

**SCHOOL OF COMMUNICATION  
WESTERN MICHIGAN UNIVERSITY  
POLICY STATEMENT**

**(Approved March 2007)**

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## MANDATORY PARAGRAPH AND STATEMENT OF PRINCIPLE

*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 School Policy Statement is to ensure meaningful participation by department and school faculties and procedural regularity within departments and schools. 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 school make recommendations to Western.*

*STATEMENT OF PRINCIPLE (Agreement between Western Michigan University and the AAUP/WMU Chapter, Article 23, Section 1, 2005-08 Contract)*

*By virtue of their command of their disciplines University faculty have as a unique resource the abilities to assist in the governance of the departments in which they will exercise their respective disciplines. Faculty, therefore, should participate in the governance of their departments in order to create and maintain harmonious relationships among colleagues, and to fashion and maintain the departments in such a way as to make them maximally appropriate for instruction, research, service, and other professional activities of the disciplines. Fundamentally, what is desirable and what is intended by the sections that follow is to insure meaningful participation by departmental faculties, with the ultimate power of decision-making by Western, but with an assurance of procedural regularity and fair play.*

## SECTION I: PERSONS AND COMMITTEES: TERMS, FUNCTIONS, RESPONSIBILITIES

### A. DIRECTOR OF THE SCHOOL

In all School matters the Director of the School of Communication is the designated representative of administrative authority of Western Michigan University.

### B. FACULTY

1. The faculty are all persons appointed by the Board of Trustees of Western Michigan University to ranked faculty (including faculty specialist) positions in the School of Communication, as well as all part-time instructors assigned to the School of Communication.
2. Functions of Faculty Members:
  - a) To teach, counsel and advise.
  - b) To elect persons for governance positions in the School as approved by the School Policy Statement
  - c) To engage in research, professional growth, and render service to the School, University and community.
  - d) To make recommendations related to appointment, reappointment, tenure and promotion of faculty members
  - e) To initiate requests for grants, research fellowships, sabbatical leaves, leaves of absence, and reassigned time.
  - f) To initiate with the appropriate committee chairperson a request for the committee to explore a concern. This may be achieved by asking the appropriate committee chairperson to place the concern on the agenda. If the initiator does not feel she/he has received an appropriate response from that committee, she/he may raise the item of business at a regular faculty meeting under new business for consideration.
  - g) To perform tasks and assignments as specified in School of Communication governance policy statements and the AAUP contract.
3. Functions of Faculty in Meetings:
  - a) To approve the agenda for faculty meetings.
  - b) To approve the minutes of faculty meetings.
  - c) To deliberate and vote on all School policies and procedures.
  - d) To receive the School's Annual Report and budgetary information as presented by the Director of the School.

- e) To receive reports of committees, appointees, and persons with responsibility in the governance system.
- f) To generate and recommend goals, objectives, and long range plans for the School as a whole.
- g) To recommend short-term priorities in the areas of personnel, curriculum, and student affairs.
  - (i) To consider appeals by individual faculty members when appropriate.

### C. ASSOCIATE DIRECTOR

1. There should be an Associate Director and the position will include an appropriate load reduction. The Associate Director is a member of the bargaining unit.
2. The Associate Director is appointed at the discretion of the Director for a period of 1 year.
3. The Associate Director represents the faculty in the administration of the school and assists the Director of the School in:
  - a) Coordinating the scheduling of classes.
  - b) Coordinating hiring priorities and procedures.
  - c) Coordinating budget and resource needs.
  - d) Coordinating the work of school assessment in conjunction with the Director of Graduate Programs and the Director of Undergraduate Programs.
  - e) Coordinating the planning of special events.
  - f) Coordinating the management of part-time employees.
  - g) Coordinating other duties as designated by the Director.

### D. DIRECTOR OF GRADUATE PROGRAMS. [Added by the Department November 1, 2002]

1. There should be a Director of Graduate Programs and the position will include appropriate load reduction.
2. When a vacancy occurs, or every three years, whichever is sooner, the Elections Officer will solicit nominations for the position of Director of Graduate Programs and will conduct a vote of the unit faculty on each name, recommending to the Director of the School each nominee receiving a majority of favorable votes.

3. The Director of Graduate Programs represents the faculty involved in graduate programs and assists the Director of the School in:
  - a) Coordinating graduate curriculum development and change
  - b) Coordinating scheduling and classroom space
  - c) Coordinating hiring priorities and procedures
  - d) Coordinating budget and resource needs
  - e) Coordinating off-campus recruitment of graduate students
  - f) Coordinating application and acceptance work
  - g) Coordinating teaching and research assistantships
  - h) Coordinating graduate thesis committees
  - i) Acting as liaison with the Graduate College
  - j) Functioning as advisor for graduate students
  
4. The Director of Graduate Programs should attend relevant meetings of academic areas and consult with faculty when appropriate. The Director of Graduate Programs should make routine decisions and should bring major decisions (including new courses, changes in degree requirements, etc.) to the faculty at general faculty meetings. Where appropriate the Director of Graduate Programs and the Director of Undergraduate Programs should work together.

E. THE GRADUATE COMMITTEE. [Added by the Department November 1, 2002]

There shall be a Graduate Committee. The Graduate Committee shall consist of the Director of Graduate Programs, two members of the Graduate Faculty elected by the Graduate Faculty, two members of the Graduate Faculty appointed by the Director of Graduate Programs, one graduate student. The graduate students will choose the student representative yearly. The faculty members' two-year terms of office will be staggered. Any student members are not to be involved in personnel decisions or reviews.

F. GRADUATE FACULTY

The School of Communication Graduate Faculty is made up of those faculty who meet the current University criteria for membership in the Graduate College.

G. Additional Functions of the Graduate Faculty:

1. To propose written criteria for admission to the graduate program and for School graduation requirements.

2. To develop policies related to reviewing the credentials of applicants to the graduate program.
3. To recommend procedures by which graduate students are advised in the School.
4. To evaluate the graduate program's effectiveness in relation to students in the program.
5. To recommend policies for the graduate program.

H. THE DIRECTOR OF UNDERGRADUATE PROGRAMS [Added by the Department November 1, 2002]

1. There should be a Director of Undergraduate Programs and the position will include appropriate load reduction.
2. When a vacancy occurs, or every three years, whichever is sooner, the Elections Officer will solicit nominations for the position of Director of Undergraduate Programs and will conduct a vote of the faculty on each name, recommending to the Director of the School each nominee receiving a majority of favorable votes.
3. The Director of Undergraduate Programs represents the faculty involved in undergraduate programs and assists the Director of the School in:
  - a) Coordinating undergraduate curriculum development and change
  - b) Coordinating off-campus undergraduate courses
  - c) Coordinating and monitoring undergraduate advising and admissions to majors
  - d) Coordinating internships and independent studies
  - e) Functioning in the role of an ombuds for undergraduate students
  - f) Chairing the undergraduate committee.
4. The Director of Undergraduate Programs should attend relevant meetings of academic areas and consult with faculty when appropriate. The Director of Undergraduate Programs should make routine decisions and should bring major decisions (including new courses, changes in degree requirements, etc.) to the faculty at general faculty meetings. Where appropriate the Director of Undergraduate Programs and the Director of Graduate Programs should work together.

I. THE UNDERGRADUATE COMMITTEE. [Added by the Department November 1, 2002]

The Undergraduate Committee shall consist of the Director of Undergraduate Programs, one unit faculty member elected by the faculty in each academic area, one faculty member appointed by the Director of Undergraduate Programs from each academic area, and one student chosen yearly by each academic area. The faculty members' two-year terms of office will be staggered. Student members are not to be involved in personnel decisions or reviews.

J. ACADEMIC AREAS. [Revised by the Department November 1, 2002]

1. The School of Communication shall have two academic areas to be known at the Human Communication Area and the Mass Communication Area. The Human Communication Area shall be responsible for the majors in Interpersonal Communication, Organizational Communication, and Communication Studies, the minors in Communication and Communication Education, and the comparable parts of the graduate program. The Mass Communication Area shall be responsible for the majors in Film, Video and Media Studies, Telecommunications and Information Management, Public Relations, and Journalism, and the comparable parts of the graduate program.
2. Modifications in the number of academic areas, in the division of programs between academic areas, or in the names of academic areas, may be made by two-thirds majority vote of the unit faculty.
3. Faculty shall become members of academic areas by expressing interest and intention to become members.
4. Nothing in this structure of the areas shall be interpreted as restricting faculty from meeting together or forming informal groups.
5. Chairpersons of the academic areas shall be elected by the unit faculties of the areas for two-year terms. All other governance within each area is determined by the area.
6. Functions of academic areas -- academic areas have the right and responsibility to make recommendations regarding:
  - a) curriculum changes and development
  - b) course scheduling
  - c) faculty teaching and research assignments
  - d) student concerns as they relate to area interests (e.g., faculty evaluation, advising, career planning, course content, co-curricular activities, scholarships and loans, internships)

- e) appointment, reappointment, tenure and promotion (as they relate to area faculty members)
- f) area research projects and/or workshops
- g) budgetary concerns and equipment needs and
- h) to initiate and maintain relationships with other departments and schools, colleges and universities, professional associations, industry groups and professionals on area interests or concerns.

K. EXECUTIVE COMMITTEE. [Revised by the Department November 1, 2002]

1. The Executive Committee shall consist of Director of the School, Associate Director of the School, the Director of Undergraduate Programs, the Director of Graduate Programs, the academic area chairpersons, and a member-at-large (to be elected by the unit faculty as a whole for a one-year term). A faculty member may not simultaneously hold two of the positions represented on the Executive Committee.
2. The purpose of the committee is to provide advice and counsel to and act as a sounding board for the Director of the School and the faculty in such matters as:
  - a) coordination of course scheduling
  - b) review of course and curriculum proposals submitted
  - c) evaluation of work assignments and sabbatical leave proposals
  - d) budgetary matters
  - e) changes in degree requirements, catalog descriptions, curriculum guides and advising procedures, co-curricular requests, student concerns
  - f) program evaluation
  - g) evaluation of adjunct and part-time teaching applications
  - h) professional concerns and School relationships with other departments, schools, colleges, and professional groups
3. In addition, the Executive Committee will initiate or have developed policies and procedures where needed, advise the Director of the School in the execution of his/her duties, receive reports from the members of the Committee, and receive from areas and individual faculty members proposals for amending the School of Communication governance procedures and policies.
4. Voting: In order that the recommendations of the "elected" members of the Executive Committee be known to the Communication faculty on certain

issues, any elected member may request that the votes of the elected members be tallied and reported separately and that a written ballot be used.

L. CENTER FOR COMMUNICATION RESEARCH [Revised by the Department November 1, 2002]

1. There will be a Center for Communication Research.
2. The Director of the Center for Communication Research will report to the Director of the School and will receive an appropriate load reduction.
3. When a vacancy occurs, or every three years, whichever is sooner, the Elections Officer will solicit nominations for the position of Director of the Center for Communication Research and will conduct a vote of the unit faculty to select one of these nominees to be recommended to the Director of the School for that position.

M. PERSONNEL COMMITTEE

The purpose of this committee is to conduct tenure reviews, promotion reviews, and evaluation of the Director of the School by the unit faculty.

1. The existing rotation list for service on the Personnel Committee will be used to determine the composition of the five-member committee. As untenured faculty become tenured, their names will be added to the bottom of the list.
2. The term of service on the committee will be two years.
3. In the event it considers that the membership of the Personnel Committee is no longer representative, the Executive Committee will recommend to the faculty that the rotation list be reshuffled. If the faculty vote to do so, names will be drawn at random to determine the initial positions of rotation. Faculty will rotate onto the committee in the order determined by that list.
4. Faculty may defer service on the committee for the following reason: Faculty who are being considered for promotion will not serve on the committee for that year. They will be eligible to serve the remainder of their term the year following.
5. In the event a faculty member is on sabbatical during a term of service on the Personnel Committee, the next faculty member on the list will serve during

that term. If a faculty member goes on a sabbatical during his or her term, fulfillment of the term will be handled on a case-by-case basis.

6. In order to promote associate professors to full professor, the committee must be made up of at least three full professors. If there are fewer than three full professors on the Personnel Committee, other full professors will be temporarily added, in order of the rotation list, to conduct the review.
7. The faculty as a whole will elect the committee chairperson from among the committee members scheduled to serve. The term of service for the committee chairperson will be one year. No one may be compelled to serve in this office for two consecutive years.

#### N. ELECTIONS OFFICER

The Elections Officer will be elected for a two-year period. The Elections Officer will conduct all School elections and formal recommendations, be in charge of all written balloting during faculty meetings, maintain and update an accurate record of all elected and appointed positions held by Communication faculty within the School and University, and determine when vacancies need to be filled and conduct elections as needed.

#### O. ELECTIONS

Elections to fill expired terms will be conducted by the Elections Officer prior to the end of Spring semester. Special elections may be held at any time to fill unexpected vacancies. Unless specified elsewhere in this document, the standard procedure for an election is for the Elections Officer to make a call for nominations to all unit faculty, allowing at least three working days for responses, then send out a ballot listing those who accepted nominations, allowing another three working days for responses. The candidate receiving the most votes will be considered elected, with the possibility of a run-off vote in case of a tie. Elected faculty members will take office immediately following the announcement of the voting results.

#### P. SCHOOL MEETINGS

1. To facilitate maximum faculty participation in governance, it is recommended that a block of time be set aside each week for School meetings. Classes should not be scheduled during this time block, and faculty should not schedule conflicting activities.

2. It is recommended that a minimum of two School faculty meetings be held during each Fall and Spring term. Academic areas, School committees, and individual faculty members may request the Director of the School to call School faculty meetings. Minutes should be kept which report the business discussed, actions taken, and announcements. Each faculty member should receive a copy of the minutes.
3. It is recommended that the Executive Committee meet at least monthly during the Fall and Spring terms. Minutes should be kept of the meetings and copies distributed to each member of the Committee.
4. The Personnel Committee, academic areas, and special interest groups should meet as necessary to conduct business and to make timely recommendations, generally not less than once each Fall and Spring term.
5. It is recommended that Communication faculty members receive from either the Director of the School, his/her designee, or the appropriate elected committee chairperson a written notice of all meetings they are expected to attend. The notice should include the date, time, place, and tentative agenda items.

#### Q. FORMAL RECOMMENDATIONS

A quorum consisting of a simple majority of each group's membership (excluding those on leave) is needed to make formal recommendations to members of the University administration and Western. Only unit faculty may vote at meetings. Votes may be conducted at faculty meetings or, if approved at a faculty meeting, via mail or email. Proxies in which a faculty member instructs another to use his/her judgment in voting are allowed; absentee votes mandating specific votes (yea or no) are not allowed. Votes shall be by show of hands unless one of those present requests a secret ballot. Motions shall be considered passed when a simple majority of those present (or those voting in a mail ballot) vote yea.

## SECTION II: POLICY AND PROCEDURES

### A. POLICY STATEMENT ON PERSONNEL MATTERS: APPOINTMENT RECOMMENDATIONS

1. Procedures for recommending the appointment of ranked faculty (including faculty specialists):
  - a. At least once a year each academic area will inform the Director of the School of its current and projected personnel needs. At least once a year the faculty, in a School meeting, will discuss hiring priorities and make a recommendation to the Director of the School. The appropriate academic areas will participate in developing the position descriptions and planning the publicizing of openings.
  - b. Upon notification by the Director of the School of an opportunity to hire for a ranked faculty position, the appropriate academic area(s) will select a search committee of at least three members to facilitate the process of searching for and screening candidates for the open position.
  - c. To facilitate the highest standard of teaching and research in the School of Communication, the earned Ph.D. is considered the preferred terminal degree for traditionally ranked faculty. However, the School also recognizes that in select situations, extensive professional communication experience with an advanced terminal degree other than the Ph.D. may be acceptable. Furthermore, continued professional activity may be considered as evidence of professional recognition in the tenure and promotion evaluation process.
  - d. The search committee will work with the Director of the School to make arrangements for final candidates to meet with the School faculty in order that the faculty can assess the candidates' qualifications. (If interviews are scheduled during the Summer I or Summer II terms when many faculty members are away from campus, the search committee should notify absent faculty of the date, time, and location of the on-campus interviews and encourage them to attend.)
  - e. After the on-campus interview, each member of the Communication faculty will be asked to submit a signed, written recommendation indicating whether or not the candidate should be recommended for appointment. The area chairperson or designee will distribute, collect, tabulate, and report to the Director of the School the results. A candidate who has not been voted on favorably by at least one-half of the Communication tenured faculty and by at least one-half of the ranked faculty of the appropriate academic area will not be recommended to the Director of the School for an appointment.

2. Procedures for recommending the appointment of adjunct professors, part-time teachers, and other limited-duration appointments.
  - a. The Communication faculty have the right to recommend to the Director of the School the names of individuals they feel qualified to hold part-time or temporary teaching positions within the School of Communication. To facilitate these recommendations, it is suggested that a formal request be sent by the Director of the School to all faculty at least once each year (usually in Spring term).
  - b. In order to make timely recommendations on the qualifications and competencies of candidates who are interested in part-time or temporary employment and have completed formal applications, it is recommended that the Director of the School should distribute to the Communication faculty a list of interested candidates. The Communication faculty will be invited to review credentials, supply comments, and make recommendations on candidates.
  - c. If the information received is inconclusive, it is recommended that the Director of the School bring the matter to the Executive Committee for further discussion.

## B. POLICY STATEMENT ON PERSONNEL MATTERS: PART-TIME AND TERM APPOINTMENT REVIEWS

1. Responsibilities of Personnel Committee: Part-time and term appointment reviews
  - a. It is the responsibility of the Personnel Committee to review the materials submitted by each candidate and write a written statement based on the data.
  - b. It is the responsibility of the Personnel Committee to assess the materials and to place the candidate into one of two classifications: 1) recommend for reappointment and 2) do not recommend for reappointment.
  - c. It is the responsibility of the Personnel Committee to provide the candidate with a copy of the written statement and recommendation in its final form.
  - d. It is the responsibility of the Personnel Committee to forward a copy of the written statement and recommendation in its final form to the Director of the School and submit a copy to the candidate's personnel file.
2. Criteria for reviews: Part-time and term appointments

The Personnel Committee will make recommendations for reappointment based on a review of course syllabus, course instructional materials, and student ratings.

3. Procedures for reviews: Part-time and term appointments

- a. Each Spring semester the Personnel Committee will conduct reviews of term appointment and part-time faculty. The chairperson of the Personnel Committee will solicit relevant materials from the faculty to be reviewed, setting an appropriate deadline, and from the Director of the School.
- b. The Personnel Committee chairperson will divide the review cases equitably among the members of the Personnel Committee.
- c. Individual members of the Personnel Committee will write summaries for the cases assigned to them, following the criteria listed in Part 2.
- d. The Personnel Committee will meet to discuss, and if necessary revise, the summaries and to place the candidate into one of two classifications: (1) recommend for reappointment and (2) do not recommend for reappointment. In addition the Committee may (3) postpone a decision if necessary data is not available yet, or (4) pass its summary on to the Director of the School without a recommendation on reappointment. In making and reporting this decision the Committee should consult Appendix A: “Suggested Guidelines and Language for Reappointment Recommendations for Part-Time and Term Faculty.”
- e. The Personnel Committee chairperson will forward a copy of the written statement and recommendation in its final form to the Director of the School and submit a copy to the candidate’s personnel file.

C. POLICY STATEMENT ON PERSONNEL MATTERS: PROBATIONARY AND FINAL TENURE REVIEWS

1. Responsibilities of Personnel Committee: Probationary and final tenure reviews

- a. It is the responsibility of the Personnel Committee to review the materials submitted by each candidate and the written evaluations submitted by tenured Communication faculty and write a case summary from the data.
- b. It is the responsibility of the Personnel Committee to assess the data and to place the candidate into one of four classifications: positive review, positive review with conditions, negative review with conditions, negative review: end probation.

For the final tenure case, only two classifications are possible: positive review or negative review.

- c. It is the responsibility of the Personnel Committee to provide the candidate with a copy of the written statement and the Committee's recommendation.
  - d. It is the responsibility of the Personnel Committee, after all appeals to the Personnel Committee have been decided, to forward a copy of the written statement and recommendation in its final form to the Director of the School and to submit a copy to the candidate's adjunctive tenure file.
  - e. It is the Personnel Committee's responsibility to ensure privacy of candidates and regard as confidential all deliberations and reviews.
2. Criteria for reviews: Probationary and final tenure reviews

The Communication Personnel Committee and tenured faculty will make recommendations for tenure and interim probationary reviews using the same criteria and with the same ranked order as specified in the promotion section of this document and consistent with current AAUP/WMU contract.

3. Procedures for reviews: Probationary and final tenure reviews

- a. Prior to February 15 of each year the Personnel Committee will review the list of faculty due to have final tenure reviews in the following academic year and will request an external review for each candidate.
- b. The Personnel Committee chairperson will solicit copies of notification letters from the Director of the School. The current WMU/AAUP contract requires the Director of the School to notify in writing those faculty members who are scheduled for probationary or final tenure reviews.
- c. The Personnel Committee chairperson will solicit in writing from each tenured faculty member a "Faculty Recommendation Form" for each probationary or final tenure candidate. In the case of final tenure review, a separate ballot will be attached indicating only the choice to recommend or not recommend tenure and a space for the tenured faculty member's signature (See Appendices B and C).
- d. During the review period, the Personnel Committee will make available in the School office a copy of each candidate's materials submitted for the review.

- e. For each candidate the Personnel Committee, in consultation if it wishes with the candidate, will write a written summary based on a review of the data submitted by the candidate and the written evaluations from the tenured faculty.
- f. The Personnel Committee will assess the case and place the candidate into one of four classifications: positive review, positive review with conditions, negative review with conditions, negative review: deny tenure/end probation. For the final tenure case, only two classifications are possible: positive review or negative review.
- g. A member of the Personnel Committee will meet in person with the candidate to review the written summary and the Committee's recommendation to ensure accuracy of data and interpretation.
- h. The entire Personnel Committee will meet with each candidate to review and discuss the summary and to answer questions from the candidate. This meeting shall take place at least 24 hours after the meeting described in g.
- i. The Personnel Committee will make its assessment known to the candidate in writing and present a copy of the written summary and the Committee's recommendation.
- j. After all appeals to the Personnel Committee have been decided, the Personnel Committee chairperson will forward a copy of the written statement and recommendation in its final form to the Director of the School and will submit copies for the candidate's adjunctive tenure file.
- k. The Personnel Committee chairperson will complete the "Tenure Review Cover Sheet" and submit it to the Director of the School.
- l. In the case of a final tenure review:
  - i. The Personnel Committee chairperson distributes to each tenured faculty member a "Final Tenure Review Recommendation" (See Appendix B.) It is the responsibility of each faculty member to complete the form, sign it, and return it to the Personnel Committee by the deadline. The results will become part of the written summary.
  - ii. The Personnel Committee decides whether or not to recommend tenure based on review and discussion of the materials submitted by the candidate and the written evaluations of the tenured faculty.

- iii. The Personnel Committee will assess the case and place the candidate into one of two classifications: 1) negative review: deny tenure or 2) grant tenure.
- iv. A member of the Personnel Committee will meet in person with the candidate to review the summary in final form to ensure the accuracy of data and interpretation. The Personnel Committee will notify the candidate of 1) the results of the “Final Tenure Review Faculty Recommendation” and 2) the recommendation of the Personnel Committee, in writing, with sufficient time to allow for appeal.
- v. The Personnel Committee chairperson will complete the “Tenure Review Cover Sheet” and submit to the Director of the School.

#### D. POLICY STATEMENT ON PERSONNEL MATTERS: PROMOTION RECOMMENDATIONS AND PROCEDURES

##### I. Responsibilities of the Personnel Committee: Promotion

- a. It is the responsibility of the Personnel Committee to serve Communication faculty in matters of professional growth and personnel concerns.
- b. It is the responsibility of the Personnel Committee to review the materials submitted by each candidate for promotion.
- c. It is the responsibility of the Personnel Committee to assess the data and to recommend or deny promotion for the candidate.
- d. It is the responsibility of the Personnel Committee to provide the candidate with a copy of the written statement and the Committee’s recommendation.
- e. It is the responsibility of the Personnel Committee to hear faculty appeals regarding the written statement or the recommendation.
- f. It is the responsibility of the Personnel Committee, after all appeals to the Personnel Committee have been decided, to forward a copy of the written statement and recommendation to the Director of the School and the College Promotion Committee, and to submit a copy to the candidate’s adjunctive promotion file.
- g. It is the responsibility of the Personnel Committee to ensure privacy of the candidates and regard as confidential all deliberations and reviews.

## II. Criteria for reviews: Promotion

The Communication Personnel Committee will make recommendations for promotion using the criteria and with the rank order as specified in this section of this document and consistent with the current AAUP/WMU contract.

## III. Procedures for reviews: Promotion

- a. There will be an external review for promotion involving two or more reviews. The process will follow the appropriate article in the AAUP contract.
- b. In September the Personnel Committee chairperson will solicit copies of eligibility notification letters from the Director of the School. The current WMU/AAUP contract requires the Director of the School to notify in writing all faculty eligible for promotion as defined by years in rank. Candidates seeking promotion based on exceptions for educational attainments should consult the AAUP contract for guidelines and procedures.
- c. For each candidate the Personnel Committee, in consultation if it wishes with the candidate, will prepare a written summary based on a review of the data submitted by the candidate.
- d. The Personnel Committee will assess the case and vote to recommend or to deny promotion. In considering candidates for promotion; professional competence, professional recognition, and professional service are all important. For the purpose of clarification in each area of the review, the following terms are proposed ordinarily, from high to low: outstanding; substantial; significant; satisfactory. (This is contract language)
- e. A member of the Personnel Committee will meet in person with the candidate to review the written summary and the Committee's recommendation to ensure accuracy of data and interpretation.
- f. The entire Personnel Committee will meet with each candidate to review and discuss the summary and to answer questions from the candidate. This meeting shall take place at least 24 hours after the meeting described in e.
- g. The Personnel Committee will make its assessment known to the candidate in writing and present a copy of the written summary and the Committee's recommendation.
- h. The candidate has three working days to appeal in writing the recommendation of the Personnel Committee .

- i. The Personnel Committee must respond to the candidate's written appeal within 3 working days of receipt of the appeal.
- j. After all appeals to the Personnel Committee have been decided, the Personnel Committee chairperson will forward a copy of the written statement and recommendation in its final form to the Director of the School and the College Promotion Committee.

### 3. Committee guidelines for promotion

- a. Administering the qualifying criteria: the Personnel Committee will follow the minimum qualifying requirements for promotion specified in the WMU/AAUP contract.
- b. Applying specified judgmental criteria: The Personnel Committee will make recommendations concerning promotions using the following criteria in the ranked order of value as they are listed below:

#### PROFESSIONAL COMPETENCIES

Teaching contribution carries the most weight. This will be measured in terms of student ratings, peer evaluation (when possible), flexibility of teaching, contributions to the area and School curriculum, and any other evidence that can be supplied to build a case for teaching excellence.

Effective teaching includes a broad range of activities and goes beyond classroom interaction with students. One factor in assessment will be the development of new courses that reflect trends in the field or lead the field in new directions. The development of new, creative, or innovative assignments, activities, teaching methods, classroom exercises, or teaching aids will also be assessed. There may, in addition, be special kinds of activities that can be seen as indicative of special teaching skills of the faculty member such as workshops, extra-curricular advisement, thesis committee membership, team teaching, and invitations to teach in other departments, schools, or universities.

Part of the overall assessment will include the faculty member's total student load, which involves number of courses and the number in independent studies carried. A faculty member will also be assessed in terms of the range of courses taught. It is possible to try to teach too wide a range and thus dissipate efforts. On the other hand, too narrow a range may indicate undue specialization.

Student ratings represent only one factor in the total assessment of teaching skills. Such ratings will be reviewed in terms of the kinds of courses, student load, goals of the courses, and measures of teaching outcomes.

Another factor in assessment will involve reviewing the content of courses. Preferably, the content should reflect the latest developments, research findings, and teaching techniques in the field. A course should bear some relationship to the commonly accepted definition of the discipline and its areas. However, as noted earlier, creativity and innovativeness are also desirable.

Please note that the case for effective teaching consists of a wide range of kinds of criteria, and the Personnel Committee needs information on courses taught, syllabi, test or evaluation methods used, grades given, student course evaluations, papers or other outcomes of courses, sample assignments, examples of new or innovative classroom activities, or any other kind of data which will aid in formulating an accurate picture of the faculty member's teaching competencies.

#### PROFESSIONAL RECOGNITION [Revised by the Department February 9, 2001]

The School of Communication recognizes that professional recognition should take the form of a combination of scholarly endeavors, appropriate to the terminal degree and defined by terms of appointment. Scholarly activities include: individual or collaborative research, creative, professional, and grant activities. The definition of “research” activity encompasses scholarship resulting in enhanced understanding of the structure and processes of communication. The definition of “creative” activity encompasses original communication activities that contribute through either their originality or critical insight to the level of quality of work in the field.

In recognizing that some professional communication work is the result of a group effort, the degree to which the faculty member was central to the development and production of the work should also be considered.

##### 1. Research and Scholarly Activities

Research and scholarly activities include the publication of scholarship in the form of books, articles and conference presentations. Scholarly activities are expected to consist of significant contributions to the faculty member's discipline. In general, research and creative activities should be subject to vigorous measures of professional achievement and rigorous peer review.

The weighing of scholarly activities should be guided by a combination of:

- Reach and distribution of publication (national or international as opposed to local or regional)
- Prestige of the venue through which the work is published or presented (prestige of journal, quality of journal, prestige of publisher, prestige of conference)
- Juried as opposed to non-juried publication or conference paper presentation
- Awards and other recognition for publication and conference paper presentation

Below are examples of possible venues for research and scholarly activity for faculty in the School of Communication. The items listed are general and mean to serve as guidelines and do not reflect a general ranking. They are not intended to be all-inclusive or exhaustive. Publication includes both traditional and electronic forms of distribution.

- Accepted or submitted manuscripts
- Article with a national/international /regional/state refereed or non-refereed journal
- Book reviews, short essays
- Conference paper presentations
- Refereed or non-refereed chapter or section in a scholarly book
- Scholarly book (author or editor)

## 2. Creative/Professional Activities

Creative/professional activity is expected to consist of major contributions to the faculty member's relevant professional field. Peer review of creative/professional activities may take different forms than those applied to traditional scholarly research. In general, the weighting of creative activities should be guided by a combination of

- Scope of the audience (regional, national or international as opposed to local or proprietary)
- Prestige of the channels through which the work is disseminated
- Degree of educational and professional recognition of the work (through juried competition, prizes or awards, or other means by educators or professionals who are widely respected for their accomplishments)
- Breadth, depth and originality of the creative work

- Significance of the topic (the degree to which it serves an important academic, professional or public interest)
- Breadth, depth and originality of the individual's creative/professional activity as a whole

Faculty members should prepare evidence to support the value of their work in light of these general categories. Such evidence might include (but is not limited to)

- Results of a juried competition, prizes, awards;
- Evidence of publication in prominent media venues;
- Letters of support from industry professionals or educators in a position to knowledgeably comment on the quality and contribution of the work;
- Other generally accepted indicators of value consistent with the media profession.

Creative activity includes authorship and/or primary responsibility for the creation and execution of a variety of professional communication work. Examples of creative and professional activity would include but not be limited to

- Film
- Video
- Photography
- Multimedia productions
- News, feature articles and other journalistic activity in print and electronic media
- Scriptwriting
- Performance
- Workshops
- Communication consulting
- Discipline-related speeches

### 3. Grants

The School of Communication also recognizes grant activity as an indication of successful professional recognition. Grant activities are expected to be related to the faculty member's area of expertise. In general, grant activities should be subject to vigorous measures of professional achievement and rigorous peer review. In general, the weighting of grant activities should be guided by a combination of

- Reach of the grant (i.e., local, regional, national, international)
- Prestige of the venue through which the grant was secured
- Scope of the grant activities (i.e., research and/or applied focus, length of grant period, amount of grant funding)
- Significance of the topic (i.e., the degree to which it serves an important academic, professional or public interest)
- Source of funding (i.e., internal v. external, prestige of funding source)

Below are examples of possible grant activities for faculty in the School of Communication. These examples are general and mean to serve as guidelines; therefore they do not reflect a general ranking. In addition, they are not intended to be all-inclusive or exhaustive.

- Author/Principal Investigator of a federal grant
- Author/Principal Investigator of a national grant funded by a private foundation or corporation
- Author/Principal Investigator of a state grant funded by a government agency, private foundation or corporation
- Author/Principal Investigator of a local/regional grant funded by a government agency, private foundation or corporation
- Author/Principal Investigator of a University grant
- Author/Principal Investigator of an unfunded grant proposal

#### PROFESSIONAL SERVICE:

Professional relevant activities directed toward service to the School, the University and the community and major efforts on behalf of the AAUP chapter shall contribute to favorable consideration for promotion. The faculty member shall have demonstrated meaningful participation in at least one of these areas as a group member and, when possible, in leadership roles.

#### COMMUNITY SERVICE:

Activities of a general humanitarian, religious, civic, or political nature, not professionally relevant, while a credit to the individual and a reflection of the University, will be given the least weight in evaluating a candidate's case for promotion.

#### 4. School representation on College Promotion Committee:

All eligible Communication faculty members will be listed on a ballot. When a School representative to the College Promotion Committee's term expires, the Communication faculty should nominate and elect a replacement under procedures prescribed in the current WMU/AAUP agreement.

#### E. POLICY FOR RECOMMENDING THE APPOINTMENT AND REMOVAL OF THE DIRECTOR OF THE SCHOOL

##### 1. Appointment Procedures

- a. The Personnel Committee shall implement the process for submitting the faculty's recommendations for Director of the School. A written communication is to be sent to the faculty informing them of the process to be used and the deadlines that must be met. (The faculty eligible to participate in the process shall be unit faculty. Adjunct professors and part-time appointees shall not be eligible.)
- b. The Personnel Committee shall recommend the development of a statement of School needs for the next Director of the School. The purpose of generating the statement is to allow for faculty input in determining the direction of the School. This is to aid faculty in determining the person best suited to help the School achieve its goals. It also is to aid faculty members in determining whether they would wish to be considered for the position.
- c. The Personnel Committee will call a meeting of the faculty to discuss the search options. A vote shall be taken to determine whether the faculty prefers to seek a Director of the School (a) from outside the university, (b) within the university, or (c) to consider both. This vote will be presented to the Dean and/or Provost, who will indicate whether the School may seek a chairperson from outside the University if it wishes.

##### Internal candidates:

- d. The Personnel Committee shall inform the faculty that potential candidates are to prepare a letter of application addressed to the chairperson of the Personnel Committee. This letter shall articulate their goals for the direction of the School.
- e. The Personnel Committee shall schedule a series of discussions where the faculty may question the candidates (and vice versa).
- f. The Personnel Committee shall conduct a vote of the unit faculty to determine the School's recommendation(s) to the administration. Ballots and results shall be retained by the Personnel Committee and shall be considered confidential information. The

recommendation(s) must receive at least a majority vote of the unit faculty. Faculty may endorse (vote for) as many nominees as they wish. All nominees receiving a favorable vote from a majority of those voting will be recommended to the Dean, with a report of the actual vote. The Dean then makes his/her own recommendation to the Provost, including a copy of the recommendation from the School. [This paragraph was approved by the Communication faculty November 12, 1999.]

g. The chairperson of the Personnel Committee shall write a letter stating the recommendation(s) of the School, with copies to the Dean, the Provost and Vice-President for Academic Affairs and to the President of the AAUP chapter. All unit faculty will be apprised of the recommendations via letter

External candidates:

- h. The chairperson of the Personnel Committee (with the approval of the Dean) shall send advertisements and letters to solicit applications. External candidates shall prepare a letter of application addressed to the chairperson of the Personnel Committee. This letter shall articulate their goals for the direction of the school.
- i. When names and credentials of interested applicants are received, the Personnel Committee shall review them and shall make the credentials available to faculty members for their review.
- j. The Personnel Committee shall conduct a vote of the faculty to determine which applicant(s) received strong support of School faculty, and these recommendations will then be forwarded to the Dean.
- k. We recommend that finalists shall be invited for on campus interviews and for discussion with the faculty.
- l. Following the campus visits of the finalists, the Personnel Committee shall conduct a vote of the unit faculty to determine the School's recommendation(s) to the administration. Ballots and results shall be retained by the Personnel Committee and shall be considered confidential information. The recommendation(s) must receive at least a majority vote of the board-appointed tenured or tenure-track faculty. Faculty may endorse (vote for) as many nominees as they wish. All nominees receiving a favorable vote from a majority of those voting will be recommended to the Dean, with a report of the actual vote.

- m. The chairperson of the Personnel Committee shall write a letter to the Dean which shall state the recommendation(s) of the School for Director of the School. All faculty will be apprised of the recommendation(s) via letter.
2. Evaluations of the Director of the School: Policy and Procedure
- a. The Communication faculty has voted to participate in the standardized director evaluation procedure provided by the AAUP. Under the policy, an evaluation questionnaire will be mailed by the AAUP office to each Communication unit faculty member every three years. (Note: The Dean of the College of Arts and Sciences may also evaluate the Director.)
  - b. Each unit faculty member is responsible for completing this questionnaire and returning it to the AAUP office for processing by the deadline.
  - c. The results of the Director of the School's evaluation will be returned to the School Personnel Committee. (Results are also sent by AAUP to the Director of the School, his/her Dean, and the Provost) The School Personnel Committee will meet with the Director of the School to review the results.
  - d. If the results, in the opinion of the Personnel Committee are "supportive" and "positive", they will write a summary of the results and send it to the unit faculty. If the results are "somewhat negative" or "strongly negative, the Personnel Committee will call a meeting of the faculty to discuss the results and to see if the faculty wishes to petition Western for the removal of the Director of the School.
  - e. Individual unit faculty members have the right to see the results of the Director of the School's evaluation by contacting the current Communication AAUP Council representatives or at the AAUP Offices.

F. POLICY STATEMENT ON PERSONNEL MATTERS: SABBATICAL LEAVE POLICY  
[Showing changes approved by faculty Feb. 20, 2004]

1. Committee formation

Each Fall the Executive Committee will appoint three individuals to serve as the Sabbatical Leave Review Committee. Preference for appointment should be given to recent recipients of sabbatical leaves.

2. Procedures:

- a. The Committee will request that the Director of the School notify in writing those faculty members who are eligible for a sabbatical leave by the end of the first week of classes in the Spring semester of each academic year. A copy of the Communication sabbatical leave procedures will be included.
- b. Faculty members who are eligible may obtain from the Director of the School copies of the University Application for Sabbatical Leave and the criteria for evaluating sabbatical leave applications.
- c. Faculty members interested in applying for a sabbatical leave shall inform the Director of the School in writing of their intention to apply at least two weeks prior to the announced deadline.
- d. The Director of the School, in turn shall notify each eligible faculty member that he/she (and members of the Committee) are is available to help each candidate prepare the University Application for Sabbatical Leave by making suggestions, answering questions, and providing copies of previous successful applications.
- e. The applicant shall submit a final draft of the University Sabbatical Leave Application to the Sabbatical Leave Committee chairperson and the Director of the School by the announced deadline.
- f. The Sabbatical Leave Committee shall decide by vote whether the candidate's final application can be recommended to the Director of the School and the University administration. The applications will be rank ordered according to the sabbatical leave criteria. Letters shall be sent to each applicant. If the Sabbatical Leave Committee judges the application does not meet the criteria, it shall indicate in writing why it is deficient. A faculty member "not recommended" for a sabbatical leave has three working days to notify the Sabbatical Leave Committee of his/her intent to appeal their decision. All appeals must be decided and the faculty member informed in writing of the Committee's decision before forwarding the "recommended" applications to the Director of the School.
- g. In the event the proposal is not approved, the applicant may appeal at the appropriate decision-making point, including the School Sabbatical Leave Committee, the Director of the School, the University Sabbatical Leave Committee, or the Provost and Vice President for Academic Affairs.
- h. Upon returning from sabbatical leave, the faculty member shall file a written summary report with the chairperson of the Sabbatical Leave Committee, the Director of the School, the Dean, and the University Sabbatical Leave Committee. In addition, the Sabbatical Leave Committee, the Director of the School, or the

faculty at large may request the returning faculty member to present an oral report to the faculty.

## G. STATEMENT ON COURSE SCHEDULING

### 1. Responsibility of the faculty in course scheduling recommendations

The Communication faculty reserves the right to make recommendations to Western on matters related to course scheduling, such as class size, teaching formats, faculty teaching assignments, frequency of offerings, number of sections, class times, studio and laboratory times, and room assignments. These recommendations may be brought to the Director of the School and/or other members of Western's administration by individual faculty members, academic areas, or by vote of the faculty in School meetings. It is recommended that the Director of the School keep the faculty informed of proposed changes in University policy that would affect course scheduling matters in order that the Communication faculty may submit to Western timely recommendations.

### 2. Criteria and procedures.

- a. For each term the Director of the School will announce, at least two weeks in advance, a deadline for course scheduling requests. Individuals and academic areas may submit requests for specific classes, class times, etc. by this deadline.
- b. The Director of the School will review the tentative course offerings with the Executive Committee before announcing a tentative class schedule.
- c. Once, following the request period, the Director of the School announces a tentative class schedule, individual faculty will have one week to appeal to the Director of the School for changes. (Individual faculty can seek support from their academic areas in making their appeals.)
- d. In case of a course cancellation due to scheduling error, lack of students and so on, the faculty member will be notified before, if possible, but at least as soon as the cancellation occurs. The faculty member will be consulted regarding his/her choice of a course to substitute for the canceled course.
- e. In situations where a faculty member instructs in programs outside the School, coordination is handled by the Director of the School in consultation with the appropriate area chairperson(s) and the individual faculty member.

- f. Final proofs of the schedule for each semester or term (including course title, room assignments, meeting times and faculty member assigned) will be posted with sufficient time for verification and/or correction by the faculty prior to final publication of the schedule.
- g. Course requests from Extended University Programs will be distributed by the Director of the School or his/her designate who will consult with the individual faculty members to recommend assignments according to faculty expertise and preference. Normally faculty teach only those courses in Extended University Programs which they already teach on campus. Such assignments are rotated among the faculty who wish to be considered.
- h. Summer I and II schedules will be determined by the Director of the School in consultation with the area chairpersons and the individual faculty members. The general policy of the School is to attempt, with due consideration for programmatic need, to provide an opportunity for each unit faculty member to be employed Summer I or II. In preparing the schedule the following rank-ordered criteria will be used:
  - i. Priority ranking will be given to those in their last five (5) years (for those on the Michigan Employees' Retirement Plan) because retirement income is computed on the average salary of the person's five best years.
  - ii. All unit faculty who desire to teach will be assigned one course before any faculty are assigned a second course.
  - iii. Faculty next considered will be those who were off the previous Summer I and II. (This will not apply to faculty who signed up to teach the previous summer and cancelled, other than for health and emergency necessity, after the schedules were complete. Such faculty will go to the bottom of the rotation list.)
  - iv. Next consideration will be given to those who were on part-time the previous Summer I and II.
  - v. Faculty assignments are to rotate Summer I and Summer II. Faculty preference may also be considered when program is not affected and when other faculty preferences coincide.
  - vi. Anyone unable to receive Summer I or II teaching will, to the extent Extended University Programs requests, be given preferential treatment in the assignment of extension courses.

- vii. When faculty are assigned a partial load for Summer I or II, those faculty will be considered first for any Extended University Programs appointments for that term.
  
- h. For planning purposes, the Director of the School will survey the Communication unit faculty concerning their areas of content expertise, courses they are currently teaching, courses they desire to teach, courses they are developing, and other recommendations for scheduling and program development. This survey will include both on-campus courses and those offered through Extended University Programs .

## H. POLICY STATEMENT ON WORK ASSIGNMENTS

### I. Work Assignments

The current AAUP/WMU contract specifies the normal workload for each academic year and for Summer I/Summer II sessions. Maximum workload for traditionally-ranked faculty as defined in the 2005-2008 Contract is 24 credit hours of regularly scheduled courses in any one academic or alternate-academic year, and six credit hours during Summer I and Summer II sessions (although academic year faculty are not required to teach in the summer). For faculty specialists, the maximum full-time workload shall conform to the provisions of Article 20, Faculty Specialists.

### II. Measuring Workload

- A) The School of Communication faculty, by virtue of their command of their respective disciplines, shall make recommendations to the Director of the School concerning work assignments.
  
- B) Each credit hour of an undergraduate course for which a faculty member is the primary instructor should count one hour towards the faculty member's workload. If several faculty members are team-teaching a course (each instructor attends every class meeting and all instructors are jointly responsible for the entire course), they should all receive full credit for the course. If two or more faculty members are sharing a course (each instructor attends and is responsible for only some of the class meetings, possibly under the coordination of a single faculty member), they shall jointly make a recommendation to the School Director on how the hours for that course should be allocated between them.

If the course is a standard course, the maximum number of students should be 30, except by agreement of the instructor. If the course is a writing-intensive course as

designated by the university, the maximum number of students should be 25, except by agreement of the instructor. If the course is at the 600-level or above, the maximum number of students should be 15, except by the agreement of the instructor.

C) To foster equitable workloads, according to the current WMU/AAUP Contract, a commensurate adjustment to classroom teaching loads, at a minimum, shall be available to faculty engaged in:

- evident substantial research, creative and/or other scholarly activity; and/or
- teaching large classes; and/or
- heavy advising responsibilities; chairing/supervising doctoral dissertations; directing M.A., M.S. theses, or specialist projects; and supervising field experiences, studios, laboratories, clinics, or other situations which result in contact hours significantly in excess of the nominal credit hours of a faculty member's load (such as internship advising).

D) Commensurate adjustment of classroom teaching workloads also may be available for faculty engaged in one or more of the following:

- graduate-level instruction
- upper level courses
- new or multiple preparations
- supervision of Honor's College courses or theses
- course or program development and improvement for the school or college
- individual student projects (such as independent study and reading
- mentoring new faculty
- participation in and service to professional and academic organizations
- School, College, University, Chapter or community service

III. Procedures for determining an adjustment to classroom teaching workload to account for work activities in the above listed equivalency areas (A, B, C):

A) To request classroom teaching workload adjustments to accommodate research, writing, creative and other scholarly activities, each faculty member should follow these steps:

Step 1 Each faculty member applying shall submit evidence to the Director of the School of research or creative and/or other scholarly activity (publications, papers, drafts, etc.) during the last academic year's classroom teaching workload adjustment. This evidence will be in the form of a Professional Activity Report (PAR). We recommend that the Director of the School examine research and/or other scholarly activities for the previous year's workload adjustment.

Step 2 Each faculty member shall present to the Director of the School a one-page proposal of research plans for the coming year that entail a classroom teaching workload adjustment. We recommend that the Director of the School examine the one-page description of each individual's research and/or other scholarly/creative activities for the coming year.

Step 3 We recommend that the Director of the School provide the classroom teaching workload adjustment deemed appropriate for each individual based upon his/her past productivity as reflected in his/her most recent PAR and in line with past practices and future plans for the same.

B) To request a classroom teaching workload adjustments to accommodate heavy advising responsibilities, or supervising M.A., M.S. theses or doctoral dissertations, each faculty member should follow these steps:

Step 1 - Each faculty member applying shall submit to the Director of the School a one-page proposal of activity plans for the coming year that entail workload activities within this category. We recommend that the Director of the School examine the one-page description of each individual's work activity plans for the coming year.

Step 2 - We recommend that the Director of the School provide the amount of workload adjustment deemed appropriate for each individual based upon his/her current proposal of activity as well as past completion of activities that were granted workload adjustments.

C) To request workload adjustments to accommodate work for items under C) above, each faculty member should follow these steps:

Step 1 - Each faculty member applying shall submit to the Director of the School a one-page proposal of activity plans for the coming year that entail workload activities within this category. We recommend that the Director of the School examine the one page description of each individual's work activity plans for the coming year.

Step 2 - We recommend that the Director of the School provide the amount of workload adjustment deemed appropriate for each individual based upon his/her current proposal of activity as well as past completion of activities that were granted workload adjustments.

- D) The Executive Committee shall decide on appropriate due dates for: materials from the faculty to be submitted to the Director of the School; the Director of the School to respond to each faculty member; appeals from faculty to be submitted to a Workload Appeals Committee; voting for three members of the Workload Appeals Committee.
- E) Nothing in the language of this policy is intended to indicate that the Director of the School should not give classroom teaching workload reductions in other appropriate situations, including cases where the faculty member failed to apply, and cases where the work deserving of adjustment occurred in a prior term.

#### IV. Workload Appeal Procedures

##### A) Establishment of the Workload Appeals Committee

The Workload Appeals Committee is in place to protect unit faculty from serious inequities in the work assignment process by making recommendations to the Director, who is responsible for the workload appeals procedure as outlined in the AAUP contract. The Workload Appeals Committee shall be a standing committee consisting of three unit faculty, at least one from each academic area, elected by unit faculty in the Fall semester with three-year staggered terms of office. The committee shall elect a chairperson. This committee will only meet when appeals are initiated by a unit faculty member.

Unit faculty who perceive serious inequities should complete the following steps in order to initiate the appeal process:

Step 1: The unit faculty member shall submit, in written form, a short report to the Director of the School detailing the nature of the complaint. The Director of the School and the faculty member will then meet to discuss the appeal. If the appeal is unresolved, move to Step 2.

Step 2; The unit faculty member shall submit, in written form, a short report to the chairperson of the Workload Appeals Committee detailing the nature of the complaint. The Workload Appeals Committee will review the appeal as a committee and schedule a meeting with the faculty member within ten business days of receiving the appeal. Based on the review of the appeal, the Workload Appeals Committee shall assess the validity of the appeal and recommend a course of action for resolution of the appeal to the Director. Reduction in classroom teaching workload can occur in a time frame other than the semester in which the appeal takes place. (Actions taken by the Director do not preclude a faculty member appealing his or her classroom teaching workload to the Dean.)

#### B) Guidelines for Measuring Workload in terms of credit hours

The maximum workload for unit faculty (including faculty specialists) is defined in the Contract, in job descriptions, letters of hire, etc. Workload requirements for faculty specialists include but are not limited to curriculum advising, teaching, and internship advising.

The Director of the School and the Workload Appeals Committee will give equal recognition for teaching/research faculty to the three areas of Professional Competence, Professional Recognition, and Professional Service. In the case of faculty specialists, only Professional Competence and Professional Service need be considered. In order to facilitate research and protect professional activity, the School of Communication supports a reduced teaching load commensurate with research-intensive institutional goals regarding scholarship and grant activity.

Indices applicable to workload include but are not limited to:

- 1) Evidence of substantial creative and scholarly activity and research is equivalent to a minimum of 3 credit hours per semester.
- 2) Classes with 80 -125 students in which the course has significant homework/papers/grading are equivalent to 6 credit hours. All classes larger than 125 are equivalent to 6 credit hours.
- 3) Leadership roles in the School including Associate Director, Graduate Director, and Undergraduate Director are equivalent to 3 credit hours per academic year.

- 4) Buyouts from grants or other funding sources may be used to purchase the equivalent of 3-4 credit hours per academic semester.
- 5) Heavy advising responsibilities; chairing/supervising doctoral dissertations; directing/serving on M.A., M.S. theses, or specialist projects; supervising or teaching field experiences, studios, laboratories, clinics, or other situations which result in contact hours significantly in excess of the nominal credit hours of a faculty member's load; graduate-level instruction; TA training; upper level courses; new or multiple preparations, teaching of multiple writing intensive courses (as designated by the university); supervision of Honor's College courses or theses; course or program development and improvement for the school or college; individual student projects (such as independent study and reading); internship advising; student organization advising; mentoring new faculty; participation in and service to professional and academic organizations, school, college, University, Chapter or community service is equivalent up to 3 credit hours per semester.

## I. POLICY STATEMENT ON BUDGET ALLOCATIONS

### 1. Faculty rights to School budget information

- a. The Communication faculty recommends a policy of openness and candor with regard to School budgetary matters.
- b. Members of the Communication faculty, academic areas, and the Executive Committee reserve the right to make timely recommendations suggesting School budgetary guidelines in such areas as:
  - overall operating budget priorities and allocations
  - equipment and supplies purchased
  - travel reimbursement
  - co-curricular activity expenditures
  - alumni money; donations from course pack royalties; course fees; indirect costs from grants
- c. Members of the Communication faculty, academic areas, and the Executive Committee may request from the Director of the School current information about specific operating accounts as well as the School policies and/or rationale which govern their operation.

### II. Budgetary review policy

- a. In order to make timely recommendations about budgetary matters, the Director of the School or his/her designee, is asked to present overall operating budget information at least once each academic year, or more often if circumstances warrant, to a regular meeting of either the Executive Committee or the Communication faculty. This report should include such matters as the balance remaining in all School accounts, anticipated budget cuts or increases, equipment funding, budget proposals, etc. At these meetings the faculty have a right to comment on these data, re-examine budget priorities in light of new data, and make budgetary recommendations to the Director of the School.
- b. Any Communication faculty member can ask that a specific budgetary concern be made an agenda item for general discussion at either an Executive Committee or regular faculty meeting.

### III. Travel allocations policy for Communication faculty members

- a. All faculty members should be encouraged to travel for both program and professional enrichment. We believe that this enrichment can be obtained through attendance at, as well as a program responsibility in conferences, seminars, symposia, and the like.
- b. Faculty shall notify the Director of the School by October 30 of each year of their travel intentions for the following fiscal year. This notification is a best estimate to be used for planning purposes only.
- c. All faculty members may request school funding (up to the designated amount available per faculty member in any given year) for their first trips to conferences, seminars, etc. Residual travel funds may be used to fund second requests. These requests shall be prioritized in the following order: (1) presenting a paper or panel program or creative work; (2) serving as a discussant or respondent; (3) serving as an officer; (4) chairing or moderating a program; and (5) simply attending a conference, seminar, etc.

### IV. Faculty participation in recommending program development and co-curricular budget allocations:

- a. Faculty often sponsor and or supervise co-curricular activities designed to serve currently enrolled Communication students

- b. Communication faculty members are asked to submit their requests for co-curricular funds to the Director of the School by a date specified. The request should describe the activity and include an estimate of expenses.
- c. These requests will be reviewed by the Executive Committee using the following criteria:
  - Continuing successful activity higher than new activity
  - Lowest cost per student served higher than higher cost per student
  - On-campus higher than off-campus activity
  - School wide activity higher than area activity
  - Course related higher than a more generalized activity
- d. After reviewing the recommendations of the Executive Committee, the Director of the School will determine the final budget allocations and the activities that will receive School support. The Director of the School will notify all members of the faculty of his/her decisions.
- e. Faculty sponsors of co-curricular activities are required to keep records (i.e. head counts, comment sheets, etc.) to provide a measure of the activities' impact and effectiveness.

V. Faculty participation in recommending budget requests for equipment, supplies, software, and remodeling:

- a. Individual Communication faculty members and academic areas have the right at any time to recommend in writing to the Director of the School purchases of equipment, teaching supplies, software, or remodeling in support of teaching, research, or professional service activities.
- b. At least once each academic year (usually in the Spring term), the Director of the School should request from each academic area lists of needed equipment, teaching supplies, software (i.e. films, videotapes, computer programs, etc.) and remodeling. The Director of the School should include with this request pertinent information such as source(s) of the possible funding, previous levels of support, funds available, deadlines, etc. In most cases, it is recommended that academic areas have a minimum of two weeks to develop their lists.
- c. Each academic area is responsible for providing to the Director of the School by the deadline a written, rank-ordered list of items complete with brand name, model number, features, possible suppliers, and a cost estimate. In addition, there should be a brief rationale describing each item's use.

- d. If further clarification or discussion of these area requests ~~are~~ is needed after their submission, it is recommended that the Director of the School contact the area chairperson(s).
- e. Once the Director of the School has prepared the final School request for equipment, supplies, software and/or remodeling, a copy should be sent to each academic area that submitted items for consideration. In addition, academic area(s) may request from the Director of the School his/her rationale for the final list(s).
- f. Following the funding of School requests, the appropriate academic area(s) should be notified by the Director of the School and will be available to make final recommendations, if necessary, involving specifications, acceptable substitutions, and cost changes.

## J. POLICY STATEMENT OF PERSONNEL MATTERS: FACULTY EVALUATION POLICY—STUDENTS

Faculty evaluations and classroom observations will be conducted in accordance with WMU-AAUP contract guidelines. (See Appendix D for guidelines for the administration of advising evaluations.)

### I. Procedures:

1. Each unit faculty member will be evaluated in all classes during the Fall or Spring semester of every year. In the case of courses taught once a year, a faculty member may choose to be evaluated in those courses in another semester. Untenured unit faculty shall conduct student ratings every semester.
2. Evaluations will be conducted during the final third of the semester.
3. Evaluation packets will be made available for each faculty member. There will be one packet for each class.
4. Faculty members are responsible for picking up their own packets, distributing materials, reading directions to their classes, and selecting a student in each class and/or another faculty member who collects the completed forms and who places them in a sealed envelope. A faculty member must leave the classroom during the time the students fill out the evaluation forms.

5. Sealed evaluation packets are to be returned by the student selected immediately to the School offices, or under unusual circumstances, to the instructor. Sealed evaluation packets will be turned over to the person in charge of faculty evaluation for processing.

## II. Responsibilities of the School Director in the conduct of student ratings:

1. It is the responsibility of the School Director to remind all faculty members at the beginning of fall semester that evaluations will be conducted in the latter third of the semester.
2. It is the responsibility of the Director of the School ~~that person~~ to communicate results in writing to appropriate persons at designated times.

## K. POLICIES AND PROCEDURES FOR RECOMMENDING CURRICULUM CHANGES (Major curriculum revisions: individual course additions, changes, and deletions)

### I. General Procedures

- a. The appropriate group for initiating curriculum revisions and individual course additions, changes and deletions is the academic area with primary responsibility for the academic content. Individual faculty members, students, and the Executive Committee are encouraged to bring suggestions for curricular changes to the appropriate academic area for its consideration.
- b. Each academic area, and the Graduate Committee, will consider curriculum changes at least once each academic year.
- c. It is the responsibility of the initiator of a curriculum change proposal to inform the academic areas of School, College and University policies, procedures, and deadlines which govern curriculum and course changes.
- d. Academic area curriculum recommendations are to be written up in the prescribed College of Arts and Sciences form (“Request to College Curriculum Committee for Curricular Improvements”) Director of the School and the members of the Executive Committee, and the Undergraduate and/or Graduate Directors as appropriate. The Executive Committee, in the case of proposals dealing with the undergraduate curriculum, and the Graduate Committee (in consultation with the Director of the School), in the case of proposals dealing with the graduate curriculum, is responsible for reviewing the area proposal in terms of potential course duplication, conflicts with other

colleges, schools, and departments within the University, and probable actions of University curriculum committees.

Following discussion of recommended curriculum changes, the faculty will be asked: (1) to formally recommend to the Director of the School to send on the curriculum revision, (2) to return the proposal to the academic area(s) for revisions, or (3) to not recommend the proposal.

## II. Writing proposals for curriculum revisions

Materials submitted should follow College of Arts and Sciences curriculum guidelines. The guidelines should be used as the basis for providing a general rationale for the change(s).

## III. Writing proposals for changes in existing courses, addition or deletion of courses, or of topics within existing variable topic courses. (Note: The Director of the School can authorize a one-time offering of a new option for a variable topics course.)

### a. Prepare a syllabus or a statement for the course/topic which includes the proposed (or in the case of deletion, existing):

- (1) Number
- (2) Title
- (3) Credit hours
- (4) Catalog description
- (5) Prerequisite(s)
- (6) Contact hours
- (7) Proposed enrollment
- (8) Statement of goals/objectives
- (9) Statement of content
- (10) Class format (e.g. lecture, discussion, lab); statement of methodology
- (11) Possible textbook(s)

### b. Prepare a rationale for:

- (1) If a new course, the addition of the course.
- (2) If a revised course, the basis for the specific revision(s).
- (3) If a deleted course, the basis for deletion.

- c. Explain what impact the proposed change will have on existing programs within the School, as well as other areas of the University if appropriate; on faculty energies and interests; on financial considerations.

### SECTION III - PROCEDURES FOR RECOMMENDATION FOR CHANGES IN THE SCHOOL OF COMMUNICATION POLICY STATEMENT

1. Proposals to modify the School Policy Statement can come from any member of the Unit Faculty or from any committee of the School.
2. All Communication faculty are to be notified of the time, place, and tentative agenda of the unit meeting where revisions of the School Policy Statement will be considered. The unit faculty reserves the right to conduct such meetings without having the Director of the School present.
3. A quorum consisting of two-thirds of the unit faculty is required at a meeting before changes in the Communication governance policies can be approved.
4. A vote of a simple majority of those present (including absentee ballots from those who were present for the discussion) is required for a formal policy recommendation. Any member of the Communication faculty can request a written ballot.
5. Modifications in the School Policy statement approved by the Unit Faculty will be forwarded to the Director for his/her comments, and then to the Administration and the Chapter for their review, according to the current Contract.
6. Following notification of approval of the recommended governance changes by the administration and the AAUP, copies of the revised School Policy Statement will be made available to the Communication faculty.
7. In order to facilitate on-going review and revision of the School Policy Statement, the unit faculty will create after each new contract is approved a committee responsible for such a review.

## Appendix A

### Suggested Guidelines and Language for Reappointment Recommendations for Part-Time and Term Faculty

In order to make the reviews consistent, please revise your part-time review evaluation forms using the following guidelines and language:

1. Turned in materials and all looks fine (quality syllabus, quality exams and quality instructional materials, good course evaluations). Note this in section 1 and use the following language in section 2: "The Personnel Committee gives XXX a positive review and recommends reappointment subject to School needs and University funding."
2. Turned in materials, but we have recommendations for syllabus, exam format, instructional materials and/or concerns about course evaluations. Note specific recommendations in section 1 and use the following language for section 2: "The Personnel Committee gives XXX a positive review and recommends reappointment subject to School needs and University funding."
3. Did not turn in materials and has previously been given a warning or a negative review. Note in section 1: "The review was based on limited information provided to the Personnel Committee," and use the following language for section 2: "The Personnel Committee does not recommend XXX for reappointment."
4. Did not turn in materials, but has NOT previously been given a warning. Note in section 1: "The review was based on limited information provided to the Personnel Committee," and use the following language for section 2: "The Personnel Committee has insufficient information to make a recommendation because requested materials were not submitted. The Personnel Committee does not recommend reappointment until materials have been submitted to the Director of the School."
5. Did not turn in materials, has NOT previously been given a warning, has a long history of teaching for the School, and we have not heard of any problems. Note in section 1: "The review was based on limited information provided to the Personnel Committee," and use the following language for section 2: "The Personnel Committee recommends XXX for reappointment subject to School needs and University funding. The Personnel Committee recommends that requested materials be turned in to the Director of the School."

**Appendix B**

FINAL TENURE REVIEW:  
FACULTY RECOMMENDATION

COLLEGE \_\_\_\_\_ DEPARTMENT \_\_\_\_\_

CANDIDATE \_\_\_\_\_

I recommend the above-named candidate for tenure. \_\_\_\_\_

I do not recommend the above-named candidate for tenure. \_\_\_\_\_

Comments on the candidate's qualifications and/or performance on University criteria: (Append additional sheets if necessary.)

1. Teaching Ability (Professional Competence):

2. Professional Recognition:

3. Professional Service:

4. School and University Goals:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix C**

PROBATIONARY TENURE REVIEW  
FACULTY RECOMMENDATION

COLLEGE \_\_\_\_\_ DEPARTMENT \_\_\_\_\_

CANDIDATE \_\_\_\_\_

Comments on the candidate's qualifications and/or performance on University criteria: (Append additional sheets if necessary). In addition to filling out this form, you may write a letter addressed to the Personnel Committee concerning the candidate. The letter will be placed in a confidential file, but a summary of the content of the letter will be placed in the candidate's official School file which is available to the candidate.

1. Teaching Ability (Professional Competence):

2. Professional Recognition

3. Professional Service

4. Community Service

Signed \_\_\_\_\_ Date \_\_\_\_\_

PLEASE CONTACT THE CANDIDATE IF YOU HAVE QUESTIONS REGARDING VITAE.

## **Appendix D**

### **CRITERIA AND SELECTION OF COURSES FOR ADMINISTRATION OF ADVISOR EVALUATION**

#### **Guidelines for Advisor Evaluation:**

- 1) Rotate between early term and late term from Fall to Spring
  - Early—3<sup>rd</sup> or 4<sup>th</sup> week of semester
  - Late—3 to 4 weeks before end of term
- 2) Avoid period right before, during or after registration periods or the times of highest advisor contact traffic
- 3) To maximize representativeness of those students served by advisor:
  - a) Achieve representation of majors/minors
  - b) Achieve representation of class standing across majors/minors—sample should consist of students who are earlier and later in their coursework
  - c) When possible sample evening courses for older and/or part-time students
  - d) Avoid General Education courses or other courses with high % of non-majors (little or no advisor contact)
  - e) Set goal of administering to approximately 1/5 of current majors/minors each time
- 4) To maintain collegiality and smooth administration:
  - a) Where possible limit course selection to full-time professors versus part-time staff (responsibility of faculty to service in school being prime issue)
  - b) Do not select same professor for more than one evaluation per semester
  - c) Professors may not decline if they are asked to administer the evaluation