointments are made by the departmental Executive Committee. All part-time instructional academic staff (IAS) (less than 76% appointment) 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. When an Instructional Academic Staff member has reached the level of Teaching Professor, 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 "IAS Activities Report with Hyperlinks" as generated by the university electronic portfolio system. 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 "IAS Activities Report with Hyperlinks" generated through the UWL electronic portfolio system; review of LENS information; review of the TAI report; and a review of the most recent classroom observation.

**B. IAS Promotion Procedures**

Policies and procedures guiding promotion for IAS are available at <https://kb.uwlax.edu/103704>.

- a. **IAS Promotion.** IAS wishing to go through promotion will follow the guidelines and timetable as found on the following website: <https://www.uwlax.edu/academic-affairs/provost-promotion-resources/>
- b. The Department will adhere to the IAS Promotion Deadlines:

<b>First Friday of December</b>	Promotion Portfolio with Departmental Materials due to Deans from Department Chairs
First Friday of January	Promotion Portfolio due to the Faculty Senate Office. (Portfolios held in Senate Office for review by committee members.)
First Friday of February	IASCPC recommendations due to the Provost Office. (Portfolios transferred to Human Resources.)
Within 14 days of receiving IASCPC recommendations	Provost recommendations due to Human Resources
Within 7 days of receiving Provost decisions	Human Resources issues notification letters to all IAS applicants
July 1 of Next Academic Year	New Title takes Effect

- c. The Executive 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 an Individual Personnel Report to the Department Chair. Note: 1) the Individual Personnel Report should be edited in Word and saved in PDF format; and 2) all files uploaded into the electronic portfolio system should be in PDF format. All members of the Executive Committee will review the report 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.
- d. **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 7 calendar days to request reconsideration by the Executive Committee. The Chair will then convene the Executive 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 Executive 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 Executive Committee will then render its final decision on the appeal.

**C. Appeal Procedures re: Annual Review**

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/services/employee-relations/performance-management/> . 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 Archaeology and Anthropology**

**VIII. Governance**

**A. Department Chair**

The department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate Policies (revised 2008) <https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf> 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 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 bylaws [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 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) <https://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/> 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.
- c. In compensation, the Chair receives a .25 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 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 impacts the department. The Chair should appoint an interim 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 reviewing and updating the Department Bylaws and Policies on an annual basis and is responsible for making decisions regarding part-time instructional academic staff hiring. In addition, the Executive Committee will select the recipients of department scholarships.
- b. The Executive Committee is composed of the Department Chair, the Archaeology Program Coordinator, and the Anthropology Program Coordinator.

##### **1). Archaeology Program Coordinator**

- i. The Archaeology Program Coordinator is elected in odd years (e.g., 2019, 2021, etc.) in April to serve a two-year term beginning the following Fall semester. The Archaeology Program Coordinator is responsible for the following:
  - ii. Serve as a member of the departmental Executive Committee.
  - iii. Meet with the Chair regarding program specific issues.
  - iv. Assist Chair in preparing/reviewing promotion/retention letters for Program faculty when appropriate.
  - v. Coordinate course schedule/offerings with Chair for core courses and the rotation among faculty of their elective courses so that there is a spread of offerings of different types each semester.
  - vi. Coordinate Fall and Spring mass advising sessions.
  - vii. Represent the Program at a variety of annual university promotional events (UWL High School Councilor Workshop, UWL Upward Bound Luncheon and Workshop, MVAC events, etc.) if Chair is unable.
- viii. Advising of prospective majors and minors interested in Archaeological Studies, including visits with prospective UWL Students.
- ix. Respond to emails/phone calls and questions by individuals with questions about Archaeology.
- x. Coordinate the active recruiting of majors, including sending brochures to regional high schools and communicating with UWL Admissions when necessary.
- xi. Keep track of Archaeology Program assessment activities and ensure that deadlines for assessment and reporting requirements are met.
- xii. Assist the Department Chair with the seven-year review of the department/program self-assessment report.



## 2). **Anthropology Program Coordinator**

- i. The Anthropology Program Coordinator is elected in odd years (e.g., 2015, 2017, etc.) in April to serve a two-year term beginning the following Fall semester. The Anthropology Program Coordinator is responsible for the following:
- ii. Serve as a member of the departmental Executive Committee.
- iii. Meet with Chair regarding program specific issues.
- iv. Assist Chair in preparing/reviewing promotion/retention letters for Program faculty when appropriate.
- v. Coordinate course schedule/offerings with Chair for core courses and the rotation among faculty of their elective courses so that there is a spread of offerings of different types each semester.
- vi. Coordinate Fall and Spring mass advising sessions.
- vii. Represent the Program at a variety of annual university promotional events (UWL High School Councilor Workshop, UWL Upward Bound Luncheon and Workshop, MVAC events, etc.) if Chair is unable.
- viii. Advising of prospective majors and minors interested in Anthropology, including visits with prospective UWL Students.
- ix. Respond to emails/phone calls and questions by individuals with questions about Anthropology.
- x. Coordinate the active recruiting of majors, including sending brochures to regional high schools and communicating with UWL Admissions when necessary.
- xi. Keep track of Anthropology Program assessment activities and ensure that deadlines for assessment and reporting requirements are met.
- xii. Assist the Department Chair with the seven-year review of the department/program self-assessment report.

## 2. **MVAC Director**

- a. The Director of the Mississippi Valley Archaeology Center (MVAC) is a member of the Archaeological Studies Program faculty of the Department of Archaeology and Anthropology at the University of Wisconsin-La Crosse (UWL) and is granted a one quarter-time administrative reassignment from departmental responsibilities to serve in the Director's role. Alternatively, three quarters of the MVAC Director's assignment involves engagement in teaching, advising students, university (department, college, and/or university) service, and scholarship in the Archaeology and Anthropology Department. The Director's responsibilities span the calendar year (12 months) and the Director receives compensation from MVAC's Operations Account for summer engagement. The Director will serve in 3-year terms which may be consecutively renewed. The Director is determined by a majority vote by departmental faculty and MVAC staff. The MVAC Director reports to the Dean of the College of Arts, Social

Sciences and Humanities. The MVAC Director's primary goals include a) representing and advocating for MVAC and its staff; b) conveying the MVAC organizational mission and vision; and c) serving in an advisory role in MVAC operations.

### **3. Merit/Peer Review Committee**

- a. The principal function of the Merit/Peer Review Committee is to oversee the integrity of the annual Merit Review process. Membership includes the department as a whole.

### **4. Assessment Coordinator**

- a. The principal function of the Assessment Coordinator is to organize, coordinate, and track departmental assessment activities including Program Assessment, General Education Assessment, and assessment of our Writing in the Major programs. It is the responsibility of every instructor in the department to deploy the assessment of student learning outcomes following the direction of the Assessment Coordinator.
- b. The Assessment Coordinator is responsible for archiving the results of assessment on the department's Program Assessment and General Assessment Canvas sites.
- c. Program Assessment: Early each fall, the Assessment Coordinator guides the departmental discussion of which program SLOs to assess in the current academic year. The Assessment Coordinator will then complete the Assessment Plan document and post on the departmental Program Assessment Canvas site. This plan will articulate which courses will involve program assessment measures, who will conduct the assessments, and when the assessments will be deployed. Faculty members assessing programmatic SLOs will send their results to the Assessment Coordinator by May 1<sup>st</sup> and the Assessment Coordinator will incorporate the results into the Assessment Report which they will archive on the Program Assessment Canvas site.
- d. Writing in the Major Program Assessment: Writing-related assessments conducted as part of Program Assessment will be archived separately in the Program Assessment Canvas site in the Writing in the Major Assessment (WIMP) module. While writing-related assessments are reported in Program Assessment documentation, archiving them separately in the WIMP module provides easy access to specific assessments that inform the department regarding the WIMPs.
- e. General Education Assessment: Early each fall, the Assessment Coordinator guides the departmental discussion of which General Education (GE) courses and GE SLOs will be assessed in the current academic year, in which courses, and by whom. Faculty members assessing GE SLOs will send their results to the Assessment Coordinator by May 1<sup>st</sup> and the Assessment Coordinator will archive the results of GE assessments in the department's General Education Assessment Canvas site.

### **5. Retention Committee**

- a. The principal function of the retention committee is to determine whether 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.
- 6. Department Promotion Committee**
- a. The principal function of the Department Promotion Committee is to determine whether to recommend promotion of candidates to the Dean of the College. Voting eligibility in all promotion considerations is restricted to tenured faculty of the same or higher academic rank as the promotion rank that the candidate is seeking. If fewer than three faculty members *within* the department are eligible to serve on the Department Promotion Committee, then the department Chair will work with the Dean to identify individuals outside the department to serve on the Department Promotion Committee.
- 7. 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 UWL. The areas of teaching, scholarship and service are all reviewed and evaluated in accordance with the specifications enumerated in the bylaws. All tenured faculty within the Department must serve on the post-tenure review committee.
8. In addition to these standing committees the Department also appoints individual representatives to serve in the following capacities:
- a. **External Committees**
    - 1). Murphy Library Liaison collaborates with library acquisitions staff in maintaining current and important holdings (particularly academic journals, etc.) and in obtaining academic resources that enhance departmental curriculum and scholarship.
    - 2). Inclusive Excellence Development Coordinators organize and facilitate departmental engagement in activities that advance Inclusive Excellence and produce the year-end report detailing the Department's Inclusive Excellence contributions. One of the coordinators must be the Department's Equity Liaison
    - 3). Equity Liaison: Equity Liaisons are defined by the initiative's university-level leadership team. The equity liaisons help build awareness of the unit's role in UWL's mission to provide an equitable and inclusive educational and workplace environment for all by:
      - i. advocating for best practices using unit-specific research and resources.
      - ii. contributing to development of the unit's IE/Equity plan.
      - iii. helping prompt discussion in the unit on equity conditions and needs.

- iv. conveying information about equity gaps specific to the unit.
  - v. cultivating a climate of shared responsibility for equity and diversity.
- 4). Institute for Latin American Studies (ILAS) Liaison informs the Department of ILAS activities, events, grant opportunities, etc., and represents departmental interests to ILAS.
- b. Internal**
- 1). Honors Coordinators receive and evaluate Honors Program Application forms and informs the Chair of which students have earned Honors in Archaeology and Cultural Anthropology. These individuals are the instructors of record for ARC 489 Honors Thesis in Archaeology and ANT 496 Honors Thesis in Cultural Anthropology.
  - 2). Archaeology Club Advisor is the supervising faculty member for the Archaeology Club student organization and is responsible for advising the club officers on budget issues as well as recommending activities for the club.
  - 3). Campus Close-Up Coordinator manages departmental engagement in the University's Campus Close-Up program and ensures that the department has at least one representative at the Optional Tour section of Campus Close-Up at the end of the day.
  - 4). UWL Foundation Liaison works with the UWL Foundation fundraisers on the fundraising needs of the department, particularly with respect to the Department of Archaeology and Anthropology Foundation Account, but also with respect to our department-specific scholarship funds (Archaeology Scholarship, Steven & Lynda Morley Archaeological Studies Scholarship).
  - 5). Celebrations Czar organizes special events, as appropriate, and collects donations from faculty for purchase of cards/gifts/gift certificates for special occasions (e.g., Administrative Professionals Day, Student Worker graduations and appreciation, etc.).
  - 6). Department Webmasters manage and revise the departmental website to ensure it is accurate, up to date, and continues to serve as an effective marketing tool for our academic programs.
- c. The Department may also form additional Ad Hoc Committees as it deems appropriate.

### **C. Departmental Programmatic Assessment Plan**

Programs in the Department are assessed based on Student Learning Outcomes developed in each program. Furthermore, General Education courses offered through the Department undergo regular assessment as well. Detailed assessment procedures for the Student Learning Outcomes for Departmental programs and Departmental General Education courses are outlined in the department's online Canvas site.

### **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.wisconsin.edu/ohrwd/benefits/leave/sick/](https://www.wisconsin.edu/ohrwd/benefits/leave/sick/) . Vacation for unclassified staff, 12-month employees garner vacation time, 9-month employees do not.
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, 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 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 is 12 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 for the office reserved for the acting chair of the Department) is determined by seniority. Seniority is determined by the number of semesters/years of service at UWL. If two or more individuals started in the same semester, then a rotating queue of those individuals will be established based on the date they signed their original UWL contract and henceforth followed for subsequent seniority-based decisions. The department's current order of seniority is McAndrews, Hippert, Anderson, Her, Peacock, Nicodemus, Arzigian).
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 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 give 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. Instructors must provide a discussion area for questions regarding course-related concerns.

- c. If all 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 provost 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.

**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 D**. 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 an abbreviated annual peer evaluation of teaching. Tenured faculty may select from any of the following different teaching evaluation formats described below. Which of these formats is employed each 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). Another tenured faculty member will prepare a synopsis of the results from the LENS for the faculty member under review from at least one semester during the academic year.
  - 2). 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.
  - 3). 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.
  - 4). 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.
  - 5). 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.
  - 6). 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 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, if the start date coincides with an official start date of a session (with approved exceptions, e.g., ARC 402).
  - 8). The department chair will keep two rotation lists of faculty members (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, move to the bottom of the Intersession rotation queue.
  - v.* Arc 402, Archaeological Field Methods, will be offered each summer session. Arc 402 teaching is not counted in the maximum number of courses offered during Intersession by the Department or in the Intersession rotation queue.

**14. *Faculty Teaching Internal Reassigned Time Policy***

- a. Each semester, the Department 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). Every spring semester the department will grant a .25 reassignment for research to one faculty member or permanent IAS member. Faculty and IAS members interested in taking advantage of this must submit a proposal to the Executive Committee by the February department meeting of the year prior to semester proposed.
  - 2). Priority will be given to faculty and IAS members who have not been awarded the .25 reassignment recently.
  - 3). Faculty who are awarded the .25 reassignment will work with the department chair in determining their teaching workload/courses for the semester of reassigned time to ensure appropriate coverage of core/required courses.
  - 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. If an Executive Committee member wishes to apply for the .25 reassigned time, another faculty member will be chosen at random to serve on the selection committee.

- 5). 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.
- 6). 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*

- i. The department chair will formulate a schedule based on previous schedules, faculty preferences, scheduling conflicts, and course rotation. The schedule will be distributed for feedback and the chair will finalize the schedule based on feedback.

#### 16. *Course Numbering Policy*

- a. **100 Level Courses.** Archaeology and Anthropology 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. A Department meeting is called to determine whether 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 (i) 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***

- a. 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.
- b. The Department will determine if a course is eligible for online delivery via review at the section and departmental level. Final determination for course assignments and delivery method is held by the Department Chair.
- c. Faculty wishing to teach online or in hybrid format must present evidence that they have the skills to teach online or in hybrid format. For example, evidence such as successful completion of UWL's or another online course preparation and development course may be presented.
- d. Approval to teach a course online must be made prior to entry of the semester schedule into WINGS by the departmental ADA.
- e. 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.
- f. If core or required courses are being proposed as online or hybrid courses to be taught during the standard fall and spring semesters, an additional section of the course must be available in face-to-face format unless a waiver is approved by the Executive Committee.
- g. Faculty teaching online who are physically present at UWL must maintain some face-to-face office hours in addition to any online office hours they may hold except during Intersessions.

### **IX. Search and Screen Procedures**

The department will follow hiring procedures prescribed by the *UWL Search & Screen Policies and Procedures* and the University's Office of Human Resources (HR) in conjunction with AAOD and UW System and WI state regulations. The UWL [Search and Screen Policy and Procedures](#) are to be followed for all faculty and staff recruitments at UWL.

#### **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/services/talent-acquisition-and-employment/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. Recruitment procedures for the university are outlined at the following website:  
<https://www.uwlax.edu/human-resources/services/talent-acquisition-and-employment/recruitment/>.

#### **B. Instructional Academic Staff**

1. Hiring policy and procedures are found at
2. Recruitment procedures for the university are outlined at the following website:  
<https://www.uwlax.edu/human-resources/services/talent-acquisition-and-employment/recruitment/>.
3. As with all searches, the Department Chair makes the recommendation to the Dean who is ultimately the hiring authority.

#### **C. Pool Search**

1. Recruitment procedures for the university are outlined at the following website:  
<https://www.uwlax.edu/human-resources/services/talent-acquisition-and-employment/recruitment/>.
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/services/talent-acquisition-and-employment/recruitment/> (same for IAS & NIAS)
2. Not Applicable in Archaeology and Anthropology

#### **E. Hiring of Faculty and IAS who are School of Education affiliated faculty**

The department will consult with the SOE Dean when hiring a faculty member or IAS individual who will be an SOE faculty member. The SOE Dean will convey DPI requirements for a position to the department and consult with department during the recruiting process. The consultation could include contributing to the position description, reviewing applicants, and/or participation in the interview process.

### **X. Student Rights and Obligations**

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

## 1. Informal Complaints

- a. 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. will be protected from **retaliation**:
  - 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**.

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

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.

Complaints/concerns/grievances related to **hate/bias** and **discrimination** may follow the process outlined above or instead students may contact the [Campus Climate](#) office.

Complaints/concerns/grievances related to **sexual misconduct** may begin with the process outlined above, but will need to also 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.

## 2. Formal Institutional Complaints

- a. 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. Complaint, Grievance, and Appeal Procedures

### 1. Grade Appeal Policy

- 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 semester<sup>1</sup>, 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 also meet separately with the instructor.
- 4). A written decision will be sent to the student by the Appeals Committee. Reasons for the decision will be included in this letter.
- 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 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 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 will constitute the final level of grade appeals within the Departmental jurisdiction. This decision, not unlike the

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<sup>1</sup> 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.



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. Archaeological Studies Honors Program**

- a. See the current university catalog for the requirements for Archaeological Studies 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 Complaints to the Chair**

- a. Students who present themselves to the Chair with complaints regarding an instructor or his/her 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), meet with the Chair, write a letter to the instructor, and/or Chair and/or Dean, meet with the Affirmative Action and Diversity Officer or Office of Student Life (for special concerns). If the student endorses the action, the Chair will discuss concerns raised with the individual faculty member.

## **C. Expectations, Responsibilities, and Academic Misconduct**

1. 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/>

## **D. Advising Policy**

1. Each student majoring Archaeological Studies will be assigned a faculty advisor appropriate to that student's major preference. 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. 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 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 bylaws. Outside work is defined as any work outside the parameters of the faculty member's job description within the Department. In the Department, 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 Archaeology and Anthropology.*
  - 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 of Archaeology and Anthropology Statement on Scholarship**

The Department of Archaeology and Anthropology 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 generally accepts the characterization of scholarly activity offered by the American Association of State Colleges and Universities (AASCU) in a *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). [http://www.worldcat.org/title/core-of-academe-teaching-scholarly-activity-and-service/oclc/39674510&referer=brief\\_results](http://www.worldcat.org/title/core-of-academe-teaching-scholarly-activity-and-service/oclc/39674510&referer=brief_results)

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

### **Tier 1**

1. Peer-reviewed (blind/non-blind) scholarly publications (e.g., books, monographs, journal articles, book chapters, technical reports, etc.).
2. Peer-reviewed (blind/non-blind) publications regarding the scholarship of teaching and learning
3. Publication of textbooks or edited collections by recognized academic publishers (and/or chapters in textbooks or edited collections).
4. Submitted grant applications from external agencies for research (both funded and unfunded)
5. Fieldwork. For archaeology and anthropology this is particularly intensive requiring extended periods of fieldwork both domestically and abroad. Moreover, conducting fieldwork is contingent upon peer-reviewed analysis of fieldwork plans and stringent permitting processes.
6. Research permits from international, federal, state, or private agencies for research.

### **Tier 2**

1. Non-peer-reviewed scholarly publications (e.g., books, monographs, journal articles, book chapters, technical reports, etc.)
2. Non-peer-reviewed publications regarding the scholarship of teaching and learning.
3. Funded or unfunded UWL or UW-system internal grants for research
4. Invited presentations at professional meetings, conventions, conferences
5. Online public lecture/presentation
6. Serving as discussant at conferences
7. Presenting papers, posters and organizing programs or sessions
8. Presentations regarding the scholarship of teaching and learning
9. Maintenance and acquisition of foreign language
10. Published book reviews
11. Open-source, non-peer reviewed online resources/blogs/articles

### **Tier 3**

1. Attendance at professional/scholarly conferences or institutes.
2. Ongoing professional education/continued study.
3. Other activities clearly indicating that the individual is acquiring and advancing knowledge relevant to the faculty members' field.

## **B. Appendix B:**

### **Department of Archaeology and Anthropology–Statement of Service Activity**

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 anthropology/archaeology-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
- Service on 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

### **C. Appendix C:**

#### **Department of Archaeology and Anthropology – Statement on Teaching Activity**

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

## D. Appendix D:

### Department of Archaeology and Anthropology Annual Teaching Evaluation for Probationary Faculty and Instructional Academic Staff

#### 1. Classroom Observation:

- Review syllabus, course materials (including reading materials, laboratory materials, assessment etc.). Comment on these as applicable.
- Discuss with the instructor the objective(s) of this course and of the specific class to be observed, and how these will be met.
- Summarize your observations, taking into account, where relevant, the points listed below (items A-D). Clearly, certain criteria will be more relevant to some classes than others. Address relevant criteria where appropriate. Be sure to include in your 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.
- Pay particular attention to what the instructor has done to enhance student learning (based on syllabus, discussions, and/or classroom performance).
- 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 your discussion of the above points, consider the following:

**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?
- Does the instructor convey the purpose of each class activity?
- Does the instructor summarize periodically and at the end of class?
- Is the class structured to meet its objectives?

**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).

- 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?
- Does the instructor encourage student responses?
- Does the instructor draw non-participating students into the discussion?
- Does the instructor prevent particular students from dominating the discussion?
- Does the instructor help students extend their responses?
- Does the instructor mediate conflict or differences of opinion?
- Does the instructor demonstrate active listening techniques?
- 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?
- Does the instructor address student comprehension or questions?
- Does the instructor provide feedback at given intervals?
- Does the instructor use positive reinforcement?
- Does the instructor incorporate students' ideas within the class?

## **2. Summary Analysis of the Learning Environment Surveys LENS:**

- Discuss the LENS results for all/some of the instructor's courses for the year, 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 LENS results.

## **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).