



WESTERN MICHIGAN UNIVERSITY

Policy Statement
for the
**Center for English Language and
Culture for International Students**

(CELCIS)

April 2013

(revised March 2017)

**Center for English Language and Culture
for International Students
CELCIS**

Policy Statement

Preamble

It is the right, the responsibility, and the privilege of University faculties to participate in the governance of their departments. Fundamentally, what is desirable and intended by the Department Policy Statement is to ensure meaningful participation by department faculties and procedural regularity within departments. It is understood that the ultimate power of decision making resides with the administration. This Policy Statement is one means by which the faculty of this department make recommendations to Western.

For any university department to function effectively, it is essential that its faculty members exercise their right to participate in the decision making process. Faculty do this by making recommendations on matters which affect the execution of their professional responsibilities. The competence to make such recommendations belongs principally to faculty members who are professionally active and uniquely aware of important issues in their field. Such participation in governance is especially important at the department level since decisions made at this level affect faculty and programs in the most direct way. To facilitate appropriate review and revision, it is recommended that the CELCIS Director schedule regular faculty meetings.

Accordingly, these policies and procedures have been prepared in accordance with the current Agreement between Western Michigan University and the WMU-AAUP Chapter. They will be reviewed and revised as needed by the CELCIS Unit Committee in accordance with the procedures for approval of department policy statements as outlined in Article 23 of the Western/WMU-AAUP Agreement.

Department Information

CELCIS

- I. Department Structure
 - A. The Center for English Language and Culture for International Students (CELCIS) has a faculty consisting entirely of Faculty Specialists, identified more specifically as Language Specialists, as outlined in Article 20 in the Western/WMU-AAUP Agreement.
 - B. CELCIS is administered by a Director.
- II. Department Committees and Functions
 - A. CELCIS Unit Committee
 - 1. The CELCIS Unit Committee shall consist of all bargaining unit Faculty Specialists minus the Director. This committee shall serve as the representative body for bargaining unit FSs for matters in which the Western/WMU-AAUP Agreement permits or requires bargaining unit recommendations to the University. It is recommended that the CELCIS Director consult with the Unit Committee in all matters related to the instructional programs offered by CELCIS or taught by CELCIS faculty.
 - B. Department Promotion/Tenure Review Committee
 - 1. The Department Promotion/Tenure Review Committee shall be composed of tenured or tenure-track FSs and/or tenured faculty from other departments of a higher rank than the FSs applying for promotion. This committee shall make recommendations concerning tenure and promotions according to the criteria and procedures explained in this policy statement.
 - 2. This committee shall conduct annual performance reviews of faculty on term, adjunct, or part-time appointments in accordance with the procedures outlined in Article 16 in the Western/WMU-AAUP Agreement.
 - C. Department Personnel Search Committee/Sabbatical Leave Committee
 - 1. For the purpose of recruitment and selection of new faculty, the CELCIS faculty shall form a Department Personnel Search Committee.
 - 2. This committee shall be composed of tenured and tenure-track FSs.
 - 3. Once a faculty position has been approved, this committee shall recommend performance criteria for hiring candidates.
 - 4. This committee shall review all requests for sabbatical leave and make recommendations to the CELCIS Director.
 - D. Director Search Committee
 - 1. In the event of a vacancy in the position of the CELCIS Director, the FSs shall recommend to the Associate Provost, Haenicke Institute of Global Education (HIGE), candidates for the Director Search Committee.
 - 2. The Director Search Committee shall be established by the Associate Provost, HIGE. The majority of this committee shall be bargaining unit faculty from CELCIS, as stated in the Western Michigan University Policy Statement on Academic Chairs and Directors (30 July, 2005, Section 4.A, page 6).

3. The faculty members of this committee shall be tenured or tenure-track FSs.
 4. This committee shall make recommendations to the Associate Provost, HIGE, concerning the recruitment, screening, and selection of candidates to fill the vacancy.
- E. WMU-AAUP and Faculty Senate Representation
1. Tenured and tenure-track FSs shall be eligible to serve as elected representatives to the WMU-AAUP Association Council, the WMU-AAUP Executive Committee, and the Faculty Senate.
 2. The WMU-AAUP Chapter and the Faculty Senate shall facilitate balloting for the purpose of electing representatives to these bodies.
 3. Appendix A to this policy statement outlines the rotation schedule for these positions. FSs have opted to serve two-year terms, which may or may not coordinate with the actual times elected to serve according to the two bodies.
- F. Department Mission
1. The Center for English Language and Culture for International Students (CELCIS), established in 1975, provides instruction in English as a second language, which prepares students to comprehend, evaluate, and apply information to perform academic tasks, both orally and in writing, as well as to develop computer literacy, information literacy, and intercultural understanding.
 2. Areas of service:
 - a. For international students at Western Michigan University:
 - (1) In the year-round intensive English program
 - (2) In credit-bearing English language courses
 - b. For Western Michigan University administrators, faculty, staff, and students:
 - (1) Providing training and consultation services for international teaching assistants and faculty
 - (2) Mentoring pre-service ESL instructors
 - (3) Providing intercultural experiences through conversation partners and groups, and classroom exchanges
 - (4) Recruiting CELCIS and WMU students
 - (5) Advising faculty concerning the language and cultural needs of international students
 - c. For Southwest Michigan:
 - (1) Training services for business professionals
 - (2) Tutoring services for non-native English speakers
 - (3) Consulting services for local educators about ESL instruction or cultural concerns
- G. CELCIS is accredited by the Commission on English Language Program Accreditation (August 2000); CELCIS complies with the guidelines and regulations of the following professional organizations:
1. CEA (Commission on English Language Program Accreditation)
 2. TESOL (Teachers of English to Speakers of Other Languages)

3. UCIEP (University and College Intensive English Programs)
4. AAIEP (American Association of Intensive English Programs)
5. NAFSA: Association of International Educators

Faculty Status CELCLIS

- I. CELCLIS faculty have three ranks (Western/WMU-AAUP Agreement, Article 20).
 - A. Faculty Specialist I: This is the entry-level rank. To be eligible for promotion to Faculty Specialist II, a Language Specialist shall have been a Faculty Specialist I for at least three (3) years and meet the judgmental criteria (Western/WMU-AAUP Agreement, Article 18).
 - B. Faculty Specialist II: This rank is equal to an Assistant Professor. To be eligible for promotion to Master Faculty Specialist, a Language Specialist shall have been a Faculty Specialist II for at least six (6) years and meet the judgmental criteria (Western/WMU-AAUP Agreement, Article 18).
 - C. Master Faculty Specialist: This rank is equal to an Associate Professor. This is the top rank for Language Specialists.
 1. Master Faculty Specialists who have been in rank for six (6) years are eligible for a step increase pending a positive review and the approval of the Provost (Western/WMU-AAUP Agreement, Article 17).
- II. CELCLIS FSs hired on tenure-track appointments are eligible for tenure (Western/WMU-AAUP Agreement, Article 17).

Faculty Appointment and Reappointment CELCLIS

- I. General Information
 - A. It is a shared responsibility between the CELCLIS Tenured and Tenure-track Faculty and the CELCLIS Director to identify the academic staffing needs for CELCLIS. The recognition of faculty needs and the recruitment, selection, and preservation of a faculty engaged in high productivity across a range of professional activities require cooperation and coordination between the CELCLIS Tenured and Tenure-track Faculty and the CELCLIS Director. The CELCLIS Personnel Search Committee shall confer with the CELCLIS Director in determining the faculty needs, and the number and type of faculty to be recruited to staff CELCLIS. This committee shall follow University hiring policies and procedures.
- II. Recruitment Process
 - A. Tenured or Tenure-track Appointments
 1. Once a tenure-track faculty position has been approved and posted with applications submitted, the CELCLIS Director shall forward the applications to the CELCLIS Personnel Search Committee.
 2. The Personnel Search Committee shall review all applications on the

basis of the qualified requirements for the position under consideration. These requirements include educational attainment, teaching experience, professional recognition and contributions, research, publishing, service to academic institutions, college and student support, public service, and any unique and unusual considerations deemed appropriate. These applications shall be presented to the CELCIS faculty and will be ranked on the basis of desirability.

3. Arrangements shall be made by the CELCIS Director in consultation with the Personnel Search Committee for qualified, seriously considered applicants to be brought on campus for personal interviews.
 4. All tenured and tenure-track faculty, the CELCIS Director, and the HIGE Associate Provost at a minimum, should be involved during the on-campus interview.
 5. At the completion of each candidate's visit, a candidate evaluation form shall be completed by each faculty member. These forms shall be returned to and used by the Personnel Search Committee in preparing recommendations to the CELCIS Director.
 6. At the end of the hiring process, all evaluation forms for all candidates shall be destroyed.
- B. Non-tenure-track Appointments
1. All tenured and tenure-track faculty shall be notified of the individuals being considered for temporary positions, including term and part-time. Said faculty shall receive copies of their vitae and be consulted concerning appointments.
 2. The Promotion/Tenure Review Committee shall annually evaluate those individuals on term or temporary appointment. The results of such evaluations shall be forwarded to the CELCIS Director.
 3. Reappointments to term or temporary positions shall be based on needs of the department and evaluations done by the Promotion/Tenure Review Committee.

Curriculum Coordinator CELCIS

- I. The CELCIS Director shall appoint a Curriculum Coordinator. All tenured and tenure-track FSs are eligible to serve in this position. The job of the Curriculum Coordinator is to develop and review the CELCIS program curriculum as required by CEA (Commission on English Language Program Accreditation) and to provide instructional support to FSs who teach this curriculum. The duties of the Curriculum Coordinator include, but are not limited to:
 - A. Regularly reviewing the CELCIS curriculum
 - B. Proposing change(s) to the curriculum based on the curriculum review
 - C. Prepare a term curricular calendar in conjunction with the CELCIS Director to be distributed to the FSs
 - D. Revising the curriculum description to reflect changes approved by the tenured

- and tenure-track FSs
- E. Coordinating and overseeing the assessment project
- F. Regularly reviewing the assessment project
- G. Proposing change(s) to the assessment project based on the assessment project review
- H. Regularly reviewing student progress reports and proposing change(s) based on the progress report review
- I. Providing training and guidance for new faculty regarding the CELCIS curriculum and assessment project
- J. Providing instructional support to faculty
- K. Advising the CELCIS Director on revisions to the database regarding student progress reports, language proficiency profiles, and reports relating to the CELCIS curriculum and assessment
- L. Serving as a member of the CELCIS Curriculum Committee

CALL Coordinator
CELCIS

- I. The CELCIS Director shall appoint a Computer Assisted Language Learning (CALL) Coordinator. All bargaining unit FSs are eligible to serve in this position. The job of the CALL Coordinator is to assess and fulfill CELCIS program needs related to CALL, educational technology, and to provide instructional support to FSs. The duties of the CALL Coordinator include, but are not limited to:
 - A. Search for, evaluate, and make available software and applications that can be used by FSs to support the CELCIS curriculum. CALL resources should save time and effort as well as give students more feedback.
 - B. Use surveys and other instruments to determine student, faculty, and program needs related to CALL/educational technology.
 - C. Devise and administer an ongoing educational technology training program for CELCIS faculty.
 - D. Monitor and maintain CALL Resources for ELT on E-Learning and encourage faculty to access and post new material.
 - E. Search for, evaluate, and make available multi-(audio and video files) which can be helpful in the classroom.
 - F. Maintain the Learning Resources section of the CELCIS website. Continually check the links suggested on the CELCIS website to be sure they are still working and relevant. Update links as needed. (These links can be found at: wmich.edu/celcis/academics/resources).
 - G. Monitor the CELCIS library page of the CELCIS website.
 - H. Chair the Technology Committee.
 - I. Serve as CELCIS SET Lab coordinator:
 - 1. Communicate with HIGE Assistant Director, Information Technology Office about lab issues and software.
 - 2. Evaluate and suggest software specific to lab.
 - 3. Communicate with CELCIS Director and staff about lab.

4. Maintain lab documents on the CELCIS shared drive (flyers, procedures, in-services, sign-up sheets, etc.)
 5. Train lab facilitators as needed.
- J. Research use of CALL in other IEP programs.

Curriculum Committee CELCIS

- I. Membership and Terms of Service
- A. Term-appointed, tenure-track, and tenured FSs may serve as voting members
 - B. Terms shall be two years
 - C. Seven FSs shall serve on this committee
 1. The first year (2011), six committee members shall serve until September
 2. In September 2011, three existing members shall volunteer to leave the committee
 3. These three positions shall be filled by volunteers or an election by the CELCIS faculty as a whole, should there be more than three volunteers
 4. The CELCIS Curriculum Coordinator shall serve as a committee member as part of his/her duties
 5. Each September the Committee shall vote on a chair who will serve a one (1) year term
 - D. The Curriculum Committee shall meet monthly and schedule additional meetings as needed.
- II. Purpose and Function
- A. Purpose
 1. In accordance with the WMU/AAUP Agreement, Article 23, “Department faculty may have procedures for making recommendations to Western concerning department degree requirements and curricular offerings, department program development and discontinuance, and department budget allocations.”
 - B. Functions
 1. Develop, monitor, and make recommendations to the CELCIS faculty and/or Western regarding the overall CELCIS curriculum plan, including:
 - a. Revising the CELCIS Mission Statement
 - b. Identifying and developing new programs/components/requirements
 - c. Revising programs based on curriculum/assessment review, evaluation/assessment outcomes, accreditation criteria, and best practices in the TESOL field
 - d. Approving assessment procedures and changes
 - e. Identifying, developing, and approving new offerings for core CELCIS curriculum or short-term programs
 - f. Reviewing choices of class materials as needed
 - g. Approving decisions about instructional technology
 - h. Approving all policies related to student progress, including, but not limited to, placement, testing, attendance, promotion,

- assessment, and program exit criteria
- i. Proposing and developing program and curriculum change with University curriculum committees including the Undergraduate Studies Committee, the Graduate Studies Committee, and the Committee on General Education
- 2. Review theory and content for program integrity
- 3. Represent faculty to promote course content which maintains the basic philosophy and standards of CELCIS
- 4. Review outcomes of academic programs in order to revise, maintain, or develop curriculum components

III. Procedures

- A. The Committee shall consider all recommendations by the individual faculty members, University administrators, and other parties related to program-wide curricula
 - 1. Following approval by the Committee, the recommendations shall be submitted to the department faculty for consideration.
 - 2. After approval by the faculty, the recommendations are forwarded to the CELCIS Director.
- B. The Committee shall be consulted regarding any changes, additions, or deletions made to any course or program offerings.
- C. The person(s) proposing the change(s) shall prepare the form, "Proposed Curriculum/Program Changes, Additions, or Deletions." This form is available from the Curriculum Committee chair. The chair may assist in the completion of this form as necessary.
- D. The form and any other supporting data shall be submitted to the chair of the CELCIS Curriculum Committee who will then schedule a Committee meeting to discuss the proposal(s). The person(s) requesting the change may be requesting or elect to attend the meeting to elaborate on the proposal and answer questions from the Committee members. The CELCIS faculty shall be notified of the meeting so they may attend.
- E. Changes shall be voted on by the Committee members; a simple majority is required to approve the change.
- F. Any faculty member or administrator may attend meetings.
- G. The Committee shall publish minutes of each meeting.

Promotion Policy and Procedures

CELCIS

I. Qualifying Criteria for Promotion

- A. Length of service in rank
 - 1. To be eligible for promotion to Faculty Specialist II, a faculty member shall have been a Faculty Specialist I for at least three (3) years. To be eligible for promotion to Master Faculty Specialist, a faculty member shall have been a Faculty Specialist II for at least six (6) years (Western/WMU-AAUP Agreement, Article 18).

2. To be eligible for a step increase, MFSs shall have been in rank six (6) years and receive a positive review, equivalent to a promotion review (Western/WMU-AAUP Agreement, Article 32).
 3. Should an FS desire to seek early promotion review, notice must be given no later than February 1 or 2 (Western/WMU-AAUP Agreement, Article 18.2.3).
- B. Educational attainment
1. In CELCIS, the expected level of educational attainment is a Master's degree in Teaching English to Speakers of Other Languages (TESOL or TESL) or applied linguistics.

II. Judgmental Criteria

- A. Professional competence: Competence in teaching is highly valued in consideration for the promotion of FSs. The following component factors may be considered:
1. Teaching ability in all of the course subjects (Speaking/Listening, Grammar/Communication, and Reading/Writing) and program levels (Pre-Elementary, Elementary, Intermediate, Pre-Advanced, and Advanced).
 - a. In consideration of student reviews, numerical summaries of review forms must be used pursuant to Article 16 of the Western/WMU-AAUP Agreement.
 - b. Work in course development and teaching innovations.
 - c. Efforts toward self-improvement such as attending workshops, attending conferences, membership in professional organizations, enrollment in courses, attainment of additional certificates or degrees, travel abroad, etc.
 - d. Teaching relevant courses (English, writing, communication, language, and linguistics) in other sectors of the University. FSs may then submit (student/administration) evaluations of this outside (of the unit) work.
- B. Professional service: Service to other sectors of the University, to the TESL field, and to the community is also valued in consideration for promotion. The following component factors may be considered:
1. Service to CELCIS in non-pedagogical capacities such as event coordination, committee membership, administrative assistance, writing grant proposals, etc.
 2. Related service to other sectors of the University including consulting, committee service, etc.
 3. Service to related professional organizations in the form of conducting workshops, giving presentations, holding office, etc.
 4. Related service to the community such as liaison work with area schools and businesses, consulting, etc.
 5. Other service such as editing, reviewing, test reading, etc.
- C. Application of judgmental criteria
1. In decisions regarding recommendations for promotion, the judgmental criteria shall be applied in accordance with the Western/WMU-AAUP

Agreement, Article 18 as it pertains to FSs.

III. Procedures for Recommendation for Promotion

- A. Function of the Promotion/Tenure Review Committee
 - 1. The task of the P/TRC is to make recommendations with supporting data for the promotion of FSs. The P/TRC voting record shall remain confidential, except when disclosure is legally required.
- B. The P/TRC shall be guided in its decisions by the principles stated in the Western/WMU-AAUP Agreement and this policy statement.
 - 1. To form the Promotion/Tenure Review Committee, the previous P/TRC chair shall issue a timely call for participation to all qualified FSs in the Unit Committee. The FSs who volunteer shall meet, choose a chair, and decide if qualified faculty from other departments should participate on the P/TRC.
- C. Instruments of evaluation: The P/TRC shall include, but not be limited to, the following means to arrive at its decision:
 - 1. Statistical summaries of student evaluations and student comments on student evaluations shall be used in accordance with the Western/WMU-AAUP Agreement, Article 16.
 - 2. Optional written letters of support from department members
 - 3. Curriculum vitae
 - 4. Data from the candidate
 - 5. Only the professional competence and service of FSs shall be evaluated unless the FS requests an evaluation of professional recognition (Western/WMU-AAUP Agreement, Article 16).
- D. Procedures
 - 1. The timetable for promotion review set in the Western/WMU-AAUP Agreement, Article 18, shall be followed.
 - 2. The CELCIS Director shall notify the FSs who are eligible for promotion.
 - 3. The CELCIS Director shall create a promotion file for each applicant. This file shall include a Promotion Review Summary Sheet.
 - 4. The applicant shall submit a vitae and other documents for inclusion in the promotion file.
 - 5. The CELCIS Director shall give the promotion files and appropriate documents to the P/TRC chair.
 - a. After the P/TRC is formed, it shall meet a minimum of two times during the promotion process.
 - b. At the first meeting, the P/TRC shall set a schedule for all members to review the applicants' documents, assign members to write draft recommendations, and set a tentative schedule for future meetings.
 - c. At the second meeting, the P/TRC shall review the draft recommendations. The P/TRC may vote to approve the recommendations, or may decide that the recommendations need further consideration. Additional meetings of the P/TRC shall be scheduled as needed within the time frame stated in the Western/WMU-AAUP Agreement.

- d. The recommendation which the P/TRC produces for each applicant is a statement as to whether or not the applicant qualifies for and merits promotion.
 - (1) The recommendation shall summarize the applicant's qualifications and evaluate the merits of the applicant's performance based on professional competence and professional service.
 - (2) In doing this review, the P/TRC must consider all information submitted by the applicant, including student rating, according to the guideline in Article 16, Western/WMU-AAUP Agreement. The applicant shall not be allowed to add completely new information to the dossier, although material included in the original documentation may be updated.
 - (3) The P/TRC shall not act as an advocate for the applicants. It may, however, ask for additional information from the applicant. This may be supplied at the applicant's discretion.
 - e. The P/TRC chair shall coordinate committee activities, conduct all necessary correspondence, and ensure that the process is completed in accordance with the Western/WMU-AAUP Agreement.
 - f. The P/TRC shall review the promotion file of the applicants, and recommend for promotion those applicants who have, in its opinion, satisfied the judgmental criteria.
 - (1) When the P/TRC has made its decision(s), it shall notify all applicants as to whether or not they have been recommended for promotion. The CELCIS Director shall also be notified.
 - (2) The CELCIS Director shall notify the HIGE Associate Provost of the P/TRC's recommendation(s), and append his/her own recommendation(s).
 - (3) The HIGE Associate Provost shall notify the Provost of the P/TRC's and the CELCIS Director's recommendation(s), and append his/her own recommendation(s).
 - (4) The Provost shall make his/her recommendation(s) to the Board of Trustees for their approval.
 - g. All correspondence from the P/TRC, CELCIS Director, HIGE Associate Provost, and the Provost regarding the recommendation for or denial of promotion must be forwarded to the applicant(s) in accordance with the Western/WMU-AAUP Agreement, Article 18.
6. Appeals of promotion decisions
- a. The appeals procedure outlined in the Western/WMU-AAUP Agreement, Article 18, shall be followed.

- E. The Office of the Provost has specific sheets/checklists to be used for the process, and these forms are provided by the Office of the Provost on an annual basis.

Tenure Policy and Procedures

CELCIS

- I. Definition of Tenure
 - A. Academic tenure defines the character of faculty appointment at Western Michigan University as continuous until resignation, retirement, termination for disability, dismissal for cause, or expiration of the recall period in the event of a layoff (Western/WMU-AAUP Agreement, Article 17).
- II. Qualifying Requirements for Tenure
 - A. To be eligible for consideration for tenure, an FS must meet qualifying standards in employment status and probationary service. To be considered for tenure, FSs must be on tenure-track appointments. An FS shall be notified of tenure eligibility in writing at the time of appointment. Credit for prior service shall be determined at the time of tenure-track appointment and shall be included in the letter of appointment (Western/WMU-AAUP Agreement, Article 17).
 - B. FSs shall have a probationary period which shall not exceed six (6) consecutive recognized years (to include two semesters and one session per academic year, the equivalent of 37.5 credit hours) of full-time appointment. Meeting the qualifying criteria does not ensure attainment of tenure.
 - C. FSs eligible for tenure consideration shall be notified by the CELCIS Director by January 15 of the academic year preceding the academic year in which the review takes place.
 - D. All exceptions and modifications to the above shall follow the Western/WMU-AAUP Agreement, Article 17.
- III. Judgmental Criteria: For FSs, only professional competence and professional service are considered. Professional recognition may be considered when requested by the candidate (Western/WMU-AAUP Agreement, Article 17).
 - A. Professional competence in teaching is a necessity in awarding tenure to an FS.
 - 1. A numerical summary of data of student ratings shall be included and considered in all tenure decisions.
 - 2. No single item nor subset of items shall be used as the sole basis for a tenure decision.
 - 3. It is the responsibility of the FS to provide additional evidence of competence. Teaching assigned courses, curriculum development, teaching innovations, and continuing self-education, among others, shall be items to include as evidence.
 - B. Professional service in the line of knowledge and skills of the FS which constitute a resource to the University, the profession, and the community is desired.
 - 1. Professionally-relevant service in any of these venues inside or outside of the University shall be important in considering the granting of tenure.

2. All other professional standards and processes shall be followed as outlined in the Western/WMU-AAUP Agreement, Article 17.

IV. CELCIS Promotion/Tenure Review Committee

- A. The CELCIS P/TRC shall comprise a minimum of three FSs. These FSs shall themselves be tenured. In a case where there are insufficient numbers of tenured FSs in the department, tenured faculty from departments familiar with CELCIS may be called upon to serve.
- B. The P/TRC shall be guided in its decisions by the principles stated in the Western/WMU-AAUP Agreement and this policy statement.

V. Procedures for Tenure Review

- A. Based on the criteria and procedures specified in the Western/WMU-AAUP Agreement, the qualifications and performance of each FS shall be reviewed by Western Michigan University during the second, fourth, and sixth years of appointment; if the probationary period is less than six (6) years, during alternate years, concluding in the final year.
- B. Tenure reviews are cumulative. Each subsequent P/TRC must consider the recommendations of the earlier committees.
- C. Each tenure review shall explicitly state whether it is a positive or negative recommendation for the award of tenure.

Term Faculty Appointment and Evaluation CELCIS

- I. The CELCIS faculty, in accordance with the Western/WMU-AAUP Agreement, Article 16, affirms its right to make recommendations to the CELCIS Director and the HIGE Associate Provost regarding the appointment and reappointment of term faculty members.
- II. Procedures for reappointment of CELCIS term faculty:
 - A. Term-appointed faculty shall be evaluated annually by the CELCIS P/TRC.
 - B. The P/TRC shall evaluate the performance of the term-appointed faculty on the basis of professional competence and professional service only, unless the term-appointed faculty member requests the addition of professional recognition. The evaluation shall be completed on or before the date specified in the Western/WMU-AAUP Agreement.
 - C. A term-appointed Faculty Specialist I who has served a minimum of three years in rank is eligible and may apply for reappointment at the rank of Faculty Specialist II.
- III. Timeline for Annual Performance Reviews for Term Faculty:
 - A. Letter from Director announcing reviews will take place (by January 15)
 - B. Submission of supporting documents (February 15)
 - C. Observations (between February 1 and February 15)
 - D. DTPC review supporting documents and observation reports before review meeting (February 15 to review meeting)
 - E. DTPC meet to make recommendations regarding appointment renewals (between February 15 and February 28)

- F. Faculty recommendations due to Director by March 15 (Western/WMU-AAUP Agreement, Article 16).
- G. Director recommendations to be finished by April 1 (Western/WMU-AAUP Agreement, Article 16).
- H. HIGE Associate Provost sends letter of evaluation results to faculty member by May 1.

IV. DTPC Annual Reviews Procedures:

- A. Each Spring semester the Department Tenure/Promotion Committee (DTPC) will conduct reviews of term-appointed and part-time faculty. The CELCIS Director will send a letter informing faculty that they will be reviewed, that they will be observed, and that they may submit supporting documents for the review.
- B. The Director, or his/her designee, will schedule a classroom visitation (WMU-AAUP Agreement, Article 16).
- C. Term Appointees shall submit supporting documents to the CELCIS Director, who will make these available to the DTPC for review (Western/WMU-AAUP Agreement, Article 16).
- D. DPTC members will review the classroom visitation reports and the supporting documents supplied by the candidate before meeting to discuss the candidates. Recommendations for term appointment renewal will be based on the professional competence and professional service unless the term faculty member requests and evaluation of professional recognition (Western/WMU-AAUP Agreement, Article 16). At the meeting, the DTPC will place the candidates into one of two classifications: (1) recommend for reappointment and (2) do not recommend for reappointment. For term-appointed faculty that are recommended for reappointment and are eligible for consideration for reappointment at the rank of Faculty Specialist II, the DTPC will place the candidates into one of two classifications: (1) recommend for reappointment at the rank of Faculty Specialist II and (2) do not recommend for reappointment at the rank of Faculty Specialist II. For term appointed faculty, the committee will complete the appropriate forms provided by the Office of the Provost to the CELCIS Director.
- E. The DPTC will submit review forms available from the Provost's Office to the CELCIS Director on or before the date specified in the Western/WMU-AAUP Agreement, Article 16.
- F. The CELCIS Director shall attach a separate sheet to each form indicating his/her recommendation. The Director forwards this to the Associate Provost along with summaries of teaching evaluations and any supporting documentation.
- G. Supporting documents needed for Annual Reviews
 - CV
 - Updated PAR
 - Copies of letters of appointment
 - Any materials that demonstrate ability to teach the CELCIS Curriculum (see Article 16 of the Western/WMU-AAUP Agreement for ideas of materials to submit). Among the materials must be the following:

- A. Materials that demonstrate Professional Competence:
 1. List of courses taught. For each course please include:
 - a. A syllabus (for RWC courses the syllabus must include the content/theme/topic of the course)
 - b. A sample of assignments and assessments that:
 - (1) Clearly address the goals and learning outcomes of the CELCIS curriculum
 - (2) Clearly address the academic purpose for English study
 - (3) Show that instruction is task-based, content-based, and communicative
 - c. A short narrative describing and explaining any materials, techniques, or activities the instructor developed to enhance the course.
 2. A list of the professional development activities
 3. A list of activities related to coordination of instruction
- B. Materials that demonstrate Professional Service:
 1. List of CELCIS department or WMU university committees served on (designate leadership positions)
 2. List of professional organizations relevant to language teaching affiliated with (designate membership, offices held)
 3. List of HIGE or CELCIS activities attended or helped to organize
 4. List of presentations, workshops, or peer trainings given
 - Observation forms completed by the CELCIS Director or his/her designee
 - Summaries of teaching evaluations

Teaching Assignments CELCIS

- A. Definitions
 - A. Overload class: A fourth class in CELCIS after all tenured FSs have been assigned three classes; a class in addition to the base three classes (15 credit hours in fall and spring semesters and 7.5 credit hours in summer sessions) as defined in the Western/WMU-AAUP Agreement, Article 20.
 - B. Off-session: Either Summer I or Summer II Session when an FS is not scheduled to teach.
 - C. Extra class: Any class or classes offered to FSs who are not regularly scheduled to teach in an off-session.
- B. Guidelines
 - A. To add an overload class in any semester/session, the overload class list (see Appendix C) shall be followed. There are two such identical lists: One for all semesters and one for all sessions. Once an FS is asked to take an overload

class, whether the response is positive or negative, his/her name shall be moved to the end of the list. This rotation shall continue throughout all semesters/sessions. When an FS is not eligible for an overload class, i.e. the FS already has a fourth/overload class, his/her name shall automatically go to the end of the list.

- B. The date (semester/session) the FS is offered an overload class and his/her response (accept/decline) shall be posted prominently in the copy room in chart form for all to refer to. This will allow each FS to know when his/her turn is coming up.
 - C. Summer I/Summer II Extra Class Off-Session assignment list (see Appendix D). Each FS scheduled to teach a given Summer I/Summer II Session shall be eligible to be offered an overload class assignment following the sequence of names in the Overload Class assignment list. Posting of this information shall occur as outlined in Point B above.
 - D. Once all FSs scheduled to teach in a given Summer I/Summer II Session have been offered an overload class, the FSs not scheduled to teach that particular Summer I/Summer II Extra Class Off-Session assignment list. Again, a separate record of this information shall be posted as outlined in point B above.
 - E. FSs switching Summer I/Summer II Session assignments shall assume the rotation position of the originally assigned FS for that session only. This system shall operate for the two FSs involved for the Summer I/Summer II Sessions for that year only. The following year shall revert back to the original schedule. Further changes may be made at that time.
 - F. It is recommended that CELCIS faculty on term appointments teach a maximum of 15 credit hours in their first semester. Teaching assignments for term-appointed faculty should be appropriate to the level of teaching experience and area of expertise of the term-appointed faculty.
- C. Faculty Assignment Preference (in terms of number of classes)
- A. During the CELCIS academic year and off-sessions, class assignment preferences are given to tenured CELCIS FSs. Not until the requests of the tenured FSs are fulfilled may other faculty be assigned one class or more.
 - B. Once all CELCIS tenured FSs class assignment requests for the CELCIS academic year and off-sessions have been fulfilled, preference is given to CELCIS tenure-track faculty.
 - C. Once all CELCIS tenured and tenure-track FSs' class assignment requests for the CELCIS academic year and off-sessions have been fulfilled, preference is given to term faculty.
 - D. Faculty members who have given up faculty status to become an administrative employee, but who have the right to return to the status of faculty will remain on the assignment lists, but they will not be given preference for teaching or professional development funding until they resume full faculty status.
- D. Class Assignment Procedures: The following is a set of procedures by which tenured FSs are assigned classes based on the guidelines outlined in Section II and Section III above.
- A. During a semester:
 - 1. Step One – Tenured CELCIS Faculty are offered two classes each in

- order of seniority (see Seniority List).
2. Step Two – Tenured CELCIS Faculty are offered a third class each in order of seniority (see Seniority List).
3. Step Three – Tenured CELCIS Faculty are offered a fourth/overload class each in the order stipulated in the Overload Assignment List.

B. During a session:

1. Step One – Tenured CELCIS Faculty who are scheduled to teach that session (see Summer I/Summer II Assignment List) are offered two classes each in order of seniority (see Seniority List).
2. Step Two – Tenured CELCIS Faculty who are scheduled to teach that session are offered a third class each in order of seniority (see Seniority List).
3. Step Three – Tenured CELCIS Faculty who are scheduled to teach that session (see Summer I/Summer II Assignment List) are offered a fourth/overload class each in the order stipulated in the Overload/Assignment List.
4. Step Four – Tenured CELCIS Faculty who are not scheduled to teach that session (see Summer I/Summer II Assignment List) are offered one class each in the order stipulated in the Extra Class List. This process shall be repeated for a second class, and then again for a third class. A fourth/overload class shall then be offered in accordance with the Overload Class List. This process shall continue until all of the tenured FSs have been contacted.

V. Class Assignment Procedures: The following is a set of procedures by which tenure-track FSs are assigned classes based on the guidelines outlined in Section II above.

A. During a semester:

1. Step One – Tenure-track CELCIS Faculty are offered two classes each in order of seniority (see Seniority List).
2. Step Two – Tenure-track CELCIS Faculty are offered a third class each in order of seniority (see Seniority List).
3. Step Three – Tenure-track CELCIS Faculty are offered a fourth/overload class each in the order stipulated in the Overload Assignment List.

B. During a session:

1. Step One – Tenure-track CELCIS Faculty who are scheduled to teach that session (see Summer I/Summer II Assignment List) are offered two classes each in order of seniority (see Seniority List).
2. Step Two – Tenure-track CELCIS Faculty who are scheduled to teach that session are offered a third class each in order of seniority (see Seniority List).
3. Step Three – Tenure-track CELCIS Faculty who are scheduled to teach that session (see Summer I/Summer II Assignment List) are offered a fourth/overload class each in the order stipulated in the Overload Assignment List.
4. Step Four – Tenure-track CELCIS Faculty who are not scheduled to teach that session (see Summer I/Summer II Assignment List) are offered one class each in the order stipulated in the Extra Class List. This

process shall be repeated for a second class, and then again for a third class. A fourth/overload class shall then be offered in accordance with the Overload Class List. This shall continue until all of the tenure-track FSs have been contacted.

- VI. Class Assignment Procedures: The following is a set of procedures by which term-appointed FSs are assigned classes based on the guidelines outlined in Section II above.
- A. During a semester:
 - 1. Step One – Term-appointed CELCIS Faculty are offered two classes each in order of seniority (see Seniority List).
 - 2. Step Two – Term-appointed CELCIS Faculty are offered a third class each in order of seniority (see Seniority List).
 - 3. Step Three – Term-appointed CELCIS Faculty are offered a fourth/overload class each in the order stipulated in the Overload Assignment List.
 - B. During a session:
 - 1. Step One – Term-appointed CELCIS Faculty who are scheduled to teach that session (see Summer I/Summer II Assignment List) are offered two classes each in order of seniority (see Seniority List).
 - 2. Step Two – Term-appointed CELCIS Faculty who are scheduled to teach that session are offered a third class each in order of seniority (see Seniority List).
 - 3. Step Three – Term-appointed CELCIS Faculty who are scheduled to teach that session (see Summer I/Summer II Assignment List) are offered a fourth/overload class each in the order stipulated in the Overload Assignment List.
 - 4. Step Four – Term-Appointed CELCIS Faculty who are not scheduled to teach that session (see Summer I/Summer II Assignment List) are offered one class each in the order stipulated in the Extra Class List. This process shall be repeated for a second class, and then again for a third class. A fourth/overload class shall then be offered in accordance with the Overload Class List. This process shall continue until all of the tenured FSs have been contacted.
- VII. Assignment Lists. Assignment Lists are based on the following criteria:
- A. Seniority
 - 1. Tenured: Master Faculty Specialists
 - 2. Tenure-track: Faculty Specialists (seniority for tenure-track faculty is based on the starting date of the tenure-track appointment; when the same date exists, the number of CELCIS classes taught determines the order).
 - 3. Term-appointed: Faculty Specialists (seniority for term faculty is based on the starting date of the term appointment; when the same date exists, the number of CELCIS classes taught determines the order).
 - B. Summer Session Assignments: Assignment to summer session is made when a Language Specialist is hired. The assignment is made to one of two categories: even-numbered or odd-numbered years. The assignment will be made by the Director based on balancing the two categories. In case the categories become uneven due to faculty members leaving employment at CELCIS, a person with

the lowest seniority will be moved from the category with the higher number of members to the category with the lower number of members.

- C. Rotation Lists: The rotation lists that were created by random drawing with all MFSs present, are included in Appendix A.
- D. Charts used for the various FS assignments are in the Appendices E, F, and G and should be posted to show who is eligible for an overload or an off-session class assignment.
- E. Term-appointed FSs may be offered overload class and Summer I/Summer II class assignments based on seniority.

Evaluation of Faculty CELCIS

I. Purpose

- A. Evaluation of competence in teaching and other professional endeavors shall be used to identify and reward capable FSs and to improve the quality of CELCIS. Periodic evaluation of professional competence and performance shall be conducted as outlined in the Western/WMU-AAUP Agreement, Article 16. The results of such evaluations are to be used for the purposes of:
 - 1. Improving the quality of instruction and/or the quality of other professional duties and services rendered,
 - 2. Identifying and rewarding individual meritorious performance, and
 - 3. Assisting those responsible for making personnel recommendations by providing regular, useful, reliable, and comparable data.

II. Student evaluation of Faculty Specialists

- A. Student evaluations shall be conducted in each class taught by a bargaining unit FS in at least one semester of each academic year, the semester the evaluation is to be conducted is determined by the faculty member (Western/WMU-AAUP Agreement, Article 16). Additional evaluations may be done at the discretion of the FS.
- B. Western and the WMU-AAUP Chapter agree to the use of one valid and reliable student rating instrument by all members of the bargaining unit. This instrument is the Instructor and Course Evaluation System (ICES Online).
- C. Article 16 states that faculty members and departments may choose to use additional evaluative tools.
- D. Western agrees to take evidence on professional competence provided by such instruments into consideration in tenure and promotion reviews.
- E. Article 16 of the Western/WMU-AAUP Agreement outlines the procedure for handling numerical and student comment data.
 - 1. Summary student data shall be entered into the faculty member's personnel record while original student rating data sheets being returned to the faculty member.
 - 2. Student comments included as part of each course's evaluation will be available solely to instructors and shall remain the property of the faculty member.

3. Bargaining unit faculty may choose to submit student comments for tenure and promotion reviews. If the faculty member does submit comments, the full data set shall be submitted.
4. Faculty Specialists may choose to administer CELCIS evaluation forms in addition to the ICES Online evaluation in accordance with Article 16.
5. The procedure for administration of the CELCIS evaluation forms is as follows:
 - a. The specific date for the evaluations shall be set by the FSs and the CELCIS Director within the first two weeks of the semester.
 - b. A student in the class shall be appointed by the FS to administer the evaluation. The FS shall leave the class during the time needed for the evaluation process to be completed. The student in charge shall collect all completed evaluation forms, place them in the provided envelope, and seal it. The sealed envelope shall be handed over to a CELCIS office staff member other than the CELCIS Director.
 - c. The CELCIS Office shall submit the sealed envelopes to the proper authority to have them scored. The CELCIS Office shall give one copy of the statistical data to the Director. The processed evaluation forms and a second copy of the statistical data shall be placed back in FS mailboxes immediately after the end of the semester/session progress reports have been handed out. (Note: CELCIS students receive end of the semester/session progress reports before their grades are available on the Internet, which reflect the grades posted thereon.)
 - d. Data from the evaluation forms shall be used in accordance with Article 16 of the Western/WMU-AAUP Agreement.

III. Professional Activities Report (PAR) (Article 42)

- A. Each bargaining unit FS shall turn a PAR in to the Director annually.
 1. The CELCIS Directory may inform each FS of this responsibility during the month of September.
 2. Each FS shall turn in his/her PAR for the previous academic year on or before 15 October (or near that date should it fall on a weekend or holiday).
 3. A sample PAR is included in Appendix B.

Selection of the CELCIS Director
CELCIS

- I. In the event of a vacancy in the position of the CELCIS Director, the term, tenured and tenure-track faculty shall recommend members for the Director Search Committee (DSC) to the HIGE Associate Provost. The committee shall be established by the HIGE Associate Provost in consultation with the faculty and in accordance with the Western Michigan University Policy Statement for Academic Chairs and Directors (30 July 2005).

- II. Responsibilities of the DSC
 - A. Make recommendations to the HIGE Associate Provost concerning recruitment, screening, and selection of candidates to fill the vacancy.
 - B. Work with the HIGE Associate Provost to interview prospective directors.
 - C. Arrange for the entire faculty to meet prospective directors, including making the candidates' vitae available. Arrange for a less formal meeting with the faculty so the faculty can get to know the prospective director outside of a formal interview.
 - D. Make recommendations to the HIGE Associate Provost which reflect input from the CELCIS faculty.

Evaluation of the CELCIS Director
CELCIS

- I. In accordance with the Western/WMU-AAUP Agreement, Article 19, FSs may evaluate the Director of CELCIS.
- II. The following procedure shall be followed when evaluating the CELCIS Director:
 - A. The CELCIS Director shall be evaluated by bargaining unit FSs on a regular basis, the exact date to be determined by the FSs. The evaluation form shall be the same one used by the WMU-AAUP in its evaluation of university chairs and directors.
 - B. This evaluation shall be administered within the time period agreed to in advance. The forms shall then be return-mailed to the WMU-AAUP office. It shall be the responsibility of the WMU-AAUP office to have the forms tabulated.
 - C. The numerical tabulations shall be forwarded to the CELCIS Director, the HIGE Associate Provost, and the Provost, with same retained on file at the WMU-AAUP office.
 - D. The WMU-AAUP office staff shall type all handwritten comments and forward a copy of same to the CELCIS Director.
 - E. Numerical tabulations and typed comments shall be available for review by FSs in the WMU-AAUP office. Neither notes on nor photocopies of the comments shall be permitted.

Support for Professional Development of Faculty Specialists
CELCIS

- I. Recognition for the need for professional development
 - A. CELCIS and its faculty recognize the need for ongoing professional development to fulfill the professional expectations presented in this Department Policy Statement, and to improve the quality of pedagogy and professional activity in CELCIS.

- II. Program access
 - A. In accordance with the Western/WMU-AAUP Agreement, FSs may be eligible for sabbatical leaves in the future at the discretion of the Provost and paid for by the Office of the Provost (Western/WMU-AAUP Agreement, Article 20).
- III. Support for conference attendance
 - A. These guidelines are contingent upon the financial status of CELCIS as represented in the annual budget. It is recommended that the Director include this support in the annual budget.
 - B. It is recommended that CELCIS provide financial support for FSs to attend conferences for an amount of up to \$500 (five hundred dollars) per year. Unused funds for one year do not carry over to the next year.
 - C. It is recommended that the CELCIS Director provide financial support, through the annual budget, for the CELCIS Curriculum Coordinator and one FS to attend the national TESOL conference each year. The FS goes to the TESOL conference on a rotating basis, determined by a random drawing. For that FS, CELCIS shall pay for conference registration, transportation, housing, and per diem. Presenters will at minimum be funded for the TESOL registration and the cost of substitute instructors. In the instance that the faculty member leaves CELCIS, the remaining list moves up one year. Faculty may trade their assigned dates if both mutually agree. In the case of a new hire, they will be added to the end of the list.
 - D. Faculty members who have given up faculty status to become an administrative employee, but who have the right to return to the faculty status will remain on the conference rotation list, but they will be skipped for professional development funding until they resume full faculty status. In such a case, the remaining list will move up one year.

Faculty Specialist Rotation for Service to the University Committees

This list gives preference to tenure-track faculty in the order of seniority. Terms shall be two years (which may be in conflict with actual terms determined by the actual committees), beginning in even-numbered years. The period of service for CELCIS FSs runs from May through April the following year. Should any of these FSs leave the employment of CELCIS or become unable to serve, the FS volunteer, if appointed by Master Faculty Specialists, will take his/her place and shall do the same for this service. In such cases, preference will also be given to tenure-track volunteers.

Class Size Policy

The CELCIS Faculty recommends that CELCIS be capped at fifteen (15) students per class in accordance with Article 42, Section 14 of the Western/WMU-AAUP Agreement and based on the approval of Provost, Dean, Chair, and Faculty.

**Part Time Instructor Appointments:
Changing from Full-time to Part-time – 8.0**

I. Rationale

The variable nature of CELCIS enrollment presents unique challenges to maintaining consistent staffing. Having part-time instructors available creates the necessary flexibility to establish appropriate student-to-faculty ratios. In the event that full-time instructors transfer to part-time status, it is recommended that they are awarded priority over other part-time faculty in the assigning of work because the qualifications required of faculty associated with full-time appointments are higher than those required of faculty hired to part-time appointments. These higher qualifications include not only professional competence and/or credentials, but also the added benefit of the professional service and experience within CELCIS that has been accrued by these instructors. Recognition of the value of these attributes is vital for creating a stable faculty at CELCIS.

II. Definitions

- A. Full time instructor: A CELCIS Language Specialist, whether tenured, tenure-track, or term, who teaches the equivalent (or more) of 15 contact hours per week in Fall and Spring semesters and 7.5 contact hours in Summer I or II, and who has the rank of Master Faculty Specialist (MFS), Faculty Specialist 2 (FS2) or Faculty Specialist 1 (FS1) as described in the WMU-AAUP agreement
- B. Part time Instructor: A CELCIS Language Specialist who teaches an equivalent of 10 contact hours or less in the Fall and Spring semesters or 5 contact hours or less in the Summer I or II terms and who is employed with the designation of Instructor 2 or Instructor 1 as described in the WMU-PIO Agreement
- C. CELCIS Administrator: The CELCIS Director or Assistant Director

III. Guidelines

- A. In recognition of these higher qualifications (number of sections taught, rank), it is recommended that the designation of Instructor II shall be sought in accord with the procedures outlined in the WMU-PIO contract (Article 10.2.1.2) for:
 - A full-time CELCIS instructor who ranks as a MFS or FS2 who subsequently becomes a part-time instructor, or
 - A CELCIS administrator who was previously a full time CELCIS instructor with MFS or FS2 rank and who subsequently becomes a part-time instructor
- B. The appointment of Instructors with these higher qualifications shall be prioritized ahead of any other existing Instructors II in a way that maintains the seniority order from their full-time status
- C. As a result, instructors with these higher qualifications shall have priority over other Instructors II in the assigning of work and the selection of classes.
- D. Finally, in the event that full-time instructors or administrators become part-time instructors and then return to full-time instructor status, their seniority among the full-time instructors shall be determined by the provisions of Article 20.4.5.3 of the WMU/WMU-AAUP Agreement.

Appendices

Appendix A

Teaching Assignment Lists

A. Seniority

1. Tenured: Master Faculty Specialist

- | | | |
|----|---------------|------------------|
| a. | Robert Dlouhy | 2 September 1975 |
| b. | Ila Baker | 11 May 1992 |
| c. | Thomas Marks | 2 January 1996 |
| d. | Joan Conway | 12 January 2006 |
| e. | Eva Copija | 21 December 2007 |

2. Tenure-Track: Faculty Specialist (seniority for tenure-track faculty is based on the starting date of the tenure-track appointment; when the same date exists, the number of CELCIS classes taught determines the order).

- | | | |
|----|---------------|-------------------|
| a. | Dyanne Foskey | 11 September 2006 |
| b. | Terri Bieszka | 4 September 2012 |

3. Term-appointed: Faculty Specialist (seniority for term faculty is based on the starting date of the term appointment; when the same date exists, the number of CELCIS classes taught determines the order).

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B. Summer Session Assignments. Assignment to summer session is made when a Language Specialist is hired. The assignment is made to one of two categories: even-numbered or odd-numbered years. The assignment will be made by the Director based on balancing the two categories. In case the categories become uneven due to faculty members leaving employment at CELCIS, a person with the lowest seniority will be moved from the category with the higher number of members to the category with the lower number of members.

1. Summer I even-numbered years; Summer II odd-numbered years:

- | | |
|----|---------------|
| a. | Ila Baker |
| b. | Eva Copija |
| c. | Dyanne Foskey |

2. Summer II even-numbered years; Summer I odd-numbered years:
 - a. Thomas Marks
 - b. Joan Conway
 - c. Terri Bieszka
- C. Rotation Lists: The following rotation lists were created by random drawing with as MFSs present on 23 October 2012:
 1. Overload Class Assignment – Tenured
 - a. Thomas Marks
 - b. Robert Dlouhy
 - a. Ila Baker
 - b. Joan Conway
 - c. Eva Copija
 2. Overload Class Assignment – Tenure-track
 - d. Terri Bieszka
 - e. Dyanne Foskey
 3. Summer I/Summer II Extra Class Assignment (during an off-session) – Tenured:
 - a. Thomas Marks
 - b. Robert Dlouhy
 - c. Ila Baker
 - d. Joan Conway
 - e. Eva Copija
 4. Summer I/Summer II Extra Class Assignment (during an off-session) – Tenure-track:
 - a. Terri Bieszka
 - b. Dyanne Foskey
- D. Charts used for the various FS assignments are in the Appendices and should be posted to show who is eligible for an overload or an off-session class assignment.
- E. Term-Appointed FSs may be offered overload class and Summer I/Summer II class assignments based on seniority.

Appendix B

TESOL Conference Rotation List

The following TESOL conference rotation list with history is based on the drawings accomplished in 1990, October 7th 2010, and November 17th 2015:

Faculty Specialists	Year	Location
Pamela J. Keesler	1991	New York
Onsi Fares	1992	Vancouver
Lovette Teichert	1993	Atlanta
Robert J. Dlouhy	1994	Baltimore
Darryl A. Aalisbury → Marilyn Van Hare	1995	Long Beach
Mary Lu Light → All Faculty	1996	Chicago
Marilyn Van Hare → Mary Lu Light	1997	Orlando
Darryl A. Salisbury → Cheryl Delk	1998	Seattle
Ila Baker → Darryl A. Salisbury	1999	New York
Ila Baker	2000	Vancouver
All Faculty	2001	St. Louis
Tom Marks	2002	Salt Lake City
Joel Boyd	2003	Baltimore
Robert J. Dlouhy → Tom Marks	2004	Long Beach
Robert J. Dlouhy	2005	San Antonio
Darryl A. Salisbury → Joel Boyd	2006	Tampa Bay
Darryl A. Salisbury → Mary Lu Light	2007	Seattle
Joan Conway	2008	New York

Darryl A. Salisbury, Bob Dlouhy, Mary Lu Light, Ila Baker	2009	Denver
Joel Boyd	2010	Boston
Marta Halaczkiwicz, Bob Dlouhy	2011	New Orleans
Ila Baker	2012	Philadelphia
Terri Bieszka (for Curriculum Coordinator), Eva Copija, Patrick Randolph	2013	Dallas
Curriculum Coordinator, Nick Margelis	2014	Portland
Curriculum Coordinator, Bob Dlouhy	2015	Toronto
Curriculum Coordinator, Joan Conway	2016	Baltimore
Curriculum Coordinator, Joel Boyd	2017	Seattle
Curriculum Coordinator, Sally Thelen	2018	Chicago
Curriculum Coordinator, Dyanne Foskey	2019	Atlanta
Curriculum Coordinator, Tom Marks	2020	Denver
Curriculum Coordinator, Ila Baker	2021	Houston
Curriculum Coordinator, Terri Bieszka	2022	Pittsburgh
Curriculum Coordinator, Eva Copija	2023	Portland

Ratified: April 2001

Revised: December 2002

Revised: April 2003

Revised: March 2005

Revised: March 2009

Revised: October 2010

Revised: April 2013

Revised August 2018

Appendix C

Faculty Specialist Rotation for Service to the University Committees

The following rotation for Faculty Specialists to serve as representatives to the above two bodies has been approved by the CELCIS Bargaining Unit Committee. This list gives preference to tenure-track faculty in the order of seniority. Terms shall be two years (which may be in conflict with the actual terms determined by the two bodies), beginning in even-numbered years. The period of service for CELCIS FSs runs from May through April the following year. Should any of these FSs leave the employment of CELCIS or become unable to serve, the FS volunteer, if appointed by the Master Faculty Specialists, will take his/her place and shall do the same for this service. In such cases, preference will also be given to tenure-track volunteers.

AAUP Association Council	AAUP Executive Committee	Faculty Senate	International Education Council
Joan Conway (2012-2015)	Eva Copija (2012-2015)	Ila Baker (2012-2015)	Robert Dlouhy (2012-2015) Beth Ernst (2014-2015)
Sally Thelen (2015-2017)	Tudy Boldin (2015-2017)	Dyanne Foskey (2015-2017)	Robert Dlouhy (2015-2017) Beth Ernst (2015-2016)
Terri Bieszka (2017-2019)	Joan Conway (2017-2019)	Eva Copija (2017-2019)	Robert Dlouhy (2017-2019)
Dyanne Foskey (2019-2021)	Thomas Marks (2019-2021)	Terri Bieszka (2019-2021)	Robert Dlouhy (2019-2021)
Eva Copija (2021-2023)	Dyanne Foskey (2021-2023)	Joan Conway (2021-2023)	Robert Dlouhy (2021-2023)

Revised: June 2016

Revised August 2018

