

**I. Bylaws for the Department of Race, Gender, and Sexuality Studies**

**Approved May 7, 2021**

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**I. Bylaws for the Department of Race, Gender, and Sexuality Studies (Voted and approved May 7, 2021)**

**II. Organization and Operation**

**A. Preamble: History and Mission**

1. History: The department of Race, Gender, and Sexuality Studies (RGSS) will be established formally on July 1, 2021. The department results from a merger between two formerly separate departments: Ethnic and Racial Studies and Women’s, Gender, and Sexuality Studies. The merger was initiated by Provost Betsy Morgan and College of Arts, Social Sciences and Humanities (CASSH) Dean, Karl Kunkel, in Fall 2020 due to perceived concerns about declining enrollments in both programs.
  - i. Women’s, Gender, and Sexuality Studies (WGSS) Department
    - a. The first Women’s Studies course offered at UW-L was “Women and Literature” in 1975. The program officially began the following year with the appointment of the program’s first director, Judith Kent Green, to a .25 position and the creation of a Women’s Studies Institute, officially. The Women’s Studies Resource Center opened in the early 1980’s, and in 1982 the first full-time Director of the Institute for Women’s Studies, Cara Chell, was hired. The Institute became a Department with two tenure-track lines and offering a minor in Women’s Studies in 1987.
    - b. From the beginning, the program committed itself to addressing the needs of underserved women in the community and the region, and that remains a centerpiece of the department both programmatically and academically. In 1988, Sandra Krajewski and Bets Reedy created the Student Parent Self-Sufficiency Program to reduce barriers to higher education for low-income community members (primarily single parents) and provide a nurturing environment to develop academic skills. Now known as the Self-Sufficiency Program (SSP), the department continues to offer this free, three hour per week pre-college program each fall and spring semesters. It serves as an important internship and service-learning site for our department and university and engages the community through the annual “Locally Grown Scholarship” campaign and collaborative partnerships. In addition to this signature equity and engagement program, Women’s, Gender, and Sexuality Studies faculty and staff are active in most UW-L diversity and equity efforts, both for students and for faculty and staff. We thus model the curriculum we offer, within the university, and in the community and beyond.
    - c. The Women’s Studies curriculum took its present form, an interdisciplinary core with a vast multidisciplinary array of electives, in the mid-1990s under long-time chair Sandi Krajewski. In 2004, the Department changed its name to Women’s, Gender, and Sexuality Studies in order to provide an academic home for the teaching of new research, while avoiding the erasure of women and maintaining the

historic role of Women's Studies as the campus's most vigorous advocate for inclusiveness. The college added a 3<sup>rd</sup> position in 2006, a 4<sup>th</sup> position in 2009, and a fifth position in 2011. The department-initiated development of a new major in 2007 that went into effect in 2008. The department has a long history of active strategic planning to enhance student development, programming, service to the campus and professional organizations, outreach and activism in the community, and individual department members' professional growth and work-life balance.

ii. Ethnic and Racial Studies (ERS) Department

- a. 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.
- b. 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.
- c. 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.

2. Mission: The mission of the Race, Gender, and Sexuality Studies (RGSS) Department is to empower students to think critically and intersectionally about race, gender, and sexuality, to challenge social inequality, and to become ethical problem solvers. We provide students with opportunities to develop research and communication skills and to creatively use the knowledge and practices of our discipline, preparing them for careers, advanced degrees, and engaged citizenship. Alongside our students and communities, we advance critical conversations and movement toward social justice through teaching, research, service, and community engagement, including our pre-college Self Sufficiency Program.

3. RGSS houses multiple programs including

- i. Women's studies major
- ii. Women's studies minor
- iii. Social justice minor
- iv. Self-sufficiency program (SSP)
- v. Ethnic and racial studies minor
- vi. Hmong and Hmong American studies certificate

## B. Meeting Guidelines

1. Work-Life Balance Statement: In an attempt to help staff and faculty balance their work and personal lives, the Department will endeavor to schedule all meetings within the hours of 9:00 am and 2:00 P.M. Additionally, childcare and family care duties will be

considered when setting class schedules and scheduling meetings if requested by the instructor.

2. 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, summary at <https://www.wisconsin.edu/general-counsel/legal-topics/open-meetings-law/>).
3. Core department (for those whose main appointments are in RGSS) meetings will occur at least twice per academic year as called by the Chair.
4. All tenure-track and tenured members of the core department should be informed of meetings that involve work on ad-hoc committees and other activities involving recommendations to the core department.
5. Under ordinary circumstances, the Department will endeavor to operate by consensus, observing the following principles: cooperation on the basis of shared goals for the good of the Department and its academic programs; timely distribution of information; thorough consultation with all concerned parties; respect for minority positions on all matters, but especially on matters of conscience; and a commitment to timely action. Full discussion will precede any action, with informal efforts to resolve differences or conflicts. Non-binding votes may be taken in an effort to reach consensus.
6. A meeting can be conducted by e-mail or video (e.g., Microsoft Teams, Zoom).
7. Minutes will be recorded by a voting member or the departmental ADA and distributed in a timely fashion to department members.
8. Copies of the minutes of department meetings and committee meetings shall be kept in a secure location by the department.
9. 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.

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

1. All ranked faculty and persons with a half-time or more appointment within RGSS shall be considered voting members for the purposes of conducting business at any regularly scheduled meeting.
2. Affiliate membership ("affiliated faculty") includes full-time tenured or tenure-track faculty with primary appointments in other departments who teaches or has taught a course approved for the RGSS program. Affiliate membership begins in the term the course is taught. Affiliate members are eligible to serve on RGSS committees.
3. Voting Procedures
  - i. All core members (those whose primary appointment is in RGSS, including rebooked faculty) of the RGSS as defined above shall have equal voting privileges.
  - ii. Affiliated faculty who serve on an RGSS committee are entitled to vote on the business of that particular committee. Where the UW-L Faculty and Academic Staff Personnel Rules specify that only "tenured members" may vote, tenure in any department shall meet that requirement.
  - iii. Proxy voting is not allowed.

- iv. Voting can be conducted by email.
- v. Non-responses, improperly marked ballots, blank ballots, abstentions, and late responses will not be considered in the tally of votes.

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

1. A quorum consists of 50% of the members of the relevant committee (including core department meetings), with the exception of Personnel. All members of the Personnel committee must participate for a quorum to exist.
2. Robert's Rules indicates that abstentions do not affect the voting outcome (they are non-votes).
3. Decisions pass by a majority vote. Majority means 50% or more of members attending when a quorum is present.

#### **E. Changing by-laws**

1. Bylaws will be reviewed by the core department at least once every seven years prior to Academic Program Review.
2. Shall be amended by two-thirds vote of the core faculty.
3. Proposals shall be presented in writing to the members at least two weeks before enactment.
4. Changes to links, correcting typos, and correcting formatting in these bylaws do not require approval.
5. Non-responses and late responses will not be considered in tally of votes.

### **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." (<https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf>). 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:

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

## **B. Instructional Academic Staff Responsibilities and Expectations**

1. Requests for IAS hiring will be presented to the college dean. The request will indicate one of the standard titles from the lecturer or clinical professor series 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 (<https://www.uwlax.edu/globalassets/offices-services/human-resources/ias-promotion-guide.pdf>).
2. All permanent Instructional Academic Staff teaching full time or more than half time in RGSS 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.

## **C. Non-Instructional Academic Staff (NIAS) Responsibilities and Expectations**

1. Director, Self-Sufficiency Program (Rotation: Permanent .5 position, Redbooked)
  - i. Duties: As defined by the Position Description reviewed every three years by the director and chair in consultation with the department.
  - ii. The SSP Director is a voting member of the department.
2. All NIAS positions are defined by specific job descriptions and contracts.

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

1. The Ad Hoc SEI Committee Report to Faculty Senate (30 January 2020, section 5.1) found that
  - i. "SEI scores do not generally correlate with student learning..."
  - ii. There is significant implicit bias in the SEI instrument against [gender, sexual, and/or racially marginalized faculty and instructional staff], which coupled with its use in personnel decisions, could be a discriminatory practice at UWL.
  - iii. UWL faculty report significant stress and anxiety due to both the use of SEIs in personnel decisions and in simply receiving low scores and/or negative student comments. Because of the bias in SEIs, [gender, sexual, and/or racially marginalized faculty and instructional staff] are unfairly burdened with striving to achieve higher SEI scores by devoting excessive time to altering their teaching or presentation or in dealing with anxiety related to low SEI scores [and that]
  - iv. Resources devoted to improving student perceptions of learning could detract faculty from higher impact learning strategies, such as undergraduate research and experimental learning. Similarly, an institution could find itself on a path of investing resources into initiatives devoted to increasing student satisfaction rather than student learning."
2. As such, the RGSS department will adhere to the following recommendations of the aforementioned committee (30 January 2020, section 5.2):

- i. “Evaluation of teaching effectiveness...[will] include SEIs, but only as a part of a holistic evaluation that includes peer observations, review of teaching materials, instructor development activities, and instructor self-reflection.
  - ii. Questions on SEIs... [will] focus on student experiences and the instrument... [will] be framed as an opportunity for student feedback, and not a formal rating of instructor effectiveness [and that]
  - iii. Numerical SEI scores... [will] never be used to compare faculty to each other or to a department average (ranked lists are particularly problematic). As part of a holistic assessment, numerical scores... [may] be used to document patterns over time.
- 3. In all other respects, 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/#tmstudent-evaluation-of-instruction>
  - i. 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).
  - ii. IAS renewal and career progression: The same information as above is reported; however, no TAIs are generated for IAS.
- 4. SEI Process: RGSS 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.
- 5. 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.
- 6. 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.
- 7. 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.
- 8. 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.

9. The Department Chair will gather the collected data and disseminate results to individual faculty.

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

##### **A. Eligibility, Evaluation Processes, & Criteria for Faculty**

###### **1. Eligibility**

- i. Each faculty member (unless in their first semester) is to submit a merit report from Digital Measures. New faculty members who begin in the fall semester do not undergo an annual merit review during their first year. Instead, their first-year performance is used for eligibility during year two.
- ii. IAS members who are in red-booked positions and had a full-time, year-long contract during the merit review period, are eligible for merit, including those on a 100% teaching appointment (5 classes).
- iii. IAS members on an 80/20 contract (20% service/scholarship/professional development) during the merit evaluation period are eligible for merit.
- iv. New IAS members who begin in the fall semester do not undergo an annual merit review during their first year.
- v. IAS members on semester or part-time appointments are not eligible for merit.
- vi. Faculty and IAS members with less than 100% appointments, excluding persons with reassignment duties, during the merit evaluation year may opt to submit a Merit report. Persons with reassignment duties at the UWL, but outside of RGSS, still have 100% appointments. This means that being in a dean's position, chairing other departments, or other reassignments outside of RGSS still count as being eligible for merit.

###### **2. 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 giving 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.
- iii. 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 Personal Committee for review five days before the merit review meeting.
- iv. 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.
- v. 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.

- vi. The Personnel Committee will provide a written rationale to each candidate with regard to merit rank at least two weeks before merit decisions are due at the Dean's Office.

### 3. Criteria

- i. 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) Service to the department, the College of Arts, Social Sciences, and Humanities (CASSH), the University, and any community or professional service, and 3) Scholarly activity.
- ii. The criteria for each of the areas of evaluation are in Appendix A: RGSS Department Statement on Scholarship Activity, Appendix B: RGSS Department Statement on Service Activity, and Appendix C: RGSS Department Statement on Teaching Activity.
- iii. 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 two levels of ranking: 1) Meritorious; 2) Non-meritorious.
- iv. The category of Meritorious will be assigned to faculty members who have demonstrated activity in all areas of evaluation consistent with their status (tenure track or IAS).
- v. The category of No Merit will be reserved for candidates who are not satisfying the requirements of their position as outlined in their position description.
- vi. Recommendations for tenured faculty shall be based on the candidate's annual report. Untenured faculty will provide an annual report, the narrative statements of teaching, scholarship, and service required for promotion, teaching observations from the year, and any other information they would like to include.

### **B. Evaluation Processes & Criteria for Instructional Academic Staff (IAS)**

1. Process: Evaluation procedures for IAS will be identical to procedures for tenure-track faculty above except where doing so would violate University policy, and the review will only include those areas assigned in individuals' contracts.
2. Criteria: 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 is substandard.

### **C. Evaluation Processes & Criteria for Non-Instructional Staff**

1. Process: The annual performance appraisal is conducted through the framework published on the UW Human Resource website. <https://www.uwlax.edu/human-resources/services/employee-relations/performance-management/>
2. Criteria: The criteria for recommendations shall be relevant to their job description. The committee will rank each candidate in these categories to arrive at a composite ranking. The recommendations shall be based on the candidate's annual report.

**D. Distribution of Merit Funds:** Merit funds, if available, will be distributed equally among faculty and staff regardless of merit designation.

### **E. Appeal Procedures**

1. Should one choose to appeal their merit designation, they may address and/or contest the Merit Committee's decision. If an appeal is requested, the request should be made within one week after receipt of the document from the department chair. 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 the merit designation.
2. The appeal process will then consist of a closed meeting of the Merit Committee, 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 employee 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 employee has completed their presentation and responded to questions, they will leave and the outside observer will remain while the committee discusses their 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 communicated to the employee, in writing, by the department chair within two business days.

## **V. Faculty Personnel Review**

Overview: RGSS faculty are expected to engage in teaching, scholarship, and service activities. We acknowledge the false divide between these three "areas" of academic life and recognize that, for example, teaching and research should enhance civic and community engagement, that service can exist in a symbiotic relationship with knowledge production, and that community engagement is a high-impact teaching practice. We support and encourage work that spans multiple areas of faculty responsibility.

Departmental criteria for retention may differ from university criteria for promotion, although the criteria are complementary.

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

1. Procedure (UWL 3.06 Renewal of appointments and granting of tenure)
  - i. Each probationary faculty member or red-booked IAS will be assigned a mentor from among the Department faculty who will work with them to develop realistic intentions concerning pertinent professional activities for the upcoming two years categorized as 1) teaching, 2) service, and 3) research, scholarship, and creativity (R/S/C), 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. Renewal of appointments and granting of tenure require probationary faculty to be reviewed at three levels in the following order: 1) department; 2) college dean; and 3) chancellor. The process advances as the department's decision and the dean's recommendations are forwarded, in writing, to the chancellor. The timing of the reviews is determined by the university's Personnel Schedule Deadlines.
  - iii. The department chair shall give written notice of the department review to the probationary faculty member at least 20 days prior to the date of the review. The probationary faculty member may present written and oral support for renewal. The requirements of sub chapter IV of Chapter 19, Wisconsin Statutes concerning open meeting of governmental bodies shall apply.
  - iv. When a negative renewal/tenure decision or recommendation is made at any reviewing level, the provisions of UWS 3.07/UWL 3.07 on reconsideration and UWS 3.08/UWL 3.08 on appeal shall apply.
  - v. The initial review of probationary faculty shall be conducted by the tenured faculty of the appropriate department in a manner determined by the tenured members. If there are no tenured members in the department, the appropriate supervisor who is tenured shall make the determination. Department procedures for review, criteria for retention and tenure, and the weighting of criteria shall be documented and on file in the appropriate dean's office. Any changes to department procedures, criteria, and their weighting during the six-month period preceding the review shall not be applicable to the review.
  - vi. The department chair shall inform each faculty member of date by which these forms should be completed and submitted. Faculty members are responsible for completing their own evaluation form.
  - vii. 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 and narrative statements on teaching, scholarship, and service as explained in the Guide to Faculty Promotions <https://www.uwlax.edu/globalassets/offices-services/human-resources/jpc-guide-to-faculty-promotions.pdf> 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.
  - viii. Departments will provide the following materials to the dean: 1. Transmittal Form; 2. Department letter of recommendation with vote; 3. Teaching

assignment information (TAI) datasheet that summarizes the courses taught, workload data, grade distribution, and SEIs by individual course and semester (which are only available after completing a full academic year) and SEI data; 4. the Department's statement of scholarship; and 5. Merit evaluation data (if available). <https://www.uwlax.edu/academic-affairs/retention-at-uwl/>

- ix. Starting with tenured-track faculty hired effective Fall 2008, all first-year tenure-track faculty will be formally reviewed in the spring of their first year. A departmental letter will be filed with the Dean and HR. Formal reviews (requiring a vote) resulting in contract decisions will minimally occur for tenure-track faculty in their 2nd, 4th and 6th years. Informal reviews (not requiring a vote) in the 3<sup>rd</sup> and 5<sup>th</sup> years are conducted as part of the merit review process and are based on materials provided for the merit review, and other materials as requested by the Personnel Committee. Each review will result in feedback to the faculty member.
- x. The Personnel Committee determines the timeline for review within the university's schedule and evaluates materials.
- xi. The candidate may appear before the committee to answer questions or to provide additional information. According to the Wisconsin Open Meeting Law, a closed session may be held for consideration of tenure; however, the person has the right to demand that the evidentiary hearing or meeting be held in open session.
- xii. In closed session, the Personnel Committee will meet to discuss its decision and attempt to reach consensus. A simple majority vote by the Committee will constitute approval. A formal vote must be taken and recorded.
- xiii. 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.
- xiv. The results of retention vote will be communicated to the candidate within seven days and can take the form of an email. The letter will be drafted by the committee chair and approved by the committee before copies are sent to the Dean and to the candidate. The 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.
- xv. Following the vote, the committee members will provide information for a formal letter of recommendation to the Dean of CASSH.

- xvi. An affirmative decision by the department or a successful reconsideration by the department that reverses an earlier nonrenewal decision is required for renewal and tenure.
- xvii. The department shall forward the decision and the vote results to the appropriate dean (or other administrative officer). The dean shall submit to the chancellor a written recommendation either affirming or not affirming the department decision. The dean's criteria for renewal and tenure shall be consistent with department criteria. Further, the dean shall take the magnitude of the faculty vote into account when making the recommendation.
- xviii. 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.
- xix. Following a nonrenewal decision at the department level, and reconsideration and appeal that do not reverse the decision, the department's decision and the vote results shall be forwarded to the appropriate dean (or other administrative officer). The dean shall submit to the chancellor a recommendation either affirming or not affirming the department decision. The dean's criteria for renewal and tenure shall be consistent with department criteria. Further, the dean shall take the magnitude of the faculty vote into account when making the recommendation.
- xx. Following an affirmative decision at the department level, but a nonrenewal recommendation at the dean level and reconsideration and appeal that do not reverse the recommendation, the process advances to the chancellor.
- xxi. If the department's decision and the dean's recommendations are both positive the chancellor's decision should be positive unless there are compelling reasons for a negative decision. A faculty member who is denied renewal/tenure at this stage may request the reasons in writing within 10 days. Written reasons shall be provided to the faculty member within 10 days of the receipt of the request. The reasons then become part of the official file of the faculty member.
- xxii. The chair of RGSS will keep records of all actions and essential documents, including letters conveying the committee's actions.
- xxiii. Junior faculty should pay close attention to retention letters as guides for promotion and tenure recommendation from the Department.

## 2. Criteria and materials

Note: If a department member's work spans multiple areas (e.g., scholarship and service), the individual department member decides how they wish to "categorize" the work (i.e., as teaching, scholarship, or service).

- i. **Teaching:** For retention, candidates will need to demonstrate strong evidence of quality teaching, including development of courses that make a significant contribution to the curriculum, professional development as a teacher, and professional competence as a teacher. See Appendix B: RGSS Statement on Teaching. The department strongly encourages the use of the university's

current online course management system for grades. The department also strongly encourages that instructors complete the CATL online instructor training or its equivalent (equivalency determined by CATL).

- ii. Advising: Faculty are expected to keep their posted office hours throughout the academic semester and are recommended to expand these hours during the times that students are scheduled for course registration. Faculty are also expected to initiate contact with their advisees and meet with them to assist with academic planning and career exploration/planning.
- iii. The department will review the following required teaching-related materials
  - a. A report from the candidate that addresses teaching assignment, teaching development, teaching evaluation, and professional goals for teaching.
  - b. Teaching assignment encompasses a listing of courses taught, unique expertise, approach to grading and evaluation, and duties that are different from classroom teaching.
  - c. Teaching development encompasses the development of new courses and units, innovations and improvements in teaching techniques, participation in workshops on teaching, and preparation of curriculum materials. Examples of teaching development might include, but are not limited to, the following, paraphrased from the National Women's Studies Association Task Force report "Defining Women's Studies Scholarship: A Statement of the National Women's Studies Association Task Force on Faculty Roles and Rewards" (accepted by the NWSA Governing Council June 1999): *ongoing and labor-intensive development of interdisciplinary coursework; course designed or substantially revised, including cross-listed courses; mentoring and advising of students; advising undergraduate research; particular mentoring effort for students from traditionally underrepresented groups; service on M.A. committees; ongoing development of innovative approach to social justice pedagogy; coordinating undergraduate teaching collective effort; establishing and supervising student internship program; integrating various instructional technologies into the curriculum; and/or participating actively in campus curriculum transformation project.* Professional development activities might include participation in the scholarship of teaching and learning, lesson study, and course development workshops.
  - d. Teaching evaluation encompasses a narrative outlining the methods used to evaluate teaching, in addition to written evaluation of peer(s), and SEI feedback.
  - e. Course syllabi
  - f. Peer Review: The candidate is required to seek one peer review per semester in the initial two years, and one reviewer per year must be a tenured member of RGSS. For the remainder of the probationary period, the candidate needs just one peer review per academic year by a peer of

the candidate's choice. See Appendix B: RGSS Department Statement on Teaching for requirements of peer review.

- iv. **Research, Scholarship, and Creativity (R/S/C):** Persons recommended for retention will show progress in their agenda for Research/Scholarship/Creativity (R/S/C). Candidates for retention shall provide a report on R/S/C that should detail the candidate's progress in developing and carrying out a research agenda and state the candidate's professional goals in this arena. See Appendix A: RGSS Department Statement on Research/Scholarship/Creativity.
- v. **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, RGSS expects significant service to the department, including assessment, and developing contributions to the university and/or community. See Appendix C: RGSS Department Statement on Service.

### 3. Personnel Committee

- i. **Composition:** All tenured core members of RGSS with a minimum of four members. If needed, an additional tenured faculty member from outside RGSS will be selected by the core faculty in consultation with the probationary faculty under review. In the event of a tie, the committee will bring in a fifth person agreed upon between the committee and the candidate. There may be more than one Personnel Committee functioning in a given academic year.
- ii. **Duties**
  - a. Shall determine with the Chair the personnel needs of the Department.
  - b. Shall appoint a Search and Screen committee in accordance with Article IX below.
  - c. Shall conduct and vote on retention, promotion, tenure, post-tenure review, and merit evaluation for all faculty appointments within RGSS, and career progression for Academic Staff.
  - d. Shall review IAS and NIAS at their request for merit purposes and/or at their request for purposes of retention, preparing for career progression, or other matters.
  - e. Shall, at the request of the candidate, coordinate with personnel from other departments (e.g., when RGSS affiliated faculty have been recommended for promotion by their primary departments, the Personnel Committee shall determine, upon application of the candidate, whether or not to join in recommendations with a separate letter of support sent to the Joint Promotion Committee, authored by the Chair and approved by the Personnel Committee).
  - f. Shall, at the request of a probationary faculty member, assist with finding a mentoring relationship with a tenured faculty member.

### 4. Appeal: UWL 3.07 Nonrenewal of probationary faculty member's appointment

- i. In making a decision of nonrenewal, the authorized official (or body) shall inform the appointee early enough to allow time for possible reconsideration and appeal and adequate notice of nonrenewal.
- ii. The Right to Reconsideration at the lowest level where a nonrenewal recommendation or decision is made: An authorized official (or body) who makes a recommendation of nonrenewal shall formulate and retain written reasons for the decision. If the faculty member wishes reconsideration, they shall request them in writing within 10 days. Written reasons shall be provided the faculty member within 10 days of the receipt of the written request. The reasons then become part of the official personnel file of the faculty member.
- iii. If the faculty member wishes a reconsideration of the initial nonrenewal recommendation, they shall request a reconsideration meeting in writing within two weeks of the receipt of the copy of the reasons.
- iv. The meeting for reconsideration with the authorized official or body shall be held within two weeks of the receipt of the request. The faculty member shall be notified a minimum of seven days prior to the meeting. At the reconsideration meeting the authorized official (or body) and the faculty member shall be present. Each may choose up to two members of the university community to be present also. These third parties may question either of the other parties and make comments to them. These third parties also shall file a report of the reconsideration meeting with the authorized official and the faculty member. In later appeals such third parties may be called as witnesses. The faculty member may make a personal presentation at the reconsideration meeting. The meeting shall be held in accordance with sub chapter IV of Chapter 19, Wisconsin Statutes.
- v. At the meeting for reconsideration the faculty member is entitled to present documentary evidence. The reconsideration is not a hearing nor an appeal and shall be non-adversary in nature. Its purpose is to allow the faculty member an opportunity to persuade the authorized official or group to change the recommendation of nonrenewal by challenging the stated reasons and/or by offering additional evidence. The burden of proof is on the faculty member requesting the reconsideration. This reconsideration proceeding shall occur at the lowest level where a nonrenewal recommendation was made.
- vi. Following the reconsideration, the authorized official or group shall forward a recommendation (with written reasons) to the next immediate supervisor. A copy of the recommendation and the reasons shall also be sent to the probationary faculty member within seven days of the reconsideration.

#### **B. Tenure review and departmental tenure criteria (if applicable)**

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.

1. Procedure (UWL 3.06 Renewal of appointments and granting of tenure)

- i. Renewal of appointments and granting of tenure require probationary faculty to be reviewed at three levels in the following order: 1) department; 2) college dean; and 3) chancellor. The process advances as the department's decision and the dean's recommendations are forwarded, in writing, to the chancellor. The timing of the reviews is determined by the university's Personnel Schedule Deadlines.
- ii. The probationary faculty member shall be notified in writing within seven days after each decision or recommendation at each reviewing level.
- iii. When a negative renewal/tenure decision or recommendation is made at any reviewing level, the provisions of UWS 3.07/UWL 3.07 on reconsideration and UWS 3.08/UWL 3.08 on appeal shall apply.
- iv. The initial review of probationary faculty shall be conducted by the tenured faculty of the appropriate department in a manner determined by the tenured members. If there are no tenured members in the department, the appropriate supervisor who is tenured shall make the determination. Department procedures for review, criteria for retention and tenure, and the weighting of criteria shall be documented and on file in the appropriate dean's office. Any changes to department procedures, criteria, and their weighting during the six-month period preceding the review shall not be applicable to the review.
- v. The department chair shall inform each faculty member of date by which these forms should be completed and submitted. Faculty members are responsible for completing their own evaluation form.
- vi. The Personnel Committee determines the timeline for review within the university's schedule and evaluates materials.
- vii. The candidate may appear before the committee to answer questions or to provide additional information. According to the Wisconsin Open Meeting Law, a closed session may be held for consideration of tenure; however, the person has the right to demand that the evidentiary hearing or meeting be held in open session.
- viii. In closed session, the Personnel Committee will meet to discuss its decision and attempt to reach consensus. A formal vote must be taken and recorded.
- ix. Following the vote, the committee members will provide information for a formal letter of recommendation to the Dean of CASSH. The letter will be drafted by the committee chair and approved by the committee before copies are sent to the Dean and to the candidate.
- x. The department chair shall give written notice of the department review to the probationary faculty member at least 20 days prior to the date of the review. The probationary faculty member may present written and oral support for renewal. The

requirements of sub chapter IV of Chapter 19, Wisconsin Statutes concerning open meeting of governmental bodies shall apply.

- xi. An affirmative decision by the department or a successful reconsideration by the department that reverses an earlier nonrenewal decision is required for renewal and tenure.
- xii. The department shall forward the decision and the vote results to the appropriate dean (or other administrative officer). The dean shall submit to the chancellor a written recommendation either affirming or not affirming the department decision. The dean's criteria for renewal and tenure shall be consistent with department criteria. Further, the dean shall take the magnitude of the faculty vote into account when making the recommendation.
- xiii. Following a nonrenewal decision at the department level, and reconsideration and appeal that do not reverse the decision, the department's decision and the vote results shall be forwarded to the appropriate dean (or other administrative officer). The dean shall submit to the chancellor a recommendation either affirming or not affirming the department decision. The dean's criteria for renewal and tenure shall be consistent with department criteria. Further, the dean shall take the magnitude of the faculty vote into account when making the recommendation.
- xiv. Following an affirmative decision at the department level, but a nonrenewal recommendation at the dean level and reconsideration and appeal that do not reverse the recommendation, the process advances to the chancellor.
- xv. If the department's decision and the dean's recommendations are both positive the chancellor's decision should be positive unless there are compelling reasons for a negative decision. A faculty member who is denied renewal/tenure at this stage may request the reasons in writing within 10 days. Written reasons shall be provided to the faculty member within 10 days of the receipt of the request. The reasons then become part of the official file of the faculty member.

## 2. Criteria and materials

- i. **Teaching:** For tenure, candidates will need to demonstrate a strong record of accomplishment in teaching, including development of courses that make a significant contribution to the curriculum, professional development as a teacher, and professional competence as a teacher. Also see Appendix B: RGSS Department Statement on Teaching. The department will review the following required materials
  - a. A report from the candidate that addresses teaching assignment, teaching development, teaching evaluation, and professional goals for teaching.
  - b. Teaching assignment encompasses a listing of courses taught, unique expertise, approach to grading and evaluation, and duties that are different from classroom teaching.
  - c. Teaching encompasses the development of new courses and units, innovations and improvements in teaching techniques, participation in workshops on teaching, and preparation of curriculum materials. We understand teaching to include various activities including but not limited

to, the following, from the National Women's Studies Association Task Force report "Defining Women's Scholarship: A Statement of the National Women's Studies Association Task Force on Faculty Roles and Rewards": "ongoing and labor-intensive development of interdisciplinary coursework; course designed or substantially revised, including cross-listed courses; mentoring and advising of students; advising undergraduate research; particular mentoring effort for students from traditionally underrepresented groups; service on M.A. committees; ongoing development of innovative approach to feminist pedagogy; coordinating undergraduate teaching collective effort; establishing and supervising student internship program; integrating various instructional technologies into the curriculum; and/or participating actively in campus curriculum transformation project." Professional development activities might include participation in the scholarship of teaching and learning, lesson study, and course development workshops.

- d. Teaching evaluation encompasses a narrative outlining the methods used to evaluate teaching, in addition to written evaluation of peer(s), and SEI scores.
  - e. Peer evaluation and feedback, SEI results, and syllabi. See requirements for peer review in Appendix B: RGSS Department Statement on Teaching
- ii. **Research, Scholarship, and Creativity (R/S/C):** Persons recommended for tenure shall provide a report that demonstrates a record of accomplishment in the area of Research/Scholarship/Creativity. Candidates for tenure shall provide a report on R/S/C that should detail the candidate's progress in developing and carrying out a research agenda and state the candidate's professional goals in this arena. See Appendix A: RGSS Department Statement on Research, Scholarship, and Creativity.
  - iii. **Service:** Persons recommended for tenure shall provide a report that demonstrates a record of accomplishment in the area of service to the department, and the university and/or community. See Appendix C: RGSS Department Statement on Service.
3. Appeal: UWL 3.07 Nonrenewal of probationary faculty member's appointment.
- i. In making a decision of nonrenewal, the authorized official (or body) shall inform the appointee early enough to allow time for possible reconsideration and appeal and adequate notice of nonrenewal.
  - ii. The Right to Reconsideration at the lowest level where a nonrenewal recommendation or decision is made: An authorized official (or body) who makes a recommendation of nonrenewal shall formulate and retain written reasons for the decision. If the faculty member wishes reconsideration, they shall request them in writing within 10 days. Written reasons shall be provided the faculty member within 10 days of the receipt of the written request. The reasons then become part of the official personnel file of the faculty member.

- iii. If the faculty member wishes a reconsideration of the initial nonrenewal recommendation, they shall request a reconsideration meeting in writing within two weeks of the receipt of the copy of the reasons.
- iv. The meeting for reconsideration with the authorized official or body shall be held within two weeks of the receipt of the request. The faculty member shall be notified a minimum of seven days prior to the meeting. At the reconsideration meeting the authorized official (or body) and the faculty member shall be present. Each may choose up to two members of the university community to be present also. These third parties may question either of the other parties and make comments to them. These third parties also shall file a report of the reconsideration meeting with the authorized official and the faculty member. In later appeals such third parties may be called as witnesses. The faculty member may make a personal presentation at the reconsideration meeting. The meeting shall be held in accordance with sub chapter IV of Chapter 19, Wisconsin Statutes.
- v. At the meeting for reconsideration the faculty member is entitled to present documentary evidence. The reconsideration is not a hearing nor an appeal and shall be non-adversary in nature. Its purpose is to allow the faculty member an opportunity to persuade the authorized official or group to change the recommendation of nonrenewal by challenging the stated reasons and/or by offering additional evidence. The burden of proof is on the faculty member requesting the reconsideration. This reconsideration proceeding shall occur at the lowest level where a nonrenewal recommendation was made.
- vi. Following the reconsideration, the authorized official or group shall forward a recommendation (with written reasons) to the next immediate supervisor. A copy of the recommendation and the reasons shall also be sent to the probationary faculty member within seven days of the reconsideration.

### **C. Post-tenure Review**

- 1. The department will follow the UWL post-tenure review (PTR) policy as described at <https://kb.uwlax.edu/104244>
- 2. The university clarified this policy in May 2019. These clarifications can be found at [https://www.uwlax.edu/globalassets/offices-services/academic-affairs/resources/uwl-ptr-clarification-document-5-1-2019-final\\_.pdf](https://www.uwlax.edu/globalassets/offices-services/academic-affairs/resources/uwl-ptr-clarification-document-5-1-2019-final_.pdf)

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

- 1. The department will follow the guidelines and schedules regarding faculty promotion available at <https://www.uwlax.edu/globalassets/offices-services/human-resources/jpc-guide-to-faculty-promotions-jpcreview.5-10-2020.pdf>
- 2. 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.

3. Affiliated faculty: RGSS faculty tenured in departments other than in RGSS who are eligible for promotion and who would like a letter describing the candidate's eligibility for promotion based on teaching, scholarship, and service from the chair of the department of RGSS will be required to submit relevant material.

## **VI. Instructional Academic Staff Review**

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

### **A. Annual Review Procedure**

1. The Individual Development Plan (IDP) form will accompany the department's evaluation. IDP Form: <https://www.uwlax.edu/human-resources/services/employee-relations/performance-management/>.
2. 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.
3. Based upon merit review by Personnel Committee and/or other relevant evidence (see below), the Chair and the personnel committee shall review red-booked and non-red-booked IAS annually.
4. Within 5 days of being giving 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 RGSS faculty member.
5. The Department Chair will run a TAI report to be included with the candidate's materials for review.
6. Once gathered, the Department Chair will make the materials available to the Personnel Committee for review.
7. The Personnel Committee will review all provided materials based upon the criteria indicated below and make a recommendation. The Chair will 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.
8. 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.

9. The policy, procedures and form(s) for submitting IAS Annual Review materials are available at: <https://www.uwlax.edu/globalassets/offices-services/human-resources/ias-promotion-guide.pdf>
10. The Department Chair will then meet with the IAS Faculty Member to discuss the review and make any necessary changes.
11. The criteria for each of the areas of evaluation are in Appendix A: RGSS Department Statement on Scholarship, Appendix B: RGSS Department Statement on Teaching, and Appendix C: RGSS Department Statement on Service.
12. The IAS faculty members' materials will be examined in relation to the categories for which they are responsible as outlined in their contract.

## **B. IAS Promotion Procedures**

**Policies and procedure guiding career progression for IAS are available at <https://www.uwlax.edu/globalassets/offices-services/human-resources/ias-promotion-guide.pdf>**

The core tenured members of the RGSS Personnel Committee shall also serve as the IAS Career Progression Committee.

1. The departmental definition of professional development, creative activity, and scholarship shall reflect the standards of our discipline, as well as Appendices A, B, and C. The departmental definition of professional development will include the following:
  - i. Participating in teaching and learning activities and conferences
  - ii. Attending and/or presenting at academic conferences
  - iii. Participating in grant projects
  - iv. Delivering invited presentations
  - v. Conducting community outreach
  - vi. Completing an advanced degree
  - vii. Participating in the scholarship of teaching and learning
  - viii. Developing assessment tools for teaching
  - ix. Participating in departmental curriculum development or other departmental initiatives, such as recruiting and assessment.
2. The career progression consideration meeting shall include evaluation of the materials submitted in support of the candidate and the results of the candidate's student, peer, and reappointment evaluations.
3. The committee shall formulate and record its reasons for recommendation or non-recommendation.
4. The candidate for IAS career progression may appeal a non-recommendation decision by the Department to the Personnel Committee
5. The department's bylaws and all policies shall be made available to all IAS department members.
6. Typically, IAS in RGSS are not required to engage in research, scholarship, or creative activity, but the department will examine variations from these criteria using the guidelines

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

<https://www.uwlax.edu/globalassets/offices-services/human-resources/ias-promotion-guide.pdf>

7. Additional eligible activities include those described in the retention and tenure review criteria for RGSS faculty in these bylaws.

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

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

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

### **A. Annual Review**

In accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually. The Individual Development Plan (IDP) form will accompany the department’s evaluation. IDP Form: <https://www.uwlax.edu/human-resources/services/employee-relations/performance-management/>

## **VIII. Governance**

### **A. Department Chair**

1. Election of the Department Chair: Elections will be conducted in accord with Senate Policies, Article V.
2. Faculty members tenured in RGSS are eligible to be elected as departmental Chair in accordance with Faculty Senate Policies, Article V D.
3. Vacancy in the Office of Chair
  - i. In those cases where a Chair cannot complete the term to which s/he was elected, the Department shall have another election to complete the term (Senate Policies, Article V.F.2).
  - ii. In those cases where a Chair takes a one-semester leave, an Acting Chair shall be appointed by the Dean of the college, subject to the approval of the Chancellor. Where the leave is for more than one semester, the Department shall have another election to complete the term (Senate Policies, Article V.F.3).
4. Removal of the chair shall be governed by Senate Policies, Article V.F.

5. Responsibilities and Rights of the Department Chair
  - i. The department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate Policies (revised 2008, reformatted 2011) <https://www.uwlax.edu/globalassets/committees/faculty-senate/20200514-policies-fs.pdf> under the heading "IV. Responsibilities of Departments, Department Members and Department Chairpersons," "V. The Selection of Department Chairpersons," and "VI. Remuneration of Department Chairpersons." In addition, references to chair-related duties are stated throughout the Faculty Handbook <https://www.uwlax.edu/globalassets/offices-services/human-resources/uwl-employee-handbook18.pdf>.
6. The Chair will be evaluated based on the procedures established by the College. <https://www.uwlax.edu/cassh/resources-for-facultystaff/chair--ada-resources/#tm-chair-evaluation-process>

## B. Standing Departmental Committees

The core department will review and approve strategic planning documents, develop and review curriculum, elect the department chair, approve changes to these bylaws, receive and accept upon recommendations from departmental committees, and conduct the regular business of the department. When appropriate and feasible, departmental committees may include representation from affiliated faculty or other members of the campus community or larger community. When other ad hoc or standing committees are determined to be appropriate, the Chair shall make appointments that, insofar as possible, shall reflect the rank structure and varying Department affiliations of the members.

The RGSS Department chair will work with the core faculty and staff to identify their interests and strengths, as well as departmental needs and workload balance, in assigning Coordinator duties for the following ongoing responsibilities, any of which may also be undertaken by the Department Chair, depending upon circumstances:

1. **Assessment Coordinators (Direct and Indirect):** The department will have two assessment coordinators, a Direct Assessment Coordinator and an Indirect Assessment Coordinator. The Direct Assessment Coordinator will be responsible for direct assessment of student learning outcomes in our general education courses (GE SLOs) as well as the direct assessment of program level of student learning outcomes (PSLOs). Each coordinator position will serve a three-year term with the option of renewal.
  - i. With regard to *program level assessment*, the Direct Assessment Coordinator and the Indirect Assessment Coordinator shall, in consultation and coordination with the department:
    - a. Develop and review the program assessment plan.
    - b. Develop instruments and analysis methods for program assessment.

- c. Instruments and rubrics for direct assessment will be the responsibility of the Direct Assessment Coordinator. Instruments and analysis for indirect assessment will be the responsibility of the Indirect Assessment Coordinator.
  - i. With regard to *general education assessment*, the Direct Assessment Coordinator shall, in consultation and coordination with the department:
    - a. Develop and review the general education assessment plan.
    - b. Develop instruments, rubrics, and analysis methods for general education assessment.
    - c. Collect and analyze direct assessment data for general education.
    - d. Collect and analyze program assessment data.
    - e. Report findings as required by the university.
    - f. Make recommendations to the department aimed at future assessment plans, improving student learning, curricular revision, and advising.
- 2. **Advising and Promoting RGSS Coordinator:** Term is for three years, renewable duties:
  - i. Advise the Chair and department on best practices in recruiting and advising
  - ii. Review departmental promotional material and update materials, where needed
  - iii. Review and enhance online presence of Dept (e.g. Dept website on UWL page, social media) in consultation with University Web Coordinator, when needed
  - iv. Pursue additional avenues for marketing the career-connection content (e.g. "How RGSS perspectives helps prepare for various careers"; "What can you do with a RGSS degree?") through potential online channels (dept. website; social media); offices/depts (Admissions, Career Services & Advising offices, pre-professional programs, affiliated faculty); and Gen Ed courses
  - v. Review any new RGSS marketing projects/ideas developed by Senior Seminar students and work towards implementing the most relevant ideas
  - vi. Supervise RGSS Outreach Intern in consultation with Dept Chair
  - vii. Support RGSS faculty advising by providing resources/material for students on skill development and career tracks for RGSS
  - viii. Communicate with relevant student orgs, such as College Feminists and PAVE, to ascertain program marketing ideas from students and recruit their assistance
- 3. **Equity Liaison:** Term is for three years, renewable. The position of Equity Liaison may be shared among two people. UWL has adopted this definition of IE: "Inclusive Excellence is our active, intentional, and ongoing commitment to bridge differences with understanding and respect so all can thrive." IE encompasses the goal of closing equity gaps between groups of students that is the primary focus of UWL's Equity Liaison Initiative for academic departments, but also addressing student issues such as equalizing access to educational opportunities and addressing classroom climate issues, and addressing such issues as workplace climate. The Equity Liaison role is not an administrative position and, therefore, has no authority in personnel matters or conflict resolution/intervention (Language from English Dept By-Laws Appendix I: Equity Liaison Job Description). The equity liaisons help build awareness of the unit's role in UWL's

mission to provide an equitable and inclusive educational and workplace environment for all by:

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

- 4. Internship Coordinator:** Term is for three years, renewable. Duties are to
  - i. Seek out, oversee, serve as instructor of record for all WGS 450 Internships.
  - ii. Work with WGS 450 students to develop their learning goals and help them problem-solve situations in internship sites while learning self-advocacy and workplace advocacy skills and helping them “apply and articulate disciplinary knowledge in a non-classroom setting.” (WGSS SLO)
  - iii. Facilitate and promote departmentally-based internships, including SSP internships, to promote RGSS Student Learning Outcomes and student voice in department work.
  - iv. Develop recruitment materials and strategies to encourage participation by RGSS majors and minors in internship experiences.
  - v. Coordinate relationships with external partners to monitor internships, keeping abreast of relevant organizational changes, working with internship supervisors to keep a focus on student learning, especially seeking out opportunities for student contributions for organizational capacity building and student skill development, and problem-solving situations related to internships.
  - vi. Develop new community partnerships for internships where possible.
  - vii. Regularly gather direct assessment evidence regarding students’ experiences with internships, their self-reported ability to apply and articulate disciplinary knowledge in a non-classroom setting,” and collect student suggestions to improve the department’s internship program.
- 5. Library Liaison:** Term is for three years, renewable at the discretion of the Chair. Duties as defined by Murphy Library staff typically include
  - i. Solicit information regarding the department or program's resource needs and communicating them back to the library
  - ii. Review resources, use statistics, and pricing (journals, books/e-books, databases, films, etc.)
  - iii. Assist with collection weeding projects
  - iv. Have librarian(s) attend departmental meetings (updates and training on new resources related to your department)
  - v. Communicate issues related to scholarly communication to other members in the department or program.
- 6. Curriculum: Departmental Committee of the Whole.** The committee is comprised of faculty with primary appointments in RGSS Department; this may include anyone teaching half-time within the department over the course of an academic year. Affiliated faculty and RGSS students are valued but not required. The committee may

invite additional faculty or academic staff with special expertise to join the committee as needed.

- i. Discipline-based programs (programs centered on intersectionality, race, ethnicity, women, gender, and/or sexualities; e.g., Women’s Studies major and minor, ERS minor, LGBTQ Studies certificate or minor). Duties
  - a. Shall annually survey the course offerings of the department and make recommendations concerning curriculum.
  - b. Shall review and make recommendations regarding the curriculum for Women's, Gender, and Sexuality Studies degree programs.
  - c. Shall review and make recommendations on all courses offered through RGSS, including those taught abroad or online.
  - d. Work with the Assessment Committee and the Chair to enact the Assessment Committee’s recommendations.
  - e. Shall assist the Chair in planning the sequence of course offerings.
- ii. Multidiscipline-based Programs (e.g., Social Justice minor) (updated March 2017)
  - a. Committee Composition: Chair of RGSS or designee, plus one representative from each department designated by the RGSS as “core” to the program. Representatives will be selected by the contributing departments. Representatives should teach at least one course included in the program and can include IAS.
  - b. Each multidiscipline-based program will have its own curriculum committee.
- iii. Committee Duties
  - a. Shall at least annually survey the course offerings of the program and make recommendations to the relevant department concerning courses, including suggesting courses for General Education. The committee shall not have the authority to require that a course be approved for any program other than its own.
  - b. Shall review and approve changes to the curriculum of multidiscipline-based programs housed in RGSS, including changes to the structure of the program and approval of courses for the program. The committee shall not have the authority to delete a course that the University has already approved.
  - c. Shall develop and assess student learning outcomes for the program.
  - d. Shall assist the relevant department chairs to sequence and schedule courses.
- iv. Course approval process for the Social Justice minor: UWL instructors are invited to propose courses for the Social Justice minor. The Social Justice Minor Curriculum Committee determines whether a course should be included in the Social Justice minor or not.
  - a. For courses already approved by UCC: Instructors should submit to the Chair of RGSS or designee a current syllabus and any additional

documentation necessary to demonstrate how the course meets the criteria for inclusion in the minor. The Chair will pass that information to the Social Justice Minor Curriculum Committee, which will meet to determine the course's suitability for the minor. The Committee will respond within one month of receiving the proposal.

- b. For new courses not already approved by UCC: Instructors should submit to the Chair of RGSS or designee a current syllabus and any additional documentation necessary to demonstrate how the course meets the criteria for inclusion in the minor, noting that the course has not yet reach UCC. The Chair will pass that information to the Social Justice Minor Curriculum Committee, which will meet with the instructor to determine the course's suitability for the minor. The instructor should be prepared to discuss potential reading assignments, and course requirements that meet the criteria for inclusion in the minor.
- c. Each time the course is taught, the Department will request a copy of the current syllabus for our records.
- d. Changes in the structure of the program (e.g., number of credits, number of required courses) must be approved by the Department of Race, Gender, and Sexuality Studies.
- e. Changes to the bylaw defining the Social Justice Curriculum Committee must be approved by the Department of Race, Gender, and Sexuality Studies

### **C. Departmental Programmatic Assessment Plan (if not included in VIII. B.)**

### **D. Additional departmental policies**

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

### **A. Tenure-track faculty**

1. The approved UW-L tenure track faculty recruitment and hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/services/talent-acquisition-and-employment/recruitment/>. Additionally, UW-L's spousal/partner hiring policy can be found at <http://www.uwlax.edu/Human-Resources/Spousal-and-partner-hiring/>. The Personnel Committee appoints a Search and Screen Committee.
2. Search and Screen Committees shall include all core RGSS tenured and tenure-track faculty, and can include other university personnel with expertise relevant to the hire. Search and Screen Committees shall provide feedback for hiring to the dean.

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

Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/services/talent-acquisition-and-employment/recruitment/>.

### **C. Pool Search**

Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/services/talent-acquisition-and-employment/recruitment/>  
Academic Staff (if applicable): Hiring policy and procedures are found at <https://www.uwlax.edu/human-resources/services/talent-acquisition-and-employment/recruitment/>.

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

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

1. Student concerns
  - i. Student concerns and grievances will be handled according to the UWL Eagle Eye Student Handbook, which can be found at <https://www.uwlax.edu/student-life/student-resources/student-handbook/#tm-faculty-or-course-grievances>
2. Student conduct: Students are expected to abide by the expectations and guidelines set forth by Student Life, which can be found at <https://www.uwlax.edu/student-life/our-services/student-conduct/overview/>

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

1. Student academic honesty: The RGSS Department expects that students will follow the UWL Honor Code as follows: "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." <http://catalog.uwlax.edu/undergraduate/academicpolicies/studentconduct/>
2. It is expected that students in RGSS courses come prepared to engage in conversations and to complete coursework regarding issues surrounding identity and social justice. Relevant topics thus include, but are not limited to the intersections of race, gender identity and expression, sexuality, ethnicity, ability, and/or class. Learning about these topics necessitates self-reflection, critical thinking, perspective taking, and compassion. At minimum, students are expected to come with a willingness to learn and to avoid language or other behaviors that are hostile or threatening to other students or the instructor. Students who engage in behavior that inhibits the learning of other students, creates a hostile or unsafe classroom or online environment, or limits the ability of the instructor to teach the material may be reported to Student Life and may be asked to withdraw from, or drop, the course.

- C. Advising Policy:** Each student majoring in Women's Studies will be assigned a faculty advisor appropriate to that student's areas of interest whenever possible. Student requests for a particular faculty member advisor will generally be honored whenever it is feasible to do so.

Students are expected to meet with their faculty advisor at least once each semester to discuss their academic progress, career interests, and course schedule.

**XI. Other**

**XII. Appendices: A, B, C**

## **Appendix A: RGSS Department Statement on Research, Scholarship, and Creativity (R/S/C)**

RGSS 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 R/S/C will be embedded in a primary commitment to good teaching. Current research and new knowledge should be integrated into the classroom.

### **I. Four Concepts Central to RGSS R/S/C**

The following positions synthesize the 2013 "Women's Studies Scholarship: A Statement by the National Women's Studies Association Field Leadership and Working Group" and the defined goals of the Association for Ethnic Studies and the Critical Ethnic Studies Association:

RGSS "is fundamentally about the study of power and societal inequalities. The intellectual scope of these includes a focus on themes such as the national and international dimensions of [race, ethnicity], women's lives, queer theories, transgender theories and identities, feminisms of women of color, border studies, transnational feminisms and critical race theories. All are explored with a variety of methodologies and inter/disciplinary perspectives. Four concepts are central to race, gender, and sexuality studies scholarship, teaching, and service:

- A. Politics of Knowledge Production: RGSS recognizes that knowledge is not neutral... Race, Gender and Sexuality studies examines how knowers and systems of knowledge are situated. Reflexivity about the impact of social location, power asymmetries, and cultural contexts on the knowledge process are central to the field.
- B. Intersectionality: The multiple systems of inequality, organized around gender, race, socioeconomic position, heterosexism, and other dimensions of inequality, are fundamentally interdependent. Recognition of this interdependence among systems of inequality and power renders visible how systems of inequality function, and enables transformation of these matrices of power.
- C. Transnational Analysis: Transnational analysis in racial, ethnic, women's and gender studies considers the continuum of unequal global systems connected to colonialisms, conquests, heteropatriarchy and their impact on structures, cultures, and individuals... "Transnational" is an analytic that enables comprehension of the impact of global processes both across spaces and in distinct locales.
- D. Social Justice: RGSS interrogates the persistence and tenacity of inequalities, as well as strategies of resistance. With the goal of always furthering social justice, RGSS faculty often collaborate with community partners—local, national, and global—in transformational action research." (NWSA 2013, pp. 15-16)

"Scholarship may embrace multiple genres, languages, and collaborations within and beyond the academy and can include forms...[that extend beyond] traditional publishing outlets such as academic presses and journals"(p. 11).

- III. **While the list below should not be considered exhaustive, within RGSS at UWL, R/S/C may take the following forms:**

A. SCHOLARLY/ORIGINAL WORK

1. Articles and/or commentary for peer-reviewed journals
2. Article and/or commentary for non-peer-reviewed publication
3. Article or column for non-specialists or popular media, including blog posts and social media review articles
4. Film or Exhibition production or consultation
5. Encyclopedia entry
6. Op-eds
7. Theoretical or creative monographs
8. Textbook in any discipline related to race, gender, and/or sexuality studies
9. Field-defining statements
10. Writing about teaching and/or pedagogy
11. Writing or broadcasting journalism work for specialist or non-specialist audiences (e.g. blogs/podcasts)
12. Publication of syllabus in edited volume
13. Book length manuscript
14. Requests to reprint already published articles or books

B. SCHOLARLY AND DISCIPLINARY EDITORSHIP

1. Peer reviewed journal
2. National newsletter
3. Collection of syllabi, with critical framing structures
4. Edited collection of the work of other scholars, or of literary or creative writers
5. Textbook in any discipline related to RGSS
6. Encyclopedia editor
7. Book reviews, review essays, and other reflections in scholarly journals

C. CONSULTING OR PROFESSIONAL SERVICE

1. Report for professional organization
2. Committee member or chair for professional organization
3. Policy reports
4. Consulting
5. Program administrator and/or department chair internal annual report and/or strategic plan
6. Service as a consultant to another academic program or department
7. Alliance work, including community action projects serving governmental and nongovernmental stakeholders and course-based service-learning projects,

D. PRESENTATIONS/LECTURES

1. Presentation of papers at professional/scholarly local, regional, or international conferences
2. Attendance at professional/scholarly conferences as a juror, session chair or discussant
3. lectures and/or invited speaker at another institution or community group

4. Exhibit, installation, or performance
5. Invited presentations
6. Workshops and similar performance based on original intellectual activity

E. CURRICULAR/PEDAGOGICAL

1. Curricular transformation projects
2. Development of a course that promotes growth in RGSS and/or fills a major gap in offerings

F. GRANT WORK

1. Grant applications
2. Funded grants
3. Principal investigator or co-investigator on internal or external grants
4. Provision of support letters or informed research to support grant-funded projects

G. ORGANIZING/EVENTS

1. Organizer for ongoing series of special events concerning social, historical, cultural, environmental and/or medical issues of interest to RGSS
2. Organizer and discussion leader, ongoing or high-profile lecture/discussion series; and/or ongoing designer and caretaker, web page and or/discussion list for RGSS or other academic program or department

## **Appendix B: RGSS Department Statement on Teaching**

RGSS recognizes that the department's course content is often controversial and prone to divergent student interpretation and reactions that can be reflected in student evaluations. In RGSS 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 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.

### **I. Examples of teaching and advising effectiveness include (but are not limited to) the following**

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

### **II. Student Evaluation of Instruction (SEI) Form Questions**

#### **A. Quantitative questions (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

**B. Open Ended**

1. Please comment on what your instructor did that most contributed to your learning. Please be as specific as you can.
2. Please comment on what your instructor might do to help more with learning, for the benefit of future students. Please be as specific as you can.

**III. Peer Teaching Review Requirements**

- I. The reviewee shall communicate with the reviewer prior to the class so that the goals of the class within the curriculum can be explained.
- II. The reviewee should schedule the review to take place at a time when teaching effectiveness can be most appropriately observed and evaluated.
- III. The reviewer should observe a class for the entire class period.
- IV. The reviewer prepares a written evaluation.
- V. The reviewee may request a meeting with the reviewer to discuss the evaluation.
- VI. The reviewer submits the written evaluation to the department chair and to the reviewee.
- VII. The reviewee can request a second evaluation in that same semester or academic year.

## **Appendix C: RGSS Department Statement on Service**

RGSS department members are expected to and recognized for engaging 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.

- I. Service activities may include
  - A. Active participation in organizations and committees
  - B. Offices or leadership roles in organizations and committees
  - C. Service to the community
  - D. Consulting
  - E. Speeches, addresses, workshops
  - F. Media liaison
  - G. Community education
  - H. Service on or chairing departmental, college, and university committees, task forces, and search committees
  - I. Contributing to department, college, and university initiatives
  - J. Holding office in professional organizations/associations
  - K. Invited lectures or presentations making use of professional expertise in race, gender, and/or sexuality studies
  - L. Editing scholarly or creative journals.
  - M. Reviewing articles or books for scholarly publication (requested by publishers)
  - N. Editing scholarly or creative journals
  - O. Service to schools or community organizations
  - P. Building University library or departmental library resources
  - Q. Consulting or informing groups, organizations, media outlets on ethnic and race related issues
  - R. In all cases the Department will consider quality, significance and impact of the service.