



ERS By-laws Approved January 26, 2018

ETHNIC AND RACIAL STUDIES DEPARTMENT BY-LAWS

I. The Ethnic and Racial Studies Department

The Ethnic and Racial Studies (ERS) Department is an instructional unit within the College of Liberal Studies at the University of Wisconsin-La Crosse (UWL).

The By-laws in this document were adopted by the members of the ERS Department in accordance with the University of Wisconsin System (UWS) and University of Wisconsin-La Crosse (UWL) Faculty and Academic Staff Personnel Rules.

These By-laws were adopted on October 2, 2015, and were last updated on **April 29, 2016** at a regularly called Department meeting.

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

II. Organization and Operation

Department members are governed by six interdependent sets of regulation.

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

A. Preamble and History

a. Mission Statement

The Department of Ethnic and Racial Studies (ERS) offers an academic program, within the College of Liberal Studies at the University of Wisconsin-La Crosse. Its mission is to foster an awareness and understanding of the multiracial and multicultural reality of American society. Through a systematic and rigorous interdisciplinary minor course of study the program focuses on the historic treatment and the contemporary experience of ethnic and racial minorities. The program highlights individual or group contributions by members of these groups to American society and culture.

b. History

The Institute of Ethnic and Racial Studies was established in April of 1972 as part of the Office of Multicultural Student Services, offering a certificate in ethnic and racial studies. ERS developed a program minor in January of 2000, and contributes to the campus General Education program by offering courses to students throughout the university. The Institute was advanced to full departmental status in March of 2012. The Department collaborates with other

units of the university to sponsor events that promote an awareness and appreciation of ethnic, racial, and cultural diversity in America.

B. Meeting Guidelines

Department meetings will be run according to the most recent edition of Robert’s Rules of Order (<http://www.robertsrules.com/>) and WI state opening meeting laws (<http://www.doj.state.wi.us/sites/default/files/dls/open-meetings-law-compliance-guide-2010.pdf>) summary at (<https://www.wisconsin.edu/general-counsel/legal-topics/open-meetings-law/>).

C. Definitions of Membership and Voting Procedures

All ranked faculty and persons teaching half-time or more within ERS shall be considered voting members for the purposes of conducting business at any regularly scheduled meeting. The ERS Department Chair shall schedule and chair meetings on a regular basis during the academic year. Additional meetings may be scheduled as needed.

Voting will normally be conducted by voice or hand vote. A paper ballot may be requested by any voting member. If used, they must be signed and kept securely for seven years. Proxy votes will not be allowed. Attendance at meetings via teleconferencing is allowable for voting purposes.

The ERS Department Chair shall schedule and chair meetings on a regular basis during the academic year. Additional meetings may be scheduled as needed.

Minutes will be recorded by a voting member or the departmental ADA and distributed in a timely fashion to Department members. Copies of the minutes of Department meetings and committee meetings shall be kept in a secure location by the department. Minutes from closed meetings will be taken by the Department Chair and written within one week of the proceedings. They will be available by request.

D. Definitions of Quorum and Majority

For all except personnel-related decisions, a simple majority of those present and entitled to vote will decide an issue. Robert’s Rules indicates that abstentions do not affect the voting outcome (they are non-votes).

E. Changing By-laws

These by-laws may be amended by the following procedures: A two-thirds majority of the current Department membership present and eligible to vote on by-laws is required to amend the by-laws; Any proposed amendment(s) shall 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 by-laws that do not pertain to personnel decisions.

III. Faculty/Staff Responsibilities

A. Faculty

Faculty responsibilities are referenced in section IV of the Faculty Senate by-laws entitled "Responsibilities of Departments, Department Members and Department Chairpersons." (<http://www.uwlax.edu/facultysenate/ABP/FacSenatePolicies.html>)

The Department will conduct business as a committee of the whole and will be responsible for ensuring that the Department is carrying out its responsibilities in the areas of teaching, scholarship, and service. These fundamental responsibilities include:

- Creating policies for the Department
- Promoting scholarship and creative activities
- Promoting the continued professional growth and development of ERS faculty by encouraging their participation in conferences, professional workshops, and other similar programs
- Utilizing the expertise and interests of the ERS faculty to provide professional service to the University and community
- Providing an internal governance structure in which the function of the Department can take place.

B. Instructional Academic Staff (IAS) Responsibilities and Expectations

All permanent Instructional Academic Staff teaching full time or more than half time in ERS will be considered faculty members equivalent to tenure track faculty and will have all the rights, privileges and responsibilities of tenure track faculty members except where doing so violates University policy, or their individual contract. This will include teaching, scholarship, and service at the Department, College, University, professional, and community levels.

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

C. Non-Instructional Academic Staff Responsibilities and Expectations

ERS does not include any positions for Non-Instructional Academic Staff – therefore this section does not apply.

D. Student Evaluation of Instruction (SEI)

The Department will follow the UWL SEI policy and procedure available on the Faculty Senate webpage <https://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/#tm-student-evaluation-of-instruction---sei>.

a. Ranked Faculty & SEIs.

Results from the Faculty Senate approved SEI questions are required for retention, tenure, and promotion in the form of (1) the single motivation item and (2) the composite SEI consisting of the 5 common questions. These numbers will

be reported using the Teaching Assignment Information (TAI) form. The Department will add both the motivation item and the composite SEI fractional median for each course. In addition, the candidate's overall fractional median for the term on both the single motivation item and the composite SEI are reported. Finally, the Department adds the departmental fractional median for both the single motivation item and the composite, the minimum and maximum composite SEI for the department, and the candidate's rank in SEI scores relative to all departmental ranked faculty (tenure-track or tenured) for that term (e.g. 3 of 15).

b. IAS renewal and career progression.

The same information as above is reported; however, no TAIs are generated for IAS.

c. SEI Process

ERS will conduct SEIs electronically for each course taught each semester in face-to-face or online formats (excluding independent studies courses, individual research, or internships) in the last two weeks before the end of the course. All Department members must employ the same method of collection.

- i. Students will be provided with the opportunity to complete electronic SEIs in the classroom for face-to-face classes during the two-week active participation window for the university as a whole.
 1. Students should be notified in advance that SEIs will be administered on a specific date, and instructed to bring available mobile technology in order to participate during the designated class time.
 2. The instructor and any teaching assistants shall not participate in the administration of student evaluations of instruction. Neither shall be present in the room when the evaluations are completed.
- ii. Summer session courses or off-campus courses will not form a part of the Department's official review process, but an instructor may administer course evaluation in these courses for their own benefit.
- iii. The Department Chair will gather the collected data and disseminate results to individual faculty. SEI scores for tenure track faculty will be compared as a group and IAS will be compared as a group, and a final comparison of all teaching faculty will be compiled. Information on the rankings of all individuals teaching in ERS will also be computed and retained for informational purposes.

IV. Merit Evaluation (Annual Review)

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

A. Evaluation Processes & Criteria

1. Faculty

Merit is based on the performance of faculty members in the three aspects of their work responsibilities that will be evaluated during promotion consideration: 1)

teaching, 2) scholarly activity, 3) service to the Department, the College of Liberal Studies, the University, and any community or professional service.

a. Process

- i. The merit evaluation will take place in early October of each year. Merit meetings must take place sufficiently early in the semester to allow for appeal procedures to be completed by the deadline for merit submission to the Dean. Each faculty member will be given ten working days' notice of the date of the merit review.
- ii. Within 5 days of being given notice of the merit meeting, each candidate will provide a Digital Measures "Annual Faculty/IAS Activities" report to the Department Chair to be used for the merit review. The Merit Report should have a date range June 1 of the previous year to May 31 of the current year. The Department Chair will run a TAI report to be included with the candidate's materials for review. The materials are to be given to the Personnel Committee for review five days before the merit review meeting.
- iii. Each candidate's materials will be examined by the Personnel Committee which will consist of all tenured members of the Department. Individuals will not be involved in an evaluation of their own materials, but may present their materials and respond to any questions before the meeting is closed. Individuals will be evaluated by colleagues at least of their own level (e.g., Assistant Professors may not vote on Associate faculty members). If there are not at least three eligible members, additional tenured faculty from departments whose subject matter most closely matches the individual under review may be asked to serve. The additional faculty member will be chosen by the individual being evaluated.
- iv. The Personnel Committee will provide a written rationale to each candidate in regard to merit rank at least two weeks before merit decisions are due at the Dean's Office.

b. Criteria

The criteria for each of the areas of evaluation are in **Appendix A: ERS Statement on Scholarship Activity**, **Appendix B: ERS Statement on Service Activity**, and **Appendix C: ERS Statement on Teaching Activity**

- i. The faculty members' materials will be examined in relation to the three categories of work responsibilities mentioned above. They will then be considered for one of the three levels of ranking: 1) Significant Merit; 2) Merit; or 3) No Merit.
- ii. The category of Significant Merit will be assigned to faculty members who have demonstrated activity in all areas of evaluation consistent with their status (tenure track or IAS) and noteworthy achievement in two of the work areas.
- iii. The category of No Merit will be reserved for candidates whose work in two areas is substandard.

2. Instructional Academic Staff (IAS)

Evaluation procedures for IAS will be identical to procedures for tenure-track faculty above except where to do so would violate University policy, and the review will only include those areas assigned in their individual contracts.

Where an individual contract does not include all three areas of review (teaching, research, and service), the category of Significant Merit will be assigned to those who have demonstrated activity in both areas of evaluation consistent with their status, and also have noteworthy achievement in one of the two areas of evaluation. The category of merit will be assigned to those who have demonstrated activity in all areas of evaluation consistent with their status. The category of No Merit will be reserved for those whose work in teaching or in both areas of evaluation, is substandard.

3. Non-Instructional Staff

There are no Non-Instructional Staff in ERS therefore this section is irrelevant.

4. Departmental Chair

ERS follows the procedures the College of Liberal Studies has established for the evaluation of Department Chairs.

B. Distribution of Merit Funds

At a regularly scheduled Department meeting held after merit categories have been decided for all tenure/tenure-track faculty and IAS, the Department will vote to establish the difference in monies to be awarded to those who have been given Significant Merit and Merit.

C. Appeal Procedures (if applicable)

V. Faculty Personnel Review

The Department will follow the policies regarding retention and tenure described in the Faculty Personnel Rules (UWS 3.06 - 3.11 and UWL 3.06 -3.08)
<http://www.uwlax.edu/Human-Resources/Unclassified-Personnel-Rules/>

Tenure/retention decisions will be guided by the criteria established in the by-laws at the time of hire unless a candidate elects to be considered under newer guidelines. The criteria outlined in Section V. A & V. B. "Faculty Personnel Review" in these by-laws should be applied to faculty with a contract date after **October 2, 2015**

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

Probationary faculty can be reviewed under newer criteria and procedure (contained in a more recent set of by-laws) by filing a document indicating their intent with their Chair, Dean and HR.

A. Retention (procedure, criteria and appeal)

Retention and tenure decisions are made at the Department level. The Department Chair will provide a letter to the Dean of the College of Liberal Studies along with a Digital Measures report from the faculty member under consideration covering the previous year and a report beginning at the date of hire.

a. Materials for Review

- i. Faculty under review provide an electronic portfolio related to their teaching, scholarship, and service activities extracted from their date of hire to date of review. Hyperlinked syllabi are required and the candidate may choose to provide additional evidence. Additional materials may be required for departmental review and will be indicated in these by-laws.
- ii. Departments will provide the following materials to the dean:
 1. Department letter of recommendation with vote;
 2. Teaching assignment information (TAI) datasheet that summarizes the courses taught, workload data, grade distribution and SEIs by individual course and semester (which are only available after completing a full academic year) and departmental comparison SEI data; and
 3. Merit evaluation data.

b. Procedures

The review of probationary faculty shall be conducted by the tenured faculty of the Department in the manner outlined below.

- i. Each probationary faculty member or IAS will be assigned a mentor from among the Department faculty and staff who will work with them to develop realistic intentions concerning pertinent professional activities for the upcoming two years categorized as 1) scholarship, 2) teaching, and 3) service as relevant to their job description. The mentor will report back to the Department Chair, by the sixth week of the probationary faculty member's or IAS's first semester regarding progress made on professional development towards the First Year Faculty/IAS Review.
- ii. The Personnel Committee of the Department will annually review all tenure-track faculty and IAS members of the Department for retention decisions.
- iii. The Department will ensure a process that allows all tenured members to carefully review candidate portfolios.
- iv. All tenured faculty must serve in all retention/tenure decisions. If the Department does not have at least three tenured individuals, a Personnel Committee of at least three (and four is recommended for tenure) must be put together, and must be comprised of tenured faculty from a closely aligned discipline. Additional members of the committee from outside the Department are to be chosen by the faculty member under consideration.
- v. First Year Faculty Review: All first-year tenure-track faculty will be formally reviewed in the spring of their first year. A departmental letter will be filed with the Dean and HR. Formal reviews resulting in contract

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

1. The candidate will provide one electronic “Retention Report– Individual” – saved as an HTML report and emailed to the Department Chair one week prior to the Retention Committee meeting. The retention report of the candidate’s activities will be generated from the electronic portfolio system and represent activities since date-of-hire at UWL as a tenure-track faculty member. The retention report should include hyperlinks to associated evidence such as (but not limited to): a. evidence of teaching development activities (e.g., syllabi with learning objectives stated, course assessments, peer evaluations); b. evidence of scholarship (e.g., copies of presentations, publications, creative activities); c. evidence of service (e.g., letters or projects associated with department, college, university, and/or professional service); and d. a retention narrative that describes the faculty member’s teaching, scholarship, and service, modeled after the narrative required for promotion. A copy of their vita will be uploaded as an attachment in the electronic portfolio system and available for review with the report.
 2. Within 7 working days after the review meeting, a written report of the results of the review shall be given to the faculty member. Results shall be reported for each of the review areas.
- vi. Contract Reviews (Retention/Tenure): Subsequent to the call of the Vice Chancellor, the Department shall establish a review date and inform all probationary faculty with at least 20 calendar days’ notice to prepare a set of materials describing performance in the areas of: teaching, scholarly and research activity (see Appendix A: ERS Statement on Scholarly Activity), Department, College, University, community, and professional service. The date, time, and place of the above meeting shall be conducted in compliance with the Wisconsin Open Meeting Rule. The probationary faculty persons shall have the opportunity to make a written and/or oral presentation at the meeting.
1. The candidate provides two electronic reports – saved as an HTML reports and emailed to the Department Chair at least one week prior to the Retention Committee meeting.
 - a. A “retention report” of the candidate’s activities (generated from the electronic portfolio system and representing activities since date-of-hire at UWL as a tenure-track faculty member which should include hyperlinks to associated evidence such as: a. evidence of teaching development activities (e.g., syllabi with learning objectives stated, course assessments, peer evaluations); b. evidence of scholarship (e.g., copies of presentations, publications, creative activities); c. evidence of service (e.g., letters or projects associated with department, college,

- university, and/or professional service); and d. a retention narrative that describes the faculty member's teaching, scholarship, and service, modeled after the narrative required for promotion.
- b. An "annual report" of the candidate's activities (generated from the electronic portfolio system representing activities since date-of-last review).
 - c. A copy of their vita uploaded as an attachment in the electronic portfolio system.
2. The Department Chair will provide merit and SEI summary information.
 3. This information will be provided to the Personnel Committee for review at least three weeks prior to the date on which retention decisions are due in the Dean's Office. Notification of this date will be provided to the individual under review by the Department Chair at least four weeks in advance of the retention due date.
 4. The Personnel Committee will meet to discuss the probationary faculty or IAS member's portfolio at a meeting scheduled by the Chair. The faculty or IAS member may attend the meeting, or be requested to attend by the Personnel Committee, to provide additional information prior to the Personnel Committee moving into closed session. The Personnel Committee members will then move into closed session to further consider the portfolio and vote on retention by written and signed ballots. In the case of a negative vote, the Personnel Committee will provide reasons for the vote prior to adjournment. The Personnel Committee will base its recommendation in large part on the probationary faculty member's performance relative to the Department's criteria for teaching, research, and service as needed.
 5. A simple majority vote by the Committee will constitute approval. A written record of the conclusions reached by the Personnel Committee will be made available to the probationary faculty or IAS member and be placed in their personnel file. The results of retention vote will be communicated to the candidate within seven days and can take the form of an email. The letter from the Department to the Dean (included as part of the departmental materials submitted to the Dean on each faculty member under contract review) should include the date of the vote, the numerical outcome, a clear indication of a 1 or 2 year contract recommendation, reason(s) for the decision, whether negative or positive, and review of the strengths and weaknesses of the faculty member's teaching, scholarship and service. The report will be forwarded by the Chair to both the probationary faculty member and the Dean no later than the deadline established by the College.

c. Criteria

- i. **Scholarship:** Persons recommended for retention will show progress in their agenda for research/scholarship. See **Appendix A** for the Department's Statement on Scholarship.
- ii. **Service:** Candidates for retention shall provide a report on service that should detail the candidate's accomplishments and professional goals in this arena. For retention, the Department of Ethnic and Racial Studies expects service to the Department, including regular attendance at departmental and relevant committee meetings, assessment, attendance at a minimum of one UWL graduation ceremony per year, and developing contributions to the University and/or community. See **Appendix B** for the Department's Statement on Service.
 1. It is recognized that opportunities for service may not be entirely under the control of the individual faculty member or IAS.
- iii. **Teaching:** For retention, candidates will need to demonstrate strong evidence of quality teaching, professional development as a teacher, and professional competence as a teacher. See **Appendix C** for the Department's Statement on Teaching.
 1. It is also recognized that the Department may not have resources available to honor requests for particular teaching assignments. Delivering the curriculum will have a higher priority than allowing faculty or IAS to express their own individual teaching interests. The goal statement will not be considered as an inflexible and binding contract, but rather as a plan of action.

d. Appeal

- i. Should they choose to appeal the decision, the probationary faculty member may address and/or contest the Retention and Tenure Committee's statement of the reasons for denying retention, in accord with Faculty Senate policies. If an appeal is requested, the request should be made within one week after receipt of the document from the committee. The date for appeal will be set within two business weeks of notification of the non-renewal vote. One business week before the appeal meeting, the faculty member will present a written rebuttal to the reasons for nonrenewal from the meeting.
- ii. The appeal process will then consist of a closed meeting of the Department along with an outside observer chosen by the faculty member. The outside member will keep an independent record of the meeting that will be forwarded to the College Dean. The faculty member will have the opportunity to present and expand upon the written materials supplied to the committee, and will respond to questions from Department members. After the faculty member has completed their presentation and responded to questions, they will leave and the outside observer will remain while the Department discusses a decision. A written and signed ballot will be cast by committee members and tallied (announcing the votes but not identifying individuals) during the meeting and the result announced.

- iii. A written report of the meeting's results will be provided to the faculty member within two business days.

B. Tenure Review and Department Tenure Criteria

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

The granting of academic tenure represents a long-term commitment of institutional resources which requires proof of excellence in past performance and a forecast that an individual faculty member's intellectual vitality and future contributions will continue to be of high quality for many years to come. By specifying in writing the usual criteria for advancement - teaching, scholarship, service - a university does not thereby set objective criteria, constricting its traditional discretion or transforming a largely judgmental decisional process into an automatic right to, or property interest in, tenure. For these reasons, non-tenured instructors should not expect an award of tenure solely on the fact that their contracts have been consistently renewed.

a. Procedure

- i. The materials to be provided, the process, the criteria, and the appeal process for tenure review are identical to that outlined above under sections V.A. a. *Materials for Review*, V.A.b. *Procedures*, V.A.c. *Criteria*, and V.A.d. *Appeals*.
 1. Further, for tenure to be granted, the candidate must have attained evaluations of Merit or Significant Merit in the majority of evaluations. Evidence of the beginnings of a program of research and a pattern of increasing service at the Department, College, University, community, and/or professional level.
- ii. If it is requested by the candidate being considered for tenure, the Personnel Committee meeting must be held in open session.

b. Additional Considerations for Tenure Decision

- i. The decision to recommend a faculty member for tenure in the Department of Ethnic and Racial Studies is based on an appraisal of the candidate's overall contribution from their date of hire at UWL in a tenure-track position. Tenure in the Department of Ethnic and Racial Studies reflects:
 1. Evidence of a consistent program of scholarly inquiry as defined by the Department's Statement on Scholarship (Appendix A).
 2. Evidence of consistent service to the Department and to the College/University and/or professional service. Community service that utilizes professional expertise is encouraged but not required. See Appendix B for the Department's Statement on Service.
 3. Consistent evidence of a strong commitment to student learning and to quality teaching. See Appendix C for the Department's Statement on Teaching.
 4. Junior faculty should pay close attention to retention letters as guides for promotion and tenure recommendation from the Department.

C. Post-Tenure Review

The Department of Ethnic and Racial Studies follows the UWL/UW system post-tenure review policy and procedure outlined on the human resources website:

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

1. Department Review Criteria

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

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

Faculty shall:

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

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

- b. *Scholarship.* The Department expects each faculty member to engage in scholarly activities that:
 - i. enhance and contribute to the quality of the faculty member’s teaching activities
 - ii. allow the faculty member remain current with the fields of study represented by his/her teaching assignments
 - iii. facilitates knowledge of what constitutes effective teaching in the discipline
 - iv. allows for the development of new areas of knowledge that are relevant to his/her discipline
 - v. enrich and contribute to public knowledge about the subject of the faculty member’s research
 - vi. lead to academic or professional presentations or publication

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

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

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

D. Faculty Promotion Procedures

The Department will follow the guidelines and schedules regarding faculty promotion available at <http://www.uwlax.edu/Human-Resources/Employee-resources>. The Department promotion procedures are designated to facilitate the implementation of the guidelines outlined in the [UW-La Crosse Employee Handbook](https://www.uwlax.edu/human-resources/employee-handbook/) available at: <https://www.uwlax.edu/human-resources/employee-handbook/>.

The Personnel Committee of the Department will conduct evaluations of the promotion materials of faculty members who apply for promotion. If there are fewer than three tenured members of the Department at the time of review, outside members may be chosen by the faculty member under consideration whose field of expertise most closely matches that of the candidate.

a. Review Process

- i. Subsequent to the Chair receiving notification from the Vice Chancellor/Human Resources of a candidate's eligibility for promotion in rank, candidates will be informed in writing by the Chair of eligibility at least 20 calendar days prior to the scheduled and publicized promotion review meeting. The date and time for the promotion review meeting is set by the Department with enough time allocated to go through the review process and any potential appeals prior to the deadline for submitting materials to the Dean.

- ii. Faculty who are eligible and wish to be considered for promotion must submit a completed Faculty Promotion Evaluation Report as outlined by the Joint Promotion Committee using the electronic portfolio process. The report is submitted to the Department Chair at least seven calendar days prior to the scheduled date of the Personnel Committee's promotion consideration meeting.
 - 1. Faculty should consult both the UWL Human Resources Faculty Promotion Resources page at <https://www.uwlax.edu/human-resources/faculty-promotion-resources/>, as well as the UWL Provost Promotion Resources page at <https://www.uwlax.edu/academic-affairs/provost-promotion-resources/> paying particular attention to the details on writing the Candidate's Narrative Statements for teaching, scholarship, and service.
- iii. The Department Chair will make the promotion materials and the candidate's student evaluation information available for review by all faculty eligible to vote on the promotion question at least seven calendar days in advance of the promotion consideration meeting. The promotion candidate may submit additional written materials or make an oral presentation at the departmental promotion consideration meeting prior to the start of the promotion deliberations. The requirements of the Wisconsin Open Meeting law shall apply to this meeting.
- iv. After having a discussion of a candidate's performance with respect to the criteria specified in section two below, votes will be cast by signed paper ballots on a separate motion to promote each candidate. Voting eligibility in all promotion considerations shall be restricted to faculty of the same or higher academic rank as the promotion rank in which the candidate is seeking. Specifically, this means that all Associate and Full Professors are eligible to vote for faculty seeking promotion to Associate Professor and only Full Professors are eligible to vote on promotion recommendations to Full Professor. A simple majority of eligible voting members present is necessary for a positive promotion recommendation. The results of the vote will be recorded and entered in the appropriate portion of the Faculty Promotion Evaluation Report form.
- v. Within two business days of the promotion consideration meeting, the Department Chair will orally notify each candidate of the Department's recommendation. For positive recommendations, the members of the Promotion Committee who have volunteered to write the Faculty Promotion Evaluation Report will do so within seven calendar days as required. A draft of the letter will be sent to all voting members of the Personnel Committee for review. The Department Chair may also include a separate letter to provide further clarification of candidate materials if they wish to do so. A copy of the promotion letter(s) will be provided to the candidate at least one day prior to the submission of the promotion file to the Dean.

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

b. Criteria

- i. To be considered for promotion to a higher rank, faculty must meet the minimum University criteria as stated in the UWL Staff Handbook. For the rank of Associate Professor, a candidate must provide evidence of teaching excellence, the establishment of a program of scholarship, and be engaged in service. Evidence of teaching excellence, scholarship, and service will be consistent with the Department's definitions of scholarship (see **Appendix A**), service (see **Appendix B**) and, teaching (see **Appendix C**).
- ii. To be promoted to the rank of Professor, a faculty member must be well respected within the Department for excellence in teaching and as someone who has taken a leadership role in enhancing the curriculum in the department. The faculty member has a continuing scholarly program. The faculty member provides strong leadership in department service and is well respected at the school or college level for university and professional service. Evidence of teaching excellence, scholarship, and service will be consistent with the Department's definitions of scholarship (see **Appendix A**), service (see **Appendix B**) and, teaching (see **Appendix C**).

c. Reconsideration

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

VI. Instructional Academic Staff Review

A. IAS Annual Review

In accordance with Faculty Personnel Rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually.

1. Process

- a. The annual review will take place early in the spring of each academic year. Each IAS faculty member will be given ten working days' notice of the date when they must submit annual review materials.
- b. Within 5 days of being given notice of the review, each candidate will provide to the Department Chair:
 - i. A Digital Measures "Annual Faculty/IAS Activities" report. The report should have a date range January 1 to December 31 of the current year.
 - ii. A copy of all available SEI reports collected since the previous annual review.
 - iii. A copy of all syllabi for courses taught since the previous annual review.
 - iv. At least one written report of an in-class observation conducted at some point since the previous annual review by a tenured or tenure track ERS faculty member.
- c. The Department Chair will run a TAI report to be included with the candidate's materials for review.
- d. Once gathered, the materials will be examined either by the Department Chair, or a tenure/tenure track faculty member designated by the Department Chair.
- e. The Department Chair will review all provided materials based upon the criteria indicated below, fill out the necessary IAS Annual Review Form(s), and write a letter if necessary. Letters submitted in the year that an IAS contract is to expire must include an indication of whether the IAS contract should be renewed the following year, and for how long.
- f. The Department Chair will then meet with the IAS Faculty Member to discuss the review and make any necessary changes.

2. Criteria

- a. The criteria for each of the areas of evaluation are in **Appendix A: ERS Statement on Scholarship Activity**, **Appendix B: ERS Statement on Service Activity**, and **Appendix C: ERS Statement on Teaching Activity**.
 - i. The IAS faculty members' materials will be examined in relation to each of the three categories for which they are responsible as outlined in their contract.
- b. **Report**
 - i. The Department Chair will submit each IAS faculty member's annual report to the IAS Faculty Member, the Dean's Office and HR by the deadline established by the Dean's Office
 - ii. The policy, procedures and form(s) for submitting IAS Annual Review materials are available at: <https://www.uwlax.edu/human-resources/faculty-and-staff/performance-appraisals/>

B. Promotion Procedures

Procedures for IAS Promotion will follow the procedures stated for tenure-track faculty, but will be based only on those areas (teaching, service, scholarship) which are outlined in their contracts.

Policies and procedure guiding career progression for IAS are available at <https://www.uwlax.edu/human-resources/faculty-and-staff/performance-appraisals/>

C. Appeal Procedures

Procedures for appeal will follow the procedures stated for tenure-track faculty (see Section V.D.c.).

VII. Non-Instructional Staff Review

Since there are no Non-Instructional Staff in ERS, this section does not apply

VIII. Governance

A. Department Chair

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

2. Responsibilities and Rights of the Department Chair

The Department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate Policies (revised 2008) <http://www.uwlax.edu/facultysenate/FacSenatePolicies.html> under the heading "IV. Responsibilities of Departments, Department Members and Department Chairpersons," "V. The Selection of Department Chairpersons," and "VI. Remuneration of Department Chairpersons." In addition, references to chair-related duties are stated throughout the Employee Handbook <http://www.uwlax.edu/Human-Resources/Employee-handbook/>

B. Standing Departmental Committees

Until the number of faculty members increases to a point where a Committee of the Whole is impractical, Departmental business will be conducted by this committee.

C. Departmental Programmatic Assessment Plan

Students in the Ethnic and Racial Studies Program are assessed based on Student Learning Outcomes developed by the program as stated below.

1. **Ethnic and Racial Studies Student Learning Outcomes**
 - a. **Critical Thinking about Race and Ethnicity**
 - i. Explain how racial and ethnic hierarchies are constructed and how these hierarchies afford social, political, and economic opportunities and constraints in the United States.
 - ii. Identify situations of discrimination and structures of inequality.
 - iii. Recognize biases
 - b. **Historical and Contemporary Constructions of Race and Ethnicity**
 - i. Describe the historical formations of race and ethnicity in the United States.

- ii. Examine contemporary formations of race and ethnicity in the United States.
 - iii. List historical and contemporary obstacles to economic, political and social equality
 - iv. Describe numerous types of cultural production processes used by members of racial and ethnic groups in the United States.
 - v. Identify and describe the ways in which groups have organized against and resisted institutional and structural racism.
- c. Interdisciplinary Ethnic and Racial Studies Methods**
- i. Explain how interdisciplinary concepts and methods contribute to their understanding of race and racism.
 - ii. Construct and articulate an evidence-based argument.
 - iii. Demonstrate analytic skills through written and oral communications.
- d. Social Justice**
- i. Identify the application of tools that individuals and groups use to advocate, mediate and/or engage in debate when confronted with instances, situations or structures of inequality.
 - ii. Engage in intellectual and proactive conversations that put race and ethnicity at the forefront of the discussions.

2. Program Assessment

The Department will conduct ongoing program evaluation research to determine the success of the departmental curriculum and the success of individual courses.

1. The Department will conduct ongoing program evaluation research to determine the success of the departmental curriculum.
2. Each year the Department will identify two people from the Department to coordinate the collection, analysis and presentation of assessment information.
3. Each year the Department will collect data using all agreed upon assessment instruments which directly or indirectly assess ERS Student Learning Outcomes (see ERS Dept Assessment Handbook for the list of procedures, instruments, and scoring rubrics).
4. Each instrument will be analyzed on a rotating basis such that each year the data gathered via one of the instruments is analyzed (see ERS Dept Assessment Handbook for instrument rotation).
5. After the results are analyzed, those leading assessment efforts for the year will present the data, and any conclusions they reach, to the whole Department at a regularly scheduled Department meeting (unless it is determined that a special meeting or Department retreat is necessary). Department members will then discuss the results to identify any potential areas for adjustment to the ERS Program. Needed adjustments to the instruments will also be discussed at that time.

D. Additional Departmental Policies

1. ERS Online Course Policy

Departmental faculty will not offer online courses during the regular semesters that compete with regular on-campus courses. During the summers and the winter session, courses may be taught either online or on –campus and will be disseminated per the policy in Appendix E of this document.

2. Salary Equity Policy

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

3. Sickleave

Department members will account for sickleave in adherence to the most current UW System guidelines: <http://www.uwsa.edu/hr/benefits/leave/sick.htm>.

4. Vacation

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

5. Assignment of Courses for Regular Semesters

- a. Scheduling of classes will occur in the last two weeks of the semester two semesters ahead of the schedule being developed (e.g. in Spring 2016 for Spring 2017).
- b. The queue and time slot forms are prepared by the ADA in consultation with the Chair.
- c. The Department Chairperson is at the top the scheduling queue so that the Chair's schedule does not conflict with required meeting times (e.g., Chair's Council).
- d. The queue will initially be created in order of seniority, with the most senior member at the top of the queue after the Department Chair. The queue will then rotate each semester with the first faculty member moving to the bottom and the next faculty member moving to the top.
- e. Newly hired tenured/tenure-track faculty or academic staff will take the place of a previous faculty member to maintain the integrity of the queue. Additional faculty members will be added to the bottom of the queue.

- f. Adjunct academic staff will sign up in each individual sign-up round at the bottom of the queue.
- g. Scheduling occurs in three rounds, rotating through the faculty queue:
 - i. 1st round, Large lecture halls that we have control over (used the previous fall/spring); 2nd round, University General Education courses and other courses with two sections that are being taught instead of University General Education courses; 3rd round, upper division courses.
- h. Faculty who are interested in teaching “double” sections of a class must request a large lecture classroom, if necessary. A large lecture will typically have a capacity set at an additional 10 students over the traditional lower division general education section maximum per section.
 - i. If multiple faculty request to teach double sections, time/day preferences are handled according to the faculty member’s place in the queue. The Department Chair may restrict a faculty member from offering a double section if the instructor has historically had difficulty meeting the student credit hour (SCH) objective for that double section.

6. Allocation of Courses for Summer and Winter Sessions

Courses taught in the winter session are considered as overload teaching for the 9 month contract period and are compensated accordingly. Compensation for J term courses come from College of Liberal Studies’ funds so the number of courses offered is determined by, and may be limited by, the College.

A separate schedule for remuneration applies to summer courses, which are required to be self-supporting. The Department may propose a number of summer session courses, keeping in mind that offering too many courses may spread the students available to the point that none of the courses meet the minimum requirement for being offered. Three or more sections of ERS 100 will be offered, plus possible additional courses as determined by Department consensus. Thus the Department may limit the number of summer courses to be offered in any summer. Faculty requests for teaching must be submitted in writing or they will not be considered.

Allocation of courses required for the ERS minor for these sessions will proceed as follows:

The Department Chair is responsible for maintaining the rotation list and updating it after summer courses are scheduled. Persons in their last three years before retirement are always placed at the top of the list (in order of how close they are to retirement). All others are rotated yearly, after summer classes have been scheduled, by moving the person at the top of the rotation to the bottom. All new faculty/IAS will be added to the bottom of the list their first semester.

Once the number of courses allowed for the January term has been determined by the College, the opportunity to teach will be offered based on the rotation list.

Once the number of summer session courses has been determined, the Department Chair will request faculty preferences for teaching in the summer sessions. Requests to teach will be granted following the rotation list maintained by the Department Chair

Each course will be offered with the understanding that it will only be taught if a sufficient number of students enroll to cover course funding, and the course may be cancelled if enrollment is insufficient. If an individual is assigned a summer course, and the course is cancelled because it fails to make enrollment, the individual's name moves to the top for the next off-session teaching opportunity.

The one exception to the above is when a faculty member has committed to retirement within three years. Since retirement income is predicated on the three highest years of income, such an individual will be allowed to offer more than one additional course per year. This could be in the form of two summer courses or a summer course and a winter session course. Faculty members will not be allowed to teach two courses in the January term. Again, if any of the courses fail to make sufficient enrollment, they will not be offered. Should a faculty member teach additional courses for three years or less then rescind their intention to retire, they will be determined to have exhausted the opportunity (or part of the opportunity) for additional courses and the opportunity will not be repeated.

7. Faculty Teaching Internal Reassigned Time Policy

- a. Each spring semester, the Department of Ethnic and Racial Studies will endeavor to support faculty development through a .25 reassignment for one faculty member from teaching to engage in additional scholarship, professional development, or an extraordinary professional or departmental service activity. The Department Chair will evaluate proposals and make recommendations using the following criteria:
 - i. Tenure line faculty will be eligible for the .25 reassigned time once every three years. Priority for reassigned time will be given to faculty members using a reassignment queue initially established by seniority. Newly hired faculty will take the place of the faculty member they are replacing. If a new faculty member is an addition to the Department, they will be added to the bottom of the queue as it stands the term they begin. If the faculty member who is next in the queue is not interested in proposing a reassignment, the Department Chair will ask the next person on the list if they are interested in applying until a faculty member indicates interest in applying.
 - ii. Deadlines: Requests for reassigned time are due to the Department Chair on the first Tuesday in April in the year PRIOR to the semester proposed. Deadlines are set to allow for appropriate scheduling of required courses and meeting departmental course demand.

- iii. Faculty who are awarded the .25 reassignment will work with the Department Chair to determine their teaching workload/courses for the semester of reassigned time to ensure appropriate coverage of core/required courses.
- iv. The Department Chair will consider the needs of the department regarding course/academic program needs in making decisions to implement the reassigned time policy.
- v. Faculty who receive a semester of .25 reassigned time will move to the bottom of the queue. Faculty who do not apply, are not or cannot be awarded reassigned time, for whatever reason, will remain at the top of the queue.
- vi. Proposal guidelines. Requests for reassigned time should be submitted electronically to the Department Chair by 4:30 p.m. on the due date. Proposals should be brief, a maximum one page in length and include the following: A) a brief statement of the proposed project and how it will enhance faculty development. B) A statement of the specific outcomes/products/results that will be achieved during the semester with .25 reassigned time.
- vii. Examples of projects include research in preparation for presentation at a professional conference, submission of a book proposal or manuscript for submission to a peer-reviewed journal, an extraordinary service project such as organization of a conference or workshop, or a departmental service project such as a major revision to program assessment or curriculum development.

8. Departmental policy on equipment and properties

No equipment or properties endangering the health or safety of the speaker or others in the classroom may be brought to class or to on-campus department functions. Such items may include, but are not limited to, firearms, sharp knives, dangerous chemicals, and explosives.

9. Emeritus Faculty Procedures

The Department will meet to determine whether or not a retiring faculty member shall be designated as Emeritus. A simple majority vote is required to allow for the designation. Within the department, the designation is associated with a mailbox and access to an office (space allowing).

The Department's nomination will be forwarded in a letter from the Department Chair to the Dean of the College of CLS for endorsement who will then submit the name to the Chancellor.

10. Faculty Digital Measure Files

Summaries in the areas of scholarship, teaching, and service for all faculty and IAS recorded in the electronic portfolio system (Digital Measures) are due at the end of Spring Semester for inclusion in the Department's Annual Report. The Spring deadline is one week past the date that Spring grades are due. No later than the beginning of the fall

semester, faculty should ensure that their Digital Measures file has been updated with summer activities.

11. Peer Evaluation of Teaching Procedures

All full-time and part-time ERS Faculty will have peer evaluations of their teaching conducted each academic year. The evaluation will culminate in a written narrative assessment provided by a faculty member of equal or higher rank. Peer teaching evaluation will be carried out with the intention of assuring faculty regularly reflect on their pedagogical approaches to ERS related subject matter. Full-time ERS faculty may request additional peer teaching evaluations if going up for promotion, tenure, or post-tenure review. Faculty may request to waive this evaluation if they have announced retirement within the coming three academic years.

a. Procedures

i. Peer teaching evaluations may be conducted by any UWL faculty of equal or higher rank as the person being evaluated. Part time IAS should arrange to be reviewed only by ERS faculty. The assessment will consist of an in-class observation(s), review of syllabi, and review of previous teaching evaluations. Each faculty member should be in contact with the prospective reviewers to about having the peer teaching evaluation completed by March 1 for IAS and April 1 for all other faculty.

b. Narrative Evaluation. The narrative assessment should include, but not be limited to, a discussion of teaching methods used for information dissemination, opportunities for faculty-to-student or student-to-student interaction, clarity of explanations, use of technology or audio-visual instructional tools, integration of up-to-date teaching materials, and other areas. Peer teaching evaluations will be placed on file with the department ADA and copy or copies may accompany an annual review, tenure, promotion, or post-tenure review file.

IX. Search and Screen Procedures

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

A. Tenure-Track Faculty

The approved UWL tenure track faculty recruitment and hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/#tab-recruitment-processes>

Additionally, UWL's spousal/partner hiring policy can be found at:

<http://www.uwlax.edu/Human-Resources/Spousal-and-partner-hiring/>

1. Recruitment and hiring

The Department will operate as a Committee of the Whole as the Search and Screen Committee.

B. Instructional Academic Staff hiring

Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/#tab-recruitment-processes> (same for IAS & NIAS)

C. Contingency Workforce (Pool Search)

Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/#tab-recruitment-processes>

D. Academic Staff (if applicable)

Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/classification--recruitment/recruitment/#tab-recruitment-processes>

X. Student Rights and Obligations

A. Complaint, Grievance, and Appeal Procedures

1. Course grade appeals

- a. A student who strongly feels their semester grade in a course taught by the Department is demonstrably improper or that the grading was prejudicial or capricious, should first confer promptly with the instructor[s] of the course. If the student and the instructor[s] are unable to arrive at a mutually agreeable solution, the student may appeal the case, within one month after the start of the next semester¹, according to the following procedure:
 - i. The student will submit a written statement to the Department Chairperson, setting forth their reasons for seeking an appeal and presenting any supporting evidence they may have. The Chair will then give a copy of this grade grievance to the instructor who is the object of this complaint. The Chair will request that the instructor make a written reply to these allegations. The student's written grievance along with the instructor's written reply to that grievance will then be forwarded to the grade Appeals Committee after it has been constituted.
 - ii. The Chairperson will then appoint a three-member ad hoc Appeals Committee to review this appeal. The members of this committee will be randomly selected from the Department excluding the instructor[s] teaching the course in which the appeal has been made. If three other people are not available to serve, the Department Chair will identify enough people from another UWL department, one that is related to the course instructor's field of study, to create a committee of three.
 - iii. This committee will meet to review the student's appeal within one week of its selection. If the committee feels that further review is warranted it is strongly encouraged to meet with the student and, if necessary, to also meet separately with the instructor.
 - iv. A written decision will be sent to the student by the Appeals Committee. Reasons for the decision will be included in this letter.
- b. Stipulations:

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

- i. The decision of the Appeals Committee is held to be advisory.
 - ii. The Appeals Committee may report a faculty member who has failed to comply with its recommendation to the full faculty and request a review.
 - iii. Any faculty member who feels that their Appeals Committee has made an unfounded or biased decision may make such a charge before the full faculty. In the event of such a charge the committee in question will be required to defend its recommendation before the full faculty. The Department as a whole will then make its recommendation.
 - iv. A student may appeal either an Appeals Committee decision or an instructor's refusal to abide by the Committee decision to the full Department, should they elect to do so. In such an eventuality the Department may elect to hold the hearing in a closed session at its discretion. The student will be invited to present their case before the Department at the Department's discretion. Any review must be based solely upon material supplied by the student to the original Appeals Committee.
 - v. The decision of the faculty of the Department of Ethnic and Racial Studies will constitute the final level of grade appeals within the Departmental jurisdiction. This decision, not unlike the decision of the Appeals Committee, is also held to be advisory to the faculty member whose grade is being appealed.
- 2. Incomplete Grades
 - a. As a matter of University policy, grades of "Incomplete" are issued to students strictly on the basis of illness or other unusual causes beyond the student's control, which have rendered the student unable to take the course final exam or to complete some limited amount of coursework. Incompletes are not to be granted to students who have failed to complete at least some substantial portion of the required coursework regardless of the reasons. Furthermore, conflicting student work obligations outside the University do not constitute acceptable grounds for granting grades of incomplete.
- 3. Non-grade appeals
 - a. Non-grade appeals may be lodged by students regarding faculty and staff. Such complaints should be lodged either orally or in writing with the Department Chair or College Dean. The hearing procedure for these non-grade concerns are detailed in the Student Handbook, Eagle Eye (available on-line).
- 4. Student Complaints to the Chair
 - a. Students who present themselves to the Chair with complaints regarding an instructor or their class will be presented with a variety of options starting with a strong urging by the Chair for the student to speak directly with the instructor. If the student is resistant to this suggestion the following options may be offered: speak with the instructor with a third person in the room (such as the Chair of the Department), meet with the Chair, write a letter to the instructor, and/or Chair and/or Dean, meet with the Affirmative Action and Diversity Officer or Office of Student Life (for special concerns). If the student endorses the action, the Chair will discuss concerns raised with the individual faculty member.

5. Expectations, Responsibilities, and Academic Misconduct

Academic and nonacademic misconduct policy referenced:

<http://www.uwlax.edu/Student-Life/Student-handbook/>

The ERS Department expects that students will follow the UWL Honor Code as follows: <http://catalog.uwlax.edu/undergraduate/academicpolicies/studentconduct/> "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. It is our moral responsibility as students to uphold these ethical standards and to respect the character of the individuals and the university."

Students who enroll in courses offered by the Department are expected to attend and participate in these classes. Students are expected to devote non-class time to the study of course material and to complete all class assignments in a timely manner.

Academic dishonesty is subject to appropriate punishment as a matter of UW System policy. This is not something to be taken lightly or ignored as such action works to demean the integrity of the hard-earned grades of all students. ERS follows the UW System policy on academic misconduct.

6. Advising Policy (if applicable) (can reference an appendix)

Not applicable

XI. Appendices

A. ERS Statement on Scholarly Activity

The Department of Ethnic and Racial Studies supports a broad definition of scholarship that emphasizes keeping current in the field as well as the faculty member's individual field. There is an expectation that research and scholarship will be embedded in a primary commitment to good teaching. Current research and new knowledge should be integrated into the classroom.

Examples of scholarly activity include (but are not limited to) the following:

- Publication in peer reviewed journals, or in scholarly books, textbooks, monographs, or in recorded form.
- Juried or invited presentations
- Grant application submitted to support scholarly work
- Grant supported research
- Presentation of papers at professional/scholarly local, regional, or international conferences
- Attendance at professional/scholarly conferences as a juror, session chair or discussant
- Textbook Publication
- Awards for publication or requests to reprint already published articles or books
- Film or Exhibition production or consultation
- Workshops and similar performance based on original intellectual activity

- Book reviews, review essays, and other reflections in scholarly journals

B. ERS Statement on Service Activity

In Ethnic & Racial Studies there is an expectation and recognition of faculty who engage in community related service at the local, university, regional, tribal, national, or international levels. The Department values national and international recognition of faculty members' expertise (e.g., expert testimony/consultation/commentary or serving on editorial boards; refereeing manuscripts and grant and award applications; jurying or adjudicating; and serving on panels for funding agencies) as significant contributions to the Department and the University. Service may be conducted at the department, college, university, professional, and/or the community level. These activities may include:

- Service on or chairing departmental, college, and university committees, task forces, and search committees
- Contributing to department, college, and university initiatives
- Evaluating manuscripts for publication and/or presentation
- Editorial service to professional associations/organizations
- Holding office in professional organizations/associations
- Invited lectures or presentations making use of professional expertise in ethnic and racial studies
- Editing scholarly or creative journals.
- Reviewing articles or books for scholarly publication (requested by publishers)
- Editing scholarly or creative journals
- Reviewing articles or books in scholarly publication (requested by publishers)
- Service to schools or community organizations
- Building University library or departmental library resources
- Consulting or informing groups, organizations, media outlets on ethnic and race related issues

In all cases the Department will consider quality, significance and impact of the service.

C. ERS Statement on Teaching Activity

The Department of Ethnic and Racial Studies recognizes that course content is often controversial and prone to divergent student interpretation and reactions that can be reflected in student evaluations. In ERS we seek to critically examine the interlocking forces of domination that are rooted in socially constructed categories of gender, sexuality, class, race and ethnicity which may position our faculty at a disadvantage in standard teaching evaluations. We understand the intersectionality of identities for faculty further places them at a disadvantage when gender/race/ethnicity/sexuality come into play in the front of the classroom.

Criteria for the measurement of teaching and advising effectiveness and continued growth shall be understood to include: command of subject matter; willingness to assist students; creation of an atmosphere that encourages and facilitates engaged learning, lucid reasoning, creativity, and independent thinking; skill in presenting material and demonstrating its significance; commitment to teaching and advising responsibilities (e.g., regular, prompt meeting of classes, keeping office hours, providing accurate advice); openness in examination of a variety of views, including respect for student

expression; fairness, clarity, reasonableness, timeliness, and good judgment in assigning and evaluating student work; assisting students in their academic and professional development (e.g., writing letters of recommendation, accommodating special circumstances); continual efforts to improve the aims and content of courses and academic programs, and continual assessment of effectiveness as a teacher and adviser. Examples of teaching and advising effectiveness include (but are not limited to) the following:

- Teaching a full-load of 12 credits, except when exempted by the Department
- Participating in course and curriculum review and development
- Mentoring students in the ERS programs
- Participating in Student Evaluation of Instruction
- Written peer evaluation of classroom teaching
- Written peer evaluation of teaching outside the classroom
- Conducting assessment activities on courses and implementing change based on the information obtained in assessment
- New courses and seminars created, developed, and offered
- Additional in-class evaluations initiated by the faculty member
- Participation on a master's thesis committees in other departments
- Directed or Independent study topics supervised and brought to completion
- Unsolicited written statements or letters from students
- Accomplishments of students when these are related to instruction by the faculty member
- Pedagogical grants, fellowships and/or awards applied for, officially nominated for, or received

D. Program Assessment Instruments

Assessment procedures, instruments and scoring rubrics, are all contained and maintained in the ERS Department Assessment Handbook

E. ERS Student Evaluation of Instruction (SEI) Form Questions

a. Questions to be included in ERS SEIs (in order)

i. Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

- 1. I was looking forward to taking this class**
- 2. The instructor was helpful to students**
- 3. The instructor was well prepared**
- 4. The instructor communicated the subject matter clearly**
- 5. I learned a great deal from this instructor**
- 6. Overall, this instructor was excellent**

ii. Open Ended

- 1. Please comment on what your instructor did to make the course worthwhile. Please be as specific as you can.**
- 2. Please comment on what your instructor might do to improve the course, for the benefit of future students. Please be as specific as you can.**