

SCHOOL OF INTERDISCIPLINARY HEALTH PROGRAMS

DEPARTMENT POLICY STATEMENT

Endorsed by the faculty of the school on September 25, 2014.
Approved by Western and WMU-AAUP on October 21, 2014

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PREAMBLE

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

For any university department to function effectively, it is essential that its faculty members exercise their right to participate in the decision making process. Faculty do this by making recommendations on matters that affect the execution of their professional responsibilities. The competence to make such recommendations belongs principally to faculty members who are professionally active and uniquely aware of important issues in their field. Such participation in governance is especially important at the department level since decisions made at this level affect faculty and programs in the most direct way. To facilitate appropriate review and revision, it is recommended that the faculty of the School of Interdisciplinary Health Programs (SIHP) review this document no less than once every two years.

These policies and procedures have been prepared in accordance with the current Agreement between Western Michigan University and the WMU Chapter of the AAUP. They will be reviewed and revised as needed by the SIHP faculty in accordance with Article 23 of the Western/WMU-AAUP Agreement.

I. STATEMENT OF PRINCIPLES

As a matter of general principle, faculty recommendations regarding policies and programs of the School of Interdisciplinary Health Programs shall rest upon the consensus of the entire school faculty as developed through a democratic leadership process positively facilitated and guided by the school director and the Executive Council. The model for the Executive Council shall be that of shared leadership on policy matters and the continuing review of school procedures.

All policies of the school shall be in conformity with university policy and any collective bargaining agreements.

Robert's Rules of Order shall govern the conduct of all school meetings.

II. SCHOOL ORGANIZATION

A. School Faculty

1. Membership

Membership in the SIHP faculty is determined by appointment to the SIHP by the Board of Trustees for faculty holding an appointment equal to or

greater than 51% of a full-time appointment. Each member of the school faculty holds one vote. Faculty with less than a 51% full-time appointment are encouraged to attend and participate, but will not be eligible to vote.

2. Functions

Collectively, the SIHP faculty are to be organized such that the decision making process functions democratically. Final authority on all matters within their jurisdiction rests with the faculty in regularly constituted school meetings.

In addition to their regular academic duties, faculty members will be individually responsible for carrying out their assigned committee obligations and administrative tasks. These assignments will be made by the director of the school, after consideration of school faculty recommendations.

3. Meetings

The faculty will act corporately through regular monthly meetings during the academic year, the dates to be determined and announced by the school director at the beginning of each semester. Items for the agenda may be suggested to the director prior to the meeting or brought up from the floor by any member.

The faculty may also act corporately through special meetings. These meetings may be called by the school director, by majority vote of the Executive Council or by any three members of the school faculty.

Except when the faculty meet as a bargaining unit, all school meetings shall be facilitated by the school director or his/her designee.

Unless noted otherwise, a majority of the membership shall constitute a quorum. A quorum shall be necessary for the school faculty to take action.

C. School Director

1. Appointment of School Director

a. Nomination

As soon as it is known that a replacement for the director will be required, a three member ad hoc search committee, composed of one faculty member from each traditional rank, will be elected by the school faculty. The ad hoc search committee should be elected as soon as possible, preferably no later than one year prior to the selection of candidates.

Any member of the ad hoc search committee who accepts nomination for director shall be replaced on this committee by another faculty member of the same professorial rank.

The ad hoc committee is charged with carrying out the following responsibilities:

- (1) Determine the qualifications most needed and desired by the school community and the dean;
- (2) Receive nominations from within the school (any voting member is eligible to nominate a candidate for director) or organize an external search;
- (3) Gather information about each candidate, evaluate candidates on the basis of previously established criteria, screen out inappropriate candidates, distribute information about appropriate candidates, and arrange for interviews;
- (4) Prepare a slate of candidates to be distributed to the school at least one week prior to the school meeting to select the candidate to recommend to the dean.

A candidate, in order to be recommended to the dean, must receive a simple majority vote. Voting shall be carried out by secret ballot, the result of which will be tabulated immediately by the members of the ad hoc committee.

Faculty on sabbatical or other leave of absence are eligible to vote and, if unavailable to attend the meeting, may cast an absentee ballot by mail or email.

b. Duties

The faculty recommend that the director:

- (1) Provide leadership to the school in establishing school goals, developing curricula, promoting teaching excellence and research, and providing guidance in personnel matters. The latter includes the recruitment, replacement and retention of faculty members.
- (2) Coordinate the activities and manage the business of the school.
- (3) Expand channels of communication within and beyond the school, college and university.

(4) Represent the school in discussions with agents of the university and greater community.

(5) Seek input from the faculty when reviewing staff and part-time instructors.

(6) Perform all other duties normally expected of a department chair at the university.

2. Reappointment of the Director

The director shall be evaluated in coordination with the dean's office at least every third year. Results of the evaluation shall be distributed to faculty in a special meeting to review and recommend action to the dean.

D. Academic Areas

The SIHP offers courses that support a variety of majors within the College of Health and Human Services, houses distinct academic areas, such as Gerontology, Interdisciplinary Health Services and the Masters in Public Health, and is likely to house additional academic areas going forward. Academic areas have the right and responsibility to make recommendations regarding:

1. Curriculum development and changes
2. Course scheduling
3. Faculty teaching and research assignments
4. Student concerns as they relate to area interests (e.g., course evaluation, advising, career planning, course content, internships)
5. Area research projects and/or workshops
6. Budgetary concerns and equipment needs and
7. To initiate and maintain relationships with other departments and schools, colleges and universities, professional associations, industry groups and professionals on area interests or concerns.

Where appropriate, academic areas will have a program coordinator, who's primary responsibility is to coordinate efforts relative to the items listed above.

E. Executive Council

1. Membership

Membership includes: The school director and four elected faculty members. Each academic area must be represented on the Executive Council. The faculty members are elected at the final school meeting of the spring term and serve staggered two-year terms. At that same meeting, the school faculty will elect the chair of the Executive Council. Faculty are eligible for re-election to the

Council for two consecutive terms; after which, they must be absent for one academic year before reelection to the Council. The council chair sets the agenda based on feedback from members and sends it to all SIHP faculty and staff.

2. Functions

The purpose of the Council is to provide advice and counsel to and act as a sounding board for the school director and the faculty in such matters as:

- a. Coordination of course scheduling;
- b. Program development, review and enhancement;
- c. Strategic planning; and
- d. Professional concerns and school relationships with other departments, schools, colleges and professional groups.

3. Meetings

The Executive Council will be scheduled by the Council chair to meet monthly during the academic year. Any Council member may also call the Council into special session. A quorum will consist of three members. Council meetings will be open to school faculty; however, the Council may move to a closed session by a majority vote of the Council.

F. FACULTY APPOINTMENT AND REAPPOINTMENT

1. Appointment

When hiring for a position is authorized, the school director will appoint an ad hoc search committee (or committees, in the event of multiple positions). The ad hoc committee will conduct recruiting activities, screen vitae, and make recommendations to the school for interviewing any appropriate candidates. All application files will be made available for review by all school faculty. Faculty will evaluate all interviewed candidates. These evaluations will be reviewed by the ad hoc committee, which will make a hiring recommendation to the school. At a subsequent school meeting, the faculty will review the recommendation from the ad hoc committee and make a final recommendation to the school director.

While recognizing hiring decisions rest with the dean, the faculty of the SIHP believe that the choice of candidates made by the school faculty should normally have presumption in the hiring decision. This is especially true for recommendations specific to a program within the school. For example, recommendations from Gerontology faculty should have presumption in the hiring of faculty for Gerontology. Because of the interdisciplinary nature of the school, careful attention must be paid to the recommendations of faculty professionally aligned with candidates.

2. Reappointment

Currently, the Western/WMU-AAUP Agreement recognizes two types of faculty rank: traditionally ranked and faculty specialist. Within these ranks, the appointment can be tenure-track, term appointment or grant/contract appointment.

a. Tenure Track Faculty

Tenure-track faculty are those individuals who hold the terminal degree in their area of expertise. Traditionally ranked tenure-track faculty are expected to fully participate in the teaching, research and service activities of the school. Faculty specialist tenure-track faculty are expected to fully participate in the teaching and services activities of the school.

Pursuant to the Western/WMU-AAUP Agreement, tenure track faculty will be reviewed at least bi-annually by the school tenure committee, school director, dean and provost. The review will be based on criteria and processes specified in the Agreement and this policy statement (see Tenure section below). Unless determined otherwise by the provost and specified in the letter of appointment, tenure track faculty will be on continuous appointment through the six years of probationary status.

b. Term Appointment Faculty

Term appointment faculty are those individuals who hold the terminal degree in their area of expertise and are expected to fully participate in the teaching and service activities of the school. Participation in research activities is encouraged, but not required, and the letter of appointment defines the scope of work for term appointment faculty. Term appointment faculty can be traditionally ranked or faculty specialists.

Pursuant to the Western/WMU-AAUP Agreement, term appointment faculty will be reviewed annually by the school personnel committee, school director and dean, and in accordance with the yearly memorandum from the office of the provost. The review will be based on criteria and processes specified in the Agreement and letter of appointment. At a minimum, the personnel committee will review course syllabi, course instructional materials and student ratings. Term appointment faculty are appointed for one-year terms, renewable up to five consecutive appointments.

c. Grant/Contract Faculty

Grant/contract faculty are those individuals who hold the degree relevant to their grant/contract appointment and are expected to

fully participate in teaching, research and service activities of the school, consistent with their letter of appointment. Grant/contract faculty can be traditionally ranked or faculty specialists.

Pursuant to the Western/WMU-AAUP Agreement, grant/contract faculty will be reviewed annually by the school personnel committee, school director and dean, and in accordance with the yearly memorandum from the office of the provost. The review will be based on criteria and processes specified in the Agreement and letter of appointment. Grant/contract faculty are appointed for the duration of the grant/contract and may be reappointed with subsequent grants/contracts.

III. SCHOOL GOVERNANCE

Governance of the School of Interdisciplinary Health Programs shall be carried on through the committee structure of the school. There are seven (7) standing committees of the school: assessment, curriculum and instruction, diversity and inclusion, personnel, policy and planning, promotion and tenure. The school director or the Executive Council may appoint ad hoc committees, on an as-needed basis.

Unless otherwise specified, faculty members appointed to school committees shall serve one-year terms. Committee members may be reappointed for succeeding terms. When vacancies occur, the school director may make temporary appointments to carry on necessary committee functions.

A. TENURE COMMITTEE AND POLICY

1. Tenure Committee Function and Structure

The tenure committee conducts periodic and final tenure reviews for each tenure-track probationary faculty member of the school (both traditionally ranked and faculty specialists). Each tenure review will result in substantive feedback provided to the faculty member under review. The tenure committee also provides guidance to tenure track faculty in development of their tenure portfolio.

The tenure committee consists of all tenured faculty. The tenure committee shall select its own chair. A quorum of the tenure committee is 75% of all eligible members not on leave or sabbatical in a given year. All recommendations on tenure must be approved by a majority vote of the entire committee.

2. Judgmental Criteria for Tenure

The criteria detailed below apply to traditionally ranked tenure-track faculty and faculty specialists. For the latter, any details contained in the letter of

appointment shall guide the review of criteria and performance.

a. Professional Competence

Professional competence is a necessity for awarding tenure to teaching faculty. Students and colleagues shall evaluate a faculty member's teaching ability. Classroom observations will focus on areas that are deemed by the personnel committee as most important for teaching competence to assure that faculty are given adequate feedback on their teaching. Insofar as they pertain to teaching competence, efforts by the faculty member at curriculum development, innovation, and continuing self-education shall be included in the evaluation. Evaluations from courses taught by faculty for the first time may be weighted more lightly in the professional judgment of the school tenure committee.

All school specified information on professional competence will be considered when evaluating an individual for possible tenure, including measures of student satisfaction and reputation among colleagues.

Criteria for professional competence include, but are not limited to, the following (numbers are nominal and do not reflect weight):

- (1) Classroom performance as judged by students and colleagues;
- (2) Development and/or refinement of course offerings;
- (3) Development and/or refinement of academic programs and curricula;
- (4) Quality of instruction outside of course structures, including honors programs and master's degrees (including supervision of theses), doctoral degrees (including supervision of dissertations), and special projects;
- (5) Instructional materials development;
- (6) Special teaching assignments (including internship supervision);
- (7) Competence as it relates to program/internship coordination;
- (8) Postdoctoral education as it pertains to instruction or program/curriculum development.

b. Professional Recognition

In order to be evaluated positively for tenure in the SIHP with respect to professional recognition, faculty are expected to demonstrate that not only were they able to successfully complete their dissertation research, but also that they have been able to move beyond the confines of their doctoral project. The issue the tenure committee must confront is if the faculty member will be able to perform at least as well as is revealed by their performance between the time of their initial appointment and their final tenure review.

Criteria for professional recognition include, but are not limited to, the following (numbers are nominal and do not reflect weight):

- (1) Publication in refereed journals;
- (2) Papers presented at professional meetings;
- (3) Invited publications;
- (4) Book reviews;
- (5) Scholarly books and/or monographs;
- (6) Receipt of research grants;
- (7) Final reports of research projects, funded and/or unfunded;
- (8) Grant and contract proposal submissions;
- (9) Chapters in scholarly books;
- (10) Postdoctoral education as it pertains to the development of scholarly and research capacity;
- (11) Office in professional associations;
- (12) Section/session organizer at professional meetings;
- (13) Participant in professional meetings (e.g., discussant)
- (14) Referee (e.g., publication, publisher foundation, meeting)
- (15) Panelist in grant reviews
- (16) Member of editorial staff of professional publications;
- (17) Consultant (including media consultant);
- (18) Educational performance/activity;
- (19) Professionally related government activities (e.g., commissions, boards);
- (20) Evaluation research.

c. Professional Service

The faculty member shall have demonstrated competence and willingness in serving the needs of the school, the college, the university and the community, when possible, in leadership roles. All faculty will participate in the administration and committee work of the school and/or the university. New faculty will normally be less heavily involved in this type of activity than will senior faculty members, but they will be expected to perform satisfactorily a proportionate share of such duties. Faculty members will be evaluated in their performance of these obligations, including preparing committee reports, keeping student and faculty appointments, and generally contributing to the welfare of the school and university. While community involvement may be considered as a factor supporting tenure, its absence will not be considered a barrier.

Criteria for professional service include, but are not limited to, the following (numbers are nominal and do not reflect weight):

- (1) Service on school committees/councils;
- (2) Service as it relates to program/internship coordination;

- (3) Service on college committees;
- (4) Service on university committees;
- (5) Service on Faculty Senate committees/councils;
- (6) Service to WMU-AAUP;
- (7) Service to local, state, regional, national and/or international organizations that are not academic in nature;
- (8) Service to local, state, regional, national and/or international organizations that are academic in nature.

d. Weighting of Criteria

For traditionally ranked faculty, professional competence and professional recognition are of equal weight and essential to the granting of tenure. Professional service is an important consideration, but of less weight than either professional competence or professional recognition.

In reviewing faculty for tenure, each area of performance will be evaluated based on the following scale: 0 – unsatisfactory, 1 – satisfactory, 2 – significant, 3 – substantial, and 4 – outstanding.

At the second year review, probationary faculty must demonstrate an average of 1 or higher across their areas of review. It is expected that overall averages will increase at subsequent levels of review. At the final tenure review, probationary faculty must demonstrate, at a minimum, an average score of 2 across their areas of review and not receive any ratings below a 1 in order to receive a positive recommendation for the award of tenure.

3. Procedure for Tenure Review and Recommendation

The tenure committee, in accordance with the Western/WMU-AAUP Agreement, expects the school director to direct the candidate to assemble a comprehensive tenure review file containing information bearing on the faculty member's qualifications for tenure or for positive review and continuing probationary appointment. It is the faculty member's responsibility to ensure the presence of complete and up-to-date information and to follow the guidelines from the office of the provost.

At least one member of the tenure committee will provide guidance to probationary faculty members, including in the area of portfolio development. All probationary faculty are expected to include a statement of teaching philosophy, research agenda (where appropriate), five year plan for key assignments, and narrative that guides the review of their portfolio.

In each tenure review (both probationary and final), the tenure committee

is expected to respond to the evaluations of prior tenure reviews to indicate how the candidate has responded to them.

The school tenure committee passes its recommendations to the candidate and the school director.

4. Timetable

The timetable will be consistent with the Western/WMU-AAUP Agreement.

5. Appeals Process

Pursuant to the Western/WMU-AAUP Agreement, faculty members have the right to appeal tenure reviews and recommendations of the school tenure committee. The school tenure committee will not forward its review/recommendation letter to the school director until the decision regarding any appeal of its work has been made. Faculty may appeal the school tenure committee's review/recommendation on either procedural or substantive grounds.

Any appeals must be made in accordance with the timetable specified in the Western/WMU-AAUP Agreement.

6. Early Tenure Review and Stopping the Tenure Clock

The Western/WMU-AAUP Agreement has clear criteria on both early review and stopping the tenure clock. Those criteria will be adhered to by the school tenure committee.

B. PROMOTION COMMITTEE AND POLICY

1. Promotion Committee Function and Structure

The promotion committee conducts promotion reviews for each faculty member of the school (both traditionally ranked and faculty specialists). For traditionally ranked faculty, promotion to associate professor is automatic with the award of tenure. All other promotions are subject to initiation by the faculty member, based on eligibility as defined in the Western/WMU-AAUP Agreement (Note: timetables for eligibility are not the same for traditionally ranked faculty and faculty specialists). Each promotion review will result in substantive feedback provided to the faculty member seeking promotion.

According to the Western/WMU-AAUP Agreement, for faculty seeking promotion to full professor, the school promotion committee must have no fewer than three full professors serving on the committee. If there are fewer than three full professors in the school, all full professors in the school will serve on the

school promotion committee with additional full professors appointed from other units at Western.

For faculty seeking promotion to ranks other than full professor, all faculty at or above the rank being sought will serve on the school promotion committee.

The promotion committee shall select its own chair. A quorum shall be 75% of all eligible members not on leave or sabbatical in a given year. Recommendations are by a simple majority of the entire committee.

2. Notification

Notification of eligibility to seek promotion shall occur in accordance with the time table specified in the Western/WMU-AAUP Agreement.

3. College Promotion Committee

School faculty will elect one tenured full professor to serve on the promotion committee for the College of Health and Human Services, after notification that a term has expired. The selection will be made at a school faculty meeting during the spring semester, but no later than October 1 of the current academic year. The elected individual will serve a three-year term on the college promotion committee.

4. Qualifying Criteria

a. Service in Rank

Length of service in rank required for promotion shall be in accordance with the Western/WMU-AAUP Agreement.

b. Faculty Specialists and Promotion

Faculty specialists are on a different promotion schedule than are traditionally ranked faculty. While tenure for traditionally ranked faculty carries with it promotion to associate professor, there is no concurrent promotion when faculty specialists are awarded tenure. Faculty specialist at level I (FSI), are eligible to apply for level II in their third year of appointment. Should an FSI wish to apply for promotion to FSII in the same year they apply for tenure, two review applications and sets of materials are required.

5. Judgmental Criteria for Promotion

The criteria detailed below apply to traditionally ranked tenure-track faculty and faculty specialists. For the latter, any details contained in the letter of

appointment shall guide the review of criteria and performance.

a. Professional Competence

Professional competence is a necessity for awarding promotion to teaching faculty. Students and colleagues shall evaluate a faculty member's teaching ability. Insofar as they pertain to teaching competence, efforts by the faculty member at curriculum development, innovation, and continuing self-education shall be included in the evaluation. Evaluations from courses taught by faculty for the first time may be weighted more lightly in the professional judgment of the school promotion committee.

All school specified information on professional competence will be considered when evaluating an individual for possible promotion, including measures of student satisfaction and reputation among colleagues.

Criteria for professional competence include, but are not limited to, the following (numbers are nominal and do not reflect weight):

- (1) Classroom performance as judged by students and colleagues;
- (2) Development and/or refinement of course offerings;
- (3) Development and/or refinement of academic programs and curricula;
- (4) Quality of instruction outside of course structures, including honors programs and master's degrees (including supervision of theses), doctoral degrees (including supervision of dissertations), and special projects;
- (5) Instructional materials development;
- (6) Special teaching assignments (including internship supervision);
- (7) Competence as it relates to program/internship coordination;
- (8) Postdoctoral education as it pertains to instruction or program/curriculum development.

b. Professional Recognition

Three elements of professional recognition will be considered: research, publication, and participation and/or leadership in professional organizations. Additional evidence of professional recognition may be considered.

Criteria for professional recognition include, but are not limited to, the following (numbers are nominal and do not reflect weight):

- (1) Publication in refereed journals;

- (2) Papers presented at professional meetings;
- (3) Invited publications;
- (4) Book reviews;
- (5) Scholarly books and/or monographs;
- (6) Receipt of research grants;
- (7) Final reports of research projects, funded and/or unfunded;
- (8) Grant and contract proposal submissions;
- (9) Chapters in scholarly books;
- (10) Postdoctoral education as it pertains to the development of scholarly and research capacity;
- (11) Office in professional associations;
- (12) Section/session organizer at professional meetings;
- (13) Participant in professional meetings (e.g., discussant)
- (14) Referee (e.g., publication, publisher foundation, meeting)
- (15) Panelist in grant reviews
- (16) Member of editorial staff of professional publications;
- (17) Consultant (including media consultant);
- (18) Educational performance/activity;
- (19) Professionally related government activities (e.g., commissions, boards);
- (20) Evaluation research.

c. Professional Service

The faculty member shall have demonstrated competence and willingness in serving the needs of the school, the college, the university and the community, when possible, in leadership roles. All faculty will participate in the administration and committee work of the school and/or the university. New faculty will normally be less heavily involved in this type of activity than will senior faculty members, but they will be expected to perform satisfactorily a proportionate share of such duties. Faculty members will be evaluated in their performance of these obligations, including preparing committee reports, keeping student and faculty appointments, and generally contributing to the welfare of the school and university. While community involvement may be considered as a factor supporting promotion, its absence will not be considered a barrier.

Criteria for professional service include, but are not limited to, the following (numbers are nominal and do not reflect weight):

- (1) Service on school committees/councils;
- (2) Service as it relates to program/internship coordination;
- (3) Service on college committees;
- (4) Service on university committees;
- (5) Service on Faculty Senate committees/councils;

- (6) Service to WMU-AAUP;
- (7) Service to local, state, regional, national and/or international organizations that are not academic in nature;
- (8) Service to local, state, regional, national and/or international organizations that are academic in nature.

d. Weighting of Criteria

For traditionally ranked faculty, professional competence and professional recognition are the most heavily weighted of the criteria and candidates for promotion should demonstrate both. For faculty specialists, professional competence and professional service are paramount and should align with criteria stated in the letter of appointment.

Ordinarily, it is expected that level of performance will increase with experience; for example, promotion to full professor will require demonstration of achievement in excess of that demonstrated by those promoted to associate professor. Similarly, faculty seeking promotion to master faculty specialist should demonstrate achievement in excess of that demonstrated by those promoted to faculty specialist II.

In reviewing faculty for promotion, each area of performance will be evaluated based on the following scale: 0 – unsatisfactory, 1 – satisfactory, 2 – significant, 3 – substantial, and 4 – outstanding.

In order to be recommended for promotion to full professor, a candidate must have achieved one of the following, based on the Western/WMU-AAUP Agreement:

- (1) “Outstanding” professional recognition and “satisfactory” professional competence;
- (2) “Outstanding” professional competence and “substantial” professional recognition;
- (3) “Substantial” professional recognition, “satisfactory” professional competence, and “significant” professional service.

6. Procedure for Promotion Review and Recommendations

The promotion committee, in accordance with the Western/WMU-AAUP Agreement, expects the school director to direct the candidate to assemble a comprehensive promotion review file containing information bearing on the faculty member’s qualifications for promotion. It is the faculty member’s

responsibility to ensure the presence of complete and up-to-date information and to follow the guidelines from the office of the provost.

The school promotion committee passes its recommendations to the candidate and the school director.

7. Timetable

The timetable will be consistent with the Western/WMU-AAUP Agreement.

8. Appeals Process

Pursuant to the Western/WMU-AAUP Agreement, faculty members have the right to appeal promotion reviews and recommendations of the school promotion committee. The school promotion committee will not forward its review/recommendation letter to the school director until the decision regarding any appeal of its work has been made. Faculty may appeal the school promotion committee's review/recommendation on either procedural or substantive grounds.

Any appeals must be made in accordance with the timetable specified in the Western/WMU-AAUP Agreement.

C. POLICY AND PLANNING COMMITTEE

The policy and planning committee makes recommendations on all school policies and is responsible for the biannual (every two years) review of the school department policy statement.

The policy and planning committee is comprised of three board-appointed faculty members and shall select its own chair.

D. PERSONNEL COMMITTEE

The personnel committee has oversight of the annual reviews of part-time instructors and grant/contract faculty per the guidelines issued from the office of the provost.

The personnel committee is responsible for oversight of classroom visitations for probationary faculty and part-time instructors. This includes, but is not limited to, the development/maintenance of the classroom visitation form and process. The personnel committee collaborates with the curriculum and instruction committee on this form and process.

The personnel committee is responsible for conducting an annual review of part time instructors regarding composition, diversity, past reviews and making

recommendations to guide future hiring of part time instructors.

The personnel committee is comprised of three board-appointed faculty members and shall select its own chair.

E. DIVERSITY AND INCLUSION COMMITTEE

The diversity and inclusion committee is responsible for development and maintenance of the school diversity and inclusion plan, as well as related recommendations to be made to the school director.

The work of the School of Interdisciplinary Health Programs Diversity and Inclusion committee supports the work of Western Michigan University and the College of Health and Human Services' mission statements and strives to (1) enhance diversity, (2) promote a climate of inclusion, and (3) strengthen collaborative partnerships to fulfill the vision of a healthy community and transformative education, practice, and research.

In order to attract, retain, graduate and employ a diverse community of faculty, administrators, staff, and students, the Diversity and Inclusion committee will direct initiatives that will enhance the school's diversity mission. To build and maintain a diverse and inclusive community, the members of SIHP encouraged to pursue knowledge, skills, and cultural understanding that can transcend our own culture while instilling a more informed approach to problem solving in a cross-cultural context.

The diversity and inclusion committee is comprised of three board-appointed faculty members and shall select its own chair.

F. CURRICULUM AND INSTRUCTION COMMITTEE

The curriculum and instruction committee makes recommendations to the school director on all matters of curriculum and instruction. These include, but are not limited to, additions, deletions and/or modifications to course offerings and degree offerings. One member of this committee serves on the college curriculum committee and keeps the school committee apprised of upcoming events and deadlines pertaining to curricula matters.

The curriculum and instruction committee collaborates with the personnel committee on the form and process related to classroom visitations for probationary faculty and part-time instructors.

The curriculum and instruction committee is comprised of three board-appointed faculty members and shall select its own chair. For degree programs within the school, each program area will have its own curriculum committee that makes recommendations to the school curriculum and instruction committee.

G. ASSESSMENT COMMITTEE

The assessment committee has responsibility for development and maintenance of the school assessment plan as well as adherence to university policy and Higher Learning Commission guidelines regarding assessment.

The assessment committee is comprised of three board-appointed faculty members and shall select its own chair. One member will serve on the college assessment committee.

VI. OPERATING PROCEDURES AND POLICIES

A. DEGREE AND CURRICULAR REQUIREMENTS

The curriculum and instruction committee shall establish and maintain school degree requirements and curricular offerings in health services. All recommendations for program change shall be forwarded to the school faculty for its action.

Academic areas shall establish and maintain degree requirements and curricular offerings in their area. All recommendations for program change shall be forwarded to the school faculty for its action.

Program changes include: changes in course titles, course descriptions and course credit hours; the catalog listing of new courses; the deletion from the catalog of listed course offerings; the addition, deletion or modification of major, minor or degree requirements; the addition, termination or modification of area programs; the addition, termination or modification of specialization or certificate programs. Proposals shall be recommended to the school faculty and director and, if approved, forwarded to the college curriculum committee.

B. FACULTY EVALUATION OF THE SCHOOL DIRECTOR

It is recommended that that school faculty evaluate the school director at least once every three years. The evaluation, which must be coordinated with the office of the dean, shall be conducted by a three member committee of the tenured faculty, appointed by the Executive Council, and with the chair of the committee designated at the time of appointment. The committee shall use the list of goals and duties of the director (as found elsewhere in this policy statement) for the evaluation, subject to the approval of the faculty. The results of the evaluation and written report shall be transmitted to the school director, the faculty and the dean of the College of Health and Human Services.

C. INSTRUCTOR EVALUATION BY STUDENTS

All instructors (i.e., faculty, part-time instructors, graduate teaching assistants) of courses under the SIHP shall evaluate courses using the Instructor and Course Evaluation System (ICES), as mandated by the Western/WMU-AAUP Agreement. All instructors are expected to conduct student ratings (ICES) in all classes, each semester and summer

session. Ratings from courses taught for the first time may in the professional judgment of the tenure and promotion committees be weighted less heavily.

All instructors are encouraged to develop and use midterm evaluation systems, so as to have formative evaluation results timely for any mid-course adjustments.

D. FEEDBACK TO STUDENTS

The faculty agree on the importance of timely feedback to students. Faculty teaching 1000 and 2000 level classes shall submit midterm grades, as coordinated through the office of the registrar. It is strongly recommended that midterm grading be used in all classes under the SIHP. It is also recommended that faculty submit first work grades, especially for students in 1000 and 2000 level classes.

E. ASSESSMENT OF STUDENT LEARNING

In accordance with university policy, the SIHP will engage in assessment of student learning consistent with the approved school learning assessment plans (to be developed).

F. SABBATICAL LEAVE COMMITTEE

An ad hoc committee of three faculty members shall be recommended to the school director. Those recommended must be tenure faculty from the school who are not requesting a sabbatical leave in the current cycle. Preference should be given to recent recipients of sabbatical leave. The recommendation of the sabbatical leave committee shall be forwarded according to the procedure and timetable indicated in the Western/WMU-AAUP Agreement.

In reviewing applications for sabbatical leave, the sabbatical leave committee shall be concerned with whether the proposal is feasible, whether it may reasonably be expected to contribute to the professional competence and/or professional recognition of the applicant, and whether it makes a contribution to the school and university. An illustrative, but not exhaustive, list of potential sabbatical leave activities includes:

- (1) Research: either organized or individual;
- (2) Study: either an individual or institutional program;
- (3) Enriched experience: includes teaching in a cultural setting different from that of WMU, as well as internship and participation in a non-teaching occupational assignment with at least tangential relevance to academic interests.

The ad hoc committee will make recommendations to the school director no later than ten days prior to the deadline for the school director to make recommendations to college dean. The ad hoc committee shall recommend either acceptance or denial on each application. When there is more than one application recommended for

acceptance, the ad hoc committee will rank order their recommendations.

G. TEACHING ASSIGNMENTS AND CLASS SCHEDULES

In order for faculty to make recommendations concerning the construction of the class schedule, the school director will typically prepare a tentative draft schedule with distribution to all faculty for their individual responses and to the academic area committees (e.g., Gerontology) for their responses. The final draft resulting from these discussions will typically be distributed to the faculty again for their review and comment before the schedule is submitted to the office of the dean. Factors relevant to course assignment include: faculty expertise, faculty availability, faculty preferences, workload considerations, the scheduling matrix and the needs of students.

Equitable distribution of opportunities to teach in the summer sessions and Extended University Programs will be provided by the SIHP as required by the Western/WMU-AAUP Agreement. Before preparing class schedules for summer sessions, the school director will provide faculty an opportunity to express their interest in summer teaching as well as their preferences with respect to course and session assignment. Taking into consideration programmatic needs as well as faculty preferences, the school director will equitably arrange class schedules for the summer sessions. Faculty on fiscal year teaching appointments will be given preference in summer course assignments. Academic year faculty summer teaching is based on approval from the office of the dean. Should more academic year faculty desire summer teaching than is available, all faculty requesting a summer course will be assigned no more than one summer course until all faculty have been assigned at least one summer course. Should there remain fewer courses than faculty requests, faculty will be placed on a rotation list for future summer class assignments.

Opportunities to teach in Extended University Programs (EUP) beyond what is assigned as part of load will be communicated to the faculty as they arise by the school director, and the director will also provide faculty an opportunity to express their interest and preferences with respect to such opportunities. As with summer teaching, where there are fewer opportunities than faculty requests, faculty will be placed on a rotation list for future EUP assignments.

H. WORKLOAD POLICY

Work must be assigned to faculty so that the school's goals and objectives are met. Each faculty member's workload assignment should be consonant with the performance expectations outlined in the Western/WMU-AAUP Agreement as well as their individual appointment letter. There should be a degree of flexibility in the assignment of faculty workload in order to meet the wide range of activities of the school and address the particular interests/expertise of individual faculty members. Because demands on the school as a whole and on individual faculty can fluctuate on a semester-by-semester or year-by-year basis, faculty workload should be evaluated on a regular basis.

As required by the Western/WMU-AAUP Agreement, faculty members will track and report their workload to the school in their annual Professional Activities Report. It is recommended that the school director meet with each faculty member on an annual basis to review the faculty member's upcoming plans and obligations, as well as the school's teaching and service needs. The goal of this consultation is to reach a mutually agreeable allocation of workload responsibilities. If a mutually agreeable allocation cannot be determined, the faculty member may request a meeting with the school director and the school's Executive Council in order to reach an agreement about equitable workload assignment. The faculty member may also file a workload appeal, pursuant to Article 42 of the Western/WMU-AAUP Agreement.

Full-time faculty will be assigned no more than 24 credit hours (30 credit hours for faculty specialists) over the fall and spring semesters combined. Fiscal year faculty will be assigned no more than 6 credit hours (7.5 for faculty specialists) in each summer session.

Faculty will be provided timely notice to make requests for teaching assignments and will be given their first choices in such assignments whenever possible. When this is not possible, seniority and experience in the subject area will be deciding factors and an effort will be made for all faculty members to receive at least some of their preferred teaching assignments.

Individual faculty workload may be adjusted based on a number of factors, a host of which are outlined below. The teaching allocation may be reduced for an individual faculty member due to:

- (a) Substantial research, creative, and/or other scholarly activity;
- (b) Heavy advising responsibilities and/or heavy responsibility for supervising graduate theses or dissertations;
- (c) Heavy graduate-level instruction, TA training, classes with high enrollments, upper level courses, writing intensive courses, multiple course preparations, supervision of Honors College projects, new course preparation and development, significant curriculum review and design, supervising individual student projects, internship advising, student organization advising, service to professional organizations, department, university or community service, or other significant activities.

In determining individual faculty workload, each faculty member will consult with the school director regarding the faculty member's plans and obligations for the upcoming year and the school's teaching and service needs. The goal of this consultation is to reach a mutually agreeable allocation of workload responsibilities. If a mutually agreeable allocation cannot be determined, the faculty member may request a meeting with the school director and the school's Executive Council in order to reach an agreement about equitable workload assignment.

The following list is designed to be illustrative of the factors that might be used as rationales for redistribution between teaching and other responsibilities. Some of the items listed may not be weighed as heavily as others, and this should be taken into consideration in any redistribution request.

I. Professional Competence

- A. Scheduled courses: 1000-6000 level
- B. Honors Thesis or Essay - Chair, Member
- C. Master's Essay or Thesis Committee - Chair or Member
- D. Doctoral Dissertation Committee - Chair or Member
- E. Other factors
 - 1. Teaching large classes
 - 2. New course preparation
 - 3. Writing-intensive courses
 - 4. Multiple preparations
 - 5. Honors courses
 - 6. Course development
 - 7. Curriculum development
 - 8. Field supervision
 - 9. Internships
 - 10. Service learning

II. Professional Recognition

- A. Research Proposal Preparation
- B. Research in Progress
- C. Publication Preparation
- D. Presentations at Professional Meetings
- E. Research Consultation
- F. Other Professional Consultation
- G. Office in National, Regional, or State Professional Association
- H. Editor of Professional Publication
- I. Reviewer for Professional Publication
- J. Reviewer for Funding Agency
- K. Media Exposure
- L. Other Professional Activity
- M. Creative Activity

III. Professional Service

- A. Program Coordinator
- B. Executive Council - Chair or Member
- C. Other Working Committees - Chair
- D. Other Working Committees - Member

- E. Other Department Responsibilities
- F. Mentoring New Faculty
- G. University Committees
- H. Faculty Senator and Faculty Senate Committees
- I. AAUP office or committee

I. CLASS-SIZE CAPACITY RECOMMENDATIONS AND APPROVAL PROCESS

Pursuant to the Western/WMU-AAUP Agreement, courses may be overenrolled up to 20% or 10 students (whichever is less). The over-enrollment of a class may be used because of an emergency or for programmatic reasons. Any course that is overenrolled for more than two consecutive offerings shall be reviewed by the school director and the Executive Council to seek a long-term solution.

In accordance with the Western/WMU-AAUP Agreement, the faculty of the SIHP shall periodically review class sizes in the school's courses and recommend changes to the school director and Western. These recommendations should be based on pedagogical standards and on the need to promote student engagement.

Should the faculty of the SIHP choose to adopt a specific policy regarding class capacity recommendations, they will follow the procedure outlined in the Western/WMU-AAUP Agreement.

J. SUPPORT FOR TRAVEL TO PROFESSIONAL MEETINGS

The faculty recommend that each board appointed member receive support for at least one professional meeting per fiscal year. Consistent with guidelines for the Faculty Research Travel Fund, the faculty member must be presenting at such meetings.

On a fiscal year basis and upon availability of funds, each faculty member shall receive a proportionate lump sum to cover expenses toward travel to a professional meeting, provided the faculty member is making a presentation at that meeting. Faculty may also seek such funding from the Faculty Research Travel Fund, administered through the office of the vice president for research. Support for travel to more than one professional meeting will depend on available funds.

K. SCHOOL BUDGET

The school director shall administer all non-salary funds in the school budget, including supplies, administrative help, equipment and other items. The faculty recommend that, where possible, the faculty be consulted on the disbursement of such funds (e.g., rotating support for new computers).

L. AMENDMENT PROCEDURE

When a motion to amend the school policy statement is made and seconded, a vote will be taken at a meeting of the school bargaining unit not less than fourteen days after the motion. All eligible to vote will be notified of the motion to amend and the time and place of the school bargaining unit meeting. To pass, amendments required approval by a majority of all board appointed school faculty.