BYLAWS OF THE DEPARTMENT OF GLOBAL CULTURES AND LANGUAGES

COLLEGE OF ARTS, SOCIAL SCIENCES, AND HUMANITIES

UNIVERSITY OF WISCONSIN-LA CROSSE
April 2023[1]

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I. Department of Global Cultures and Languages

These by-laws were last updated on April 15, 2023
Note: *URLs in these by-laws are provided for convenience and should be reviewed regularly for accuracy.*

II. Organization and Operation

Department members are governed by six interdependent sets of regulations:
1. Federal and State laws and regulations;
2. UW System policies and rules;
3. UWL policies and rules—UWL Employee Handbook New Faculty Handbook;
4. College policies and rules;
5. Shared governance bylaws and policies for faculty and academic staff; and
6. Departmental bylaws.

A. Preamble

Mission statement:

UWL's Department of Global Cultures and Languages is committed to our students' professional and personal growth. We enact this commitment by preparing students to communicate effectively—with cultural sensitivity and awareness—in more than one language. Students and teachers collectively engage with the products, practices, and perspectives of other cultures. By putting such knowledge into practice through applied learning opportunities—such as study abroad experiences, internships, community engagement projects, and teacher education training opportunities—we educate and empower students to employ their learned expertise in culture, language, critical thinking and leadership with an eye towards social justice action in our diverse and ever-changing regional, national, and world communities.

Vision statement:

UWL's Department of Global Cultures and Languages aims to increase students-citizens' global competence by promoting the curiosity, creativity, and critical thinking skills necessary to adapt to a rapidly changing world. The Department will invest in and foster students' abilities to operate within multiple cultures and languages in a challenging and diverse learning environment. Through innovative teaching that supports deep learning, we provide interdisciplinary courses that expose students to different perspectives, push them to think critically about the world around them, and opportunities for them to contribute intellectually to local and global communities. The Department aims to be a cultural hub at UWL and in our communities; as such, our major priorities are to equip students and citizens with the tools to 1) become efficient and effective problem-solvers in a multicultural society; and 2) develop a sense of their own role as agents of change in their communities and the world.

B.   Departmental Meeting Guidelines

Department meetings will be run according to the most recent edition of Robert's Rules of Order and the WI state open meeting laws.

Agenda: The Department Chair shall prepare and distribute the agenda and all necessary documents in advance (with at least 24 working-hours notice, i.e. Friday by 11am for a Monday meeting) to all members of the department. Any member of the department may submit to the chair in advance (with at least 24 working-hours notice, i.e. Friday by 11am for a Monday meeting) any issue or concern they wish to have included on the agenda.

Minutes: Minutes will be recorded by a voting member in alphabetical rotation and distributed to department members one week prior to the next department meeting. Copies of the minutes as PDf files of the department meetings and all committee meetings shall be kept online in the departmental Sharepoint drive for access and transparency. 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.

Timing: Department meetings are held at least once a month during the academic year; however, as deemed appropriate by the Department Chair, additional meetings may be scheduled and unnecessary meetings canceled.

Meetings of department sections are also held once a month; however as deemed appropriate by the coordinator of the section, additional meetings may be scheduled and unnecessary meetings canceled.

Monthly meetings are scheduled by the Department Chair. Any member of the department may request that the Department Chair call a meeting to discuss specific issues. In this case, the faculty member or academic staff shall communicate their reasons for calling the meeting; the Department Chair will use their discretion on whether or not the issue warrants a department meeting.

Mediums: Departmental business may be conducted via face-to-face meeting or by secure electronic means.

C.   Definitions of GCL Departmental Membership & Voting Procedures
Membership: Members of the department of Global Cultures and Languages are defined as ranked faculty, instructional academic staff (IAS) hired in at Lecturer rank or with faculty status with a 50% or higher appointment.

Voting rights: All ranked faculty will have voting rights beginning with their first day of contract. IAS hired in at Lecturer rank or with faculty status who possess two of the following three qualifications will have voting privileges: a. hold a master's degree or higher in either the target language or in education from a

recognized, HLC or other US accredited/authorized university; b. direct or develop a language program; c. serve four (4) consecutive semesters with a 50% or higher appointment in the department.

Exceptions: Voting rights on personnel matters are reserved for all tenured and tenure-track faculty 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. Department members with split appointments must declare their voting department in consultation with their department chairs.

Participation: Part-time instructional staff, academic, and non-instructional staff may participate in all department discussions regardless of voting member status. Abstention is reserved for individuals who have not been adequately informed on an issue (i.e. absent from a meeting, cannot access documentation).

Commented [RB1]: I suggest we delete this sentence since the norms regarding voting are made clear in the next section.

Voting Quantification and Process: Unless specifically indicated otherwise, a simple majority of those voting carries the vote (51%). Voting occurs with a voice vote or a hand vote; any member can call for a roll call vote. Proxy voting is not allowed. Members who join by teleconference and have heard all the deliberation are eligible to vote. 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.

D.   **Definitions of Quorum and Majority**
A quorum for the purpose of conducting business at any department meeting shall be a simple majority of the persons eligible to vote. For a personnel meeting, a quorum is achieved with 2/3 of those eligible to vote. Motions made at departmental meetings will be approved by a simple majority of the members present. (Exception: amendment of bylaws requires a 2/3 vote).

E.   **Changing by-laws**
Amendments or additions to by-laws and policies may be proposed to department members for a first reading at least **five calendar days prior** to any department meeting. The following must occur:

1. A 2/3 majority of the current department membership present and eligible to vote on by-laws is required to amend the bylaws.
2. Proposed changes to by-laws may be adopted at the subsequent department meeting unless there is a unanimous agreement to waive a second reading;
3. Policies pertaining to personnel issues, which are the responsibility of the ranked-faculty (tenure-track or tenured), may only be changed by said ranked faculty (tenure-track or tenured).

III. Faculty, Instructional Academic Staff, and Staff Responsibilities

A. **Faculty Responsibilities and Expectations**
Faculty responsibilities are referenced in section IV of the Faculty Senate bylaws entitled "Responsibilities of Departments, Department Members and Department Chairpersons." A complete set of these bylaws is available on the Senate webpage under "[Senate Articles and By-laws](#)".

Additional responsibilities specific to GCL include: providing Study Abroad advising and participating in Advising Fairs. See *Appendices A-C* for tenure-track and tenured faculty expectations with regards to teaching, research, and service. *Appendix H* references internal and interpersonal expectations with regards to all faculty and staff (NIAS, IAS, tenure-track, and tenured) behavioral and departmental interworkings.

Determination of/Accountability for individual, departmental, college and university workload: Individual workload is a decision determined by the department. Accountability for that determination shall rest with the department. Departmental workload is determined by the department and the academic dean. Accountability for that determination shall rest with the academic dean(s). College workload is determined by the college dean, the provost/vice chancellor and chancellor. Accountability for that determination shall rest with the chancellor. Institutional workload is determined by the provost/vice chancellor and the chancellor. Accountability for that determination shall rest with the provost/vice chancellor and the chancellor, subject to review by the Office of the Vice President for Academic Affairs of the UW System.

Workload Policy: The standard full-time teaching workload for tenured and tenure-track faculty members in the Department of Global Cultures and Languages is an average of 24 credits during the combined fall and spring semesters. Summer and interim session teaching is optional. This workload should involve not more than three different course preparations per semester, unless the faculty member agrees to exceed this number of course preparations or the situation is unavoidable. Variations in this workload formula are permitted under special circumstances, subject to review by the Executive Committee, and the approval of the Department Chair.

B. **Instructional Academic Staff (IAS) Responsibilities and Expectations**

Guidelines in GCL for hiring, as well as IAS workload responsibilities and expectations, are in accordance with the UWL Faculty Senate manual.

Expected "typical" workload for IAS: Total workload is defined as a standard minimum teaching load plus additional workload equivalent-activity. Full-time IAS engaged in undergraduate instruction typically have a teaching load of 12 contact hours of group instruction per week. The total workload for a full-time equivalency shall not exceed 15/16* contact hours (e.g., 12 contact hour teaching load plus up to 3 contact hours additional workload equivalency). A total workload that exceeds the 15/16 contact hour maximum will constitute an overload for payroll purposes. Half-time IAS engaged in undergraduate instruction typically have a teaching load of 6 contact hours of group instruction per week. The total workload for a half-time equivalency shall not exceed 8 contact hours.

Scholarly activity and/or service is expected for career promotion and will be supported.

Workload equivalencies: The department will determine IAS full-time equivalencies, which may include but are not limited to: department service (department committee work, internship director, student club mentor, language conversation group facilitator, honor society facilitator), college service (college committee work, interdisciplinary service), university service (university-wide committee work, student organization work), community service related to the profession (service as a consultant to community organizations), professional service/development (attending professional conferences, active participation in professional service organizations), research/scholarship/creative endeavors (grant writing, Scholarship of Teaching and Learning (SoTL), professional conference presentations, publications, translations), and/or outside classroom activities (undergraduate research, student mentoring, internship supervision).

C. **Non-Instructional Academic Staff (NIAS) and Classified Staff (CS) Responsibilities and Expectations**
NIAS and CS responsibilities are defined by specific job descriptions and contracts.

Non-Instructional Academic Staff Review
In Accordance with Faculty Personnel rules UWS 3.05-3.11 and UWL 3.08, academic staff will be evaluated annually.

Classified Staff Annual Review
The Wisconsin Statutes call for "a uniform classified employee performance evaluation program to provide a continuing record of employee development and, when applicable, to serve as a basis for decision-making on employee pay increases and decreases, potential for promotion, order of layoff and for other pertinent personnel actions." Annually, classified employees and their supervisor will meet to set performance goals and objectives for the upcoming year. At the end of the year, employees and supervisors will meet again to review work

performance. A copy of the completed [performance evaluation](#) will be placed in personnel files with HR.

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

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

Ranked Faculty, IAS & SEIs: Results from the Faculty Senate approved SEI questions are required for retention, tenure, and promotion in the form of (1) the single motivation item and (2) the composite SEI consisting of the 5 common questions. These numbers will be reported using the Teaching Assignment Information (TAI) form. In addition, the candidate's overall fractional median for the term on both the single motivation item and the composite SEI are reported. Finally, the department adds the department fractional median for both the single motivation item and the composite, the minimum and maximum composite.

IV.   **Merit Evaluation (Annual Review)**
The results of merit reviews for all ranked faculty who have completed at least one academic year at UWL are due to the Dean's Office on Dec. 15 annually. Merit reviews reflect activities during the prior academic year ending May 31.

Merit evaluations are annual reviews conducted to determine eligibility of and number of performance-based incentives (e.g., salary increases). This review is both formative and summative. As a formative review, it offers individuals the opportunity to reflect on successes and challenges in their job performance during the previous year. At the same time, the merit evaluation provides an evidence-based summation of work activities performed.

GCL Merit evaluations align with the department's statements on teaching, research, and service (See *Appendices A, B, and C*). The values for activities are based off the tiers in each category. Merit is also aligned with the GCL and UWL strategic plans and has the flexibility—and the responsibility—to be revisited and modified with each new plan.

Each component of the merit process serves a distinct purpose:
A.   Digital Measures: a repository for supporting documents
B.   Self-Reflection sheet: visually summarizes and calculates merit score
C.   (OPTIONAL) Narration: a brief (1 page) explanation for subjective items listed in digital measures or the self-reflection sheet and/or argument for a desired merit score

The process as explained below will determine the level of Merit earned.

Digital Measures
Faculty and staff will generate **Annual Faculty Activity Reports** generated via Digital Measures at the end of contract (end of May) and sent to Department Chair **by the first**

Monday in June. This report serves as the repository for all evidence (data) of teaching, research, and service activities.

Self-Reflection Sheet
By the **First Friday in September**, each faculty member will fill out and submit to the Chair, a **Self-Reflection Sheet** (*Appendix D*). The self-reflection sheet consists of a list of activities typical for each category of faculty/IAS work. Faculty/IAS will calculate their merit score using this worksheet.

UWL assigns categories and associated weights to faculty/IAS job activities. In GCL, for ranked faculty the weights are 60% teaching, 20% research, and 20% service. IAS can either be 100% teaching, or 80% teaching and 20% service, according to an individual's contract. These weights will be a factor in determining the overall Merit score.

To be considered for any score higher than the minimum for each category, Faculty and IAS must first meet minimum job satisfaction for each category (see Self-Reflection Sheet, *Appendix D*). Once the minimum score is achieved, individuals may begin to add additional points to each category's calculation.

In every category there is a place to include activities not currently encapsulated by the current structure; the Executive Committee shall consider reworking the structure if there is a pattern to representation in the "other" category. The "other" section is also a place to include activities related to UWL and GCL strategic plans. It is assumed that faculty can best represent their case for merit raises when the guidelines do not list their specific contribution. Rational for these activities and their numerical score should be included in a Merit narrative statement.

Narrative statement
GCL recognizes that certain contributions (in all categories) cannot always be neatly boxed into a checklist. Given that, faculty may wish to provide a one-page narrative statement where they can include further explanation of the activity and/or argue for their individual case. Faculty should include supporting documents, (e.g., acceptance letters, journal contents, etc.,) in their Digital Measures report to substantiate their self-assessment. This reflection is similar to information required in the tenure/promotion/post-tenure narrative portions of faculty reviews.

Process
Executive Committee (EC) members will read all merit files, including optional submitted narratives. EC will meet the 3rd week of September to deliberate on all faculty/IAS merit reports. In addition, each member of the EC will be assigned individual merit reports to evaluate and present at the meeting. (A best practice for this process would be for exec committee members to not review the same faculty/IAS consecutively.) In the event of discrepancies between reported scores and committee evaluation, the Committee, as a whole, maintains the right to adjust merit calculations provided by departmental members. Following discussion, the committee will award merit to departmental members via email from the Executive Committee chair.

V.   Faculty Personnel Review

The department will follow the policies regarding retention and tenure described in the
Faculty Personnel Rules (UWS 3.06 - 3.11 and UWL 3.06 –3.08).

Tenure/retention decisions will be guided by the criteria established in the by-laws at the
time of hire unless a candidate elects to be considered under newer guidelines. The
criteria in these by-laws should be applied to faculty with a contract start date after
August 1, 2022.

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

A.   Retention

The department's goal is to facilitate the professional development of untenured
faculty during their probationary period and IAS), while at the same time
maintaining the highest possible standards of excellence in education, scholarly
activity, and service. Reviewing the performance of probationary faculty/IAS
emphasizes:

   a. collaboration and open communication between untenured faculty
       members and the department's review committees;

   b. a constructive and formative process of setting goals, obtaining, and
       utilizing evidence of performance, and identifying strengths and areas
       needing improvement; and

   c. adequate record-keeping to benefit all parties.

Faculty Mentoring. During the first academic year of employment in the
department, each probationary faculty member in consultation with departmental
colleagues is encouraged to obtain a mentor in the department. Each probationary
faculty member is also encouraged to obtain a mentor from among faculty
members outside the department. The Department Chair will assist in the process
of identifying possible mentors if so desired. Mentors are to serve as accurate
sources of information and perspective on policies and practices in the department
and university but are not to be held responsible for the performance of the
probationary faculty members with whom they have a mentoring relationship.

Faculty under review will provide an electronic portfolio (Digital Measures)
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.

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

All first-year tenure-track faculty will be informally reviewed in the spring of their first year. A departmental letter, with formative feedback, will be filed with the Dean and HR. Formal reviews—summative and formative—resulting in contract decisions will minimally occur for tenure-track faculty in the fall semester of their 2nd, 4th, and 6th years. Soft (non-contract) reviews of all probationary faculty will take place in the spring of their 1st, 3rd, and 5th years.

Retention decisions fall under the purview of the Global Cultures and Languages Retention and Tenure Committee.

B.   Retention / Tenure review (procedures, criteria, and appeal)

B.1   Retention & Tenure (R&T) Committee

B.1.a   Leadership and Membership
All tenured members of the GCL shall be members of this committee. The officers shall be chair and recorder. The officers of the committee shall be elected by the committee at a meeting called by the Department Chair. The term of office shall be for one year, from September to the following September. R&T Chairs may be re-elected for more than one year.

B.1.b   Meeting Time Protocols
The first meeting of the committee shall be called by the Department Chair no later than the third week of September for the purposes of electing a committee chair and a recorder. At this meeting the committee will also establish a schedule for meetings, teaching observations, and a schedule for portfolio submission. The meeting for making final recommendations to the Dean for retention or tenure shall be held in time to comply with the timetable set by UWL administration and consider the possibility of reconsideration hearings.

A special meeting may be called at any time by the Department Chair or the Chair of the committee. Two-thirds (2/3) of all the members of the committee shall constitute a legal quorum for the purpose of holding a meeting.

B.1.c   Responsibilities of the Chair of the R&T Committee
The chair of the committee shall do the following in the order given below:

1. Establish a calendar for review process, including the date by which the Department Chair sends the 20-day notification letter, and make sure the agenda is publicly posted with closed meeting information.

2. Organize and arrange teaching observations – non-tenured faculty may also ask to visit a tenured faculty member's class.

3. Following the optional meeting with the probationary faculty (should there be one), the chair of the committee will lead a final discussion of the overall progress of the candidate and call for a vote of the committee. The vote will be taken by a signed and dated ballot, which shall be kept—by the chair of the department—for seven years.

4. Meet with probationary faculty (along with Department Chair) post non-contract review meetings to provide committee feedback.

B.1.d *Responsibilities of the R&T Committee: Teaching Observations*
Members of the R&T committee shall visit classes of the pre- and post-tenured faculty. In their first year, pre-tenured faculty shall have one visit each semester (1x in fall, 1x in spring) by two different R&T Committee members. In subsequent years they shall have one visit per year until tenure. R&T Committee members will visit post-tenured faculty once every two years. These observations should occur particularly in the year before their post-tenure review; visitation assignments shall be on a rotational basis. The rotation order will be determined by the committee at the first R&T meeting of the year. See Appendix J for more specific instructions regarding the teaching observation process.

B.1.e   Departmental Chair Responsibilities
For Personnel Review, the chair of the department is responsible for the following:

1. Convene R&T committee by the third week in September to elect a chair and a Recorder.

2. Write and send a letter to the probationary faculty, at least 20 days before submission of materials, informing the faculty member of the procedures to be followed, the documentation needed, the methods of evaluation, the timetable, and the open meeting law.

3. Run TAI and merit (if available) reports for the R&T committee review meeting.

4. Ensure that the instructor under review receives a copy of the TAI form well in advance of the review, and that the instructor understands the implications of the grade distribution and student evaluation information.
5. Scan and upload final votes to the Chair folder in the GCL OneDrive.

6. Communicate the results of the R&T vote to the probationary faculty in writing *within seven calendar days* and submit the candidate's file and all supporting committee letters and documentation to the Dean by the university established deadlines.

7. Provide copy of the committee's letter to the probationary faculty,

8. Meet with probationary faculty (along with R&T committee Chair) post non-contract and contract review meetings.

B.2   R&T Committee Procedures

B.2.a   Faculty Retention
The committee will, upon request of the pre-tenured faculty, meet with said faculty member to discuss their portfolio immediately prior to voting upon retention. Following that optional meeting with the pre-tenured faculty member, or at the beginning of the meeting if the pre-tenured faculty opts to not meet with the committee, the committee will go into closed session and a vote shall be taken by paper ballot on retention. A two-thirds (2/3) majority of voting members present is required for retention. For a vote to pass a motion, 2/3 of the votes must be in favor of the motion. Per section II.C, **abstention votes in retention, promotion, or tenure matters are highly discouraged** except when a conflict of interest exists, or the voter has none or little knowledge of the person being considered. If an abstention vote is cast, it will be treated as a "No" vote, following the guidelines in Robert's Rules of Order. Ballots will be kept for 7 years.

As mentioned above in Section V.A., GCL uses two mechanisms to provide probationary faculty feedback. All first-year tenure-track faculty will be informally reviewed in the spring of their first year. Formal reviews—formative and summative—resulting in contract decisions will minimally occur for tenure-track faculty in the fall semester of their 2nd, $4^{th,}$ and 6th years. Soft (non-contract) reviews of all probationary faculty will take place in the spring of their 1st, 3rd, and 5th years. The difference between the two types of review consists of the vote for a contract renewal. The process for both reviews is outlined below.

Prior to the beginning of both the non-contract and contract review of the pre-tenured faculty member/s, the meeting will go into closed session according to Section 19.85 in the Wisconsin Statutes.

> **B.2.a.i In a non-contract meeting**, the R&T committee functions much like UWL's Joint Promotion Committee, where everyone on

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the committee reads the candidate's file and evaluates the file according to department bylaws and expectations. For the committee's deliberation one member of the R&T committee will "present" the file to the committee as a whole—the strengths and revision point comments in the following areas: teaching, research, service, and any personnel issues. The individual who presents the file also then drafts the committee letter consisting of a summary of the committee's discussion. No later than **7 calendar days** after the meeting, the letter-writer sends the draft to the committee of the whole. The committee has **5 days** for review/comments; the letter-writer has **2 calendar days** to address those comments before submitting to the Department Chair. Both the Department and R&T Chair (or other person agreed upon by the R&T committee) will meet with the probationary faculty for post-non-contract review to share the committee's letter, discuss their files, and provide feedback.

B.2.a.ii The contract review follows the same presentation procedure as in the non-contract meeting. However, after all discussion of strengths and revision points has completed, the R&T Committee Chair shall entertain a motion regarding the retention of the pre-tenured faculty member/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. For a retention and tenure meeting to take place, attendance by 2/3 of the tenured faculty constitutes a quorum. Abstentions in personnel decisions are highly discouraged. If an abstention vote is cast, it will be treated as a "No" vote, following the guidelines in Robert's Rules of Order.

Within 7 calendar days of the committee meeting and vote the Department Chair will communicate the results of the vote to the probationary faculty in writing of the results of the review. The formal letter writing process follows the non-contract procedure above. No later than **7 calendar days** after the meeting, the letter-writer sends the drafts to the committee of the whole. The committee has **5 days** to review and comment; the letter-writer has **2 calendar days** to address those comments before submitting the final draft to the Department Chair. The Department Chair will forward the committee's letter—with the results of the R&T committee's vote—to the Dean and the probationary faculty, in accordance with the University Personnel Calendar. According to UWS 3.07, a person denied renewal may request written reasons for the non-renewal.

B.3   Responsibilities of Tenure-Track Faculty

B.3.a *Non-Contract Faculty Review*

All tenure-track faculty will be reviewed for formative and summative feedback purposes in the spring before a contract renewal decision in fall. A departmental letter regarding the review will be filed with the Dean and HR. Procedures for this informal review are as follows:

The R&T Chair shall establish a review date and the Department Chair shall inform all tenure-track faculty with at least 20 calendar days' notice before materials are due to prepare a set of materials describing performance in the areas of: Teaching (*see Appendix A*); Scholarly and Research Activity (*see Appendix B*); and Department, University, Community, and Professional Service (*see Appendix C*). The date, time and place of the above meeting shall be conducted 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.

According to the calendar established by the R&T Chair, 10 days prior to the R&T committee meeting, the **pre-tenured faculty** will provide the Department Chair one electronic retention report. This report must be saved as a PDF and have links to artifacts and syllabi.

The "retention report" will be generated from Digital Measures and show the candidate's activities since date-of-hire at UWL as a tenure-track faculty member. The report **must** include **working hyperlinks** to associated evidence such as:

   a. teaching development activities (e.g., syllabi with learning objectives stated, course assessments, peer evaluations);

   b. scholarship (e.g., copies of presentations, publications, creative activities);

   c. 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.

If they wish to do so, the pre-tenured faculty member may opt to speak in person with the committee prior to entering closed session; there, the department members may ask about the faculty member's progress, should they wish to do so. If pre-tenured faculty choose this option, they must alert the Committee Chair no less than **14 days** prior to the non-contract review.

After the review meeting, a post review meeting will be scheduled with the Chair of the department and the Chair of the R&T committee.

B.3.b *Contract Faculty Reviews*
The Department Chair shall inform all pre-tenured faculty with at least 20 calendar days' notice to prepare a set of materials describing performance in the areas of: Teaching (see *Appendix A*), Scholarly and Research Activity (see *Appendix B*), Department, University, Community, and Professional Service (see *Appendix C*). The date, time and place of the above meeting shall be conducted 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 **pre-tenured faculty provides** two electronic reports – saved as PDF reports, with working links to artifacts and syllabi, and emailed to the Department Chair 10 days prior to the R&T committee meeting.

> 1. A "retention report" of the candidate's activities (generated from the Digital Measures) date-of-hire at UWL as a tenure-track faculty member. This report must include working hyperlinks to associated evidence such as:
>
>> a. teaching development activities (e.g., syllabi with learning objectives stated, course assessments, peer evaluations);
>>
>> b. scholarship (e.g., copies of presentations, publications, creative activities);
>>
>> c. 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 (see website for Provost Promotion Resources).
>
> 2. An "annual report" of the candidate's activities (generated from Digital Measures representing activities since date-of-last contract review).

The Department Chair will provide merit and TAI information to the R&T Committee.

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B.4   Faculty Retention and Tenure Criteria

The department will review a narrative from the candidate. Candidates should use the Provost's Promotion Resources website as a model, this resource will help guide the development of their narrative and make their work towards tenure and promotion more efficient and clearer. Clearly, candidates will not be expected to perform beyond their years/scope within the institution, but rather use the genre of narrative articulated to help them chart their professional progress to tenure and promotion. Also, for references are the UWL Bylaws regarding promotion and tenure expectations.

B.4.a   *Teaching*

For retention, candidates will need to demonstrate strong evidence of quality teaching, professional development as a teacher, and professional competence as a teacher as articulated in *Appendix A*.

> *Teaching assignment*, which encompasses a listing of courses taught, unique expertise, approaches to grading and direct and indirect assessment, and duties that are different from classroom teaching.

> *Teaching development,* which encompasses a continually revisited articulation of a teaching philosophy, the development of new courses and units, innovations and improvements in teaching techniques, participation in workshops on teaching, and preparation of curriculum materials.

> *Teaching evaluation,* which encompasses a narrative outlining the methods used to assess teaching, including written evaluation by peers and SEI scores; this section will most often include a discussion of revisions made over time to courses based on feedback provided by students and peers, as well as direct and indirect assessment information.

B.4.b *Scholarship*

Persons recommended for retention will show progress in their agenda for Research/Scholarship as defined in *Appendix B*.

Candidates for retention shall provide a summary on their research/scholarship that should detail the candidate's progress in developing and carrying out a research agenda and state the candidate's professional goals in this area.

B.4.c   *Service*

Candidates for retention shall provide a report on service that should detail the candidate's accomplishments and professional goals in this arena.

For retention, the Department of Global Cultures and Languages expects service to the department, including regular attendance at departmental/section/relevant

committee meetings, assessment participation, attendance at least one UWL graduation ceremony per year, and contributions to the university and/or community as articulated in *Appendix C*.

B.5   Appeal

Anyone wishing to appeal a department retention or tenure decision is required to submit a written petition to the Department Chair carefully detailing the basis on which this appeal is being made. This appeal must be filed with the Department Chair within two weeks of the notification of the contested retention/tenure decision. The R&T Committee will then hold a special closed session hearing to review all evidence pertinent to this petition in the presence of the appellant. Subsequent to hearing the facts, the R&T Committee will dismiss the appellant from the hearing room chambers and will render its final decision on the appeal (cf. Faculty Personnel Rules UWS 3.06-3.11 and UWL 3.06-3.08; and UWL Employee Handbook).

C.   The Global Cultures and Languages Post-tenure Review Procedures

The department follows the UWL procedure and schedule regarding post-tenure review. https://www.uwlax.edu/human-resources/post-tenure-review-policy

Once every five years, each tenured faculty member's activities and performance will be reviewed in accordance with the missions of the department, college, and University. The Post-tenure Review and Development Policy of the Department of Global Cultures and Languages follows UW-System and UW-La Crosse policy guidelines.

Procedure

a. HR keeps a list of faculty to be reviewed under UWL/GCL post-tenure review policy. When the Chair has been notified by HR that a faculty member is up for post-tenure review, a departmental Post-Tenure Review Committee will be constituted (consisting of all tenured members of the department) and charged with implementing the university's policy aimed at contributing to the continuation of faculty members' growth and development.

b. The Post-Tenure Review Committee (PTRC) (which is the same as the R&T Committee—all members of the department with tenure; chair will serve as both R&T Chair and PTRC Chair) will review the past 5 years of data via Digital Measures for the person under review. The committee will write a letter providing general trends in the areas of teaching, scholarship, and service, identifying any areas of concern as addressed below, and provide a copy to the faculty member, the department chair, the dean's office, and HR.

Identification of Areas of Concern

One part of the post-tenure process is aimed at detecting areas of concern that may develop after tenure has been granted. The following statements represent minimum expectations of every member of the Department. A mechanism for determining when an area of concern might be identified is included.

Teaching

The Department expects each faculty member to teach courses in their area/s of expertise; the expected teaching load is the equivalent of 12 semester-hours.

Faculty shall:
    a. develop acceptable (in the judgment of their peers) syllabi, including appropriate readings and other activities for each course
    b. develop acceptable (in the judgment of their peers) and fair (in the judgment of both their peers and students) methods of evaluation for each course
    c. meet with their students as scheduled for classes or make provisions for acceptable alternative activities; these should be announced to the chair prior to those decisions
    d. Follow UWL policies with regard to submission of grades, office hours, grading turn-around, and other classroom-management and learning-management policies
    e. ensure timely contact with your current students and prior students who request recommendations, study abroad assessment needs, placement needs, and other teaching and learning-related activities.

Performance may be deemed an area of concern if, for more than three consecutive semesters, peers and/or students report that any of the above activities are not carried out at a satisfactory level.

Under special circumstances faculty may be granted a reduced load (e.g., a faculty member holding a significant research grant or extraordinary service responsibilities). The process by which a faculty member can request that their teaching activities be reduced formally for a period of one semester is as follows:
    a. Faculty member writes letter of request to executive committee, submitted during the first week of the fall semester.
    b. Executive committee discusses at first meeting of the fall semester.

Executive committee chair writes letter of response to be included with faculty member's file; the letter goes to the faculty member, the Dean's office and to HR.

Scholarship

The Department expects each post-tenure faculty member to engage in and articulate within Digital Measures evidence of their scholarly activities that allow for faculty members to:
    i. maintain the quality of the faculty member's teaching activities and potentially develop new areas of knowledge germane to their discipline and that may be reflected in new teaching assignments
    ii. keep up with the fields of study represented by their teaching assignments
    iii. keep up with knowledge of what constitutes effective teaching in the discipline

iv. participate in professional presentations and publications
v. undertake public presentation of scholarly work, artistic endeavors that are related to research in the field, and/or performances of artistic nature that are related to the faculty member's larger body of scholarship

vi. Performance in this area may be deemed of concern if none of the above (or similar) activities occur at a satisfactory level (see *Appendix B*) for a period of two successive years, unless circumstances have led to an agreement between the Department and the faculty member that scholarly activities be reduced formally for a period of one academic year (e.g., a faculty member having significant service responsibilities, an extraordinary/overloaded teaching load, or other conditions of work on campus that would warrant such a reduction). The process by which a faculty member can request that their scholarly activities be reduced is as follows:
   a. Faculty member writes a letter of request to the executive committee, submitted during the first week of the fall semester.
   b. Executive committee discusses at first meeting of the fall semester.
   c. Executive committee chair writes letter of response to be included with faculty member's file; the letter goes to the faculty member, the Dean's office and to HR.

Service
The Department expects faculty to volunteer for and serve on committees that contribute to the success of the Department, College, and University in fulfilling their missions. The Department expects post-tenure faculty to:
   a. be leaders in the work of service in the department, the college, and the university;
   b. spearhead initiatives and infrastructure work in the department;
   c. mentor pre-tenure faculty;
   d. be on time, regularly attend, and participate as an active member in department, section and committee meetings;
   e. attend at least one UWL graduation ceremony per year;
   f. keep current with syllabi and curriculum requirements;
   g. lead advising days and advise students;
   h. maintain professional affiliations outside the University.
Performance in this area may be deemed of concern if none of the above (or similar) activities occur at a satisfactory level for a period of two successive years, 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 extraordinary teaching load). The process by which a faculty member can request that their service activities be reduced formally for a period of one academic year is as follows:
   a. Faculty member writes letter of request to executive committee, submitted during the first week of the fall semester one year prior to the requested reassignment will occur.

b. Executive committee discusses at first meeting of the fall semester.
c. Executive committee chair writes letter of response to be included with faculty member's file; the letter goes to the faculty member, the Dean's office and to HR.

Department statement on post-tenure review and goals/aspirations
As a department, we recognize that these expectations are the minimum expectations for faculty in their work responsibilities. It is the department's hope and goal to support faculty at all stages of their careers, which will look very different for all faculty at all ranks. One consideration to continue to support all faculty in their goals and aspirations is to keep an open line of communication about those goals and aspirants with departmental leadership. Departmental leadership shall continue to seek ways to support faculty in these kinds of endeavors.

D. Faculty Promotion (procedures, criteria, and appeal)
The department will follow UWL guidelines and schedules regarding faculty promotion (see Provost Promotion Resource website). The department promotion procedures are designated to facilitate the implementation of the guidelines outlined in the UW-La Crosse Employee Handbook.

D.1 Promotion Committee (PC)

D.1.a *Leadership and membership*
The committee shall consist of all tenured-faculty members above the rank of the candidate for promotion. Thus, 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. The committee will consist of a minimum of three members, with a serious preference of four or five. If necessary, because of eligibility requirements, one or more committee members may be appointed from other UWL departments. The Department Chair will solicit feedback from the candidate and Promotion Committee about appointees.

The officers shall be chair and recorder. The officers of the committee shall be elected by the committee at a meeting called by the Department Chair. The term of office shall be for one year, from September to the following September.

D.1.b *Meeting Time Protocols*
The first meeting of the committee shall be called by the Department Chair no later than the third week of September for the purposes of electing a committee chair and a recorder. At this meeting the committee

will also establish a schedule for meetings, teaching observations, and a schedule for portfolio submission. The meeting for making final recommendations to the Dean for retention or tenure shall be held in time to comply with the timetable set by UWL administration and consider the possibility of reconsideration hearings.

A special meeting may be called at any time by the Department Chair or the Chair of the committee. Two-thirds (2/3) of all the members of the committee shall constitute a legal quorum for the purpose of holding a meeting.

D.1.c *Responsibilities of the Chair of the Promotion Committee*
The chair of the committee shall do the following in the order given below:

1. Establish a calendar for review process, including the date by which the Department Chair (or, if necessary, the Promotion Chair) sends the 20-day notification letter, and make sure the agenda is publicly posted with closed meeting information.

2. Following the optional meeting with the probationary faculty (should there be one), the chair of the committee will lead a final discussion of the overall progress of the candidate and call for a vote of the committee. The vote will be taken by a signed and dated ballot, which shall be kept—by the chair of the department—for seven years. The Chair of the committee collects faculty signatures for the Promotion Committee Transmittal and Signature page.

D.1.d Department Chair Responsibilities
The Department Chair, (unless s/he is unable to serve on the committee, in which case the duties fall to the Promotion Committee Chair), is responsible for the following:

1. Convene the Promotion Committee by the third week in September to elect a Chair and a Recorder.

2. Write and send a letter to the faculty seeking promotion, at least 20 days before submission of materials, informing the faculty member of the procedures to be followed, the documentation needed, the methods of evaluation, the timetable, and the open meeting law.

3. Run TAI and merit (if available) reports for the Promotion Committee review meeting.

4. Ensure that the faculty under review receives a copy of the TAI form well in advance of the review, and that the instructor understands the implications of the grade distribution and student evaluation information.

5. Scan and upload final votes to the Chair folder in the GCL OneDrive.

6. Communicate the results of the promotion vote to the faculty seeking promotion *within seven calendar days and* submit the candidate's file and all supporting committee letters and documentation to the Dean, in accordance with the University Personnel Calendar.

7. Provide a copy of the committee's letter to the faculty.

D.2   Promotion Committee Procedures

D.2.a   Review Procedures

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

2. Everyone on the Promotion Committee is responsible for reading the candidate's file and evaluating the file according to department bylaws and expectations. For the Committee's deliberation they may choose to use the JPC format as noted in section B.2.a.i or a variation of the procedure, to ensure the writing of an effective support letter.

3. Within 7 calendar days of the committee meeting and vote the Department Chair will communicate the results of the vote to the faculty in writing of the results of the review. The formal letter writing process follows the non-contract procedure in B.2.a.i. No later than **7 calendar days** after the meeting, the letter-writer sends the drafts to the committee of the whole. The committee has **5 days** to review and comment; the letter-writer has **2 calendar days** to address those comments before submitting the final draft to the Department Chair. The Department Chair will forward the committee's letter to the faculty one day prior to forwarding materials to the Dean. According

to UWS 3.07, a person denied renewal may request written reasons for the non-renewal.

4. 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.

D.3   Responsibilities of Faculty Seeking Promotion
Faculty who are eligible and wish to be considered for promotion must first inform the Department Chair of intention one semester prior to promotion submission. They must then submit a completed Digi Measure report as outlined by the Joint Promotion Committee. The report is submitted to the Department Chair at least 10 calendar days prior to the scheduled date of the departmental promotion consideration meeting. The Department Chair will make the promotion materials and the candidate's student evaluation information available for review by all faculty eligible to vote on the promotion in question at least 7 calendar days in advance of the departmental promotion consideration meeting. The requirements of the Wisconsin Open Meeting law shall apply to this meeting. After having a discussion of a candidate's performance with respect to the criteria specified in Appendices A, B, and C below, votes will be cast by signed paper ballots on a separate motion to promote each candidate. At least a two-thirds majority of eligible voting members present is necessary for a positive promotion recommendation. Abstentions in personnel decisions are highly discouraged. If an abstention vote is cast, it will be treated as a "No" vote, following the guidelines in *Robert's Rules of Order.* The results of the vote will be recorded and entered in the appropriate portion of the Promotion Committee Transmittal and Signature Page filled out by the Chair of the committee.

D.4   Promotion Criteria
a. To be considered for promotion to a higher rank, faculty must meet the minimum University criteria as stated in the UWL Handbook. For the rank of Associate Professor, a candidate must provide evidence of teaching excellence, progress, and growth; 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 expectations

of teaching (see ***Appendix A***), scholarship (see ***Appendix B***), and service (see ***Appendix C***).

    b. To be promoted to the rank of Professor, a faculty member must show evidence of continued excellence, progress, and growth in teaching; significant scholarly productivity; and substantial service activity. Evidence of teaching excellence, scholarship, and service will be consistent with the Department's expectation of teaching (see ***Appendix A***), scholarship (see ***Appendix B***), and service (see ***Appendix C***).

D.5   ***Reconsideration***

    a. The promotion candidate can appeal the decision of the Promotion Committee and will have **7 calendar days** to request reconsideration in writing. The Promotion Committee Chair will then convene the committee to hear all relevant evidence to support promotion. The candidate will have an opportunity to provide additional written or oral support relevant to promotion. The Promotion 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 Promotion Committee will then render its final decision on the appeal.

    b. Each promotion candidate will have the right to appeal the Department's reconsideration decision to the Grievance, Appeals and Academic Freedom Committee.

D.6   ***Review of Faculty who are School of Education affiliated faculty***

The SOE and CASSH Deans will receive and review the portfolio at the same time and will each forward their recommendations to the provost. For retention and tenure, if there are discrepant reviews of a candidate, the provost will confer with the Deans to ensure DPI policies and expectations are applied.

VI.   Instructional Academic Staff Review

A.   Annual Review

The department's goal is to facilitate the professional development of (untenured faculty during their probationary period)/IAS), while at the same time maintaining the highest possible standards of excellence in education, scholarly activity, and service. Reviewing the performance of probationary faculty/IAS emphasizes:

    d. collaboration and open communication between untenured faculty members and the department's review committees;

    e. a constructive and formative process of setting goals, obtaining and utilizing evidence of performance, and identifying strengths and areas needing improvement; and

f. adequate record-keeping to benefit all parties.

Faculty Mentoring. During the first academic year of employment in the department, each probationary faculty member in consultation with departmental colleagues are encouraged to obtain up to three mentors in the department (if desired, one each focusing on teaching, scholarly activity, and professional and community service). Each probationary faculty member is also encouraged to obtain a mentor from among faculty members outside the department. The department chair will assist in the process of identifying possible mentors if so desired. Mentors are to serve as accurate sources of information and perspective on policies and practices in the department and university but are not to be held responsible for the performance of the probationary faculty members with whom they have a mentoring relationship.

> **Commented [RB2]:** Equity language from the Provost

In accordance with the Wisconsin State Legislature, Faculty Appointments rules UWS 3.05-3.11 and the UWL 3.08, IAS will be evaluated annually. At least **20 calendar days** prior to a review, the Department Chair shall notify each IAS member of the date of the review and provide each IAS with the appropriate form to be used to report the member's performance in the review areas for the time period under review. The department chairperson shall inform each IAS of the date by which these forms should be completed and submitted. IAS are responsible for completing their own evaluation form. Within **14 calendar days** after completion of the review of a faculty member, a written report of the results of the review shall be given to the IAS member. Results shall be reported for each of the review areas.

The annual review will consist of a cyclical process with three components: goal development, recording accomplishments (Activity Report generated in Digital Measures), and an Annual Review form that communicates the results of the performance review.

All IAS are required to have a classroom teaching observation visit performed by at least one member of the tenure-track or tenured faculty every year with a written evaluation of this classroom observation filed with the chair. For IAS with a one-semester contract, a classroom observation form will be completed by either December or April and filed with the chair and a copy also given to the instructor.

During the Spring semester, for those with an annual contract, the chair will communicate department review procedures with each IAS member. IAS will prepare her/his Activity Report that includes a classroom teaching observation letter, SEI information, as well as the progress on the goals. The chair will then complete the IAS Annual Review form for submission to the Executive Committee. This body will have an opportunity to review these materials and express any concerns or recommendations to the chair. From there the chair will forward the evaluation to the dean, HR, and the IAS member. Evaluation forms are located at https://www.uwlax.edu/search/?q=IAS+Evaluation+Forms.

After the review is complete, IAS will develop a new set of goals to share with the chair which will be used to review the outcomes of established employee career goals and position expectations.

B.   **IAS Promotion Procedures**
IAS at the ranks of Associate Lecturer, Lecturer, and Senior Lecturer may elect in any year to be reviewed for Career Promotion and will follow the guidelines and timetable as found on the following website.

 IAS Promotion Guidelines
Policies and procedures guiding career promotion for IAS are available here.

HR keeps a list of Instructional Academic Staff at the ranks of Associate Lecturer, Lecturer, and Senior Lecturer who are eligible for promotion. When the Chair has been notified by HR that an IAS member is up for promotion, the IAS member will be contacted to ascertain whether or not they wish to seek progression. If affirmative, the executive committee will be charged with reviewing said IAS promotion candidates for career progression and will follow the guidelines and timetable as found on the following website.

The Department of Global Cultures and Languages will adhere to and rely heavily on the career promotion guidelines detailed on the IAS website. The department acknowledges and reiterates that the teaching mission of IAS is of utmost importance. In addition to the criteria listed on the aforementioned web site, excellence in teaching will be strongly considered for career promotion to any rank. In terms of service and/or professional development/creative activity/scholarship, IAS should demonstrate "satisfactory or highly satisfactory" production for promotion from Associate Lecturer to Lecturer, "excellent" for promotion from Lecturer to Senior Lecturer.

The Executive Committee will serve as the IAS promotion committee and will review and vote on IAS career promotion requests. The IAS member will be notified no less than 20 calendar days in advance of the Career Promotion review meeting and asked to prepare a Digital Measure report for review. At least **10 calendar days** prior to the review, the IAS member will provide the portfolio to the Department Chair. The Department Chair will send the file to all members of the Executive Committee **within 7 calendar days** of the promotion meeting. All members of the Executive Committee will review the portfolio prior to the meeting. Within **2 calendar days** of the meeting, the department chair will notify the IAS member of the result of the vote. The IAS member will be notified within **7 calendar days** of the results of the hearing via letter. 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.

Career Promotion Reconsideration

In the case that promotion is not granted, the candidate can appeal the decision of the IAS promotion committee by following a process similar to the policy established for Reconsideration of Promotion for ranked faculty. Specifically, after receiving the Chair's notification, the IAS candidate will have **14 calendar days** to request reconsideration by the Executive Committee. The Chair will then convene the Executive Committee to hear all relevant evidence to support promotion. The IAS candidate will have an opportunity to provide additional written or oral support relevant to promotion. After the IAS candidate presents his/her argument and evidence, the Executive Committee will then excuse the IAS candidate from the meeting and move into closed session. In closed session, the Executive Committee will review all evidence pertinent to the IAS candidate's petition. The Executive Committee will then render its final decision on the appeal.

Appeal Procedures
(cf. *Faculty Personnel Rules* UWS 3.05-3.11 and UWL 3.08; and *UWL Employee Handbook*, pp. L-7, L-8)

Each career promotion candidate will have the right to appeal the Department's reconsideration decision to the Grievance, Appeals and Academic Freedom Committee.

VIII. Global Cultures and Languages Governance
A. Department Chair
The Department will adhere to the selection and duties of the Chair that are delineated in the Faculty Senate Bylaws under the heading "IV. Responsibilities of Departments, Department Members and Department Chairpersons" and "V. The Selection of Department Chairpersons" and "VI. Remuneration of Department Chairpersons." In addition, references to chair-related duties are stated throughout the Employee Handbook. **Election of the Department Chair**
The Chair is elected by the Department in February for a three-year term to begin July 1. Chair appointment is .75 teaching reassignment. All voting members of the department (as determined by Department bylaws) are eligible to vote. Eligibility for Chair is determined by faculty member's tenure status. It is encouraged that a faculty member be promoted to either an Associate or Full professor, with preference for Full Professor status. Eligible faculty can either self-nominate or be nominated by department members to the CASSH Dean's Office. Once the nomination period has ended, the Dean's office shall send out ballots to all eligible to vote. Any candidate who consents to serve and receives 60% of the ballots will be elected chair. If this does not occur, there will be a runoff between the two persons with the most nominations who have consented to run.

Responsibilities and Rights of the Department Chair

The duties of the Chair are delineated the [Employee Handbook](#).

The Department Chair is responsible for: consulting with the varying responsible bodies (S&S Committees, Executive Committee, the selection, supervision, merit rating and promotion of faculty for regular and summer sessions and support staff; developing and implementing the curriculum, advising students and informing the administration of progress and problems; drawing up and supervising a budget, reporting textbook selections; assigning offices and space and maintenance of facilities and equipment; scheduling classes and registering students in regular and summer sessions; convening and presiding at regular and special meetings of the Department; other matters outlined in the Faculty Handbook including hearing and responding to student concerns.

Additionally, the handbook specifies that the Chair will assume a prominent role in creating a professional environment conducive to high morale and productivity. In consultation with the executive committee, the Chair may delegate performance of the duties to committees or members of the department.

In compensation, the Chair receives a .75 reduction in teaching load during the academic year and a fractional administrative summer appointment determined by the Dean's office in CASSH.

Formative Evaluation of Chair

In February of the Chair's second year, the CASSH Dean's Office should administer a chair evaluation form to all departmental personnel employed at 75% annual FTE or above. The quantitative and qualitative results are tabulated by the Dean and a summary is sent to the Chair and all the potential respondents. The purpose of this evaluation is formative.

Summer Administrative Duties

In the summer the Department Chair receives a fractional appointment and is responsible for seeing to department business as it comes up. The Chair should use the Executive Committee for consultation regarding business that impacts the department as a whole. The Chair should appoint an interim chair if they will be away for more than **3 calendar days** and notify the Department and the Dean's office.

A. The Coordinator of the Spanish Section

The coordinator has .25 reassignment per semester. The coordinator is a faculty member responsible for organizing and conducting Spanish Section meetings, facilitating curriculum revision, assisting in scheduling Spanish courses, overseeing assessment of the program, and writing reports concerning the business of the Spanish Section of the Department of Global Cultures and Languages. The responsibilities as detailed in a job description on file in the department and the duties associated with the section work are considered "service" for personnel review at the departmental level.

C. **World Language Education Director Position**
The World Language Education Director Position is a 3-year rotating position with a .25 reassignment per academic year. Release will come most often from language courses rather than Education-focused courses. The job description is as follows:
   a. Consult with GCL chair on all WL Education program needs, issues, and curriculum changes;
   b. Serve as ex officio to the GCL executive committee on all WL Education program needs, issues, and curriculum changes as needed;
   c. Consult with GCL ADA on advisee assignment;
   d. Create tracking system that is shared with SOE for students in pipeline;
   e. Coordinates with SOE's OFE for field observation placements and assignments;
   f. Coordinates with SOE's OFE for student teaching placements and assignments;
   g. Works to build new partnerships with area K-12 schools (within a 50-mile radius);
   h. Acts as communication liaison between GCL, SOE, and CASSH;
   i. Completes necessary administrative work associated with SOE-affiliated programs;
   j. Serves as point of contact for immediate student needs, immediate department needs regarding Education programs, immediate SOE needs regarding WL Education programs; organizes WL education advising day in conversation with the RROC committee;
   k. Responsible for revision of advising planners, advising day orchestration for WL students, working with SOE advisors on student plans for matriculation;
   l. Sets up rotation calendar for attendance at SOE meetings;
   m. Responsible for website content and work regarding WL Education programs (Spanish, French, German);
   n. Reviewed each year by the GCL Chair;
   o. Other duties as assigned by GCL Chair.

Workload formula for GCL faculty with School of Education Affiliation
GCL faculty members who are affiliated with SoE will be responsible for supervising students who are in Field I, Field II, or Student Teaching Placements each semester. To determine the work load for each faculty member, the following formula is used:

Four (4) to five (5) observations are equivalent to one (1) credit of work; therefore, 12-15 observations in one semester (field and student teaching combined) is equal to three (3)credits of work load.

This formula takes into consideration the amount of time invested by GCL SoE-affiliated faculty setting up field and student teaching placements, pre- and post-observation paperwork, driving to and from observations, conducting

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observations, participating in triad meetings, and communicating with teacher candidates on a weekly basis. GCL SoE-affiliated faculty must travel to multiple placement sites, therefore the formula takes into account the amount of contact hours required in a normal semester (45) in order to equal three credits of work load.

D, **Global Cultures and Languages Department Standing Committees**
(e.g., for any matters not covered above—equipment, travel, space, budget, curriculum, assessment, etc.).

Elections for all standing committees in the department will occur in the spring prior to the term year. One can either self-nominate or nominate others to the Department Chair for positions on each of the 3 larger GCL committees (Executive, RROC, and Assessment). Language-specific sections shall consist of all members who teach that specific language. For all other committees, Department Chair shall distribute ballots prior to or at the last faculty meeting of the year. Ideally, faculty should only serve on two departmental committees maximum—their language section committee and one other departmental committee. Only in extraordinary circumstances should faculty serve on more than two total. An exception will be for our SOE-affiliated faculty, whose workload with service is determined in consult with the Chair.

The Executive Committee (EC)
The principal function and duty of the Executive Committee is to address urgent Departmental matters; the EC essentially functions as the departmental advisory board for the Chair.

The Executive Committee is composed of the Department Chair and 4 other members that provide an equitable ratio between the ranks of Full Professor, Associate Professor, and Assistant Professors in their 3rd year or beyond.

Department Chair will serve as the Chair of Executive Committee.

Members are elected in the spring for the fall, and should serve a 3-year term. The Executive Committee is responsible for:
   i. Reviewing and updating the department bylaws and policies on an annual basis;
   ii. making decisions regarding instructional academic staff and non-academic instructional staff hiring;
   iii. selecting the recipients of department scholarships;
   iv. nominating faculty and staff awardees to be put forward to the CASSH for recognition;
   v. merit deliberations and decisions;
   vi. Consulting on marketing materials, outreach, and other important recruitment functions of the department;

vii. reviewing reports from other departmental committees, and ensuring that committees are completing their tasks and contributing to the work of the departmental towards the next APR cycle;

viii. advising the Chair on matters integral to departmental function;

ix. assessing the work and reports of other committees within the department;

x. other duties as assigned by the Chair of GCL.

Departmental Recruitment, Retention and Outreach Committee (RROC)

This committee will consist of 5 members, each of whom serves a three-year term. The Chair will be the senior most member of the committee in terms of term length. Terms are staggered so that each year one new member joins four from the previous year.

RROC is responsible for:

a support, orchestration, and oversight will include:

i.GCL advising days (1 fall, 1 spring pre-registration), including lining up guests for said advising days.

ii. Supporting the Chair and language programs in the larger scope of student recruitment and retention. Such activities might include, but are not limited to: campus close-up days and content, START staffing, Resource Fair, Study Abroad Fairs, creating and distributing marketing and promotional materials, website content, giving presentations about the value of language study at various internal and external functions, researching and reporting at departmental meetings about retention data and efforts, collaborating with institutional research/UComm for data collection, researching and reporting out on grant opportunities that would increase GCL possibilities for outreach/retention/recruitment, brainstorming potential partners and promoting and developing events/activities supporting the wellbeing of the Department of Global Cultures and Languages. All created materials will go through the Executive Committee for approvals.

iii.Committee should meet once a month

iv.Committee will take minutes and save them to the departmental Sharepoint for all department members to access

v.Any departmental member may attend these meetings, and they should be posted clearly on the GCL calendar.

Assessment Committee (AC)

This committee will consist of 4 department members; the membership shall represent at least 1 Spanish faculty and no more than 3. Department members will serve a 3-year term. Members may serve multiple, consecutive terms. This committee is charged with planning and organizing assessment plans and instruments for General Education courses and programmatic assessment; and with the writing and reporting of departmental assessment outcomes. All

assessment actions and decisions should be in the form of shared governance (rights and responsibilities) between all language members.

   a. Committee should meet at least once every other month or more frequently if needed
   b. Committee will take minutes and save them to the departmental Sharepoint for all department members to access
   c. Committee will store assessment protocols, rubrics, templates, and results to the departmental Sharepoint folder for all department members to access
   d. Each course in the department being assessed in any given year should have a particular individual assigned to collect and report assessment documentation to Taskstream;
   e. Chair is responsible for maintaining the program assessment folder in Taskstream as well as the departmental Sharepoint folder.

E. *Special Committees*
    Ad-Hoc Committees – The chair of the department or the executive committee may convene an ad-hoc committee as needed.

    Department Equity Liaison Eligibility: 4 semesters of 50%+ teaching appointments Term: 3 years, renewable

    Appointment: Faculty interested in the position may self-nominate to the department's Executive Committee.

    Equity Liaisons are defined by the initiative's university-level leadership team. The equity liaisons help build awareness of the department'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 department-specific research and resources;
     ii. contributing to development of the department's Inclusive Excellence and Equity plans and annual reports;
     iii. facilitating prompt discussion in the department on equity conditions, needs or faculty concerns;
     iv. conveying information about equity gaps specific to the department;
     v. cultivating a climate of shared responsibility for equity and diversity;
     vi. working with the department chair and the department as a whole to develop the department's strategic plan;
     vii. serving as a consultant to the department's Executive Committee;
     viii. represents GCL at university-wide Equity Liaison meetings;

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

For the purposes of retention, tenure, and promotion, the Department of Global Cultures and Languages considers the duties of the Equity Liaison as equivalent to serving on a labor-intensive university-wide committee.

F. **Language Sections (LS)**

Each language in the department will appoint a coordinator responsible for convening the members (if there are other members) of their language-specific cohort. Each of these cohorts will be known as language sections. The collaborative work of a language section is to:

  i.   Address business regarding curriculum, content, and necessary curriculum revision
  ii. Address strategic planning, recruitment, retention, advising, and other student-focused endeavors
  iii. Address co-curriculars and faculty roles in those co-curriculars
  iv. Address assessment of general education courses and major/minor (program) courses
  v.   Address and discuss staffing needs, scheduling, and other general tasks
  vi. Address and discuss other business deemed integral to the language-specific cohorts

As each language-specific cohort will function in alternate ways according to the needs of their specific section, the following are language-specific guidelines for each language section:

German Studies Section

Faculty in the German Studies program will meet at least once a month to discuss relevant program business. One faculty member will organize and attend Stammtisch meetings with students each semester. The other faculty member will act as the German Club advisor that semester. General Education and program assessments will be evenly divided between the faculty members. Courses will be scheduled in such a way that no upper-level language courses are offered at the same time.

Spanish Section

Spanish Section Committee consists of tenured and tenure-track faculty members who teach Spanish for the department of Global Cultures & Languages. In addition to the business listed above, the Committee is charged specifically with the design, maintenance, and assessment of curricula that include:

  a. Spanish Major,
  b. Spanish Education,
  c. the Spanish Minor,
  d. the Spanish for the Health Professions Certificate, and
  e. the Spanish for Business and Organizations Certificate.

In support of these programs the section collaborates on selecting course offerings, scheduling, and program promotion. In conjunction with the department assessment committee, the Spanish Section assesses and revises three (3) general

Commented [RB3]: This section needs revision. I am not finding anything re: OWL, nor French

education courses and all program curricula. For junior faculty and Spanish IAS, tenured faculty observe classes and mentor. The Section also organizes and facilitates twice-annual advising events, co-curricular activities, and puts forward student nominations for college and university awards. To accomplish this work, the Spanish Section Committee meets twice monthly, unless working on a particular project that merits more frequent meetings.

G.   Additional Departmental Policies

Faculty Award Nomination Policy
There are several awards that faculty can be nominated for within CASSH and the larger UWL structure; the department is encouraged to put faculty forward for these awards each year. In addition, there are awards both internal and external to the department for consideration. The process for all nominations is as follows:
1. Faculty member in GCL nominates another faculty member in GCL to Executive Committee for consideration for support for award 6-8 weeks in advance of deadline.
2. Executive Committee deliberates and votes upon a "yea" or "nay" for departmental support of the award; majority rules (2/3 quorum of Executive Committee must be present or log their vote in an appropriate manner).
3. Department Chair announces Executive Committee support (or no) of nomination at following departmental meeting.
4. Nominating faculty drafts support letter; sends to Executive Committee 3 weeks prior to deadline for nominations.
5. Executive Committee reviews and revises letter; Department Chair sends in nomination letter with departmental support.

Sick Leave Policy
Department members will account for sick leave in adherence to the most current UW System guidelines. The UWL Absence Form is online. Employees access absence forms via: http//www.uwsa.edu/hr/benefits/leave/sick.htm or the "My UW System" page. Employees file an absence report every month they are on contract; these should be filed by the 5th of each month.

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

Leave of Absence Policy
A formal leave of absence without pay is a leave that exceeds 30 calendar days. Formal leaves require written approval from Human Resources and the employing department. Leave without pay for a complete pay period or up to 30 days requires written approval from the supervisor and notification to Human Resources. Leaves without pay are granted for illness, care of a child, spouse, or parent with a serious health condition, education, military and exceptional

personal reasons. Leaves will be granted for birth or adoption of a child for up to, but not exceeding, six months. Upon request of the employer, paternal leave of absence may be extended for another period of time, not to exceed six months. The Department may approve a leave of absence request that extends beyond a twelve-month period only under extraordinary circumstances and then only when the Department determines that such an extension of the leave of absence is in the Department's best interests. For more information on leaves, contact Human Resources.

Administrative leaves involving larger service roles at UWL do not have to be approved by the Department. However, leaves involving a change in faculty residence or any other type of leave (e.g., sabbaticals and/or international teaching) need to be approved by the Department.

Office Assignment Policy
Order of preference for all vacated faculty offices is determined by seniority. For the purposes of office assignment only, seniority is determined by the date that the faculty contract is signed when the faculty enters the tenure-track. If two individuals have identical contract dates, then priority will be determined by random selection. Should an extenuating circumstance arise, the chair may request from involved parties a suspension of this policy.

Travel Allocation Policy
The Department strongly encourages and supports faculty travel to conferences, seminars, and/or other venues for professional enrichment and development. Faculty are required to submit their requests for travel funds for the academic year by the Friday of the first week of the fall semester to the Department Chair and Academic Department Assistant (ADA). Funds will be allocated equitably, and will take into consideration the past 5 years of funding data, with recognition of expertise in relation to the focus of the conference, location of conference, impact and importance of attendance, time of faculty member in their careers at UWL, number of conferences attended, publications that came from those conferences, and other points of data necessary for informed and equitable decision making. Additional funds will be allocated if/as they are available. The criteria employed for allocating residual travel funds give paper presentations of original research the highest priority. The department will use a travel fund form (See departmental Sharepoint site) for each conference an employee requests.

For travel outside of the United States and Canada, faculty must request travel support through the International Scholarship Grant (ISG). Department travel funds may be used for foreign travel if an ISG grant request is not funded or if the faculty member has already received three ISG Grants in five years.

Syllabus Availability and Format Policy
All faculty will provide students with a printable course syllabus within the first

week of classes. At a minimum, the syllabus should outline the class requirements, course objectives or learning outcomes, major assignments for the course, due dates, instructor contact information, office hours, and writing-in-the-major information. Ideally, students will have a specific calendar provided them by the third week of the semester at the latest. General education classes should include information regarding the general education category and specific general education learning outcomes. Instructors are also encouraged to include the following: grading scales, detailed content and exam schedules, academic misconduct policies, grading policies, students with disability statement, absence policy, etc. Syllabi are a set of operating guidelines between instructors and students, and policies therein should be followed accordingly. Instructors shall submit an electronic copy of each syllabus to the departmental administrative assistant by the end of the first week of classes.

Final Examination Policy
A final examination (e.g., projects, papers, oral exams, written exams, etc.) will be given in each course within a special examination period, except for one-credit courses. The examination periods, dates, and times are included in each semester's timetable. Final exams for online courses will be administered by the published end date of the course. The relative importance assigned to the final examination is determined by the instructor in charge of each course; for multi-section courses, instructors must adhere to the established expectations of the language section.

Any exceptions to the policy must be requested in writing to the Provost in advance of the final examination period.

Reassigned Time Policy
The Department of Global Cultures and Languages supports and promotes professional development. The following policies reflect our commitment to providing opportunities for growth and success for faculty. GCL may, with the approval of the Dean of CASSH and contingent upon staffing needs, provide a .25 release time opportunity to 1-2 tenure-track or tenured faculty members for work on a specific project. These release time reassignments fall into two categories:

Tenure-track faculty: The purpose of the release time should be to:
1. pursue extraordinary research in their line of inquiry;
2. complete manuscripts (e.g., dissertations to monographs/publish articles).

Tenured faculty: Release time to pursue:
1. research/scholarship/creative endeavors;
2. large-scale teaching projects;
3. large-scale grant-writing opportunities (e.g., NEH, NEA, Fulbright);
4. significant faculty development opportunities.

The release time *shall not* be granted to anyone for:

1. writing/updating portfolios on Digital Measures for the purpose of promotion or tenure
2. preparing syllabi or course materials unless this represents a significant faculty development opportunity (not just tweaking); see #2 above.

Process for applying:
1. A year prior to the semester in which leave is anticipated, the individual will submit a 1-3 page proposal in which the individual provides the following:
    a. a brief description of the project;
    b. an explanation of the desired outcomes;
    c. a time-line or indication of reasonable expectations;
    d. any other information that will give added depth to the project (publishers' names, etc.);
    e. a specific plan for assessment and dissemination of the results of the release time;
    f. a statement of feasibility from a representative of the language section.

Tenure-track faculty in their first or second year, having completed the application, will consult with the chair of the department as well as either the Spanish section coordinator or someone representing the language being taught by the applicant to decide how the release time will be accommodated (re: staffing).

The Executive Committee will review the proposals of all other faculty using a rubric to assess the strength of the proposal.

Emeritus Policy for Faculty
The Department of Global Cultures and Languages calls a Department meeting to determine whether or not a retiring faculty member shall be designated as Emeriti. A majority vote of those present is required to allow for the designation. In making this determination the Department follows the University policy as outlined below.

Members of the faculty may be nominated and designated as emeriti only at the time of retirement and must be recognized by their distinguished records of service at institutions of higher education. The department will vote on Emeritus status for the nominated faculty member. Nomination for and official designation as emeritus is dependent on the following measures of distinguished service:

Those members of the faculty having a record of 25 or more years of service at accredited institutions of higher education, including ten or more years of service at the University of Wisconsin-La Crosse may be designated by their rank and the title of emeritus. Thus, a faculty member may be designated as Faculty Emeritus with the appropriate rank held at the time of retirement.

Those members of the faculty not meeting the criteria above, having a record of 15 or more years of service at the University of Wisconsin-La Crosse, regardless

Commented [RB4]: This is a solid policy, but no one uses it. Do we need a rubric?

Commented [MM5]: Omar and Marie will create this during June to be vetted as an Appendix first thing in the fall.

of rank, and having attained the age of 55 or more, may be designated as Faculty Emeritus.

Departments and their functional equivalents may nominate qualified members of the faculty to the Chancellor for designation as emeriti. These nominations shall be forwarded to the appropriate Dean for endorsement prior to their submission to the Chancellor.

Online and Hybrid Course Teaching Policy
As the delivery of courses online and in hybrid format becomes more prevalent, the Department encourages, but does not require, the development and delivery of our courses online when it meets departmental, pedagogical, and student needs.

To determine if a faculty member is eligible to deliver courses online, the faculty member must present evidence that they have the skills necessary, and/or have received the required training to teach online or in a hybrid format. For example, evidence such as successful preparation, development, and completion of an online course (at UWL or another university) may be presented. Faculty members may also present evidence of completion of the CATL Online Teaching Training Course.

New online course proposals (or new hybrid formats) to be added to existing GCL curricula on CIM will follow the existing proposal process (Approval by language section; GCL Executive Committee, and department vote). Approval to teach a course online must be made prior to entry of the semester schedule into WINGS by the departmental ADA. Final determination for course assignments and delivery method is held by the Department Chair.

No more than 50% of a faculty member's teaching load may be delivered completely online each fall or spring semester unless a complete online program is developed for the department.

Faculty teaching online must maintain a number of face-to-face office hours in addition to any online office hours they may hold except for courses offered during Intersessions.

Online or hybrid courses are subject to the same student evaluation process (SEI) as face-to-face courses. Faculty who teach online are expected to include evidence of new teaching methods and assessments of course effectiveness in their Digital Measures reports.

J-term and Summer Course Policy
All ranked faculty and IAS are eligible to teach online or hybrid courses during J-Term and Summer sessions so long as they present evidence of the required qualifications (see section on qualifications above) to teach online or in a hybrid

Commented [MOU6]: From Nimble: not abiding to a specific ratio of courses to be taught online, but rather answering program and students' needs alike. An example was "What if in order to get a sabbatical, a Nimble program needs to hire someone that would only teach online courses? as who would move to La Crosse for a semester?"

format. Each language section will develop a rotation to ensure that all members of the department have the opportunity to teach during J-Term and Summer sessions if they desire. IAS are not expected to design an online course, and new course design must be supervised by a ranked faculty member.

Each language section will consider J-Term and Summer offerings taking into consideration enrollment needs for the Fall and Spring semesters following the proposed J-Term or Summer course offerings. Enrollment considerations should include (but are not limited to):

1. Courses with long waitlists
2. Recruitment efforts (Course availability for prospective majors or double-majors, cross-listed courses to attract minors into language programs)
3. Faculty hire possibilities ???)
4. Students fulfilling language requirements
5. Sections should track the impact of summer classes on enrollment in the academic year

All course proposals for Summer or J-term session will require the approval of 1) Language section, 2) Department Executive Committee and 3) Department Chair.

Advising Policy
Each student majoring or minoring in a language will be assigned a faculty advisor appropriate to that student's major or minor language. Student requests for a particular faculty member advisor will generally be honored whenever it is feasible to do so. Faculty advisors are expected to meet at least once each semester with assigned advisees to discuss their academic progress, career interests, and course schedule. Faculty are expected to keep their posted office hours throughout the academic semester and are recommended to expand these hours during the times that students are scheduled for course registration.

Retroactive Credit, Advanced Placement, CLEP, CAPP, and IB Policies
The UWL policy on these types of credit are located here. In GCL, the student with previous course work, advanced placement scores, and/or other language experience, who wishes to receive retroactive credit for it, is required to take the placement exam in FRE/GER/SPA, and enroll in the course appropriate to the student's placement-level score. In order to receive retroactive credits, according to the table below, the student must earn a grade of B or better in their first university course (except 1-credit courses) above the 101 level in a particular language.

If a student received college credit for a course or exam taken while still in high school (through Advanced Placement, Youth Options, CLEP, CAPP, IB, or other

cooperative agreements between secondary schools and colleges/universities), they may take two tracks:

a. Accept the credits for the highest course achieved and not continue language study.
b. Take the placement test, enroll in their respective placement-appropriate course, earn a B or better in the course, and receive retro-credits in that manner.

Course	Credits	Retroactive
Elementary Language II (102/103)	4	4
French 102	3	3
Intermediate Language I (201)	4	8
French 201	3	6
Intermediate Language II (202)	4	12
French 202	3	9
Any Advanced Course (except 1-credit courses)	3 or 4	16
Any Advanced Course in FRE	3	12

Retroactive credit may be given in one or more languages. No retroactive credit is given for Current Events 326 or any other one credit course. Students enrolled in more than one course during their first semester of university course work must receive a grade of B or better in at least one of the courses in order to receive retroactive credit.

Students participating in the CAPP program or who have taken the CLEP, IB, or AP exam **must** take the placement exam. Department members will advise students as to reasonable expectations for success in upper-level course work and rely on placement testing, which has shown itself to be successful in reflecting student level of proficiency.

Native Speaker Policy
A native speaker is here defined as any individual who has been raised in a family and a society where this language is habitually used for everyday communication and is the language of instruction in school. Individual student experiences will vary based on a variety of factors (including, but not limited to: years of schooling in language, use of language at home, cultural background, societal factors, and other contextual aspects). Students must contact department chair for more information and placement.

a. Native speakers at UWL are ineligible for enrollment in 101, 102, 103, 201, and 202 courses in their native language(s).

b. Native speakers cannot take General Education courses in their native language(s) to fulfill their language requirement.
c. To enroll in courses at the 300-level and above (besides GCL 304), approval of the chair is initially required; placements will be based on material requested at the discretion of the department.
d. Departmental permission is not required for native speakers of a language that is not English to enroll in advanced courses taught in English.

Heritage Speaker Policy
A heritage speaker is here defined as any individual who has been in contact with a non-English language at home, through a community of speakers, or through extended exposure to the language in another setting. Heritage speakers generally learn the heritage language in a "natural", non-academic environment, or have completed some schooling in a society or a U.S community where this language is habitually used for everyday communication and/or is the language of instruction in school. Individual student experiences will vary based on a variety of factors (including, but not limited to: years of schooling in language, use of language at home, cultural background, societal factors, and other contextual aspects). Students must contact department chair for more information and placement.

Students should follow the protocol for the language in question included below.

Chinese, French, German and Russian Heritage Speakers: The section head of each language will individually evaluate placement for heritage speakers in Chinese, French, German, and Russian based on a written and/or oral assessment.

Arabic Heritage Speakers

Hmong Heritage Speakers

Japanese Heritage Speakers

Spanish Heritage Speakers

Spanish for Heritage Speakers celebrates students' multilingual and multicultural skills while supporting their competency in reading, writing, and grammar in Spanish.

i. Students must complete a GCL assessment in order to be admitted to SPA 323. Students cannot place themselves into this course.
ii. Placement into SPA 323 and completing the course with a "B" or higher provides 19 credits: 3 credits for completing SPA 323, 8 retroactive credits for Level I, and 8 retroactive credits for Level II.
    1. Students will receive a total of 7 credits towards the major or minor as a result of passing SPA 323 with a B or better.
iii. SPA 323 is a prerequisite for taking any other Level III course.

    iv. SPA 323 constitutes one of the required Level III writing courses that count toward the Spanish major (including Education) or minor.

    v. SPA 323 must be completed before studying abroad.

Study Abroad and Study Abroad Advising

Study abroad is an integral part of second language acquisition, and also a high impact learning experience for students. Therefore, GCL supports study abroad in all languages. Each language section is responsible for working with the International Education and Engagement (IEE) office to identify appropriate programs and advise students accordingly.

Each section will approve course credit equivalencies for credit transfer for both semester and year-long study abroad programs. Language sections are also responsible for determining and publishing the amount of course credit available to transfer into any one program major. See language coordinators for individual credit options.

For **summer** programs all languages will award transfer credits toward the major, minor, or certificate as follows:

a. 3 weeks minimum stay is maximum 3 credits with at least 45 contact hours (instructional hours)

b. 6 weeks minimum stay is maximum 6 credits with at least 70-90 contact hours (instructional hours)

c. 8 weeks minimum stay is maximum 9 credits with at least 115-135 contact hours (instructional hours)

d. 10-12 weeks minimum stay is maximum 12 credits with at least 160-180 contact hours (instructional hours)

For **J-term** programs all languages will award transfer credits toward the major, minor, or certificate as follows:

a. 3 weeks minimum stay is maximum 3 credits with at least 45 contact hours (instructional hours)

Faculty advising study abroad students are responsible for approving course equivalency and for maintaining contact with the student while abroad, in case a need arises for further academic advising. In many instances—the summer in particular—this contact may occur outside faculty contract obligations.

Faculty are encouraged to develop faculty-led study abroad programs, so long as they do not conflict with on-campus program delivery. Faculty-led study abroad programs may occur during the summer, J-term, or spring break. In the early stages of design, faculty should present a proposal for the language section in which s/he provides:

a. dates of proposed study abroad program,

b. "a description of the main goal/purpose of the program, a rational for why the program should take place in the chosen location, and the course(s) to be offered,
c. a list of the student learning outcomes associated with the study abroad elements of the course. Specifically address knowledge, skills, and attitudes students will develop as a result of the overseas component of the course, and
d. a description of two course activities that align the chosen location with the support and achievement of SLOs" (adapted from IEC faculty-led study abroad guidelines).

Upon section approval of the program, the proposal will then go to the department for final approval. From there faculty will consult with IEE and prepare a proposal for the faculty senate International Education Committee (IEC).

American Sign Language Policy
ASL is a language for transfer credit; however, we will review each case and determine credits by description and courses.

Policy on Independent Studies
Independent studies are courses proposed by students in order to carry out a special project of interest in conjunction with a supervising professor. A student may earn one, two, or three credits upon successful completion of an independent study. A supervising professor shall be a ranked faculty member. Independent studies are not to be used to complete degree requirements on a regular basis.

Independent Studies in GCL should be employed for students only in the following cases:
a. Students are seeking advanced study on their path to graduate school.
b. Students have experienced timing issues with their graduation paths and there is absolutely no other recourse.
c. Students will engage in special projects that will provide them with undergraduate research experience, or other necessary experience for their future success. It is strongly encouraged that an independent study is planned around resulting in a conference presentation, publication, exhibit or performance, or similar professional experience by the student completing the independent study.

The requirements for an independent study are:
a. Independent studies are open only to students of junior or senior status.
b. A student requesting an independent study must have a 2.5 grade point average.
c. A student may not request an independent study of an already established course in the department. (It is the professor's discretion to advise a student in an independent study of an already established course.)

The procedure for requesting an independent study is:

a. Before speaking to a potential supervisor of the project, the student must speak with his/her academic advisor in the language. The academic advisor will review the student's Advisement Report to see if an independent study is necessary.
b. In order to request an independent study, the student must present to the potential supervisor a written proposal with the following: An abstract of the research to be undertaken, learning and research/project objectives, assignments, and an initial bibliography of readings to be undertaken; this will include a timeline of the relevant assignments and readings that will be completed.
c. The deadline for the proposal shall be the twelfth week of the semester prior to the semester in which the independent study will be undertaken.
d. Upon approval of the project by the potential supervisor, see Appendix K for the form that will allow the student to gain the approval of the chair of the department for the independent study.

The approval of an independent study is not automatically assured; the Chair of the department will take into account the resources of the department, such as the availability and workload of each faculty member.

GCL recognizes and celebrates the work that these kinds of high-impact practices provide for students in their academic endeavors. GCL also recognizes that the institution does not compensate faculty for their labor in these locations. As such, the department shall, dependent upon approval of the Dean of CASSH and contingent upon staffing needs, recognize the work of faculty directing independent studies by increasing professional development funding (academic travel and training, research supplies) contingent upon the available amount of leftover funds in the department budget for the academic year.

In these exceptional cases, where faculty may be on a teaching overload due to an independent study, the Department Chair will consult with the Executive Committee to allocate the extra funding, taking into consideration recorded data on independent studies by each faculty member and workload equity.

Policy on Internships
The Department of Global Cultures and Languages recognizes domestic and international internships as a vital experience in a student's cultural and linguistic development. If a student decides to take part in an internship, such an experience aims to integrate his/her language and cultural studies with practical experience in an on- or off-campus environment. Such opportunities are designed to serve educational purposes by offering practicums in both private and public sectors. For the purpose of this policy, student teaching placements are excluded from this category. The requirements of an internship are as follows:

a. Students must be able to be successful at the 300-level in their language courses and enrolled at UWL at the time that the internship begins.

b. Students will make their initial application for an internship in Career Services and then follow the policies of Career Services to collaborate with faculty in the Department of Global Cultures and Languages.
c. A minimum cumulative grade point average of 2.75 is required; a minimum average of 3.0 in the major is required.
d. The amount of credits to be obtained from the internship will be determined by each individual language section. However, it is recommended that the following policy be utilized in determining credit hours:1 credit = 40 hours; 2 credits = 80 hours; 3 credits = 120 hours
e. Internship credit is granted on a pass/fail (P/F) basis. The student will collaborate with the on-campus supervisor to determine the evaluation process for the internship. There should be a clear rubric and/or contract for the internship experience that comes out of that collaboration; internships abroad will have processes determined on a case-by-case basis. Possible evaluation methods include, but are not limited to:
   i. Pre-internship journaling or meeting with the on-campus supervisor
   ii. On-site visits during the internship or telecollaborative sessions between the student and the on-campus supervisor (at least 2 for a full semester)
   iii. A written report/reflection by the student submitted to the on-campus supervisor at the end of the internship
   iv. A presentation for others regarding their experience at the internship, what they learned as a result, or other pertinent information for a given audience.
   v. Each student is allowed to complete up to 3 internship credits towards the completion of his/her major or minor in the Department of Global Cultures and Languages.

Incomplete and Other WINGS-Related Grade Entries
Instructors should, when entering grades into WINGS, only utilize grades A-F in the options provided. Should an instructor need another grade option, they should consult the Department Chair.

As a matter of University policy, instructors should not issue grades of "Incomplete" to students unless illness or other extraordinary causes beyond the student's control, which have rendered the student unable to take the course final exam or to complete some limited amount of coursework. Incompletes are not to be granted to students who have failed to complete at least some substantial portion of the required coursework regardless of the reasons. Furthermore, conflicting student work obligations outside the University do not constitute acceptable grounds for granting grades of incomplete.

Incomplete grades may also be issued in extenuating circumstances because of timing and other issues. Instructors should consult the Department Chair on those cases.

IX. UWL and GCL Search and Screen Procedures

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

A. Tenure-track Faculty

The approved UWL tenure-track faculty recruitment and hiring policy and procedures are found here. Additionally, UWL's spousal/partner hiring policy can be found here.

Searches are conducted electronically via the current UWL search program/software. All search and screen (S&S) committees will need to meet with the Affirmative Action Officer prior to obtaining access and/or creating a posting for the search. During this charge meeting, committees will be provided with resources and tips to:

   i.   Assist you with your search.
  ii.   Maximize the success of the search.
 iii.   Attract a large and diverse pool of highly qualified candidates.
 iv.   Hire the very best person in the pool.

Appendix E contains the search and screen procedures for the university modified to reflect Global Cultures and Languages processes.

B. Instructional Academic Staff

Hiring policy and procedures are found here.

Appendix F contains the search and screen procedures for the university modified to reflect GCL IAS hiring processes. As with all searches, the Department Chair makes the recommendation to the Dean who is ultimately the hiring authority.

C. Pool Search

Hiring policy and procedures are found here.

Appendix F contains the search and screen procedures for the university modified to reflect Global Cultures and Languages Pool Search hiring processes. As with all searches, the Department Chair makes the recommendation to the Dean who is ultimately the hiring authority.

D. Non-Instructional Academic Staff and Classified Staff

Hiring policy and procedures are found here.

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

Departments hiring faculty and AIS who are School of Education (SoE) affiliated will collaborate with the SoE, Professional and Continuing Education (EPC) Dean who will convey DPI requirements and consult with the department during the recruiting and hiring processes. This consultation may include input into the position description, approving the applicant pool for campus/electronic interviews as well as offers of

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employment. Departments are expected to follow the Hiring Procedures Policy for SoE Affiliated Faculty in Teacher Education Programs available in the School of Education Faculty Handbool.

X. Student Rights and Obligations

A. Student Course—and Faculty-Related Concerns, Complaints, and Grievance

Informal Complaints

If a student has a concern or a complaint about a faculty member or course, the general process for making informal complaints in outlined in steps 103 below. Students are welcome to brin 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, or they are unsatisfied with the solution, the student should speak with their college dean.

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

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 supporet 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 Campus Climate office and/or submit a hate/bias inciden report.
c. Complaints/concerns/grievances related to sexual misconduct may begin with the process outlined aboe, but will need to also involve the Equite & Affirmative Action and Violence Prevention offices, and/or the Title IX Team. Students should know that faculty members are mandatory reporters of sexual misconduct, but that confidential resources are available to them.

Formal complaints

If the student is usnsatisfied 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.

Grade Appeal Policy.

Period of Appeal: The student must file a written complaint by the end of the fourth week of classes in the fall or spring semester following the semester in which the grade was earned.

Step 1: A student who thinks they have been unfairly graded should go directly to the instructor involved. If the student should go to any other faculty member, the latter should direct the student to the instructor involved in the matter. If the student and the instructor cannot resolve the matter, the instructor shall inform the student of the right to appeal to the Department Chair.

Step 2: The student must present the appeal in written form, with reasons and documentation for the complaint, to the Department Chair within **10 calendar days** after meeting with the instructor involved.

Step 3: The Department Chair meets separately with the student and with the instructor. The Department Chair then writes a memo to be given to 1) the student, 2) the instructor, and 3) the appropriate administrators. This statement only discusses the processes and articulations from both parties, and does not include a recommendation of action. This memo also does not force an instructor to keep or change a grade. University policies shall be followed after this step.

XI. Other

A. Global Cultures and Languages Honors Program

Alvida Ahlstrom Honors Program

I. Admission
  A. Junior standing
  B. 3.60 in French, German or Spanish course work at the 300 or 400 level
II. Program
  A. Completion of the regular major or minor requirements
  B. Three additional credits of civilization, linguistics, or literature at the 300 or 400 level
  D. Department approval of seminar paper or project; submission of completed paper to the department
III. Evaluation
  A. A cumulative 3.60 grade point average in the major or minor at graduation
  B. Distinguished performance on a paper or project developed in the French, Spanish, or German seminar course.
  C. Approval by the departmental staff.

XII. Appendices

A. Statement on Teaching
B. Statement on Scholarship and Creativity

> **Commented [MOU7]:** I'm still reviewing other depts and what they do…

C. **Statement on Service**
D. **Merit Self Reflection Sheet**
E. **Search & Screen Procedure—Tenure Track Positions**
F. **Search & Screen Procedure—IAS and Pool Positions**
G. **Statement on School of Education Affiliated Faculty Teaching, Scholarship, and Service Expectations**
H. **Department of Global Cultures and Languages Code of Conduct**
I. **GCL Student Learning Objectives**
J. **Peer Observation Form**

Appendix A
Statement on Teaching

Teaching:
Establishing a successful record of teaching is the most important priority for faculty members. The description below reflects the department's commitment to teaching. Faculty's Digital Measures file should demonstrate continual growth and progress in this area.

The Department of Global Cultures and Languages requires faculty members to contribute to the curriculum by delivering instruction through current courses, develop new courses as connected to language pedagogy trends, peer and aspirant institution curriculum revisions, UW System influences, job market shifts, and student needs.

At a minimum, faculty members are expected to meet the following standards of performance in their teaching-related activities:

Provide syllabi that include:
> a) course content objectives and student learning objectives (SLOs) from UWL's course information management (CIM) system
> b) common content for courses as agreed upon by appropriate language section

Teach course content that is current and relevant (see introduction paragraph)
- Meets class as scheduled; informs chair and ADA if alternate plans are made
- Holds regularly scheduled office hours
  - Office hours may be both face-to-face and/or virtual, but should be balanced 50% and 50%
- Uses the target language in the classroom appropriately
- Participates with departmental assessment efforts
- Advises majors and minors
  - Advising takes many forms, including at minimum assisting students' course selection/registration, participating in Advising Days, study abroad support/evaluation, working with IEE (i.e. credit transfer), and being available to students while they are abroad.
- Shows a pattern of effective teaching as documented in yearly evaluation (TAI/SEI and Peer Evaluations)
- Submits peer teaching observations/letters
- Provides self-evaluation of teaching strengths and opportunities for improvement in their narrative and DM file
- Keeps current with language pedagogy

In addition to the minimum standards of teaching in Global Cultures and Languages as articulated above, faculty members should provide additional materials, with a mix of Tier 1 and Tier 2 activities, as evidence of teaching effectiveness. The tiers indicated below reflect the weight of importance given to each item.

Tier 1 (highest weight):

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- Works collaboratively to develop new courses and/or restructure existing curriculum medium
- Participates in state/regional/national/international professional development activities in pedagogy
- Supervises organized instructional activities:
  a. Independent studies
  b. Internships
- Supervises student research or creative projects:
  a. Presentations by students
  b. Student publications
  c. Other projects related to teaching, such as service learning or community-based education
- Is selected for teaching awards
- Leads a study abroad experience
- Consistently innovates pedagogically in previously-taught courses
  - This may include, but is not limited to: revisions to courses based upon direct and/or indirect assessment data; revisions to courses based upon peer evaluation feedback; revisions to courses based upon SEI data; revisions to courses based upon field shifts and trends; and other methods of data-informed pedagogical innovation work.

Tier 2:
- Uses assessment data for teaching improvement
- Works collaboratively and/or with assessment data to revise courses—this may include diversifying and including current research in courses
- Works collaboratively to thoughtfully and in pedagogically-informed manners alter modes of course content delivery
- Receives nominations for teaching awards
- Participates in local/departmental professional development activities in pedagogy
- Provides documentation from former students or community members that demonstrates effective teaching
- Uses innovative teaching strategies and assignments to meet course objectives and SLOs

Appendix B
Statement on Scholarship/Creativity

Scholarship/Creative Endeavors:
The Department of Global Cultures and Languages supports a broad definition of scholarship that emphasizes keeping current in the discipline while incorporating new knowledge into effective teaching. It is assumed that faculty members of Global Cultures and Languages engage in scholarship and creative endeavors and that members share the products of their scholarship at the departmental, university, regional, national, and international level. We recognize that different individuals have different talents and encourage faculty to make the most of these within the department, university, and discipline.

The Department of Global Cultures and Languages celebrates and recognizes as equal weight the scholarship of teaching and learning within our department. The tiers below hold for any type of scholarship. The tiers indicated below reflect the weight of importance given to each item; the department encourages faculty to **engage in a mix of activities in the following tiers for a successful research program in the department**. For reference, the department recognizes that blind peer review and peer review are different in that for blind peer review, authors send their work for review without knowing the reviewers whereas peer review may mean that authors have submitted a solicited chapter and know the peer reviewers but the work is still vetted by individuals within their field and deemed worthy of publication.

Tier 1 (highest weight):
- Published peer-reviewed and/or blind-reviewed monographs
- Published peer-reviewed and/or blind-reviewed edited collections
- Published peer-reviewed and/or blind-reviewed articles in scholarly journals
- Published chapters in peer-reviewed and/or blind-reviewed edited books
- Publication of original work reviewed by peers, critics, panel of judges, or other juries
- International or national public performance reviewed by peers, critics, panel of judges, or other juries
- Funded external grants
- Unfunded Federal or large-Scale grants
- Research/Top Paper awards

Tier 2:
- External to GCL invited lectures, papers or speeches related to research/creative endeavors
- Peer-reviewed papers presented in international, national or regional conferences
- Peer-reviewed proceedings
- Local, regional, national, and/or international conference panel organizer
- Funded internal grants
- Regional or local public performance
- Book reviews

Tier 3:
- Non-peer reviewed articles
- Non-peer reviewed chapters in a book
- Non-peer reviewed papers presented at international, national or regional conferences
- Non-peer reviewed edited collections
- Non-peer reviewed monographs
- Attendance at international, national or regional conferences

Tier 4:
- Publication of original work by non-peer-reviewed press or for-profit press (i.e. self-published novel, book of poetry, single-authored monograph, etc.)

Appendix C
Statement on Service

Service:
The Department of Global Cultures and Languages recognizes service to the department, college and university, as well as professional and community service. We recognize that the level of service, particularly at the university level, depends on the faculty member's current rank and their focus on scholarship appropriate to that rank. Rather than simply providing a list of service, the faculty member should explain the specific work accomplished in the service area and the relative importance of that service.

At a minimum, faculty members are expected to meet the following standards of performance in their service activities:

- Serves on at least one departmental committee each year
- Serves on college/university committees
- Participates actively in department meetings/activities on a regular basis
- Participates actively in departmental, college, and university service[2]

The department encourages faculty to engage in a mix of activities in the following tiers for a successful research program in the department. Service activities must be shared across all members of the department for equity and for shared representation and governance. The expectation is that post-tenure faculty shall take leadership roles when it comes to service to mentor pre-tenure faculty in the work of the department and larger institution. Only when pre-tenure faculty have expertise in a particular service area and wish to take on a leadership role with regards to service should they do so.

GCL especially notes that Tier 1 activities in service should be reserved for post-tenure faculty; with that in mind, our retention and tenure expectations (along with our merit expectations) are weighted accordingly for pre-tenure and post-tenure faculty. Additionally, first-year faculty are discouraged from participating in any service in their first year as faculty members.

Tier 1 (highest weight):
- Participates in professionally-related community engagement when appropriate and related to a program of research and/or teaching
  - This work may include, but not be limited to: partnering with local non-profits and businesses to provide educational outreach; bringing community members together on campus with students for a project related to work in the department; hosting area students/families on campus to talk about the possibilities of college and how to be successful in college; hosting a local curriculum writing day partnering with local K-12 schools, and other community engagement forms
- Chairing university committee
- Chairing community committee

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[2] The department recognizes that junior faculty may not have opportunity to serve in this capacity, depending upon the year in which they are pre-tenure and upon their research and teaching agendas. We ask that junior faculty, in their 2nd year and beyond, request some form of university service from the Faculty Senate survey, and seek the advice of the Department Chair in filling out the survey.

- Faculty Senate leadership committee member
- Search committee service at university-level
- Appointment to/leadership on university infrastructure work committee (i.e. strategic planning, internationalization work, general education taskforce, etc.)
- Serving as leader at the professional organization-level
  - This might include serving on an executive board at a national or international level; serving as a reviewer/on an editorial board for a national or international journal; hosting a state-wide, national or international conference; or other professional leadership of this sort.

Tier 2:
- Election to faculty senate
- College-level committees (retention and recruitment, AOC, searches for Dean-level candidate)
- Department faculty-level search chair
- Volunteering (more than 10 hours per/year) for professional service
- Chairing department committee
- Ad hoc committee work (more than 10 hours per/year)
- Chairing departmental search committee

Tier 3:
- Department faculty-level search committee member/departmental committee member
- Volunteering (less than 10 hours per/year) for professional service
- Ad hoc committee work (less than 10 hours per/year)
- Study Abroad Fair Volunteer
- Campus Close-Up Volunteer

Appendix D
GCL Merit Self-Reflection Sheet

Name: _____

Year: _____

In the three categories below, identify all your activities for the prior academic year. Include supporting materials in your Digital Measures Report. Each of the three categories includes the option of "Other" to cover any relevant work not anticipated in these guidelines.

The points in each category will add up to a weighted score: teaching 60%, research 20%, and service 20%. The final score will be out of a total possible of 10 points. Instructional Academic staff weights are the following: teaching 80%, service 20%.

Teaching	Points
A **satisfactory** rating means that faculty members actively engage in and document the minimum teaching expectations as stated in the GCL bylaws Appendix A.	
If faculty meets the minimal definition of "satisfactory:" mark 4.2; if no, mark 3. If only one point is available for teaching, no further points may be added.	
Additional points Once a satisfactory job performance has been identified, faculty can increase merit points by adding the following activities.	
Tier 1 (highest weight)	**Add .30 point for every activity listed below**
New course development/preparation and/or redesign existing curriculum medium (e.g. transition from face-2-face to online)	
Participates in regional/state/national/international professional development activities in pedagogy.	
Supervised Independent studies and/or Internships	
Supervises disseminated student research or creative projects	
Supervises service learning or community-based education	
Selected for teaching award	
Lead study abroad experience	
Consistently innovates pedagogically in previously taught courses	
Director of Honor's thesis	
Facilitated a teaching workshop	
Incorporation of innovative teaching pedagogy or new technology for the first time	
Advises 20 students or more (primary advisor)	
Other:	
Tier 2	**Add .21 points for every activity listed below**
Uses assessment data for teaching improvement	

Incorporation of innovative teaching pedagogy or new technology, for the second time	
Works collaboratively and/or with assessment data to revise courses—this may include diversifying and including current research in courses	
Works collaboratively to thoughtfully and in pedagogically informed manners alter modes of course content delivery	
Reader for honor's thesis	
Receives nominations for teaching awards	
Participates in local/departmental professional development activities in pedagogy	
Documentation from former students or community members that demonstrates effective teaching	
Uses innovative teaching strategies and assignments to meet course objectives and SLOs	
Other:	
TOTAL Points (teaching)	

Scholarship/Creativity	Points
A **satisfactory** rating in research means that faculty members have a research project in process. The project should have an identified dissemination method, location, and a projected date for completion.	
If faculty meets the minimal definition of "satisfactory:" mark 1.4; if no, mark 1. If only one point is available for teaching, no further points may be added.	
Additional points	
Tier 4 Add .02 points for every activity listed below	
Publication of original work by non-peer-reviewed press or for-profit press (i.e. self-published novel, book of poetry, single-authored monograph, etc.)	
Submission of applications for research grants	
Attending workshop on professional development (e.g., on scholarship of teaching, grant writing, etc.)	
Other:	
Tier 3 Add .04 points for every activity listed below	
Non-peer reviewed articles or chapters in a book	
Non-peer reviewed papers presented at international, national, or regional conferences	
Non-peer reviewed edited collections	
Non-peer reviewed monographs	
Attendance at international, national or regional conferences	
Refereeing article for journal	
Award of research grants (e.g. NEH summer seminar, etc.)	
Other:	
Tier 2 Add .07 points for every activity listed below	
External to GCL invited lectures, papers or speeches related to research/creative endeavors	
Peer-reviewed papers presented in international, national, or regional conferences, peer-reviewed conference proceedings	
Local, regional, national, and/or international conference panel organizer	
Regional or local public performance	
Roundtable or poster session participant	
Book reviews / encyclopedia entry	
Papers reprinted in new publication	
Funded internal grants (e.g. Faculty Research grant)	
Unfunded federal or large-scale grants	
Other:	
Tier 1 Add .09 points for every activity listed below	
Published peer-reviewed and/or blind-reviewed monographs (points may be awarded for two successive years)	
Published peer-reviewed and/or blind-reviewed edited collections (points may be awarded for two successive years)	
Published peer-reviewed and/or blind-reviewed articles in scholarly journals	

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Published chapters in peer-reviewed and/or blind-reviewed edited books	
Publication of original work reviewed by peers, critics, panel of judges, or other juries	
International or national public performance reviewed by peers, critics, panel of judges, or other juries	
Funded (non federal) external grants	
Research/Top Paper awards	
Editor/co-editor of journal	
Other:	
TOTAL Points (Research)	

Service to Section, Department, College, University, and Community	

A **satisfactory** rating in service means that faculty members:
  1. Attend and actively participate in all GCL department and section meetings
  2. Serve on one departmental committee.
  3. Participate in department activities on a regular basis
Attend one graduation ceremony per year	

If faculty meets the minimal definition of "satisfactory:" mark 1.4; if no, mark 1. If only one point is available for teaching, no further points may be added.	
Additional points	
Tier 3 Add .04 point for each activity listed below	
Department faculty-level search committee member/departmental committee member	
Volunteering (less than 10 hours per/year) for professional service	
Ad hoc committee work (less than 10 hours per/year)	
Study Abroad (or other) Fair Volunteer	
Campus Close-Up Volunteer	
Regular participation in: Tertulia/Stammtisch/French Table, etc.	
Other:	
Tier 2 Add .08 points for every activity listed below	
Election to faculty senate	
College-level committees (retention and recruitment, AOC, searches for Dean-level candidate)	
Volunteering (more than 10 hours per/year) for professional service	
Chairing department committee (if active)	
Ad hoc committee work (more than 10 hours per/year)	
Chairing departmental search committee	
Advising Student Orgs, Honor Society, or club	
Advising: Tertulia/Stammtisch/French Table, etc.	

Other:	
Tier 1 (highest weight) **Add .10 points for every activity listed below**	
Participates in professionally related community engagement that relates to a program of research and/or teaching	
Chairing university committee	
Section Coordinator (other than Spanish)	
Chairing community committee	
Faculty Senate leadership committee member	
Search committee service at university-level	
Appointment to/leadership on university infrastructure work committee (i.e., strategic planning, internationalization work, general education taskforce, etc.)	
Serving as leader at the professional organization-level	
Selected for Service Awards	
Other:	
TOTAL Points (Service)	
Total points (Scholarship/Creativity)	
Total points (Teaching)	
Total Merit Score	
Departmental Distribution of Merit	

Deficient/No merit		
		Minimum 6.00
Meritorious		
Exemplary	**20%**	

Appendix E
Search & Screen Procedure-Tenure Track Positions

The CASSH Dean's Office reimburses departments for the following expenses. State Rates apply for all meal, lodging and transportation expenses.
1. Candidate travel expenses: three candidates per search unless more or less are approved.
2. Ads, up to a limit of $800 per search unless pre-approved for more.
3. Meals for one faculty member to serve as "host" for each meal with the candidates. (Departments may use their departmental funds to reimburse additional faculty).

The Department of Global Cultures and Languages will follow the current UWL Search and Screen Planning and Procedures document (Faculty) available here, **with the following exceptions:**
1. The department chair will name the chair and consult with said chair about membership of the S&S Committee;
2. The department will follow Department of Global Cultures and Languages guidelines as articulated below. At the final stage, post on-campus interviews in discussion of strengths and weaknesses of each candidate, the S&S Committee will become a Committee of the Whole Department.

Department of Global Cultures and Languages guidelines call for the following:
The S&S committee will be the S&S committee for every action in the search process until the discussion of strengths and weaknesses of candidates. HR will have the most up-to-date information about search procedures on our campus; S&S committee will be sure to follow those guiding documents.

After the on-campus interviews, the College of Arts, Social Sciences, and Humanities Dean's Office outlines the process under THE HIRING PROCESS section of the UWL Search and Screen Procedures.
1. At the S&S Committee meeting (the Department of the Whole) to discuss the candidates after the final on-campus interview, the S&S Committee will compile a list of strengths and weaknesses of each candidate to present to the CASSH Dean. The S&S Committee will determine which candidates are "acceptable for hire" and which candidates are "not acceptable for hire." The Search and Screen committee **is not** to take a formal vote for ranking the candidates.
2. The S&S Committee Chair and Department Chair will schedule a meeting with the CASSH Dean to discuss the strengths and weaknesses of each candidate.
3. The CASSH Dean will determine at this meeting, after consultation with the S&S Committee Chair and Department Chair, the order of candidates to offer the position to and any candidates who will be removed from further consideration. If a decision regarding the order for a hiring offer cannot be made at this meeting, then the CASSH Dean will make the decision at a later time after further consultation with the department.
4. When the hiring offer order has been determined, the S&S Committee Chair or the Department Chair goes to PeopleAdmin and sends the candidates forward for electronic approval by the administration, taking care to ensure that this step has been fully completed.

5. The CASSH Dean will consult with the Department Chair on the appropriate probationary period for tenure, years of experience to be granted for promotion, and release time allocation for the first year for each candidate deemed "acceptable for hire."
6. The CASSH Dean will seek permission from the Provost and the Affirmative Action Officer to make a hiring offer.
7. The CASSH Dean will make the hiring offer to the candidates in the order determined. The hiring offer will include information on salary, years of prior experience granted for promotion, probationary period for tenure, moving allocation, and start-up package. The CASSH Dean will request that the Department Chair contact the candidate to discuss teaching–related items. Each candidate will be given a week to respond to the hiring offer. If negotiated with the CASSH Dean, the candidate may extend this to a second week.
8. After an offer has been accepted, the department follows the current university guidelines under: THE CLOSING OF A SEARCH.

Appendix F
Search & Screen Procedure-IAS and Pool Positions

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

The Department of Global Cultures and Languages will follow the current UWL Search and Screen Planning and Procedures document for (IAS-NIAS-ADMIN) available here. The Executive Committee of the Department is the Search and Screen Committee for IAS and as such, they review candidates and make final recommendations to the Dean.

Appendix G
Statement on School of Education Affiliated Faculty Teaching,
Scholarship, and Service Expectations

Teaching

Preparation and Currency:

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

(a) Faculty who teach in initial and advanced programs leading to licensure shall have preparation specifically related to their assignment, hold an advanced degree and demonstrate expertise in their assigned area of responsibility.
(b) Faculty who teach in initial and advanced programs shall be knowledgeable about current elementary, middle, and secondary curriculum, practices, requirements, technology, and administrative practices appropriate to their assignment.

Field and Student Teaching Supervision Assignments:

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

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

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

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

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

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assignments. For pre-student teaching portfolios, faculty are expected to provide feedback and evaluate the TC portfolios. For student teaching portfolios prepared during student teaching placements, faculty are expected to provide more extensive ongoing support, clarification, and technical assistance as the TCs prepare and submit their required teacher performance assessment (edTPA) portfolio.

Scholarship

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

PI.34.11 2 (b):
Faculty who teach in initial and advanced programs shall be knowledgeable about current elementary, middle, and secondary curriculum, practices, requirements, technology, and administrative practices appropriate to their assignment.

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

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

- Publications, articles, grants, and/or conference presentations that focus on the act of teaching and/or instructional methods (if peer reviewed) shall be considered scholarship rather than teaching activities. Conference attendance is considered faculty development rather than scholarship.

- Equal consideration should be given to high quality scholarship that informs PK-12 education in practitioner journals (with a rigorous review process) to high quality scholarship that informs PK-12 education in academic journals (with a rigorous review processes).

- SoE affiliated faculty may choose to pursue scholarship that is directly focused on preparing future teachers and/or PK-12 education, and/or content-focused scholarship in addition to scholarship that aligns with and informs their work as teacher educators, and/or scholarship that blends content and PK-12 education. SoE affiliated faculty should use narrative statements to articulate the connection(s) between their scholarship and their work as PK-12 teacher educators wherever possible.

Service

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

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

SOE-related service activities that clearly align with DPI expectations include:
- Serving on SoE Task Force/Ad Hoc committees that span academic units
- Program Directorship - the specific tasks and responsibilities associated with Program Directorship should be delineated in program and/or department bylaws
- Chairing SoE Program level committees
- Developing PK-12 partnerships such as Professional Development Schools (PDS)
- Participating in SoE student recruitment, outreach, and support activities
- Serving as liaison with PK-12 (PDS) partnerships
- Academic Advising - WI Department of Public Instruction (DPI) mandates that SoE affiliated faculty provide individual academic and professional advising to students as outlined in PI.34:

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

Appendix H
Department of Global Cultures and Languages
Code of Conduct

<u>**Departmental Values**</u>

Integrity:
Fairness / Consistency / Transparency / Evenness / Trust / Accountability
Respect:
Professionalism / Collaboration / Compromise / Collegiality / Support / Safety / Authenticity

<u>**Departmental Code of Conduct**</u>

We want to help each other be fully contributing members of the department. Therefore, the Department of Global Cultures and Languages recognizes the value of a code of conduct and expects all members of the department to adhere to the following policies:

A.   Professional conduct is expected of everyone in the department wherein all members of the department advocate for the interests of students, fellow faculty and staff, and the common good of the department.

B.   Department members will set and maintain a standard of professionalism in department meetings and in all work related to their jobs. A significant part of professionalism involves behavior in sectional and departmental meetings.

The following behaviors are encouraged and expected:
1. allowing others to speak without interrupting or talking over them;
2. giving everyone the chance to speak without monopolizing the discussion;
3. coming prepared to meetings, having read documents ahead of time;
4. listening and participating in the discussion;
5. using technology in a manner that is pertinent to the meeting;
6. arriving to meetings on time;
7. making answers and/or comments informed;
8. making answers and/or comments pertinent, focused and/or succinct;
9. avoiding repetition;
10. acknowledging and respecting diverse perspectives, professional experience, and areas of study.

C.   Members of the department are expected to treat colleagues with respect and to refrain from behavior or speech that is belittling, criticizing, or that uses rude language.

D.   Members of the department are expected to be fair in dealing with others in the department and to refrain from gossiping about colleagues.

E. Members of the department will not discriminate or retaliate against another member of the university community. This includes harassment on political grounds or for reasons of race, color, religion, sex, sexual orientation, gender identity, ethnic origin, national origin, ancestry, marital status, physical or mental disability, medical condition, age or citizenship or any other characteristic or identity protected under federal or state law or under UW System or UWL policies.

F. Members will accept personal responsibility and take corrective action when their words and actions negatively impact others, even unintentionally.

G. E-mail within the department will focus on department business and will not include hostile or abusive comments of a personal nature. Departmental business shall not take place outside business hours (8am-5pm M-F) over text messaging unless necessary, and only then for brief questions. Any business that cannot be answered in 4 or less messages should take place in a face-to-face meeting.

H. All communication will seek to contribute to the improvement of the department's programs and/or enhance an individual's professional development. Comments that are aimed at pointing out or correcting behavior pursuant to this policy will be done in a respectful fashion.

I. Members of the Department of Global Cultures and Languages will hold themselves and each other accountable to this code.

Procedure for Non-compliance with the Department Code of Conduct

Violation of the Department of Global Cultures and Languages Code of Conduct will use the following conflict resolution procedure in the order it is presented here:

1. The involved department members discuss the perceived violation at a time and place mutually convenient. This is where 99% of any disagreements are resolved, so full attention and cooperation should be given to address issues at this level. If this does not resolve the issue, move to Step 2.

2. If unsatisfied with the outcome of Step 1, the involved department member(s) request a meeting with the section coordinator to resolve the conflict. If there is no section coordinator, move to Step 3. All involved department members attend. If this does not resolve the issue, move to Step 3.

3. If unsatisfied with the outcome of Step 2, the section coordinator notifies the chair of the department. The Chair will meet with all involved department members and will resolve the conflict as s/he sees fit.

If a department member violates the Code of Conduct three times, the chair will write a letter describing the repeated offense(s) and the attempts to resolve the conflict. A copy will be submitted to the employee file and a copy will be sent to the employee.

Appendix I
Department of Global Cultures and Languages
Student Learning Outcomes

A. Student Learning Outcomes:

At the end of our programs, our graduates will be able to:
1. effectively communicate on a variety of topics of a personal, public, and professional nature using written language skills (reading and writing);
2. effectively communicate on a variety of topics of a personal, public, and professional nature using oral language skills (speaking and listening);
3. demonstrate and apply knowledge of cultural practices, products, and perspectives, and how they are interrelated, as they interpret spoken, written, and visual forms;
4. use critical and creative thinking skills in order to research and analyze issues in regional, national, and global contexts;
5. plan and deliver language instruction which demonstrates high levels of content knowledge, contextual awareness, and best pedagogical practices.

Appendix J
Peer Observation Form
To be completed by the instructor and given to the observer prior to the classroom visit.

Instructor: Date of visit:

Course: Hour: Classroom:

1. Please provide an outline of your lesson plan and materials to observing colleague.

2. What do you see as the strengths of your class?

3. Are there any weaknesses that you have noted? What are they?

4. Would you like specific feedback on any particular aspect of the class?

5. Is there anything else that you would like me to know before my visit?