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- I. **Bylaws and Policies of the UWL Department of English (revised February 2021)**  
URLs in these bylaws are provided for convenience and should be reviewed regularly for accuracy.

II. **Organization and Operation**

Department members are governed by six interdependent sets of regulations:

1. Federal and State laws and regulations;
2. UW System policies and rules;
3. 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: Department Name, Purpose, Responsibilities, and Position Statements**

1. The name of the department will be the Department of English (often also “the English Department”). Its purpose will be to guide and to govern all department actions, to devise the curriculum, and to instruct students in composition and rhetoric, including expository, professional and technical, and creative writing; in the teaching of English at the middle and secondary levels; in linguistics; and in cultural studies and in literature in the English language, including translations into the language, as appropriate to the curriculum.
2. The responsibilities of the department will include the following items:
  - a. initiating and/or approving activities of various committees;
  - b. initiating and/or approving revisions, additions, and deletions in course offerings;
  - c. initiating and/or approving changes in major, minor, and certificate requirements;
  - d. transacting all other necessary business.
3. The department actively supports Academic Freedom, as defined in the [1940 Statement](#) by the American Association of University Professors (AAUP), and as described in Faculty Senate Policy XVI.
4. The department recognizes and values the diverse identities, backgrounds, and beliefs of our faculty and of the University of Wisconsin-La Crosse student body. Our definition of diversity includes, but is not limited to ability, age, class, documentation status, gender identity, language, military status, nationality, race, religion, and sexual orientation. We are committed to providing and promoting an environment free of prejudice by addressing issues of equity and justice in our community. We support the success of marginalized identities.

B. **Meeting Guidelines**

1. Department meetings will be run according to the most recent edition of [Robert's Rules of Order](#) and [Wisconsin state open meetings law](#) (summary available on [UW-L Human Resources website](#)).
2. The chairperson will appoint a member, based on alphabetical rotation of members, to record the proceedings of each meeting, to list the names of those present, and to arrange for the distribution of these records as the Minutes.
3. The regular meetings of the department will be held once a month during the first and second semesters unless otherwise arranged by the chairperson.
4. Special meetings may be called provided that the chairperson will give each member three days' notice either in person, by email, by telephone, or in writing through the department mail unless urgency does not allow such timely notice or each member to be notified.

### **C. Definitions of Membership & Voting Procedures**

1. The members will be all those who are teaching in the department in any given semester and all those who have been partially or completely reassigned from teaching to perform other duties. All members will be eligible to vote on department business except when prohibited by a bylaw or policy.
2. The department prohibits proxy voting and absentee voting.
3. Voting via email will be allowed if the action is not related to personnel decisions, and a department meeting is not feasible within the time needed for a decision. A motion can come from any voting member, and a second is needed. A quorum of voting members must apply for the vote to carry, and results will be reported in the minutes of the next official department meeting.
4. Voting in closed session cannot be anonymous because the vote is subject to public records. Documentation will occur either in the minutes or with signed ballots that will be kept for seven years.

### **D. Definitions of Quorum and Majority**

1. Fifty percent of the members will constitute a quorum.
2. Unless specifically indicated otherwise, a simple majority of those voting carries the vote.

### **E. Changing Bylaws**

These bylaws may be amended by the following procedures: A two-thirds majority of the current department membership present and eligible to vote on bylaws is required to amend the bylaws; Any proposed amendment(s) will be presented and distributed in writing at a department meeting and voted on at the next subsequent meeting; policies pertaining to personnel issues, which are the responsibility of the ranked-faculty (tenure-track or tenured), or of the tenured faculty may only be changed by those voting. Second readings can be waived for bylaws that do not pertain to personnel decisions.

### III. Faculty/Staff Responsibilities

#### A. **Faculty**

Faculty responsibilities are referenced in section IV of the [Faculty Senate bylaws](#) entitled “Responsibilities of Departments, Department Members and Department Chairpersons.”

#### B. **Instructional Academic Staff (IAS)**

Requests for IAS hiring will be presented to the college dean. The request will indicate one of the standard titles from the lecturer or clinical professor series and will outline specific duties including teaching and any additional workload. Total workload for IAS is defined as a standard minimum teaching load plus additional workload equivalency activities – see [Faculty Senate Articles, Bylaws and Policies](#).

#### C. **University Staff**

1. The English Department supervises one administrative assistant. The position is designated fully to the English Department and is responsible for department at-large business stemming from the chair’s office such as travel, budgeting, class scheduling, textbook ordering, student worker management, and supply management. In addition, this position has clerical responsibilities for the faculty, and involves receptionist duties and activities associated with the information flow to students and the public. Concerns regarding appropriate administrative duties or work assignments should be directed to the chair.
2. The Wisconsin Statutes call for annual review of university staff. The administrative assistant and the chair will meet to set performance goals and objectives for the upcoming year and to review the work from the previous year. A copy of the completed performance evaluation will be placed in personnel files.

#### D. **Workload Equity**

The department will work by consensus to share the service work of the department equitably and to mentor newer members in understanding department, college, and university processes. The department recognizes that faculty from diverse populations may be called on to perform service more frequently than faculty from dominant populations, and will advise candidates for review, merit, retention, tenure, promotion, and career progression on sustainable levels of service.

#### E. **Student Evaluation of Instruction (SEI)**

The department will follow the UWL SEI policy and procedure available on the [Faculty Senate webpage](#).

1. Results from the Faculty Senate approved SEI questions are required for

retention, tenure, post-tenure review, and promotion for ranked faculty and for renewal and promotion of Instructional Academic Staff in the form of (1) the single motivation item and (2) the composite SEI consisting of the 5 common questions. These numbers will be reported using the Teaching Assignment Information (TAI) form. The department will add both the motivation item and the composite SEI fractional median for each course. In addition, the candidate's overall fractional median for the term on both the single motivation item and the composite SEI are reported.

2. The department chair will ensure that any instructor undergoing personnel review (retention, tenure, post-tenure review, promotion, or IAS annual review) receives a copy of the TAI form well in advance of the review, and that the instructor understands the implications of the grade distribution and SEI information.
3. The department includes additional questions on the SEIs to provide more context for the required SEI questions, to help the faculty and IAS further develop their teaching, and to assist the department's Retention and Tenure, Promotion, and IAS Annual Review committees with teaching evaluation.

#### **IV. Equity in Personnel Review Processes**

1. A designated member of the CASSH Dean's Office will provide a current summary of the literature detailing known biases in student evaluations that differentially impact instructors of color, women, LGBTQ instructors, instructors whose first language is not English, international instructors, and instructors with disabilities. Personnel review committees will consider this information in evaluating teaching evidence.
2. Personnel review committees will contextualize their evaluation of teaching evidence, including grade profiles and SEIs, in terms of the instructor's teaching methods and goals and the instructor's ongoing efforts to improve student learning and close equity gaps in student learning. The committee will further contextualize responses to required SEI questions 2-6 in relationship to responses to the required student motivation item, SEI question 1.
3. Personnel review committees will evaluate scholarly production in terms of service and mentoring demands on historically underrepresented or oppressed groups; disciplinary publishing patterns for scholars from historically underrepresented or oppressed groups; the range of publishing opportunities in the candidate's area of specialization (e.g., controversial topics, underrepresented populations, disciplinary critiques); and engagement in new or emerging research methods or new perspectives.

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

The English Department recognizes faculty contributions in the areas of teaching, research, service, and administration.

##### **A. Evaluation Processes (Tenure-Track and Tenured Faculty)**

Faculty evaluation will be conducted annually in the English Department for the purposes of the department's annual report as well as to determine distribution of merit funds.

1. All ranked faculty who have completed at least one academic year at UWL will submit an electronic file of her or his Digital Measures "Annual Activity Report With Hyperlinks" to the Department Chair by May 31.
2. The same faculty will also submit a Merit Self-Ranking Form by May 31, if they wish to be considered for "High Merit." A self-ranking of "Merit" does not require further documentation. The Department Chair may encourage faculty to submit Merit Self-Ranking Forms for "High Merit" after May 31, based on his/her review of Digital Measures files. The Department Chair makes recommendations to the Merit Committee regarding "No Merit" in accordance with this policy.
3. Only those contributions and achievements accrued during the merit year for which the application is submitted will be considered in evaluating candidates for merit. The merit year runs from June 1 – May 31. If faculty have not updated their Digital Measures by May 31, they will not be eligible to receive "high merit."
4. Merit deliberations will be conducted by the Merit Committee in closed session in September.
5. The Merit Committee will place candidates in the categories of "No Merit," "Merit," and "High Merit" and the candidates will be informed of their merit status by mid-September.
6. Candidates may appeal their merit status by September 30<sup>th</sup>.
7. The Committee's final Merit Report will be forwarded to the Dean's Office by the 2<sup>nd</sup> Friday in October.

#### **B. Merit Criteria (Tenure-Track and Tenured Faculty)**

The Merit Committee will place all faculty into four merit categories, based on the following criteria related to teaching, scholarship, service, and administration (if applicable):

1. Merit:
  - a. [Teaching] The faculty member taught courses in his/her areas of expertise and/or areas of need; held regular meetings with class (online and online components of hybrid courses may meet asynchronously); held regular office hours; provided adequate syllabuses; and had a record free of substantiated and significant informal and formal student complaints (see Section X) or, if there were complaints, an approved plan for resolution.
  - b. [Scholarship] The faculty member engaged in scholarly or creative activities that maintained the quality of the faculty member's teaching activity, allowed the faculty member to keep up with the fields of study represented by his/her teaching assignments, and/or led to curriculum development, professional presentations, and/or publications.
  - c. [Service] The faculty member served the department, college, and university by regularly attending department meetings and, if tenured, retention and tenure meetings; serving on at least one additional department, college, or university committee; and attending at least one UWL graduation ceremony; participating in General Education and program assessment efforts if

applicable; and keeping up with current curriculum requirements and advising students.

- d. [Administration] Faculty members with administrative reassigned appointments will be held to the minimum duties of their appointment(s).
2. No Merit: Faculty members may be placed in the “No Merit” category if most or all of the above activities for merit in any one or more area (teaching, scholarship, service, administration (if applicable)) did not occur at a satisfactory level as documented in Digital Measures files, SEIs, student complaints (substantiated and significant informal or formal), and/or peer evaluations, unless circumstances led to an agreement between the department and the faculty member that teaching, scholarly, and/or service activities be reduced for a particular period of time (i.e., reassigned time, sabbatical, FMLA).
3. High Merit: To be eligible for “High Merit,” faculty members must meet the minimum requirements for “merit” in all three areas (teaching, scholarship, service). Candidates for “High Merit” must have evidence above the minimum requirements in at least one area. Candidates for “High Merit” must complete the Merit Self-Ranking Form and enumerate their achievements in the merit year to demonstrate the achievement of 20 points for High Merit, with at least one activity at level B or C.
4. See **APPENDIX A** for Sample Activities to guide enumeration and Merit Self Ranking Form.

### **C. Merit Evaluation Processes (Instructional Academic Staff)**

IAS evaluation will be conducted annually in the English Department for the purposes of the department’s annual report and to determine distribution of merit funds and to support promotion. The merit year is defined as the Summer, Fall, and Spring of the academic year in which merit activity occurs.

1. All IAS will submit an electronic file of their Digital Measures “Annual IAS Activity Report With Hyperlinks” to the Department Chair by May 31.
2. Merit deliberations will be conducted by the English Department Executive Committee. The Committee’s Merit Report will be forwarded to the Dean’s office.
3. All IAS members will be eligible for special merit each year. Nominees and nominators may submit further materials in support of their/the candidates’ application for merit.
4. For the purposes of merit evaluation, only those contributions and achievements accrued during the merit year for which the nomination is submitted will be considered. No IAS activities from years prior to the merit evaluation year will be considered in nominating or evaluating candidates for merit.
5. On the basis of the candidates’ previous year’s Digital Measures “Annual IAS Activity Report With Hyperlinks,” as well as any supporting documents and/or any other reliable information available, the Executive Committee will make recommendations on merit after evaluating IAS achievements in areas such as teaching; research and creative work; professional development; and/or



- department and university service.
6. For the distribution of merit funds, the Executive Committee will place IAS into one of three categories: 1. No Merit, 2. Merit, and 3. High Merit. In most years most members of the department will fall into the Meritorious category. The High Merit category will be for those who have made special contributions during the previous year.
    - a. The category of “No Merit” indicates a lack of documented successful teaching practice in one or more of the following: holding regular meetings with class, holding regular office hours, providing adequate syllabus; and/or a lack of documented appropriate treatment and interactions with students (by SEI comments / course observations); failure to comply with administrative requirements or an unsuccessful annual review may also result in “No Merit.”
    - b. The category of “Merit” indicates documented successful teaching practice by holding regular meetings with class, holding regular office hours, providing adequate syllabus; and documenting appropriate treatment and interactions with students. Additionally, the IAS received 1-3 points by completion of merit activities (depending on Redbook vs. adjunct status and appointment percentage).
    - c. The category of “High Merit” indicates documented successful teaching practice by holding regular meetings with class, holding regular office hours, providing adequate syllabus; and documented appropriate treatment and interactions with students. Additionally, the IAS received a minimum of 4-6 points by completion of merit activities (depending on Redbook vs. adjunct status and appointment percentage).

#### **D. Merit Self-Ranking Form (Instructional Academic Staff)**

1. The merit self-ranking form includes the merit category criteria, and a table of sample activities with suggested point values, updated annually. The number of points claimed in activities with variable points values should be explained by the nominee, along with activities not mentioned in the list for which the nominee has assigned point values. The Executive Committee will be provided with the table of suggested point values for designated activities.
2. If a staff member wishes to be considered for “high merit” then they must enumerate their achievements in the merit year and demonstrate the following:
  - a. A minimum of 4-6 points total
  - b. At least one activity in levels 2 or 3
  - c. A majority of points earned from activities related to teaching
  - d. A narrative of up to one page may be added but is not required.

#### **E. Distribution of Merit Funds**

When merit funds are available, they will be distributed among those who are deemed “meritorious” or above.

### **VI. Faculty Personnel Review**

The department will follow the policies regarding retention and tenure described in the [Faculty Personnel Rules](#) (UWS 3.06 – 3.11 and UWL 3.06 – 3.08). The department will follow policies guiding part-time appointments for faculty and tenure clock stoppage available on the Human Resources website. Tenure retention decisions will be guided by the criteria established in the bylaws at the time of hire unless a candidate elects to be considered under newer guidelines.

The criteria outlined in Section VI.A & VI.B “Faculty Personnel Review” in these bylaws should be applied to faculty with a contract date after **MAY 13, 2019**.

In AY 2020-2025, the Chairperson will read the COVID Statement (Appendix L) prior to every ranked faculty review meeting (promotion, tenure, and retention) and the IAS COVID Statement prior to every IAS review meeting (promotion and review). In AY 2025-2026 the Executive Committee will reassess this practice in light of any ongoing repercussions due to the COVID-19 disruption.

#### A. **Retention (procedure, criteria, and appeal)**

1. **General principles and practices.** The department’s goal is to facilitate the professional development of untenured faculty during their probationary period, while at the same time maintaining the highest possible standards of excellence in teaching, scholarly activity, and service. Reviewing the performance of probationary faculty emphasizes:
  - a. collaboration and open communication between untenured faculty members and the department’s review committees;
  - 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.
2. The faculty member undergoing review must receive at least 21 calendar days of notification of the time/date of the review meeting and deadline (7 days prior to the meeting) for which the review materials will be due. 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 bylaws. The department chair will ensure that any instructor undergoing review receives a copy of the TAI form well in advance of the review, and that the instructor understands the implications of the grade distribution and SEI information.
3. Departments will provide the following materials to the Dean:
  - a. Department letter of recommendation with vote;
  - b. Teaching assignment information (TAI) datasheet that summarizes the courses taught, workload data, grade distribution and SEIs by individual course and semester (which are only available after completing a full academic year); and
  - c. Merit evaluation data (if available).
4. **Initial review.** The initial review of probationary faculty will be conducted by the tenured faculty of the appropriate department in the manner outlined below:
  - a. **First Year Faculty Review.** All first-year tenure-track faculty will be reviewed the spring of their first year. This is a non-contract review. A departmental letter will be filed with the Dean, the Dean of SOE (if the candidate is SOE-affiliated faculty) and Human Resources (HR). Formal reviews resulting in contract decisions will

minimally occur for faculty in their 2<sup>nd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> years. The informal review process will parallel that used for official reviews but with an emphasis on feedback to assist the new faculty member in developing professional skills and acclimating to department expectations. Syllabi for Fall and Spring courses should be uploaded as should any scholarly work, and (if applicable) an early draft of their promotion narrative. The Fall classroom observation should be available under teaching evidence in Digital Measures. The chair will provide the Fall SEIs on each candidate. The narrative statement may include an explanation of the relationship between the instructor's grading standards and the grade distributions evident in the TAI and may reference specific teaching evidence that supports that explanation. After review by the Retention and Tenure Committee the Chair will draft a brief memorandum collecting any significant feedback from the discussion, and will share a copy of this memorandum with the Retention and Tenure Committee for final approval before sharing it with the candidate. The Committee's feedback must be communicated in writing within seven calendar days of the Retention and Tenure Committee meeting. The Chair and candidate will also have an in-person meeting to informally discuss the review and to set goals for the upcoming formal review in the 2<sup>nd</sup> year. The memorandum will be used to write the department's letter.

- b. Faculty mentoring.** During the first academic year of employment in the department, each probationary faculty member, in consultation with departmental colleagues, is 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 probational 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 probationary faculty members with whom they have a mentoring relationship.
  - c. SOE-affiliated faculty.** The SOE and content Dean will receive and review the portfolio at the same time and will each forward their recommendations to the Provost. For retention and tenure, if there are discrepant reviews of a candidate, the Provost will confer with the Deans to ensure DPI policies and expectations are applied. SOE-affiliated faculty are those with teaching and/or student supervisory duties in programs that are licensed through Wisconsin's Department of Public Instruction (DPI). Department of Educational Studies (DES) faculty are reviewed solely by the SOE Dean.
- 5. Non-Contract reviews.** All probationary faculty complete non-contract reviews in the Spring semester of the academic years they are not due for contract reviews. Usually, non-contract reviews occur in the Spring semesters of the 1<sup>st</sup> (described above), 3<sup>rd</sup>, and 5<sup>th</sup> years. Non-contract reviews parallel the process used for official reviews but with an emphasis on feedback to assist the faculty members in developing their skills and files for the upcoming formal reviews. Department letters for non-contract reviews are due to the Dean's office by the first Friday in May.

## **B. Tenure Review and Departmental Tenure Criteria**

The basic rules regarding retention and tenure are described in the Faculty Personnel Rules (UWS

3.06 – 3.08). The Retention/Tenure Review Committee will consist of all tenured members of the English department.

1. **General principles and practices.** The department's goal is to facilitate the professional development of untenured faculty during their probationary period, while at the same time maintaining the highest possible standards of excellence in teaching, scholarly activity, and service. Reviewing the performance of probationary faculty emphasizes:
  - a. collaboration and open communication between untenured faculty members and the department's review committees;
  - 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.
2. **Retention Procedures.**
  - a. Subsequent to the call of the Vice Chancellor, the department will establish a review date and inform all probationary faculty with at least 21 calendar days' notice to prepare a set of materials in the areas of:
    1. Teaching
    2. Scholarly and research activity
    3. Service
      - a. Department service
      - b. University service
      - c. Professional and/or community service

The department chair will ensure that any instructor undergoing review receives a copy of the TAI form well in advance of the review, and that the instructor understands the implications of the grade distribution and SEI information.

Candidates under review for retention should provide two reports from the electronic portfolio system:

- i. A retention report drawn from the date of hire at UWL as an assistant professor (with appropriate evidence hyperlinks) with a narrative statement addressing the candidate's teaching philosophy, teaching development, and appropriate context for scholarly and service work (not to exceed 7 pages single-spaced, traditionally with a minimum of 3). The narrative statement may include an explanation of the relationship between the instructor's grading standards and the grade distributions evident in the TAI and may reference specific teaching evidence that supports that explanation.
- ii. An annual report from the most recent year.
- b. Criteria for areas of evaluation are as follows:
  1. **Teaching**
    - i. Consistent evidence of a strong commitment to student learning and to meaningful teaching and assessment;
    - ii. Evidence of continual effort at self-improvement, as documented in the narrative and supporting documents;
    - iii. A commitment to remaining current on scholarly trends and pedagogical best practices in field of expertise;
    - iv. Evidence of inclusive teaching practices and strategies that promote a

- v. positive and equitable classroom climate for a diverse student body;
  - v. Responsiveness, as documented in narrative and other pedagogical assessments, to peer and student feedback on teaching (see **APPENDIX B: Policy on Classroom Visitation for the Evaluation of Teaching**);
  - vi. Consistent absence of significantly negative responses on student evaluations, and no unresolved substantiated and significant student complaints.
2. **Scholarly and Research Activity**
    - i. Evidence of a consistent program of scholarly activity (as defined by the department's statement on Scholarly and Research activity. See **APPENDIX C**).
  3. **Department Service**
    - i. regular attendance at required department meetings, in addition to serving on at least one department committee annually;
    - ii. attendance at one department event per semester; these include faculty colloquia, department-sponsored speakers, student presentations, etc.
  4. **College and University Service**
    - i. Participation on at least one College or University committee during the review period;
    - ii. Active participation in some one-time College or University program or initiative in lieu of a committee assignment;
  5. **Service to the Profession**
    - i. Evidence of service using professional expertise, including:
      - a. scholarly presentation
      - b. serve as respondent, reviewer, evaluator, and/or reader for published or non-published academic work
      - c. chaired conference session
      - d. conducted workshop or lecture
      - e. served as active member of professional organization
      - f. wrote and submitted grants (funded or non-funded)
      - g. served on a national or regional committee, working group, advisory board, *etc.*
    - ii. Commitment to professional ethics and courtesy in carrying out professional service.
  6. **Service to the Community**
    - i. Evidence of service to local community using professional expertise, including:
      - a. participation in a community-based program;
      - b. developing a community partnership;
      - c. offering experiential or service learning opportunities in classes;
      - d. developing and/or supervising community-based internships.
    - ii. Commitment to professional ethics and courtesy in carrying out community service.
  7. The department particularly values:
    - i. mentoring of colleagues, both within and beyond the department, including advising colleagues on the types and number of service opportunities they might seek;

- ii. contributions to and participation in diversity-related service across one's career; and
  - iii. bringing diversity issues into the work of campus committees or community work.
- c. The date, time and place of the above meeting will be conducted in compliance with the Wisconsin Open Meetings Rule. For a retention and tenure meeting to take place, attendance by two-thirds of the tenured faculty constitutes a quorum. Tenured faculty members will have access to the review materials at least 7 calendar days prior to the meeting. The probationary faculty persons will have the opportunity to make a written and/or oral presentation at the meeting.
  - d. 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 will 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) will require a two-thirds majority of those present and voting. The vote will be taken by the marking of pre-printed ballots.
  - e. The candidate will be notified of the results of the decision via email and within seven days after the retention review meeting. The formal letter from the department to the Dean(s) will include the date of the vote, the numerical outcome, a clear indication of a 1 or 2 year contract recommendation, and a departmental review of the strengths and weaknesses of the faculty member's teaching, scholarship, and service.

### **3. Tenure Procedures**

The granting of academic tenure represents a long-term commitment of institutional resources which requires proof of excellence in past performance and a belief that an individual faculty member's future contributions in teaching, research and service will continue to be of comparably high quality. Non-tenured instructors should not expect an award of tenure solely on the fact that their contracts have been consistently renewed; however, the procedures for making tenure decisions and recommendations for probationary faculty parallel retention procedures and are based on the body of work conducted during the individual's time in rank. Tenure will be granted by a two-thirds majority of vote by tenured faculty. Candidates for tenure have the option to request an open meeting for the deliberative part of the meeting; the committee can still vote to close and close for the actual voting.

The decision to recommend a faculty member for tenure in the English department is based on a thorough review of the candidate's contributions to the department in the areas of teaching, research and service from their date of hire at UWL in a tenure-track position. Tenure in the English department reflects consistent evidence of a strong commitment to student learning and to quality teaching, evidence of a consistent program of scholarly inquiry (as defined by the department's statement on scholarship; see **APPENDIX C**), and evidence of regular service to the department, College, University and profession. Specifics regarding department expectations for strong teaching, scholarship, and service are indicated in the details of the Merit and Retention segments of these bylaws.

Procedures for recommending or not recommending probationary faculty members of the department for tenure will parallel procedures regarding retention decisions.

#### 4. Reconsideration

Any candidate wishing to appeal their own Department retention or tenure decision is required to submit a written petition to the Chair of the Department carefully detailing the basis on which this appeal is being made. This appeal must be filed with the Chair within two weeks of the notification of the contested retention/tenure decision. The Executive Committee will then hold a special closed session hearing to review all evidence pertinent to this petition in the presence of the appellant. Subsequent to this hearing of the facts the Executive Committee will dismiss the appellant from the hearing room and will render its final decision on the appeal.

#### C. Post-Tenure Review

The department follows the UWL procedure and schedule regarding post-tenure review.

The department chair will ensure that any instructor undergoing review receives a copy of the TAI form well in advance of the review, and that the instructor understands the implications of the grade distribution and SEI information. The post-tenure review committee determines whether or not candidates in English “meet expectations” in the areas of teaching, scholarship, and service, according to the following guidelines, and in the judgment of their peers:

1. Every semester, each faculty member will teach courses in their areas of expertise and/or areas of need and will:
  - a. hold regular meetings with class (online and online components of hybrid courses may meet asynchronously);
  - b. hold regular office hours;
  - c. provide adequate syllabuses;
  - d. have a record free of substantiated and significant informal and formal student complaints or, if there are complaints, an approved plan for resolution.
2. During the five-year period, each faculty member will engage in scholarly or creative activities that:
  - a. maintain the quality of the faculty member’s teaching activity;
  - b. allow the faculty member to keep up with the fields of study
  - c. represented by their teaching assignments;
  - d. lead to curriculum development, professional presentations, and/or publications.
3. Each faculty member will serve the department, college, and university by:
  - a. regularly attending and participating in department and retention/tenure meetings every semester;
  - b. serving on at least one additional department, college, or university committee every year;
  - c. attending at least one UWL graduation ceremony per year;
  - d. keeping up with current curriculum requirements and advising students.

Faculty members may be judged to “not meet expectations” if most or all of the above activities in any one or more category do not occur at a satisfactory level, unless circumstances have led to an agreement between the department and the faculty member

that teaching, scholarly, and/or service activities be reduced for a particular period of time.

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

The department will follow the guidelines and schedules regarding faculty promotion available through [UWL Human Resources](#). The department guidelines are designed to facilitate the implementation of the guidelines outlined in the UWL Employee Handbook.

- 1. General principles and practices.** The department's goal is to facilitate career progression for tenure-track/tenured faculty, while at the same time maintaining the highest possible standards of excellence in teaching, scholarly activity, and service. Reviewing the performance of candidates for promotion emphasizes:
  - a. collaboration and open communication between promotion candidates and the department's review committees;
  - 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.
- 2. The Review Process**
  - a. Subsequent to the Department 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, making sure to give the candidates enough time to consider the possibility of applying for promotion that academic year. The date and time for the promotion review 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. In the introductory letter the candidate must be informed about the approximate time for the departmental promotion committee's review meeting. The department chair will ensure that any instructor undergoing review receives a copy of the TAI form well in advance of the review, and that the instructor understands the implications of the grade distribution and SEI information.
  - b. Faculty who are eligible and wish to be considered for promotion must submit a completed Faculty Promotion Evaluation Report, following directions and guidelines given by the Joint Promotion Committee as accurately as possible. The completed report by the promotion candidate must be submitted using the electronic portfolio process. The report is then submitted to the Department Chair at least seven days prior to the scheduled dates of the departmental promotion consideration meetings. The promotion narrative may include an explanation of the relationship between the instructor's grading standards and the grade distributions evident in the TAI and may reference specific teaching evidence that supports that explanation.
  - c. The Department Promotion Committee will consist of all tenured faculty at the rank of Associate Professor or Professor.



- d. The Department Chair will make the promotion materials and the candidate's student evaluation information available to Department Promotion Committee members at least seven days prior to the promotion consideration meeting.
- e. 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. After having a discussion of a candidate(s)' performance with respect to the Criteria specified in section B below, votes will be cast by signed paper ballots on a separate motion to promote each candidate. At least two-thirds majority of the eligible voting members present is necessary for a positive promotion recommendation. All results of the vote will be recorded and entered in the appropriate portion of the Faculty Promotion Report Form.
- f. Within two calendar days of the promotion consideration meeting, the Department Chair will notify each candidate of the Promotion Committee's recommendation. If the vote is positive, the department Chair will select at least three eligible members to write the candidate's promotion letter of support by the following process: the Chair nominates one member, the applicant nominates another, and the two nominated members, once they have accepted, choose a final member of the committee. For Faculty pursuing promotion to the rank of Professor, there will be at least two Professors serving on the Committee. Additional or external committee members may be requested by the applicant. The letter must be written within two weeks. A draft of the letter will be sent to all voting members of the promotion committee for review. The Department Chair may also include a separate letter to provide further clarification of candidate materials if they wish to do so. A copy of the promotion report and/or letter will be provided to the candidate at least two days prior to the submission of the promotion file to the Dean.
- g. Subsequent to the completed Faculty Promotion Evaluation Report, and the vote, the Department Chair, or the Promotion Committee chair, will transmit the vote, the report and the materials submitted by the promotion candidate to the Dean, following the most recently updated JPC guidelines.
- h. JPC requires that a faculty member who has had reassigned time to fulfill a position outside the expectations of standard faculty member (e.g. department chair, director of 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 and other data that show how the aims of that appointment have been achieved. The candidate is responsible for uploading these documents in their promotion report.

## **2. Criteria**

- a. To be considered for promotion to the higher rank, faculty must meet the minimum University criteria as stated in UWL Staff Handbook. For the rank of Associate Professor a candidate must provide evidence of teaching effectiveness and establishment of a program of scholarship, and contributions to service at various levels. Evidence of teaching effectiveness will include self-reviews, peer reviews, assessment activities, sample syllabi, curricular innovation, contributions to curricular development, participation in Teaching and Learning projects with other colleagues, evidence of engagement with high Impact practices, pedagogical innovation, and student evaluation of instruction. Evidence of a scholarship program will be consistent with the Department's definition of scholarly activity (see **APPENDIX C**). Evidence of contributions to service will be consistent with the department's definition of service (see Section V.B.III-V). To be promoted to the rank of Professor, the candidate must show continued effectiveness in teaching, significant scholarly productivity, and/or continued invigoration of an established scholarly program, and substantial service activity. Continued teaching effectiveness is measured by the results of self, peer and student evaluations. Significant scholarly productivity is judged by quantity and quality of conference presentations, publications, editorial activities, and/or other evidence that proves the significance of the research program for the discipline/profession. Substantial service activity will include service to the department, the institution and the profession. University promotion criteria expect increasing levels of responsibility in college and university committee work.
- b. Data describing the candidate's performance in the above areas will be collected according to procedures approved by the department.

## **3. Reconsideration**

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

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

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

See **APPENDIX D** for a statement related to School of Education Affiliated Faculty Teaching, Scholarship, and Service Expectations.

## **VII. Instructional Academic Staff Review**

The department's goal is to facilitate the professional development of IAS, while at the same time maintaining the highest possible standards of excellence in teaching and, if applicable, service.

Reviewing the performance of IAS emphasizes:

- a. collaboration and open communication between IAS and the department's review committees;
- 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.

### **A. Annual Review Process**

In accordance with Unclassified Personnel Rules Chapter 10, academic staff (instructional and non-instructional) will be evaluated annually. The University IAS Annual Review Form will accompany the department's evaluation.

1. The English Executive Committee will meet to evaluate the performance of each member of the Instructional Academic Staff (IAS). The First-Year Writing Programs Coordinator (FWPC) will be present at this meeting to participate in evaluating the performance of each IAS member teaching ENG 110/112. The meeting will convene in a timely manner commensurate with the University timeline for IAS review. At least twenty (20) days prior to that meeting, the IAS member under review will be informed, in writing, of the date, time, and place of the meeting. The FWPC and Chair will set a date by which the materials must be submitted.
2. The direct delivery of instruction is the primary responsibility of IAS members the primary criterion of evaluation will therefore be teaching performance. Materials required for the annual review include the following:
  - a. The IAS member's Annual Activities Report with hyperlinks, entered into Digital Measures by the IAS member.
  - b. A 1-3 page narrative reflecting on recent teaching, uploaded to Digital Measures by the IAS member. The narrative statement may include an explanation of the relationship between the instructor's grading standards and the grade distributions evident in the TAI and may reference specific teaching evidence that supports that explanation.
  - c. The IAS member's Annual Review form. This form will be completed by the FWPC and/or the Chair or Chair's designee. The FWPC will be responsible for portions of the Annual Review referring to the IAS member's performance as an instructor of ENG 110/112, and the Chair or Chair's designee will be responsible for portions of the Annual Review referring to the IAS member's performance as an instructor of any other course in the curriculum.
  - d. One or more classroom observation reports may be required, according to the following guidelines:
    - i. During the first and second term of employment, a classroom observation report will be submitted for one section of each course that the IAS member teaches. Should the IAS member teach a new

course preparation after the first two terms of employment, that new course will be observed during the first term it is offered. The FWPC will be responsible for visiting and writing reports on IAS members' ENG 110/112 courses; the Chair or Chair's designee will be responsible for visiting and writing reports on all other courses taught by the IAS member.

- ii. After the second term of employment, classroom visits and observation reports for all classes taught will be conducted every three years and as appropriate according to Executive Committee decision.
    - iii. IAS may include additional observation reports in any annual review from the FWPC, Chair or Chair's designee, and/or any other instructor.
  - e. The written comments and numerical results of SEIs completed on that teacher's work during the previous two semesters. The department chair will ensure that any instructor undergoing review receives a copy of the TAI form well in advance of the review, and that the instructor understands the implications of the grade distribution and SEI information.
  - f. Any other materials the IAS member deems relevant.
3. At least five days prior to the meeting, the FWPC and/or Chair will make available to the members of the Executive Committee the materials listed under VI.A.2 above.
  4. The Executive Committee will evaluate materials presented, with primary weight given to evidence of teaching effectiveness.
  5. The Executive Committee will recommend retention or non-retention in each case. The Committee's recommendation will be summarized in writing on the Annual Review form by the FWPC for all those IAS teaching ENG 110/112, and by the Chair for IAS teaching a course(s) other than ENG 110/112.
  6. When the process is completed, but in no case more than seven days after the meeting, a copy of the completed Annual Review form will be given to the IAS member and the original sent to the office of the Dean of the College of Liberal Studies.
  7. Appeal Procedures re: Annual Review: the IAS members will be notified in writing of their right to respond in writing to the evaluation; this notification will accompany the written evaluation. Should a member of the Academic Staff choose to respond formally, a copy of this response will be forwarded to the Dean of CLS. Appeals must be submitted no more than ten days after receipt of the Annual Review form.

## **B. Annual Review Form**

1. The English Department provides the marks of "meets expectations" and "does not meet expectations" on the University IAS Annual Review Form.
2. The following evidence contributes to the Annual Review (AR) process. IAS may provide additional context or discussion in their self-reflection. The previous year's AR materials will be provided to the Executive Committee for context. Evidence marked "does not meet

expectations” will be discussed during the AR meeting and in the AR letter.

- a. SEIs (comparable to department median and rank for IAS): SEIs that “meet expectations” are around the median for SEI scores for English Department IAS. SEIs that are significantly below will be marked “does not meet expectations.” SEI data will be supplied by the English Department ADA.
- b. Syllabi: syllabi will “meet expectations” if uploaded to Digital Measures for each class under review and if they meet the CATL “Faculty Senate Policy on Syllabi” guidelines. Missing or incomplete syllabi will be marked “does not meet expectations.”
- c. Learning outcomes included in course syllabi: syllabi will “meet expectations” if they include SLOs appropriate to the course (i.e., ENG 110/112 SLOs, ENG 200 SLOs, Literature, W/R, or English Education Emphasis SLOs). General Education courses should also include the General Education Learning Outcomes. Syllabi will “not meet expectations” if learning outcomes are missing or incomplete.
- d. Participation in departmental or college level required course-based assessments: IAS will “meet expectations” by participating in all phases of the assessment cycle (evidence gathering, review, implementation, etc.). IAS will “not meet expectations” if they do not participate in all phases of the assessment cycle. Data pertaining to assessment participation will be provided by the English Department ADA.
- e. Student Comments: student comments from SEIs will be reviewed holistically by the FYWPC and the Executive Committee for patterns in classroom activities, instructor behavior, and student learning. Student comments that reflect classroom activities, instructor behavior, and student learning that meets student learning outcomes will be marked “meets expectations.” Student comments that indicate unhealthy patterns of classroom activities, instructor behavior, and/or interference with student learning or completion of assignments will “not meet expectations.” Additionally, the Chair may share with the FYWPC and the Executive Committee if any students have filed substantiated and significant informal or formal complaints that do not have an approved plan for resolution.
- f. Peer evaluation: all IAS must include in their AR materials a peer evaluation (teaching observation) according to the cycle indicated above. If an IAS has been asked to conduct additional peer evaluations in a previous AR, that evaluation should be included in AR materials. IAS who have met the departmental bylaws and AR expectations for peer review will “meet expectations.” Not complying with departmental bylaws or AR requirements will automatically place instructors in the “does not meet expectations” category. Peer evaluations indicating concerns about IAS not meeting SLOs or engaging in behavior disruptive or disrespectful to students may be deemed “not meeting expectations.”
- g. IAS self-reflection: all IAS must submit a no-more-than-three page self-reflection of their activities for the year. The self-reflection must include (but is not limited to) reflections on and additional context for any evidence listed above. Self-reflections might include teaching innovations, professional development activities, and assessments conducted over the academic year. For Redbooked IAS, the self-reflection should reflect on department service. IAS who submit self-reflections that reflect on the primary pieces of teaching evidence will “meet expectations.” IAS who do not submit self-reflections or who submit inadequate self-reflections will “not meet expectations.”

### **C. IAS Promotion Procedures**

- 1) Policies and procedures guiding IAS Promotion are available on the UWL website under Provost Promotion Resources and HR IAS Promotion Resources.
- 2) IAS members at the ranks of Associate Lecturer and Lecturer may elect in any year to be reviewed for Promotion as appropriate to university guidelines for those respective ranks. IAS Promotion review will be conducted only in those years when ranked IAS have requested Promotion evaluation; Promotion evaluation will be conducted according to the timelines produced by the Office of the Provost. The department chair will ensure that any instructor undergoing review receives a copy of the TAI form well in advance of the review, and that the instructor understands the implications of the grade distribution and SEI information.
  - a. Portions of the University's IAS Annual Review Form designated for Promotion will be completed during the Annual Review process of any English Department IAS in the year prior to seeking Promotion.
  - b. The FWPC will, in consultation with the Department Chair, appoint the members of the IAS Promotion Committee, and will convene the committee. The committee will elect its chair.
  - c. The IAS Promotion Review Committee will consist of at least five members of the English Department. Membership will include the FWPC, two tenured faculty members of the English Department, and at least two IAS members at the rank of Lecturer or above. In the absence of two IAS members at rank of Lecturer or above, the FWPC may appoint IAS Associate Lecturers with at least two years of continuous service in the English Department or tenured members of the English Department as replacements.
  - d. IAS Promotion portfolio evaluation will place primary weight on evidence of teaching effectiveness and excellence. Other areas of evaluation will include, but not be limited to: service (department, college, university, and community); professional development (including post-graduate coursework, workshops, conference participation, etc.); scholarly and creative activity; and any other areas of activity appropriate to the IAS Promotion evaluation criteria.
  - e. Deliberations of the English Department IAS Promotion Committee will follow the English Department procedures for Faculty Promotion, with respect to the candidate's right to participation in the process, right to notifications, and rights to review and appeal.
  - f. Following the timelines established by the Office of the Provost for the review process, and appropriate English Department notification and review policies, the IAS Promotion Committee's recommendations and supporting materials will be sent, along with the IAS candidate's portfolio materials, to the Office of the Dean of CLS.

### **VIII. Non-Instructional Academic Staff Review**

The English Department does not have any Non-Instructional Academic Staff.

### **IX. Governance**

## **A. Department Chair**

### **1. Election of the Department Chair**

The chairperson is chosen in an election conducted by the dean of CASSH and is appointed by the Chancellor. Any member of the department is eligible to vote.

### **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](#) under the heading "IV. Responsibilities of Departments, Department Members and Department Chairpersons," "V. The Selection of Department Chairpersons," and "VI. Remuneration of Department Chairpersons." References to chair-related duties are also indicated in the [Employee Handbook](#). In addition, the department chair will arrange with the Affirmative Action Officer to provide pertinent information on diversity issues related to merit, retention, tenure, promotion, and post-tenure review to the members of review committees at least every other year.

## **B. Additional Administrative and Service Appointments**

The English Department supports an Associate Chair, three Program Directors, and an Equity Liaison:

1. Associate Chair (25% reassigned time)
2. Writing Center Director (50% reassigned time)
3. First-Year Writing Programs Coordinator (50% reassigned time)
4. 2+2 China Program Director (25% reassigned time)
5. Equity Liaison (no reassigned time)

**APPENDICES E-I** contain the job descriptions, selection criteria, and terms for these positions.

## **C. Standing Departmental Committees**

Standing committees of the English department are described below. Chairs of all committees (except #1 [Exec], #3 [Merit], #3 [Retention/Tenure], #4 [Promotion], #6 [DCAC]) are to be elected by the committee members at the first meeting in the Fall. At this meeting, committee Chairs will compile an official roster of attendees for the sole purpose of determining quorum and share the roster with the Chair's office. Faculty who are absent at the initial meeting may request to be added to the roster later. Quorum for all committees will be 50 percent of the members of that committee as indicated by the official roster. Chairs can remove a member after they miss two consecutive meetings in a semester. Quorum is required to hold a formal meeting of a committee and to vote as a committee. Department members at a regular meeting of the department may establish or terminate ad hoc committees as the need arises. The committees serve to help the department run more efficiently.

### **1. Executive Committee**

- a. Mission: To advise the Department Chair(s) on issues pertaining to

departmental governance, policy, personnel, and areas of strategic priority.

b. Purview:

1. Advising the Department Chair(s) on personnel matters (including student and faculty grievances);
2. Advising the Department Chair(s) on strategic priorities and the implementation of the department's strategic plan;
3. Advising the Department Chair(s) on issues pertaining to equity (including the department's equity plan);
4. Advising the Department Chair(s) on curriculum delivery (including teaching assignments, scheduling sections, short- and long-term planning);
5. Advising the Department Chair(s) on departmental policy development or amendment;
6. Advising the Department Chair(s) during search-and-screen procedures for hiring full-time faculty;
7. Engaging in the regular review and update of the departmental bylaws;
8. Receiving regular reports and updates on budget from the Chair's office;
9. Receiving biannual budget status reports and advising the Chair as applicable.

c. Membership: There are seven members of the Executive Committee, each with at least two years of experience in the department: the department Chair (also the Chair of the committee); one member elected by assistant professors; one member elected by associate professors; one member elected by professors; one member elected by Instructional Academic Staff; and two members-at-large elected by the entire department. At any given time, only one at-large seat may be held by an IAS. Members will be elected for staggered three-year terms to provide for continuity on the committee. Each year, elections for two seats will be held. If there is no willing representative from a given rank, the seat will be elected at-large. If at any time a member of the committee must resign their seat, the vacancy will be immediately filled by the election's runner(s)-up in order of highest number of votes. If the runner(s)-up are unable to serve, the department will hold a new election. The Equity Liaison serves as consultant to the Executive Committee, unless they hold one of the seats on the committee.

1. Elections: Elections will take place annually in April. Any member of the department will be eligible to vote. Any vacancy at this time should be filled as indicated above.
2. Appointments for the purpose of search-and-screen: The Executive Committee will advise the department Chair(s) during search-and-screen procedures for hiring full-time faculty. The Department Chair(s) and the Executive Committee will endeavor over time to apportion the responsibilities for recruitment and hiring as broadly as possible through the department. The Chair, with advice from the Executive Committee, will coordinate and conduct search and screen



for the hiring of instructional academic staff.

3. IAS Members: The IAS member(s) of the Executive Committee will advise on all matters. IAS members are not eligible to vote on tenure-track personnel matters. They are eligible to vote on the following matters:
  - a. Search and screen matters, in their capacity as members of the IAS search and screen committee;
  - b. IAS Yearly Performance Evaluations;
  - c. Student grievances;
  - d. Any other Executive Committee motion that does not involve tenure-track personnel matters.

## **2. The Merit Committee**

- a. Mission: To oversee the English department's annual merit deliberations.
- b. Purview:
  1. Reviewing and approving the list of faculty receiving the status of "merit," as determined by end-of-year reports;
  2. Reviewing and approving the merit self-nominations submitted by faculty seeking "high merit;"
    - a. A decision to overturn a faculty's request for "high merit" will be communicated in writing.
  3. Reviewing and approving any cases of faculty receiving "no merit;"
    - a. A decision to assign a faculty "no merit" will be communicated in writing.
  4. Reviewing any appeals made by faculty regarding merit status.
    - a. Appeals must be made in writing to the Executive Committee within 7 days of receiving the merit decision. Appeals should only be made if there have been significant errors or omissions in the faculty member's annual report. Faculty members may be present for the Executive Committee's review of the appeal, but must leave during the deliberation process. After an appeal, the Executive Committee's decision is considered final.
  5. Using Merit information to nominate department members for the CASH Excellence Awards each year.
- c. Membership:
  1. The Merit Committee will be the English Department Executive Committee. Members of the Merit Committee who are nominees for "high merit" will recuse themselves from deliberations on their self-nomination.

## **3. Retention and Tenure Committee**

- a. Mission: to review and make recommendations for members of the department seeking retention and tenure, in accordance with the procedure outlined in the Retention and Tenure section of these bylaws.
- b. Purview:

1. determining retention/non-retention of probationary faculty, in accordance with Retention procedures;
  2. making recommendations regarding tenure for probationary faculty, in accordance with Tenure procedures;
  3. conducting post-tenure review of tenured faculty, in accordance with Post-Tenure Review procedures.
- c. Membership:
1. All tenured members of the department will serve on the Retention and Tenure Committee. The department Chair will serve as the Chair of the Retention and Tenure Committee.

#### **4. Promotion Committee**

- a. Mission: to consider applications for promotion from eligible department faculty.
- b. Purview:
  1. making recommendations to the Dean's office regarding promotion of tenure-track and tenured faculty, in accordance with Promotion procedures.
- c. Membership:
  1. All tenured Associate and Full Professors are members of the Department's Promotion Committee. The Promotion Committee votes on candidate(s)' files and eligibility for promotion in the fall of each academic year. If the vote is positive, the department Chair will select at least three eligible members to write each candidate's promotion letter of support by the following process: the Chair nominates one member, the applicant nominates another, and the two nominated members, once they have accepted, choose a final member of the committee. For Faculty pursuing promotion to the rank of Professor, there will be at least two Professors serving on the Committee. Additional or external committee members may be requested by the applicant.

#### **5. Department Curriculum and Assessment Committee**

- a. Mission: To coordinate cross-program curricular planning, review, and assessment.
- b. Purview:
  1. Advising and making recommendations to the department on cross-emphasis/-minor curriculum development and review based on assessment, strategic plan, and other relevant data;
  2. Hearing from department program committees and individuals regarding program/curriculum proposals and advising back as appropriate based on full-department resources and strategic plan;
  3. Advising and making recommendations to the program committees and full department on assessment activities and best practices according to department needs;
  4. Consulting with/advising the department chair on class scheduling issues that bear upon curriculum concerns;
  5. Coordinating the creation of reports on full-department curriculum

and assessment matters (including the Department Annual/Biannual Assessment Reports, relevant APR sections, etc.) to the CASSH Dean and other units as required, using data gathered from program committees and other sources as appropriate;

6. Conducting assessments of the English Exit Portfolio by monitoring and reporting on students' progress toward English Major Core Student Learning Outcomes;
- c. Membership:
  1. Six voting members: The Associate Department Chair, the First-Year Writing Programs Coordinator, and four other members comprising one representative (either tenure-track or IAS) selected by each of the remaining department program committees (Composition, Education, Literature, and Writing/Rhetoric).
  2. Members will serve for terms of at least one year and as many as three years, after which they must rotate off the Committee for at least one year. Members will be chosen by their respective program committees each fall.
  3. The Associate Department Chair will serve as chair of the Committee and in a non-voting capacity unless the chair's vote is needed to break a tie.
  4. If a program committee representative member resigns, the committee that member represented will try to replace the former members. If this process fails, the chair will try to replace the member with another department member with expertise in the relevant curriculum area.

## 6. Literature Committee

- a. Mission: To oversee the English Department's literature program, its majors and minors; to promote the humanities.
- b. Purview:
  1. Reviewing proposals concerning requirements and revisions of literature courses.
  2. Coordinating 200-level literature courses with upper-division courses.
  3. Providing regular opportunities for informal and formal discussions and presentations of research and teaching practices.
  4. Arranging for visiting speakers and writers.
  5. Initiating reviews of the literature programs.
  6. Articulating and assessing the literature programs for the department and various groups in the university.
  7. Coordinating advising in the literature program
- c. Membership:
  1. Open to all members of the Department, including instructional academic staff.
  2. The members will elect the committee chair annually.
  3. The department chair will serve in a non-voting capacity.

## 7. Writing and Rhetoric Committee

- a. Mission: To oversee the English Department's Writing and Rhetoric emphasis, Creative Writing minor, Professional and Technical Writing minor and certificate, and writing-related categories in the English Major Core.
- b. Purview:
  - 1. Reviewing proposals concerning Writing and Rhetoric emphasis, minor, and certificate courses.
  - 2. Coordinating advising for writing major, minor, and certificate programs.
  - 3. Overseeing, monitoring, and developing writing major, minor, and certificate programs.
  - 4. Reviewing, articulating, and assessing writing majors, minors, and certificate programs for the department and various groups in the university.
  - 5. Providing support for visiting speakers, writers, events, and professional development related to writing studies.
  - 6. Developing and maintaining course rotation lists for courses in writing major, minor, and certificate programs, based on the following criteria: position held, disciplinary expertise, professional training, and degree of experience with the course.
- c. Membership:
  - 1. Open to all members of the department, including instructional academic staff.
  - 2. The First-Year Writing Program Coordinator.
  - 3. The Writing Center Director.
  - 4. The department chair will serve in a non-voting advisory capacity.

## 8. English Education Committee

- a. Mission: To oversee the English Department's English Education major and minor programs; to supervise and guide the academic progress of the programs' students; and to provide a voting body for changes to linguistics courses housed within the Department.
- b. Purview:
  - 1. Initiating and/or reviewing proposals concerning all English Education major and minor programs, including all courses that impact those programs.
  - 2. Initiating and/or reviewing proposals concerning all linguistics courses housed within the Department.
  - 3. Overseeing the English Education Program admissions to the School of Education.
  - 4. Articulating and assessing the English Education Program for the Department, the Department of Public Instruction, and other University groups.
  - 5. Coordinating advising in the English Education Program.
  - 6. Coordinating with other Department committees (e.g., Literature, Writing and Rhetoric, Composition, Public Relations) as necessary on issues that impact the English Education Program.
- c. Membership:

1. Open to all members of the Department, including instructional academic staff.
2. At least one committee member will be SOE-affiliated.
3. The members will elect the committee chair annually.

**9. Composition Committee**

- a. Mission: To oversee the English Department's First-Year Writing Program.
- b. Purview:
  - i. Reviewing proposals concerning requirements and revisions of English 100, 110, and 112.
  - ii. Providing regular opportunities for the mentoring of instructors, informal and/or formal workshops, discussion groups, and other forms of professional development relating to composition.
  - iii. Arranging for visiting speakers and writers relating to composition.
  - iv. Initiating ongoing assessment of the First-Year Writing Program.
  - v. Coordinating with other standing English Department committees in areas of common interests and goals.
- c. Membership:
  - i. Open to all members of the department, including instructional academic staff.
  - ii. The First-Year Writing Program Coordinator.
  - iii. The department chair will serve in a non-voting advisory capacity.

**10. IAS Committee**

- a. Mission: To provide information and assistance to Instructional Academic Staff; communicate concerns and proposals to larger department.
- b. Purview:
  1. Providing regular opportunities to voice concerns and address needs specific to IAS.
  2. Advising IAS at all stages of their career through volunteer mentoring.
  3. Supporting IAS in their professional development through informal and/or formal workshops and arranging for visiting speakers.
  4. Guide IAS through the Promotion process for IAS, as well as the requirements for retention, rotation, and merit.
  5. Proposing changes to IAS-relevant departmental bylaws as appropriate.
- c. Membership:
  1. Open to ANY and ALL IAS in the English Department.
  2. All members are voting members.
  3. The First-Year Writing Program Coordinator and the department chair will serve in a non-voting advisory capacity, but are not members and are not expected to attend unless invited.
  4. The voting members will designate the committee chair at the beginning of the academic year.

## 11. Recruitment, Retention, and PR Committee

- a. Mission: To oversee the English Department's recruitment, retention, and public relations efforts.
- b. Purview:
  1. Determining and implementing best practices and developing strategies for recruitment and retention of students.
  2. Determining and implementing best practices and developing strategies for promoting the department to internal and external audiences and students in all majors and minors with the goal of increasing enrollment and diversity of students.
  3. Coordinating revisions to and developing new content for the department's recruitment, retention, and PR deliverables (print and web).
  4. Consulting with and delegating RRPR work to other department committees and web editors as needed.
- c. Membership:
  1. Five positions with annual membership and renewable only once in a three-year period:
  2. Minimum two faculty representatives
  3. Minimum one IAS representative
  4. One student representative, when available
  5. (The department chair will serve in a non-voting advisory capacity.)

## D. Departmental Programmatic Assessment Plan

1. Program Goals
  - i. As students complete requirements in the English Major Core, they work toward the following English Major Core Learning Outcomes. Students successfully completing the English Major will be better able to
    1. Identify and investigate enduring questions, concepts, and theories relevant to English Studies.
    2. Analyze, interpret, and critique a variety of texts and media.
    3. Situate diverse authors and genres within and across cultural contexts.
    4. Describe and analyze how language works socially, historically, and systematically.
    5. Use individual and collaborative writing processes to create effective texts in a range of genres.
    6. Articulate how English Studies applies to their personal, professional, and civic lives.
    7. Engage ethically with communities and audiences both inside and outside the university.
  - ii. These core learning outcomes will be supplemented by emphasis-specific and minor program learning outcomes that will align with or map onto core

learning outcomes.

## 2. Program Assessment

- i. The English Department will conduct regular assessments of student learning and success in order to identify areas for improvement in instruction, course design, and curriculum structure. Assessments will be planned and reported in accordance with guidelines and due dates established by the University, College, and Department.
  1. **English Exit Portfolio:** The progress students make toward English Major Core Learning Outcomes will be assessed by means of an exit portfolio, which will contain artifacts of student work in core classes, reflections, and a senior exit survey. The Department Curriculum and Assessment Committee will identify target learning outcomes, implement indirect and direct assessment measures, and prepare plans and reports.
  2. **English Major Emphases:** Assessment of emphasis programs will be conducted by emphasis curriculum committees. Assessment plans, results, and action steps will be submitted to the Department Curriculum and Assessment Committee for inclusion in department reports.
  3. **Writing-in-the-Major:** Writing-in-the-Major assessment will be integrated into department assessments plans and reported as part of Academic Program Review.
  4. **Minor Programs:** Assessment of minor programs will be coordinated by the appropriate emphasis committee, if applicable, or the instructors teaching courses in those programs.
  5. **General Education.** The Literature Committee is responsible for coordinating and implementing assessment of General Education literature courses. The Composition Committee is responsible for assessing first-year writing courses.

## E. Additional Departmental Policies

1. Sick leave. Department members will account for sick leave in adherence to the most current [UW System guidelines](#).
2. Vacation. For unclassified staff, 12-month employees garner vacation time, 9-month employees do not.
3. Office Hours
  - a. Department members with teaching assignments are required to post and to maintain office hours, including at least some between 8:00 a.m. and 5:00 p.m., during all regular school weeks except when classes are not in session.
  - b. Posted hours must be followed by "and by appointment."
  - c. Minimum posted hours
    - i. Faculty will hold one office hour for every 3 credits of assigned

- teaching
    - ii. Faculty with reassigned time will work with their supervisor to determine appropriate office hours
  - d. No more than 50% of office hours will be held online, unless the department member is teaching 100% online.
  - e. Faculty with teaching assignments during the summer or winter sessions are required to state at minimum that office hours “are by appointment” for the duration of the course.
- 4. Office Windows
  - a. When a faculty office with a window (“window office”) is vacated for any reason (e.g., retirement, termination of employment, or permanent full-time reassignment to an administrative position outside the Department), the vacated office will be reassigned to another department member unless the vacated office has been removed from the list of available faculty offices for other reasons.
  - b. The vacated office will be reassigned per the following procedure:
    - i. The department member who has the most seniority and does not currently have a window office will be notified by the Department Chair that a window office has become available and will be given the option to relocate.
    - ii. If that department member chooses not to relocate, the process will be repeated, based on seniority, until someone chooses the option to relocate or until the list of department members without a window office has been exhausted.
    - iii. Any department member who chooses not to relocate will maintain their position on the seniority list for future window office availability.
  - c. Faculty members with 100% non-term, non-interim administrative appointments outside the Department, regardless of seniority, forfeit their rights to a window office within the Department until they return to the Department, at which time they will be placed at the top of the seniority list for the next available window office.
- 5. IAS Office Sharing. When sharing offices is necessary among IAS, the department ADA will notify the current IAS Committee chair of the number of shared offices required. The IAS Committee will then, in good faith, collectively decide upon shared office spaces, considering both seniority and current circumstantial contexts. The IAS Committee chair will then notify the ADA of arrangements.
- 6. Sabbaticals
  - a. The department shall maintain an updated sabbatical eligibility list, based on CASSH’s definition of eligibility.
  - b. In April, the department chair will determine how many sabbaticals the department can support in the next round. All eligible applicants will be forwarded information about applying for sabbaticals.
  - c. All faculty members planning on applying for sabbaticals must express their interest to the department chair by May 15<sup>th</sup>.



- d. By May 31<sup>st</sup>, the Executive Committee will review the list of those expressing interest and decide who may apply, based on the number the department can support and priority (priority will be based on time since previous sabbatical, need, and department's ability to cover teaching areas). The Department Chair will communicate the decisions to those who expressed interest.
  - e. Full sabbatical proposals by approved department members will be submitted to the Executive Committee for feedback at least three weeks prior to the September application deadline posted by CASSH. The Department Chair and/or Department Associate Chair will write a letter of support.
6. **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.
7. **Schedule of Teaching.** The Department Chair(s) will, according to Faculty Senate Policies, perform the following functions: 1) “developing semester and summer session class schedules in consultation with the faculty” and 2) “monitoring registration and assessing the need to add or cancel classes.” Classes will be scheduled according to the following policies:
- a. **FYS 100 Course Rotation:** The Department Chair(s) will maintain the rotation lists for FYS 100. Two rotation lists will be maintained, one for tenure-line faculty and one for IAS. To determine rotation list order, the Department Chair(s) will use instructor preference and seniority. Instructors will be given the option to teach FYS 100 two semesters in a row, if the schedule allows. Instructors be able to only request to teach one FYS 100 per semester. Actual scheduling will follow the “Master Schedule” process described below.
  - b. **Upper-Level Course Rotation:** Emphasis curriculum committees will create and maintain rotation lists for emphasis-related courses in the English Major Core as well their respective emphases based on position descriptions, areas of specialization, graduate training, teaching expertise, individual preferences, and other factors. Rotation lists for courses that are not associated with an emphasis will be developed by the Department Curriculum and Assessment Committee in consultation with emphasis curriculum committees and/or faculty members with relevant expertise. Rotation lists are subject to modification. If instructors are not available

because of reassigned time, sabbaticals, etc. or are unable to teach a course for other reasons, they will be moved to the next position in—or to the end of the list—according to their preferences. A centralized rotation list for all upper-level courses will be maintained by the Department.

- c. **Upper-Level Course Offering List:** Department Chair(s) will create and share a preliminary course offering list based on enrollment trends, University and College targets, major and minor program requirements, course offering history, workload equity, staff availability, and rotation lists. Offerings may be adjusted due to unforeseen curricular needs and/or requests.
- d. **Schedule Requests:** Instructors will, after consulting the upper-level course offering list and course rotation lists, complete a schedule request that indicates their teaching preferences, including choices for courses, days, and times as well their general availability. Requests that are incomplete or late may be given a lower priority or scheduled last.
- e. **Master Schedule:** Chair(s) will develop a master schedule that to the extent possible anticipates student needs, maximizes coverage across time blocks, minimizes course competition, and accommodates instructor preferences.
- f. **Room Assignments:** Records and Registration makes room assignments based on the draft of the master schedule based on room availability.
- g. **Course Enrollment Thresholds:** Schedules are drafted based on history and data, but changes are made based on actual enrollment patterns and targets set by the Dean's Office. The expected enrollment for General Education courses is a minimum of 15 students; the expected enrollment for upper-division courses is a minimum of 12 students. Courses that do not meet these targets will likely need to be cancelled.
- h. **Intersession Teaching:** Past enrolments will dictate the number of course sections that are offered Winter and Summer. Primarily online courses will be offered during these terms due to the higher demand for this format. Department requests for intersession teaching assignments must be submitted to the Dean for final approval.
- i. **Winter Session:** First-year writing courses will not be offered during Winter due to the short semester length. Priority for teaching winter courses will be given to tenure-line faculty members and red-booked IAS. If more courses are requested during winter term than we have reasonable expectations of filling, preference will be given to higher demand courses and to instructors who have not recently taught during Winter.
- j. **Summer Session:** Under the UW-L Summer Session Pay Plan, classes with fewer than 12 enrolled students will not be funded. (Compensation details can be found [here](#).) Faculty teaching individual projects, internships, capstone courses, and other small classes in the summer are unlikely to

receive authorization for pay. First-year writing courses must be offered for eight weeks over two summer sessions (either Sessions I & II or Sessions II & III). Priority for teaching summer courses will be given based on the Rotation Priority List, which will list all eligible instructors (tenure-line and red-booked IAS) who have held at least half-time appointments during the school year previous to the summer session being staffed. This list, to be used for all summer staffing, will be established according to the following formula:

- i. i. When the fall semester begins, those faculty members who taught during the previous summer will be placed at the bottom of the list in the same order in which they came off the top of it.
- ii. ii. Eligible faculty who begin employment during the school year will be placed at the bottom of the list in the order in which they are hired.
- iii. iii. All ties occurring during the establishment of the list will be broken by lottery.

Chair(s), beginning at the top of the list, will staff each summer session by offering half-time (3 cr.) positions as long as they are available to each person who wishes summer employment. If everyone in the department has had a chance to teach at least half-time and positions remain, the department will then go back to the beginning of the list and offer the remaining positions for as long as they last to those already with half-time appointments.

Teachers who receive full-time (6 cr.) positions in such a manner must in effect travel through the list twice before they will be offered another summer appointment. Those who teach individual projects, internships, capstones, and courses not administered by the English Department are not included in the rotation process. Similarly, if a faculty member's proposed class did not make or was cancelled, it is not listed as a class that was "taught" in that term.

- k. **Scheduling Chair(s) for course overloads, J-term and summer session:** When the department Chair requests or is asked to teach a course overload, J-term course, and/or summer session course, they must make this request in writing to the Associate Chair. The Associate Chair will then review the request in light of (a) schedule & course rotations, (b) potential or existing student demand, and (c) need for the Chair's area of specialization, and determine whether the request should move forward to the Executive Committee for approval. The Associate Chair could then convene a meeting of the Executive Committee to discuss the Chair's request and solicit approval; the Chair may attend this meeting if invited to do so by the Executive Committee, but may not vote. If a tie-break is required, the Associate Chair will provide the deciding vote. The same process, under the

supervision of the Chair, will be followed if the Associate Chair requests or is asked to teach a course overload, J-term, and/or summer session course. Unless there are extenuating or exceptional circumstances regarding course coverage, the department Chairperson may not teach more than *one* additional course (as overload, J-term, or summer session) per fiscal year. The Associate Chair may request more than one course.

#### 7. Online Teaching

- a. All faculty in English wishing to teach a fully online course must complete the Online Instructor Training course through CATL (or equivalent training or experience) before they are scheduled to teach a fully online course.
- b. Faculty may not teach more than 50% of their courses fully online during fall and spring semesters, unless an exception (e.g. for medical, family, or emergency reasons) is granted by the Chairs' Office.
- c. ENG 110 can only be taught online in spring semesters or eight-week or longer summer sessions.
- d. Because we are primarily a residential campus and program, all required major courses must have at least one section offered face-to-face or hybrid during the fall or spring semesters of each academic year. An online courses will be approved in the following circumstances:
  - when there are two or more sections of a required course in a single semester,
  - if the course is an elective,
  - if the course is required only for minors/certificates, or
  - if the course is offered in summer session.

#### 8. Travel Allocation

- a. The allocation for Department travel funds will be left to the discretion of the Chair. When Department funds are insufficient:
  - i. faculty members will be advised to seek additional grant funding outside the department, and
  - ii. the Chair may seek additional funding from the Dean.
- b. In most academic years, faculty and IAS will receive financial support for travel from the Department for travel to one conference or professional meeting with the United States or Canada. To assist with travel budget allocation, department members need to submit travel requests by September 30<sup>th</sup>, even if travel plans are not yet confirmed (e.g., still waiting for acceptance of a paper).
- c. International travel (excluding to Canada) will be considered on an individual case basis should budget allow. Priority will be given to department members who have applied for a UWL International Scholarship Grant and were denied funding or were granted insufficient funds relative to overall travel cost.
- d. When financially necessary, the Chair will prioritize travel funding for travel related to:

- i. presentation of scholarship or creative endeavors;
  - ii. performance of administrative responsibilities (e.g., attend a board meeting, run a workshop, organize a conference); and/or other reasons deemed of substantial importance to the department member, the Department, and/or the University.
9. Temporary Reassignment
- a. The English department will use the CASSH policy on variations in teaching load to help members of the department achieve their professional goals in research, service, pedagogy, curricular development, and general professional development. Such variations will usually take the form of a reduction in the number of credits taught. Members of the department will submit proposals for reassignment time with their schedule requests for the following semester. Recommendations about reassignment time will be made by the Executive Committee to the Dean on the basis of their evaluation of individual proposals, and an assessment of the impact the reassignment would have on the Department.
  - b. While all members of the department may request reassignment time to facilitate professional goal fulfillment, and while recommendations will be made on the basis of merit and perceived impact to the individual and to the Department, the Executive Committee will prioritize:
    - i. all probationary faculty who have not received a course reassignment *at least once* during their probationary period;
    - ii. all faculty and budgeted IAS who are working towards promotion to the next rank and have not received a course reassignment *at least once* since their last promotion; and
    - iii. fully promoted faculty and budgeted IAS who have not received a course reassignment *at least once* since their final promotion.

## **X. Search and Screen Procedures**

The department will follow recruitment and hiring procedures prescribed by the University's Office of Human Resources (HR) in conjunction with AAO, 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. The department will consider diversity, inclusivity, and equity as it develops materials to hire (e.g., statements provided by Affirmative Action and Equity: <https://www.uwlax.edu/equity/recruitment-resources/#tm-inclusivity-statements-for-job-postings>). The department chair will arrange for training on diversity issues for search committees.

### **A. Tenure-Track Faculty**

1. The approved UWL tenure track faculty recruitment and hiring policy and procedures are found here.
2. UWL's spousal/partner hiring policy can be found here.
3. Searches are conducted electronically via the current UWL search program/software. All search and screen 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:

- i. Assist with the search.
  - ii. Maximize the success of the search.
  - iii. Attract a large and diverse pool of highly qualified candidates.
  - iv. Hire the very best person in the pool.
4. **APPENDIX F** contains the search and screen procedures for the university modified to reflect Department of English processes.

**B. Instructional Academic Staff (Redbooked)**

- 1. Hiring policy and procedures are found here.
- 2. **APPENDIX F** contains the search and screen procedures for the university modified to reflect Department of English processes.
- 3. As with all searches, the search and screen committee chair makes the recommendation to the Dean who is ultimately the hiring authority.

**C. IAS Pool Search**

- 1. Hiring policy and procedures are found here.
- 2. **APPENDIX F** contains the search and screen procedures for the university modified to reflect Department of English processes.
- 3. As with all searches, the search and screen committee chair makes the recommendation to the Dean who is ultimately the hiring authority.

**D. Hiring of School of Education-affiliated Faculty and IAS**

Departments hiring faculty and IAS who are School of Education-affiliated (SoE) will collaborate with the School of Education, Professional and Continuing Education (EPC) Dean who will convey DPI requirements and consult with the department during the recruiting and hiring processes. This consultation may include input into the position description, approving the applicant pool for campus/electronic interviews as well as offers of employment. Departments are expected to follow the *Hiring Procedures Policy for SOE Affiliated Faculty in Teacher Education Programs* available in the School of Education Faculty Handbook.

**XI. Student Rights and Obligations**

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

**1. Informal Complaints:**

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 i-iii below. Students are welcome to bring a friend or a UWL staff member with them during the following steps. Students who report concerns/complaints/grievances, whether informally or formally, will be protected from **retaliation** and have the right to expect an **investigation** and the option to have regular updates on the investigation:

- i. The student should speak directly to the **instructor**.

- ii. 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.
- iii. 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:

- iv. 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.
- v. Complaints/concerns/grievances related to **hate/bias** and **discrimination** may follow the process outlined above, and in addition or instead students may contact the [Campus Climate](#) office and/or submit a [hate/bias incident report](#).
- vi. 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 Complaints:**

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

## 3. **English Department Complaint, Grievance, and Appeal Procedures**

- i. The English Department student complaint/grievance procedure will accord with the “**Student Course- and Faculty-Related Concerns, Complaints, and Grievances**” as outlined in X.a.1 and X.a.2 above, with the following additions and specifications:
  1. The English Department actively works to protect students from **retaliation** by informing the instructors about the processes and resources students have available to them, and by making appropriate accommodations for students who have issued complaints, concerns, or grievances. Such accommodations may include removing the student from the class or the chair regularly checking in with the student.
  2. **Professional conduct** is defined by the [MLA Statement of Professional Ethics](#) including academic dishonesty, inappropriate “use of language that is prejudicial or gratuitously derogatory” in the context of teaching, or the misuse of confidential information.
  3. Grievances related to **grades, teaching performance, course requirements, course content, incivility, or professional ethics** must be brought within 300 days of the last occurrence.
  4. Excepting sexual misconduct cases, which will immediately be referred to the Title IX team, all substantiated and significant

**informal complaints and grievances** should follow Steps a-d below. If the chair is the subject of the complaint, the student should skip immediately to Step d:

- a. **Instructor level:** Students should be strongly encouraged to make every effort to resolve complaints directly with the faculty/staff member involved, unless the chair determines this recommendation would be inappropriate or harmful to the student. To help create an environment safe and encouraging for students to initiate such discussions, instructors are urged to inform students of their availability and willingness to openly discuss problems and questions related to instruction throughout the semester.
- b. **Chair level:** If the student is unable to, or unsuccessful in their attempt to, resolve the complaint/grievance directly with the instructor, the chair will meet with the instructor and the student, and the chair will provide mediation, if appropriate, to attempt to reach a resolution.
- c. **Executive Committee level:** If the department chair determines attempts to resolve the complaint/grievance have been ineffective—or if the complaint/grievance is not the first of its kind—the chair will bring the complaint/grievance to a meeting of the Department’s Executive Committee. Prior to this meeting, the chair shall procure a written statement of the student’s complaint, either by the student (who may request anonymity) or by the chair and approved by the student. The student’s written statement shall be supplied to the instructor who is the subject of the complaint, and the instructor shall be given seven days to compose a written statement in response. A closed-session Executive Committee meeting shall then be scheduled and the student and instructors shall be notified. At any time during this process, both the student petitioner and the instructor subject to the grievance may request another meeting with the Executive Committee to represent their position or to provide additional information, or they may be requested by the Executive Committee to do so. The Executive Committee shall produce a written recommendation within 30 days of the initial complaint, which may take the form of suggestions for changes in instructional content, assignments, or methods, and/or other specific changes, or a statement that the grievance won’t be taken further. The recommendation of the Executive Committee will be conveyed to the instructor subject to the grievance, with a copy made available to the student. If the student does not accept the recommendation, they should be encouraged to submit



the grievance at the Dean Level, with the guidance of the department chair.

- d. **Dean level:** If the student is not satisfied with the resulting recommendation, they may, at that time, bring the grievance to the attention of the Dean of CASSH.
5. **Formal Institutional Complaint:** If the student is not satisfied with the Dean's recommendation, they have the option to file a formal institutional complaint with Student Life, as described in the Student Handbook.
6. **Records of Complaints:** The CASSH Dean and HR will be informed of any grievances that reach the Executive Committee level, and copied on the Committee's final written recommendation. These grievances will also be shared with the department's personnel review committees when the instructor is up for review. If the concern continues, the instructor may be placed on a Performance Improvement Plan (PIP).

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

1. **Academic Misconduct.** Any student enrolled at the University agrees to adhere fully to the Student Honor Code: "We, the students of UW-La Crosse, believe that academic honesty and integrity are fundamental to the mission of higher education. We, as students, are responsible for the honest completion and representation of our work and respect for others' academic endeavors. We, as students and responsible citizens of the City of La Crosse, will aim to uphold the integrity of the university throughout the La Crosse community. It is our individual responsibility as students to uphold these ethical standards and to respect the character of the individuals and the university." Students are subject to individual instructor's policies regarding violations of academic conduct.
2. **Incompletes.** As per the Academic Affairs website: "An incomplete (I) is a temporary grading symbol (not a final course grade) that may be reported for a student who carried a subject through the last date that one may withdraw from a course and then, because of illness or other unusual and substantiated cause beyond the student's control, was unable to take the final examination or complete a limited amount of remaining course work. In no case may an incomplete be recorded by an instructor for a student who, through personal fault, has failed either to complete the requirements of the course on time or failed to report for the final examination as scheduled. Before an incomplete is reported, there should be, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully without attending class sessions again. An incomplete (I) will be removed when the student submits all work due. An incomplete must be removed and a final grade recorded in the Office of Records and Registration no later than one calendar year (12 months) following the term in which the Incomplete was incurred, whether or not the student is enrolled." Incompletes are not appropriate in cases of suspected but unresolved academic misconduct.
3. **Syllabi.** Instructors are expected to provide students a syllabus that outlines all expectations and responsibilities required of students in order to successfully complete the course. Instructor syllabi should accord with the minimum expectations as outlined in the UWL Faculty Senate Policy on syllabi, and,

additionally, provide students with information regarding the following UWL Policies & Supports:

- a. Academic Integrity & Misconduct
  - b. Legal Obligations to the Student, including:
    - i. Sexual Misconduct
    - ii. Religious Accommodations
    - iii. Students with Disabilities
    - iv. Veterans and Active Military Personnel
4. **Attendance Policies.** Instructors who hold and wish to enforce an attendance policy must include that information in writing on their syllabus.
5. **Consensual Relationships.** Instructors and students must abide by the University Consensual Relationships Policy as outlined by UWL Human Resources. Intimate relationships between instructors and students are prohibited: even if a relationship appears to be consensual, a power imbalance between instructor and student creates a risk of coercion, bias, and fear of retaliation. Violations of this policy should be reported to the department Chair, Human Resources, or the Affirmative Action Officer.
6. **Difficult Conversations and Trigger Warnings.** The department recognizes the emotional, psychological, and physiological affects some students may experience in being required to engage with provocative, explicit or otherwise challenging material. Instructors opening up difficult conversations around common student experiences—including but not limited to sexual and intimate partner violence; childhood trauma and physical abuse; drug and alcohol addiction; food or housing insecurity; immigration; experiences with active discrimination on the basis of race, ethnicity, gender expression, sexual orientation, and other identities—should take measures to prepare and support students throughout the unit. Such measures may include:
- a. Offering students written and oral warnings prior to requiring reading, discussion or other forms of engagement with potentially triggering texts. Such warnings should:
    - i. accurately and neutrally describe the type of material and activities that will be required;
    - ii. reassure students of instructor awareness and support
    - iii. connect material and activities directly to student learning outcomes (i.e., the “why” of engaging with this material);
    - iv. remind students of available campus supports, including confidential reporters and Counseling and Testing services; and
    - v. offer the option of an alternative assignment for students unable to complete the work.
  - b. Being flexible with attendance and participation policies, including but not limited to: allowing students to leave class without requesting permission, offering alternatives for students who wish to opt out of participation for the day without penalty.
  - c. Adopting a trauma-informed approach of believing and affirming students’ personal experiences, regardless of an instructor’s own experiences or beliefs about the impacts of trauma.
  - d. Creating an atmosphere of transparency and trustworthiness from the first day of class. This involves giving students full and accurate information

about course assignments, materials, expectations, policies, and potential consequences for violation of those policies so they can make informed decisions about whether or not they will succeed in this particular classroom environment.

### C. Advising Policy:

1. **English philosophy of advising.** Academic advising is a form of teaching. Faculty advisors in English should provide accurate information to students in a mentoring environment and should encourage them to reflect on their interests, skills, and aptitudes; to think critically about goals and objectives; to select courses, minors, certificates, and programs; and to plan for graduation and to consider career options.
2. **Advising assignments.** Each student majoring in English will be assigned a faculty advisor. Student requests for a particular faculty 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 academic progress, career interests, and course schedule. All English majors will not be able to register for the next semester's courses until they have consulted with an advisor, either one-on-one or in a group advising session.
3. **Faculty expectations regarding advising.** Students can assume that faculty advisers in English will:
  - i. Familiarize themselves with advising policies and expectations at the University, including the Advisement Report, General Education Requirements, other College and University requirements, the use of early alert systems, available resources to encourage student success;
  - ii. Keep posted office hours throughout the semester and make themselves available for additional appointments during times of high need (i.e., registration, graduation deadlines);
  - iii. Refer students to additional advising resources (e.g., Career Services, Office of Multicultural Student Success, Academic Advising) as appropriate.

### D. Other

## XII. Appendices

- A. Merit Self-Rating Form
- B. Policy on Classroom Visitation for the Evaluation of Teaching
- C. Department Statement on Scholarship
- D. Statement on School of Education Affiliated Faculty Teaching, Scholarship, and Service Expectations
- E. Associate Chair of English Job Description
- F. Writing Center Director Job Description
- G. First-Year Writing Programs Director Job Description
- H. 2+2 China Program Director Job Description
- I. Equity Liaison Job Description
- J. English Search and Screen Procedures
- K. English Department Climate and Collegiality



## Appendix A: Merit Self Ranking Form

The activities listed below are samples and should be used to guide how candidates rank the many, various activities logged in Digital Measures. A narrative of up to one page may be submitted along with the tally, but it is not required.

SAMPLE ACTIVITIES BEYOND MERIT EXPECTATIONS	LEVELS	POINTS
Served on additional department, college, or university committee Wrote small-scale grant proposal Developed original and effective instructional activity Attended teaching development activities Had a peer observe your teaching Completed a peer observation Presented at department colloquium <b><i>or similar activity (less than 10 hours work per item)</i></b>	A	1
Published article or chapter or creative work Presented at a conference Wrote large-scale grant proposal Chaired committee or served on labor-intensive committee Served as department's Equity Liaison Developed course proposal, designed new course, substantial course redesign Participated in a lesson study Collaborative teaching or course planning Advised undergraduate research Supervised and assessed students in fieldwork or internships Extra advising/mentoring (regular meetings with more than 6 advisees) Won teaching, scholarship, or service award <b><i>or similar activity (time-consuming activities or awards that suggest intensive labor)</i></b>	B	4
Published book (monograph or edited collection) Obtained national/international grant Organized conference or large-scale event Significant university leadership or service role Developed program proposal WTFS grant participant <b><i>or similar activity (significant, rare accomplishments)</i></b>	C	8

### Merit Self-Rating Form (Tenure-Track and Tenured Faculty)

I, \_\_\_\_\_, nominate myself for high merit for the \_\_\_\_\_ Merit Year, based on the following enumeration of activities, all of which are included in my Digital Measures “Annual Activity Report With Hyperlinks”:

Teaching Activities	1. 2. 3. 4. 5.	Level/Points: Level/Points: Level/Points: Level/Points: Level/Points:
Scholarship Activities	1. 2. 3. 4. 5.	Level/Points: Level/Points: Level/Points: Level/Points: Level/Points:
Service Activities	1. 2. 3. 4. 5.	Level/Points: Level/Points: Level/Points: Level/Points: Level/Points:
Other Activities	1. 2. 3. 4. 5.	Level/Points: Level/Points: Level/Points: Level/Points: Level/Points:
		TOTAL POINTS:

\_\_\_ High Merit = 20 points total or more, with at least one activity at level B or C

Narrative (Optional):


## **Appendix B: Policy on Classroom Visitation for the Evaluation of Teaching**

Probationary faculty subject to retention and tenure decisions will arrange to have their class observed a minimum of twice in their first year of teaching, once by the department chair and once by an additional tenured department faculty of their choice. Probationary faculty should arrange to have at least one additional classroom visit in each subsequent year of employment up until the tenure decision has been made. The faculty observer should meet with the instructor prior to the visit to discuss goals and learning outcomes for the class period under observation. The department maintains a standard class observation form that outlines expectations for visits; the faculty observer may elect to use another format, but any observation report should offer detailed and documented feedback. Electronic files of the final observation report should be supplied to the instructor in a timely manner so they may update their Digital Measures file in preparation for departmental reviews.

## Appendix C: Department Statement on Scholarship

Definition: Scholarly activity includes intellectual and/or imaginative inquiry into any area that results in the professional growth of the individual. Such activity or growth may be reflected not only in publication, but may also be demonstrated by active participation in professional organizations, workshops, institutes, productions, readings, or similar events. It may also be demonstrated by contributions within the department in the creation of new courses or the revision of existing ones, or by the implementation of new methods based upon current research and publication. Resultant development is acknowledged in the respect and approbation accorded scholars and artists by their peers within the department.

### Rationale:

Given the following:

1. that the Core Mission states “UWL fosters curiosity and life-long learning through collaboration, innovation, and the discovery and dissemination of new knowledge”;
2. that the university “emphasizes teaching excellence;”
3. that the university “expects scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement;” and
4. that all of members of the Department of English spend at least half of their teaching assignments in General Education or courses that are requirements in other programs (e.g. ENG 307), the department believes that, for most of its faculty, research directed towards classroom use is appropriate and beneficial. We also affirm that both kinds of research are important, often integral in effect, and equally worthy forms of scholarly activity.

The Department of English thus recognizes scholarly activity in two interrelated directions for research:

5. research in which the primary goal is publication. In this direction the department recognizes that research and writing which leads to publication has a dual purpose: it adds to the knowledge and understanding in a scholarly field, and it enhances the teacher's expertise in that field. The second purpose, whether or not the scholarly activity actually results in publication, has great potential value because of its classroom benefits to teacher and students;
6. research in which the primary goal is improved performance in the classroom. This second direction has at least three possible approaches: research in a subject, research in teaching techniques and methods, research in student methods and habits of learning. Although any of these may also result in publication, their primary purpose is to enhance teaching.

Also:

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



Evidence:

1. Classroom Applications of Research: A written (or audio or visual) narrative, including an annotated bibliography, may be submitted to document the scholarly activity and its results.
2. Presentations to Academic Colleagues: These may be in the form of lectures, workshops, productions, or readings.
3. Presentations to Community Groups: These may be in the form of lectures, workshops, productions or readings for voluntary or professional organizations and/or businesses.
4. Proposal for and/or Coordination of a Funded Grant: One should have significant responsibility for proposing and/or carrying out the implementation of a project through research, workshops, colloquia, or other means.
5. Attendance at International, National, Regional, or Local Professional Meetings, or at Public Productions or Readings within One's Area of Expertise: These may be in the form of presenting papers, readings, performances, panels, or acting as a scheduled discussant.
6. Scholarly Activity Directed towards Publication or Production in International, National, Regional, or Local Media: This may take the form of 1) writing or editing articles or books on topics appropriate to the study of literature or writing; 2) writing artistic and imaginative literature (fiction, non-fiction, poetry, drama). The department recognizes that the special nature of publication practices within our disciplines--writing and rhetoric, creative writing, and literary theory and criticism--is such that submitted work may often take upwards of six months or a year for decisions on publication, an additional year or more for actual publication, and six months or more for judicial reception and reviewing. Given this condition, the department considers submitted manuscript materials to be legitimate and worthy evidence of scholarly activity and judges such materials, internally, as to weight and merit.

The English Department reviews evidence of such activity according to Departmental Policy for promotion, tenure, and merit evaluation. The Department judges the weight and merit of a candidate's scholarly activity in terms of the quality and importance of the work, assessing such things as the effort and time invested in writing and research, the impact of the activity on the individual's teaching, the potential for development of the activity into some form of artistic or scholarly performance or publication, the potential impact of the publication on the professional community, and the quality and reputation of the press or journal that brings out the work.

## Appendix D: Statement on School of Education Affiliated Faculty Teaching, Scholarship, and Service Expectations

### Teaching

#### Preparation and Currency:

SoE affiliated faculty are expected to incorporate current techniques that are relevant to the PK-12 setting as described in WI PI.34.11 2 (a, b):

*(a) Faculty who teach in initial and advanced programs leading to licensure will have preparation specifically related to their assignment, hold an advanced degree and demonstrate expertise in their assigned area of responsibility.*

*(b) Faculty who teach in initial and advanced programs will be knowledgeable about current elementary, middle, and secondary curriculum, practices, requirements, technology, and administrative practices appropriate to their assignment.*

#### Field and Student Teaching Supervision Assignments:

Faculty and IAS who supervise teacher candidates (TCs) in field placements or student teaching settings as part of their workload assignment are expected to perform the duties required, including observing TCs in the field, meeting with cooperating teachers and TCs, supporting TCs with portfolio assembly, submission, and evaluation as needed, and submitting required documentation to SoE in a timely manner.

SoE affiliated faculty are expected to meet the following requirements in order to supervise teacher candidates in the field, as stated in PI.34.11 2 (c):

*Faculty who supervise pre-student teachers, practicum students, student teachers, or interns will have at least 3 years of teaching, pupil services, or administrative experience or the equivalent as determined by the department in prekindergarten through grade 12 settings.*

The following aspects of field and student teaching supervision should be taken into account when evaluating faculty teaching workload and performance.

- **Observations** of teacher candidates (TCs) during their field or student teaching placements is required and should be performed in line with SoE Office of Field Experience expectations.
- **Triad conferences** between each teacher candidate, university supervisor (UW-L faculty/IAS) and cooperating teacher are also required in both field and student teaching settings, and should be performed in line with SoE Office of Field Experience expectations.
- **Documentation** responsibilities include completing observation reports using appropriate reporting tools, which are ultimately compiled by the faculty member. These should be performed in line with SoE Office of Field Experience expectations
- **Support and evaluation of pre-student teaching and student teaching portfolios** is expected of faculty with Field II and Student Teaching Seminar assignments. For pre-student teaching portfolios, faculty are expected to provide feedback and evaluate the TC portfolios. For student teaching portfolios prepared during student teaching placements, faculty are expected to provide more extensive

ongoing support, clarification, and technical assistance as the TCs prepare and submit their required teacher performance assessment (edTPA) portfolio.

## Scholarship

SoE affiliated faculty are hired in a role associated with preparing educators and are therefore expected to be engaged in scholarly activities that inform and enhance the work they do with prospective teachers.

PI.34.11 2 (b):

*Faculty who teach in initial and advanced programs will be knowledgeable about current elementary, middle, and secondary curriculum, practices, requirements, technology, and administrative practices appropriate to their assignment.*

*Appendix A: Components for the Review of Institutions of Higher Learning - acceptable evidence to support PI.34.11 2 (b) includes: listings of publications, articles, professional development participation, special projects, grants.*

Consequently, the following statements should guide departmental considerations of scholarship for SoE affiliated faculty.

- Publications, articles, grants, and/or conference presentations that focus on the act of teaching and/or instructional methods (if peer reviewed) will be considered scholarship rather than teaching activities. Conference attendance is considered faculty development rather than scholarship.
- Equal consideration should be given to high quality scholarship that informs PK-12 education in practitioner journals (with a rigorous review process) to high quality scholarship that informs PK-12 education in academic journals (with a rigorous review processes).
- SoE affiliated faculty may choose to pursue scholarship that is directly focused on preparing future teachers and/or PK-12 education, and/or content-focused scholarship in addition to scholarship that aligns with and informs their work as teacher educators, and/or scholarship that blends content and PK-12 education. SoE affiliated faculty should use narrative statements to articulate the connection(s) between their scholarship and their work as PK-12 teacher educators wherever possible.

## Service

SoE affiliated faculty are expected to participate in service that aligns with and informs PK-12 education and their work as teacher educators as stated in PI.34.11 2 (d):

*Faculty who teach in an initial or advanced program will be actively engaged in professional practice with prekindergarten through grade 12 schools, professional organizations, and other education related endeavors at the local, state or national level.*

SOE-related service activities that clearly align with DPI expectations include:

- Serving on SoE Task Force/Ad Hoc committees that span academic units
- Program Directorship - the specific tasks and responsibilities associated with Program Directorship should be delineated in program and/or department bylaws

- Chairing SoE Program level committees
- Developing PK-12 partnerships such as Professional Development Schools (PDS)
- Participating in SoE student recruitment, outreach, and support activities
- Serving as liaison with PK-12 (PDS) partnerships
- Academic Advising - WI Department of Public Instruction (DPI) mandates that SoE affiliated faculty provide individual academic and professional advising to students as outlined in PI.34:

*PI 34.13 Student services. (1) ADVISING RESOURCES AND MATERIALS. The institution will insure all students have access to and are provided information and resources on student services including personal, professional and career counseling, career information, tutoring, academic, and job placement assistance.*

*Statement on Grading:*

*Grading student performance in SoE involves assessing mastery. Faculty are responsible for determining if teacher candidates (TCs) are proficient in all areas of teaching. TCs must master planning, implementation of instructional practices and assessment of student learning in order to progress. Through this process, faculty provide substantial feedback that is used by TCs to continually revise and expand their work to meet proficiency standards. Therefore, grades are typically high (As and Bs) because assessment is an iterative process that leads students to mastery. It is important for reviewers of faculty portfolios to appreciate mastery grading when reviewing SoE course grade distributions.*

## Appendix E: Associate Chair of English Job Description

### Associate Chair of English (.25 reassignment)

Qualification: Must be tenured by July 1 of the start of the position.

Term: 3-years, renewable.

Election: Faculty interested in the position self-nominate and the department votes in February; term will be staggered with Chair's term.

Duties:

- Attends a standing, weekly meeting with the Department Chair.
- Takes the lead role on course assignments and scheduling (working with the ADA and the Department Chair, and with final approval from the Department Chair), monitoring course enrollments during registration.
- In consultation with the ADA and department faculty, provides oversight for textbook rental and bookstore purchasing.
- Serves as Chair of the Department Curriculum and Assessment Committee, organizing all agendas and running bi-weekly meetings.
- Reviews CIM and updates forms when necessary; makes suggestions to Curriculum Committees regarding CIM updates; attends UCC when necessary.
- Serves as the department's Assessment Liaison, ensuring that General Education Assessment and Program Assessment Plans are developed, submitted to TaskStream, and appropriate changes are implemented as a result of assessment.
- Writes faculty/IAS support letters for grants, awards, fellowships, etc.
- Fills in for the Department Chair at meetings and events when the Department Chair is unavailable.

## Appendix F: Writing Center Director Job Description

### The Writing Center Director (WCD) will, with a .50 reassignment:

Work with the MLC Director and Library Director to oversee the WC budget, including

- Monitoring spending for student employees and/or tutors;
- Managing time-reporting and approving biweekly student payroll;
- Planning, development and management of the WC operational budget;
- Maintaining and developing both University and external funding.

Provide and preserve a sense of direction for the Center.

Recruit, interview, hire, train, schedule, mentor, and evaluate student tutors.

- Solicit and read applications, interview applicants, and contact references.
- Teach the 1-credit course Tutor Training/Practicum (ENG 299: Writing Tutor Practicum) in collaboration with other MLC tutor supervisors.
- Develop the Writing Center tutor schedule each semester based on tutors' schedules and user data.
- Provide ongoing mentoring for tutors.
- Supervise tutors.
- Observe and evaluate tutors.

Coordinate with other tutoring services offered by programs/departments and student service units on campus.

- Serve on the MLC Advisory Committee.
- Meet regularly with the Library Director, the MLC Director, and the PSC Director.

Promote the Center

- Coordinate publicity for the WC including announcements, classroom visits and events.
- Maintain and develop the WC website and social media.

Provide special instruction as needed and/or collaborate on writing-related content for courses, clubs, or programs across campus.

Manage system for offering online writing tutoring, adjusting system as technology and student needs change.

Manage online appointment-booking software (Bookeo).

Create and maintain an environment conducive to learning.

- Identify/create instructional resources for tutors and students.
- Identify and remove barriers for student access.
- Provide outreach to at-risk and other student populations.

Collect, analyze, and report data for program evaluation and improvement.

- Submit an annual report to the MLC Director and the English Department Chair by June 1 each year.

Pursue innovation in WC services, initiatives, and programming.

Continue professional growth through appropriate reading, writing, and participation in professional organizations, conferences, and workshops.

#### Eligibility

- Holds a Ph.D. in English with a concentration in Rhetoric and Composition or comparable degree with focus on writing/writing pedagogy.
- Has experience working in a Writing Center.
- Is an English Department faculty member in a tenured or probationary position.
- Can provide evidence of a consistently strong record of teaching writing based on SEIs, observation, and assessment data.
- Has demonstrated a positive and professional relationship with faculty and IAS members across campus.
- Has demonstrated leadership abilities including conflict management and problem-solving skills.
- Has taught first-year writing and will teach it regularly as resources permit.
- Has pedagogical and curricular strengths that support the Writing Center as a cross-disciplinary resource for all student writers.
- Can advocate for writing according to established scholarship on writing pedagogy when working with departments on campus.
- (Preferred) Maintains a scholarly agenda focused on writing/writing pedagogy.

#### Term and Renewal

- The Writing Center Director term is three years.
- The term includes unlimited renewals.
- As required of all reassigned-time positions on campus, the Writing Center Director will be evaluated annually.
- Continued appointment is contingent on a positive review.
- The Writing Center Director may choose to end a term early or not seek the position after one term and return to 100% teaching.

#### Selection Process

- Interested candidates will self-nominate by submitting a brief CV and a 1-2 page statement of interest and eligibility for the position according to the duties above. The statement will provide evidence of eligibility accordingly.
- The nominations will be reviewed by the English Department Executive Committee in closed session with the Murphy Learning Center Director, the First-year Writing Program Coordinator, the Writing-across-the Curriculum Director, and representatives from the English Department's Composition Committee and Writing and Rhetoric Emphasis Committee (if not already included in one of the previously mentioned positions/committees). This review committee will provide a recommendation to the English Department Chair, who will make the final decision.

## Appendix G: First-Year Writing Programs Director Job Description

### First-Year Writing Programs Director Responsibilities (50% reassigned time)

- Insure uniformity and coherence in first-year and advanced University Core writing curriculum, with respect to course and program outcomes.
- Develop implement, and oversee system form student placement and referral in first-year writing.
- Oversee ongoing curricular and programmatic assessment in first-year and advanced University Core writing curriculum, including ongoing development of assessment tools and methods of evaluating assessment results.
- Provide leadership and direction for curricular and programmatic change in response to assessment and other evaluations of writing curriculum needs.
- Advice and assist with extra-departmental writing initiatives, including writing emphasis, writing-in-the-majors, ESL, and similar activities and curricula.
- Provide leadership, direction, and coordination of development and implementation of electronic curricular resources, including supplementary online modules for developmental writing, research writing, advanced writing, ESL instruction, and other writing resources for the university community.
- Oversee development of web-based writing resources especially through English Department web page.
- Coordinate with Writing Center Director in developing and maintaining tutorial and other support activities for first-year and University Core writing curriculum.
- Advise and assist English Department Chair in the hiring of adjunct writing instructors and the maintenance of a qualified pool of potential adjunct writing instructors.
- Oversee mentoring, training, and evaluation of adjunct writing instructors.
- Provide leadership and coordination of faculty development activities for writing instructors, including workshops, guest speakers, colloquia, and conference opportunities.

*Selection and Term:* Writing Program Administrator hired specifically for this position; permanent position unless justifiable cause for removal or voluntary resignation.



## Appendix H: 2+2 China Program Director Job Description

### 2+2 China Program Director Responsibilities (25% reassigned time)

*This position is dependent on 2+2 student enrollment and requires 5+ students enrolled for the 25% reassignment each semester*

- Work with IEE to establish contact with Chinese universities from MOU to transfer credits (exploring the possibilities, helping with the communication between the universities and the IEE);
- Assist the IEE, the College, and the Department to promote the program by developing and maintaining exchange opportunities between Chinese universities and UWL;
- Work with Admissions and CLS Academic Advising to transfer credits;
- Work with Department Chair to coordinate with departments to transfer credits;
- Work with Chinese faculties on Chinese campuses and UW-L campuses to translate course descriptions and syllabi;
- Travel to China to promote the program;
- Plan for students' four-semester courses;
- Work with the Department Chair and Records and Registration to select and register courses for students each semester;
- Work with students to select minors;
- Work with students to apply for graduate programs in US and abroad;
- Work with faculty and students on academic issues and challenges;
- Work with students on personal issues and challenges;
- Work with students who come first as ESL students before becoming Degree Seeking students to pass IELTS or TOEFL;
- Hire and work with tutors for 2+2;
- Work with IEE, CLS, and Chinese universities to work out details (from recommendation letter to finding support) for graduates to go to China to teach;
- Work with Chinese universities to find opportunities for faculty to go to China to teach and help prepare them.

*Selection and Term:* Language ability and relationship with Chinese universities preferred; permanent position unless justifiable cause for removal or voluntary resignation.

## Appendix I: Equity Liaison Job Description

### English Equity Liaison

Eligibility: 4 semesters of 50%+ teaching appointments

Term: 3 years, renewable

Appointment: Faculty interested in the position self-nominate and the department's Executive Committee votes in April

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:

- advocating for best practices using unit-specific research and resources;
- contributing to development of the unit's IE/Equity plan;
- helping prompt discussion in the unit on equity conditions and needs;
- conveying information about equity gaps specific to the unit;
- cultivating a climate of shared responsibility for equity and diversity.

For more information, visit the [Equity Liaison website](#).

Specific to the English Department, the Equity Liaison:

- provides Inclusive Excellence-related reports and announcements to the department each month;
- works with the department chair, the associate chair, and the department as a whole to develop the department's strategic plan;
- serves as a consultant to the department's Executive Committee;
- represents English at university-wide Equity Liaison meetings;
- develops and presents an annual report of equity data to the department in the form of a special department meeting.

The Equity Liaison role is not an administrative position and, therefore, has no authority in personnel matters or conflict resolution/intervention.

For the purposes of retention, tenure, and promotion, the English Department considers the duties and reach of the Equity Liaison as equivalent to chairing a university-wide committee or serving on a labor-intensive university-wide committee.

## Appendix J: English Search & Screen Procedures

### Search and Screen Procedure: Tenure Track Positions

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

1. Candidate travel expenses: three candidates maximum per search unless more are approved.
2. Ads, up to a limit determined by the college.
3. Meals for one faculty member to serve as "host" for each meal with the candidates. (Departments may use their departmental funds to reimburse additional faculty).

The Department of English will follow the current UWL Search and Screen Planning and Procedures document (Faculty) available [here](#) with the following exceptions/specifications:

1. When appropriate, the search and screen committee will include one member from an external department.
2. All initial interviews will occur via telephone or video conference.
3. At minimum, candidates will submit a CV, letter of application, evidence of teaching effectiveness (e.g. teaching philosophy, sample syllabi, teaching portfolio), official graduate school transcripts, and contact information for three academic references who will be contacted for phone references. No letters of recommendation will be required for initial screening.
4. All tenure-track faculty are expected to participate in the on-campus visits. The department chair and search and screen committee chair will develop on-campus interview schedules that include assigned participation from all tenure-track faculty. IAS are encouraged to participate, but such participation is not required.
5. The department will follow Department of English guidelines at STEP 4: **SCREENING APPLICANTS AND INTERVIEWING APPLICANTS**. At this point, Department of English guidelines call for the following:
  - i. The search and screen committee tiers the applicants and identifies finalists from the pool of "potential interview candidates" it wishes to interview on campus and forwards this list to the CASSH Dean. If consensus can't be reached, then a two-thirds majority vote is required to recommend a campus interview with a job applicant.
  - ii. After the interviews, the CASSH Dean's Office outlines the process under THE HIRING PROCESS section of the UWL Search and Screen Procedures.
  - iii. The search and screen committee then leads a meeting of the entire department in which they discuss the candidates and compile a list of strengths and weaknesses of each candidate to present to the CASSH Dean. The department will determine which candidates are "acceptable for hire" and which candidates are "not acceptable for hire." The department is not to take a formal vote for ranking the candidates.
  - iv. The search and screen committee chair and department chair will schedule a meeting with the CASSH Dean to discuss the results of the department

- meeting.
- v. The CASSH Dean will determine at this meeting, after consultation with the search and screen committee chair and department chair, the order of candidates to offer the position to and any candidates who will be removed from further consideration. If a decision regarding the order for a hiring offer cannot be made at this meeting, then the CASSH Dean will make the decision at a later time after further consultation with the department.
  - vi. When the hiring offer order has been determined, the search and screen committee chair goes to the university recruitment software program and sends the candidates forward for electronic approval by the administration, taking care to ensure that this step has been fully completed.
  - vii. The CASSH Dean will consult with the department chair on the appropriate probationary period for tenure, years of experience to be granted for promotion, and release time allocation for the first year for each candidate deemed “acceptable for hire.”
  - viii. The CASSH Dean will seek permission from the Provost and the Affirmative Action Officer to make a hiring offer.
  - ix. The CASSH Dean will make the hiring offer to the candidates in the order determined. The hiring offer will include information on salary, years of prior experience granted for promotion, probationary period for tenure, moving allocation, and start-up package. The CASSH Dean will request that the department chair contact the candidate to discuss teaching-related items. Each candidate will be given a week to respond to the hiring offer. If negotiated with the CASSH Dean, the candidate may extend this to a second week.
  - x. After an offer has been accepted, the Department follows the current university guidelines under: THE CLOSING OF A SEARCH.

### **Search and Screen Procedure: IAS (Redbooked) Positions**

When the Dean of CASSH gives the English department permission to hire a full-time Redbooked IAS Position, the Department Chair, First-Year Writing Programs Coordinator, IAS Executive Committee representative, and one additional member of the Executive Committee will serve as the search and screen panel. The search will be an internal search, open to all current IAS Pool instructors.

The Department of English will follow the current UWL Search and Screen Planning and Procedures document for (IAS-NIAS-ADMIN) available [here](#).

### **Search and Screen Procedure: IAS Pool Positions**

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

The Department of English will follow the current UWL Search and Screen Planning and Procedures document for (IAS-NIAS-ADMIN) available [here](#).

The Executive Committee and First-Year Writing Programs Coordinator will serve as the search and screen panel for IAS and as such, they review candidates and makes final recommendations to the Dean.

## Appendix K: English Department Climate and Collegiality<sup>1</sup>

As the UWL Department of English, we are committed to students' academic success. Because our interactions with each other influence our ability to keep that foundational commitment, our faculty and staff commit to promoting a collegial climate in our department, by striving toward the following:

### **Courtesy**

- We encourage assuming and acting with the best intentions.
- We encourage fostering a safe environment for healthy, generative discourse.
- We encourage respecting differences in perspective and expertise.
- We encourage attending meetings prepared, on time, and focused on the discussion at hand.

### **Collaboration**

- We encourage getting to know each other personally and professionally.
- We encourage promoting the department and each other within and outside of the department.
- We encourage building relationships across the department, college, university, and community.

### **Clarity**

- We encourage transparency, openness, and consistency in decision-making procedures.
- We encourage articulating specific goals/purposes for all department and committee meetings.
- We encourage asking questions in order to better understand the issue(s) and perspective(s) up for discussion.

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<sup>1</sup> This statement is meant to guide the department's practices and procedures. It is **not** meant to be used as a tool for evaluating members or groups within the department.

## Appendix L: English Department Statements on COVID & PTR Process

09.29.20

In an email to instructors dated August 20, 2020, the Provost indicated that “the personnel reviews of faculty and IAS should reflect the realities of the impact of COVID-19 as well as positively reflect the time, effort, and outcomes related to individuals’ professional development in response to the pandemic.” These realities include:

- The unpredictable and disorienting situation of moving classes from face-to-face to online, particularly for faculty unaccustomed to teaching online;
- The managing of rapid changes (i.e., caregiving responsibilities, one’s own physical and mental health) in the work environment which may disrupt teaching, service, research timelines, and may affect promotion/tenure portfolio preparation;
- The loss of a full semester’s worth of SEIs, which especially in the case of new probationary faculty could offer an incomplete picture of teaching;
- The difficulties in meeting the departmental expectations for review, especially with regards to teaching observations;
- Finding professional experiences and opportunities—such as professional conferences—limited and/or canceled.

Research indicates that COVID exacerbates existing inequities in the system of academic review, which can disproportionately affect certain populations of instructors, including womxn and trans\* persons, persons of color, persons with global connections, persons who have immigrated to the U.S., persons with a disability, persons with mental health issues and/or older persons.

As we discuss these files today, please maintain a spirit of generosity and compassion, and keep in mind that any portfolio submitted after Spring 2020 should be read in light of the myriad impacts of COVID-19 on personnel.

References:

- [COVID-19 and gender equality: countering the regressive effects](#) (McKinsey Institute, July 2020)  
[In the wake of COVID-19 academia needs new solutions to ensure gender equity](#) (Proceedings of the National Academy of Sciences, July 2020)  
[Faculty members struggle with burnout](#) (Inside Higher Ed, September 2020)

## English Department Statement on COVID & PTR Process for Instructional Academic Staff

### 02.3.21

In an email to instructors dated August 20, 2020, the Provost indicated that “the personnel reviews of faculty and IAS should reflect the realities of the impact of COVID-19 as well as positively reflect the time, effort, and outcomes related to individuals’ professional development in response to the pandemic.” These realities include:

- The unpredictable and disorienting situation of moving classes within simultaneous modalities, particularly for IAS unaccustomed to teaching in these modalities,
- The disorienting nature of an unpredictable teaching schedule, including but not limited to additional sections and a high or low student load;
- The additional uncompensated mental and emotional labor of mentoring large populations of first-year students and its associated stress; The managing of rapid changes (i.e., caregiving responsibilities, one’s own physical and mental health) in the work environment which may disrupt teaching, service, research timelines, and may affect annual review materials;
- The loss of reliable SEIs, which especially in the case of IAS in precarious positions, could offer an incomplete picture of teaching;
- The difficulties in meeting the newly unfamiliar and undefined job expectations for IAS, including:
  - Unclear pedagogical expectations and norms influenced by a pandemic;
  - Online and multimodal (flex, hybrid, etc) teaching observations;
- Finding professional development experiences and opportunities limited and/or canceled.

Research indicates that COVID exacerbates existing inequities in the system of academic review, which can disproportionately affect certain populations of instructors, including womxn and trans\* persons, persons of color, persons with global connections, persons who have immigrated to the U.S., persons with a disability, persons with mental health issues and/or older persons.

As we discuss these files today, please maintain a spirit of generosity and compassion, and keep in mind that any portfolio submitted after Spring 2020 should be read in light of the myriad impacts of COVID-19 on IAS.

#### References:

- [COVID-19 and gender equality: countering the regressive effects](#) (McKinsey Institute, July 2020)
- [In the wake of COVID-19 academia needs new solutions to ensure gender equity](#) (Proceedings of the National Academy of Sciences, July 2020)
- [Faculty members struggle with burnout](#) (Inside Higher Ed, September 2020)