Department of Educational Leadership, Research, and Technology

Department Policy Statement

June 2017

Note: Policy initially adopted by ELRT Faculty on 1/27/11 and revised 4/27/11 based on WMU & AAUP input. Revisions were adopted by ELRT Faculty on 4/14/16, reviewed by department chair and then sent to WMU & AAUP on 6-27-16; further revised and adopted by ELRT Faculty on 12-7-16 based on edits received from WMU Contract Administrator & AAUP during Fall 2016. Updated during May 2017 to reflect new program names approved by the faculty and WMU to be effective Fall 2017, and send to WMU and AAUP for review. Final WMU and AAUP approval on revisions received during June 2017.

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Section 1:   Introduction

1.1   Governance

Per Article 23 of the Agreement between Western Michigan University (WMU) and the WMU Chapter of the American Association of University Professors (herein referred to as the "Agreement"), 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 this Department Policy Statement is to ensure meaningful participation by department faculties and procedural regularity within departments. It is understood that the power of decision making resides with the administration. This Policy Statement is one means by which the faculty of the Department of Educational Leadership, Research, and Technology (ELRT) make recommendations to WMU.

The faculty of the ELRT Department affirms its right and responsibility to participate in the governance of the department. These rights and responsibilities are intended to:

A.   Provide opportunity for such participation in ways that encourage deliberate, coherent, prompt, and efficient conduct of department business;
B.   Structure the department in such a way as to create and maintain harmonious relationships among colleagues and to make the department an effective venue for research, teaching, service, and other professional activities; and,
C.   Ensure meaningful participation by the department faculty, staff, students, and administration.

1.2   Focus and Programs Offered

The ELRT department offers a number of graduate degrees focused on preparing leaders and researchers for a variety of public and private organizations. Currently the ELRT department provides graduate training in four fields/disciplines/professions: Educational Leadership (EDLD), Evaluation Measurement and Research (EMR) and Educational Technology (EDT) and Organizational Change Leadership (OCL). A primary focus of graduate training in the department is to produce a diverse academic and professional community of ethically engaged and intellectually active scholars and scholar- practitioners.

Within EDLD, three graduate degrees and one certificate are offered: *Masters of Arts (M.A.) in Educational Leadership; Education Specialist (Ed.S.) in Educational Leadership; Doctor of Philosophy (Ph.D.) in Educational Leadership;* and a *Certificate in Student Affairs in Higher Education.* The M.A. in Educational Leadership degree prepares students for entry and mid-level leadership positions in K-12 and higher education settings via four concentrations: K-12 School Principal Leadership; K-12 Principal & Interscholastic Athletic Administration; Educational and Global Leadership; and Higher Education and Student Affairs Leadership. The *Ed.S. in Educational Leadership* focuses on preparation for central office K-12 leadership positions, while the *Ph.D. in Educational Leadership* is targeted toward top leadership positions within the areas of K-12, Higher Education, Workforce Education and Development, Organizational Analysis, or other environments engaged in education or adult learning. The *Certificate in Student Affairs in Higher Education* is designed to enhance the work of current

professionals in student affairs or related positions.

Within EMR, two graduate degrees are offered. Graduates from the *Master of Arts in Evaluation, Measurement, and Research* are qualified to serve in a staff position in evaluation, testing, or research units in school or non-school settings, or in local, state, or federal government agencies. Those receiving the *Doctor of Philosophy in Evaluation, Measurement, and Research* are prepared to serve as leaders in such organizations, and/or to obtain faculty positions within evaluation, measurement, and research programs at institutions of higher education.

Within EDT, an advanced certificate program is offered, as well as one graduate degree. Both the *Certificate Program in Educational and Instructional Technology* and the *Master of Arts in Educational and Instructional Technology* prepare students to serve as technology leaders within various educational organizations. There is also the ability for a student to earn a Ph.D. in Education and Human Development, with a focus on educational technology through the college Ph.D. program.

Within OCL, one graduate degree is offered. The program is designed to address one of the most critical and sought after competencies required in today's organizations— the ability to lead effective change. Designed for a diverse assemblage of individuals working in a variety of organizations and industry sectors, this competency-grounded program combines research, theory, and practice to build capacities to effectively lead and develop individuals, groups, and organizations in an age of globalization.

Section 2:   Department Mission Statement and Guiding Principles

2.1   Mission

We are a graduate intensive department that develops diverse, ethical leaders and scholars who have the skills and knowledge to bring innovative solutions to current problems and challenges.

2.2   Vision

ELRT will offer distinctive graduate programs that are the first choice for individuals seeking to be transformational leaders and scholars.

2.3 Core Values

ELRT is a community of scholars and learners who value ethics, diversity, innovation, service, and action

2.4   Goals

Goal 1 – Provide program offerings that better serve the demands of a changing population and market BY engaging in an ongoing process of assessment, evaluation, alignment, and re-alignment.
Goal 2 – Increase student satisfaction, retention, and contributions BY developing a greater "sense of community" within programs, the ELRT department and WMU.

Goal 3 – Reach and maintain optimal enrollment numbers and graduation rates THROUGH effective and efficient recruitment and program support, emphasizing the importance of a diverse and inclusive community.

Goal 4 – Enhance innovative and discovery-driven teaching, scholarship, and service THROUGH faculty selection, development and increased levels of support.

Goal 5 – Better support the work of the department BY leveraging existing and new resources.

Section 3:   Department Communication

Communication provides the foundation for all interactions among the faculty, students, and administration. As such, within a shared governance structure, the ELRT faculty believes it is imperative that decisions and changes involving department policy and other issues that impact faculty be communicated in a timely fashion in written form. The timely dissemination of important information will help decrease miscommunication and increase healthy department functioning. This process will also increase the ability to maintain accurate and current records about department policies and procedures. If faculty are not currently teaching (i.e., Summer I and II sessions, leave of absence, sabbatical, or other university approved absences), timely communication must be sent to the address specified by the person(s) involved. Such timely communication also includes faculty to student, faculty to faculty, committee to faculty, and chair to faculty interactions, when appropriate.

Section 4:   Department Policies

4.1   Initial Adoption

Per Article 23 of the Agreement, following ratification of any proposed department governance policies by majority vote of the department faculty, the department chair will review the Department Policy Statement. Following review, the chair will provide written feedback to the faculty within the time frame stipulated in Article 23. The faculty may choose to alter the Policy Statement based on this feedback, and inform the chair of the bargaining unit's response to the feedback. One copy of the statement or additions or amendments thereto, together with the comments of the chair, will be forwarded to the Chapter, the department chair, the dean, and WMU's Director of Academic Collective Bargaining and Contract Administration.

4.2   Policy Modifications

The ELRT faculty, individually or in combinations of faculty or as department program areas or committees, have the right to request that faculty consider proposed policy changes. In addition, once each year, the department chair may request in writing a faculty review of some or all sections of the Department Policy Statement. Faculty must, within one calendar year of the chair's request, inform the chair of any changes made or to be made in the Department Policy Statement as a result of his/her request.

Section 5:   Department Meetings

Regular department meetings are scheduled at the beginning of each academic year by the

department chair, in consultation with faculty. Department meetings will be scheduled at least once per month for Fall and Spring semesters. All members of the department are expected to attend each meeting. Board appointed faculty members who have an appointment in the department are eligible to vote on department matters unless otherwise specified in this policy.

The agenda for each department meeting will be developed by the department chair with input from the faculty. Agenda structure and process will be reviewed and agreed upon each year at the first department meeting. Agenda items may be submitted to the chair by individual faculty members. Agenda items will include, but not limited to, updates from units, and new and old business. The agenda must be presented to faculty three work days prior to the meeting, unless agreed to by the faculty.

A quorum will consist of a simple majority of the voting faculty members of the department. Members of the department on sabbatical leaves or leaves of absence will not be counted in the determination of a quorum, unless in attendance.

Department meetings will follow common sense courtesy. Minutes will be taken by a department staff member, with the minutes from the previous meeting approved at the following meeting. Such minutes will also include the attendance of each department member. Agendas and minutes will be kept on file in the department office. Draft minutes will be disseminated to department faculty within a week of department meetings, and a history of minutes will be maintained by department staff. A faculty meeting may be cancelled in the event there are no agenda items or a significant number of faculty members are unavailable.

Section 6:   Department Committees

The ELRT Department will organize itself into committees to accomplish its responsibilities. There will be three standing department level committees: Tenure and Promotion Committee (TPC), Department Scholarship and Awards Committee, and Department Coordinating Committee. In addition, there will be six standing program level committees: EDLD (M.A., Ed.S.), EDLD (HESA) M.A., EDLD Ph.D., EMR, OCL and EDT. As needed, revisions to these standing committees and additional standing and/or ad hoc committees (e.g., sabbatical, merit, student appeals) can be recommended by faculty or the department chair and formed by majority faculty vote. Membership and length of service will be determined with the establishment of said committee. These committees will serve to coordinate the major issues in the department, prepare items for the full department to consider, and be a liaison with the relevant college or university committees.

Each board appointed faculty member will serve on one or more program level committees which cover their teaching and/or discipline area(s), with membership on each committee declared at the last department meeting each Spring semester. Any faculty member may attend any committee meeting at any time, with the exception of TPC. TPC will elect a chair, and the program committees will elect a unit head before the end of the Spring Semester. Such individuals may serve unlimited consecutive one-year terms as long as elected.

Unit heads schedule the program level committee meetings as necessary, and with the support of all committee members, ensure all program level work is accomplished. Annually, the

department chair will affirm the level of coordination responsibilities for unit heads and any teaching workload reduction.

6.1 Department Wide Committees

6.1.1 Tenure and Promotion Committee

The Tenure and Promotion Committee (TPC) shall consist of all tenured faculty members with a primary appointment in the department. Members of the TPC who are below the rank to which a faculty member is seeking promotion, will recuse themselves from deliberation and voting on the materials of the faculty member seeking the next rank. Per Article 32 of the Agreement, the following faculty equivalency is acknowledged in terms of "at or above rank" for each of the following pairs: Faculty Specialist I/Instructor, Faculty Specialist II/Assistant Professor; Master Faculty Specialist/Associate Professor.

The responsibilities of the TPC include: (a) recommendations regarding second year, fourth year, tenure, and other reviews; and (b) recommendations regarding promotion.

6.1.2 Department Coordinating Committee

The Department Coordinating Committee is composed of the six elected unit heads, who will meet with the department chair as needed to review cross program issues and offer input to the department chair on such issues, as well as to other program areas. This committee will review any department budgets not associated with special grants or any confidential budget areas, and offer input to the department chair regarding annual amounts to be established for faculty travel and other professional development needs (e.g., special software) and activities.

It is important to note that this committee as a whole does not need to approve or review individual faculty budgetary requests, nor will they be involved in every issue that crosses one or more program areas. Instead, its role is to help coordinate those issues which are department in nature, and serve as a communication tool for the chair and the department.

It is recommended the committee meet with the department chair to discuss priorities, resources or assistance needed in the modification and implementation of programs. Upon request of the department chair, the committee may review student concerns, course content and instructional issues, annual review of part-time faculty, program assessment, department challenges and other issues.

6.1.3. Department Scholarships and Awards Committee

The Department Scholarships and Awards Committee is composed of three to five members appointed by faculty. This committee solicits recommendations from the faculty to nominate students for the recognition via department honor awards, and to make recommendations to the faculty and the department chair with regard to scholarships and awards from the department.

6.2 Program Level Committees

In order to accomplish EDLD, EMR, EDT, and OCL program level business that does not require the attention of the full department, standing program committees are established. Additional standing or ad hoc subcommittees of these committees, or revisions to the ones noted in this policy, may be established as needed by a majority vote of such committee members. Membership on these program level committees or subcommittees will be considered service to the department as part of workload.

6.2.1 Educational Leadership Ph.D. Program Committee

Duties of this committee cover all programmatic issues concerning the Ph.D. in Educational Leadership program including:

- Doctoral admissions;
- Doctoral handbook development and review;
- Core comprehensive examinations;
- Assistantship/associateship oversight;
- WMU program, state certification, and regional accreditation assessment & curricular improvements;
- Course scheduling;
- Marketing & student recruitment;
- Web site development and maintenance;
- Student communications;
- Part-time instructor support and review;
- Graduate faculty status recommendations for non-board appointed faculty to the department chair;
- Alumni outreach and development activities
- Work with Advisory Board/s
- Student programming and community building events
- Community outreach related to Department work; and
- Other work deemed necessary by the committee and/or the department chair.

6.2.2 Higher Education and Student Affairs M.A. and Certificate Program Committee

Duties of this committee cover all programmatic issues concerning the M.A. in Educational Leadership program (HESA concentration) and certificate in student affairs including:

- M.A. and certificate student admissions;
- Student Field Placements;
- WMU program assessment & curricular improvements;
- Course scheduling;
- Marketing & student recruitment;
- Web site development and maintenance;
- Student communications;
- Part-time instructor support and review;
- Graduate faculty status recommendations for non-board appointed faculty to the department chair;
- Alumni outreach and development activities

- Work with Advisory Board/s
- Student programming and community building events
- Community outreach related to Department work; and
- Other work deemed necessary by the committee and/or the department chair.

6.2.3 Educational Leadership M.A. & Ed.S. Program Committee

Duties of this committee cover all programmatic issues concerning all Educational Leadership MA program concentrations except HESA, and the Ed.S. program including:

- M.A. and Ed.S. student admissions;
- WMU program, state certification, and regional accreditation assessment & curricular improvements;
- Course scheduling;
- Marketing & student recruitment;
- Web site development and maintenance;
- Student communications;
- Part-time instructor support and review;
- Ed.S. handbook development and review;
- Graduate faculty status recommendations for non-board appointed faculty to the department chair;
- Alumni outreach and development activities
- Work with Advisory Board/s
- Student programming and community building events
- Community outreach related to Department work; and
- Other work deemed necessary by the committee and/or the department chair.

6.2.4 EMR Program Committee

Duties of this committee cover all programmatic issues concerning the Ph.D. and M.A. in Evaluation, Measurement, and Research program including:

- Doctoral and M.A. admissions;
- Doctoral comprehensive examinations;
- Assistantship/associateship oversight;
- WMU program assessment & curricular improvements;
- Course scheduling;
- Marketing & student recruitment;
- Web site development and maintenance;
- Student communications;
- Part-time instructor support and review;
- Graduate handbook development and review;
- Graduate faculty status recommendations for non-board appointed faculty to the department chair;
- Alumni outreach and development activities
- Work with Advisory Board/s
- Student programming and community building events

- Community outreach related to Department work; and
- Other work deemed necessary by the committee and/or the department chair.

6.2.5 *Educational and Instructional Technology Program Committee*

Duties of this committee cover all programmatic issues concerning the M.A. and Certificate in Educational and Instructional Technology programs including:

- Graduate admissions;
- WMU program assessment & curricular improvements;
- Graduate handbook development and review;
- Course scheduling;
- Marketing & student recruitment;
- Web site development and maintenance;
- Student communications;
- Assistantship/associateship oversight;
- Part-time instructor support and review;
- Graduate faculty status recommendations for non-board appointed faculty to the department chair;
- Alumni outreach and development activities
- Work with Advisory Board/s
- Student programming and community building events
- Community outreach related to Department work; and
- Other work deemed necessary by the committee and/or the department chair.

6.2.6 *Organizational Change Leadership Program Committee*

Duties of this committee cover all programmatic issues concerning the M.A. in Organizational Change Leadership program including:

- Graduate admissions;
- WMU program assessment & curricular improvements;
- Graduate handbook development and review;
- Course scheduling;
- Marketing & student recruitment;
- Web site development and maintenance;
- Student communications;
- Part-time instructor support and review;
- Graduate faculty status recommendations for non-board appointed faculty to the department chair;
- Alumni outreach and development activities
- Work with Advisory Board/s
- Student programming and community building events
- Community outreach related to Department work; and
- Other work deemed necessary by the committee and/or the department chair.

6.3 **Department Curricular Proposals and Other Issues that Affect Multiple Programs**

Each program committee will be responsible for proposing and moving forward curricula recommendations related to their respective programs. Although proposed curricular changes may originate from individual faculty, be suggested by the department chair, or requested by students, they must be reviewed by and recommended by the relevant program committee. It is the intent of the department faculty to give each program committee responsibility for decisions concerning the substance of the curricula for students in the programs they govern. This responsibility carries with it the need to cooperate in curricular matters that are relevant to more than one program. Any proposed curricular changes will follow the guidelines documented in the university curriculum review policy.

If a program's curricular change proposal impacts other department programs, the committee proposing the changes must consult with the relevant program coordinator of those other programs prior to submitting the proposed change to the department chair. Program committees proposing changes will work together to resolve any concerns raised by the other program coordinators or other faculty.

Once the department chair receives a curriculum proposal from the program's governing committee, the chair must ensure that the curriculum proposal is complete and consistent with university policy. This includes ensuring that the governing committees of all other affected programs have had the opportunity to submit written statements of impact on their program(s). Following review, the chair will provide written feedback to the recommending committee, with copy to the department faculty, within ten work days.

The same procedure will be followed for all governing committees making non-curricular recommendations that may affect other program areas.

Section 7:   Tenure and Promotion

7.1   Tenure

The department will recognize and reward faculty professional contributions that demonstrate excellence and lead to the awarding of tenure. The faculty accepts the stipulations articulated in the current Agreement related to tenure and adopts these stipulations as part of this policy statement. For traditionally ranked faculty, tenure is associated with the promotion from assistant professor to associate professor. As stipulated in Article 18.1.5 of the agreement for faculty specialist, tenure is not concurrent with promotion. Separate reviews are required for promotion and tenure, even if seeking promotion in the same year as the final tenure review.

The department will affirm its commitment to evaluate its faculty on matters regarding tenure by establishing a TPC to review data submitted by faculty members   according to qualifying and judgmental criteria specified in the Agreement (specifically Article17) and in this policy statement, and by making recommendations regarding tenure on the basis of them. No other criteria will be used in making tenure recommendations.

Reviews will be made on cumulative evidence, including accomplishments and scholarship prior to the faculty appointment. Although accomplishments and scholarly work attained prior to an

initial appointment to WMU are important, a track record of accomplishment while at WMU must be established. In its deliberations, the TPC will also give consideration to the eligible faculty member's workload assignment, the resources provided to carry out that assignment, and the prevailing standards of the relevant field/discipline/profession.

7.1.1 *Procedures and Timelines Related to Tenure*

1. A Tenure and Promotion Committee (TPC) will be established according to the procedures specified in the current Agreement.

2. In accordance with the current Agreement, the department chair will notify faculty who are required to submit data for tenure review of that fact, as well as of the timelines for submitting materials to the TPC. Copies of those letters will be provided to the TPC. The department chair will convene the first meeting of the committee and will provide guidance and assistance to faculty members under review in preparing tenure materials.

3. Tenure review materials will be received in the department office by the date stipulated in the Agreement. These materials will include the faculty member's current vita, all data called for by the current Agreement, all data required by the Office of the Provost, and supporting material regarding the judgmental criteria specified in this policy statement.

4. Tenure files will include all previous tenure evaluations and recommendations. After the review process has begun, identified as the first meeting of the department review committee, material added by the faculty member under review will be limited to written responses to questions, concerns, or statements made by reviewers and verification of pending accomplishments which occur during the review process, such as the notification of acceptance for publication or notice of grant award. In unusual circumstances, a candidate may request in writing from the TPC permission to add other materials that could not have been known or available prior to the deadline to the tenure file after the published deadline in the agreement.

5. The TPC will make available to tenured faculty in the department the tenure files of those individuals undergoing review. Committee members may request additional information or clarification from candidates up until the recommendation letter is forwarded to the chair. All tenured faculty members in the department, except for jointly appointed faculty whose primary appointment is in another department, are eligible to vote on all tenure reviews.

6. All votes will be by a confidential ballot, and each must include a written justification for that vote to be counted. Only the chair of the TPC will review the individual ballots and comments as part of compiling this information to be used as part of the committee's letter of finding. The individual votes and the written justifications will not become a part of the faculty member's permanent record and will be destroyed. Faculty under review must receive a simple majority vote of the faculty who cast a vote in order to be recommended for tenure.

7. When the department is unable to constitute a Department TPC with at least a majority of

traditionally-ranked tenured faculty, or has fewer than three tenured members to serve on the Department TPC, traditionally-ranked, tenured faculty from other units and departments will be appointed to the Department TPC so that there is a majority of traditionally-ranked, tenured faculty on the Department TPC. This additional faculty will be determined by the mutual consent of the department chair and the traditionally-ranked faculty of the department. If the department has fewer than three tenured members to serve on the Department TPC, a tenure review committee with no fewer than five tenured faculty members shall be formed by appointing tenured faculty from other units or departments to the Department TPC. These faculty members shall be determined by the mutual consent of the department chair and the tenured faculty in the department.

8. If the tenure seeking faculty chooses to appeal the review/recommendation, the committee will follow these procedures:

    a. By the date noted in the Agreement, the tenure seeking faculty will provide in writing a request to appeal. The committee will arrange for a special and timely meeting of those faculty members eligible to vote on tenure and who had participated in the original vote, for the sole purpose of reviewing the case. Any written materials prepared by the faculty member appealing must be shared with the TPC chair three working days prior to the date established for this special meeting. The TPC chair then shares such written materials with the TPC committee members who had been engaged in the original vote. Such written materials may only clarify and/or enhance information described within the original tenure portfolio materials. The committee will discuss the probationary faculty's rationale and develop a written response.

    b. The tenure seeking faculty must be provided the opportunity to address the committee, with at least 30 minutes allocated to this activity. At the conclusion of the tenure seeking faculty's comments, he or she will leave the meeting and the faculty will discuss the case and take another confidential vote, which will be binding. The recommendation will be determined by simple majority vote of the faculty who cast a vote.

9. Per Article 17 of the Agreement, an external review in the area of professional recognition for traditionally-ranked faculty may be initiated by the candidate, the Tenure Committee, or the department chair. The process for such an external review process will follow that prescribed in the Agreement, and as required this policy specifies that the process will involve at least four external reviewers. The identification of mutually acceptable external reviewers will follow the process as described in the Agreement, whereby the candidate and the chair of the Tenure Committee identify potential review names, and if they are unable to reach agreement on the recommended reviewers, each will be responsible for identifying an equal number of external reviewers until the recommended number has been obtained. The process will also follow the timeline identified in the Agreement for the use of an external review.

7.2   Promotion

The department will recognize and reward faculty professional contributions that demonstrate excellence and lead to faculty advancement in academic rank. The faculty will accept the stipulations articulated in the current Agreement related to promotion (specifically Article 18), and adopt these stipulations as part of this policy statement.

The department will affirm its commitment to evaluate its faculty on matters regarding academic promotion by establishing a TPC for this purpose. This committee will consist of all faculty members at or above the promotion rank the faculty is seeking to receive.

The committee will review data submitted by faculty members according to qualifying and judgmental criteria specified in the Agreement and in this policy. No other criteria will be used in making promotion recommendations.

Reviews will be made on cumulative evidence, including accomplishments and scholarly work from prior professional work. Although accomplishment and scholarly work prior to an initial appointment at WMU are important, a track record of accomplishment while at WMU must be established, including a comparison of work since any previous promotion. In its deliberations, the TPC will also give consideration to the eligible faculty member's workload assignment, the resources provided to carry out that assignment, and the prevailing standards of the relevant field/discipline/profession.

7.2.1 Procedures and Timelines Related to Promotion

1. A Promotion Committee will be established according to the procedures specified in the current Agreement.

2. In accordance with the current Agreement, the department chair will notify faculty who are eligible for promotion of that fact, as well as of the timelines for submitting materials to the Promotion Committee. Copies of those letters will be provided to the Committee. The department chair will convene the first meeting of the Promotion Committee.

3. Promotion materials will be received in the department office by the date stipulated in the Agreement. These materials will include the faculty member's current vita, all data called for by the current Agreement, all data required by the Office of the Provost, and supporting material regarding the judgmental criteria specified in this policy. Faculty may choose to include outside review as part of the promotion process, as stipulated by the current Agreement.

4. The Promotion Committee will make available to appropriate tenured faculty in the department the files of those individuals undergoing promotion review. Only faculty who are at or above the rank sought by a candidate may review that person's promotion materials.

5. All tenured faculty members in the department at or above the rank sought by a promotion candidate may vote on that candidate's review.

6. If a department has fewer than three professors with primary appointment to the

department who are at or above the rank of promotion sought by the candidate, a promotion committee with no fewer than four (4) professors will be formed b by appointing full professors from other departments. Such faculty will be determined mutual consent of the department chair and the full professors in the department.

7.   The department chair will provide guidance and assistance to faculty members preparing promotion materials.

8.   If the applicant chooses to appeal the review/recommendation, the committee will follow these procedures:

   a. By the date noted in the Agreement, the promotion seeking faculty will provide in writing a request.

   b.   The committee will arrange for a special and timely meeting of those faculty members eligible to vote on promotion and who had participated in the original vote, for the sole purpose of reviewing the case. Any written materials prepared by the faculty member appealing must be shared with the DTP chair three working days prior to the date established for this special meeting. The DTP chair then shares such written materials with the DTP committee members who had been engaged in the original vote. Such written materials may only clarify and/or enhance information described within the original promotion portfolio materials. The committee will discuss the applicant's rationale and develop a written response.

   c. The applicant must be provided the opportunity to address the committee, with at least 30 minutes allocated to this activity. At the conclusion of the faculty applicant's comments, the applicant will leave the meeting and the faculty will discuss the case and take another confidential vote, which will be binding. The recommendation will be determined by simple majority vote of the faculty who cast a vote.

9.   Per Article18 of the Agreement, an external review in the area of professional recognition for traditionally-ranked faculty may be initiated by the candidate, the Promotion Committee, or the department chair. The process for such an external review process will follow that prescribed in the Agreement, and as required this policy specifies that the process will involve at least four external reviewers. The identification of mutually acceptable external reviewers will follow the process as described in the Agreement, whereby the candidate and the chair of the Promotion Committee identify potential external reviewer names, and if they are unable to reach agreement on the recommended reviewers, each will be responsible for identifying an equal number of external reviewers until the recommended number has been obtained. The process will also follow the timeline identified in the Agreement for the use of an external review.

7.3   Criteria for Tenure and Promotion

As stated in the current agreement, there are three categories of criteria that are applicable to traditionally ranked faculty for their tenure and promotion review: professional competence, professional recognition, and professional service. For faculty specialist, the criteria are

professional competence and professional service. Professional recognition may only be considered at the request of the faculty specialist candidate as value added; but work in the professional recognition category does not supersede the required performance factors. These categories of criteria are addressed in detail in the Agreement, and the descriptors listed in this policy are intended to supplement those in the Agreement.

It is anticipated that faculty members will demonstrate varying patterns of performance across the three competency areas depending upon their workload responsibilities and areas of expertise. As part of their tenure and promotion review process, each candidate will describe their workload assignments and outcomes for each area of Professional Competence, Professional Recognition and Professional Service, and how the responsibilities in one area may have impacted the outcomes in another area. Such information will be responsibly considered by the TPC.

Tenure and promotion reviews will be made on cumulative evidence, including accomplishments and scholarship prior to the faculty appointment. Although accomplishments and scholarly work prior to an initial appointment at Western are important, a track record of accomplishment must be established as well. In its deliberations, the TPC will also give consideration to the eligible faculty member's workload assignment, the resources provided to carry out that assignment, and the prevailing standards of the relevant field/discipline/profession.

Workload expectations for faculty who have not yet obtained tenure will be critically examined to ensure that such faculty members have appropriate opportunity to meet and/or exceed all tenure criteria related to professional competence, recognition and service. Specifically, the TPC must balance the faculty member's dossier relative to department demands by explicitly recognizing workload assignments, and the resources provided to carry out that assignment, and accommodations during the tenure review period.

7.3.1 Professional Competence

Five broad areas will make up the Professional Competence criteria. Evaluation of Professional Competence is addressed in the Agreement (Article 16). Examples of materials to be included are available from the AAUP.

1. ***Teaching competence*** as evidenced by critical description and reflection of the number, type and location of courses taught; development of course materials; self evaluations; external peer teaching evaluations; and summaries of past and present student course evaluations (as required by the Western/WMU-AAUP Agreement).

2. ***Graduate advising and mentoring competence*** as evidenced by activities such as: advising loads of masters, educational specialist and doctoral students, as well as mentoring loads of educational specialist and doctoral students reflected in committee membership loads (as chair, 2nd, 3rd or other member); doctoral dissertation defenses and the number of doctoral students graduating each year; supervision of doctoral, masters, or undergraduate level student discovery projects, research and capstone projects, and study grants; independent study courses and self-instructed courses; and other areas of advising performance (e.g., recruiting students; advising off campus or online; internship

placements and supervision; creating career development opportunities for students). The department reaffirms the integral part that graduate level advisement activities play in the area of professional competence, and the level of time and commitment on behalf of faculty.

3.   ***Curriculum development and innovation*** as evidenced by activities such as: creating new and/or revising courses and/or programs using new constructs which are based on a review of literature, empirical data, or state or national guidelines; preparing courses new to the candidate; modifying and using innovative teaching methods (e.g., on-line, hybrid, or alternative format) or revising an existing method; developing new materials to be used in teaching a course(s) or revising existing materials; and demonstrating other curriculum, course, teaching, and materials innovations, or other creative activity development or innovation including the preparation for training manuals or instructional materials.

4.   ***Continuing professional development and educational attainments*** including: participation in post-doctoral workshops, institutes, in-service education (formal and informal), specialized studies of professional areas, and other training programs; self-education activities including seminars, conferences, workshops, and courses; attainment or recognized certification or other recognition of professional expertise or attainments; and sabbatical study.

5.   ***Other evidence of professional competence*** as may be included at the discretion of each faculty member.

7.3.2   *Professional Recognition*

The department will recognize the wide range of scholarly pursuits available to faculty in ELRT, given the broad scope of the faculty expertise that necessarily makes up the department. Each faculty member will clearly define their research agenda and how it is intended to contribute to the research knowledge base. It is normal that a candidate's research agenda may evolve over time due to changes in the candidate's research interests, field/discipline/profession, or university needs. It is incumbent upon the candidate to describe this evolution. Each of the fields/disciplines/professions which comprise ELRT has a different purpose, focus, audience, workload, and research agenda. It is imperative that these differences are considered when making decisions on professional recognition. Professional recognition activities will generally fall into three broad areas as noted below.

1.   ***Publication, professional presentation, research, evaluation and/or development activities****,* including print or electronic products and/or activities such as: peer reviewed journal articles, editor reviewed nationally recognized journal articles, books, book chapters, monographs, or other professional reports; presenting at regional, state, national or international conferences (invited or peer reviewed submission); submission and/or implementation of federal/national, state, regional, and foundation or university grant related activities (e.g., the writing, administration, implementation, and evaluation of grants and grant applications); the completion of other knowledge and practice contributions (e.g., research and drafting of white papers, policy work, and legislation;

training; seminars; academies; institutes; contributions to published and/or presented doctoral, masters, and undergraduate student scholarship); development work, including the generation of an original program, policy, product, or procedure in print or non-print media (e.g., software publishing of public domain software, shareware; test development, data analysis technique); publication of professional handbooks; and contribution to the development of professional standards.

Professional leadership and creative activities, such as: leadership roles in appropriate international, national, regional, state or local groups (comprised primarily of professionals within the individual's professional affiliated area(s); professional participation, including task force membership, panel membership, committee membership, or chairing of a professional meeting; receipt of professional honors, including professional recognition given the individual by an organization or agency (e.g., honors, awards, letters of commendations); presentation leader, including panel moderator, discussant at panel presentation, session leader or reviewer; appointment as editor, associate editor, or reviewer of journals, books, or other publications.

2. *Other professional recognition activities*, such as: consultation activities (paid or unpaid); participation on evaluation/accreditation teams and advisory groups; instructional contributions to other departments, colleges, the university, or other universities in the form of lectures in other classes; and working with schools or other organizations; taking a leadership role in developing collaborative relationships with other institutions.

7.3.3 Professional Service

The department will recognize professional service as including the following:

1. *Department service,* including such activities as: department committees (chair and/or member); program level committees or work groups (chair and/or member; formal and informal; program unit head; core comprehensive examinations (coordinator, reader and/or proctor); professional development support for faculty and/or graduate students; graduate program recruitment and admissions; and other service to meet department needs and that advance the mission and goals of the department.

2. *College service*, including activities such as: college committees (chair and/or member); other college service (e.g., consultation with faculty, projects at the request of the dean's office) and other service to meet college needs and that advance the mission and goals of the department and the college.

3. *University service,* including activities such as: university wide committees, task forces, faculty senate, etc. (chair and/or or member); and other university service at the request of Administration.

4. *Community service*, including (but not limited to) membership in committees, groups, or projects that enhance the local, regional, state, national, or global community that are related to the faculty member's area of expertise.

5. ***Service to the profession***, including (but not limited to) software testing, support for professional organizations and publications (e.g. editorship and reviewership); presentations, seminars, workshops, invited lectures; or other service not already included by a candidate in their professional recognition materials.

6. ***Service to the students.*** Contributing to student learning and development through a variety of service opportunities such as advising student organizations, supporting student sponsored events, and other learner-centered activities.

Just being a member on a committee does not always constitute service. Each faculty member is encouraged to document his/her role in professional service-related activities.

7.4 **Performance Standards for Tenure and Promotion (Traditionally Ranked Faculty)**

7.4.1 Tenure and Associate Professor Rank Criteria

The department will honor a set of expectations for tenure to support the department's mission and goals, as well as to meet institutional expectations for tenure and promotion to the rank of associate professor. Traditionally ranked candidates for tenure must be competent in academic performance and demonstrate academic potential in each of the three performance areas (professional competence, professional recognition, and professional service). Faculty specialists must be competence in academic performance and possess academic potential in the professional competence and professional service areas. The evaluation of academic performance is based upon the extant evidence at the time of review in each performance area. The evaluation of academic potential is based on cumulative evidence of continuity of professional competence, expansion and maturation of professional recognition, and sustained participation in professional service. A candidate for tenure must achieve evaluations in the three performance areas that are consistent with a reasonable expectation that the candidate, when eligible, will meet the performance standards for further promotion and recognition.

Workload expectation for tenure track faculty members who have not yet obtained tenure will be critically examined to ensure that such faculty members have appropriate opportunity to meet and/or exceed all tenure criteria related to professional competence, recognition and service. Specifically, the TPC must balance the faculty member's dossier relative to department demands by explicitly recognizing workload assignments and accommodations during the tenure review period.

In reference to criteria, professional recognition is based on a number of factors that must be validated by the faculty member as they present their argument pertaining to the impact of their current and sustained line of research. It is incumbent upon the tenure candidate to prepare a compelling argument that both validates their body of scholarship as well as documents their individual role. Given there is no single source that can serve both of these needs, the candidate should consider multiple sources of evidence as they present their body of work. Candidates should highlight the impact and relative contribution of his/her scholarship and line of inquiry by demonstrating how each scholarship artifact (e.g, peer reviewed journal article, book or book chapter, grant, policy reports, enacted legislation, publications with substantial readerships,

papers and presentations that represent contributions to knowledge and practice, and other knowledge and practice contributions) is integrated into his/her research agenda, including a description of the type, fit, contribution, and quality of each artifact (using such things as journal impact scores, publication readership levels), along with a critical description and analysis of his/her role (lead author or contributing author). Furthermore, it is recognized that not all scholarship artifacts can or should be weighted equally.

It is the responsibility of the candidate to present his/her interpretation of these factors and how each is weighted in the overall argument pertaining to the impact of his/her current and sustained line of research. In addition to written artifacts, accomplishments in professional leadership and creativity and other professional recognitions may be offered (e.g., holding office in national, regional, and state associations) as evidence of professional recognition.

Because differential artifact weighting is necessary, setting absolute criteria related to the number of artifacts is unreasonable. Thus we recommend a minimum range of 7-10 artifacts may be sufficient to establish professional recognition, acknowledging there could be considerable deviation in this number. Regardless of the number of artifacts, it is the responsibility of the candidate to present the worthiness of his/her professional recognition, and evidence of an expansion and maturation of professional recognition.

7.4.2   Full Professor Rank Criteria

For promotion to full professor, evidence of continuing and increasingly significant recognition scholarship will be expected. While the entire body of evidence from a faculty member's professional recognition, competence, and service will be considered for promotion to full professor, the evidence completed since the faculty member's promotion to associate professor and/or initial appointment at WMU (whichever is more recent) will receive stronger consideration in the deliberation and recommendation. To be promoted to full professor, a faculty member will be expected to provide evidence of a sustained record of professional recognition, competence, and service.

Overall, as stated in the Agreement, for promotion to full professor, a faculty member must have: (a) achieved *outstanding* professional recognition and a *satisfactory* record of professional competence; or (b) achieved *outstanding* success in professional competence and gained *substantial* professional recognition; or (c) gained *substantial* professional recognition, a *satisfactory* record of professional competence, and rendered *significant* professional service. Per the Agreement, the rank order is outstanding, substantial, significant and satisfactory.

A minimum piece within these three standards is the demonstration of a *substantial record of professional recognition,* with criteria for this standard detailed in the next paragraph.

As noted, the criteria for promotion to the rank of *Full Professor* requires a *substantial* record of professional recognition. The candidate is required to validate the impact of their scholarship on the broader professional community at the state, national and/or international arenas. While there is no single source that can serve both of these needs, the candidate should consider multiple sources of evidence as they present their body of work. Candidates should highlight the impact and relative contribution of his/her scholarship and line of inquiry by demonstrating how

each scholarship artifact (e.g., peer reviewed journal article, book or book chapter, grant, policy reports, enacted legislation, publications with substantial readerships, papers and presentations that represent contributions to knowledge and practice, and other knowledge and practice contributions) is integrated into his/her research agenda, including a description of the type, fit, contribution, and quality of each artifact (using such things as journal impact scores, publication readership levels), along with a critical description and analysis of his/her role (lead author or contributing author). Furthermore, it is recognized that not all scholarship artifacts can or should be weighted equally.

It is the responsibility of the candidate to present his/her interpretation of these factors and how each is weighted in the overall argument pertaining to the impact of his/her current and sustained line of research. In addition to written artifacts, accomplishments in professional leadership and creativity and other professional recognitions may be offered (e.g., holding office in national, regional, and state associations) as evidence of professional recognition.

Because differential artifact weighting is necessary, setting absolute criteria related to the number of artifacts is unreasonable. Thus we recommend a minimum range of 15-20 artifacts, acknowledging there could be considerable deviation in this number. Even so, it is expected that the candidate serves a leadership role (not limited to first authorship) in at least 50% of their artifacts. However, regardless of the number of artifacts, it is the responsibility of the candidate to present the worthiness of their scholarship.

A satisfactory record of *professional competence* must include a track record of graduating doctoral students, if applicable.

7.5. Performance Standards for Tenure & Promotion (Faculty Specialist)

Per Article 32 of the Agreement, the following faculty equivalency is acknowledged in terms of "at or above rank": *Faculty Specialist I* is equivalent to *Instructor*, *Faculty Specialist II* is equivalent to *Assistant Professor,* and *Master Faculty Specialist* is equivalent to *Associate Professor.*

Performance reviews are conducted at the 2nd and 4th years for Faculty Specialist. The Faculty Specialist 2nd and 4th year reviews, promotion, and tenure reviews by the Department will utilize the following rating standards in the review of the candidate: *exceeds expectations*, *meets expectations*, or *does not meet expectations*.

Pursuant to the Agreement faculty specialists are evaluated for promotion and tenure based upon professional competence and professional service. Professional recognition may only be considered at the request of the faculty specialist candidate as value added; but work in the professional recognition category does not supersede the required performance factors. The standards of Professional Conduct as delineated in Article 21 of the Agreement may be considered in evaluating the two areas of performance.

Pursuant to the Agreement, for faculty specialists, the letter of appointment shall be included in the promotion and tenure files. Duties may vary depending upon the type of faculty specialist position. Competence in performing assignments, specific duties and expectations of performance will be delineated in the letter of appointment. Candidates are required to validate their work for

promotion and tenure in relation to the details of their appointment letter. It is the responsibility of candidates to present their interpretation of these factors and how each is weighted in the overall argument pertaining to the impact of their current work. As part of the promotion and tenure process, candidates must describe their workload assignments and outcomes for each area of *professional competence* and *professional service* and how the responsibilities in one area may have impacted the outcomes in another area.

The TPC will also give consideration to the eligible faculty member's workload assignment, resources provided to carry out that assignment, and the prevailing standards of the relevant discipline. Workload expectations for faculty who have not yet obtained tenure will be critically examined to ensure that such faculty members have appropriate opportunity to meet and/or exceed all tenure criteria related to professional competence and service. Specifically, the TPC must balance the faculty member's dossier relative to department demands by explicitly recognizing workload assignments, and the resources provided to carry out that assignment, and accommodations during the performance review period.

Promotion and tenure reviews will be made on cumulative evidence, including accomplishments prior to the faculty appointment. Although accomplishments prior to an initial appointment at Western are important, a track record of accomplishment in the current rank must be established as well. The evaluation for promotion or tenure is based upon the extant evidence at the time of review in each performance area. While the entire body of evidence from a faculty member's professional competence and professional service will be considered for promotion and tenure, the evidence completed since the faculty member's most recent promotion and/or initial appointment at WMU (whichever is more recent) will receive stronger consideration in the deliberation and recommendation. The performance areas of professional competence and professional service are defined in other sections of this Department Policy Statement and further delineated in the Agreement.

In addition to professional competence and professional service, professional recognition may only be considered at the request of the faculty specialist candidate as value added; but work in the professional recognition category does not supersede the required performance factors. Generally, professional recognition is value added, above and beyond the candidate's scope of duty. For example, faculty specialists can both obtain and keep their graduate faculty status through engaging in professional recognition activities as outlined by the Graduate College, and such graduate faculty status is a service to the department/college/university. Thus, for faculty specialists in the promotion or tenure review process: (1) professional recognition activities may be counted towards professional service; and/or (2) professional recognition activities may be counted towards professional competence.

The categories upon which to assign activities to will be determined by the candidate under review in terms of the types of professional recognition activities engaged. For example, pursuant to Article 20.2.2, faculty specialist criteria evaluation of *professional competence* may include a wide variety of activities, including but not limited to the following: "Attainment of various levels and forms of licensure and certification; working with the schools; providing consultation for external agencies; serving as a consultant for colleagues and advanced graduate students; holding office in national, regional, and state professional associations; acquisition of externally funded grants; presentation of conference papers or the publication of articles or books."

7.5.1. Faculty Specialist Promotion; Application of Criteria

Generally, a faculty specialist may hold and be promoted through progressive ranks of faculty specialist I, to faculty specialist II, to master faculty specialist (Article 20). Per the Agreement the length of service in rank, to be eligible for promotion to faculty specialist II the 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. As stipulated in the Agreement, faculty specialist promotion is not concurrent with tenure, and documents submitted must clearly indicate the candidate is seeking promotion.

Promotion from Faculty Specialist I to II will be based on cumulative evidence of positive performance and effectiveness in both *professional competence* and *professional service* reflective of the exigencies of the candidate's discipline and the goals of the department. For faculty specialists, expectations relative to these two areas must be delineated in the letter of appointment. In considering candidates for promotion; professional competence and professional service are important.

For the purpose of clarification in the promotion review process, the rank order is *exceeds expectations, meets expectations* or *does not meet expectations*.

For promotion from faculty specialist I to faculty specialist II the candidate must meet the following judgment criteria: a minimum of *meets expectations* in both performance categories. A candidate with a *does not meet expectations* in any category will not be considered for promotion.

For promotion from *faculty specialist II* to *master faculty specialist* a candidate should have a minimum of *exceeds expectations* in one of the performance categories. A candidate with a *does not meet expectations* in any category will not be considered for promotion.

7.5.2 Faculty Specialist Tenure; Application of Criteria

Per the Agreement, for faculty specialist separate reviews are required for tenure, even if seeking promotion in the same year as the final tenure review. If seeking promotion and tenure concurrently, the candidate's letter must clearly identify that he/she are seeking two decisions, and two checklist documents must be provided by the chair as the materials are forwarded to the Dean. TPC, and others, should send two letters of review back; one for the promotion decision, and one for the tenure decision.

Generally, eligibility to apply for final tenure review for a faculty specialist is in year six. Per the Agreement, faculty specialists desiring an early tenure review shall notify their department chair who in turn shall inform the TPC. To be eligible for consideration of early tenure review, a faculty member must meet qualifying expectations and judgmental criteria as stipulated in the Agreement, as detailed in this policy.

Tenure for faculty specialists will be based on cumulative evidence of positive performance and effectiveness in both *professional competence* and *professional service* reflective of the exigencies of the candidate's discipline and the goals of the department. For faculty specialists, expectations relative to these two areas should be delineated in the letter of appointment. In considering candidates for tenure; professional competence and professional service are important. Pursuant to the Agreement (17.3.7), applications of the University standards for tenure assessment consist of academic performance and academic potential. Faculty specialists must be competent in academic performance and possess academic potential in the professional competence and the professional service areas. The evaluation of academic performance is based upon the extant evidence at the time of review in each performance area. The evaluation of academic potential is based on cumulative evidence of continuity of professional competence and sustained participation in professional service. A candidate for tenure must achieve evaluations in the performance areas that are consistent with a reasonable expectation that this candidate, when eligible, will meet the performance standards for further promotion and recognition.

For the purpose of clarification in the tenure review process, the rank order is *exceeds expectations, meets expectations* or *does not meet expectations*. To obtain tenure the faculty specialist candidate must meet the following judgment criteria: a minimum of *meets expectations* in both performance categories. A candidate with a *does not meet expectations* in any category will not be considered for tenure.

Section 8:   Workload

8.1   Explanation of Workload

Faculty members assume a large responsibility for the workload of the department. The workload policy will ensure that every faculty member has the opportunity to participate fully in faculty life, including teaching and advising, conducting research, and ensuring the other needs of the department are met. Workload is an important component of the department policies because all faculty members must have opportunities for input into the running of the department, while at the same time sharing in the department's responsibilities. Per Article 42.9.2 of the Agreement, each faculty member will bear a fair and reasonable share of necessary department, college, and university committee work.

For traditionally ranked faculty, the maximum full time faculty workload for an academic year is 24 credit hours, typically divided into 12 credit hours for fall semester and 12 credit hours for spring semester. However, fewer than 12 credit hours can be balanced with more than 12 credit hours in another semester upon mutual agreement between the individual faculty member and department chair. Alternate academic year arrangements are also possible as outlined in the Agreement.

For traditionally ranked faculty, the typical workload for each semester in ELRT (a graduate program exclusive department) is six hours for teaching and six hours for research, service, and student mentoring and advising, with the latter being illustrated by a significant number of graduate students engaged in dissertation, theses, and/or internship hours. However, this workload may vary for each faculty member depending upon numbers of students being advised and/or graduate student research being supervised, grants and other scholarly activities, and

other workload responsibilities as noted in this section.

For faculty specialist, per Article 20.2.3, the maximum full-time workload shall be thirty (30) credit hours of regularly-scheduled courses or the equivalent in any one academic or alternate-academic year and seven and one-half credit hours or the equivalent in the Summer Sessions.

For all faculty, course assignments for both the academic year and summer terms carry obligation and accountability for teaching the course in accordance with the Department and University approved course description, objectives, and content, plus any other accreditation, certification, or other requirements that apply to that course.

Every faculty member is expected to accept responsibilities across multiple workload areas. While only teaching responsibilities are explicitly stated in the Agreement as constituting full-time workload, other workload activities are required. This includes a combination of tasks and responsibilities from the major categories noted in this section or other tasks agreed among faculty members or between a faculty member and administration that are not listed.

The expectation of the department is that each faculty member will meet with the chair on an annual basis to review the prior year's workload activities and to plan the coming year's workload expectations. Per Article 42.6.2, at least annually the department chair must distribute to all department faculty, a summary of the work assignments. The department recognizes that different tasks require different amounts of time and energy and that it is a balance of time and energy expenditure across tasks that constitute a fair and equitable workload. Workload adjustments will be determined by a mutual agreement of the faculty person and the department chair. If mutual agreement cannot be reached, the faculty member may appeal to the dean for resolution. Serious inequities in workload may be further appealed according to the procedures in the Agreement (per Article 42.10).

When a faculty member's workload is split across departments or administrative units (e.g., joint appointments, special projects), work performed within the other unit will be accepted as workload for the ELRT department each semester. The allocation of workload credit for work within another department or administrative unit will be negotiated by the faculty member and the administrators of the departments.

Overall, workload distribution will support the general structure of a faculty member's teaching, scholarship and service through their tenure within the university, in that it must closely parallel the existing structure related to tenure and promotion. Individuality within a faculty member's workload is negotiated with the department chair. For example, if there is an excessive workload related to professional competence, as described below and appropriate coverage cannot be obtained in a timely manner, it is strongly recommended that the chair will consider such teaching as overload.

To meet this structural relationship, this policy organizes core workload activities parallel that of tenure and promotion as follows:

8.1.1   Professional Competence Related Workload Activities

Workload and teaching assignments will be determined on an individual basis. Teaching schedules may be adjusted based upon advising loads and research agendas. Instruction includes teaching in a traditional classroom format or a nontraditional format (such as on-line, hybrid, blended learning or compressed video). It may also include providing instructional support in a variety of other manners and settings, including, but not limited to supervision of practica, internships, field supervision, student performances, independent studies, special projects, and professional training workshops.

If a faculty member agrees to accept students beyond the temporary 20% increase in students per class, in order to meet department needs, then the additional student credits may be added to any credits being banked for independent study credits, or other special dispensation may be negotiated with the chair.

Advising is defined as giving advice on program requirements and curricular matters. Per Article 42.9 of the Agreement, the academic advising of students is a regular part of the responsibilities of a full time faculty member, and each faculty member may be assigned up to twenty advisees, without workload adjustment. Workload adjustments are to be made for those who serve as an adviser for significantly larger numbers of students. This department policy strongly recommends that serving as an advisor for 100 or more graduate students (in multiples of 100) is considered equivalent to teaching one (or more) courses.

Thesis, Specialists, and Dissertation Committee Work, is defined as the supervision and mentoring of graduate students by serving as their committee chair or director, or by serving as a member of such committees. The load for doctoral advising should not exceed 20 students for thesis, specialist, or dissertation committee work.

In addition, it is strongly recommended that any faculty member who is a committee chair and has 6-10 students actively writing in one semester or summer session be given consideration for a one course reduction or other arrangements approved by the department chair, and any faculty member with 11 or more students actively writing in one semester or a summer session be given consideration for a second course reduction or other arrangements approved by the department chair. Any faculty member with 8 or more students actively writing their specialist projects and/or masters theses will be given consideration for a load reduction or other arrangements approved by the department chair. In order to be considered for a workload adjustment, the faculty member must provide the chair with a list of students who are actively writing and enrolled in the appropriate courses (e.g., EMR 7300, EDLD 7300, EDLD 7200, or EDT 7000). For the purposes of workload reductions, each student can only be counted as actively writing one time.

Work equity is an important concept and each faculty member must carry an equitable load. The chair and the faculty member will establish reasonable limits for load, based on that faculty member's overall productivity across all professional competence, recognition, and service areas.

Independent Study and/or Capstone Credit Oversight. Some ELRT programs involve independent study and/or capstone projects for significant numbers of students, which involve faculty approval, oversight, mentoring, and review by faculty members. Instead of counting such activities as service, faculty may request that any student credits for such independent study and

capstone work (i.e., EDLD 6580, EDLD 6980, EDT 7100, EDT 7000, EMR 7100) be banked, and when reaching 30 such credits, be considered for a one course teaching reduction for a semester.

Curriculum development work, off-campus program development and coordination, and other activities. Faculty may be asked to perform and/or otherwise become engaged in other activities as necessary to address department needs, and all such activities are counted as an important aspect of workload and deemed as partial or full equivalents to other workload requirements.

8.1.2 Program Unit Heads Responsibilities

Program unit heads are to provide student support in the recruitment and retention of students, program marketing and maintenance, alumni and development communications, data collection, coordination of doctoral, specialist, and MA students (campus and off campus cohorts) services to students, as well as other duties as agreed to with the chair. As per Article 42 of the Agreement, program coordinators, as elected per Section 6 of this policy, who are coordinating graduate and/or undergraduate programs involving 100 or more doctoral students and/or over 300 masters students, will be considered for a one course per semester reduction per year as part of their workload or other arrangements approved by the department chair. Those coordinators involved with programs involving 50 or more doctoral students, over 150 masters' students, 300 undergraduate students and/or 75 or more masters students with significant field placements and supervision will be considered for a one course per year reduction or other arrangements approved by the department chair. These numbers are to be used as guidelines subject to modification in consultation with the department chair.

8.1.3 Professional Recognition Related Workload Activities

As per Article 42 of the Agreement, engagement in scholarly and other professional recognition activities (as detailed in section 7.3.2 of this policy) is expected of all traditionally-ranked faculty. However, workload adjustments should be considered for substantial creative and scholarly activity and research including numerous peer review or other nationally recognized manuscript submissions and publications, extramural funding (grants and contracts) submissions; and/or national/international presentations.

8.1.4 Professional Service Related Workload Activities

Department service. As per Article 42 of the Agreement, department service is essential to fulfill ongoing department needs of both a maintenance and developmental nature and is required of all faculty members except those on sabbatical or leave. A faculty member is expected to actively serve on at least one program committee. Faculty may be asked to perform other activities as necessary to address department needs.

College and University service. As per Article 42 of the Agreement, college and university service is required of faculty to support the proper and efficient functioning of the university. All non-tenured faculty members are encouraged to serve on at least one college or university committee during their non-tenured time, and all tenured faculty members are expected to serve on at least one college or university committee every 2 to 3 years throughout their career at WMU.

Professional service. As per Article 42 of the Agreement, faculty are to be recognized for their engagement in significant service to their academic and professional societies via leadership roles, editorial work, conference organization, committee and board work and other activities essential to the strength of professional societies, related to their academic fields/disciplines/professions.

8.2   Summer Student Advising and/or Research Chair/Committee Work

Per Article 42 of the Agreement, faculty members who make commitments to advise, supervise or mentor students conducting independent, theses or dissertation research will either work with those students or make other arrangements that the faculty member deems appropriate to fulfill the responsibilities associated with the assignments which fall outside the academic year calendar or occur during a period in which the faculty member is not on the active payroll.

8.3   Outside Consulting or Other Work

Per Article 29 of the Agreement, a faculty members' primary professional responsibility is to perform satisfactorily all of his/her university duties and assignments; therefore WMU expects that no faculty member will engage in any employment or activity that may prevent him/her from fulfilling that obligation.

Further, the Agreement states that professional activities for financial gain such as writing, consultation, research and artistic activities are desirable when not pursued to that extent that they interfere with the discharge of professional responsibilities and duties. Faculty members may engage in professionally relevant employment inside or outside the university without restriction, provided that the faculty member advises the department chair of such employment. Faculty already engaged in any additional employment will notify their chair as soon as it is practical, but no later than October 1 each year. The department chair, the dean, or the provost may require the faculty member to cease such employment if it interferes with the normal duties of the faculty member.

Section 9:   Evaluation of Teaching Effectiveness

All individuals teaching classes for the department will use approved procedures for evaluating teaching effectiveness in accordance with the Agreement currently in force. In addition, faculty may use other data sources that may include additional data from students, clients, peers, and oneself.

9.1   Student Evaluations

Student ratings of faculty will be conducted in each class taught by a board-appointed faculty member in at least one semester of each academic year, unless otherwise required by the university. The format of these ratings will be consistent with the current Western/WMU-AAUP agreement. Numerical averages of student ratings will be made available to the instructor and the department chair. The department chair is responsible for providing a regular summary of student rating department averages to department faculty. Faculty members are encouraged to

develop a portfolio of teaching materials and engage in peer and self-evaluation activities of their teaching. Professional Activity Reports and other materials specifically called for by the Agreement will be the only material required by an Ad Hoc Department Committee and department chair when considering merit recommendations.

9.2   Classroom Observations

Per Article 16, pre-tenure faculty will have at least one classroom visitation per year by either a faculty colleague or an administrator, with such observer mutually agreed on by the faculty member and the department chair. After three (3) years in the probationary track, the faculty member and the department chair may determine, by mutual agreement, that no further classroom visitations are necessary for the duration of the probationary period.

9.3   Term Faculty

Per Article 16 of the Agreement, term faculty will be evaluated annually, with the unit faculty review being completed by March 15 and the department chair review completed by April 1. Student ratings will be conducted at least during the first semester of a term appointment, along with a classroom visit for the purpose of instructional improvement. During the second semester of a term appointment, another classroom visit will occur, the results of which are to be considered in determining subsequent appointment. The department chair (or his/her designee) will determine who is to conduct such classroom visitations, with the time/date mutually agreed to by the term appointee and the department chair (or his/her designee). Term faculty will have reasonable notice regarding their employment status for the following academic year.

9.4   Part-Time Faculty

Standard department student ratings of faculty will be conducted in each class taught by a part time faculty member. The department chair will share with the appropriate Program Committee any relevant written materials regarding the part time faculty member. After reviewing materials and discussing the matter with the faculty member(s) involved, the Program Committee will make its recommendations to the faculty. The faculty will discuss the matter and make appropriate recommendations to the department chair. If the chair takes action contrary to the faculty recommendation, a written response with rationale will be submitted to the faculty.

Section 10: Sabbatical and Other Leave Proposals

10.1   Sabbatical Leave

In accordance with Article 26 of the Agreement, the primary purpose of sabbatical leave is to encourage and promote the professional growth of the faculty and to enhance their scholarly and teaching effectiveness. Such leaves contribute to the accomplishment of these ends by enabling the faculty to undertake specific, planned activities, involving study, research, scholarship, and creative work of mutual benefit to the faculty member and the university.

Sabbatical leave proposals and applications will be referred to an Ad Hoc Department Committee created for that purpose, following deadlines established in the Agreement. The Committee will review all applications and proposals. The Committee will consider the

following criteria for evaluating sabbatical leave proposals: (a) the merit of the proposal in its own right; (b) the merit of the proposal for the individual; (c) the merit of the proposal for the university; and (d) the prospect of success of the sabbatical.

The committee will convey final recommendations in priority order to the department chair. If a leave application is not recommended by the committee, the applicant may appeal that recommendation by filing an appeal with the Ad Hoc Department Committee. The Committee will review the appeal and submit a response to the applicant.

The department chair will review all committee recommendations and forward those to the dean, indicating in each case his/her recommendation on each proposal. The department chair will also submit to the dean a specific written proposal for reallocation of the workloads of faculty members recommended for sabbatical leaves.

10.2   Other Leaves

For all leaves allowed per Article 27 of the Agreement (i.e., annual leave, Family and Medical Leave, leave without pay, leave for court required service, funeral leave, military leave, sick leave, necessity leave, leave of absence for political office), the faculty member will submit such requests to the department chair, who will follow the provisions of the Agreement regarding each such leave provision.

Section 11: Joint Appointments

Faculty participation in the governance of department, college, and university matters is of paramount importance and such participation will be limited or restricted only under specifically delineated circumstances where the mission of the university or the safety and professional growth of individual faculty members can be shown reasonably to be in jeopardy. This is in concurrence with the language provided in the Agreement and accompanying procedures. Accordingly, this policy statement defines the governance rights for a person holding a joint appointment in the department.

Joint appointed faculty members will have a primary appointment in one department, their "home" department, where they will have full faculty governance rights. It is in this department that tenure, promotion, merit reviews and other personnel matters take place. Faculty who are appointed to the Department of Educational Leadership, Research, and Technology, but whose "home" department is elsewhere, will not participate in faculty personnel decisions (tenure and promotion), will not be eligible for merit awards in this department, and will not serve as the department representative for two departments to college or university committees. They otherwise may participate in all faculty service and governance matters as provided for in these policies and the Agreement.

Because of the complexity of joint appointments, particularly in the area of department service, it is recommended that individual faculty members holding joint appointments and the department chairs (all involved) develop a written statement regarding assigned responsibilities within each department to ensure that joint appointment faculty are not overly burdened with committee work and other department level service activities.

Section 12: Summer I and II Appointments*

Each appropriate unit head will recommend to the chair a course schedule for Summer I and Summer II Sessions which reflects student needs, programmatic needs, and the availability/preferences of ranked faculty. If insufficient courses are offered to meet faculty requests to earn up to 22%, or if unit faculty cannot reach consensus regarding summer teaching assignments, then the unit head will give preference to individual faculty members in accordance with the following criteria:

1.   Preference is given to faculty with the scholarly expertise in the course content. If there are ties among the faculty, then:

2.   Preference is given to faculty who earned the lowest % for teaching during the preceding summer sessions. If there are "ties" among faculty, then;

3.   Preference is given to faculty who have made written announcement of their intention to retire during the subsequent twelve months. If there are still "ties" among faculty, then;

4.   Preference is given to assistant professors/faculty specialists I based on reverse seniority in terms of years of service to WMU. If there are still "ties" among faculty, then;

5.   Preference is given to associate professors/faculty specialists II based on their seniority in years of service to WMU. If there are still ties among faculty, then:

6.   Preference is given to full professors/master faculty specialists based on their seniority in years of service to WMU.

NOTE: If it becomes necessary to use these criteria, they will be used one course at a time; that is, they will not be used in giving someone a second course unless and until each eligible faculty member has had the opportunity to choose one course for which the faculty member is qualified to teach. Likewise, the criteria will not be used to assign a third course until each available faculty member has had the opportunity to choose a second course.

* Revisions in this section adopted by ELRT Faculty on 4/11/2015

Section 13: Faculty Appointment and Reappointment

13.1   Initial Appointment of Tenure-Track and Term Faculty

At the department level, the term "appointment" is associated with initial hiring of a candidate as a ranked faculty member on term or tenure track appointment.

Department faculty will make relevant, germane, and timely recommendations to the department chair regarding appointment of faculty within this category. The responsibility for assigning persons to serve on ad hoc faculty search committees will rest with the department chair after consultation with program area faculty and unit heads. Each faculty search committee will be

constituted in a timely fashion after a position opening is approved by WMU. The committee will consist of at least three faculty members. All members of the faculty are eligible to serve on the committee; the committee is responsible for selecting its own chair. Any Ad Hoc Search Committee will maintain full and timely communications with the faculty and the department chair during its work. Such constituted search committees will be governed by WMU's hiring policies and the defined scope of the search. Reappointment of tenure-track faculty is governed via the tenure review process.

13.2   Reappointment of Term Faculty

At the department level, the term "reappointment" is associated with faculty recommendations regarding rehiring of faculty members serving under the terms of a full time temporary or term appointment. In accordance with Article 16.6, department faculty will make relevant, germane, and timely recommendations to the department chair regarding appointment of faculty within this category. The faculty assigns the responsibility for recommendations regarding reappointment of temporary or term faculty to the appropriate unit head. It will be the responsibility of such unit heads to conduct the review and make recommendations regarding the continuation or termination of temporary appointments to the department chair, in accordance with the Agreement. Such committees may recommend other appropriate action regarding reappointment of temporary or term faculty. The department chair will notify each unit head, in writing, and the faculty of action taken regarding reappointments.

13.3   Part-Time Faculty

The use of part-time faculty to teach regularly scheduled on and off-campus department courses will be limited to special circumstances and emergency situations. Employment of part time faculty will be considered only after the bargaining unit faculty members have been offered their course choices. The faculty will review the credentials (vita, appropriate supplemental materials) of part time faculty considered for teaching assignments; initial review of credentials will be conducted by the appropriate Program Committee. The Program Committee will present its recommendations to the faculty for action (vote of confidence); the vote of the faculty will be conveyed to the department chair. The faculty recommends that if the chair takes action contrary to the faculty recommendation, the chair will submit, in a timely manner, a written response with rationale to the faculty. Nothing, however, will prevent WMU from hiring part time instructors at its sole discretion when the need to hire a part time faculty member is unexpected and there is insufficient time to consult with department faculty. In these cases, faculty will be given the opportunity to make recommendations before the individual is assigned to teach in the department in the future.

13.4   Graduate Faculty Appointments

Per WMU policy, as found in the Graduate Catalog, the Graduate Faculty is responsible for graduate education at Western Michigan University. Membership in the Graduate Faculty may be as full members or associate members. Full members are able to provide all functions relating to graduate education. Associate members may provide specific functions according to the subcategory in which they are appointed. All faculty members who hold Board appointments are eligible to be members of the Graduate Faculty. Other individuals who are needed to perform

specific functions of the Graduate Faculty may be approved as associate members of the Graduate Faculty. This section the relevant university polices as modified as allowed to reflect provisions applicable to the ELRT department.

13.4.1 Functions of the Graduate Faculty

I. Individuals with full membership in the Graduate Faculty are able to perform all of the following functions:

1. Teach graduate level courses, and direct capstone projects.
2. Advise students in graduate degree and certificate programs.
3. Serve on graduate thesis, project, dissertation, and examination committees.
4. Direct graduate theses, projects, and dissertations.
5. Serve on the Graduate Studies Council and its subcommittees, on departmental graduate committees, and on other University committees relating solely to graduate education.

II. Individuals with associate membership in the Graduate Faculty may assume functions as designated below:
   a. Board-appointed faculty
      1) teach graduate level courses, and direct capstone projects;
      2) advise students in graduate degree and certificate programs
      3) serve on graduate thesis, project, dissertation, or examination committees; and
      4) serve on the Graduate Studies Council and its subcommittees, on departmental graduate committees, and on other University committees relating solely to graduate education.

   b. Non-board-appointed faculty
      1) teach graduate level courses, as approved on a course by course basis by the department, for those courses in which they have expertise as evidenced by educational preparation or experience;
      2) advise students in graduate degree and certificate programs when specifically authorized by the department; and
      3) serve on graduate thesis, project, dissertation, or examination committees.

   c. Individuals not employed by Western Michigan University
      1) serve on graduate thesis, project, dissertation, or examination committees as appropriate.

13.4.2 Criteria for Appointment and Reappointment

I. General and Departmental Criteria for appointment to full membership:
   1) Appointment to the faculty by the Board of Trustees of Western Michigan University;
   2) Earned doctorate; and
   3) Current involvement in appropriate research and/or artistic or professional endeavors as evidenced by criteria established by the department tenure and promotion policy.

   Unless otherwise specified in departmental criteria, determination for appointment is to be based upon the following evidence within the previous five years: (a) One book published by a reputable press, evidenced by peer review, reputation, or editorial board; OR (b) two

publications in peer-reviewed journals, national monographs, or chapters in a book; OR (c) five presentations at regional, national, or international professionally relevant venues; OR (d) five evaluation or development projects, five grant or contract awards, and/or five other professional recognition-related activities as identified in these departmental policies under 7.3.2 (Professional Recognition Criteria for Tenure and Promotion); OR (e) a combination of the above criteria.

4) Active and productive participation in graduate education. This includes a demonstrated commitment to the professional development of graduate students, successful involvement in the guidance of scholarly activities by graduate students, and significant, effective teaching at the graduate level. For those serving as dissertation chairs, this also means a record of support and guidance to their doctoral students as these students work on completing their dissertations. This does not apply to faculty who have recently completed their terminal degrees.

II. General and Department Criteria for appointment to associate membership for board-appointed faculty, non-board-appointed faculty, and individuals not employed by WMU:
    1) Terminal degree in one's discipline; or
    2) Master's degree and 5 years of professional experience, both in relevant field; or
    3) Master's degree, and 10 years of experience in a relevant field.

III. Removal of Graduate Faculty Status
        Removal of Graduate Faculty Status may occur following the process delineated in the Graduate Catalog.

Section 14: Appointment and Evaluation of Department Chair

14.1   Chair Position Opening

While it is recognized that the department chair serves at the pleasure of Western Michigan University, it is also recognized that the faculty has an advisory role in the selection of its chair. Therefore, upon the request of the Dean of the College of Education and Human Development, it will be the responsibility of the board appointed faculty to make recommendations regarding qualified person(s) eligible for the position. At a regularly scheduled or special meeting, the faculty will nominate three persons to serve on an Ad Hoc Department Search Committee. A department faculty member will convey the faculty's recommendation for Search Committee membership to the dean for appropriate action.

The Search Committee, upon appointment by the dean, will conduct the business of identifying person(s) for the position within the guidelines of university policy. The committee's recommendation(s) will be subject to a vote of the faculty at a regularly scheduled or special department meeting. It will be the responsibility of the Search Committee chair to convey the Faculty's action in writing to the Dean of the College of Education and Human Development.

14.2   Department Chair Evaluation

Per Article 19 of the Agreement, ELRT department faculty may conduct an evaluation of the

department chair annually, but not less than every three years. This evaluation is intended to be a developmental process which will provide growth opportunities and useful feedback for the chair. The evaluation will be conducted by the Department Coordinating Committee, using a procedure agreeable to the department chair and the bargaining unit faculty. Results of the evaluation will be shared with the chair, the faculty and the dean of the College of Education and Human Development. It is strongly recommended that the evaluation conducted and forwarded by department faculty be considered when WMU evaluates the performance of the chair and decides upon appointment or reappointment.

Section 15: Targets for Class Size

Class size and the teaching and learning process are significantly correlated, and a variety of teaching and learning strategies are necessary to insure accomplishment of desired instructional goals. Therefore, the maximum class sizes will be based upon the level of students taught and the format of the course. Such target sizes will result in increased instructor and student interactions, increased opportunities for individualized attention, and an appropriate climate for student achievement at the graduate level. Thus, the faculty of Educational Leadership, Research, and Technology recommend the following enrollment limits:

Category of Course	Maximum Class Size
Undergraduate Lecture/Lab	18 per lab section, and not more than 75 for the combined lecture
On-Line or Hybrid Undergraduate	25 per section or whatever number EUP sets as the appropriate class size
Primarily Masters	The smaller of 25 per section or 2 less than the number of computer workstations in the instructional lab
On-line or Hybrid Graduate	18 per section, or whatever number EUP sets as the appropriate class size
Primarily Ph.D.	20 per section
Ph.D. Practicum	18 per section
Dissertation Seminar/Other Writing Intensive	15 per section

Each Program Committee via its unit head in consultation with the department chair will identify the category for each specific course. No increase in class size can be made except as set forth in Section 42 of the Agreement. Some courses, such as applied statistics, measurement or quantitative inquiry require additional time as many students often struggle with content. As a result, the chair and faculty must be aware of the additional time, student contact, and preparation required to effectively teach these classes.