I. **Bylaws for the Department of Race, Gender, and Sexuality Studies**
Approved April 21, 2025

I. **Bylaws for the Department of Race, Gender, and Sexuality Studies (Voted and approved April 21, 2025)**

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 3rd position in 2006, a 4th 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. Hmong and Hmong American Studies certificate
    - ii. Race, Gender, and Sexuality Studies major
    - iii. Race, Gender, and Sexuality Studies minor
    - iv. Self-Sufficiency program (SSP)
    - v. Social Justice minor

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 (https://www.doj.state.wi.us/sites/default/files/office-open-government/Resources/OML%20Guide_2024.pdf) 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. In general, the department functions as a committee-of-the-whole, headed by an elected department chair. Specific administrative and other responsibilities are delegated by the chair and/or department members to certain committees and coordinators as described in Article VIII described below.
2. All ranked faculty and persons with a half-time or more appointment within RGSS shall be considered "core faculty" and have voting privileges for the purposes of conducting business at any regularly scheduled meeting.
3. For purposes of voting, the Director of the Self-Sufficiency Program (SSP) is a core faculty member and has equal voting privileges. The Director of SSP may serve on selected department committees where tenure is not required.
4. IAS with half-time or more appointments may serve on selected department committees where tenure is not required.
5. 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.
6. Voting rights are reserved to all core members of the department, except in the cases otherwise indicated in this document relating to hiring, promotion, and retention decisions where voting rights are governed by either a person's rank or tenure status.
7. 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. Good faith efforts will be made by the Chair to achieve a higher than 50% threshold for any item requiring department action.
8. Unless specifically indicated otherwise, a simple majority of those voting carries the vote (50% + 1). Voting occurs with a voice vote or a hand vote and any member can call for a roll call vote. Proxy voting is not allowed. Absentee voting is allowed with prior approval by a majority vote of the members. "Robert's Rules indicates that abstentions do not affect the voting outcome (they are non-votes)." Paper balloting will be allowed upon request by any voting member of the department. Paper ballots must be signed and kept securely for seven (7) years. Late or non-received ballots, a non-response to a vote, or improperly marked ballots shall be treated the same as a non-vote and will not be counted in determining the vote. In addition, abstentions and blank votes are treated as non-votes and are ignored. (For example, if 20 ballots were cast with 2 voting yes, 1 voting no, and 17 abstaining, the motion would pass). Abstention votes in retention, promotion, or tenure matters are discouraged except when a conflict of interest exists, or the voter has no or little knowledge of the person being considered.
9. Voting can be conducted by e-mail. Voting by email will be allowable under the following conditions:
   i. The action item is not related to ranked faculty personnel decisions.
   ii. A department meeting is not feasible within the time for a decision (e.g., outside of a regular academic session).
   iii. Process: A motion can come from any voting department member. A second is needed. 24 hours will be allowed for voting. Voting members will reply to all

when voting electronically. A quorum of voting members must reply for the vote to carry. Results from an email vote will be reported in the minutes of the next official department meeting.

        10. Following UWL's Nepotism Policy, faculty and staff members will refrain from reviewing, voting, or participating either formally or informally in decisions to hire, retain, grant tenure, promote, or determine the salary of a relative (e.g., spouse or domestic partner).

D. 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 consideration.
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 teaching 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 in rights and privileges of tenure track faculty members in voting on by-law changes and general operational matters in RGSS.
3. Full-time IAS will have a defined set of teaching and/or service responsibilities, including staff meeting attendance. Non-Redbooked IAS will have minimal service obligations, since teaching is the primary obligation in these roles. Half-time IAS will have the rights and privileges of voting on IAS-related bylaw changes and general operational matters in RGSS. It is understood that other work obligations may prevent half-time (or less) IAS from regularly attending staff meetings.

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 Learning Environment**
    1. *Transition from Student Evaluation of Instruction (SEI) to LENS:* UWL's approach to gathering student evaluations changed in Fall 2023. As such, during the transition years, any personnel review that requires submission of student evaluations will include data from two student evaluation systems: SEI (as guided by earlier policies) for review periods through Summer 2023 and LENS (as guided by current policy) for review periods beginning Fall 2023.
    2. 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."
        v. As such, the RGSS department adhered to the following recommendations of the aforementioned committee during this transition (30 January 2020, section 5.2) while following the UWL SEI policy and procedure in all other respects (available on the Faculty Senate webpage https://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/#tmstudent-evaluation-of-instruction):
            a. "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.
            b. 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]
            c. 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. The department will now follow the UWL Learning Environment Survey (LENS) policy and procedure available on the Faculty Senate webpage.
    4. Results from student evaluation surveys are required for retention, tenure, post-tenure review, and promotion of tenure-track/tenured faculty and for renewal and promotion of

Instructional Academic Staff. LENS summary reports (described in LENS Policy Section 1.C.3) must be included in promotion, retention, and tenure files.

5. The department will utilize LENS
    i. "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. [responses] on [LENS]... [will] be framed as an opportunity for student feedback, and not a formal rating of instructor effectiveness [and
    iii. Numerical …[LENS] 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".

IV. **Merit Evaluation (Annual Review) Eligibility, Evaluation Processes, & Criteria for Faculty**
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 October 1st annually. Merit reviews reflect activities during the prior academic year from June 1 through May 31.
All faculty and IAS have a June 1st deadline for entering teaching, scholarship, and service activities into the electronic portfolio system on activities from the prior year June 1st – May 31st. Merit Evaluation Forms are due to the department chair by no later than June 30th.

A. **Evaluation Processes & Criteria**
1. Faculty
    i. Procedure for Determining Faculty Merit. Merit determinations are based on the performance of faculty members in three aspects of their work responsibilities: 1) teaching, 2) scholarly activity, and 3) service. The procedure for ascertaining and evaluating meritorious work each year is outlined in point 5. below and involves self- reporting activities and review and analysis of this information by the department's Personnel Committee.
    ii. Personnel Committee and Collection of Merit Information. The Personnel Committee is responsible for evaluating personnel files containing information on activities from the previous year (June 1-May 31) for each faculty member in the department (this committee is further described in the section on Standing Committees, below).
    iii. The Merit Categories that may be assigned are Meritorious and Non-Meritorious.
        a. 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).
        b. 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.
        c. 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.
    iv. Faculty that are on sabbatical leave for two semesters are automatically assigned the merit rank they achieved the previous year.
2. Instructional Academic Staff in Permanent Budgeted Instructional Lines (otherwise see VI).

        i. 100%-time instructional academic staff in the department use the same merit/peer-review process as faculty members in the department.
3. Non-Instructional Academic Staff (if included in merit processes, otherwise see VII)
        i. 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/
        ii. Criteria: The criteria for recommendations shall be relevant to their job description. The committee will evaluate each candidate in these categories to arrive at a composite ranking. The recommendations shall be based on the candidate's annual report.
4. Department Chair
        i. The department chair is reviewed for merit using the same process as other faculty members in the department.
5. Procedure
        i. The Department Chair generates an Individual Activities Report for each faculty member covering June 1-May 31 of the previous year and provides these reports to the Personnel Committee for review.
        ii. The Personnel Committee reviews each file and makes a determination, by majority vote, of Merit or No Merit.

B. Distribution of Merit Funds: Merit funds, if available, will be distributed equally among faculty and staff with a meritorious designation.

C. Appeal Procedures
1. Should one choose to appeal their merit designation, they may address and/or contest the Personnel 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 Personnel 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 committee members.
3. 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. 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/

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 is encouraged to identify 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 department retent chair will assist in this process if so desired. The department also encourages the identification of additional mentors outside of the department.

        ii. 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.

        iii. Departments will provide the following materials to the dean:

            a. Department letter of recommendation with vote.

            b. Teaching assignment information (TAI) datasheet that summarizes the courses taught, workload data, and grade distribution by individual course and semester (which are only available after completing a full academic year); and

            c. Merit evaluation data.

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

        v. *First Year and Non-Contract Reviews.* All first-year faculty will be formally reviewed in the spring of their first year and the spring of subsequent non-contract years. A departmental letter will be filed with the Dean and HR. Formal reviews resulting in contract decisions will minimally occur for tenure-track faculty in their 2nd, 4th and 6th years.

        vi. The CANDIDATE PROVIDES one electronic report – emailed to the department chair one week prior to the Retention Committee meeting. This "Individual Personnel Report" of the candidate's activities (generated from the electronic portfolio system and representing activities since date-of-hire at UWL as a tenure-track faculty member) should include hyperlinks to associated evidence such as: a. evidence of teaching development activities (e.g., syllabi with learning objectives stated, course assessments, peer evaluations); b. evidence of scholarship (e.g., copies of presentations, publications, creative activities); c. evidence of service (e.g., letters or projects associated with department, college, university, and/or professional service); and d. a retention narrative that describes the faculty member's teaching, scholarship, and service, modeled after the narrative required for promotion (maximum of 7 pages, generally 3 pages for teaching, 2 pages for scholarship, and 2 pages for service). A copy of their vita uploaded as an attachment in the electronic portfolio system. Note: 1) the "Individual Personnel Report" should be edited in Word and saved in PDF format; and 2) all files uploaded into the electronic portfolio system should be in PDF format.

        vii. Prior to entertaining a motion to close the meeting, the department chair will invite the probationary faculty member to make an oral presentation, if they wish to do so, and for the department members to ask about the faculty member's progress, if they should wish to do so

viii. 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.

ix. Departmental non-contract review letters must be submitted to the Dean by the deadline established in the personnel calendar distributed by the Provost.

2. *Contract Reviews (Retention/Tenure)*. Subsequent to the call of the Provost, the department shall establish a review date and inform all probationary faculty with at least 20 calendar days' notice to prepare a set of materials describing performance in the areas of: Teaching, Scholarly and Research Activity (see Department Statement on Scholarly Activity), Department, University, Community, and Professional Service. The date, time and place of the meeting shall be in compliance with the Wisconsin Open Meeting Rule. For a retention and tenure meeting to take place, attendance by 2/3 of the tenured faculty constitutes a quorum. The probationary faculty persons shall have the opportunity to make a written and/or oral presentation at the meeting.

i. The CANDIDATE PROVIDES two electronic reports – emailed to the department chair one week prior to the Retention Committee meeting. 1) An "Individual Personnel Report" with hyperlinks of the candidate's activities (generated from the electronic portfolio system and representing activities since date-of-hire at UWL as a tenure-track faculty member which should include hyperlinks to associated evidence such as: a. evidence of teaching development activities (e.g., syllabi with learning objectives stated, course assessments, peer evaluations); b. evidence of scholarship (e.g., copies of presentations, publications, creative activities); c. evidence of service (e.g., letters or projects associated with department, college, university, and/or professional service); and d. a retention narrative that describes the faculty member's teaching, scholarship, and service, modeled after the narrative required for promotion.

ii. An "Individual Activities Report" with hyperlinks of the candidate's activities (generated from the electronic portfolio system representing activities since date-of- last review). 3) A copy of their vita uploaded as an attachment in the electronic portfolio system and linked to the "Retention Report." Note: 1) both reports should be edited in Word and saved in PDF format; and 2) all files uploaded into the electronic portfolio system should be in PDF format.

iii. The Department Chair will provide merit, LENS, and TAI report summary information.

iv. Prior to the beginning of the review of the candidate(s) the meeting will go into closed session according to Section 19.85 in the Wisconsin Statutes. During the review meeting, the Chair shall entertain a motion regarding the retention of the candidate(s). Passage of a motion to retain a candidate(s) (and, if appropriate, to recommend tenure) shall require a 2/3 majority of those present and voting.

v. The Department recommendation and decision (actual vote) shall be reported in writing with supporting documentation to the Dean. The candidate must be notified of the results of the review within 7 working days; according to UWS 3.07, a person denied renewal may request written reasons for the non-renewal.

3. 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 LENS data and feedback.

e. Course syllabi

f. Peer Review: With assistance from the chair, the candidate is required to arrange and undergo one peer review by a tenured RGSS faculty member per academic year for the duration of their probationary period. 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.

4. Personnel Committee

i. Composition: All tenured core members of RGSS with a minimum of three members. If requested by the faculty or full-time IAS under review, and/or needed to reach the minimum threshold of three members, 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 an additional person agreed upon between the committee and the candidate. There may be more than one Personnel Committee functioning in a given academic year. "In special cases, such as leaves and sabbaticals, the department may configure the Personnel Committee(s) differently for a particular academic year to fill in gaps. When additional personnel members are needed in such cases, the department will endeavor to find qualified RGSS-affiliated faculty to step in to these committee assignments on a temporary basis."

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 for merit purposes and/or at their request for purposes of retention, preparing for career progression where available, 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.

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

    i. In making a decision of nonrenewal, the Department Chair 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: The Personnel Committee making 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 Personnel Committee 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 Personnel Committee 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 Personnel Committee 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 Personnel Committee shall forward a recommendation (with written reasons) to the Department Chair. 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

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) provost, who then confers with the Chancellor for the final decision in tenure matters. 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 Personnel Committee. 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. UWL policy indicates that personnel policy must be in place 6 months prior to use for decisions (e.g., merit and promotion). However, appeals to **tenure** decisions require the ability for a candidate and a committee to review the tenure criteria that was in place at the time of hire. A faculty member who wishes to be reviewed under tenure criteria that was adopted after their hire should indicate the decision formally to the chair who should inform both the Dean and HR.

    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. The Personnel Committee determines the timeline for review within the university's schedule and evaluates materials.

    viii. 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.

ix. 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.

x. 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.

xi. 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 meetings of governmental bodies shall apply.

xii. An affirmative decision by the department or a successful reconsideration by the department that reverses an earlier nonrenewal decision is required for the department to make a recommendation of renewal and tenure.

xiii. The department shall forward the decision and the vote results to the appropriate dean (or other administrative officer). The dean shall submit to the Provost 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.

xiv. 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 Provost 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.

xv. 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 Provost.

xvi. 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 LENS data.

e. Peer evaluation and feedback, LENS data, 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 Department Chair shall inform the appointee early enough to allow time for possible reconsideration and appeal and adequate notice of nonrenewal.

ii. <u>The Right to Reconsideration</u> at the lowest level where a nonrenewal recommendation or decision is made: The Personnel Committee that 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 Personnel Committee 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 Personnel Committee 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 Personnel Committee 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 Personnel Committee shall forward a recommendation (with written reasons) to the Department Chair. 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**

The department will follow the UWL post-tenure review (PTR) policy as described at
https://kb.uwlax.edu/104244

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-clarifcation-document-5-1-2019-final_.pdf

1. Process

i. Faculty who are due for post-tenure review will be notified by the Chair by October 15 of the year of their review.

ii. At least seven calendar days prior to the Personnel Committee meeting, the faculty member under post-tenure review must submit an electronic report from

the electronic faculty activity portfolio system (Individual Personnel Report with Hyperlinks) drawn from the last date of tenure (use January 1 of the tenure year if first post-tenure review) or last post-tenure review to the date of the committee review. The faculty member under review must ensure that the report is up to date on 5 years of activities and includes the following materials: 1) hyperlinks to at least one syllabus for each course taught in the past five years; and 2) hyperlinks to evidence of scholarly activities associated with the specific entry (e.g., publication, grant, presentation, etc.). Hyperlinks for service are not required.

iii. At least seven calendar days prior to the Post-Tenure Review meeting, the Department Chair must provide the committee with the faculty member's LENS results for each semester of the last five years and their TAI report.

iv. The Personnel Committee reviews the post-tenure review file (i.e., Individual Personnel Report with Hyperlinks) and by majority vote determines either that the faculty member "Meets Expectations" or "Does Not Meet Expectations" in each of the areas of Teaching, Scholarship, and Service. Note: 1) the Individual Personnel Report should be edited in Word and saved in PDF format; and 2) all files uploaded into the electronic portfolio system should be in PDF format.

v. If there is a finding of "Meets Expectations" for all three areas (Teaching, Scholarship, and Service) the Committee Chair provides a letter to the Dean and the faculty member within 14 calendar days of the personnel meeting (no later than December 15) with the following information: 1) The date and numerical result of the vote indicating the overall categorization of "meets expectations" for the faculty member. The letter should include the names of all of the tenured faculty who voted and the committee chair's signature; 2) A brief description of the consensus points of the committee regarding the faculty member's strengths in teaching, scholarship, and/or service that formed the basis for the committee's "meets expectations" decision. Additional detail regarding this finding is presented in the UWL procedure and schedule regarding post-tenure review approved by the UW System Board of Regents in November 2016, available at the following link: https://www.uwlax.edu/human- resources/post-tenure-review-policy/

vi. Detail regarding a "Does Not Meet Expectations" finding for any or all of the areas (Teaching, Scholarship, Service) by the Post-Tenure Review Committee is provided in the UWL procedure and schedule regarding post-tenure review approved by the UW System Board of Regents in November 2016, available at the following link: https://www.uwlax.edu/human-resources/post-tenure-review-policy/

2. Departmental Post-Tenure Review Criteria

i. **Teaching**. The department expects each faculty member to teach courses in their areas of expertise; the expected teaching load is the equivalent of 12 semester-hours for faculty members without other duties involving reassignment from teaching. Under special circumstances faculty may be granted a reduced load

(e.g., a faculty member holding a significant research grant or unusual service responsibilities). Faculty shall:

    a. develop an acceptable (in the judgement of their peers) syllabus including appropriate readings and other activities for each course

    b. develop acceptable (in the judgement of their peers) and fair (in the judgement of their peers) methods of evaluation for each course

    c. meet with their students as scheduled for classes or make provisions for acceptable alternative activities.

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

  ii. **Scholarship**. The Department expects each tenured faculty member to engage in scholarly activities that may include:

    a. maintaining the quality of the faculty member's teaching activities

    b. the faculty member keeping up with the fields of study represented by their teaching assignments

    c. keeping up with knowledge of what constitutes effective teaching in the discipline

    d. developing new areas of knowledge germane to their discipline and that may be reflected in new teaching assignments

    e. professional presentations and publications.

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

    f. **Service**. The Department expects each tenured faculty member to volunteer for and serve on committees that contribute to the success of the Department and University in fulfilling their missions. The Department expects faculty to:

        i. regularly attend and participate as an active member in department and committee meetings

        ii. attend at least one UWL graduation ceremony per year

        iii. keep up with current curriculum requirements and participate in advising students

        iv. maintain professional affiliations outside the university.

            1. Performance in Service may be deemed "does not meet expectations" if none of the above (or similar) activities occur at a satisfactory level, unless circumstances have led to an agreement between the Department and the faculty

member that service activities be reduced (e.g., a faculty member holding a significant research grant or an unusual teaching load).

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

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

The department promotion procedures are designated to facilitate the implementation of the guidelines outlined in the UWL Employee Handbook

1. Review Process

    i. After the Chair receiving notification from the Provost/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 an Individual Personnel Reports outlined by the Joint Promotion Committee using the electronic portfolio process. Note: 1) the Individual Personnel Report should be edited in Word and saved in PDF format; and 2) all files uploaded into the electronic portfolio system should be in PDF format. The report is submitted to the Department Chair at least seven calendar days prior to the scheduled date of the departmental promotion consideration meeting. The Department Promotion Committee will consist of all tenured faculty of the same or higher academic rank as the promotion rank which the candidate is seeking. If fewer than three faculty members *within* the department are eligible to serve on the Department Promotion Committee, then the department Chair will work with the Dean to identify individuals outside the department to serve on the Department Promotion Committee. The department chair will make the promotion materials and the candidate's student evaluation information available for review by the Department Promotion Committee at least seven calendar days in advance of the departmental promotion consideration meeting, when the vote on the promotion question by the Department Promotion Committee will take place. The promotion candidate may submit additional written materials or make an oral presentation at the departmental promotion consideration meeting prior to the start of the promotion deliberations. The requirements of the Wisconsin Open Meeting law shall apply to this meeting.

    iii. After having a discussion of a candidate's performance with respect to the criteria specified in section two below, votes will be cast by members of the Department Promotion Committee via signed paper ballots on a separate motion to promote each candidate. Voting eligibility in all promotion considerations shall be restricted to faculty of the same or higher academic rank as the promotion rank which the candidate is seeking. Specifically, this means that all associate and full professors are eligible to vote for faculty seeking promotion to

Associate Professor and only full professors are eligible to vote on promotion recommendations to Full Professor. At least a two-thirds majority of eligible voting members present is necessary for a positive promotion recommendation. The results of the vote will be recorded and entered in the appropriate portion of the Faculty Promotion Evaluation Report form.

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

v. If approved by the Department Promotion Committee, the Department Chair will transmit the vote and the letter from the promotion committee to the Dean following the most current JPC guidelines.

vi. 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:

   a. 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.

   b. Documentation that illustrates their level of success in the role fulfilled by the appointment, such as performance reviews or other data that show how the aims of the appointment are being met. The candidate is responsible for uploading these documents in their promotion report.

2. Criteria

   i. To be considered for promotion to a higher rank, faculty must meet the minimum University criteria as stated in the Provost Promotion Resources. 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**).

3. Appealing a Negative Decision

    i. After receiving the Chair's notification, the promotion candidate will have seven days to file their appeal. An appeal review shall take place within 14 calendar days of the filing date. Faculty members appealing a decision must provide their written appeal electronically to the department chair by noon two calendar days in advance of the appeal review meeting. Written notice of the results of the appeal shall be transmitted to the candidate within seven calendar days. Departmental review for promotion should be scheduled to ensure this process can be completed prior to when promotion files are due to the college dean.

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

VI. Instructional Academic Staff Review

A. Annual Review

1. In accordance with Unclassified Personnel Rules Chapter 10, academic staff (instructional and non-instructional) will be evaluated annually. https://www.uwlax.edu/human-resources/resources/supervisor-training/supervisor-performance-management/

2. Academic staff teaching reappointments are made by the departmental Personnel Committee. All part-time instructional academic staff (IAS) (less than 76% appointment) are required to have an observational classroom teaching visit performed by at least one member of the faculty every year with a written evaluation of this classroom observation to be filed with the chair. A copy of this evaluation will be given to the instructor being evaluated. Faculty members will perform these peer evaluations of teaching of instructional academic staff in alphabetical order beginning with one randomly chosen Department faculty member. When an Instructional Academic Staff member has reached the level of Teaching Professor, they may choose to participate in the peer-review of teaching process that is used for tenured faculty rather than having annual in-class teaching observations.

3. Annually, during the Spring Semester, the Chair will communicate with each IAS member. Prior to this communication the IAS member will make available their "IAS Activities Report with Hyperlinks" as generated by the university electronic portfolio system. Members of the Executive Committee will have an opportunity to review these materials and express any concerns or recommendations to the Chair. The annual review will consist of a review of the "IAS Activities Report with Hyperlinks" generated through the UWL electronic portfolio system; review of LENS information; review of the TAI report; and a review of the most recent classroom observation.

B. IAS Promotion Procedures

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

1. *IAS Promotion.* IAS wishing to go through promotion will follow the guidelines and timetable as found on the following website: https://www.uwlax.edu/academic-affairs/provost-promotion-resources/

2. The Personnel Committee will serve as the IAS promotion committee and will review and vote on the promotion request. The IAS member will be notified no less than 20 calendar days in advance of the promotion review meeting and asked to prepare the portfolio for review using the UWL electronic portfolio system. At least one week prior to the review the IAS member will provide an Individual Personnel Report to the Department Chair. Note: 1) the Individual Personnel Report should be edited in Word and saved in PDF format; and 2) all files uploaded into the electronic portfolio system should be in PDF format. All members of the Personnel Committee will review the report prior to the meeting. The IAS member will be given an opportunity to provide additional oral or written support for the promotion prior to the meeting going into closed session. The IAS member will be notified within seven calendar days of the results of the hearing. The Chair will be responsible for writing the letter of support and completing the departmental report that will accompany the candidate's portfolio that is sent to the Dean.

C. **IAS Promotion Reconsideration**

1. The candidate can appeal the decision of the Personnel Committee by following a process similar to the policy established for Reconsideration of Promotion for ranked faculty. Specifically:

    i. After receiving the Chair's notification, the promotion candidate will have 7 calendar days to request reconsideration by the Personnel Committee. The Chair will then convene the Personnel Committee to hear all relevant evidence to support promotion.

    ii. The candidate will have an opportunity to provide additional written or oral support relevant to promotion. The Personnel Committee will then dismiss the appellant from the hearing room chambers and move into a closed session hearing to review all evidence pertinent to this petition. The Personnel Committee will then render its final decision on the appeal.

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

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

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

A. In accordance with Unclassified Personnel Rules Chapter 10, academic staff (instructional and non-instructional) will be evaluated annually. https://www.uwlax.edu/human-resources/services/employee-relations/performance-management/ . Performance reviews of non-instructional academic staff (NIAS) are due to Human Resources from the Dean's office no later than June 30.

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/Roles**

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.

    ii. 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, and voluntary. 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 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 RGS 450 Internships.

    ii. Work with RGS 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." (RGSS 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. <u>Duties as defined by Murphy Library staff typically</u> 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). 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 Race, 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 reached 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. Additional departmental policies

 1. Sick leave. Department members will account for sick leave in adherence to the most current UW System guidelines: http://www.uwsa.edu/hr/benefits/leave/sick.htm. Vacation. For unclassified staff, 12-month employees garner vacation time, 9-month employees do not.

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

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

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/

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

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

    a. Complaints/concerns/grievances about grades, teaching performance, course requirements, course content, incivility, or professional ethics should follow the process outlined above. Students may also wish to seek support from the Student Life office.

    b. Complaints/concerns/grievances related to hate/bias and discrimination may follow the process outlined above, and in addition or instead students may contact the Center for Civil Dialogue and Civic Engagement and/or submit a bias incident report.

    c. Complaints/concerns/grievances related to sexual misconduct may begin with the process outlined above but will need to also involve the Office of Title IX and Compliance and Violence Prevention offices, and/or the Title IX Team. Students should know that faculty members are mandatory reporters of sexual misconduct, but that confidential resources are available to them.

2. **Formal Complaints**

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

3. **Grade Appeal Policy and Procedure Policy**

  i. Enrolled students are afforded an opportunity to seek redress of perceived grievances concerning the assignment of final course grades by instructors. Grievances only will be considered for final course grades and must involve one or more of the following factors.

    a. An error was made in grade computation.

    b. The grade was based on factors contrary to those stated in the course syllabus or a reasonable interpretation of it.

    c. The grade includes a penalty for actions involving the freedom of written or spoken classroom expression.

    d. The grade involved a breach of federal or state constitutional protections, laws, Universities of Wisconsin or UW-La Crosse policies.

  ii. Preliminary Procedures

    a. The student must attempt an informal resolution of the problem with the instructor no later than the 10th working day of the next regular semester (Fall/Spring). The instructor may require a written request from the student.

    b. If the informal process with the instructor does not resolve the problem, the student should communicate, using their UWL email, with the Department Chair within five working days. The Chair may either attempt informal resolution of the problem or inform the student in writing of formal grievance policies within five working days. Communications from this point forward should use all parties' UWL email accounts.

  iii. Formal Procedures

    a. Chair Procedures

      i. If the Chair decides an informal resolution is inappropriate or unattainable, they should inform the student within five working days the student may request a formal review of the matter by the Department Grade Appeals Committee. This request must be received by the Chair within five working days of the notification of the failure of the attempt at mediation. The student's petition

must be in writing and include the nature of the grievance and its basis from the four factors listed in the "Policy" section above, a brief description of the attempt at informal resolution, the desired outcome the student wishes, and all supporting evidence. The Chair will, within five working days, arrange for the engagement of the committee to hear the student's appeal.

ii. At the same time, the Chair will acknowledge the student's petition and inform the course instructor. If the instructor, upon seeing the petition, wishes to respond, this must be done within five working days.

iii. Upon receipt of the student's petition and the potential response from the instructor, the Chair will convene the committee within five working days and deliver all written documents concerning the case, including a written account of the Chair's attempt at mediation, if applicable.

b. Grade Appeals Committee

i. The Departmental Grade Appeals Committee will be comprised of all tenured and tenure-track faculty members, unless one of those faculty members is the instructor of the course in which the grade is being appealed.

ii. The committee will review the materials presented, including the student petition and other evidence provided by the instructor or Chair. It may ask for clarifying information from either the student or the instructor via written inquiry and may call for an oral presentation from either. Each person will be given an opportunity to respond if further evidence is presented to the committee.

iii. Following review and consideration of the evidence, the committee will render a formal recommendation and communicate that recommendation to the Chair and the instructor within ten days of the committee's first meeting. The report will include the committee's findings of fact, its recommendation, and its rationale for the recommendation.

iv. Unless they are no longer a UWL instructor, the course instructor retains the right to accept or reject the recommendations of the Department Grade Appeals Committee. If the instructor is no longer a UWL instructor, the Chair (or their designee) will assume the instructor's role. The instructor's decision at the end of this process will be considered final with no further appeal possible.

c. Further Action

i. Grievances related to course grades cannot be appealed except through the instructor and the department procedures described above. The assignment of final course grades involves the professional judgment of qualified instructors in a particular field of study. Administrative officers at the College or University level are assumed to not have relevant academic expertise and bear no responsibility for the determination of course grades.

ii. If the student believes the grade appeal process, stated in the by-laws, was not appropriately followed they can pursue a grievance through the Office of Student Life. However, an appeal to the Office of Student Life cannot involve the department or instructor's decision on the grade.

     d. Conditions
       i. At all review levels the burden of proof is the student's responsibility.
       ii. The term "working days" refers to days when classes are scheduled.
       iii. Grievance petitions must be individually filed.

B. Expectations, Responsibilities, and Academic Misconduct

  1. Faculty and staff are expected to report academic misconduct per Chapter 14 of the UW System code. The Office of Student Life provides guidance and assistance. Academic and nonacademic misconduct policies are referenced in the student handbook: https://www.uwlax.edu/student-life/student-resources/student-handbook/

  2. Students are expected to abide by the UWL student honor policy. 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."

C. Advising Policy: Each student majoring in RGSS 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. Faculty are expected to reach out to their advisees and arrange these meetings.

XI. 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).

I. 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. Manuscripts and journal submissions
2. 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
8. Or the review of any of the above

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

1. **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.

1. 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. Service to schools or community organizations
   o. Building University library or departmental library resources
   p. Consulting or informing groups, organizations, media outlets on disciplinary related issues
   q. In all cases the Department will consider quality, significance and impact of the service.