EDI Rapid Action Task Force
Office and Department Communication Protocols

Access this document by visiting uwec.ly/ediratfcommunication

The Task Force Communications Subcommittee sought insights from specifically identified offices and departments regarding existing data, workflows, communication protocols, or other policies to enact following an instance of bias, hate, or other communication made against a targeted group. The Communications Subcommittee was also interested in how messaging was developed and how it was determined who would be communicated with externally.

Responses were received from all the departments and offices from whom information was sought: Academic Affairs, Athletics, Black Male Empowerment, Blugold Beginnings, Counseling Services, Dean of Students, Facilities, Gender and Sexuality Resource Center, Housing & Residence Life, Integrated Marketing and Communications, McIntyre Library, Office of Multicultural Affairs, Recreation and Sport Operations, Risk Management, University Centers, and UW-Eau Claire – Barron County.

Academic Affairs

From: Kleine, Patricia A. <KLEINEPA@uwec.edu>
Sent: Thursday, January 23, 2020 10:11 AM
To: Tweedale, Sarah Ashley <TWEEDASA@uwec.edu>
Subject: Task Force

Please find attached the response from Academic Affairs regarding EDI task force. The attachment (Guidelines for...) referenced in the summary is a protocol which we are pressing on Dean of Students/Student Affairs/Affirmative Action to accept. Sorry this did not get to you sooner.

Patricia A. Kleine
Provost and Vice Chancellor for Academic Affairs
UNIVERSITY OF WISCONSIN-EAU CLAIRE
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715-836-2320

[ATTACHMENT]

Guidelines for Notification of Executive Staff and Academic Deans
Concerning Non-Academic Conduct Matters

The following guidelines are intended to identify situations in which the Dean of Students Office will inform executive staff and academic deans regarding non-academic disciplinary matters. The purpose of such notification is to identify conduct situations in which the factual allegations present a scenario that could potentially impact vulnerable or specifically targeted populations, impact a student’s field placement (e.g., child abuse allegations for a student teacher, student arriving intoxicated to an internship) or affect a student’s eligibility to complete a program or to be licensed (e.g., sharing patient records with roommates for a nursing student).

Purpose:

- Assess the need to limit access to vulnerable or specifically targeted populations, or suspend a student’s teaching, internship, clinical, or field experience;
• Arrange any necessary accommodations; and
• Identify conduct that could impact licensing or credentialing eligibility.

Dean of Students Office will notify executive staff and academic deans as the investigation phase of the following types of non-academic disciplinary matters begins:

• Allegations of Title IX violations such as: sexual harassment, sexual assault, and stalking;
• Allegations that could rise to a criminal law violation and that could impact vulnerable or specifically targeted populations;
• Allegations that are being criminally investigated or have been charged out criminally - if the Dean of Students Office is informed of such investigations;
• Allegations that may have a widespread impact on campus safety or a student’s teaching, internship, clinical, or field experience; and
• Allegations that would receive wide-spread media attention including all outlets for social media.

Dean of Students Office will report findings and updates as the investigations continue and conclude to executive staff and academic deans:

• Findings of Title IX violations of responsibility such as: sexual harassment, sexual assault, and stalking;
• Cases which have risen to a criminal law violation;
• Findings of impact on vulnerable or specifically targeted populations;
• Cases which have been charged out criminally or are being criminally investigated by the police department and reasonably appear to have a nexus to an academic program;
• Cases concerning campus safety or a student’s teaching, internship, clinical or field experience;
• Cases which rose to wide-spread media attention; and
• Findings of serious conduct violations (e.g., participating in racist activities) impacting an academic program accreditation/reputation or student’s licensure eligibility.

Implementation Procedures

• Dean of Students Office will notify academic deans as indicated above.
• Academic dean(s) or designee(s) will evaluate student’s current activities to determine if any interim action may need to be taken to protect vulnerable or specifically targeted populations. Some actions should wait until after the conclusion of the investigation and sanctions have been imposed.
• Each college will follow its documented process for weighing impact of conduct and any actions taken as a result.
• Academic dean(s) or designee(s) will consult with the Dean of Students Office prior to acting on the information that was shared.

IMPORTANT TO KNOW

Student conduct records are protected by FERPA, a federal regulation which gives students and families access to student education records. Most student conduct records will not be shared outside of the university unless students provide a release of information. Exceptions are made in health and safety emergencies and as allowed for drug and alcohol violations. University officials may have access to records on a need-to-know basis.

All such student violations of conduct (e.g., site placement removes a student for cause) which become known to a member of the executive staff or academic dean should be reported to the Dean of Students Office. Violations of faculty
or staff conduct which impact vulnerable students (e.g., faculty teaching an UW-Eau Claire course to high school students) or specifically targeted student populations should also be reported to the Dean of Students Office.

DRAFTED: MAY 2019

REVISED: NOVEMBER 2019

[ATTACHMENT]

Response from Academic Affairs Regarding EDI Task Force

To be certain, most instances of bias/hate/other communication made against a targeted group, individual student, or faculty/staff member do not come to the academic affairs’ administrative offices. When contacted directly, these offices take every instance as a serious issue to be investigated and “resolved.” The decision as to what level in the institution the issue should be reported and by whom it should be investigated (e.g., Dean of Students’ Office) is made almost immediately by the provost’s office or the offices of the college deans. Issues/situations which are deemed egregious, threatening, etc. get immediate referral to Affirmative Action and/or Dean of Students. If there is a question of to whom or if an instance should be referred, we err on the side of moving it to the appropriate office.

If a determination is made the issue/instance is such it could be handled internally [e.g., a student writing an email to a faculty member blaming his poor performance on the fact the faculty member has an accent and cannot be understood (You would be surprised how often this happens.)], it is assigned to the appropriate “supervisor” (e.g., department chair) with a follow up requested by a date specific to the appropriate administrator. In every situation in which the situation is not resolved, escalates, persists, the “investigator” and/or administrator refers the issue/instance to the appropriate campus office (e.g., Dean of Students).

For some minor issues/instances (not issues of racism, hate speech, microaggressions, etc.) occurring within the classroom, most instructional faculty/staff are able to handle them. For example, a student group of one female and four males is assigned a project; the lone female complains the male members are openly shunning her because they want to meet on a Saturday night at a local bar. Had this been an incident of a more egregious nature, the situation would have been immediately referred to the Dean of Students. On balance more issues/instances in the classroom, are referred to the appropriate campus office.

It should be noted the academic affairs administrative offices have rarely been informed of accusations, investigations, and outcomes of reports/incidents being investigated by the offices other than ours. (The only exception has been some instances involving affirmative action.) As a potential remedy for this oversight, please find attached a proposed protocol which was developed by student affairs and academic affairs in response to a student teacher being arrested on a felony charge at the school in which he was student teaching. In this instance student affairs knew all the details several weeks before and did not communicate the situation to the appropriate dean who would have acted immediately to remove the student from a situation in which he was working with minors and provided assurances to the school district UW-Eau Claire takes these issues seriously.

Additionally, at no time do the academic affairs’ administrative offices issue a report to the campus, community, or media. We comply, however, with any request made of us by IMC or other offices assigned to internal and external communication.
The internal process of all discipline related actions by anyone (student-athletes, coaches, staff) is outlined each year (twice a year by all athlete meeting) on how things work. Then reinforced by each Head Coach throughout the year.

Example: A student-athlete (SA) is arrested for whatever reason. The student-athlete has been instructed to follow a chain of command. The SA calls their head coach to inform them of the incident and nature, Head Coach calls the Athletic Director to inform him. The Athletic Director then either instructs the Head coach any next steps or action. This could include community service, suspension from team or Athletic Director reports situation to Deans Office and looks for advisement from that office as to what additional actions need to be taken. In some very harsh instances, the Athletic Director will communicate with the Chancellor to inform him of any special cases of incident.

This is just an example, but the chain of command applies to every situation or incident.

SA’s are instructed every year of this process, by the Athletic Director and Head Coaches.

I am willing to discuss further if needed. This process is the very common process in athletic departments.

Best Regards,

Dan Schumacher
Director of Athletics
University of Wisconsin-Eau Claire
(715) 836-5858
Twitter: @DanSchumacherAD
Web: Blugolds.com
Go Blugolds!!

To also clarify on the procedure on the bias incident on November 19th.

This exact procedure was followed from the student-athlete, head coach and athletic director.... reported then to Chancellor, Dean of Students and University communications (Mike Rindo)—within about 5 minutes of being made aware of the social media post. The reporting started with the one of the five students involved.. That is how the incident was reported to make the institution aware.

Best Regards,
Dan Schumacher
Director of Athletics
University of Wisconsin-Eau Claire
(715) 836-5858
Twitter: @DanSchumacherAD
Web: Blugolds.com
Good evening Sarah,

When it comes to BME and making any campus statements, the organization works with OMA. BME also has its own Facebook group. The founder of BME, Mr. Dennis Beale along with Mr. Lewis Balom make public statements as well using social media platforms.

Please let us know if you have any additional questions

Thanks again Sarah,

Demetrius

Demetrius D. Smith, Ed.D
he/him/his
Program Director for Equity, Diversity and Inclusion
University of Wisconsin-Eau Claire
105 Garfield Avenue
Schofield Hall 240D
Eau Claire, WI 54702
715.836.3629
http://www.uwec.edu/campus-life/equity-diversity-inclusion/
From: Thesing-Ritter, Jodi Marie <THESINJM@uwec.edu>
Sent: Thursday, December 19, 2019 4:43 PM
To: Tweedale, Sarah Ashley <TWEEDASA@uwec.edu>
Cc: Yang, Dang <YANGD@uwec.edu>; Smith, Demetrius <SMITHDEM@uwec.edu>; Her, Khong Meng <HERKM@uwec.edu>
Subject: RE: Seeking Info for EDI Rapid Action Task Force

Sarah,

Blugold Beginnings does not make such communications. Because all of the students in our program are now students of color and thus served in part by OMA, we defer to OMA to make the communications regarding these types of issues. We do share all OMA communications regarding such issues in our social media platforms and group chats so the students have multiple avenues through which to receive such messaging. We have a BBLC facebook group and each cohort has a group text. Any communication from OMA would be shared through those mediums.

While BME was started out of Blugold Beginnings by Dennis Beale, it is now a recognized student organization and is advised by Demetrius Smith. This is a more appropriate placement of this group as not all students in BME are in Blugold Beginnings and not all Blugold Beginnings students are in BME.

I’ve copied Dang and Demetrius on this email so they are aware of my deference to them in this information gathering process.

Please let me know if I can respond to any additional questions from the committee.

Thanks,

Jodi

Jodi Thesing-Ritter  (she/her/hers)
Executive Director for Diversity and Inclusion
Equity, Diversity, Inclusion and Student Affairs
UNIVERSITY OF WISCONSIN-EAU CLAIRE
271 Brewer Hall
715-836-3651 (office)
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thesinjm@uwec.edu
Counseling Services

From: McGrath, Riley C. <MCGRATRC@uwec.edu>
Sent: Friday, December 20, 2019 9:57 AM
To: Tweedale, Sarah Ashley <TWEEDASA@uwec.edu>
Cc: Larson, Jan M. <LARSOJA@uwec.edu>
Subject: RE: Seeking Info for EDI Rapid Action Task Force

Hi Sarah,

Counseling Services does not have any written policies regarding how to respond to an instance of bias/hate/other communication made against a targeted group. In regards to the two events that occurred this semester, here is how our office responded.

On 9/16/19 Skye Kujawski from OMA contacted me to inform me about the event that happened in the residence halls. I met with Skye that same day to discuss ways Counseling Services could support the Native community on campus. We discussed having a counselor of color facilitate a debriefing session at OMA for any students that wanted support or to process their reactions to what happened. That meeting was scheduled for the following Monday 9/23/19 from 2-4 pm. We also discussed having a counselor of color attend the next Inter-Tribal Student Council (ITSC) meeting scheduled for Thursday 9/19/19. Skye reached out to ITSC to see if they would like a counselor to attend their meeting and they indicated that they were interested. Cindy Yang attended that meeting to offer support and inform ITSC of the services available through Counseling Services. We also had numerous counselors that attended the campus forum that occurred in Davies.

As for the more recent event. Dang noted the Counseling Services resources in his email to all OMA students “The Office of Multicultural Affairs works in partnership with the Counseling Services staff to host drop in Counseling Service hours on alternating Tuesdays and Thursdays each week from 11:00am-12:00pm in the OMA office (CENT1106). We invite you to seek out these services during these drop in hours or reach out to Counseling Services staff directly to schedule an appointment by calling 715-836-5521 during normal business hours.” We also facilitate a weekly drop in student of color group at OMA and that group spent time processing the event. Counseling Services sent out this message on our social media pages “Counseling Services is aware that many students have been impacted by an online thread that included racist discourse and a picture of a KKK rally with a burning cross targeted members of Black Male Empowerment (BME). Counseling Services would like to remind you that we offer drop in crisis hours every day during regular business hours. Counseling Services also offers drop in counseling hours at OMA (CENT 1106) on alternating Tuesdays and Thursdays from 11 am-12 pm as well as a Student of Color drop-in support group on Tuesdays from 2:30-4 pm also in the OMA office. We invite you to seek out these services or reach out to Counseling Services staff directly to schedule an appointment by calling 715-836-5521. Remember you do not have to manage everything on your own, we are here to help.” This message was put together by myself and our EDI coordinator.

I hope this is helpful. Please let me know if you have additional questions. Thanks!

-Riley
Riley McGrath, Ph.D.
Licensed Psychologist
Director of Counseling Services
University of Wisconsin Eau Claire
Personal Pronouns: He/Him/His
mcgratrc@uwec.edu
P: 715-836-5521
F: 715-836-3418
https://www.uwec.edu/counseling-services/
https://twitter.com/UWEC_Counseling
Dean of Students

From: Pierce, LaRue A <PIERCEA@uwec.edu>
Sent: Monday, December 16, 2019 3:02 PM
To: Tweedale, Sarah Ashley <TWEEDASA@uwec.edu>; Beseler, Alfred V <BESELEAV@uwec.edu>; Fritz, Ashley M <FRITZAM@uwec.edu>; Dean Of Students <dos@uwec.edu>
Cc: Larson, Jan M. <LARSOJA@uwec.edu>; Pierce, LaRue A <PIERCEA@uwec.edu>
Subject: RE: Request from EDI Rapid Action Task Force

Hi Sarah,

The Dean of Students office receives information from a number of sources. Specifically, we receive information from Campus Police, Eau Claire Police, BIRT, students, faculty, staff and community members. When we receive information our office reaches out to the party submitting the information and then we respond informally or formally to the named parties. The Dean of Students office is responsible for maintaining confidentiality and is legally responsible for upholding the privacy and due process rights of students, faculty and staff. If it is determined that the information received violates the Blugold Student Code of Conduct we initiate the procedures as outlined in UWS Ch17.

Please let me know if you need additional information.

LaRue

From: Pierce, LaRue A <PIERCEA@uwec.edu>
Sent: Monday, December 16, 2019 4:14 PM
To: Tweedale, Sarah Ashley <TWEEDASA@uwec.edu>; Beseler, Alfred V <BESELEAV@uwec.edu>; Fritz, Ashley M <FRITZAM@uwec.edu>; Dean Of Students <dos@uwec.edu>
Cc: Larson, Jan M. <LARSOJA@uwec.edu>; Pierce, LaRue A <PIERCEA@uwec.edu>
Subject: RE: Request from EDI Rapid Action Task Force

Please also reference the attached reporting links

Bias Incident Report

Incident Report
https://cm.maxient.com/reportingform.php?UnivofWisconsinEauClaire&layout_id=4
Facilities

From: Terhark, Troy A. <TERHARTA@uwec.edu>
Sent: Friday, December 20, 2019 11:07 AM
To: Tweedale, Sarah Ashley <TWEEDASA@uwec.edu>
Cc: Larson, Jan M. <LARSOJA@uwec.edu>
Subject: RE: Seeking Info for EDI Rapid Action Task Force

Hi Sarah,

Facilities uses a few different communication workflows depending on the size and scope of the information that needs to be distributed:

For planned larger scale interruptions in day to day operations – facilities submits information to Julie Poquette to be added to Blugold FYI

For large scale unplanned acute interruptions in day to day operations – Facilities works with Julie Poquette or Mike Knuth to develop message that is sent from IMC to campus or a portion of campus (buildings/staff)

For more localized smaller scale interruptions in day to day operations – we will email building coordinators with specifics and ask that they distribute to students and staff

For each of these instances, Mike Rindo is kept up to date and fields all of the media requests for interviews or information.

Please let me know if I can be of further assistance.

Troy

Troy Terhark
Director
Facilities
UNIVERSITY OF WISCONSIN-EAU CLAIRE

terharta@uwec.edu
715-836-4218 (office)
Good Morning Sarah!

Thanks for your query.

We do not use a standard workflow, as each incident requires its own approach. Admittedly, the process is somewhat blended, as I serve as chair of BIRT. If anything needs to be shared with campus (or anyone else) regarding any particular incident, we would be sure to run it by the VC of EDISA for approval. That’s really the only policy we have (more ad hoc than anything).

If an official communique is to be sent out to the campus, I have many times been asked to write it (or contribute). However, the final version is usually much more...conservative...once it makes its way through IMC and the Chancellor’s Exec. The GSRC wouldn’t send anything out to the campus or community without said approval. The only caveat to that would social media. For example, in the wake of the racist incident at the beginning of the semester, the GSRC posted a message of solidarity for OMA and Kayde. We were not asked to do so; nor was it any step in an established workflow.

Let me know what else I can provide you!

Thanks Much,

C

Christopher J. Jorgenson (pronouns: he, him, his)  
Director, Gender & Sexuality Resource Center  
Chair, Bias Incident Response Team  
Executive Director, The Fire Ball  
Executive Director, freaQweek  
University of Wisconsin-Eau Claire  
W.R. Davies Student Center 220M  
Phone: (715) 836-2693  
Email: jorgencj@uwec.edu
Housing and Residence Life

From: Newman, Deborah L. <NEWMANDL@uwec.edu>
Sent: Monday, December 16, 2019 6:23 PM
To: Tweedale, Sarah Ashley <TWEEDASA@uwec.edu>; Chapman, J. Quincy <CHAPMAJQ@uwec.edu>
Cc: Larson, Jan M. <LARSOJA@uwec.edu>
Subject: RE: Request from EDI Rapid Action Task Force

Our information flow is as follows:

We are notified via incident report of an incident, and this report is automatically routed to me, the Director of Housing Quincy Chapman, the Dean of Students, and the Hall Director of the building (if it happens in a residence hall). We also sometimes receive notification by phone and then I request an incident report be done right away to be sure that the information is shared.

I notify the HDs and office staff when information is likely to become public, either by e-mail or in a meeting. Either the HDs or I will notify RAs as well to prepare them for any issues that may arise. I notify Central Housing staff and BIRT of all incidents, public or not.

Quincy Chapman notifies Albert Colom and Mike Rindo

Custodial and Maintenance supervisors are notified if cleaning or repair are needed by the Ryan Banaszak.

Let me know if you have any additional questions.

Deb
Integrated Marketing and Communications

From: Rindo, Michael J. <RINDOMJ@uwec.edu>
Sent: Friday, January 3, 2020 10:35 AM
To: Larson, Jan M. <LARSOJA@uwec.edu>
Cc: Wudi, Kimberly M. <WUDIKM@uwec.edu>; Bentaalla, Youssra <BENTAALY6246@uwec.edu>; Tweedale, Sarah Ashley <TWEEDASA@uwec.edu>; Knuth, Michael Shawn <KNUTHMS@uwec.edu>; Dienger, Rebecca Jane <DIENGERJ@uwec.edu>; Brukardt, MJ <BRUKARMJ@uwec.edu>
Subject: RE: IMC procedures/protocols

Jan,

Here is the information you requested. Thank you for your patience – a number of people were gone over the holiday break and I wanted to ensure they had a chance to review this for accuracy prior to my sharing it with the task force.

Best,
Mike

To: Members of the EDI Rapid Action Task Force
Fr: Mike Rindo, Assistant Chancellor for Facilities and University Relations
Re: Request for information related to work flows/policies for communications following racist/bias incidents

Dear Committee Members –

Thank you for the opportunity to provide information regarding how Integrated Marketing and Communications advises and supports the Office of the Chancellor and other campus entities following racist/bias incidents. As you might expect, there are many factors that guide communication responses, and there is not a “one size fits all” approach. Further, while IMC provides both advice and support, it does not determine the exact message, messenger, or timing of all such communications. Those decisions are made in consultation with Chancellor Schmidt, as well as affected units, offices, departments and individuals.

In cases of crisis/emergency communication, IMC uses the attached Crisis Communication Plan as its guide. For your information, I serve as Public Information Officer (PIO) for the institution. This plan covers a broad array of possible scenarios and was employed by IMC to help guide our communications planning after we were informed of the racist social media postings on November 19.

Specifically, after Director of Athletics Dan Schumacher informed me of the racist postings the afternoon of the 19th, I convened a core group of IMC crisis communications team members to alert them about what happened and consulted with them about planning recommendations for how Chancellor Schmidt and others should/should not respond. Chancellor Schmidt was in a meeting with a UW System Regent who was visiting campus when he received a call from Director of Athletics Schumacher and stepped out of the meeting to be briefed.

Immediately following that meeting (at approximately 4 p.m.), Chancellor Schmidt and I conferred and determined that he should respond to the postings via his Twitter account, and that an email message to campus should be drafted describing the racist postings, stating that the university condemned the postings, and announcing an immediate investigation was being launched by the Dean of Students Office. We also discussed pros and cons of whether the Athletics Department or football coach should make any statements and decided, at least in the immediate aftermath, that communication should be done at the institutional level as we were reacting in “real time” and had not yet had an opportunity gather information about the events leading to the racist postings and/or the potential FERPA implications regarding what could/could not be specifically communicated about individuals who may have been involved in the postings.

Within an hour, drafts of both a Twitter response from the Chancellor and an email that was to be distributed to the entire campus by a designated office other than IMC or the Chancellor’s Office had been prepared and were being
reviewed by IMC team members and other individuals. By 5:07 p.m. the email had been reviewed, edited and redistributed for further review. It was suggested some additional language changes to the email were needed and that the office responsible for sending the all-campus email would make those changes and send it after the Chancellor’s response was posted on Twitter.

Within the same timeframe, the Twitter response from the Chancellor was reviewed, edited and sent to him for final approval. The Chancellor’s response was posted on Twitter at 5:57 p.m.

After the Twitter response was posted, IMC again conferred with the office that was designated to send the all-campus email and asked that it be sent. The office made the decision to withhold sending the announcement at that time and said it would instead send the email the next morning with the language changes that needed to be made. IMC again followed-up the next morning to ensure the message would be sent that morning, and was assured it would be sent, but it never was. As Chancellor Schmidt has said “we dropped the ball” on that communication.

The morning of November 20, IMC shifted its attention to media responses as the social media racist postings had become widely known to the media. It so happened that Chancellor Schmidt, UW Regent President Drew Peterson and UW System President Ray Cross had a previously scheduled appointment at 12noon that day with the editorial board of the Eau Claire Leader Telegram as part of UW System’s “All In Wisconsin” tour. Knowing there was considerable media interest about what was happening in the aftermath of the racist postings, and with the knowledge of the impending editorial board meeting with the LT I, and IMC team members spent much of the morning learning as much additional information as we could about the background of what happened leading up to the racist postings, the nature and timing of the Dean of Students investigation, and working to provide the Chancellor with accurate information he could share with the media – as well as what could not be shared given FERPA considerations.

When we arrived at the LT, and even before the editorial board meeting could begin, the editor of the LT began asking for the identities of the students allegedly involved in the racist social media postings – and asking specific questions about possible disciplinary outcomes of the Dean of Students investigation – information I indicated could not be provided at that time.

Following the LT editorial board meeting, the Chancellor returned to campus and spent the remainder of the afternoon/early evening doing interviews with multiple local, regional and state media outlets including: A second individual interview with an LT reporter, WQOW 18, WEAU 13, FOX 9 (Twin Cities), Milwaukee Journal Sentinel, and Wisconsin Public Radio.

The morning of November 21, with the understanding that the all-campus email that was supposed to have been sent the evening of the 19th or morning of the 20th was, in fact, not sent – Chancellor Schmidt convened a group to develop a comprehensive message to campus that was sent at 1:38 p.m.

I would be pleased to provide additional information about how the IMC responded specifically to this situation, as well as how we approach crisis communication more generally. In the meantime, I hope this provides you with a better understanding of our guidelines and practices and how communication did/did not effectively flow on November 19 and 20.

Respectfully submitted,

Mike
Mike Rindo
Assistant Chancellor for Facilities and University Relations
Schofield Hall 201C
Email: rindomj@uwec.edu
Business phone: 715-836-4742
Cell phone: [redacted]
This plan describes the role of the IMC in conveying information to the campus community, the public and various stakeholders during and immediately following a crisis or emergency situation.

The intent is to help ensure an efficient and appropriate communications response to unusual and/or unanticipated situations that threaten or negatively impact UW-Eau Claire and/or its many stakeholders.

IMC will work closely with the Chancellor’s Office, the Public Information Officer, University Police (when appropriate) and other administrators to help determine the type and level of communication response needed.

The plan is to be used in conjunction with the normal decision-making hierarchy of the university.

An efficient and appropriate communications response from the university in a crisis can help reduce confusion, alleviate public and campus community concerns, maintain campus and community relations, and provide the media with the information they need to inform their audiences.

**Crisis or emergency situation**

The IMC defines a crisis communication event as a situation that requires immediate and coordinated communications from the university because the situation could have a significant impact on the safety and/or operation of UW-Eau Claire, negatively impact members of the campus community, or threaten the university’s reputation or integrity.

The Chancellor’s Office, PIO, IMC and University Police may be involved in identifying events or situations that rise to the crisis communications level.

Examples of events or situations that rise to this level include natural disasters, a medical emergency that could affect many people, a criminal act that threatens the safety of the campus community, legal disputes, or controversial activities/events that leave members of the campus community feeling unsafe or that threatens the integrity or reputation of the university.

**Guiding principles**

We will strive to be responsive and accurate in our communications, while also respecting legal and/or privacy concerns.

IMC crisis communication guideposts:

1. **Blugolds come first.** Whenever possible, internal stakeholders should hear about a crisis first and from campus leadership; it should not come from the media or social channels.
2. **Tell our own story.** We will share critical information as it becomes available. By doing this, we will better control the crisis and messaging, and build credibility.
3. **Think social.** The speed and reach of social media demand that the campus and its leaders be prepared to share and/or react quickly and thoughtfully.
4. **Be transparent.** If we have information, we share it. If we don’t have an answer, we say so. We provide updates as new information becomes available.
5. **Be responsive and available.** We cannot wait until regular business hours to address a crisis, share information or respond to social posts or media requests.
6. **Be decisive.** We will seek input as needed but shouldn’t let the process delay the timeliness of our response.
7. **Be honest.** IMC staff will use their communication expertise and experience to offer advice and feedback (pro and con) when strategies, responses and messages are being determined.
8. **Be at the table.** IMC leaders must be brought in as soon as a potential or existing crisis is identified. We have the expertise and experience to help campus leaders think through and develop communication responses.
9. Be alert. Keeping up with conversations taking place among faculty, staff and students, in person and online, can help us identify potential issues/threats, as well as help us understand communications needs around those issues.

10. Be proactive. IMC staff will hold regularly discuss situations that could create communication challenges in coming weeks or months. IMC staff should attend events, protests or other activities to gather firsthand information that might help us better shape communications and messages around an issue or an event.

## Coordinated crisis communication response

1. The PIO and the IMC will be the primary distributors of official information/statements to various audiences and through various channels regarding the crisis. The PIO and IMC leaders will determine who on staff will take the lead.

2. IMC will serve as the primary liaison between the campus and the media during crisis or emergency situations. Staff will work closely with the PIO to coordinate the release of information, share information about news conferences or other media events, and help monitor media coverage.

3. IMC staff will ensure that university administrators/student and faculty leaders have up-to-date information as well as talking points so they can respond appropriately if faculty, staff and other campus community members contact them directly.

4. The chancellor’s role in the immediate and then ongoing communication response must be determined immediately. Depending on the situation, it might be critical for the chancellor to be the initial public face of the university, illustrating that a situation is under control and/or to calm and reassure various audiences. As the situation evolves, a new spokesperson (PIO, Chief of Police) may step into that role. If the determination is made that someone other than the Chancellor or that an additional spokesperson is needed, IMC staff will work with the Chancellor or his/her designee to identify the chief spokesperson(s).

5. The name and contact information for both the lead IMC media liaison and university spokesperson will be widely shared so calls coming to IMC or other campus offices can be directed quickly and appropriately.

6. As new information/details are known and verified, both the spokesperson and IMC lead media liaison will be notified to ensure that consistent information is being shared.

### IMC Core Crisis Communications Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Work</th>
<th>Cell</th>
<th>Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Rindo</td>
<td>715-836-4742</td>
<td></td>
<td></td>
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<tr>
<td>MJ Burkhardt</td>
<td>715-836-5775</td>
<td></td>
<td></td>
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<tr>
<td>Mike Knuth</td>
<td>715-836-4736</td>
<td></td>
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<tr>
<td>Julie Poquette</td>
<td>715-836-3985</td>
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<tr>
<td>Sam Thompson</td>
<td>715-836-4067</td>
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<tr>
<td>Judy Berthiaume</td>
<td>715-836-4745</td>
<td></td>
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<tr>
<td>Jesse Yang</td>
<td>715-836-5281</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jean Piper</td>
<td>715-836-4003</td>
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</tbody>
</table>
The Core Crisis Team, after assessing the nature and scope of the situation, will work with university leadership to develop a plan of action. The team will gather the facts of the crisis, determine the appropriate response/action, determine a plan of action for both internal and external communications, and assess what resources are necessary to manage the crisis. The team lead will consult with Chancellor’s Office as plans are developed and implemented.

Among the key constituencies to be considered are:

1. Alumni
2. Community neighbors/general public
3. Community leaders (local/state)
4. News media
5. Students
6. Faculty/Staff
7. Parents of students
8. Community leaders (local/state)
9. Students

The team will:

1. Determine when and how messages will be communicated.
2. Determine how to share information as the crisis evolves.
3. Keep the spokespeople and campus leaders informed of the latest developments and messages to be conveyed.

**Crisis Command Center**

The IMC may be used as the center of communication in the event of a significant crisis or emergency. The IMC would serve as a resource in support of the designated Crisis Command Center (Schofield 202). It will be staffed by IMC staff members, 24 hours a day if necessary. Staff will monitor/coordinate responses to social media and traditional media.

If the situation warrants, IMC staff also would become part of the university’s Crisis Command Center, working alongside police and university officials managing the situation.

If warranted, a media briefing center (for larger gatherings of the media for briefings or press conferences) would be established.

**Response communication activities**

**Written communication**

The IMC will write a summary of the crisis or emergency situation as soon as information is available and verified. Included in the information will be the name, title and contact information for the designated campus spokesperson(s).

IMC will work with the Chancellor or designee(s) on an official chancellor and/or university statement (if appropriate).

The summary and statement will immediately be shared with the IMC staff to assist them with social posts and in responding to calls, e-mails or other contacts.

The information/statement will be shared via social and e-mailed to appropriate members of the campus community (determined based on the situation), and to local, regional, state and national media (as appropriate). The information also will be posted on the homepage of the university website.

All official statements relating to the crisis will be approved by the Chancellor’s Office or a designee before being released to the media.

**NOTE:** In cases involving serious injuries or deaths of employees or students, families will be notified by appropriate personnel before the information identifying the person(s) is released to the media or the public. Depending on the circumstances, general information about the crisis may be released immediately, but it would exclude details that would identify the victim(s).
Social media

The speed and reach of social media demand that campus leaders be prepared to react quickly and appropriately. Communications crisis or controversies that impact the university can grow quickly. A delayed response can make a bad situation even worse.

A response must happen quickly, but it also must address the specific crisis or emergency that’s being discussed on social. Messages must share information, not encourage speculation.

Holding statements can buy you some time: "We're aware of the situation. More information to follow." But we must update it regularly, even if it is to say there is no new information. We need to show the institution is monitoring the situation.

We must know our audiences (students, parents, media, others) and tailor messages accordingly for each social channel.

There is little room for error in timing or content so an IMC social media specialist should be part of crisis communication planning from its beginning.

IMC and campus leaders must be aware of social conversations taking place among faculty, staff, students and other stakeholders around the crisis or emergency situation. This means an IMC person with social expertise must have access to those campus leaders so he/she can keep them informed.

IMC will consider best practices for using social media as part of a crisis communication plan:

• During an emergency situation on campus, official posts regarding the crisis will come from: UWEC Facebook page, UWEC Twitter account, University Police Facebook page and University Police Twitter account.

• Others on campus who control an official social media page of the university should look for posts on those sites and then update their own page(s) by sharing or retweeting posts from any of these accounts.

• Those people outside of IMC who control university accounts should NOT try to craft their own messages or retype the message on your own. Sharing the exact post from UWEC accounts or the Police's accounts will help ensure that a unified campus message is presented.

• Social media managers may be asked to make sure that no content is scheduled to be posted on those social media accounts until the end of the emergency. If content is scheduled, delete it.

• Refrain from engaging with followers during this time so that timelines do not get cluttered. This gives important updates more of a chance of being seen.

• If you receive private messages on your accounts, reply by referring the individual to the main university sites or the Police sites for information.

UWEC websites

The UWEC website will be used to share information.

E-mail

E-mail may be used as a supplement to social and the website to share timely information with the campus community when appropriate. It also can be used to reach alumni, donors and other stakeholders.

Media conferences/communications

When needed, the IMC will arrange news conferences. The situation will dictate whether the Chancellor and others participates in news conferences.
In consultation with and the approval of university leadership, the IMC will develop appropriate statements and other communications for the news media. If reporters don't get information directly from the organization in crisis, they will look elsewhere and be more likely to report inaccurate facts and even rumors.

A member of the IMC staff (assigned by IMC leaders) will monitor and share with IMC leaders the scope and tone of media coverage. IMC leaders will then pass along relevant information to the crisis communication team and university leaders.

**Telephone hotlines**

If needed, hotlines will be established and staffed by the appropriate people. For example, a health-related crisis may require nurses or other medical professionals staffing the line. The number will be widely shared on campus, with the community and with the media.

**Ongoing communication in a crisis**

The IMC staff will:

1. Monitor and coordinate social channels and messaging.
2. Provide the news media with regular updates as new information becomes available.
3. Post updates on appropriate university web sites.
4. Communicate with the campus community via e-mail and in its regular e-communications.
5. Communicate with alumni via social, special e-mails and/or e-newsletters and website.
6. Work with the Dean of Students office to communicate with parents of currently enrolled students.
7. Work with Housing and Residence Life to communicate with students living on campus.
8. Coordinate efforts with other campus offices and personnel under provision of campus crisis protocols and the campus emergency contingency plan.
9. Locations that receive high volumes of incoming telephone calls or emails to the university should be notified regarding the key facts of the crisis (fact sheet) and where to refer calls or messages pertaining to the crisis. Admissions, Dean of Students and Housing are among those that may be contacted by students or parents.

**After a crisis**

1. The IMC leadership team will meet with key parties to review all actions taken. They review all actions taken as a result of the crisis to determine effectiveness and efficiency of communications operations and make any needed changes to the Crisis Communications Plan.
2. A summary report will evaluate the effectiveness of the communication during the crisis or emergency. The report will include a “lessons learned” category to help further refine crisis communication strategies.
3. If necessary, additional research may be done to determine how the university’s reputation among key stakeholders (students, faculty, prospective students, alumni, donors, legislators) was affected by the crisis/emergency situation.
4. Following any crisis, we must communicate and opportunities in place that help ensure that members of the university community receive information and assistance to help bring closure.
5. If appropriate, IMC may coordinate with university leaders a public forum to share/discuss details of the incident. Ideally this would within a few working days from the close of the crisis.
6. IMC will help communicate support and services available to campus community members personally affected by the crisis.
7. Rumors likely will follow a crisis. IMC staff must continue closely monitoring social and other avenues where those rumors could be shared so we can help clarify and correct misinformation.
Communications Tools

Effective university crisis communications programs employ multiple and layered methods of communication with its constituencies, including students, faculty, staff, parents, alumni, community members and others.

In the event of a crisis, the IMC crisis communications team can deploy one or all of these communications vehicles:

1. Campus-wide mass communications and alarm system broadcasts emergency voice notifications targeted to specific buildings via loudspeaker. (Responsibility: University Police/Rindo)
2. Text or email messages.
3. Homepage/news page (Responsibility: IMC)
4. Campus electronic signs. (Responsibility: IMC)
5. Social media. UWEC Facebook, Twitter, Snapchat and other social media channels. (Responsibility: IMC)
7. News media. The university has a comprehensive news media list. (Responsibility: IMC)
Hi Sarah,

If I'm correctly understanding your question, it is asking what the library has done -- or has in place -- should a bias incident occur or be reported to us in the library? I am not aware of any incidents like this in the library since I assumed the director position. I do recall a couple of incidents in the past. I do not know all the communication avenues pursued in those instances. I do know that emails were sent to library staff about the incidents. I believe there was communication with BIRT about appropriate next steps.

We do file incident reports for all incidents (EDI or otherwise), and this would be part of our procedure. Depending on the incident, University Police may be contacted. Should such an incident in the library be reported to me, my response would be to communicate with my direct supervisor and probably with the BIRT team or a call to Teresa O'Halloran. It would depend on the incident. It may also be appropriate to communicate with Dean of Students and/or HR. I would want to coordinate any external communication with Affirmative Action and/or BIRT.

I'm not sure if this is what you're looking for. We have no documented procedures, though perhaps we should. Please let me know if you are looking for something a little different.

Thanks,

Jill
Jill Markgraf
Library Director
McIntyre Library
University of Wisconsin-Eau Claire
715-836-4827
markgrjs@uwec.edu
Office of Multicultural Affairs

From: Yang, Dang <YANGD@uwec.edu>
Sent: Thursday, January 2, 2020 4:10 PM
To: Tweedale, Sarah Ashley <TWEEDASA@uwec.edu>
Cc: Hoeksema, Stephanie Lynn <HOEKSESL5575@uwec.edu>; Smith, Demetrius <SMITHDEM@uwec.edu>; Thesing-Ritter, Jodi Marie <THESINJM@uwec.edu>; Her, Khong Meng <HERKM@uwec.edu>
Subject: RE: Seeking Info for EDI Rapid Action Task Force

Sarah (I’m not sure who else to include, so I copied Stephanie Hoeksema, too):

I have attached our OMA Social Media Crisis Management guidelines to this email. This was a project that was started in Fall 2018 by Avery Benson, our 2018-19 Social Justice Student Intern and was updated by Justin Vue, our 2019-20 Social Justice Student Intern.

Please note: The attached guideline is in draft and is not technically considered complete. However, we have been using it as an overall guideline as to how OMA coordinates communication when Bias Incidents of this nature occur.

Communication Flow

Our primary work flow (while not formally captured in documentation) goes something like this:

1. OMA is notified of a Bias Incident. Because I am on the BIRT Team, it may come as a BIRT report or it may come informally through other channels.
   a. If a BIRT report is submitted and it involves a student of color, then OMA responds.
   b. If a BIRT report is not submitted, we ask the victim to submit a BIRT report for record keeping purposes, and OMA responds, if appropriate.
2. OMA Director assigns an OMA staff to co-lead the response (this is the Crisis Team, see attachment). OMA Director and/or OMA staff respond to student and assesses for safety and coordinates resources & support.
   a. Crisis team will triage, if appropriate.
3. Email communication is prioritized. OMA Director writes first draft. Crisis team will then review the message. OMA Staff will review the message. Revisions and updates are applied.
   a. Action items are identified and included in the email.
4. Email is sent to all students of color. Note: OMA does not have access to all student, all faculty, nor all staff listservs.
   a. EDISA Directors are carbon copied
   b. A revised procedure since the last incident for future correspondences includes a blind carbon copy to Chancellor, Provost, IMC, & BIRT.
5. Social media communication focuses on action items with reference to the longer email message (either in its entirety or a link is provided).

References

The OMA Social Media Crisis Management Guidelines document is informed by the UWEC IMC Social Media guidelines (also attached). During Fall 2018, Avery Benson was assigned to connect with Samantha Thompson, Social Media Lead in IMC to get feedback and suggestions. This was what was shared.

Social Justice Framework

Our messages are informed by a social justice framework and prioritizes the needs and experiences of our students of color to inform the tone and content of the messages. Thus, the tone of our message is often very different from the wider email that gets sent. This is intentional and is part of our team’s conversations prior to sending out our communications.

I hope this gives you some insights as to how we go about doing this. Let me know if you need additional info. Thanks!
Sincerely,

Dang Yang, M.A.
Director, Office of Multicultural Affairs
University of Wisconsin-Eau Claire
Centennial Hall 1106
Email: yangd@uwec.edu
Office: 715-836-4943
Pronouns: He, Him, His

[ATTACHMENT]

Social Media Crisis Management

Office of Multicultural Affairs
University of Wisconsin-Eau Claire

Original draft submitted by: Avery Benson (05/2019)
Edited & Additions by: Justin Vue & Vincent Segovia (10/2019)

Make certain that your front-line social media and customer service personnel keep detailed, up-to-date contact information (including home phones) for all OMA staff.

This guiding handbook was created to outline the best practices for consideration to implement communication from the Office of Multicultural Affairs to multicultural students at the UW-Eau Claire campus when crises, high priority communications, or timely communications must be disseminated.

This handbook provides considerations for preventative and reactive guidelines through social media and other forms of communication and serves as a supplement to other UWEC and OMA policies and procedures.

Proactive Procedures for Prevention of Chaos in a Crisis

The purpose of the proactive procedure for prevention of chaos in a crisis is to provide guidelines to initiate conversation through social media between UW-Eau Claire’s Office of Multicultural Affairs faculty/staff and the student body. This way of conversation/communication should create a base of trust and understanding between different communities/groups to reduce the tensions that may rise between the office and students.

1. Create a Crisis FAQ page. This could be a Facebook Page, Instagram Page, Twitter Page, Snapchat Story, or etc. Whichever communication platform is used, a list of questions and answers relating to student concerns should be displayed and answered openly.

2. Implement a Crisis Team. Appointing a team of staff members to prevent and address crisis situations results in a smooth and accurate way of relaying information to the student body. The default crisis team co-leaders will include the OMA Director and one additional OMA staff whose student was directly impacted, as appointed by the OMA Director. Team compositions may vary and can be appointed by the OMA Director, as needed.

3. Establish dialogue with students before a crisis occurs. In this dialogue aim to establish trust and understanding of the students.

4. Communicate with honesty, candor, and openness. This will create the trust factor between faculty/staff and students.

5. Be accurate. Revise and Revise again before releasing information to establish credibility. Obtain feedback and input from appropriate stakeholders prior to releasing statements.

6. Be transparent. This will also create an element of trust within the student body.
7. **Respect students.** Every individual on staff should make it a priority to address students as adults and listen to their concerns to cultivate a community of equality and trustworthiness.

8. **Be thoughtful.** Staff should be mindful of their tone in dialogue to relay information in an appropriate way based on the circumstance.

9. **Always maintain confidentiality.** Do not post confidential or proprietary information about students, alumni or fellow employees.

10. Use ethical judgment and follow University policies and federal requirements, including FERPA and HIPAA.

11. **Be timely.** Communicate as quickly as possible with as much accurate info as available.

**Before the Crisis**

Establish dialogue before a crisis, regardless of whether the perceived risk is manifested. This means creating, implementing, and advertising an outlet for students to connect and engage with faculty/staff from the university in a personal/professional way that allows them to express their concerns. Dialoguing can also extinguish rumors early. It creates a relationship before a crisis occurs. This will be beneficial in obtaining and maintaining students trust when a crisis situation arrives. Listening and understanding a public through monitoring public opinion about risk is essential in the development of a relationship. If an organization's credibility, trust, and believability has been well-established through this relationship before a crisis, these values will be more likely to be maintained during a crisis.

**Sharing Info**

Sharing available information openly and honestly before and during a crisis is vital in minimizing additional threats as well as meeting the public's need for information so they do not turn to other sources.

*Once an organization is no longer considered a source of trustworthy information, management of the crisis is lost.*

**Clearly articulate your stance and position on the topic.** Communication of facts are of little value when students don’t know the position and opinion of the OMA staff. Always be sure to include a clear statement about the support for the topic at hand or condemnation of the topic at hand—depending on the situation.

**Factual Info.** Make sure that the message has enough facts before a post is made. It's better to verify information with a source first than to have to post a correction or retraction later.

Cite and link to your sources whenever possible—that's how you build community.

**Identify Yourself.** If you participate in or maintain a social media site on behalf of the university, clearly state your role and goals. Keep in mind that if you are posting with a university username, other users do not know you personally. They view what you post as coming from the university. Be careful and be respectful.

For purposes of this plan, communication coming from OMA should clearly articulate that the message comes from OMA or an OMA staff and not from the University. Coordinated communication can be made between OMA and the University, but these correspondences should be sent as separate messages.

What you say directly reflects on the university.

Discuss with your supervisor the circumstances in which you are empowered to respond directly to users and when you may need approval.

**Respect Students.** The OMA office respects the dignity of others and is committed to civil and thoughtful discussion of opposing ideas. The tone of the message should reflect the importance of the situation and the tone should reflect the unique experiences and lenses of our students of color.

If you have any questions about whether it is appropriate to write about certain kinds of material in your role, ask your supervisor before you post!
Confidentiality. Do not post confidential or proprietary information about students, alumni or fellow employees. This is an absolute for any social media interaction as the accounts represent the entirety of the Multicultural Affairs office and would go against ethical practices.

1. Maintain confidentiality.
2. Do not post confidential or proprietary information about students, alumni, or fellow employees.
3. Use good ethical judgment and follow University policies and federal requirements, including FERPA and HIPAA.

It is imperative to be updated on the current standards for ethical procedures pertaining to the office and university when connecting with individuals while representing a larger body. Anything said or implemented will directly affect the perception of the Office of Multicultural Affairs standards and image.

Responding to Chaos in a Crisis

1. The Crisis Team should prepare to delegate appropriate actions to staff members. These may include any of the following actions:
   • Reaching out to specific students
   • Gathering additional info
   • Following up with staff, department, or other stakeholder

2. Listen and be open to the student body's concern.

3. Be timely. Respond to a situation as quickly and accurately as possible to ensure the student body that OMA is attentive and concerned about the situation, along with dedicated to easing the effects of any individual's negative experience.

4. Communicate with compassion, concern, and empathy.

5. Identify at least one action item to share in the initial correspondence. This may be to invite students to attend a debrief session, informational session, dialogue, presentation, etc.

6. Identify resources and individuals that students should reach out to. Include names, phones, emails, etc. Make it personal and make it easily accessible. Consider using active links in the message if using email.

7. Reframe the use of the media platform to serve as a safe space outlet of expression.

Communication Methods

• E-mail. Creating a concise email message with the above considerations is the first priority.
• Social Media. Social media messages should focus on action items and concise messages (length is dependent on social media platform) but should reference the original email’s full text in some way, as well.

Email messages should be sent to all students of color. These messages should blind carbon copy the following individuals:

• Vice Chancellor of EDISA
• Chancellor
• Provost
• EDISA Directors
• Additional stakeholders, as appropriate

Note: OMA does not have access to all faculty, all staff, nor all student listservs.
Create a Crisis FAQ Page

Determine where the focal point will be for all communications about the crisis. Create a landing page or microsite on the website, or designate a single social media channel and put all the information about the crisis in one place. This allows you to respond to questions with a link instead of an answer. This saves time and prevents misinterpretation of your responses (especially on Twitter). Update all bio links to point to the crisis FAQ.

This Crisis FAQ should include:

- Acknowledgment of the crisis
- Details about the occurrence
- Photos and/or videos, if available
- How the OMA office found out
- Who was alerted, when they were alerted, and how they were alerted
- Specific actions taken in response
- Real or potential effects
- Steps taken to prevent future occurrence
- Invitations to attend action-oriented dialogues, educational presentations, info sessions, etc.
- Contact information for real people at the institution, including resources, departments, etc.

[ATTACHMENT]

UWEC General Social Media Best Practices

**Be Accurate.** Make sure that you have all the facts before you post. It's better to verify information with a source first than to have to post a correction or retraction later. Cite and link to your sources whenever possible—that's how you build community.

**Be Transparent.** If you participate in or maintain a social media site on behalf of the university, clearly state your role and goals. Keep in mind that if you are posting with a university username, other users do not know you personally. They view what you post as coming from the university. Be careful and be respectful. What you say directly reflects on the university. Discuss with your supervisor the circumstances in which you are empowered to respond directly to users and when you may need approval.

**Be Timely.** Assign an administrator who can regularly monitor posts and content. Aim for standard times for postings and updates. Followers will stop paying attention if you overload them with information.

**Respect Others.** The University respects the dignity of others and is committed to civil and thoughtful discussion of opposing ideas. Adherence to those ideals is expected of everyone who represents the UW-Eau Claire community.

**Be Thoughtful.** If you have any questions about whether it is appropriate to write about certain kinds of material in your role as a UW-Eau Claire employee, ask your supervisor before you post.

**Maintain confidentiality.** Do not post confidential or proprietary information about UW-Eau Claire, its students, its alumni or fellow employees. Use good ethical judgment and follow University policies and federal requirements, including FERPA and HIPAA.

**Use of UW-Eau Claire Trademarks.** If you create a social media site on behalf of the university, you may use simple graphics that represent the UW-Eau Claire brand. Integrated Marketing and Communications (imc@uwec.edu) can provide guidance with graphics and design. More information on brand standards is available below.
Special Note for Instructors Using Social Media in the classroom. UW-Eau Claire has developed specific guidelines regarding the use of technical resources (including social media) for classroom instruction. Please contact April Pierson for assistance (piersoa@uwec.edu).

Branding standards
Sharing a consistent look and feel across the brand is important, and the Integrated Marketing and Communications team has created guidelines to help with everything from writing content to creating graphics.

Editorial Style Guidelines
Consistent editorial standards project an image of cohesiveness both on and off campus. We will review entries annually and make necessary changes.

If you are looking for a rule on anything not listed in these guidelines, consult the The Associated Press Stylebook (online subscriptions and the print edition are available at www.apstylebook.com), or send an email to imc@uwec.edu.

Graphic standards guide
The Power of AND brand standards offer the audience a chance to "peek" into a scene. The link above will over more information about when to use the Power of AND wordmark and other graphics standards to follow.
For a profile picture that fits the sub-brand guidelines, please reach out to socialmedia@uwec.edu for a template.

Naming conventions
To be easily recognized as an account affiliated with the university, be sure that "University of Wisconsin-Eau Claire," "UW-Eau Claire," or "UWEC" is in your name. It is important to have this ready when you setup your account, since some platforms make it difficult to change your account name.

For Twitter, Instagram or Snapchat, be sure to use "UWEC" in your name. @UWECnews, @UWECathletics, @UWECbiology.

For student organizations, please add "at UW-Eau Claire" or "at UWEC" to the end of your name. "Biology Club at UW-Eau Claire," "AMA at UW-Eau Claire" etc.

If you have any questions about naming your accounts, please contact us at socialmedia@uwec.edu.

Best practices one-sheets
Not only does social media change frequently—a new platform here, new tech there - each platform updates regularly. That's why we have created these one-sheet guides for the platforms we use the most. We'll update them as the platforms change so you'll always have the most useful information.

(Links coming soon)

#UWECsocial Best Practices - Facebook
#UWECsocial Best Practices - Twitter
#UWECsocial Best Practices - Instagram
#UWECsocial Best Practices - LinkedIn
#UWECsocial Best Practices - Snapchat
#UWECsocial Best Practices - YouTube

#UWECsocial
#UWECsocial is a group of social media account managers at UW-Eau Claire that meets monthly to talk about best practices and how we can work together to expand the reach of our brand. Together we are able to share ideas and expertise, as well as discuss how we can elevate each account. All account managers for any university related account
(departments, offices, student orgs, etc.) are welcome and encouraged to attend! You can also join our Facebook group to keep the discussion going [here](#).

**Sources**
The following sources are used throughout the social media guidelines:

- UW-Madison
- UW-Milwaukee
- UW-Oshkosh
- University of Michigan

[ATTACHMENT]

**UWEC Social Media Guidelines**

Social media at the University of Wisconsin-Eau Claire is expanding like never before. We are excited about the new ways we can use social media to connect with our audience to share information and cultivate a strong sense of community.

This guide was created to help departments, student organizations, and individuals get the most out of your social media efforts and present the UW-Eau Claire brand in the best way possible.

If you are looking to start a social media account for your department or organization, please reach out to us at [socialmedia@uwec.edu](mailto:socialmedia@uwec.edu) for assistance!

**About social media at UW-Eau Claire**
Our small social team is a part of the Integrated Marketing and Communications department here at UW-Eau Claire. Together with a team of writers, photographers, videographers, designers, marketers and web developers, we share the online version of the in-person "Blugold Experience-a collegiate journey that allows students to explore multiple passions through the support of caring faculty and classmates.

Our goal is to connect with students (prospective and current), alumni and friends where they are, in the most engaging way possible. This has led us to have active accounts on [Facebook](https://www.facebook.com), [Twitter](https://twitter.com), [Instagram](https://www.instagram.com), [Snapchat](https://www.snapchat.com), [LinkedIn](https://www.linkedin.com), [Google+](https://plus.google.com) and [YouTube](https://www.youtube.com).

**Community guidelines**
Social media invites conversation, however, page administrators reserve the right to remove content or comments for the safety and security of our audiences.

Posts and comments may be removed for any of the following reasons including, but not limited to:
- The use of obscene, threatening, discriminatory, or harassing language
- Sharing of information that is confidential by law or regulation
- Advocating illegal activity
- Violating copyrights or trademarks
- Advertisement or promotion of commercial products, services, entities, or individuals
- Endorsement or opposition of any person campaigning for election to a political office or promoting or opposing any ballot proposal
- Duplicative comments by the same user or multiple users. In the case of identical comments, only the first submission may be approved.

References to third-party content or websites do not indicate endorsement or responsibility on behalf of the university.
By sharing content to our social media sites, you should understand that the information and photos posted are available to the public and that we may use that information for internal and external promotion. If you do not wish to have your information used, published, copied and/or reprinted, you should not post on our social sites.

Do I need an account on…?
Before creating an account for your department or organization on every social media platform you can think of, step back for a moment and ask yourself the following questions:

- **What is your goal?**
  - Achieving your departmental or organizational goals can happen through a variety of marketing efforts. Does a specific social platform help more than another?
- **Who is your audience?**
  - When you identify your audience, you will be able to know more about where they are.
- **What type of engaging content do you have to share?**
  - Is your content primarily visual? Will you be promoting your text heavy blog? Do you have short updates to share?
- **Do you have someone who can post each day?**
  - While students are a great resource, do you have someone who can oversee the account regularly?
- **Are you passionate and comfortable with social media?**
  - You get out what you put in. Will you have the dedication to make sure your account is the best it can be?

**Tips on getting started**
After you have identified which accounts you would like to create, here's what you should do to get started:

- **Create a personal account**
  - Exploring the platform as a user and audience member will help you understand the ins and outs of the specific network.
- **Identify an administrator**
  - This person will oversee access to the account and be the main point of contact.
- **Identify content creators**
  - These people will help make sure there is fresh and engaging content on your accounts each day.
- **Do some research**
  - Take a look at what other accounts are doing on social media. Find the posts that you feel would work well for your department or organization and make them your own.
- **Read up on social media**
  - There are great social media blogs out there that will help you know what's next in the world of social. We post our favorites [here](#).
- **Set up the look and feel**
  - Use the sub-brand guidelines (listed below) for departments.
    - Profile picture should be easily identifiable
    - Cover photo should represent your account's general personality
- **We have cover photo options available here:** (Link coming soon)
- **Create a posting/content schedule**
  - Best practices are to post daily on each platform
    - Facebook - 1-3 times
    - Twitter - 3-6 times
    - Instagram - once
    - LinkedIn - once
- **Have fun and talk to your audience**
  - Make sure you are responding to your audience at least once a day
Recreation and Sport Operations

No reporting protocols or workflows exist, per a phone conversation with Andy Jepsen, Director of Recreation & Sport Operations, on December 28, 2019.
Hi, Sarah:

Typically, Risk Management would not be involved with messaging for any of these types of scenarios. At most, our role would be a support role enabling things such as the use of the Emergency Notification System (ENS) in the event there was an active threat on campus (UWPD would be sending the first messages, IMC afterwards – RMS simply is the “owner” of the system and we make sure it is ready to be deployed when needed) or coordinating departments activating their COOP plans if an environment made their workplace not workable. The ENS generally wouldn’t be a good fit in most cases. Times it may be used would be if a violent protest erupted as a result of an incident or if a hate message contained a specific threat, such as a bomb threat with details. UWPD would make the preliminary decision on what needed to be communicated and when. IMC, the Chancellor’s Emergency Response Team, and/or Executive Staff would make any further messaging.

We send notifications about safety information – such as the adenovirus and are now working on a notice about vaping for the start of next semester. All of our messages we send are routed through IMC to ensure they are worded properly. I also try to route any message through other impacted departments. The virus email, for example, went to Housing, Student Health, and Dean of Students before it was sent to the campus.

I apologize I don’t have more to offer. If there is anything else I may do to assist, please let me know.

Best Regards,

Tim Boehnen | Director of Risk Management & Safety
ASK Center | 105 Garfield Ave | PO Box 4004
Schofield 228C
Eau Claire, WI 54702-4004
715-836-4414 boehnett@uwec.edu

NOTICE OF CONFIDENTIALITY: This message, along with any attachments, may contain confidential material, be legally privileged and is the exclusive property of the sender. The transmitted information is intended exclusively for the use of the individual or entity to which the documents should be delivered. If you are neither the intended recipient nor the employee or agent responsible for delivering this message to the intended recipient, you are hereby notified that any disclosure, copying, distribution or the taking of any action in reliance on the contents of this transmission is strictly prohibited. IF YOU HAVE RECEIVED THIS MESSAGE IN ERROR, please notify the sender immediately, and promptly destroy it without review. THANK YOU.
Greetings Sarah-

Historically, Davies Student Center was always a part of “Student Affairs”. Although we were re-organized about a year ago under Finance & Administration, we tend to proudly still carry the Student Affairs responsibilities to support and assist our students. Students are first in our priority. I hope the below is helpful. It may not be totally comprehensive, but it catches a majority. I will forward you more if I think of them. Thanks for serving on the RATF.

There are a couple of things that could happen depending on the situation. Below are the resources that we annually share with staff for them to use either 1) at their discretion 2) upon consultation with their supervisors 3) in an emergency

- Staff that are identified on their PARFs as CSA’s (Campus Security Authority) are updated annual through the annual distribution of the UWPD annual report.
- Staff are encouraged to always seek colleague/supervisor support in order to determine the best course of action.
- If appropriate, fill out a CSA reporting form on the UWPD website [link](https://www.uwec.edu/police/resources/clery-report-safety-information/)
- Contact UWPD if appropriate
- Contact the Dean of Students
- Contact the Director of University Centers to deploy/follow the “Freedom of Expression” draft [Attached. It is unclear if this has been finalized and I believe, sits either in the Dean of Students office and/or with Jake Wrasse]
- “Assisting and supporting” a student could look a number of ways
  - Listen, Talk and understand that staff are not Counselors and if need be, refer them
  - Offer to walk students to Counseling Services on campus.
- Training for Suicide Prevention is encouraged
- EDI Tier training is written into all staff annual progress reports.
- Offer trainings such as Safe Space and Microaggressions in University All Staff meetings.
- We require a minimum of one EDI training for our student employees – they choose which session they would best learn from.
- Proactively, some staff are on a committee with Risk Management to assist in creating a “High Profile Event Plan”
- Typically if a student organization is targeted, University Centers staff works closely with the Dean of Students to determine if judiciary action is needed.
  - In order to be a recognized organization on campus, All Advisors and Student Organization leadership are required to be familiar with the contents of this handbook.

Sincerely,

Kristin Schumacher, M.A.
Director | University Centers
Freedom of Expression at UW-Eau Claire

Guiding policies and procedures

University Mission
We foster in one another creativity, critical insight, empathy and intellectual courage, the hallmarks of a transformative liberal education and the foundation for active citizenship and lifelong inquiry.

Purpose
It is the policy of the UW System Board of Regents that the facilities of the university are to be used primarily for purposes of fulfilling the university’s missions of teaching, research and public service. University facilities are not available for unrestricted use for other purposes. In order to preserve and enhance the primary functions of university facilities, the policies, principles, and procedures articulated and encapsulated in this document shall guide the University of Wisconsin-Eau Claire’s decision-making process when reviewing or preparing for activities on university lands or in university facilities that could potentially disrupt university functioning.

Statement of Principles
The University of Wisconsin-Eau Claire believes in our responsibility as a public institution to open our campus to all ideological perspectives in accordance with the First Amendment of the United States Constitution. To this end, the university adheres to the principles enumerated in UW System Regent Policy Document 4-21 when making decisions about freedom of expression. RPD 4-21 is reprinted in full below.

Access to and conduct on UW-Eau Claire’s campus are governed by Chapters 18 and 21 of the UW System administrative code, and student non-academic disciplinary procedures are governed by UWS Chapter 17. A number of campus policies are also in place to ensure equitable access to campus facilities for the purposes of free expression by on- and off-campus stakeholders. These include: solicitation; distribution of promotional material; placement of lawn signs; and use of tabling. Decisions made about allowing access to campus for external groups sponsored by university organizations or that have rented facilities shall be consistent with and pursuant to these guiding policies and principles.

Regent Policy Document 4-21
Commitment to Academic Freedom and Freedom of Expression

Scope
This policy applies to all UW System students, employees, and visitors.

Purpose
The purpose of this policy is to communicate the Board of Regents’ commitment to academic freedom and freedom of expression, and expectations for those who violate these freedoms.

Policy Statement
1. Commitment
The Board of Regents of the University of Wisconsin System has a longstanding tradition of support for academic freedom, dating back to 1894 and the famous “sifting and winnowing” statement contained in the University of Wisconsin Board of Regents’ Final Report on the Trial of Richard Ely. The Board of Regents of the University of Wisconsin
System hereby reiterates its commitment to the principle of academic freedom and affirms its commitment to the principle of freedom of expression.

Academic freedom includes the freedom to explore all avenues of scholarship, research, and creative expression, and to reach conclusions according to one’s own scholarly discernment. Freedom of expression includes the right to discuss and present scholarly opinions and conclusions on all matters both in and outside the classroom. These freedoms include the right to speak and write as a member of the university community or as a private citizen without institutional discipline or restraint, on scholarly matters, or on matters of public concern. The UW System is committed to these principles and provides all members of the university community the broadest possible latitude to explore ideas and to speak, write, listen, challenge, and learn.

Of course, different ideas in the university community will often and quite naturally conflict. But it is not the proper role of the university to attempt to shield individuals from ideas and opinions they, or others, find unwelcome, disagreeable, or even deeply offensive. Although the university greatly values civility, concerns about civility and mutual respect can never be used as justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members within the university community.

The freedom to debate and discuss the merits of competing ideas does not mean that members of the university community may say whatever they wish, wherever they wish. Consistent with longstanding practice informed by law, institutions within the System may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or discriminatory harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the university. In addition, the institutions may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt ordinary activities. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with each institution’s commitment to a completely free and open discussion of ideas.

These principles carry responsibilities. Academic freedom carries the responsibility for the faithful performance of professional duties and obligations. All members of the university community at each of the institutions in the University of Wisconsin System share in the responsibility for maintaining civility and a climate of mutual respect. Although members of the university community at each institution are free to criticize and contest the views expressed on campus, they may not obstruct or otherwise interfere with the freedom of others, including speakers who are invited to campus, to express views they reject or even loathe. Freedom of expression also carries the obligation to make clear that when speaking on matters of public interest or concern, one is speaking on behalf of oneself, not the institution.

Each institution in the University of Wisconsin System has a solemn responsibility not only to promote lively and fearless exploration, deliberation, and debate of ideas, but also to protect those freedoms when others attempt to restrict them. Exploration, deliberation, and debate may not be suppressed because the ideas put forth are thought by some or even by most members of the university community (or those outside the community) to be offensive, unwise, immoral, or wrong-headed. It is for the members of the university community, not for the institution itself, to make those judgments for themselves, and to act on those judgments not by seeking to suppress exploration of ideas or expression of speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the university community to engage in such debate and deliberation in an effective and responsible manner is an essential part of each institution’s educational mission.

Accordingly, the University of Wisconsin System Board of Regents expresses its expectation that the principles of academic freedom and freedom of expression will be upheld because today, as previously stated by Regents on September 18, 1894: “Whatever may be the limitations which trammel inquiry elsewhere, we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.”
2. Conduct on University Lands; Student and Employee Discipline

Chapters UWS 17 (Student Nonacademic Misconduct Procedures) and UWS 18 (Conduct on University Lands) of the Wisconsin Administrative Code and other relevant Administrative Code provisions, UW System and UW institution policies, and State statutes govern the conduct of students, employees, and visitors on all real property owned or leased by, or otherwise under the control of the Board of Regents. These Administrative Code provisions, statutes and policies provide UW institutions with authority to address disruptive behavior by students, employees, and visitors.

Chapter UWS 17.09 describes misconduct that may subject a student to discipline, including but not limited to: disruption of university-authorized activities; dangerous conduct; unauthorized use of or damage to property; violation of criminal law; serious and repeated violations of municipal law; violation of university rules; and violation of Chapter UWS 18. Chapter UWS 17.10(1) contains a range of disciplinary sanctions for students under the jurisdiction of the institution who engage in violent or other disorderly conduct that materially and substantially disrupts the free expression of others.

Chapter UWS 18 describes misconduct that may subject a student or an employee to discipline, and that may subject students, employees, and campus visitors to municipal fines or criminal sanctions, including but not limited to Chapter UWS 18.10 (offenses against public safety), Chapter UWS 18.07 (use of campus facilities), and Chapter UWS 18.11 (offenses against public peace and order). Chapter UWS 18.13 describes forfeiture penalties for violation of certain sections of Chapter UWS 18.

Students charged with misconduct by the University shall be provided the procedural protections in Chapter UWS 17 and parallel UW institution policies. Those protections include, but are not limited to: the right to a written report detailing the alleged misconduct, describing all information available to the university regarding the alleged misconduct, and specifying the sanction sought; the right to a hearing before an impartial hearing examiner or hearing committee; the right to question adverse witnesses; the right to present information and witnesses; the right to be heard; the right to be accompanied by an advisor who may be an attorney; and the right to an appeal.

A formal investigation and disciplinary hearing is required the second time a formal complaint alleges a student has engaged in violent or other disorderly misconduct that materially and substantially disrupted the free expression of others. Any student who has twice been found responsible for misconduct that materially and substantially disrupted the free expression of others at any time during the student’s enrollment shall be suspended for a minimum of one semester. Any student who has thrice been found responsible for misconduct that materially and substantially disrupted the free expression of others at any time during the student’s enrollment shall be expelled. This paragraph shall be effective upon amendment of Chapter UWS 17 of the Wisconsin Administrative Code under Chapter 227 of the Wisconsin Statutes to include a parallel provision. The report regarding repeat violators described in Section 5 of this policy will not be required after the effective date of the amendment to Chapter UWS 17.

Employees charged with misconduct described in Chapter UWS 18 and UW institution policies governing employee conduct shall be provided the procedural protections in applicable Wisconsin Administrative Code sections and UW institution policies.

3. Freedom of Expression

Students and employees have the freedom to discuss any problem that presents itself, as the First Amendment of the U.S. Constitution and Article I of the Wisconsin Constitution permit. Students and employees shall be permitted to assemble and engage in spontaneous expressive activity as long as such activity does not materially and substantially disrupt the functioning of an institution.

Protests and demonstrations that materially and substantially disrupt the rights of others to engage in or listen to expressive activity shall not be permitted and shall be subject to sanction. This policy shall not prohibit administrators, faculty, or other instructors from maintaining order. Access to UW institutions for purposes of free speech and expression shall occur within the limits of reasonable viewpoint-neutral and content-neutral restrictions on time, place,
and manner of expression and the provisions of Chapter UWS 21 (Use of University Facilities) of the Wisconsin Administrative Code.

4. Restriction of Expression

UW institutions may restrict expressive activity not protected by the First Amendment of the U.S. Constitution or Article I of the Wisconsin Constitution, including any of the following:

- Violations of state or federal law.
- Discriminatory harassment.
- Sexual harassment.
- True threats.
- An unjustifiable invasion of privacy or confidentiality.
- An action that materially and substantially disrupts the function of an institution.
- A violation of a reasonable time, place, and manner restriction on expressive activities.

Nothing in this policy shall be construed to prevent institutions from regulating speech or activity as allowed by law.

5. Accountability

Annual Report: The Wisconsin Constitution recognizes in Article I, Section 3, that “Every person may freely speak, write, and publish his sentiments on all subjects, being responsible for the abuse of that right,” and in Article I, Section 4, that the “[R]ight of the people peaceably to assemble, to consult for the common good, and to petition the government, or any department thereof, shall never be abridged.” The First Amendment to the U.S. Constitution provides parallel protection for these rights. Upholding the constitutional rights of persons who have differing viewpoints can be challenging within the academy and elsewhere.

The UW System shall report annually to the Board of Regents regarding the efforts of its institutions to uphold the principles expressed in this policy and to fulfill the Board’s Commitment to Academic Freedom and Freedom of Expression. The UW System’s report shall describe any affirmative steps its institutions have taken in furtherance of the Board’s Commitment, as well as any material barriers to these freedoms within the System and steps being taken to remove those barriers. The report also shall describe any formal complaints of violations of these freedoms during the reporting period and the administrative response to those complaints, including any disciplinary proceedings involving students or employees. The report shall comply with all federal and state law privacy protections for students and employees.

Report Regarding Repeat Violators: Until the proposed Chapter 227 rulemaking described in section 2 of this policy is completed, if a UW institution does not suspend or expel a student who has been found responsible through the student disciplinary process on two or more occasions of materially and substantially disrupting the expressive rights of others at any time during the student’s enrollment, the UW institution’s chancellor shall report to the Board of Regents regarding the disciplinary process and decision. The report shall comply with all federal and state law privacy protections for students.

6. Neutrality

Each UW institution shall not take action, as an institution, in such a way as to require students or employees to express a particular view on a public policy issue.

7. New Student Orientation

Each UW institution shall include in orientation for freshman and transfer students information regarding freedom of expression consistent with this policy.

8. Notice

Each UW institution annually shall provide notice to all enrolled students and employees informing them of this policy.
9. Inconsistent Policies

This policy supersedes and nullifies any provisions in the policies of a UW institution that improperly restrict speech at that institution and are, therefore, inconsistent with the policy. Each UW institution shall remove or revise any such provisions in its policies to ensure compatibility with this Board policy.

Oversight, Roles, and Responsibilities

Each chancellor shall be responsible for implementing the provisions of UWS Chapter 21.

Time, Place, and Manner Restrictions

Per UWS 21.01, “the facilities of the university are to be used primarily for purposes of fulfilling the university’s missions of teaching, research and public service.” The time, place, and manner of other functions taking place on university lands are subject to restriction. These restrictions are sanctioned by UWS Chapters 18 and 21, as well as RPD 4-21, and implemented by the Chancellor of each UW System university through campus-specific policies and procedures. UW-Eau Claire’s spaces can be reserved through Event Services.

Time, place, and manner restrictions can also apply to free expression if that expression violates UWS Chapter 18.11(4) by obstructing activities in alignment with the university’s mission. This includes protest activities that obstruct access to university buildings or spaces therein, create noise that unreasonably interferes with university activities, or demonstrations that “Intentionally employ force or violence, or intentionally constitute an immediate threat of force or violence, against members of the university community or university property.” In this instance, “intentionally” means that “the participant or spectator knew or reasonably should have known (emphasis added) that his/her conduct by itself or in conjunction with the conduct of others would have the prohibited effect” of disrupting university activities. Activities on university lands that violate 18.11(4) may be declared unlawful.

UW-Eau Claire will make its facilities available to university groups or external groups affiliated with a university organization, and rent facilities to external groups regardless of the viewpoints, ideologies, and/or beliefs espoused in rented facilities, but reserves the right to refuse to make available or rent facilities if there is a reasonable expectation that planned activities would violate UWS Chapters 18 or 21, or significantly disrupt the institution’s core mission of teaching, research, and public service.

Misconduct

Student conduct that interferes with free expression by other groups may be subject to UW-Eau Claire’s Blugold Student Conduct Code, our campus-specific implementation of UWS Chapters 14 and 17, as well as RPD 4-21. Non-students engaging in the same behavior on university lands may be found to have committed disorderly conduct as prohibited by UWS 18.11(2) and Wis. Stat. § 947.01.

Potentially Disruptive Event Procedure Checklist

To ensure consistency, UW-Eau Claire shall proceed accordingly when made aware of an upcoming campus event that features potentially disruptive activities by a speaker or group:

1. Find out as much information about the speaker/event as possible:
   - Is the speaker/event sponsored by a university group? If so, identify the sponsoring organization/department/club
   - Is the speaker/event an external entity seeking to rent university facilities? If so, identify the organization and obtain information concerning similar events at other locations
   - Date, time, location
   - Plans for ticketing and promotion
   - Speaker/event details, including size of anticipated event
2. Prior to entering into any facility use agreements, contact the Assistant Chancellor for Facilities and University Relations who will convene/consult with representatives of:
   - Chancellor’s Office
   - Academic Affairs
   - University Police
   - Risk Management
   - University Centers
   - Dean of Students Office
   - Affirmative Action Office
   - Integrated Marketing and Communications
   - Student Senate leadership
   - Others as necessary depending on proposed location/nature of speaker or event

3. If applicable, Assistant Chancellor and appropriate representatives listed above will consult with the sponsoring organization/department/club to explore issues such as:
   - Why are you inviting the speaker/event? What are the goals of the event?
   - Do you understand the speaker/event and their/its motives?
   - Have you viewed previous presentations/events?
   - Have you considered whether the speaker/event could pose any safety issues?
   - Have you considered whether hosting the speaker/event could create any other potential negative consequences?

4. Once a determination is made to proceed with the speaker or event, the Assistant Chancellor will convene a planning group to:
   - Review appropriate campus policies governing such speaker/event
   - Determine how appropriate time, place and manner restrictions will be implemented to ensure the speaker/event is not disruptive – including, but not limited to – scheduling the presentation/event location, time of day; ensuring the event/speaker will not impede/interfere with normal access to sidewalks, thoroughfares, buildings, etc.; identifying/implementing preferred locations/routes for speaker security and event attendee queuing; enforcing restrictions on amplified sound; identifying/implementing necessary “buffer zones” between event attendees/opposing groups and university faculty staff and students who need to access buildings/sidewalks/parking lots as part of essential operations.
   - Communicate to campus/external constituents/public the nature of the speaker/event, including date, time, location and other pertinent details
   - Communicate/coordinate as appropriate with external constituents including City of Eau Claire Police, Fire, and Eau Claire County Sheriff departments, other state and/or federal authorities
   - Secure payment in advance for rental and support services (if the rental involves an external, non-university affiliated speaker/event)

5. If a campus event that features potentially disruptive activities by a speaker or group is already underway/about to begin without prior approval/knowledge of the university, university administration shall:
   - Contact University Police, director/administrator (e.g. University Centers, Housing, Academic Affairs etc.) where activity is taking place, Assistant Chancellor, Dean of Students, Risk Management
   - Seek counsel from Assistant Chancellor/administration to determine whether the event/speaker should be allowed to continue and/or how time, place, manner restrictions should be applied to prevent disruption to University activities
   - If there is a strong belief that the disruptive activities could “intentionally employ force or violence, or intentionally constitute an immediate threat of force or violence, against members of the university
community or university property,” consider using the campus Emergency Notification System to alert the campus community.

6. **NOTE**: This subsection will be improved by Dr. Johnson and Director Yang to remove ambiguity and provide consistency with recommendations. If it is determined that a speaker or group has a history of targeting or substantially impacting members of a particular group, representatives from appropriate university offices should connect with campus group(s) that perceive they could be targeted/substantially impacted by the speaker/event. In communications with campus group(s), University representatives may:

- Recommend that the potentially impacted group(s) consider meeting with sponsoring group to tell their story and why they feel targeted/threatened
- Consider denouncement of the speaker/event if the speaker or organizer threatens groups or incites violence
- Encourage the targeted groups to seek support from other campus groups (i.e. political organizations, student organizations, faculty members, alumni)
- Hold strategy sessions with groups/allies and design an action plan
- Encourage groups/allies to advocate their point of view
- Encourage the organization of a positive, alternative event—away from the disruptive event—to help minimize confrontation and violence
- Encourage the avoidance of direct confrontation with speaker/event and its supporters
- Inform groups that the goal of disruptive speakers/events is often to create a spectacle—jeering crowds, heated confrontations and outright violence—to create publicity to give a larger platform for their messaging
- Create safe/brave spaces for those affected the day of the speaker/event
- Following the speaker/event, consider creating activities for affected groups/individuals
- Any other action deemed appropriate
University Police

From: Dobson, Jay S. <DOBSONJS@uwec.edu>
Sent: Monday, January 6, 2020 4:18 PM
To: Larson, Jan M. <LARSOJA@uwec.edu>
Cc: Tweedale, Sarah Ashley <TWEEDASA@uwec.edu>; Bentaalla, Youssra <BENTAALY6246@uwec.edu>; Wudi, Kimberly M. <WUDIKM@uwec.edu>
Subject: RE: Rapid Action Task Force on EDI Request for Information

Jan,

University Police regularly share reports with various units on campus. With whom depends on the type of incident.

If University Police are part of a bias/hate investigation, I typically route reports to BIRT, Vice Chancellors, Dean of Students, and Housing + Residence Life. We do not have a policy or procedure on such, just standard practice. Fortunately most incidents are not crimes, but if we are dispatched to them, we will still document in a police report. We rarely disseminate anything publicly unless there is a safety threat.

Members of the University Police have attended dozens of EDI Tier II trainings. All members have attended police-specific Implicit Bias training. We are trying to establish regular conversations with GSRC, OMA, BME, and others. We attend events like OMA’s Welcome Back Picnic, and GSRC’s The CookOUT. We regularly speak to International students and participants in Upward Bound. I’ve been a mentor for a student associated with Blugold Beginnings. We’ve joined with Blugold Beginnings and EC Police to establish a summer internship for students of color. Last summer was the first, and we’re already planning for another this summer. We also plan on working more with these departments to try and recruit more marginalized students in our front office and student patrol program.

Thanks to you and the other members of the task force for doing this important work!

Jay

Jay S. Dobson
Chief of Police | UW-Eau Claire
119 Crest Wellness Center
105 Garfield Avenue
Eau Claire, WI 54702-4004
715-836-2222 | www.uwec.edu/police
@UWEC_POLICE
Hello,

Please find the attached document for your reference. Let me know if you have any questions!

All my best,

Brittany

Brittany K. Nielsen (she/her/hers)
Campus Director
University of Wisconsin-Eau Claire – Barron County
1800 College Dr.
Rice Lake, WI 54868
Phone: 715-788-6244

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[ATTACHMENT]

EDI Information for Rapid Action Task Force

UW-Eau Claire – Barron County
January 3, 2020

UW-Eau Claire – Barron County is working to align communication, policies, procedures and language with current practices at UW-Eau Claire.

Reporting: electronic reporting of any/all incidents are completed online through the Dean of Students website. If an electronic report is not completed and information is discussed via email or verbally, then the campus director will reach out to the individual to complete the report.

Although this process is not formally documented, incidents that occur are brought to the attention of the campus director. The campus director works directly with the Dean of Students Office, Affirmative Actions, the Vice Chancellor of Enrollment Management (direct supervisor), and any other department that needs to be involved.

Any internal and external communication is done in collaboration with Integrated Marketing & Communication and the Vice Chancellor of Enrollment Management.

Below is historical information from UW Colleges as well as the Athletic Code of Conduct (pg. 4) that our student athletes sign. This is a part of the Wisconsin Collegiate Conference that UW-Eau Claire – Barron County participate in.

All faculty and staff at UWECBC were asked to share information about EDI resources they knew of, EDI language that is incorporated into syllabi or organization constitutions, or any other information pertaining to EDI on campus. The following are those responses:
Hello, Miranda.

Thank you for your work on the EDI task force. I've attached a rather long document called the Department Evaluation Plan (DEP), which outlines the requirements for faculty reporting of their activities in the context of retention review (for tenure-track faculty seeking renewal of their appointments) and post-tenure review (for tenured faculty who are up for periodic review). The DEP is an official document, approved annually by the Provost, that conforms with the guidelines for tenure and promotion contained in the Faculty And Staff Rules and Procedures (FASRP) by which all faculty at UW-Eau Claire (and UWEC-BC) are governed.

To save you some time in finding the EDI sections of the DEP, please see page 9 for the official statement of EDI expectations for faculty. Also, Table 1, earlier in the document, contains expectations to EDI that all faculty up for review must demonstrate. Please note that this version of the DEP is currently under review, but we expect it to be approved before the end of Spring Semester.

I'm sure others will send you examples of syllabus statements and so forth, of course. If you need more information regarding the DEP, however, don't hesitate to ask for it!

Sincerely,

Dr. Wentz

[ATTACHMENT]

Department Evaluation Plan for Faculty and Instructional Staff

University of Wisconsin-Eau Claire-BARRON COUNTY

Department Evaluation Plan (DEP)
for Faculty and Instructional Academic Staff
(Version Dated: 2 September 2019)

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UW-Eau Claire—Barron County Mission Statement

We inspire the intellectual, cultural, and personal growth of students through innovative education in the liberal arts, experiential learning opportunities, responsiveness to community needs, and an inclusive social environment focusing on the individual learner in a global community.

UW-Eau Claire—Barron County Vision and Core Principles

We will be the first choice in higher education for a diversity of learners in northwestern Wisconsin who recognize the value of a strong, comprehensive liberal education.
Note About the Use of the Term “Department”

In this document, all references to the “Department” refer to the faculty and instructional academic staff at the Barron County campus, recognizing that said Department represents a number of academic disciplines and not any single or separate academic discipline. The term is used to provide consistency with the language contained in the UW-Eau Claire Faculty and Academic Staff Rules and Procedures (FASRP). All of the faculty and instructional academic staff at Barron County are members of their disciplinary departments at the Eau Claire campus, but personnel decisions affecting Barron County faculty and instructional academic staff are made locally according to the policies set forth in this document.

Introduction

The purpose of this Department Evaluation Plan (DEP) is to guide the faculty and instructional academic staff (IAS) at the University of Wisconsin-Eau Claire-Barron County (hereinafter, Barron County or UWEC-BC) through performance reviews and personnel actions. The DEP presents the procedures and criteria that will be used to evaluate and enhance faculty and IAS performance, with respect to the distinct mission of the Barron County campus of UW-Eau Claire. These are the evaluation criteria for decisions on reappointment (previously called retention), tenure, promotion, post-tenure review, and salary adjustment (previously called merit) recommendations.

This evaluation plan is in compliance with the UWS 3.05 (Periodic Review) and the UW-Eau Claire Faculty and Academic Staff Rules and Procedures (FASRP). It further reflects the conditions defined in the Disciplinary Integration Model developed through shared governance and approved by the Chancellor for integrating the faculty and instructional academic staff of Barron County into the academic structure of the University of Wisconsin-Eau Claire. For reference, the Disciplinary Integration Model is summarized in Appendix 1.

The Department Personnel Committee (DPC; described under Standard Operating Procedures) and Academic Chair are required to use the procedures and performance criteria defined herein for all periodic reviews including reappointment, rehire, promotion, tenure, post-tenure review, and salary recommendations. In addition, the Academic Chair may also include other budgetary restrictions as deemed necessary and relevant.

Throughout this document key responsibilities are assigned to the DPC, any DPC subcommittees, and the Academic Chair. In accordance with the UW-Eau Claire FASRP, in those circumstances when there are insufficient faculty to form a DPC or an appropriate entitled DPC subcommittee, responsibilities assigned to that body shall be given to the Academic Chair who shall consult with those faculty members that would have been eligible for membership in the committee or subcommittee.

This plan will be reviewed annually by the Barron County DPC. Any changes in the plan will be reviewed and must be accepted by the DPC, Academic Chair at Barron County, the Associate Vice Chancellor of Academic Affairs, and the Provost before going into effect. All members of the Barron County instructional staff (defined as faculty and instructional academic staff) will have an opportunity to discuss the DEP every year and receive a current copy.
General Policies and Procedures

Performance Criteria for Faculty

Teaching, scholarship, and service are the three performance criteria for faculty, as described in the FASRP. All faculty members are required to demonstrate skill and efficacy in teaching, scholarship, and service, as demonstrated through a pattern of sufficient quality and quantity in each of these performance criteria throughout their careers at Barron County. Every periodic review of faculty must measure performance in these three critical areas, subject to any restrictions specified in an individual’s contract of employment.

Effectiveness in teaching shall be the most important criterion for all evaluations. Solid performance in teaching is necessary for a positive review. Poor performance in teaching alone is sufficient to support a negative review. Poor performance in one of the other areas may be offset by achievements in at least one other area to support a positive review. Poor performance in more than one other area is sufficient to support a negative review.

The criteria to be used for each form of periodic review are delineated in Table 1. All performance reviews for purposes of reappointment, promotion, tenure, and post-tenure review will be based on the criteria in Table 1. All performance reviews of faculty must include consideration and documentation of both peer and student evaluations of instruction.

The terms and abbreviations used in Table 1 are defined as follows:

1. **Required (REQ):** Demonstrated satisfaction of this criterion is required for a positive evaluation. Failure to satisfy a required criterion mandates a negative evaluation.
2. **Expected (EXP):** Demonstrated satisfaction of this criterion is expected of the candidate. The degree to which the evaluation is positively or negatively affected by this criterion is determined by the professional judgment of the members of the reviewing body.
3. **Progress (PROG):** Demonstrated progress toward satisfaction of this criterion is required for a positive evaluation.
4. **Potential (POT):** Demonstrated potential to satisfy the criterion is required for a positive evaluation.
5. **Valued (VAL):** Demonstrated satisfaction of this criterion is of value to the department and may be used in support of a positive evaluation. Failure to satisfy this criterion will not result in a negative evaluation.
6. **Allowed (ALL):** This criterion will not affect the evaluation, unless the candidate’s contract or professional development plan explicitly lists satisfaction of the criterion as part of the candidate’s responsibilities.

For ease of use, Table 1 is presented on the next page of this document.

### Table 1. Performance Criteria for Personnel Decisions at UWEC-Barron County.

<table>
<thead>
<tr>
<th>Role in Periodic Performance Review for</th>
<th>Tenure</th>
<th>Reappt</th>
<th>Hiring</th>
<th>Promotion to</th>
<th>Hiring</th>
<th>Rehire or Promotion to</th>
<th>Post-tenure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant</td>
<td>Associate</td>
<td>Profess or</td>
<td>Assoc Lect</td>
<td>Lecturer</td>
<td>Senior Lect</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEACHING
A pattern of sufficient quality
and quantity as demonstrated by:

<table>
<thead>
<tr>
<th>Ability to plan and execute a stimulating, substantive, and well-organized class</th>
<th>EXP</th>
<th>PROG</th>
<th>POT</th>
<th>EXP</th>
<th>EXP</th>
<th>POT</th>
<th>EXP</th>
<th>EXP</th>
<th>EXP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and implementation of appropriate methods for evaluating student learning</td>
<td>EXP</td>
<td>PROG</td>
<td>POT</td>
<td>EXP</td>
<td>EXP</td>
<td>POT</td>
<td>EXP</td>
<td>EXP</td>
<td>EXP</td>
</tr>
<tr>
<td>Effective use of teaching methods and strategies appropriate to the subject and students</td>
<td>EXP</td>
<td>PROG</td>
<td>POT</td>
<td>EXP</td>
<td>EXP</td>
<td>POT</td>
<td>EXP</td>
<td>EXP</td>
<td>EXP</td>
</tr>
<tr>
<td>Revision of course and/or teaching strategies to improve student learning</td>
<td>EXP</td>
<td>PROG</td>
<td>POT</td>
<td>EXP</td>
<td>EXP</td>
<td>POT</td>
<td>EXP</td>
<td>EXP</td>
<td>EXP</td>
</tr>
<tr>
<td>Attention to classroom-based issues of equity, diversity, and inclusion</td>
<td>EXP</td>
<td>PROG</td>
<td>POT</td>
<td>EXP</td>
<td>EXP</td>
<td>POT</td>
<td>EXP</td>
<td>EXP</td>
<td>EXP</td>
</tr>
</tbody>
</table>

**SCHOLARLY ACTIVITY and Professional Development**

A pattern of sufficient quality and quantity as demonstrated by:

<table>
<thead>
<tr>
<th>Dissemination of the results of scholarly activity to a broader professional audience (e.g., at conferences, symposia)</th>
<th>EXP</th>
<th>PROG</th>
<th>POT</th>
<th>EXP</th>
<th>EXP</th>
<th>VAL</th>
<th>VAL</th>
<th>VAL</th>
<th>EXP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly research/productivity, writing, or creative work in progress or completed (discipline-specific and/or SoTL); (e.g., publications)</td>
<td>EXP</td>
<td>PROG</td>
<td>POT</td>
<td>EXP</td>
<td>EXP</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>EXP</td>
</tr>
<tr>
<td>Submission of internal and/or external grants in support of teaching or research</td>
<td>VAL</td>
<td>VAL</td>
<td>POT</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
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</tr>
<tr>
<td>Professional consulting</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
</tr>
<tr>
<td>Mentorship of undergraduate researcher(s)</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
</tr>
<tr>
<td>New course or program development</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
</tr>
<tr>
<td>Engagement in discipline-specific licensure or certification activities</td>
<td>ALL</td>
<td>ALL</td>
<td>ALL</td>
<td>ALL</td>
<td>ALL</td>
<td>ALL</td>
<td>ALL</td>
<td>ALL</td>
<td>ALL</td>
</tr>
<tr>
<td>Work toward a degree or courses taken for credit</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
</tr>
<tr>
<td>Attendance at conferences and conventions</td>
<td>EXP</td>
<td>PROG</td>
<td>POT</td>
<td>EXP</td>
<td>EXP</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>EXP</td>
</tr>
<tr>
<td>Professional organization memberships</td>
<td>EXP</td>
<td>PROG</td>
<td>POT</td>
<td>EXP</td>
<td>EXP</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>EXP</td>
</tr>
<tr>
<td>Attendance at museums, art exhibitions, plays, historical sites, etc. when applicable to one's discipline</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
</tr>
<tr>
<td>Travel when applicable to one's discipline</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
</tr>
<tr>
<td>Professional development activities focused on EDI</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
</tr>
</tbody>
</table>

**SERVICE**

A pattern of sufficient quality and quantity as demonstrated by:

<table>
<thead>
<tr>
<th>Active participation in the life of the Barron County campus, especially through participation in campus committees</th>
<th>REQ</th>
<th>PROG</th>
<th>POT</th>
<th>REQ</th>
<th>REQ</th>
<th>VAL</th>
<th>VAL</th>
<th>VAL</th>
<th>REQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service to committees or other bodies at the UWEC main campus</td>
<td>EXP</td>
<td>PROG</td>
<td>POT</td>
<td>EXP</td>
<td>EXP</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>EXP</td>
</tr>
<tr>
<td>Service at the level of UW System</td>
<td>VAL</td>
<td>VAL</td>
<td>POT</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
<td>VAL</td>
</tr>
</tbody>
</table>
Leadership in one or more of the above service activities | VAL | VAL | POT | EXP | REQ | VAL | VAL | VAL | VAL

Service to the profession | VAL | VAL | VAL | VAL | VAL | VAL | VAL | VAL | VAL

Service as an advisor to groups that involve or support Barron County students | VAL | PROG | POT | VAL | VAL | VAL | VAL | VAL | VAL

Service to the community via outreach programs, public lectures or related programming | VAL | PROG | POT | VAL | EXP | VAL | VAL | VAL | VAL

Service activities related to EDI | VAL | VAL | VAL | VAL | VAL | VAL | VAL | VAL | VAL

Academic advising | VAL | VAL | POT | VAL | VAL | VAL | VAL | VAL | VAL

As assessed by aggregate scores and samples of student comments from evaluations. No faculty or IAS will be reviewed negatively in this aspect unless there is a clear pattern of negative student evaluations in all courses taught.

Professional consulting, especially if it is long-term and produces publicly disseminated work or benefit to the public, may be considered equal in value to published peer-reviewed work. Candidates should seek advice from the DPC or Academic Chair regarding professional consulting work vs. other forms of dissemination of scholarly work.

In addition to the activities specified in Table 1, faculty should be able to demonstrate how their teaching, scholarly activity, and service activities address the goals of the UWEC-BC Strategic Plan. The highlights of the UWEC-BC Strategic Plan are presented for reference in Appendix 6 in this document.

Performance Criteria for Instructional Academic Staff

All instructional academic staff (IAS) members are expected to actively engage in the required performance criteria outlined in the FASRP, with primary emphasis on teaching activities. Every periodic review of IAS must measure teaching performance, subject to any restrictions or additional expectations specified in an individual’s contract of employment. Effectiveness in teaching shall be the most important criterion for all evaluations. Excellence in teaching is necessary for a positive review, whereas poor performance in teaching alone is sufficient to support a negative review. For those IAS whose contracts specify other types of activity (e.g., scholarship or service), the contribution of these activities to the overall outcome of the review will be discussed by the IAS member and the DPC before review commences.

The criteria to be used for each form of periodic review (i.e., for rehire, promotion, etc.) are delineated in Table 1. Because excellence in teaching is central to the role of IAS, performance reviews of IAS on multiple-year contracts must include consideration and documentation of both peer and student evaluations of instruction.

Documentation of Faculty Performance—Types of Professional Activities

This section provides examples of the types of professional activities that serve to fulfill the performance criteria defined for faculty in Table 1. The procedures for documenting one’s professional activities are defined in the Performance Evaluation Procedures section of this DEP.

Teaching: performance relative to the teaching criterion can be documented in many ways, including but not limited to:

1. Peer review through reports from classroom visitors (required)
2. Student teaching evaluations (required)
3. Copies or descriptions of innovative assignments and/or instruments for assessment
4. Course development, including substantial revision of existing courses or development of new courses and special course offerings
5. Indications of appropriate attention to course syllabi
6. Reports of experimentation with teaching methods
7. Teaching awards and recognition
8. Development of a teaching portfolio
9. Descriptions of the use of High Impact Practices (HIPs) in the classroom
10. Evidence of incorporating scholarly activity into classes
11. Evidence of incorporating other professional development activities into classes
12. Evidence of attention to equity, diversity, and inclusivity in the classroom
13. Reflection statements, including descriptions of how self-reflection might have led to improvements in teaching

Scholarship: Scholarship criteria can likewise be demonstrated and documented in many ways. Each faculty member is expected to establish a productive program of scholarly activity and professional development, which may include activities related to the scholarship of teaching and learning as well as scholarship within one’s discipline.

Faculty should document examples of their scholarly activity, which may include, but are not limited to:

1. Peer-reviewed or externally-evaluated written works within one’s discipline (e.g., journal articles, books)
2. Juried or externally-evaluated works in the creative arts, such as gallery exhibitions or professional performances
3. Publication of teaching-related articles in professional journals or other publications concerned with the scholarship of teaching and learning
4. Dissemination of innovative teaching practices via established, peer-reviewed collections of teaching activities (e.g., case study teaching, podcasts, video collections, etc.)
5. Presentations at professional meetings, including oral presentations and poster presentations
6. Grant-writing activity or participation in awarded grant activities
7. Professional consulting within one’s discipline
8. Student/faculty collaborative research projects.

Service: Service activities are important to the life of the Barron County campus and directly affect the campus’ ability to satisfy its mission. Therefore, faculty should carefully document their service contributions in areas including, but not limited to:

1. Participation in committees, including service to campus committees, UWEC department committees, institution-wide committees at UWEC, or UW-System committees
2. Serving as an elected officer or chairing a committee
3. Mentoring a faculty member
4. Professional consulting within the university or community
5. Active participation in professional societies
6. Preparing materials, proposals, reports, or presentations for the betterment of the department or university
7. Professional service as an editor or reviewer for scholarly publications
8. Academic or career advising for students
9. Service as an advisor to student clubs or organizations
10. Participation in or organizer for special events that benefit students
11. Outreach activities that engage the community in the life of the university (e.g., public lectures, public art shows or music performances, short courses for members of the public, etc.).

Documentation of service activities should identify the level of commitment to the service rendered. For example, chairing a committee generally requires a greater commitment of time and energy than simply being a member of the committee. Similarly, a faculty member who serves in a leadership position in a professional organization assumes greater responsibility than one who participates in a non-leadership role. In general, increases in academic rank should be accompanied by a willingness to assume greater responsibilities of leadership in meeting obligations of the Barron County campus and the University.

**Documentation of IAS Performance—Types of Professional Activities**

This section provides examples of the types of teaching activities that serve to fulfill the performance criteria defined in Table 1. The procedures for documenting one’s professional activities are defined in the Performance Evaluation Procedures for the IAS section of this DEP.

**Teaching:** performance relative to the teaching criterion can be documented in many ways, including but not limited to:

14. Peer review through reports from classroom visitors
15. Student teaching evaluations (required)
16. Copies or descriptions of innovative assignments and/or instruments for assessment
17. Course development, including substantial revision of existing courses or development of new courses and special course offerings
18. Reports of experimentation with teaching methods
19. Teaching awards and recognition
20. Development of a teaching portfolio
21. Descriptions of the use of High Impact Practices (HIPs) in the classroom
22. Evidence of incorporating scholarly activity into classes
23. Evidence of incorporating other professional development activities into classes
24. Evidence of attention to equity, diversity, and inclusivity in the classroom
25. Reflection statements, including descriptions of how self-reflection might have led to improvements in teaching.

**Departmental Citizenship**

The FASRP also includes provisions for defining *departmental citizenship* as a factor in determining personnel decisions. “Departmental citizenship” is an expectation of professional conduct designed to ensure that the faculty member or IAS member who exhibits professional misconduct or malfeasance, who obstructs the ability of colleagues to carry out their normal functions, who engages in personal attacks, who violates ethical standards, or who creates a negative departmental climate, may receive a negative evaluation, and consequently a negative recommendation for reappointment/rehire or promotion.

**Equity, Diversity, and Inclusion as Aspects of Faculty Performance**

Beginning on July 1, 2018, each periodic review of faculty at UW-Eau Claire and, by extension, at Barron County, must include consideration of faculty contributions to equity, diversity, and inclusion (EDI). All faculty members are expected to contribute to campus and university efforts towards EDI according to the FASRP; therefore, all periodic faculty reviews shall include an evaluation of the faculty member’s EDI engagement efforts.
EDI contributions can be included in any of the three primary criteria for periodic review (i.e., Teaching, Scholarly Activity, Service). Some faculty may contribute to EDI primarily via their classroom activities, while others may engage in EDI efforts mostly via service or scholarship. There is no requirement to contribute to EDI in all three areas of performance, but EDI contributions in at least one of the three primary criteria is expected.

Contributions to EDI in the realm of Teaching can be demonstrated, for example, by using inclusive syllabus language, developing curriculum that promotes an awareness of social identity, or directly addressing EDI awareness in classroom lessons. EDI contributions in the area of Scholarly Activity might include working with underrepresented students in research, proposals to programs that bolster diversity, or participation in professional development opportunities that focus on EDI issues. Similarly, a faculty member might demonstrate EDI contributions through Service to university- or campus-wide EDI efforts, advising or mentoring, or presentations to relevant student groups, etc.

**Standard Operating Procedures**

**Department Personnel Committee (DPC) Composition and Responsibilities**

*Responsibilities:* The Department Personnel Committee (DPC), as described in Article 5 of the FASRP, is the body responsible for establishing criteria and procedures for periodic performance reviews, making recommendations on reappointment, granting tenure, and promotions, and assisting the Academic Chair with recruitment of faculty. Additionally, the DPC shall make recommendations to the Academic Chair regarding hiring, performance reviews, promotion, and rehiring of instructional academic staff (IAS). The DPC is also responsible for communicating to faculty and IAS the criteria and procedures it currently uses in making these recommendations.

*Membership:* The DPC consists of all tenured faculty with an assignment of 50% or more at the Barron County campus, excluding the Academic Chair. Although the Academic Chair is not a member of the DPC or any subcommittees thereof, the Chair may be invited to attend their meetings. Such invitations shall be issued by the Chair of the DPC in consultation with other members of the committee.

The DPC at UWEC-Barron County is a combined Reviewing Body and Voting Body (as these are defined in FASRP) because of its small size. From time to time, the DPC may consult with a representative of a faculty Candidate’s department at the main campus to discuss the scholarship of the Candidate, but the disciplinary representative shall not be a member of the DPC or have voting rights in any DPC action.

The Reviewing Body/Voting Body of the DPC and the Academic Chair are required to use the procedures and performance criteria defined herein for all periodic reviews of faculty including reappointment, promotion, tenure, post-tenure review. In addition, the Academic Chair may also include other budgetary restrictions as deemed necessary and relevant.

Each academic year, the DPC shall meet to elect a chair and secretary for the subsequent academic year. The elected DPC chair shall convene the first meeting of the DPC.

*Consultation with Disciplinary Peer at the Eau Claire Campus*

As noted above, the DPC may consult with a representative from a disciplinary department at the Eau Claire campus in its evaluation of a faculty Candidate’s scholarship. Such consultation shall be in the form of a written request, with the representative similarly responding in writing with his/her assessment of the strengths of the Candidate’s research, scholarship, or creative activity.
Chain of Command for Reporting Personnel Decisions

Given the status of the Barron County campus as a branch campus of UW-Eau Claire, the chain of command for reporting faculty and IAS personnel decisions differs slightly from that at the main campus. All personnel decisions affecting faculty and instructional academic staff originate with the DPC Voting Body, which forwards its recommendations to the Academic Chair. The Academic Chair then submits all relevant materials and the appropriate Recommendation Form to the Associate Vice Chancellor for Academic Affairs at the main campus; the Associate Vice Chancellor then reviews and forwards the recommendation to the Provost; the Provost then reviews and forwards the recommendation to the Chancellor or a formal decision on the candidate’s rehiring, reappointment, tenure, promotion, and post-tenure review.

Open Communication Procedures

All interactions between the Candidate and the DPC shall be conducted in a manner that fosters open communication with fair and reasonable discourse.

The Reviewing Body of the DPC shall present to the Candidate, in writing, a notice of the review. This notice must inform the Candidate as to the intent of the review (reappointment, tenure, promotion, etc.), the date on which the review shall begin, the date by which the review is expected to conclude, and the due date(s) for all materials that are to be submitted by the Candidate. This written notice shall provide at least 20 days prior to the due date for the preparation and submission of said materials. The written notice must be included in the Review Packet submitted to subsequent levels of administration during the review process.

Open Meetings

Wisconsin Statute 19.85(1)(c) authorizes a closed meeting for “[c]onsidering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.” Wisconsin Statute 19.85(2) requires a minimum of twenty-four hours advance notice of the body’s intent to move into closed session. The notice must contain the specific nature of the business, as well as the exemption under which the chair of the meeting believes a closed session is authorized, and a statement that the body will reconvene in open session to conduct any voting on the business.

Wisconsin Statutes 19.83 and 19.85(1) require that every meeting must convene in open session. Before moving into closed session, the body must pass a motion, by recorded majority vote, to convene in closed session. If the motion is without dissent, there is no requirement to record votes individually. Before the body votes on the motion, the DPC chair must announce and record in open session the nature of the business to be discussed and the specific statutory exemption which is claimed to authorize the closed session. The body cannot vote in closed session, but must emerge from closed session and reconvene in open session (immediately, if desired and included in the advanced notice) for the purpose of voting.

Wisconsin Statutes authorize a closed meeting, but do not require any meeting to be held in closed session. However, in the best interest of the integrity of the review process and the Candidate’s right to privacy, closed meetings shall be conducted when authorized by Wisconsin Statute.

Wisconsin Statutes give wide discretion to the body to admit to a closed session anyone whose presence the body determines is necessary for the consideration of the matter at hand.

Meeting Minutes and Records

Wisconsin Statute 19.88(3) requires that a record be kept of motions and votes at each open meeting of the body. All votes are conducted by voice, by show of hands, by signed ballot, or by roll call. If any member of the Voting Body requests a roll-call or signed-ballot vote, then the vote must be conducted in that manner and the name and vote cast by each member of the Voting Body must be recorded, preserved, and be available for
public inspection. No secret ballot may be used to determine a decision of a body, except the election of officers of a body. No additional requirements for taking minutes apply.

**Documentation Deadlines**

The Reviewing Body shall incorporate into its deliberations all documentation submitted by the Candidate up to the time at which the Reviewing Body concludes its review. After this point, updates to the Candidate’s documentation (for example, last word on the acceptance or rejection of a publication) shall not be considered at any level of the review process.

**Adoption of DEP Revisions**

Revisions and updates to the departmental portions of this document (DEP) will be put into effect upon its written acceptance by the Associate Vice Chancellor for Academic Affairs and the Provost and the corresponding electronic submission of the accepted document to the Provost. Until such written acceptance is obtained and electronic submissions received, revisions and updates to the DEP are not official and are not applicable in any periodic review.

**Request (from Faculty or IAS) for Exception from Established Procedures and Criteria**

While this document contains the normal procedures and criteria for periodic review of faculty and instructional academic staff, exceptions to these procedures and criteria may occur from time to time. In such rare cases, the Candidate, Reviewing Body, Voting Body, and Academic Chair must acknowledge in writing that the exception is requested. This request for exception, with sufficient supporting justification, shall be forwarded, along with all other review materials, to all subsequent levels of administration, and approval by the Provost and Associate Vice Chancellor for Academic Affairs is required for the exception to be granted.

**Documentation of Candidate Performance**

**Faculty Candidate Responsibilities for Documentation of Performance**

The Candidate (the faculty member being evaluated for reappointment, promotion, tenure, post-tenure review, or salary adjustment) has the responsibility of assembling a dossier into a professional presentation format. The dossier must include direct evidence of the impact of courses taught by the Candidate, and the scholarship and service conducted by the Candidate. The dossier should clearly indicate how the Candidate’s accomplishments have satisfied the criteria for reappointment or promotion to the desired rank. A sample table of contents for the Candidate’s dossier is found in Appendix 4.

Typically, assembly of the dossier begins in the first year of probationary appointment as a faculty member and the dossier is amended in each subsequent year with all necessary supporting materials. For current tenure-track faculty at Barron County, however, the format for prior documentation of progress, as specified by the UW Colleges may differ from this format. In such cases, the DPC will consider previous submissions (e.g., Activity Reports, previous forms of the dossier) as parts of the formal tenure dossier, and will consult and advise the Candidate, upon request, regarding upcoming or future dossier formats.

**IAS Candidate Responsibilities for Documentation of Performance**

In order to review Barron IAS, the DPC will examine the results of student evaluations for all courses taught during the review period, and may request the syllabi for courses taught; typically, both forms of documentation are held in a campus file. Student evaluation results are automatically deposited in that file, but it is the responsibility of IAS to submit syllabi at the time the call is made campus-wide for syllabi to be placed on file.
The DPC may request copies of the syllabi directly from the IAS member if s/he has not submitted them during the campus-wide call for syllabi. There are no additional forms or documents required of IAS undergoing review, unless the individual to be reviewed arranges with the DPC to submit additional materials.

IAS who perform other required duties (e.g., scholarship, service) as mandated by their contracts shall submit evidence in support of those additional performance criteria, along with evidence of effective teaching as defined above. IAS who perform such duties even though they are not required to do so by the contracts may submit evidence of those activities as part of a rehire or promotion review.

Returning retired faculty who are employed as IAS after retirement may be evaluated at the request of the Academic Chair, Associate Vice Chancellor for Academic Affairs, or the candidate. Such evaluations shall include all of the same materials required for other IAS candidates.

**DPC Responsibilities for Documentation of Faculty Candidate Performance**

The DPC, in conducting faculty performance reviews, will create a **Review Packet** in which two separate documents are included—an **Evaluation** and an appropriately completed **Recommendation Form** (Appendices 2 or 3). **Supporting Documents** shall also be included in the Review Packet as specified by this policy.

In the **Evaluation**, the Reviewing Body of the DPC will present a quantitative and qualitative assessment of the Candidate’s performance as measured against the criteria in Table 1 and must include specific language about progress toward tenure and promotion, when relevant. The Evaluation shall not, however, make any recommendations for action. Such recommendations are conveyed via the Recommendation Form. In the event that the Reviewing Body cannot reach consensus on the contents of the Evaluation, minority reports are permitted, the combined total of which will be treated as the Evaluation.

The **Voting Body** also is required to submit the Faculty Reappointment and/or Tenure Form to the Academic Chair upon completion of its review; a copy of that form is in Appendix 2, for reference, but the actual form can be downloaded from the UW-Eau Claire Academic Affairs webpage: [https://www.uwec.edu/AcadAff/forms/personnelforms.htm](https://www.uwec.edu/AcadAff/forms/personnelforms.htm)

Likewise, decisions regarding promotion must be conveyed via the Promotion Recommendation Form located at the same webpage, and reproduced for reference in Appendix 3 of this document.

**Supporting Documents** that are required for each review include: (1) the Student Evaluation Form (which includes the questions asked of students), (2) aggregate summary data for student evaluations of teaching, and (3) written summary or documentation with comments from classroom visitations conducted during the review period. These items are part of the Review Packet submitted by the Reviewing Body to the Academic Chair, and will have been submitted by the Candidate as part of the dossier or report presented to the DPC.

**DPC Responsibilities for Documentation of IAS Candidate Performance**

The Chair of the DPC shall provide the IAS member being reviewed a written notice at least 20 calendar days in advance of the day the review will occur. The DPC Chair shall also at that time inform the IAS member that she or he is entitled to submit any documents or information relevant to the evaluation to the DPC.

The DPC, in its review of an instructional academic staff member, must use student evaluations of the courses taught by the individual being reviewed. The DPC may also request review of course syllabi prepared by the individual and kept in the campus syllabus file. Additionally, each IAS review should include a written report of any classroom observations conducted in accordance with the schedule discussed below. The FASRP does not mandate classroom observations for IAS on no-intent-to-renew contracts, but an individual IAS member
may request such observation occur. In such cases, the DPC will provide a timeline during which the classroom observation will occur, and one member of the DPC will conduct the observation.

The DPC shall provide copies of all documents constituting the performance review (e.g., classroom observation reports and the DPC’s written recommendation for rehire or promotion) to the IAS member undergoing review at the same time the reviews are given to the Academic Chair.

IAS undergoing performance reviews may submit written responses to student evaluations and performance reviews, which shall be attached to the original documents before the reports are forwarded to any administrators.

**Frequency of Review for Instructional Academic Staff**

IAS are reviewed annually during the first year through fifth year. Thereafter, in cases where (a) performance reviews have been consistently positive during the majority of this period, or; (b) the IAS member has been promoted to Senior Lecturer, performance reviews will be conducted every fifth year.

Note: Instructional Academic Staff who have a primary appointment at the main campus in Eau Claire typically will be evaluated by the DPC associated with their Eau Claire home departments, but the UWEC-Barron County DPC may also choose to review these individuals on a case-by-case basis and to provide an evaluation to the academic chair of the main campus department.

**Student Evaluation Procedures (for faculty and IAS)**

Student evaluations are one source of information for evaluating teaching effectiveness. As such, every review of a faculty or instructional academic staff member with an instructional appointment must include the consideration of student evaluations across the review period as per Board of Regents Policy 20-2.

Aggregate summary data for each question of the approved student evaluation form will be used in the review process. The summary data and the student evaluation form must be included in the Review Packet prepared by the DPC. Written student comments, when collected as part of the official evaluation procedure, must be included verbatim in the Review Packet.

Student evaluations at Barron County will be administered according to UW-Eau Claire instructions beginning in Fall 2019. Until then, faculty and IAS at Barron County will receive the results of the online Student Surveys of Instruction (SSIs) administered by the UW Colleges. Evaluation of faculty or IAS by the DPC or Academic Chair in 2018-19 must take into account the Appendix to UW Colleges Senate Policy #308, which discusses the validity of online survey responses, particularly quantitative data, when less than 50% of a class participates in the SSI process. According to that policy (#308), quantitative data collected from less than 50% of the students enrolled in a course may not be considered as part of a faculty or IAS member’s performance review.

**Classroom Visitation Procedures**

Every periodic review of faculty, excluding reviews conducted for salary recommendations (merit), normally shall include at least two classroom visits by tenured faculty on the DPC. The faculty member may be visited twice during the same semester, or once per semester for two semesters. At Barron County, this rule presents a challenge due to the lack of overlap in disciplinary expertise among those faculty. However, although classroom observations will be conducted by Barron County tenured faculty, the observers may consult with the Candidate’s disciplinary department at Eau Claire on matters specific to the subject matter to seek clarity or ask for guidance in evaluating discipline-specific aspects of the lesson observed.

The Candidate must be informed in writing at least 5 business days in advance of any classroom visit. The Candidate has the right to suggest alternate visitation dates (e.g., to avoid exam days, review sessions,
professional travel obligations, and so forth) in consultation with the reviewer so that a mutually agreed-upon date can be established.

When written documentation of the classroom visit is desired by the Reviewing Body (in most cases, it will be required), the documentation must include: (1) the date and time of the visit, (2) the name and title of the person conducting the observation, (3) the title of the course being taught at the time of the visit, and (4) a description of the visitor’s observations and constructive critique of the Candidate’s teaching efforts in the classroom. The visitor may also choose to speak with the students privately during the visit and include student feedback in the written report, but should request that option from the Candidate prior to the visit. The written report from the observer must be included in the Review Packet prepared by the Reviewing Body of the DPC; the Candidate should also include the written report in the Dossier.

Any Candidate for retention, tenure, or promotion may invite faculty members of his/her disciplinary department at UW-Eau Claire to provide additional classroom observations and written summaries of such visitations. The Candidate may include written feedback from the invited observer in the retention/tenure dossier, if desired.

Communication with the Candidate Regarding the Review

As stated previously, the Reviewing Body shall present to the Candidate, in writing, a notice of the review. This notice must inform the Candidate as to the intent of the review (reappointment, tenure, promotion, etc.), the date on which the review shall begin, the date by which the review is expected to conclude, and the due date(s) for all materials that are to be submitted by the Candidate. This written notice shall provide at least 20 calendar days for the preparation and submission of said materials. The written notice must be included in the Packet.

The Candidate or the Reviewing Body may request meetings to discuss the Candidate’s submitted materials or to ask questions about the review process. There is no requirement to record minutes or notes from such discussions, unless requested by and agreed to by each party in the conversation.

A copy of the Review Packet Evaluation and Recommendation Form must be given to the Candidate at the same time that it is forwarded to the Academic Chair. The Academic Chair’s Evaluation must be added to the Packet and the Recommendation Form appropriately completed. A copy of the Department Chair’s Evaluation and the updated Recommendation Form must be given to the Candidate at the same time that the Packet is forwarded to the next level of administration.

If the DPC or subcommittee thereof wishes to see specific documents, clarification, or additional focus within the dossier of a tenure-track Candidate in the subsequent year, then that candidate should be informed of this request in writing from the Academic Chair at least six months in advance of the dossier’s deadline or within a reasonable time frame, whichever is earliest.

A Review Timeline is provided in Appendix 5 of this policy document.

Reappointment Policies

Reappointment Expectations for Probationary Faculty

A positive recommendation for reappointment shall require documentation of sufficient progress toward tenure and, where appropriate, promotion. The evaluation of a probationary faculty member or a faculty member eligible for promotion will be based on the criteria defined in the Performance Criteria portion of this document (and summarized in Table 1). Satisfactory departmental citizenship is required.
Rehire Expectations for Instructional Academic Staff

A positive recommendation for rehire of instructional academic staff shall be based on the criteria in the Performance Criteria portion of this document (and summarized in Table 1). The review will focus on those areas specifically listed in the employment contract. However, regardless of the areas of responsibility listed in the contract, satisfactory departmental citizenship is required.

Tenure Policies

Tenure Expectations

The criteria specified in the Performance Criteria portion of this document represent a necessary and minimum level of expectation. Additional constraints, such as campus needs and resource limitations may also influence tenure recommendations.

A faculty member recommended for tenure is expected to have demonstrated long-lasting contributions to UWEC-Barron County. This means that the faculty member has demonstrated contributions to the Barron County campus that have improved the campus in significant and lasting ways. Further, and of equal importance, the faculty member shows a pattern of activity that suggests such significant contributions will continue in the future.

Tenure Procedures

UW System policies state that there are three official votes for any tenure decision: the Department/Program (in this case, Barron County), the Chancellor, and the Board of Regents (UWS 3.06). The vote of the Voting Body shall constitute the official Department/Program vote.

In addition to the procedures in the Open Meetings portion of this document, in the case of tenure deliberations, Wisconsin Statute 19.85(1)(b) indicates that the notice of moving into closed session must state that the Candidate has the right to request that the meeting be held in open session. If the Candidate requests an open session, the body may not convene in closed session under Wisconsin Statute 19.85(1)(b).

Promotion Policies

Promotions are not automatic but are based on evidence of continued high quality professional performance. Each rank carries with it expectations of overall performance in the primary areas of review. Further, each rank explicitly carries with it the expectations of the previous rank, adding additional expectations where appropriate, as listed in the Performance Criteria portion of this document (and summarized in Table 1).

Promotion Expectations

Faculty and instructional academic staff maybe considered for promotion when they meet the minimum criteria specified in this document and/or the FASRP. The criteria in the Performance Criteria portion of this document represent the minimum level of expectation for each rank.

Faculty Rank

Assistant Professor

An Assistant Professor is expected to demonstrate a readiness for a professional career in academia. This readiness will typically be demonstrated through (1) the attainment of a terminal degree in one’s discipline and
(2) the affirmative endorsement of the Barron County campus and UW Eau Claire department that the assistant professor possesses the necessary skills and knowledge to begin a career in academia. For purposes of this DEP, new faculty hired at UWEC-BC will be hired at the rank of Assistant Professor and, therefore, show potential to successfully earn tenure and promotion to Associate Professor.

**Associate Professor**

Associate Professor represents a rank between the readiness of the assistant professor rank and the demonstrated excellence and leadership of the professor rank. An associate professor, therefore, is expected to have demonstrated a pattern of effectiveness across the primary areas of evaluation. Typically, this effectiveness is demonstrated during the full probationary period as an assistant professor.

**Professor**

A professor is expected to have demonstrated excellence and leadership holistically across the primary areas of evaluation. Typically, these are demonstrated during the full period as an associate professor. Excellence and leadership can be demonstrated in many ways, but fundamentally establishes a professor as a role model for more junior faculty and staff, and for students. A professor should be an influential contributor to the excellence of the Barron County campus—including its curriculum, policies, direction, and mission. A professor demonstrates an understanding of and a commitment to mentoring of students and faculty alike.

**Instructional Academic Staff Rank**

Instructional academic staff may be considered for promotion when they meet the minimum criteria specified in this document, and when their knowledge of the discipline and experience in instruction have reached the level of independence indicated in each of the following rank descriptions.

**Associate Lecturer**

An associate lecturer is expected to perform at the entry level of proficiency. An associate lecturer is expected to demonstrate an ability to effectively implement specific instructional duties, subject to broad guidelines on the subject matter and topics to be covered.

**Lecturer**

A lecturer is expected to perform at the level of a fully competent professional instructor. Typically, such performance requires knowledge and skills gained only through considerable experience. A lecturer is expected to demonstrate an ability to effectively and independently develop and implement instructional duties given broad guidelines on the subject matter without the need for an outline of specific topics and/or the extent to which each topic should be emphasized.

**Senior Lecturer**

A senior lecturer is expected to perform at a level of proficiency typically requiring advanced knowledge and skills and extensive experience gained through employment in an educational setting. A senior lecturer is expected to demonstrate the ability to effectively apply disciplinary and pedagogical expertise in the development and implementation of courses and curricula.

**Promotion Procedures for Faculty and IAS**

A nomination (including a self-nomination) for promotion must be forwarded to both the DPC and the Academic Chair by October 15 of the year in which that nomination is to be considered. Any nominations for promotion received after that date will be acted upon at the discretion of the DPC.
Post-Tenure Review Policies

Post-Tenure Expectations

Tenured faculty shall be reviewed during the fifth year following tenure or promotion, whichever is more recent, and then during every subsequent fifth year. The procedures for post-tenure review of faculty will follow FASRP Article 5: Personnel Policies and Procedures, Section B.2.f: Faculty: Post Tenure Review, and will use the definitions, policies, and procedures that are further specified in Regent Policy Document 20-9. The review shall consider whether the faculty member under review has discharged conscientiously and with professional competence the contractual duties appropriately associated with the faculty member’s position and will result in the assignment of an overall category reflecting faculty performance: Exceeds expectations; Meets expectations, or; Does not meet expectations. The performance of tenured faculty is judged in the same three categories used in assessing the performance of tenure-track faculty: teaching scholarly and/or creative activity, and service (including advising). Teaching remains the category of primary importance, but the Department recognizes that tenured faculty may over time, or for planned periods of time, be involved in special projects that emphasize one aspect of performance more than others.

Post-Tenure Review Procedures

The performance review of a tenured faculty member will be conducted by a subcommittee of the DPC consisting of all DPC members of equal or higher rank. Candidates for post-tenure review should submit to the DPC subcommittee the following materials: a current CV, a self-assessment that should include accomplishments since the last review, and a statement of professional goals for the next five years. The candidate’s curriculum vitae and self-evaluation letter (not to exceed four pages), plus any necessary supporting documentation will be the primary materials considered in the post-tenure review. The DPC subcommittee shall respond in writing (two-three pages) to the self-evaluation letter and will provide a holistic assessment of the letter and supporting materials. This review shall be formative and summative in nature with the express purpose of both evaluating past performance and facilitating improvement in future performance. For faculty under the rank of Professor, the post-tenure review should include explicit discussion of the faculty member’s progress toward promotion to the next rank (subcommittee members at the same rank as the faculty member being reviewed shall be excluded from this specific discussion). For faculty at the rank of Professor, the post-tenure review must include explicit discussion of the faculty member’s growth and professional development, including mentoring and leadership roles. The subcommittee shall forward to the Academic Chair the written performance evaluation and Post-tenure Review Form recording the recommended category and the votes for and against the recommended category.

At the time the reviewing subcommittee forwards its written evaluation to the Academic Chair, written notice must be given to the faculty member indicating that the review has been forwarded to the Chair. This notice shall include a copy of the written report and shall inform the faculty member of his/her right to discuss the report with the Academic Chair and of his/her right to submit to the Chair a written response to the report within seven calendar days of the notice.

After reviewing the submitted materials, the Academic Chair shall submit a recommendation to the Associate Vice Chancellor for Academic Affairs, along with the subcommittee report and any written response from the faculty member to the subcommittee report. The Chair’s letter shall assign the faculty member to one of the three categories outlined in Section f.3. The Academic Chair shall provide the faculty member with a copy of the recommendation and inform the faculty member of his/her right to discuss the recommendation with the Associate Vice Chancellor and of his/her right to submit to the Associate Vice Chancellor a written response to the Chair’s recommendation within seven days of the notice. The Academic Chair shall forward any such response from the faculty member to the Associate Vice Chancellor for Academic Affairs.
APPENDICES

Appendix 1. Executive Summary of the Shared Governance Rapid Action Task Force, Including the Disciplinary Integration Model for Faculty/IAS (approved, April 2018; modified to reflect correct titles and change in the Barron County campus name)

The Disciplinary Integration Model proposed by the Shared Governance RATF addresses the following:

UWEC + UWBC

Executive Summary—Shared Governance Rapid Action Task Force Recommendations

Rev. April 13, 2018

1. Disciplinary Integration Model for UWBC Faculty/Academic Staff Integration with UWEC Departments

The Disciplinary Integration Model proposed by the Shared Governance RATF addresses the following:

- **Personnel Actions for Faculty**
  - All faculty personnel actions (reappointment, tenure, post-tenure review, and promotion) originating on the Barron County campus will be evaluated for teaching effectiveness and service by the tenured faculty (the evaluation unit) at UWBC according to policies that closely mirror those originally established by the UW-Colleges.
  - Evaluation of scholarship will be conducted by a UWEC faculty or department chair with disciplinary expertise most closely aligned with that of the UWBC faculty member, who will submit a report to the UWBC evaluation unit.
  - The UWBC evaluation unit will submit its recommendations to the appropriate Dean at UWEC, who will then forward recommendations to the UWEC Vice Chancellor of Academic Affairs.
  - Promotion and tenure decisions will reference qualifications and credentials appropriate to relevant program accreditation requirements.
  - Faculty at UWBC will be tenured to the University.

- **Personnel Actions for Instructional Academic Staff (IAS)**
  - All instructional academic staff who are being considered for reappointment or promotion at UWBC will be evaluated for teaching effectiveness (and service, if service is part of the contractual obligation of the IAS member) by the UWBC evaluation unit.
  - Any IAS contractually obligated to engage in scholarship will be evaluated by the appropriate UWEC faculty or department chair with disciplinary expertise most closely aligned with that of the IAS member; the UWEC evaluator will submit a report to the UWBC evaluation unit.
  - IAS reappointment and promotion will reference qualifications and credentials appropriate to relevant program accreditation requirements.
  - IAS personnel decisions will be submitted by the evaluation unit to the appropriate Dean at UWEC and then to UWEC Academic Affairs.

- **Department Membership**
  - Faculty at UWBC will have full participation rights in the UWEC department most closely aligned with their disciplinary expertise and will be members of that department.
  - Department membership includes participation and voting rights in departmental curricular and non-curricular decisions, as well as opportunities for service on department committees.
• UWBC IAS will participate in departments in the manner similar to IAS in departments at UWEC.
• Annual merit evaluations for UWBC faculty and IAS will be administered according to current UWBC policies and procedures.

• **Committee Membership**
  • UWBC faculty and IAS will be eligible to serve on college and university-wide committees in line with current membership rules for serving on such committees.
  • Voting rights on these committees will follow current UWEC rules (e.g., only faculty or those holding faculty status can vote on curricular matters).

2. **Faculty/IAS/APAS Representation on University Senate**

The Shared Governance RATF recommends the following proposal for representation of UWBC faculty/IAS/non-instructional academic staff on the UWEC University Senate:

• UWBC will have one faculty member and one IAS with faculty status representing UWBC on University Senate. Each is eligible to vote on all Senate actions, including curricular actions.
• UWBC will have representation on standing committees, namely, Senate Executive Committee, Academic Policies Committee, and Faculty Personnel Committee (one seat on each committee).
• Faculty at UWBC will also be eligible to serve on University Senate as the representative from their UWEC academic department.
• An additional University Senate seat will be available to UWBC APAS and will have the same voting rights as UWEC APAS.
• Selection of UWBC Senators will be made via nomination and vote by members of the UWBC Collegium.

3. **University Staff Representation on University Staff Council**

The Shared Governance RATF recommends the following proposal for representation of UWBC University Staff on the UWEC University Staff Council:

• UWBC will have two University Staff representatives on the UWEC University Staff Council, with full voting rights on all issues addressed by the Council.
• UWBC University Staff may also run for at-large positions on the Staff Council.

4. **Local Governance at UWBC**

Local governance to address issues unique to the UWBC campus and to provide a channel for communication between the two campuses:

• Will be retained in its current form, consisting of a campus Steering Committee representing all campus constituencies, and a Collegium to address issues of local concern, including elections for University Senate Senators and local committee membership.

5. **Alignment of Personnel Policy Documents Between Campuses**

As soon as possible, subcommittees of the Shared Governance RATF and of the UW-Barron County Collegium will be responsible for the following tasks related to modification of existing (or the creation of new) personnel policy documents, consistent with the details of the Disciplinary Integration Model:

• Assemble a new UW-Barron County policy document based on existing Colleges personnel rules for faculty, instructional academic staff, and non-instructional academic staff; approval by Collegium would be required; final approval is by the Provost at UWEC.
Assemble a new UW-Barron County policy document based on existing Colleges’ rules and pending the possible adoption of UWEC rules governing University Staff (e.g., adoption of performance review procedures).

Revise UWEC FASRP language to align with the Disciplinary Integration Model, including addition of Barron County personnel procedures and criteria to the UWEC FASRP.

6. Designation of Emeritus Status for UWBC Faculty and Academic Staff

For all Barron County faculty and academic staff who would otherwise qualify for Emeritus status with the UW Colleges after July 1, 2018:

- Emeritus titles will be conferred by the Chancellor provided the faculty or academic staff member has served at least 20 years in the University of Wisconsin-System, 10 of which must have been in the UW-System just prior to retirement (or, the UWBC evaluation unit will request an exception to the UWEC FASRP rules for granting Emeritus status; FASRP, 14th edition, p.40).
- Faculty or academic staff from UWBC who are granted Emeritus status will enjoy the privileges outlined in the UWEC FASRP, 14th edition, p.40).

6. Personnel: Instructional Resource Allocation (Position Vacancy Determination)

- The process to allocate instructional resources would follow procedures established by the Provost at UWEC with appropriate input from the UWBC administration and faculty. Allocations for ad-hoc instructors are currently made as needed over the academic year. Allocations for tenure-line faculty and budgeted IAS positions are currently made once per academic year.

7. Personnel: Search/Screen and Recommendation of Candidates

- UWBC faculty will form a screening committee to participate in reviewing and interviewing candidates for faculty/IAS positions at UWBC.
- The appropriate UWEC Department Chair will, with assistance and input from the UWBC screening committee and appropriate UWEC faculty, oversee the recruitment of new faculty as outlined in UWEC FASRP, 14th edition, p 50.
- As outlined in UWEC FASRP (p. 50), the UWEC Department Chair will forward recommendations for hire to the appropriate academic administrator.
- Emergency hires will be made by the appropriate administrator at UWEC in consultation with appropriate UWBC faculty.

8. Merit (Annual Salary) Adjustments for UWBC Faculty/IAS and Staff

Contingent on a state-approved pay plan:

- UWBC will administer and distribute annual salary adjustments based on current merit review policies/procedures; --OR--
- UWEC departments will administer and distribute annual salary adjustments, including those for UWBC disciplinary colleagues based on current UWEC salary review policies/procedures.

(The Transition Steering Team has agreed that the first option is preferable to the second.)

9. Resource Allocation: Equipment and Supplies for Instruction

- UWBC will administer an annual budget for teaching supplies/equipment by disciplinary area or department. – OR—
• UWBC disciplinary divisions will receive supplies/equipment support directly from the relevant UWEC departments.

(The Transition Steering Team has agreed that the first option is preferable to the second.)

10. Professional Development Support

• Professional development support for UWBC faculty, IAS, non-instructional academic staff, and university staff will continue to be provided by the UWBC Foundation and supplemented to the extent possible through internal resources from UWEC.

• The process for accessing small internal sources of PD funding at UWEC will be extended to UWBC faculty and IAS, who will follow a procedure for requesting those funds via UWEC’s Office of Research and Sponsored Programs (ORSP) that mirrors the process at UWEC.

  • If a funding request exceeds the amount allocated individually by the UWBC Foundation, the faculty or IAS member may submit a request to the appropriate department chair, who reviews and then forwards the request to the appropriate dean, who then reviews and forwards the request to ORSP. ORSP makes the final determination of whether or not the request is approved. —OR—

  • If a funding request exceeds the amount allocated individually by the UWBC Foundation, the faculty or IAS member may submit a request to UWBC campus leadership for review and forwarding on through the appropriate channels (Dean→ORSP) for ORSP review and decision.

• UWBC faculty and IAS applying for internal PD funds from UWEC will use the common application form used by their colleagues at the main campus.

11. Seniority

• UWBC faculty, IAS, non-instructional academic staff, and university staff will retain years of service and current seniority.

12. University Staff Integration into UWEC US Structure

University Staff members at UWBC have already begun collaborating with their counterparts at UWEC to align reporting lines according to the following original proposal:

• University staff at UWBC will manage local issues (e.g., maintenance needs, business office duties) on a day-to-day basis;

• For issues related to governance (see Summary Item #3), UWBC University Staff will have representation on the University Staff Council at UWEC;

• Reporting lines for performance evaluation are being determined, as are the procedures and criteria for performance evaluation.

13. Student Government Integration

• UWBC’s Student Government Association (SGA) will continue to function as the representative governance unit for students at Barron County;

• SGA will elect representatives to participate as voting members of the UWEC Student Government.

• Other details of the relationship between the UWBC and UWEC student governance units have been formalized by the Student Affairs RATF.
Appendix 2. Faculty Reappointment and Tenure Recommendation Form (copied/pasted, so some formatting is changed; intended for reference only)

University of Wisconsin-Eau Claire

Faculty Reappointment and/or Tenure Recommendation Form

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**Name:** ___________________________________________  **email address:** ____________________________  
Last   /   First   /   Middle Initial

**Department:** ___________________________  **Percent of Appointment:** ___________________________

FTE Years Probation Completed as of **June 30, 2018**, are ___.  **Present Rank:** ___________________________

**Recommendation:**  Vote count on recommendation to reappoint/grant tenure effective AY: ______ year

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To be considered a positive recommendation (e.g., supportive of reappointment, or tenure), a simple majority of the voting members must vote for the action (more votes for than votes against). Failure to achieve a simple majority of the voting members voting for the action (either a tie or more votes against than votes for) is considered a negative recommendation (e.g., against reappointment or tenure).

**Signatures:**

__________________________  ____________________________  ____________________________  
Chair of the Committee  Date  

__________________________  ____________________________  ____________________________  
Secretary of the Committee  Date

**PROCEDURES**

1. Recommendations for reappointment and tenure begin with the Department Personnel Committee (DPC) and are forwarded through administrative channels to the Provost and Vice Chancellor for Academic Affairs.

2. The following information must be attached to this form:
   **By the DPC:**
   - Summary of student evaluations of the candidate and copy of candidate's current vita/dossier.
   - Copy of all written materials, including the evaluation and recommendation, communicated to the candidate concerning the results of the DPC’s review.
   **By the Chair:**
- Copy of all written materials, including the evaluation and recommendation, communicated to the candidate concerning the results of the Chair’s review.

**By the Dean and Provost/Vice Chancellor:**

- Copy of all written materials, including the evaluation and recommendation, communicated to the candidate concerning the results of the Dean’s and Provost’s reviews.

### SIGNATURES

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<thead>
<tr>
<th>Associate Vice Chancellor:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Provost and Vice Chancellor:</th>
<th>Date:</th>
<th>Supported:</th>
<th>Not Supported:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**NOTE:** You have now completed the form. Print on CANARY paper.

Rev. 3/16

00858
Appendix 3. Promotion Recommendation Form (for reference only).

University of Wisconsin-Eau Claire

Promotion Recommendation Form: Faculty and Instructional Academic Staff

- [ ] Promotion in Rank—Faculty  - [ ] Promotion—Instructional Academic Staff (IAS)

Name: ________________________________  email address: ________________________________
  Last / First / Middle Initial

Department: ________________________________  Initial Employment Date: __________________

Present Rank/Title: ________________________________  Date of Last Promotion: __________

FTE Years Experience Completed as of June 30, 2018, are _______________.
FTE Years Experience Completed since Date of Last Promotion _______________

Recommendation: Vote count on recommendation to promote to rank of: ________

Number of Votes: ________ For ________ Against ________ Total Members Present

Signatures: ____________________________________________________  ____________________

Chair of the Committee  Date

__________________________________________________  ____________________

Secretary of the Committee  Date

PROCEDURES

1. Recommendations for promotion begin with the Departmental Sub-Committee (DSC) and are forwarded through administrative channels to the Provost and Vice Chancellor for Academic Affairs.

2. A copy of this form must be provided to the candidate at the conclusion of each level of review (DSC, Chair, Dean, Provost/Vice Chancellor). The following information must be attached to this form:

   **By the DSC:**
   - Summary of student evaluations of the candidate and copy of candidate’s current vita/dossier.
   - Copy of all written materials, including the evaluation and recommendation, communicated to the candidate concerning the results of the DSC’s review.
   - Requests for promotion for IAS members should detail how the IAS member meets the criteria for the new title as listed in the Faculty and Academic Staff Rules and Procedures, Article Four, Part III, *Academic Staff Title Structure—Definitions*.

   **By the Chair:**
Appendix 4. General Guidelines for Preparation of Faculty Dossiers

1. Candidates are encouraged to discuss Dossier preparation with a faculty mentor.
2. Dossier file size should be limited so that the Dossier can be transmitted readily as an email attachment.
3. In general, the narrative portion of the Dossier should address each of the relevant Performance Criteria listed in Table 1 of this document, in the order that those criteria are presented.
4. Additionally, it is helpful if the narrative sections discuss any activity related to the UWEC-BC Strategic Plan (see Appendix 6).

As a general formatting guide, the Dossier should be organized as follows:

- **Title/Cover Page** (candidate name, department/discipline, date of submission)
- **Current Curriculum Vitae**
- **Teaching**
  - Narrative portion highlighting teaching methods, innovations, etc.
  - Student evaluations – data summaries
  - Student evaluations – written comments
  - List of courses taught during review period
- **Scholarly Activity**
  - Narrative portion highlighting accomplishments during review period
- **Service**
  - Narrative portion listing service-related activities
    - Campus (UWEC-BC)
• Department or College (UWEC)
• University (UWEC)
• UW-System
• Community service related to one’s profession (e.g., outreach, continuing education, workshops, public lectures, service to professional societies, etc.)

• Appendices
  • Samples of tools used to assess student learning
  • Course syllabi for courses taught during review period
  • Examples of scholarly works
  • Other materials that illustrate one’s qualifications for reappointment, tenure, or promotion

Appendix 5. Timeline for Personnel Decisions (Faculty)

<table>
<thead>
<tr>
<th>Faculty Personnel Decision Due Dates</th>
<th>ACTION</th>
<th>MATERIALS DUE TO DPC BY:</th>
<th>From DPC to Academic Chair</th>
<th>From Academic Chair to A.V.C. of Acad. Affairs</th>
<th>From A.V.C. of Acad. Affairs to Provost</th>
<th>From Provost to Chancellor</th>
<th>From Chancellor to Candidate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reappointment</td>
<td>Notice of Review sent to Candidate no later than</td>
<td>February 8</td>
<td>March 1*</td>
<td>March 20*</td>
<td>April 15</td>
<td>May 1*</td>
<td>May 15</td>
</tr>
<tr>
<td>Reappointment</td>
<td>Reappointment Due Dates</td>
<td>October 15</td>
<td>November 10</td>
<td>December 1*</td>
<td>December 15*</td>
<td>January 20*</td>
<td>March 1*</td>
</tr>
<tr>
<td>Promotion</td>
<td>Promotion Due Dates</td>
<td>October 15</td>
<td>November 10</td>
<td>December 1*</td>
<td>December 15*</td>
<td>January 20*</td>
<td>March 1*</td>
</tr>
<tr>
<td>Post-Tenure Review</td>
<td>Post-Tenure Review Due Dates</td>
<td>October 15</td>
<td>November 10</td>
<td>December 1*</td>
<td>December 15*</td>
<td>January 20*</td>
<td>March 1*</td>
</tr>
</tbody>
</table>

* The candidate must be copied at the same time.

* The candidate must be copied within 20 calendar days. However, offices are encouraged to copy the candidate at the same time.

OTHER NOTES ABOUT THIS TIMELINE:

1. The Candidate will receive notice of the upcoming review at least 20 days before materials are due to the DPC.
2. The DPC has 20 days from the due date to conduct its review and make its recommendation to the Academic Chair.

Appendix 6: Summary of the UW-Eau Claire—Barron County Strategic Plan

In collaboration with the faculty, staff, students, and administration of UW-Eau Claire and our local Barron County community, we will build our future by striving for the following goals:

1. Serving Our Students Better
   1. Providing an engaging, integrative, and applied academic experience
2. **Enhancing support for students**
3. **Increasing campus vitality**

2. **Serving Our Community Better**
   1. Communicating and connecting to increase our presence in the community and the community’s presence on campus
   2. Building partnerships to develop academic programs, internships, and other learning opportunities that collaboratively address community needs

3. **Becoming Financially Sustainable**
   1. Improving enrollment, recruitment, and marketing
   2. Developing and implementing academic, student success, and fiscal master plans.

**Plan Highlights**

1. “Common Questions, Exceptional Answers” program and student-led public symposium
2. Increased experiential learning, including internships and service learning
3. Development of Bachelor of Science in Nursing completion program.

**Our Core Principles are:**

- Accessibility
- Community
- Inclusiveness
- Innovation
Morning Miranda -

Although I do not directly incorporate EDI language and documentation - it is something I do think about on a pretty regular basis within our campus environment.

I found a couple EDI topic resources and the first examines the basic definition of EDI and how they relate to the common people within an organization. I hope this is something you can use and/or incorporate to your task force.


https://diversity.umich.edu/about/defining-dei/

https://www.shrm.org/hr-today/news/hr-magazine/0418/pages/6-steps-for-building-an-inclusive-workplace.aspx

Cathy
Hi Miranda,

Melissa, Abbey and I have hosted Diversity Dialogs on campus for the past three years and plan to continue w/that. Abbey and I are co-sponsors for Alliance Club (LGBTQ+). I am working with tribal elders to create a Land Acknowledgement and supporting statement for ECBC. Here are some things I do for EDI in my classes and on campus:

- To avoid mis-gendering people, I have students sign-in w/their registered names + their preferred name + their pronouns.
- I use art and art history, along w/current events, as a means to raise awareness about historical or current inequities and marginalization.
- I bring in artwork by marginalized and underrepresented artists to the gallery.
- I advocate for underserved and LGBTQ+ students.
- Through art, I help to raise awareness of the Ojibwa Peoples in N. Wisconsin, and Indigenous people across the U.S.

See you soon!

Suzanne
Suzanne Truman
Assistant Professor of Art
Salter Gallery Director
Pronouns: she/her/hers
UW-Eau Claire | Barron County
Rice Lake, WI

P: 715.788.6209
E: trumans@uwec.edu
Miranda, I haven't finished writing my spring syllabi, so one course that will be extensively EDI focused will not be represented in the attached files: HIST 210, African American History, 1865 to the Present. I haven’t taught it before, so I don’t have an old syllabus I can share. But the very nature of the course ensures that how African Americans have been excluded and treated inequitably in the past will be a focus of the course.

What I am attaching are the syllabus from HIST 114 last fall and a draft of the syllabus of HIST 115 for this spring. There might still be changes in that one.

Sue P.

[ATTACHMENT]

HIST 114-003 Syllabus

<table>
<thead>
<tr>
<th>HISTORY 114 003</th>
<th>UNITED STATES TO 1877</th>
<th>FALL 2019</th>
</tr>
</thead>
</table>

COURSE DESCRIPTION: Survey from colonial settlement through the Civil War and Reconstruction. Provides a basis for better understanding of American political, institutional, economic, social, and intellectual development.

Attributes: Cultural Diversity 1 cr., GE IVC Humanities-History, LE-DDIV Design for Diversity, LE-K3 Humanities, LE-R1 Equity, Diversity, and Inclusivity

Lecture/Discussion Hours: 3; Lab/Studio Hours: 0

PROFESSOR: Dr. Sue C. Patrick, PATRICSC@uwec.edu

OFFICE: Meggers Hall 115, (715) 788-6219

MW 10:00-11:45; TTh 11:00-11:45; or by appointment

REQUIRED READINGS:

- Handouts provided in class.
- Assigned websites.

HISTORICAL OBJECTIVES:

1. To gain an overview of the history of the United States from the European discovery of North America through Reconstruction after the Civil War, and to recognize the major actors and groups in American history prior to 1877 and their roles in the evolution of the United States.

2. To explore the following major themes and trends within American history up to 1877: the process of European settlement and expansion in North America with the consequent displacement of indigenous peoples; the emergence of distinct regional cultures in European colonies; the tension between founding a nation on freedom and routinely restricting the freedom of many; the tension between political unification and sectional fragmentation in the United States; economic expansion/development and related social phenomena.
3. To identify significant features on United States’ maps.

4. To learn to define and identify a primary source and—through the critical analysis of such sources—to identify bias, perspective, audience, purpose, and historical context.

5. To understand chronology and its relation to historical causation.

6. To analyze thinking about change, including notions of periodization (how and why change is analyzed/studied in periods), “progress” (its meaning and use in connection with time), and anachronism (misplacement in time of people, events, objects, and/or customs).

7. To define and use correctly various historically significant concepts, including religion, economy, politics, culture, technology, geography, society, and gender.

ACCESSIBILITY ACCOMMODATION:

Any student who has a disability and is in need of classroom accommodations should contact the instructor and the Solution Center, Meggers Hall 161, 715-788-6244, uwecbcinfo@uwec.edu at the beginning of the semester.

COURSE REQUIREMENTS:

In this course, the requirements are designed to engage the student with the past at many different levels and in different ways. Overall, students are being asked not simply to memorize and repeat facts about the past but also to think critically about the lives and choices of people who lived in the U.S. from the era of Columbus to 1877. Students will need to come to their own conclusions about many aspects of the past based on the materials provided for the course. They will also need to practice creating their own narrative framework to explain what happened during the years from 1490 to 1877. The most successful students spend about 8 to 10 hours a week on this course (3 hours in class and 5 to 7 outside of class reading, studying, and/or thinking about the course material).

1. Class participation is required and will count for 10% of each student’s final grade. Participation grades will be constructed from the elements described below. Note: To participate, one must be paying attention in class. If the instructor notices a student doing texting, sleeping, or otherwise not paying attention, the student will have participation points deducted for that day. The longer or more frequent the lack of attention, the more points the student will lose. So set your phones down and pay attention during class.

   • Regular class attendance is essential. Students are limited to four unexcused or unauthorized absences. A student will be counted absent if he/she is not present for at least 40 minutes of the class. The only “authorized” absences are defined by UWEC policies located here https://www.uwec.edu/kb/article/class-attendance-and-authorized-absence-policies/#authorized-absences. Any illness or problem that may cause a student to miss a number of classes should be discussed with the professor when the problem first arises. Otherwise, a student having more than four absences will be penalized on the participation grade by a deduction from his/her total participation points.

   • Active or interactive learning is a key part of this course. Large-group contributions to discussion consist of those things spoken to the class as a whole that are relevant to the topic under discussion. That includes asking for clarification or examples and/or answering questions or making relevant observations or connections. Norms for large-group discussion include the following: (a) you may either raise your hand and wait to be called upon or simply start talking; (b) if someone else is speaking, give them respect, and don’t interrupt or hold side conversations with your neighbors; (c) if two people start talking at the same time, both should stop and let me indicate which should go first. Under normal circumstances, every student should make an effort to contribute at least once to large-group discussions.

   • Interactive learning also occurs in small groups. To be counted as part of a student’s grade, small groups in the classroom must focus on the topic at hand (or related issues). Also small-group work must involve everyone in the group. It is up to group members to involve a reluctant or unprepared student. Sometimes students who are exceptional become impatient with group work because they feel that they are carrying weaker or less
prepared students. However, even well prepared students benefit from describing their ideas to others because it helps to reinforce their learning or expose gaps in their understanding.

- Some students are uncomfortable participating in large-group discussions or (more rarely) even in group work. This can be true whether or not students are prepared for class and understand the material. Other students may have issues with attendance, such as an inability to get to class when there has been a six-inch snowfall, which would impact their participation grades. **Extra online discussions** (beyond the four required as described in 4. below) will add to a student’s overall participation grade, as if he or she had said one more relevant thing during a class period. In other words, this option provides another way to improve a student’s participation grade. These extra online discussions may be posted through Dec. 13.

2. Students are assigned readings for each class period except exam dates. Because discussion will be based on the reading assignments, **students should complete all readings as scheduled**. To ensure this occurs, the professor will hold a **readings’ quiz** many days at the beginning of class, which students must complete within the time limit set. Students with disability accommodations are responsible for providing the professor with the required paperwork on the first day of class so that appropriate accommodations can be made. Anyone arriving after the quiz is distributed may not be permitted to take it, so come to class and be on time. The class will normally review the correct answers the same day. There will be 17 such quizzes, and the instructor will drop the 4 lowest grades. The average of the remaining 13 will equal 32% of each student’s final grade.

3. Students will periodically be asked to **work on graded assignments in class**. These activities will always assume knowledge and understanding of required readings. They may not be announced in advance and cannot be made up if missed. However, the instructor will not deduct for those missed if the student is not in violation of the attendance policy stated above. Averaged in-class assignments will equal 6% of a student’s final grade.

4. Students must contribute to an **online discussion** at least **four times**. There are four specific due dates on the Class Schedule, and the average of these scores will equal 8% of the final grade. However, online discussions may be posted up to a week before the due date. Online discussions are conducted through the Canvas website for the course (go to https://www.uwec.edu/canvas/ to log in). The professor will provide a grading rubric to explain further her expectations for online discussions.

5. In addition to doing the readings and online discussions, students will have to complete several **other projects outside of class time**. The list below indicates the general nature of these. The professor will pass out instructions for each project and a grading rubric for that assignment.

**Project 1** involves a document analysis of a primary source from the 1600s, provided in the textbook. This project will equal 5% of a student’s final grade.

**Project 2** will be a document analysis of a primary source related to the American Revolution located on a website chosen by the professor. It will equal 6% of the student’s final grade.

**Project 3** will be a document analysis of a primary source related to the South in the antebellum period, which the student will have to locate on the Internet using an appropriate search engine. It will equal 7% of a student’s final grade.

6. The professor has scheduled three regular **exams** during the semester. Each will contain map questions and essay questions. The professor will provide the list of questions about one week before the exam. Students are expected to learn each question thoroughly. The professor will drop a student’s lowest grade on the three exams before figuring the course grade. The remaining two exams will each equal 8% of a student’s final grade (16% total). Students with accommodations are responsible for making arrangements to take the exam under the supervision of Linda Snyder in the library. Since the professor will drop one exam grade, she will **not give make-up exams** unless the student makes arrangements before the scheduled exam period.

7. Students must take a **comprehensive final exam** at the end of the semester. Students with accommodations are responsible for making arrangements to take the exam under the supervision of Linda Snyder in the library. The final
exam grade cannot be dropped, but the professor will provide the questions at least one week in advance. The final exam will equal 10% of the course grade.

8. **Students have continuous opportunities for extra credit through December 6 through the analysis of documents.** Anytime a student desires, he/she may do additional reading of documents (also known as primary sources) related to American history through 1877. A student may use relevant documents taken from print sources, from the Internet, or from the databases in the Electronic Library Resources and must provide the professor with a printed copy of the source (failure to do so will lead to a deduction in the grade). To prove that the reading was done, the student must submit a Document Analysis Worksheet to the professor. Each analysis will count up to 10 points, which will be multiplied by 7% and added to the student’s final course grade. **Students cannot earn extra credit for analyzing documents that are assigned readings, and no student may do more than 15 extra document analyses during the semester. Be sure to use only documents related to American history dated prior to 1877 and be careful to choose a primary source rather than introductory (secondary) information.**

9. **Academic misconduct**—including unauthorized copying from sources, cheating on exams, copying another student’s out-of-class assignment, or purchasing notes or papers through the Internet—will not be tolerated. The disciplinary procedures and penalties for academic misconduct are described on the UW-Eau Claire Dean of Students website: https://www.uwec.edu/kb/article/blugold-student-conduct-code. However, students may discuss the content of out-of-class assignments with one another (or others not enrolled in the class). Still, when it comes down to it, students must complete online discussions and projects individually, not collaboratively.

10. All grades for this course are given on the scale of 100 total points then multiplied by a percentage. The only exception is the extra credit explained in #8 above, which is graded on a 10-point scale before being multiplied by a percentage. The total of all the percentages (excluding that extra credit) is 100. If you wish to convert any single grade into a letter grade, then use the following grading scale. This will also be the grading scale applied at midterm and the end of the term to determine your course grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B</td>
<td>87-89</td>
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<tr>
<td>B+</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C+</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
</tr>
<tr>
<td>D+</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>below 60</td>
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**CLASS SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading (due by class time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/5</td>
<td>Introduction to the Course</td>
<td>No reading assigned for today</td>
</tr>
<tr>
<td>9/10</td>
<td>Precolonial Native Cultures &amp; Intro to History&lt;br&gt;* What does the Syllabus say?&lt;br&gt;* What are primary sources &amp; how do they differ from secondary sources?&lt;br&gt;* What does historical thinking involve? What does doing history involve? Are they different things?&lt;br&gt;* Why do historians use periodization?&lt;br&gt;* How did the &quot;First Americans&quot; live before the arrival of Europeans?&lt;br&gt;* What differences did geographical or environmental variation make in native cultures?&lt;br&gt;* How were tribes similar to or different from one another around 1500? &lt;br&gt;<strong>Readings’ Quiz 1 at Class Time (cannot be made up)</strong>&lt;br&gt;Course Syllabus (handout)&lt;br&gt;Historical Thinking Is Unnatural, and Immensely Important (handout)&lt;br&gt;Introduction to Doing History (handout)&lt;br&gt;Boyer et al. 2-21</td>
<td></td>
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<tr>
<td>9/12</td>
<td>Arrival of Europeans &amp; Africans&lt;br&gt;* What were the major causes of tensions in European culture and society between 1450 &amp; 1625?</td>
<td>Boyer et al. 22-42, 47-48</td>
</tr>
<tr>
<td>Date</td>
<td>Reading Topic</td>
<td>Assignments</td>
</tr>
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<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9/17</td>
<td>Emergence of Chesapeake Society</td>
<td>Boyer et al. 42-45, 50-58 Bacon’s Declaration in the Name of the People 30 July 1676 (handout)</td>
</tr>
<tr>
<td>9/19</td>
<td>Emergence of New England Society</td>
<td>Boyer et al. 45-46 (first break), 58-72, 81 The Reformation and Major Religions in the English Colonies (handout)</td>
</tr>
<tr>
<td>9/24</td>
<td>Other Colonies &amp; the Bonds of Empire</td>
<td>Boyer et al. 46, 70-91 (first break)</td>
</tr>
<tr>
<td>9/26</td>
<td>British America in the 18th Century</td>
<td>Boyer et al. 91-115</td>
</tr>
<tr>
<td>10/1</td>
<td>Background to &amp; Causes of the American Revolution</td>
<td>Boyer et al. 116-129, 144 Lorenz’s 1st ed. 38-41, 44-47 (handout)</td>
</tr>
<tr>
<td>10/3</td>
<td>Exam 1</td>
<td>No additional readings assigned</td>
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<tr>
<td>10/8</td>
<td>Into Revolution</td>
<td>Boyer et al. 129-145</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Questions</td>
</tr>
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</tr>
</tbody>
</table>
| 10/10 | At War with the British | * What groups were on each side during the Revolution & why?  
* What factors aided the British & what hindered them in winning?  
* What factors aided the patriots & what hindered them in winning?  
* What were the major turning points of the war?  
* Why did Jefferson write to Washington on May 28, 1781?  
* What were the terms of the treaty ending the war? | Boyer et al. 146-158, 176  
Letter: Thomas Jefferson to George Washington (handout) |
| 10/15 | Building a Republic | * What social change occurred as a result of the Revolution?  
* What did state governments look like during the Revolution?  
* What type of government did the Articles of Confederation create, & what challenges did that government face?  
* How was the Constitution drafted in Philadelphia similar to or different from the Articles of Confederation?  
* Why was there a fight over ratification? | Boyer et al. 158-177  
Document from the website for Project 2 (student prints) |
| 10/17 | A Changing Nation | * What were the major economic & social changes from 1783 to 1800?  
* What were the limits of power on each branch of government imposed by the Constitution?  
* What were the steps necessary to implement the new Constitution, & what were the terms of the Bill of Rights?  
* What were Hamilton’s domestic policies, & why were they so divisive?  
* What challenges did Native Americans & Spain pose in the 1790s? | Boyer et al. A3-A8, 178-198, 208 |
| 10/22 | Politics & Policies, 1793-1804 | * How did the Washington administration deal with foreign policy challenges from 1793 through 1796?  
* Why did political parties develop in the 1790s, & how did they affect the 1796 presidential election?  
* Why was there controversy over the Alien & Sedition Acts  
* What were the most important aspects of Jefferson's first term? | Boyer et al. 198-217, 234 |
| 10/24 | Exam 2 | | No additional readings assigned |
| 10/29 | War of 1812 & the “Era of Good Feelings” | * What were the causes of the War of 1812?  
* What fighting occurred during the war?  
* Who won & lost the War of 1812?  
* What were the outcomes of the war, both short-term & long-term?  
* What were the most notable developments of Monroe’s presidency? | Boyer et al. 217-235 |
| 10/31 | Geographic & Economic Transformations, roughly 1815-1840 | * What nurtured westward expansion in these years?  
* What changes were affecting farmers, especially in the West?  
* What was involved in the transportation revolution?  
* What stimulated industrialization in the U.S.?  
* How did urbanization & industrialization affect working conditions? | Boyer et al. 236-253, 261-262 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Questions</th>
<th>Reading/Assignment</th>
</tr>
</thead>
</table>
| 11/5  | Social Change, roughly 1815-1840                                      | * What was “revolutionary” in the area of social relationships between or among classes, races, & families?  
* What new religions arose as a result of the Second Great Awakening?  
* What was involved in the age of reform? | Boyer et al. 253-260, 262-266, 277-290, 292 |
| 11/7  | Jacksonian Politics, 1824-1840                                        | * How much political democratization occurred in the early 1800s?  
* Why was J.Q. Adams elected in 1824, & what did he accomplish?  
* Why was Jackson elected president in 1828?  
* Why did the nullification crisis occur, & how was it settled?  
* What role the second Bank of the United States play in the election of 1832 & the formation of the Second American Party System?  
* What were the most important issues from 1836 through 1840? | Boyer et al. 266-277, 291  
Lorence 2nd ed. 182-183 (handout) |
| 11/12 | Everyday Life in the North, 1840-1860                                | * How did new technologies affect agriculture, industry, & prosperity?  
* Was the quality of life improving, & if so how/why?  
* What did urban people do with their leisure time?  
* How did the arrival of large numbers of immigrants affect the North? | Boyer et al. 294-308 (second break), 317-318, 350-355, 372 |
| 11/14 | Old South and Slavery                                                | * How was the South developing economically?  
* Were the Upper South and Lower South the same or different?  
* How was the South different than the North?  
* What were the social groups of the white South?  
* What united white social groups, & in what ways were they divided?  
* What were the lives of slaves like, on plantations and in towns?  
* What forms of resistance did slaves use?  
* What sort of culture did slaves create? | Boyer et al. 320-346, Document required for Project 3 (student prints) |
| 11/19 | Expansion, War, & Rising Sectionalism                                | * What areas were part of the Far West, & how much American penetration was there prior to 1840?  
* What was involved in the politics of expansion, 1840-1846?  
* What were the origins & events of the Mexican-American War?  
* What led to the Compromise of 1850, & what were its terms?  
* Prior to 1853, what were the impacts of the Compromise of 1850? | Boyer et al. 348-350, 355-373, 376-381, 398 |
| 11/26 | To Civil War, 1854-1861                                              | * How/why did the Third Party System replace the previous one?  
* Why did the Kansas-Nebraska Act inflame northerners?  
* What were the impacts of Bleeding Kansas & the Dred Scott decision?  
* Why did the Lincoln-Douglas debates matter?  
* What was the impact of John Brown’s raid on Harpers Ferry?  
* Why did the 1860 election lead to secession of the Lower South?  
* What began the war?  
* Ultimately, what were the causes of the Civil War? | Boyer et al. 374-376, 381-399 |
| 11/28 | THANKSGIVING                                                         | No additional readings assigned                                                               | Not a class day |

Readings' Quiz 11 at Class Time (cannot be made up)  
Readings' Quiz 12 at Class Time (cannot be made up)  
Readings' Quiz 13 at Class Time (cannot be made up)  
Readings' Quiz 14 at Class Time (cannot be made up)  

Exam 3  

Online Discussion 3 Due by Class Time  
Last Moment to Submit Online Discussion 3 Is 11:59 p.m.  

Project 3 Due by Class Time  
Last Moment to Submit Project 3 Is 11:59 p.m.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due by</th>
<th>Notes</th>
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<tbody>
<tr>
<td>12/3</td>
<td>* Civil War, roughly 1861-1863</td>
<td>Boyer et al. 400-420, 434</td>
<td>The Emancipation Proclamation (handout)</td>
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<tr>
<td></td>
<td>* How effective was each side in mobilizing its resources, including manpower, finances, &amp; political support?</td>
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<td>* Which side was winning in 1861 and 1862, &amp; how does one tell?</td>
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<td>* How important were the naval &amp; diplomatic wars?</td>
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<td>* What were the Confiscation Acts, &amp; how much more did the Emancipation Proclamation accomplish?</td>
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<td></td>
<td>* What contributions did African Americans make to the Union’s war?</td>
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<td>Readings’ Quiz 15 at Class Time (cannot be made up)</td>
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<tr>
<td>12/5</td>
<td>* Civil War, roughly 1863-1865</td>
<td>Boyer et al. 420-433, 435</td>
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<td></td>
<td>* Why is 1863 considered the turning point of the war?</td>
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<td>* How did the North's home front differ from that of the South in 1863 &amp; 1864, &amp; how were they the same?</td>
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<td>* To what extent did the roles of women change as a result of the war?</td>
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<td>* What were the major battlefront developments of 1864-1865?</td>
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<td>* Ultimately, why did the Union win the war?</td>
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<td>Readings’ Quiz 16 at Class Time (cannot be made up)</td>
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<tr>
<td>12/6</td>
<td>Last Moment to Submit Extra Credit Document Analysis Work</td>
<td>Not a class day</td>
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<td>Last Moment to Submit Extra Credit Document Analysis Work</td>
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<tr>
<td>12/10</td>
<td>* Reconstruction Begins</td>
<td>Boyer et al. 436-450, 466</td>
<td>Lorence 1st ed. 192-198 (handout)</td>
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<tr>
<td></td>
<td>* How similar were Lincoln’s &amp; Johnson’s plans for Reconstruction?</td>
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<td>* Why wouldn’t Congress cooperate with the president in 1865-1866?</td>
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<td>* What role did the 14th Amendment play in the 1866 elections &amp; why?</td>
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<td></td>
<td>* What was involved in congressional Reconstruction in 1867-1868?</td>
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<td></td>
<td>* What were the major controversies concerning the 15th Amendment?</td>
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<td>* What were politics in the South like between 1865 and 1872?</td>
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<td>Online Discussion 4 Due by Class Time</td>
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<td>Last Moment to Submit Online Discussion 4 Is 11:59 p.m.</td>
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<tr>
<td>12/12</td>
<td>* Reconstruction Era Concludes</td>
<td>Boyer et al. 450-466</td>
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<td>* What kind of lives were African Americans able to create following emancipation?</td>
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<td>* What new problems in the North replaced concern about “the southern question” after 1868?</td>
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<td>* How &amp; why did the election of 1876 lead to the end of Reconstruction?</td>
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<td>* Was Reconstruction a failure?</td>
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<td>* Looking back, had any group achieved greater equality by 1877 (compared to 1776)?</td>
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<td>Readings’ Quiz 17 at Class Time (cannot be made up)</td>
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<tr>
<td>Fri.</td>
<td>Last Moment to Submit Extra Online Discussions for added Class Participation credit Is 11:59 p.m.</td>
<td>Not a class day</td>
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<tr>
<td>12/13</td>
<td>Last Moment to Submit Extra Online Discussions for added Class Participation credit Is 11:59 p.m.</td>
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<td>COMPREHENSIVE FINAL EXAM</td>
<td>No additional readings assigned</td>
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<td>Sometime between December 16 and 20; date available in CampS on October 14</td>
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**ASSESSMENT of LIBERAL EDUCATION CORE:** The University of Wisconsin-Eau Claire (and its branch campus UWEC-Barron County) has a Liberal Education (LE) Core curriculum that serves as a strong foundation for all of our academic programs. Our LE Core embodies the Power of [AND] in its design. It has been developed to ensure that you acquire the knowledge AND skills AND responsibility that you will need to actively engage in a global society. Through meeting the requirements of the LE Core you will develop the ability to think critically, creatively and independently. You will learn to integrate and apply your knowledge and develop values essential to becoming a constructive global citizen. The outcomes will empower you and prepare you to deal with complexity, diversity, and change in multiple settings. They will also develop highly marketable skills and lead to life-long learning and civic engagement (see [https://www.uwec.edu/ULEC/Liberal-Education-Framework-Learning-Outcome-and-Rubrics.htm](https://www.uwec.edu/ULEC/Liberal-Education-Framework-Learning-Outcome-and-Rubrics.htm)).
In HIST 114, assessment will cover LE-K3, LE-DDIV, and LE-R1. These are defined as follows.

KNOWLEDGE GOAL: Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences. Knowledge 3 (K3): Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions. This LE outcome will be assessed through a combination of Project 3 and Online Discussion 4.

RESPONSIBILITY GOAL: Apply personal and social responsibility or active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world. Responsibility 1 (R1): Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity. DDIV meets the University’s Race, Class, Gender, and/or Sexuality Equity Requirement and will be assessed as part of R1. This LE outcome will be assessed on the Final Exam.

Dropping This Course: Students may drop this course using CampS during the first two weeks of classes with no record of having ever been enrolled in it. Students may withdraw from the course through the tenth week of the semester (in this case November 12); however, a W will appear on the transcript if you drop after September 17.

[ATTACHMENT]

HIST 115-B01 Syllabus

COURSE DESCRIPTION: Survey with emphasis on concepts and topics considered essential to an understanding of institutions and issues of public concern today.

Attributes: Cultural Diversity 1 cr., GE IVC Humanities-History, LE-DDIV Design for Diversity, LE-K3 Humanities, LE-R1 Equity, Diversity, and Inclusivity

Lecture/Discussion Hours: 3; Lab/Studio Hours: 0

PROFESSOR: Dr. Sue C. Patrick, sue.patrick@uwc.edu

OFFICE: M115, (715) 788-6219

MW 10:00-11:45; TTH 10:30-11:45; or by appointment

REQUIRED READINGS:

- Handouts distributed in class (also available on Canvas).

HISTORICAL OBJECTIVES:

1. To gain an overview of the history of the United States from the 1870s, focusing on how various developments interacted to create continuity and change over time, and to recognize the major actors and groups in American history since 1877 as well as their roles in the evolution of the United States.

2. To use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the appropriate standards of evidence to address problems and explore questions related to the ideas, trends, cultures, people, events, and
conflicts that have shaped the history of the United States since the 1870s, including a focus on these themes: (a) expanding democracy and equality in the U.S.; (b) the rise of the U.S. to superpower status; and (c) war and diplomacy in the cold war and since.

3. To analyze diverse experiences of or viewpoints on past events or historical developments, using critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity.

4. To identify significant features on maps of the United States and the larger world.

5. To learn to define and identify a primary source and—through the critical analysis of such sources—to identify bias, perspective, audience, purpose, and historical context.

6. To analyze various forms of historical evidence.

7. To understand chronology and historical causation.

8. To define historically significant ideas explicitly, including religion, technology, economy, politics, culture, geography, society, gender and family, and social structure, status and hierarchy.

ACCESSIBILITY ACCOMMODATION:

Any student who has a disability and is in need of classroom accommodations should contact the instructor and the Solution Center, Meggers Hall 161, 715-788-6244, uwecbcinfo@uwec.edu at the beginning of the semester.

COURSE REQUIREMENTS:

In this course the requirements are designed to engage the student with the past at many different levels and in different ways. Overall, students are being asked not simply to memorize and repeat facts about the past but also to think critically about the lives and choices of people who lived in the United States since the 1870s. Students will need to come to their own conclusions about many aspects of the past based on the materials provided for the course. They will also need to practice creating their own narrative framework to explain what happened to Americans from the 1870s to the present. The most successful students spend about 8 to 10 hours a week on this course (3 hours in class and 5 to 7 outside of class reading, studying, and/or thinking about the course material).

1. Class participation is required and will count for 10% of each student’s final grade. Participation grades will be constructed from the elements described below. Note: To participate, one must be paying attention in class. If the instructor notices a student texting during class, the student will receive participation deductions appropriate to the length of time involved.

- Regular class attendance is essential. Students are limited to four unexcused absences. A student will be counted absent if he/she is not present for at least 40 minutes of the class. The only "authorized" absences are defined by UWEC policies located here https://www.uwec.edu/kb/article/class-attendance-and-authorized-absence-policies/#authorized-absences. Any illness or problem that may cause a student to miss a number of classes should be discussed with the professor when the problem first arises. Otherwise, a student having more than four absences will be penalized on the participation grade by a deduction from his/her total participation points.

- Active or interactive learning is a key part of this course. Large-group contributions to discussion consist of those things spoken to the class as a whole that are relevant to the topic under discussion. That includes asking for clarification or examples and/or answering questions or making relevant observations or connections. Norms for large-group discussion include the following: (a) you may either raise your hand and wait to be called upon or simply start talking; (b) if someone else is speaking, give them respect, and don’t interrupt or hold side conversations with your neighbors; (c) if two people start talking at the same time, both should stop and let me
Interactive learning also occurs in small groups. To be counted as part of a student’s grade, small groups in the classroom must focus on the topic at hand (or related issues). Also, small-group work must involve everyone in the group. It is up to group members to involve a reluctant or unprepared student. Sometimes students who are exceptional become impatient with group work because they feel that they are carrying weaker or less prepared students. However, even well-prepared students benefit from describing their ideas to others because it helps to reinforce their learning or expose gaps in their understanding.

Some students are uncomfortable participating in large-group discussions or (more rarely) even in group work. This can be true whether or not students are prepared for class and understand the material. Other students may have issues with attendance, such as an inability to get to class when there has been a six-inch snowfall, which would impact their participation grades. Extra online discussions (beyond the four required as described in 4. below) will add to a student’s overall participation grade, as if he or she had said one more relevant thing during a class period. In other words, this option provides another way to improve a student’s participation grade. These extra online discussions may be posted through May 15.

2. Students are assigned readings for each class period except exam dates. Because participation will be based on the reading assignments, students should complete all readings as scheduled. To ensure this occurs, the professor will hold a readings’ quiz many days at the beginning of class, which students must complete within the time limit set. Anyone arriving after the quiz is distributed may not be permitted to take it, so come to class and be on time. The professor will discuss the correct answers during class. There will be 16 such quizzes, and the instructor will drop the 4 lowest grades. The remaining 12 will equal 28% of each student’s final grade. The readings’ quizzes are announced on the Class Schedule.

3. Students will periodically be asked to work on graded assignments in class. These activities will always assume knowledge and understanding of required readings. They may not be announced in advance and cannot be made up if missed. However, the instructor will not deduct for those missed if the student is not in violation of the attendance policy stated above. In-class writings will equal 5% of a student’s final grade.

4. Students must contribute an online discussion four times. There are four specific due dates given on the Class Schedule, and the average of these scores will equal 8% of the final grade. However, online discussions may be posted up to a week before the due date. Online discussions are conducted through the Canvas website for the course (go to https://www.uwec.edu/canvas/ to log in). The professor will provide a grading rubric to explain further her expectations for online discussions.

5. In addition to doing the readings and online discussions, students will have to complete several other projects outside of class time. This list indicates the general nature of these: Students must complete three document analysis assignments outside of class (Projects 1, 2, and 4); students must complete a quiz in Canvas concerning the role of minorities in World War II (Project 3). The professor will pass out instructions for each project and a grading rubric for that assignment. The due dates for these are on the Class Schedule. The first two of these projects is each worth 5% of a student’s final grade, for a total of 10%. Projects 3 and 4 are worth 7% of the final grade (for a total of 14%).

6. The professor has scheduled three regular exams during the semester. Each will contain map places and essay questions. The professor will provide the list of questions about one week before the exam. Students are expected to learn each question thoroughly. The professor will drop a student’s lowest grade on the three exams before figuring the course grade. The remaining two exams will each equal 8% of a student’s course grade (16% total). Students with accommodations are responsible for making arrangements to take the exam under the supervision of Linda Snyder in the library. Since the professor will drop one exam grade, she will not give make-up exams unless the student makes arrangements before the scheduled exam period.

7. Students must take a comprehensive final exam at the end of the semester. Students with accommodations are responsible for making arrangements to take the exam under the supervision of Linda Snyder in the library. The final
exam grade cannot be dropped, but the professor will provide the questions at least one week in advance. The final exam will equal 9% of the course grade.

8. Students have continuous opportunities for **extra credit**. Anytime a student desires, he/she may do additional reading of documents (also known as primary sources) related to the history of the U.S. since 1877. A student may take relevant primary sources from print sources, the Internet, or library databases as long as he/she provides the professor with a printed copy of the source (failure to do so will lead to a deduction in the grade). To prove that the reading was done, the student must submit a Document Analysis Worksheet to the professor. Each analysis will count up to 10 points, which will be multiplied by 7% and added to the student’s overall grade. Students cannot do extra credit on documents that are assigned readings, and no student may do more than 15 document analyses during the semester. Be sure to use only documents related to American history and dated 1877 or later and be careful to choose a primary source rather than introductory (secondary) information.

9. **Academic misconduct**— including unauthorized copying from sources, cheating on exams, copying another student’s out-of-class assignment, or purchasing notes or papers through the Internet—will not be tolerated. The disciplinary procedures and penalties for academic misconduct are described on the UW-Eau Claire Dean of Students website: https://www.uwec.edu/kb/article/blugold-student-conduct-code. However, students may discuss the content of out-of-class assignments with one another (or others not enrolled in the class). Still, when it comes down to it, students must complete online discussions and projects individually, not collaboratively.

10. All grades for this course are given on the scale of 100 total points then multiplied by a percentage. The only exception is the extra credit explained in #8 above, which is graded on a 10-point scale before being multiplied by a percentage. The total of all the percentages (excluding that extra credit) is 100. If you wish to convert any single grade into a letter grade, then use the following grading scale. This will also be the **grading scale** applied at midterm and the end of the term to determine your final grade.

    A   = 93-100       B- = 80-82       D+ = 67-69
    A-  = 90-92       C+ = 77-79       D  = 63-66
    B+  = 87-89       C  = 73-76       D- = 60-62
    B   = 83-86       C- = 70-72       F  = below 60

**CLASS SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>2-4</td>
<td>Introduction to the Course</td>
<td>No assigned readings</td>
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<tr>
<td>2-6</td>
<td><strong>Intro to Doing History and Gilded Age: Native Americans</strong></td>
<td>Syllabus (handout); Historical Thinking Is Unnatural, and Immensely Important (handout); Introduction to Doing History (handout); Boyer et al. 468-479</td>
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<tr>
<td></td>
<td>* What does the syllabus say?</td>
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<td>* What is historical thinking?</td>
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<td>* How does one “do” historical thinking?</td>
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<td>* What does doing history involve?</td>
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<td>* What was the U.S. government policy toward Native Americans during the Gilded Age?</td>
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<td>* How was that policy implemented?</td>
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<td><strong>Readings’ Quiz 1 at Class Time (cannot be made up)</strong></td>
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<tr>
<td>2-11</td>
<td><strong>Gilded Age: Development of the West</strong></td>
<td>Boyer et al. 479-496</td>
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<td>* What developments assisted in the “Re-Settling of the West?”</td>
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<td>* What were the major developments in the lives of Mexican Americans of the Southwest?</td>
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<td>* How did Americans exploit the natural environment of the West?</td>
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<td>* What was the mythic/legendary West like, and how did such ideas become popular?</td>
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<td><strong>Readings’ Quiz 2 at Class Time (cannot be made up)</strong></td>
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| 2-13 | **Gilded Age: Industrialization and Urbanization**  
* What factors explain the development of large-scale manufacturing after 1865?  
* How did major industries expand, and how did the government react?  
* What other factors (beyond large-scale corporate enterprise) stimulated U.S. economic growth?  
* How did the South’s economy work?  
* What was new about the American city?  
* What were the dominant attitudes of the middle and upper classes?  
Readings’ Quiz 3 at Class Time (cannot be made up) | Boyer et al. 498-511 (end), 530-539 |
| 2-18 | **Gilded Age: Workers & Working-Class Culture**  
* What was industrial work like? What did it involve?  
* What were the major industrial unions of these years, and how successful were they?  
* Why did so many strikes and so much labor unrest occur?  
* Who were the major social thinkers and reformers of the period, and did they agree with one another?  
* What did workers do for leisure?  
* What ethnic stereotypes were there?  
Readings’ Quiz 4 at Class Time (cannot be made up) | Boyer et al. 512-529 (end), 539-548  
Ethnicity in the Graphic Arts (handout) |
| 2-20 | **Gilded Age: Politics**  
* Who was questioning Victorian morality and genteel cultural standards, and how were they doing so?  
* How did political parties build coalitions out of their diverse constituencies?  
* What were the major issues concerning parties and politicians?  
* What prompted the rise of the farmers’ movements?  
* What were African Americans experiencing?  
* What issues proved decisive in the presidential elections of the 1890s?  
Readings’ Quiz 5 at Class Time (cannot be made up) | Boyer et al. 548-577 (end) |
| 2-25 | **EXAM 1** | No additional readings |
| 2-27 | **Imperialism, 1878-1917 and Rise of the Progressives**  
* What is imperialism?  
* Where was the U.S. “empire?”  
* What were the arguments for and against U.S. imperialism?  
* How did the people in Latin America, China, and the Philippines react to American imperialism?  
* Who were the Progressives?  
* What were the Progressives at the city and state (grassroots) level trying to reform?  
* How successful were they?  
Online Discussion 1 Due by Class Time  
Last moment to submit OL 1 is 11:59 p.m. | Boyer et al. 578-584, 588-608, 622-626 |
| 3-3 | **Progressivism Continues**  
* What aspects of progressivism most interested T. Roosevelt?  
* How were Taft’s ideas similar to or different from Roosevelt’s?  
* What were the issues and who were the contenders in the 1912 presidential election?  
* What were the main issues and accomplishments of Wilson’s administration?  
* How did progressivism alter the Constitution?  
Readings’ Quiz 6 at Class Time (cannot be made up) | Boyer et al. 608-619  
Muckraking (handout) |
| 3-5 | **World War I**  
* Which nations were fighting on which side in World War I?  
* Why did the U.S. become involved in World War I?  
* How did the government mobilize an army and the economy? | Boyer et al. 626-650 |
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments/Readings</th>
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<tbody>
<tr>
<td>3-10</td>
<td>The 1920s</td>
<td>* How was the economy evolving in the 1920s?</td>
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<td>* What were the major concerns of the political parties?</td>
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<td>* In terms of culture and society, which aspects were widely shared, which were cutting edge, and which were highly contested?</td>
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<td><strong>Readings’ Quiz 6 at Class Time (cannot be made up)</strong></td>
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<td>Boyer et al. 652-677</td>
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<td>3-12</td>
<td>Hoover and Depression</td>
<td>* Why was Herbert Hoover elected president in 1928?</td>
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<td>* What caused the 1929 crash and subsequent depression?</td>
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<td>* How did Hoover respond to the depression?</td>
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<td>* What forms of protest did Americans use to express their anger about conditions?</td>
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<td><strong>Project 2 Due by Class Time</strong></td>
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<td><strong>Last moment to submit Project 2 is 11:59 p.m.</strong></td>
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<td>Boyer et al. 677-687 (end)</td>
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<td>Crisis in Dearborn (handout)</td>
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<td>3-17</td>
<td>Depression and New Deal</td>
<td>* What were the major programs of the First 100 Days?</td>
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<td>* How effective were those programs?</td>
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<td>* Why did Roosevelt begin the Second New Deal?</td>
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<td>* What was involved in the Second New Deal?</td>
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<td>* Why was Roosevelt reelected in a landslide?</td>
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<td>* Why did the New Deal end?</td>
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<td>* How did the social crisis, and people’s activism in response to it, lead to significant change?</td>
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<td>* How did the cultural scene in the U.S. evolve in the 1930s?</td>
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<td><strong>Online Discussion 2 Due by Class Time</strong></td>
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<td>Boyer et al. 688-715</td>
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<td>3-19</td>
<td>EXAM 2</td>
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<td>3-23</td>
<td>SPRING BREAK</td>
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<td>3-27</td>
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<td>3-31</td>
<td>Into World War II</td>
<td>* What was Roosevelt’s foreign policy like in the 1930s?</td>
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<td>* How did World War II begin?</td>
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<td>* Why did the U.S. become involved? Was it Hollywood’s fault?</td>
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<td>* How did the U.S. mobilize for war?</td>
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<td><strong>Readings’ Quiz 8 at Class Time (cannot be made up)</strong></td>
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<td>Boyer et al. 716-728</td>
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<td>Hollywood’s Foreign Policy (handout)</td>
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<td>4-2</td>
<td>World War II</td>
<td>* How did the battlefronts develop in 1942-1944?</td>
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<td>* What decisions did Allied leaders make that influenced the world after the war ended?</td>
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<td>* How was American society shaped by the war effort?</td>
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<td>* What new issues did the government face due to victory in 1945?</td>
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<td><strong>Project 3 Due at Class Time</strong></td>
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<td><strong>Last moment to submit Project 3 is 11:59 p.m.</strong></td>
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<td>4-7</td>
<td>Truman Era</td>
<td>* What was the cold war?</td>
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<td>* How and why did the cold war start?</td>
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<td>* What were the major cold war foreign policy developments under Truman?</td>
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<td>* What did Truman attempt and achieve at home?</td>
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<td>Boyer et al. 748-769</td>
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**OL 2** Due by Class Time (last moment is 11:59 p.m.)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Questions</th>
<th>Readings/Handouts</th>
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</table>
| 4-9    | * What domestic and international events led to the Second Red Scare?  | * What occurred during Eisenhower’s cold war?  
* What were the main sources of postwar economic expansion and affluence?  
* How did prosperity affect the growth of suburbia and creation of its homogenous culture?  
* Which groups were most affected by the persistence of poverty? | Boyer et al. 769-790                                                                 |
|        | **Readings’ Quiz 9 at Class Time (cannot be made up)**                |                                                                                                  |                                                                                 |
| 4-14   | * Civil Rights                                                        | * What were the major events in the African American civil rights movement from 1945 through 1960?  
* What other seeds of disquiet appeared in the late 1950s?  
* What were the major accomplishments and failures of the civil rights movement from 1961 through 1968?  
* Why did the black power movement emerge?  
* How did the civil rights activities of Native Americans, Hispanic Americans, and Asian Americans mimic African Americans? | Boyer et al. 790-802, 806-813  
Changing Times (handout)                                                                 |
|        | **Readings’ Quiz 10 at Class Time (cannot be made up)**               |                                                                                                  |                                                                                 |
| 4-16   | * Other Aspects of 1960s Liberalism                                   | * What does liberalism mean?  
* Was Kennedy a liberal? Why or why not?  
* Why is Lyndon B. Johnson regarded as a liberal?  
* What did Johnson achieve or fail to achieve?  
* What was the countercultural revolution?  
* Was it a rejection of liberalism? If so, does that mean it was a movement of conservatives? | Boyer et al. 802-806, 813-817, 836-839  
Reading the American Past excerpt (handout)                                                                 |
|        | **Readings’ Quiz 11 at Class Time (cannot be made up)**               |                                                                                                  |                                                                                 |
| 4-21   | **EXAM 3**                                                            |                                                                                                  | No additional readings                                                                 |
| 4-23   | * Vietnam War                                                         | * When and why did the U.S. first become involved in the affairs of Vietnam?  
* Why did the U.S. commit troops to the war, especially after 1964?  
* When and why did opposition to the war develop?  
* What was the Tet Offensive?  
* Why didn’t the U.S. win the war between 1965 and 1968? | Boyer et al. 817-823  
Critical Decisions (handout)  
A Different Kind of War (handout)                                                                 |
|        | **Readings’ Quiz 12 at Class Time (cannot be made up)**               |                                                                                                  |                                                                                 |
| 4-28   | * Vietnam and Student Radicalism                                     | * How was Nixon’s war different from Johnson’s?  
* What issues concerned student protesters prior to 1965?  
* What tactics did they use to show disapproval of the war?  
* What were the legacies of the war and the student movement? | Boyer et al. 823-836  
Vietnam and the Young (handout)                                                                 |
|        | **Project 4 Due at Class Time**                                       |                                                                                                  | Last moment to submit Project 4 is 11:59 p.m.                                                                 |
| 4-30   | * Rest of the 1970s                                                   | * What were the major successes and failures of the women’s liberation movement?  
* What other attitudes shaped American society in the 1970s?  
* Who won the 1968 election and why?  
* What were the main successes and failures of Nixon’s presidency?  
* What were the primary issues dominating the presidencies of Ford and Carter? | Boyer et al. 839-857  
The Modern Women’s Movement (handout)                                                                 |
|        | **Readings’ Quiz 13 at Class Time (cannot be made up)**               |                                                                                                  |                                                                                 |
| 5-5 | Reagan Era  
* What explains the rise of conservatism, starting in the 1970s?  
* What were Reagan’s principal successes and failures?  
* How was the presidency of G.H.W. Bush similar to or different from Reagan’s?  
* How have personal computers changed the lives of Americans since 1970? | Boyer et al. 858-875 |
| 5-7 | Clinton Era  
* What were the main issues and developments of Clinton’s presidency?  
* How similar or different was his presidency from those of his Republican predecessors?  
* What were the economic trends of the 1990s, and have they continued?  
* What were the cultural trends of the Clinton era? | Boyer et al. 875-893 (end) |
| 5-8 | Last moment to submit Extra Credit Document Analysis Worksheets is 11:59 p.m. | Not a class day |
| 5-12 | To 2005  
* Why did the 9/11 attacks occur?  
* Did anyone do a good job on 9/11?  
* How well did the administration of G.W. Bush respond?  
* Beyond the war on terror, what were the major issues of Bush’s first term (2001-2005)? | Boyer et al. 894-904 (end)  
New World Order (handout) |
| 5-14 | Since 2005  
* What have the social and economic trends in contemporary America been?  
* What were the main issues and concerns of Bush’s second term?  
* Why was the election of 2008 especially important?  
* What were the main issues of Obama’s first term?  
* Why was he reelected in 2012? | Boyer et al. 905-933 |

**ASSESSMENT of LIBERAL EDUCATION CORE:** The University of Wisconsin-Eau Claire (and its branch campus UWEC-Barron County) has a Liberal Education (LE) Core curriculum that serves as a strong foundation for all of our academic programs. Our LE Core embodies the Power of [AND] in its design. It has been developed to ensure that you acquire the **knowledge AND skills AND responsibility** that you will need to actively engage in a global society. Through meeting the requirements of the LE Core you will develop the ability to think critically, creatively and independently. You will learn to integrate and apply your knowledge and develop values essential to becoming a constructive global citizen. The outcomes will empower you and prepare you to deal with complexity, diversity, and change in multiple settings. They will also develop highly marketable skills and lead to life-long learning and civic engagement (see [https://www.uwec.edu/ULEC/Liberal-Education-Framework-Learning-Outcome-and-Rubrics.htm](https://www.uwec.edu/ULEC/Liberal-Education-Framework-Learning-Outcome-and-Rubrics.htm)).

In HIST 115, assessment will cover LE-K3, LE-DDIV, and LE-R1. These are defined as follows.

**KNOWLEDGE GOAL:** Build knowledge and awareness of diverse peoples and cultures and of the natural and physical world through the study of arts, histories, humanities, languages, mathematics, sciences and technologies, and social sciences. Knowledge 3 (K3): Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the
standards of evidence appropriate to the humanities to address problems and explore questions. This LE outcome will be assessed through Project 3.

RESPONSIBILITY GOAL: Apply personal and social responsibility or active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world. Responsibility 1 (R1): Use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity. DDIV meets the University’s Race, Class, Gender, and/or Sexuality Equity Requirement and will be assessed as part of R1. This LE outcome will also be assessed through Project 3.

**Dropping This Course:** Students may drop this course using CampS during the first two weeks of classes with no record of having ever been enrolled in it. Students may withdraw from the course through the tenth week of the semester (in this case April 17); however, a W will appear on the transcript if you drop after February 14.
Hi Miranda,

I know that, especially with our international coordinator, we have several EDI initiatives but this would be on Brittany's end. I'm confining my list of EDI initiatives to what pertains to faculty.

As part of strategic plan, we committed to eventually adding EDI expectations to our Department Evaluation Plan. I am happy to announce that we have already done so and have made EDI considerations part of our tenure, promotion, and merit processes. All faculty are asked to highlight EDI contributions in the areas of scholarship and professional development, teaching, and service.

I've attached our DEP and highlighted, in yellow, the EDI sections.

Yours,

Troy

[ATTACHMENT]

See DEP that follows email from Dr. Lauren Wentz