

DEPARTMENTAL POLICY STATEMENTS

SCHOOL OF SOCIAL WORK

Submitted to Western Michigan University

by

the Faculty of the School of Social Work

approved by the SSW Faculty, May, 2011

approved by the WMU-AAUP and the Director of Academic Bargaining, March 28, 2012

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## Article I

It is the right, the responsibility, and the privilege of University faculties to participate in the governance of their departments. Fundamentally, what is desirable and intended by the Department Policy Statement is to ensure meaningful participation by department faculties and procedural regularity within the 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.

### Preamble

Faculty in their understanding and commitment to shared governance should support the committee structure and the power associated with it so as to maximize the impact of committee decisions in the governance of the school of social work.

The general purpose of the articles in the School Policy Statement is to set forth the policies, the structure, and the operating procedures of the Western Michigan University School of Social Work.

### Membership

The members of the faculty shall be traditional tenured and tenure-track faculty, faculty specialists and term faculty employed at the Western Michigan University School of Social Work. The organization's goal is that the membership of the organization shall reflect the diversity of the clients served by social workers (e.g., race, gender, age, sexual orientation, physical challenges (when possible)).

### General Principles

- The articles set forth in the Policy Statement shall be implemented in accordance with the current WMU-AAUP Contract. The School of Social Work follows all WMU policies and procedures related to Institutional Equity. These policies are available on the WMU website and are included as an attachment to these Policy Statements. Full participation of all constituent groups is encouraged in School processes when relevant and appropriate.
- Student involvement on appropriate standing committees, sub-committees, and ad hoc committees will be actively sought.
- The law of parsimony shall be followed in relation to structure and operating procedures.
- Committee meetings shall be conducted, in general, in accordance with Robert's Rules of Order.

## Article II

### School Community Principles

- Share responsibility for generating the successes and accomplishments of the school
- Share responsibility for creating a civil work environment in the school
- Promptly notify committee chairs or other relevant persons when one expects to be late or absent from a meeting or school community function
- Practice Interpersonal relations **with faculty, staff and students** that center on **professionalism**, respect, and courtesy (see NASW Code of Ethics, AAUP Statement of Professional Ethics).
- Promote free speech and open dialogue in which individuals retain the right to dissent and disagree with others and with institutional policies in public and private. However, in the course of our work together as colleagues in the school, dissent and disagreement will not include personal insults, threats and intimidation, hostile e-mails, public ridicule, and disrespectful interruptions.
- As a first course of action when appropriate and possible, address interpersonal and professional concerns about a colleague with the colleague in question rather than in committee/ group meetings or via email messages to the individual or others. Maintain confidentiality regarding required discussions of a colleague or personnel issues in a committee meeting. Confidentiality within committee work is an ethical obligation. It permits open deliberation, engenders trust and supports shared governance. Confidentiality is paramount for the personnel, search, tenure and promotion committees, and PSAs. Communication within these committees must remain private within the committee membership.

## Article III

### Amending the School Policy Statement

The School Policy Statement, in whole or in part, may be amended by a majority vote of the faculty at a scheduled meeting. The amendment must be approved according to the procedures of Article 23.4 of the WMU-AAUP Agreement.

Recommended amendments in the School Policy Statement shall be submitted to the faculty for consideration according to the following procedures:

- A. A written request may be submitted by any committee or faculty member of the School to the School's bargaining unit representative.
- B. Such written request should state:
  1. The current policy
  2. The proposed amendments in policy
  3. The rationale and need(s) for such an amendment(s).
- C. Requests for amendment(s) shall be made available to faculty by the School's bargaining unit representative a minimum of five working days prior to the meeting at which the proposed amendment(s) shall be discussed. .
  1. After reasonable discussion the faculty will decide on the disposition of the recommended amendment(s) by a vote.
- D. A copy of the proposed amendments shall be provided to the Director by the bargaining unit representative at the same time it is circulated to the faculty.
- E. Recommended amendments that have been ratified by the faculty shall be submitted to the Director by the School's bargaining unit representative.
- F. Procedures for submitting the recommended amendments for approval shall conform to the procedures specified in the current WMU-AAUP contract.

## **Article IV**

### **Standing Committees**

- A. The faculty of the School of Social Work shall establish a structure of standing committees to be utilized in formulating recommendations to Western concerning School policies and procedures. The policies and procedures of the School and its standing committees shall be in conformance with the WMU-AAUP contract.
- B. The standing committees shall be the (a) Personnel and Sabbatical Committee, (b) Curriculum Committee, (c) Curriculum Sequence Committees, (d) Admissions Committee, (e) Student Services Committee (f) Tenure and Promotion Committee, and (g) Department Policy Statement Committee. The functions and procedures of each committee, explanations of student participation in the Curriculum Sequence Committees and Admissions and Student Services Committees, and procedures for the selection of committee members for the Personnel and Sabbatical Committee, and the Tenure and Promotion Committee are provided elsewhere in the School Policy Statement.
- C. The standing committees have the authority to make recommendations to the faculty and to the Director on policy within the province of their committees. Objections to the recommendations may be cause to bring them to the faculty. (See Article V for procedures concerning objections.

## Article V

### Committee Operations and Decision-Making

Standing committees shall be guided by the following procedures in their deliberations and decision-making.

Standing committee decisions are recommendations to the administration. The following are recommended procedures for decision-making and committee operations:

- A. In order for a committee to take action, a quorum must be present. A quorum consists of 51% of members of the committee.
- B. When any policy items are to be considered, the committee Chairperson shall disseminate to all faculty members and to the officers of the graduate and undergraduate student organizations a notice that policy or procedural changes will be presented for a vote. This notice, including a brief statement describing proposed changes, shall be disseminated at least 5 working days prior to the meeting at which a vote is to be taken.
- C. With approval of the Committee, any policy item can be designated an emergency item, and as such can be exempted from the foregoing requirements of prior notification. However, all other requirements relating to post-decision notification will remain in effect.
- D. Publication of all policy and procedural changes passed by committees shall be in writing, including the article number and title, and made available to all faculty members, the Director, and to the officers of the graduate and undergraduate student organizations through normal communication channels within five (5) working days after the decision is made. This may be accomplished by dissemination of committee minutes, or by a special notice. The minutes or memo should include a prominent notice of a "Policy Change." The Department Policy Statement is located on the School's electronic bulletin board. Additionally, the School's representative to the Association Council and the School Director will have copies either electronically or on paper. Curriculum Policy Statements are located in the office of the Director. Admission Policy Statements are located in the office of the Director of Admissions and Student Services and the Director.
- E. Policy shall become effective within 5 working days after notice has been given. However, if a faculty member wishes to register an objection to a policy, it shall be done by requesting a committee in accordance with the following procedures:
  1. The objection must be filed in writing with the committee Chairperson prior to the date the policy becomes effective.
  2. The objector shall be specific about the reasons for the objection, and may offer alternatives for discussion.
  3. Faculty members, officers of the graduate and undergraduate student organizations, and the Director must be notified by the objector that the objection has been filed.
  4. The committee is obliged to place this item on the agenda at its next regularly scheduled meeting, providing that the item is received by the Chairperson prior to publication of the agenda.
  5. The individual or group registering the objection has the option of appearing at the committee meeting to support the case for the objection.
  6. After reconsideration, the committee takes a final vote.

7. If after reconsideration the policy is defeated, no further action is necessary. If the policy is passed without change, it becomes effective after five (5) working days, unless a faculty review is requested within the five (5) working day period. If the policy is passed incorporating changes, the policy does not become effective until 5 working days after the changes have been published.

#### F. Faculty Review

1. After a committee review, objections to policy can be raised through the use of the following review procedures.
2. The objection shall be filed in writing with the Director of the School and the Chairperson of the appropriate committee prior to the date the policy becomes effective.
3. The written objection shall be signed by a minimum of three full-time faculty members.
4. The objectors shall be specific about the reasons for the objection, and may offer alternatives for discussion and consideration.
5. The faculty as a whole shall be informed of the written objection by the Director, no later than the next regularly scheduled faculty meeting, at which time the faculty may take action, or defer the matter for consideration to another specific, scheduled faculty meeting.
6. By a majority vote, the faculty shall: (1) ratify the committee's decision, or (2) modify or reject the committee's decision.
7. If the faculty ratifies the committee's original policy decision, modifies the committee's decision or authorizes a different policy decision, the action becomes effective immediately.
8. If the faculty refers the matter back to the committee, or to a new committee, any previous committee timetables for implementation are nullified.

- G. As soon as a policy becomes effective, it is the responsibility of the committee Chairperson to disseminate to all faculty and to officers of the graduate and undergraduate student organizations a Policy Change Memo. (In cases where a faculty review alters a policy decision, the faculty shall designate the appropriate committee Chairperson to prepare the memo.) The memo shall contain:

1. Exact wording of new or amended policy or procedures.
  2. The page and section numbers which indicate where in the appropriate Policy and Procedures Manual the new or amended policy should be included.
1. If consensus on a decision cannot be reached in a standing committee, the committee Chairperson shall ask that a decision be made by a majority vote of those faculty members present at a duly announced faculty meeting.
  - I. Faculty members who are not present during a vote at a faculty meeting at which there is a quorum must be polled if their vote may affect the final decision on the condition that they have read the reports, documents, and materials, and have been actively involved in the discussions.

Proxy votes may be submitted by absent faculty members who have read the reports, documents, and materials, and have been actively involved in the discussions.

## Article VI

### Search Committees

Confidentiality within committee work is an ethical obligation. It permits open deliberation, engenders trust and supports shared governance. Confidentiality is paramount for the personnel, search, tenure and promotion committees, and PSAs. Communication within these committees must remain private within the committee membership.

Voting membership on search committees is restricted to faculty.

The personnel committee chair is responsible for all communication with potential candidates for hire. Additionally:

1. neither the chair nor committee members shall provide performance feedback of any kind to potential candidates during the deliberative process or afterward;
2. when the chair is reporting to the school director about the progress or the sentiments of committee members, the opinions should be summarized so as not to reveal the identity of the committee members;
3. search committee members are required to fully participate in the search process, such as being present for committee meetings, attending presentations, reading files in order to have a vote; participation is defined as being present for 75% of all meetings and presentations;
4. feedback of all kinds is encouraged to inform the committee's deliberations. Prior to written feedback going to the director it will be submitted to the search committee in its original form from students, faculty, community, college, etc.; it will be respected and given due consideration, however, only committee members possess the responsibility to vote.

**Article VII**  
**Annual Reporting**

At the end of each committee's work year, the Chairperson of each standing committee shall provide a written report to the faculty, with a copy to the Director. This report will summarize its activities for the year.

## **Article VIII**

### **Annual review of budget**

At each November faculty meeting the School Director will provide financial statements to the faculty for discussion and explanation.

Philosophically the members of the School of Social Work embrace transparency in fiscal functioning.

## **Article IX**

### **Faculty Work Load**

Philosophy. Faculty members in America's public universities play a multi-faceted role in support of developing our nation's competitive advantage. In addition to serving as an invaluable source of knowledge and experience to the general community, faculty members are also responsible for much of the work necessary to administer our nation's institutions of higher education. In an increasingly competitive international economic environment, investment in education becomes an indispensable instrument to help maintain a competitive advantage. Given the multi-faceted and central role they play in the life of the university, America's university faculty is also an invaluable national resource.

Faculty roles are inextricably intertwined, making it necessary to consider them an integrated whole in the assignment and evaluation of workload. The time spent in front of the public only scratches the surface of what is involved in professional preparation for university work. It is estimated that on average it will take a faculty member five hours to prepare a one hour lecture. It is also important to recognize that workload must be assigned with consideration for, and the expectation of meeting, the criteria for promotion and tenure.

Faculty engage in student-centered work where they are responsible for creating new courses and updating old ones; responding to student needs; and responsibly completing course-associated tasks. Faculty engage in disciplinary-centered work where they are responsible for advancing the profession by conducting research and publishing their findings. Faculty engage in the work of the unit where they see to the healthy functioning of the School by serving on committees and performing other ad hoc tasks as they emerge. Faculty engage in university-centered work where they serve on councils, committees, and task forces to advance and augment the reputation of the university and help the university thrive. Faculty engage in community-centered work where their expertise is called upon to assist local, state and national groups. Social work is an applied discipline. Faculty must keep up with the practice of social work to enhance teaching ability and remain synchronized with the demands of the practice community.

The culture of social work in many ways is not unlike any other department at WMU. At the same time there are many differences. Like other departments, the School of Social Work is student-centered; participatory in discipline, unit, university and community activities; and productively contributing to the advancement of knowledge in the field. In other ways the culture of social work is very individualized and personal. The professional practice of social work requires that students become intimately familiar with and immersed in the communities and client populations with which they intend to work. This makes the teaching of social work practice intensely time consuming and requires close monitoring and oversight of student activities. It takes time to socialize students into the profession. Faculty work includes effecting changes in attitudes, reductions of prejudices, and expansion of multicultural sensitivity. Our teaching involves not only knowledge and skill acquisition but self examination by our students and de-programming so that they can be more receptive to persons from whom they differ.

The School of Social Work promotes balance between excellence in workplace productivity and faculty/staff health – ideals consistent with two of WMU’s institutional goals which are to “foster a safe, civil, and healthy University Community”, and “recognize excellence in the teaching, research, learning, creative work, scholarship, and service contributions of students, faculty, and staff”.

It is incumbent on faculty in the School of Social Work not to be consumed by their work. Faculty who are exhausted and demoralized by their work are not effective or creative in their teaching, research, or service activities. Furthermore, such occupational stress undermines the social relationships in the school. When faculty lack the energy to interact effectively with each other, with administrators, with students, and with the community carefully nurtured relationships can be damaged and progress slowed or destroyed.

It is the responsibility of each faculty member to be engaged in the pursuit of excellence in his or her scholarship, teaching, and service. This workload policy promotes an environment that encourages the full personal and professional development of faculty.

School of Social Work workload. Workload is assigned by the Director in consultation with each faculty member.

Workload in the School consists of teaching students how to be professional and effective social workers; contributing to the effective day to day functioning of the unit; contributing to the advancement of knowledge within the profession through research and publication; contributing to the advancement of the university’s mission through council, committee and task force work; and supporting communities on the local state and federal levels through appropriate mechanisms. All faculty in the School will participate in a combination of these activities which are counted as workload.

All traditionally-ranked faculty carry a workload of 24 credit hours per academic year (42§4). It is recommended that this workload be divided into a classroom load of nine (9) credit hours per semester and a governance load of 3 credit hours to attend to the healthy functioning of the School. Faculty have the option of negotiating a course load reduction by presenting to the School Director for approval a plan of work equivalent to the work reduction request. Acceptable activities include: research, publishing, grant writing and any other activity successfully negotiated with the School Director. Requests for release time from any of these activities must be made through a formal, written plan outlining intended goals and appropriate activities that will lead to the success of the plan. Successful proposals will be announced.

It is recommended that all faculty members be credited with the equivalent of three (3) credit hours per semester for participation in the tasks (governance) of the School, including, but not limited to: committee work that supports the mission of the School; student advising; presentation of scholarly work at professional conferences and meetings; and professional association and community leadership activities that support the mission of the profession of social work. Any other release time will be negotiated with the School Director and determined by the needs of the School, of the individual faculty, and the measuring workload subsection of the WMU/AAUP contract (42.§5). The Director will abide by the current WMU-AAUP contract

and oversee the distribution of the overall workload in such a way that it is equitable for all faculty and that the School will achieve its overall mission.

First year and tenure track faculty. It is recommended that all first-year, tenure track faculty receive release time equivalent to one course in the Fall semester and two courses in the Spring semester. The purpose of this release time is to 1) develop a research, publication and grant writing plan, and 2) begin publication activities and implementation of the plan.

Collegial assistance. The School facilitates all unit activities through its committees. Additionally, faculty will be facilitated in the areas of teaching, publication and grant writing. In the event a faculty encounters difficulty with a particular part of a proposal for release time which was submitted and accepted by the School Director, that faculty will request direction and assistance from the School Director. Examples of assistance could be mock review panels for articles or grant applications, or mentoring activities by senior faculty.

Faculty specialists and those with term appointments. Workload for faculty specialists and those with term appointments is stipulated in the WMU-AAUP contract Articles 20 and 14 respectively. Other aspects of such appointments are negotiated on an individual basis and set by the Director in the letter of hire in consultation with the Personnel Committee.

**Disagreement on workload**

Where individual faculty and the School Director cannot agree on workload for that individual the Personnel Committee shall be called upon. Every effort shall be made to resolve the disagreement. In the event of an impasse, the workload appeals process of the WMU-AAUP (42§10) contract will be followed.

Class size. The following chart denotes courses by call number, title and maximum recommended capacity:

<b>School of Social Work courses by call number and maximum capacity</b>	
<b>3/22/07</b>	
UG = Undergraduate E = Elective F = Foundation IP = Interpersonal Practice	PPA = Policy, Planning & Administration AS = Advanced Standing GRN = Gerontology
<b>Course</b>	<b>Capacity</b>
UG <a href="#">2100</a> Social Work Services & Professional Roles	(50)
UG <a href="#">3000</a> Social Welfare as a Social Institution	(50)
<b>GRN</b> 3010 Growing Old in America	(25)
UG <a href="#">3200</a> Social Work Practice: Interviewing and Documentation	(25)
UG <a href="#">3330</a> Introduction to Culture, Ethnicity, and Institutionalized Inequality in Social Work Practice	(30)
UG <a href="#">3500</a> Human Behavior and the Social Environment	(40)
UG <a href="#">3510</a> Social Work Concepts in Group, Community and Organizational Behavior	(40)
UG <a href="#">3650</a> Social Work Research Methods	(25)
UG <a href="#">4000</a> Social Work Practice: The Problem Solving Process	(15)
UG <a href="#">4010</a> Social Work Practice: Intervention and Evaluation	(15)
UG <a href="#">4020</a> Social Work Practice: Policy Analysis and Organizational Context	(25)
UG <a href="#">4100</a> Field Experience and Seminar I	(15)

UG <a href="#">4110</a> Field Experience and Seminar II	(15)
E 4130 Social Policy and Service Delivery in Selected Problem Areas	(25)
UG 4200 Ethical Issues in Substance Abuse Services	(35)
UG 4500 Individual Studies in Social Work (1-4 credit hours)	
UG <a href="#">4600</a> Social Work with Communities	(25)
UG 4610 Social Workers and Social Movements	(40)
E <a href="#">4620</a> Community Organization in Urban Areas	(40)
E 4640 Problem Solving in Gerontology	(35)
E <a href="#">4650</a> Special Studies in Social Welfare Practice: Child Welfare	(30)
<b>GRN</b> 4900 Field Education in Gerontology	
5120 Social Policy and Service Delivery in Selected Problem Area	
E 5970 Teaching Apprenticeship in Selected Social Work Curriculum Areas	
E <a href="#">5980</a> Readings in Social Work	
F <a href="#">6100</a> Foundations of Social Welfare Policy	(35)
E 6120 Social Policy and Service Delivery in Selected Problem Areas	
E <a href="#">6200</a> Social Services in the Schools	(25)
<a href="#">6230</a> Leadership in Nonprofit Organizations	(2 credit hours, cap 25)
<a href="#">6270</a> Planning in Nonprofit Organizations	(2 credit hours, cap 25)
F <a href="#">6300</a> Social Change and Community Analysis	(35)
F <a href="#">6310</a> Human Behavior and the Social Environment	(35)
AS <a href="#">6320</a> Organizations, Communities, Societies: A Change Perspective	(18)
F <a href="#">6330</a> Advanced Seminar in Culture, Ethnicity, and Institutional Inequality in Social Work Practice	(25)
IP <a href="#">6360</a> Social Work Practice with Groups	(15)
IP <a href="#">6380</a> Psychopathology for Social Work Practice	(30)
F <a href="#">6400</a> Research and Evaluation Methods in Social Work	(25)
F <a href="#">6420</a> Evaluation of Social Work Practice (25) GR	(30)
PPA <a href="#">6430</a> Leadership and Management in Human Services	(25)
PPA <a href="#">6450</a> Administration in Human Service Organizations	(25)
AS <a href="#">6600</a> Seminar on Social Work Practice with Individuals, Families, and Groups	(18)
F <a href="#">6610</a> Social Work Practice: Individuals and Families	(15)
F <a href="#">6620</a> Social Work Practice: Groups and Organizations	(15)
E 6630 Seminar in Substance Abuse I (SPADA)	(15)
E <a href="#">6640</a> Social Work Practice in Special Areas: A. Social Work Intervention with Sexual Abuse (15) B. Treatment of Adults with Severe and Persistent Mental Illness (15 ) C. <a href="#">Women and Therapy</a> (15?, was 30 when it was 564)	
E 6650 Seminar in Substance Abuse II (SPADA)	(15)
IP <a href="#">6660</a> Social Work Practice with Individuals	(15)
PPA <a href="#">6670</a> Program Planning	(15)
IP <a href="#">6680</a> Social Work Practice with Families	(15)
PPA <a href="#">6690</a> Advanced Seminar in Planning and Administration	(15)
PPA <a href="#">6700</a> Seminar in Social Policy Practice	(15)
F <a href="#">6710</a> Field Education and Social Work Practice I	(15)
F <a href="#">6720</a> Field Education and Social Work Practice II	(15)
AS <a href="#">6750</a> Field Education in Advanced Standing Program Social Work Practice	(18)
IP <a href="#">6760</a> Field Education in Interpersonal Practice	(15)
PPA <a href="#">6770</a> Field Education in Social Policy, Planning, and Administration	(15)
IP <a href="#">6780</a> Advanced Field Education in Interpersonal Practice	(15)
PPA <a href="#">6790</a> Advanced Field Education in Social Policy, Planning, and Administration	(15)
PPA <a href="#">6800</a> Community Social Work– Proposed course for Spring 2008 – <b>Pending approval</b>	(15)
F <a href="#">6860</a> Applied Social Work Research	(15)

IP <a href="#">6910</a> Advanced Social Work Practice with Individuals	(15)
IP <a href="#">6920</a> Advanced Social Work Practice with Children	(15)
IP 6930 Advanced Social Work Practice with Groups	(15)
IP 6940 Advanced Social Work Practice in Industry	(15)
IP 6950 Advanced Social Work Practice in Supervision Deleted from books, offered under 6970	(15)
IP <a href="#">6960</a> Advanced Social Work Practice with Families	(15)
IP 6970 Advanced Social Work Practice in Selected Areas	(15)
E 7100 Independent Research	

## **Article X**

### **Summer Committees**

During the Summer months faculty members with Summer appointments shall serve as the Ad Hoc Committee which shall function in place of the standing committees. A majority of the Ad Hoc committee members so appointed shall constitute a quorum which is authorized to transact business. It is further recommended that faculty members who do not have summer appointments and who had served on the pertinent committees the previous year be invited by the Chair to serve on the Ad Hoc Committee, if they are available.

Ad Hoc Committee decisions shall be shared with the appropriate standing committee during the semester following the period in which the decision was made. When possible, decisions should be deferred until the Fall semester.

## Article XI

### The Curriculum Committee

The Curriculum Committee shall be a standing committee. The structure, membership, and function of the committee shall be as follows:

#### A. Membership and Structure of the Curriculum Committee

1. The Curriculum Committee shall have the following five standing subcommittees to assist in carrying out its work. The subcommittees make recommendations to the Curriculum Committee.
  - Practice Sequence Committee
  - Policy and Macro Practice Sequence Committee
  - HBSE Sequence Committee
  - Research Sequence Committee
  - Field Sequence Committee
2. The Curriculum Committee shall consist of six tenure track or term faculty members. Five members will be comprised of persons elected to serve as Chairs of the Sequence Committees noted in #1; and a sixth member will be the BSW Coordinator.
3. The Committee will be chaired in one of two ways:
  - a. the Chair of the Curriculum Committee shall be elected from among the tenure track and term faculty currently serving on the Curriculum Committee;
    - (i) the term of the chairperson is one academic year, and
    - (ii) the chairperson is eligible for reelection in subsequent years, or
  - b. the chair will be rotated among Curriculum Committee members with one member acting as Chair while a second takes minutes. Whoever takes minutes one month will Chair the Committee the next month. In the event this rotating model is used the School Director will be provided the list of faculty acting as chair and in which month

#### B. Functions of the Curriculum Committee

1. Develop, monitor, evaluate and make recommendations about the overall curriculum for the School including:
  - a. development of new curriculum program components
  - b. revision of existing curriculum program components
  - c. discontinuance of existing curriculum program components
2. Student requests for exceptions:
  - a. the Curriculum Committee will make recommendations to the School Director concerning individual student requests for exceptions to curriculum policy and degree requirements. This responsibility may be delegated;
  - b. during the 1<sup>st</sup> regular meeting of the academic year, Committee members will decide if this responsibility will be delegated or if the Committee will handle such requests in the whole. The School Director will be notified of the Committee's decision, and designee if applicable, at the same time as the leadership model;

- c. should a designee handle requests for exceptions, regular reports will be provided to the Curriculum Committee.
  - 3. Approve, monitor, evaluate, and make recommendations relative to individual courses as to their pertinence and congruence with the overall plan of instruction, including:
    - a. all social work courses offered within the undergraduate and graduate programs
    - b. all social work courses offered through Extended University Programs (or its equivalent)
  - 4. Promote the development of course content that maintains the basic philosophy and principles of the profession (e.g., special populations, women and minorities) and monitor its implementation.
  - 5. Formulate and recommend degree requirements to the faculty, to the Director, and to the appropriate University bodies.
  - 6. Formulate and recommend student evaluation and dismissal policies to the faculty, to the Director, and to the appropriate University bodies.
- C. Relationship of the Curriculum Committee to the Sequence Committees
1. The curriculum committee has the responsibility of vetting recommendations made at the sequence committee level, and passing on decisions and/or relevant matters to faculty via Faculty meetings. In this role, the curriculum committee can serve as a workload “safety valve” to manage the number of curriculum revisions happening across the sequences at any one time.
  2. Faculty and Student Membership on the Sequence Committees
    - a. Each sequence committee will be made up of tenure track/term faculty members, one BSW and one MSW student member. Student members will have the same voting privileges as faculty members.
    - b. The chair of Practice, Policy and Macro Practice, HBSE and Research sequence committees will be a faculty member that is elected by the members of the committee.
    - c. The chair of the Field Sequence Committee will be the Field Education Coordinator.
  3. Functions of the Sequence Committees
    - a. Develop and approve master syllabi
      - (i) Vertical and horizontal integration of courses within a sequence
      - (ii) Integration of key content: ethics & values, diversity, vulnerable populations, social and economic justice
    - b. A resource to instructors teaching courses within the sequence
    - c. Discuss and integrate feedback based on student outcome assessment
    - d. Recommend to the Curriculum Committee
    - e. Write, revise and score proficiency exams
      - (i) proficiency exams are available for: SWRK6100 (policy), 6300 (community analysis), 6310 (HBSE) 6330 (race, culture) and 6400 (research methods),
        - (a) exam items must address the course objectives found on the Master syllabus, and
        - (b) must *not* be book specific;

- (ii) review of proficiency exams will occur at least every two years, and revised as needed,
- (iii) Sequence Committee approval of exams will be based on a majority vote,
- (iv) once approved by the Sequence Committee, exams will be forwarded to the Curriculum Committee for final approval,
- (v) grading of proficiency exams:
  - (a) members of the appropriate Sequence Committee will grade proficiency exams,
    - (i) by the end of the Spring semester willing and appropriate faculty will be identified to score proficiency exams that are administered during the Summer semesters; faculty not under contract during any summer session will be appropriately compensated;
  - (b) identifying information will be removed from the exam prior to scoring,
  - (c) a minimum score of 80% correct must be achieved in order for a student to pass a proficiency exam,
  - (d) two faculty will score essay and short answer questions,
    - (i) inter-rater reliability will be achieved through discussion of differences in scoring and a new score given,
- (vi) by Fall 2009 proficiency exams will be given exclusively through Bb Vista.

f. The Sequence Committees do not:

- (i) Assign textbooks (but can recommend selections)
- (ii) Dictate course assignments (but does encourage discussion between instructors, particularly across multiple sections of the same course)
- (iii) Address administrative matters (e.g., teaching assignments, student evaluations, complaints)

D. Support of adjunct and part time faculty

In order to support adjunct and temporary faculty in the School of Social Work, such faculty (A and T faculty) will be mentored by designated full-time faculty. Adjunct and term faculty will be given the name of the respective full-time faculty member(s) responsible for their specific course assignment(s) by the director's office. Designated full-time faculty members will receive the list of A and T faculty with email addresses and telephone numbers before the beginning of each semester. Designated full-time faculty mentors will make contact with the appropriate A and T faculty mentees. All A and T faculty will be strongly encouraged to meet with each full-time faculty member identified for each course they will be teaching in order to discuss the goals and objectives of the course, assignments, readings, experiential and didactic teaching methods and text books. This mentoring process will be expressed in the letter of appointment. The School Director (or Associate Director, as appropriate) will be notified of the outcome of the contact.

## Article XII

### Teaching Apprenticeships (SWRK 5970)

- A. A student or students cannot do a teaching apprenticeship in a course they are currently enrolled.
- B. Undergraduate students must have a minimum of Junior status and can only propose a SWRK 5970 for an undergraduate course.
- C. Graduate students can propose a SWRK 5970 for either undergraduate or graduate level courses.
- D. Student must provide documentation that they have taken the course or equivalent they are proposing to do an apprenticeship in and received a minimum of a B/A.
- E. A course cannot be taught by a student or students in an apprenticeship in lieu of the faculty of record. The apprenticeship is collaboration between the faculty sponsor and the student with the faculty teaching the majority of the class.
- F. When a student apprentice is teaching during a class session, the faculty of record must be present.
- G. Students and faculty proposing a teaching apprenticeship must have the proposal approved by the Curriculum Committee Chair with final approval by the Director of the School of Social Work prior to beginning the apprenticeship.
- H. If more than one student is proposing to be an apprentice for the same course section, the faculty must provide rationale for the number of teaching apprentices in the SWRK 5970 application form and must be approved by the Curriculum Committee Chair and the Director of the School of Social Work.
- I. A proposal using the SWRK 5970 application form must be submitted by the instructor of record to the Social Work Chair of the Curriculum Committee (CC) for review. If approved, the proposal will be forwarded by the Chair of the CC to the Director of the School of Social Work for review. Either the Chair of the CC and/or the Director of the School of Social Work may return the proposal to the Instructor of record with suggestions for revision, full approval, or denial.

## Article XIII

### Admissions Committee

The Admissions Committee shall be a standing committee. The structure, function, and membership of the committee shall be as follows:

#### A. Membership and Structure of the Admissions Committee

1. The Committee shall consist of no fewer than four full-time faculty members and two students--one undergraduate and one graduate. The faculty members and the Chair of the committee shall be appointed by the Director of the School. The undergraduate student shall be selected by the undergraduate student organization; the graduate student shall be selected by the graduate student organization. Student members shall not participate in the committee meetings when student applications are being reviewed or discussed.
2. The Director of Admissions and Student Services shall be a full participating member of the committee but shall abstain from voting on student admissions decisions.
3. Faculty members shall serve on the committee for a minimum period of two years, whereas the Director of Admissions and Student Services shall continue membership as long as he/she holds the designated position in the School.

#### B. Functions of the Admissions Committee

1. Recommend policy and criteria governing the administrative processing and decision making on applications for financial aid and admission to the various programs of the School.
2. Evaluate (or have faculty designees evaluate) financial aid and admissions applications and make recommendations to the Director for admission and the distribution of financial aid. Students may not participate in this function.
3. Make recommendations to the Director of the School regarding the size of the graduate and undergraduate programs, adhering to the following procedures:
  - a. In each Fall semester the committee shall request the School's Director to provide information relative to resources available for the next academic year, including the projections for any faculty increases or reductions for that year. Also, the report shall include his/her recommendations in respect to the program size.
  - b. Based upon the facts as presented in the Director's report the committee shall recommend the program size and shall submit such recommendation to the faculty for ratification. This recommendation shall be forwarded to the Director for approval, and then to the Dean, and appropriate officials.
4. Encourage, promote, and participate in the recruitment of students at the undergraduate and graduate levels with particular attention to students from historically underrepresented groups.
5. Address and/or respond to "Student Life" concerns, defined as those socio-cultural issues affecting students that are not clearly the responsibility of any other standing committee and/or any other administrative person. The activity around

these issues is primarily of a problem-solving nature, not decision-making or policy-making.

6. Formulate and recommend student advisement policies and practices to the faculty and to the Director.

## Article XIV

### Student services committee

#### Functions of Committee

- A. Develop a social activities calendar that includes events where faculty and students come together to increase a sense of community (or connectedness)
- B. Develop tutoring programs for courses where students have difficulties
- C. Develop a mentoring program for our advanced standing students and/or first year students (e.g., pair them with a second year student for support)
- D. Develop student/faculty and student/Director meetings every semester
- E. Assist with planning and coordination of Hooding & Pinning Ceremony (is this the correct term?)
- F. Utilize Eta Eta Sigma and MSWSO officers as an “advisory committee”
- G. Work closely with and support EES and MSWSO and their faculty advisors
- H. Encourage, promote, and participate in the recruitment of students at the undergraduate and graduate levels with particular attention to students from historically underrepresented groups
- I. Address and/or respond to "Student Life" concerns, defined as those socio-cultural issues affecting students that are not clearly the responsibility of any other standing committee and/or any other administrative person. The activity around these issues is primarily of a problem-solving nature, not decision-making or policy-making.
- J. Formulate and recommend student advisement policies and practices to the faculty and to the Director
- K. Develop policy and procedure regarding student emergency loan funds
- L. Seek and/or develop funding opportunities for students (e.g., teaching assistant/research assistant positions; scholarship programs)

## Article XV

### Advising

The purpose of advising is to provide information on program requirements and curricular matters, professional development, and resource location and referral. School of Social Work faculty and staff are committed to assisting each student to achieve their educational goals. Advising is one important element in the educational enterprise.

#### A. Advising Policy

At the beginning of each year, the Director of the School assigns student advisees to members of the faculty. According to the current Agreement between Western and the WMU-AAUP, “The academic advising of students is a regular part of the responsibilities of a full-time faculty member...Advising is defined as giving advice on program requirements and curricular matters.” Maintenance of regularly scheduled office hours provides convenient, predictable access for advisees. Another key is communication, by means of meetings, e-mails, telephone contacts or letters.

#### B. Undergraduate Advising

Pre-social work advising, (including general education requirements), program and curricular planning and graduation audits are accomplished through the College advising office. Undergraduate students are also assigned a faculty advisor for information about the profession of social work, advice on how to cope with problems of a general nature which interfere with the educational process, and information and referral on the topic of graduate education.

#### C. Graduate Program Advising

In the graduate program, students are assigned a faculty advisor for the first year of their program, or until they choose a concentration. This first advisor explains program requirements and curricular matters such as transfer of course credit, field instruction, and professional issues. Tri-County Program students are advised by the Program Coordinator for the first two years of their program. For their concentration year a different advisor is assigned. Likewise, for the sake of continuity, campus extended study students have the same academic advisor for the first two years of the program. For all social work graduate students, the Graduate College performs the final graduation audit.

#### D. Advising Practice

Advisers guide the student’s matriculation through the program. They follow current policy according to official program documents such as the Undergraduate and Graduate Bulletins and University Catalog. Advisers make contact within two weeks of being assigned an advisee, and at least once each semester. Advisers make every effort to respond to communications from advisees promptly. They are available during office hours and by appointment. During those times of the year that faculty are absent the Director of the School or the Director of Admissions and Student Services will be responsible.

Advisers familiarize themselves with the special circumstances and individual concerns of each student to whom they are assigned. Advisors know where the program plans are kept in hard copy and on-line. All MSW program plans go to the Director of

Admissions and Student Services after being reviewed, approved, and signed by the advisor. The advisor knows how to direct students to the website of the Office of Field Education.

When students experience difficulty in academic or internship performance, the advisor is informed by the advisee, involved faculty, and/or the School administration. The advisor's first step is to talk with the advisee directly. The next step is to participate with the advisee to record plans to correct student problems, in concert with the Director of Admissions and Student Services, the Coordinator of Field Education, and/or members of professional review committees (PRCs), and all other involved parties.

Advising is an important aspect of the educational experience. The goal of advising is to facilitate matriculation, adhere to University policy, and eventually graduate every social work student, undergraduate and graduate, on-campus and off. Advising is a collective enterprise which requires active participation and frequent communication on the part of every member of the School of Social Work community of scholars.

## Article XVI

### Professional Review Committee

The Professional Review Committee process is a problem solving process to support students in effectively proceeding through the program. In addition, the purpose of the PRC is to review ethical, academic or professional conduct complaints put forward concerning individual students and make recommendations concerning a student's status in the program or continuation in the School. Performance in the School goes beyond classroom performance and attendance, to include ethical behavior, good conduct, competence, and psychological well-being sufficient to interact professionally with clients, field instructors, agency staff, faculty, and students (Cobb & Jordan, 1989).

A. A PRC shall consist of the following voting members and nonvoting participants:

#### *Voting Members:*

1. One chair will be appointed by the School director. If there is a conflict of interest (e.g., the Chair is also the student's advisor and/or faculty liaison in the case of field performance or if the PRC chair is unavailable (e.g., Summer I and Summer II), the director will appoint a secondary PRC chair who is knowledgeable about PRC policies and procedures.
2. The student's advisor.
3. One faculty member with direct knowledge of the student and the student's competence in the area(s) under review (optional)  
There will be times when roles overlap, such as the faculty liaison and advisor being the same person. This is not to be interpreted as a need for additional faculty presence on a PRC.
4. The coordinator of field education or assistant coordinator of field education for the appropriate campus, and the faculty liaison; when the performance issue is related to the field placement.

#### *Nonvoting Participants:*

1. The student: The student is required to attend. If the student has been adequately informed and refuses to attend, a PRC may still convene.
2. The field instructor: The field instructor will be invited to attend when performance issues are related to the field placement. In instances when the field instructor cannot attend, she/he will be asked to present their concerns in writing prior to the PRC.
3. The School's director of admissions and student services (DASS): The DASS will serve as the policy administrator to advise PRC members of relevant School and PRC policies and procedures, and to advise the student of any available options.
4. a silent observer.

B. PRC Procedures:

1. The chair will convene the PRC on a designated day and time as scheduled by the director of admissions and student services in collaboration with the student and all other relevant parties.
2. The student will receive a certified letter outlining:
  - a. The reason(s) the PRC is being held,

- b. The date, time and place of the hearing, and
  - c. The composition of the committee
3. The student will have the option of bringing a silent observer who shall not participate in any other capacity except to observe and provide silent support to the student. A student who desires consultation with an observer will request a time-limited recess and leave the meeting room for such consultation.
4. The student will have the option of bringing relevant supporting documentation.
5. The meeting will have two parts:
  - a. Presentation (from and/or discussion with the parties involved, and
  - b. Deliberation among PRC voting members and the DASS.
6. The PRC minutes, including identified concerns, parties responses, PRC findings and recommendations will be forwarded in writing to PRC members who can provide feedback and/or revisions within 48 hours. Final minutes will be submitted in writing to the School's Associate Director or other designee of the School Director no longer than 7 working days after the PRC meeting. A recording secretary will be identified to take minutes who is not a participating member of the PRC to take minutes for the associate director.
7. Written documentation provided by the student, field instructor, and/or faculty liaison may additionally be submitted with the minutes.
8. The associate director or other designee will review the PRC minutes, recommendations and other documentation and make a final determination regarding the student's status in the program. The associate director or other designee will inform the student in writing, if possible, within 7 business days of the decision through certified mail. A copy of this decision will be forwarded to the voting members of the PRC.
9. PRC minutes and final determinations by the associate director or other designee will be placed in the student file.

### C. Rationale

The School of Social Work has the responsibility for evaluating and screening students for the social work profession. While we are evaluating and screening, the intent of the PRC is to bring students and faculty together to see how we may problem solve in a way to best meet the needs of students. The Student Academic and Professional Evaluation Policy (SAPEP) describes the policy and procedures to be followed when students are reported to have academic and/or professional deficiencies. The procedures detailed in this policy statement reflect the following assumptions:

1. Early consultation with students reported to have academic and/or professional deficiencies.
  - If there are concerns related to the student's academic performance, the faculty member should identify the concerns in writing to the student as early as possible. If the academic concern/s is not resolved, then the faculty member notifies the student's advisor. The advisor should then meet with the student and may meet with both the faculty member and student if deemed appropriate. If the concern is still not resolved, the advisor will refer the student for a PRC.
  - If there are concerns related to the student's performance in field, the field instructor should first talk with the student and attempt to resolve the issue. If a satisfactory resolution is not reached, then:

- The field instructor should notify the faculty liaison.
  - The faculty liaison should communicate with the student regarding the concerns and meet together with the field instructor, if warranted.
  - The faculty liaison will consult with the field coordinator and inform the advisor.
  - If resolution is not reached, the faculty liaison will consult with the field coordinator and determine whether a PRC is warranted. If a PRC is warranted, the faculty liaison should notify the student, the student's advisor, the field coordinator, and director of admissions and student services (DASS). The DASS will schedule the PRC with the involved parties and notify the student in writing. Pertinent faculty will be invited to attend.
2. Written notification by either the faculty liaison related to field or by the student's advisor will be provided to the student identifying deficiencies and performance goals.
  3. Due process will be carried out which allows sufficient time for students to prepare materials relevant to the questions raised, prompt consideration of the matter, student access to data, and the possibility of student initiation of a formal hearing.

D. Reasons for convening a PRC:

A PRC can occur for one of many reasons:

1. A break in placement due to student performance
2. Academic competence problems
  - Graduate students must have a grade point average of 3.0 in graded courses to graduate, and must complete SWRK 6710/6720, 6760/6780 or 6770/6790 with a grade of Credit.
  - Undergraduate students must have a grade point average of 2.0 in graded courses to graduate and must complete SWRK 4100 and 4110 with a grade of Credit.
  - Required SWRK courses that are graded C or below must be repeated.
  - If a grade of no credit is received in SWRK 4100, 4110, 6710, 6720, 6760, 6780, 6770, or 6790, students must obtain approval from the PRC to repeat any of these courses.
  - All other courses in which students receive failing grades or a no credit may be repeated only once, and must be repeated in the WMU MSW program.
3. Professional competence problems
 

Professional incompetence signifies that a student is not adequately or appropriately performing at his/her program level. The following list is an example of behaviors that constitute professional incompetence which may require a Professional Review Committee meeting and may result in dismissal from the program:

  - Inability to establish and maintain positive and constructive interpersonal relationships or communication patterns with clients, field instructors, faculty, fellow students and/or with community providers
  - Unable to perform professional and/or academic duties due to personal problems
  - Inability to accept constructive feedback from the field instructor, faculty, and/or SSW administrators
  - Failing to show up at the field agency in a timely manner
  - Consistent lateness in meeting deadlines to complete work in class or field

Students applying for their field internship, who are rejected for placement by three or more agencies in one semester for reasons related to their appropriateness or readiness for internship may be dismissed from the program.

4. Ethical Conduct/Misconduct

Undergraduate and graduate students in the School of Social Work must conduct themselves according to the NASW Code of Ethics and the Western Michigan University Student Code. The Social Work Code of Ethics is the primary basis for making decisions about whether students are exhibiting unethical behavior. Adherence to ethical behavior, as designated by the Social Work Code of Ethics is part of the requirements for the program.

The following behaviors are examples, but not a complete list of behaviors that constitute a violation of the NASW Code of Ethics and/or misconduct that will result in a meeting of the Professional Review Committee and may result in dismissal from the program:

- Engaging in sexual activities with clients,
- Participation in dishonesty, fraud, deceit, or misrepresentation,
- Exploitation of clients for personal advantage, and
- Conviction of a criminal offense while enrolled as a student in the program.

E. A PRC is not convened:

1. If there is a break of placement that does not involve concerns about student performance.
2. If, for any reason other than a break in placement, concerns are identified about a student's performance (professional competence, professional conduct/behavior, ethical behavior), the field instructor, faculty, advisor, or administrator who identifies the concern should present the concern in writing to the student and collaboratively develop a plan with the student to address the concern. A PRC will not be called if the concern identified by the field instructor, faculty, advisor or administrator has been adequately resolved by the student.

## Article XVII

### Personnel and Sabbatical Committee (PSC)

The PSC shall be a standing committee. The structure, function, and membership of the committee shall be as follows:

- A. Membership and Structure of the PSC
  1. The committee shall consist of five full-time faculty members elected by the faculty.
  2. PSC elections shall be conducted annually, the term of office shall be a minimum of two years.
  3. In the Spring Semester of each year, at a duly announced faculty meeting, the Chairperson of the PSC shall conduct an election to select PSC members. The election shall proceed as follows:
    - a. PSC shall develop a slate of nominees to be submitted to the faculty for consideration. It is the expressed intent that the members be candidates who represent varying constituencies in terms of minority status, sexual orientation, gender, rank, degree, and tenured status. The PSC shall be composed of at least one faculty member at each of the ranks.
    - b. Nominations will be accepted from the floor.
    - c. Members shall be elected by secret ballot.
    - d. In the event that a vacancy occurs, the Chairperson of the PSC shall conduct a special election at a duly announced faculty meeting.
    - e. The newly elected PSC shall be convened by the Chairperson of the PSC prior to the end of the Spring Semester to elect a new Chairperson.
- B. Functions of the PSC
  1. In cooperation with the Director, participate in the recruitment of faculty.
  2. Review pertinent material and make recommendations to the Director on matters of faculty appointment, lay-offs and recall.
  3. Encourage, promote, and participate in the recruitment of minorities and women.
  4. In cooperation with the Director, promote and participate in faculty development.
  5. Consult and advise the Director on other faculty -personnel related matters.
  6. The PSC shall review all requests for sabbatical leave and shall make recommendations to the Director.
  7. The PSC shall make recommendations to the Director on adjunct appointments to the school.
  8. In cooperation with the Director, the PSC shall participate in the recruitment and hiring of such administrative personnel as the Field Education Coordinator and Director of Admissions and Student Services.

## Article XVIII

### Faculty Recruitment and Appointment

The faculty of the School of Social Work in accordance with the WMU-AAUP contract affirms its right to make recommendations to the Director and Dean regarding the appointment of faculty members.

Procedure for appointment of new faculty members for the School of Social Work shall be as follows:

- A. Notification of the need for additional faculty shall be provided to the PSC by the Director as a formal agenda item early in each semester. The PSC shall be notified immediately by the Director of any subsequent vacancy(ies).
- B. After consultation with the PSC and the appropriate program coordinator(s), the Director will advertise the vacancy(ies) consistent with University policies and shall implement said policies in the appointment of faculty.
- C. Recruitment, initial contact, collection and filing of credentials of applicants shall be the responsibility of the Director and/or his/her designee.
- D. The initial screening of credentials shall be the responsibility of the PSC. With the recommendation of a majority of the PSC and the Director, and the approval of the Dean, the Office of Institutional Equity, and the Provost, the Director shall proceed to issue invitations to the appropriate candidates for campus interviews.
- E. Prospective faculty members will be interviewed by the PSC, the Director, and the Dean. Every effort should be made to provide the entire faculty with an opportunity to meet prospective faculty members. Arrangements for these opportunities, including making vitae available, shall be the responsibility of the Director or his/her designee.
- F. Faculty members will convey their evaluation of applicants to the PSC and/or the Director within 2 working days of the applicant's departure.

## Article XIX

### Tenure and Promotions Committees

APPROVED BY THE FACULTY NOVEMBE 15, 2010

**Philosophy:** The faculty of the School embraces their responsibility for mentoring new faculty. At the same time, tenure-track faculty understand their responsibility for meeting the criteria for promotion and/or tenure.

The tenure and promotion committee supports shared governance. Unlike traditional hierarchical decision making structures, shared governance is a delicate balance between faculty participation in the planning and decision-making processes and administrative accountability.<sup>1</sup>

Faculty in their understanding and commitment to shared governance shall support the school's committee structure and the power associated with it so as to maximize the impact of committee decisions in the governance of the school.

The Tenure and Promotions Committee of the School of Social Work shall be a standing committee. The structure, membership and functions of the committee shall be:

#### A. Membership

1. The committee shall consist of seven (7) tenured faculty within the School of Social Work who will rotate onto the committee at the beginning of each academic year. Members shall serve a maximum of two (2) years in any four (4) year period. Each tenured faculty shall serve on the tenure and promotion committee based on a posted schedule of service to the committee. The schedule will be maintained by the school's administrative assistant and posted on the school's website.
2. The committee shall elect its own Chairperson at the first meeting in September of each academic year. The Chairperson shall be a voting member of the committee.
3. The committee shall abide by the WMU-AAUP contract, and more specifically, Articles 17 & 18.

#### B. Structure

1. Tenure and promotion committee, traditionally ranked faculty:
  - a. Membership of the tenure committee for traditional tenure track candidates shall be tenured faculty at or above associate professor rank.
2. Tenure and promotion committee, faculty specialist:
  - a. Membership of the tenure committee for faculty specialists shall be composed of tenured faculty or tenured faculty specialists with and the same or higher rank than that being sought by the applicant. Faculty Specialist II is equivalent to associate professor, and Master Faculty Specialist is equivalent to Full Professor for these purposes.
3. Tenure and promotion committee, full professor:

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<sup>1</sup> <http://chronicle.com/article/Exactly-What-Is-Shared/47065/>

- a. Membership will include only those tenured faculty with the rank of full professor, but no more than five (5),
- b. In the event an associate professor is chairing the T&P committee and there are candidates for full professor a co-chair shall be designated as chair of the subcommittee examining the applications for full professor,
  - (i) Full confidentiality will be maintained by the co-chair regarding the candidates for full professor, including but not limited to documentation and committee proceedings.

C. Functions of the Tenure and Promotions Committee

- 1. These tenure and promotion committees shall be responsible for reviewing traditional tenure-track faculty performance toward tenure including the second, fourth, and sixth and final year reviews.
- 2. These tenure and promotion committees shall be responsible for reviewing faculty specialist performance toward tenure and promotion in the third, sixth and final year reviews.
- 3. Based upon its review of faculty performance, the committee shall make recommendations to the Director regarding tenure and promotion for traditional tenure-track faculty and faculty specialists of the School.
- 4. The committee shall make all candidates aware of the procedural guidelines for the review and appeal process as noted in the WMU-AAPU contract, specifically Articles 17 and 18.

Process for the Tenure and Promotion Committees

- 1. Confidentiality, as noted in Article VII of this DPS is of paramount importance during the review of candidates for T&P,
- 2. All information related to the committee's work will occur solely through the chair. With input from the committee, the chair shall communicate:
  - a. instructions and feedback, and make requests for additional information of the candidate; and
  - b. problems and issues (e.g. late or incomplete materials) with the candidate and/or the candidate's materials with the school's director.
- 3. Discussions among committee members will not be restricted to the candidates submitted materials,
  - a. It is the responsibility of committee members to communicate their observations of the candidate
  - b. This committee's process is deliberative and discussion of the candidate's merits shall occur face to face prior to voting,
  - c. The committee's vote shall be face to face.
- 4. Responsibilities of committee members:
  - a. Timely submission of materials
  - b. Attending and participating fully at all meetings,
  - c. Thoroughly reading the candidate's materials, and
  - d. Completing appropriate written reviews of materials.

## Article XX

### Tenure

Faculty who are eligible for tenure review shall be evaluated by the School's Tenure and Promotions Committee in accordance with the terms of the WMU-AAUP contract.

- A. Two categories of criteria shall be considered in tenure decisions--qualifying and judgmental. Both categories are described in the WMU-AAUP contract. The Tenure and Promotions Committee shall utilize the following judgmental criteria in evaluating the performance of faculty:
1. Professional competence, professional recognition and professional service, as detailed in Article XV of this policy statement, shall be the three major criteria to be used in evaluating the performance of probationary faculty.
  2. Each of these three criteria shall be evaluated with competence required in all three.
- B. The Tenure and Promotions Committee's formal recommendation shall consist of the following:
1. a written summary statement of the information relative to the candidate's performance sent to the Director;
  2. a report of the numerical vote as to whether or not the candidate is recommended; and
  3. the signature of the Chairperson of the Tenure and Promotions Committee.

The Tenure and Promotions Committee Chairperson will notify the candidate that the committee process has been completed.

- C. The timetable for carrying out the tenure review of faculty is detailed in the WMU-AAUP contract. Faculty who wish to appeal the recommendation of the Director, Dean or Provost should refer to the Agreement. Faculty who wish to appeal the recommendation of the Tenure and Promotions Committee should follow the timetable in the WMU-AAUP Contract.

D. Should the Tenure and Promotions Committee be advised that the Director, Dean, or Provost does not recommend tenure, or recommends tenure, contrary to the recommendation of the School Tenure and Promotions Committee, the Committee shall be immediately convened by the bargaining unit representative(s) to assess the case in question. Given the written consent of the denied faculty member involved, the Committee may review the case and may choose to make further recommendations to Western.

## Article XXI

### Promotions

Faculty who are eligible for tenure and promotion review shall be evaluated by the School's Tenure and Promotions Committee in accordance with the terms of the WMU-AAUP Contract articles: Article 11.3 (adjunctive files), Article 16 (evaluation of faculty), Article 17 (Tenure) and Article 18 (Promotion).

- A. General Policies and Procedures Concerning Promotion
  - 1. The faculty member seeking promotion shall present evidence of the quality and extent of his/her performance to the Tenure and Promotions Committee
  - 2. Student evaluations (raw data and summary analysis) shall be included in the evidence submitted for consideration for promotion
  - 3. In the event the Chairperson of the Committee is at Associate Rank and the candidate is seeking Full rank, a subcommittee shall be formed.
  - 4. The Chairperson of the Committee shall discuss the committee's report and any problem areas with the faculty member.
    - 4a. In the event the Chairperson is unavailable or the Committee's work involves promotion to Full Professor and is in a sub-committee a designee shall be identified to communicate with the candidate.
  
- B. Criteria for Evaluating Faculty Seeking Promotion
  - 1. The principal areas of performance to be considered in promotion decisions are: (a) professional competence, (b) professional recognition, and (c) professional service
  - 2. The Tenure and Promotions Committee shall take into account the work assignments of the faculty member and the proportion of effort allotted to the various areas.
  - 3. In addition to the principal areas for promotion listed above, capacity for leadership shall be considered
  
- C. Material appropriate for presentation by a faculty member to the Tenure and Promotions Committee may include, but are not limited to, the following:
  - 1. Curriculum vita.
  - 2. the letter-of-offer and acceptance, and/or
    - b. modifications of the letter of offer and acceptance through exchanges of memoranda with the Director and/or Dean.
  - 3. Cumulative records of teaching, including copies of course outlines, course syllabi, course examinations, instructional materials, student course evaluations, interpretive commentary by faculty member.
  - 4. Cumulative records of work in progress in research and scholarship, together with samples of work such as books, articles, reprints, articles in draft form, grant proposals, etc., as appropriate.
  - 5. Development of and recurrent updating of plans and accomplishments for own professional development as a teacher, research investigator, scholar, or

professional practitioner, including professional affiliations, travel, enrollment in workshops, etc.

6. Plans for and involvement in continuing education and/or community service projects, programs, activities, etc., with supporting materials as appropriate.
  7. Information about participation in planning, organizational, administrative groups (committees) both within and outside the University. These can include committee memberships at the School and University levels, and/or activities in professional associations, scientific organizations, and community and governmental agencies.
  8. Information about involvement in collegial relationships within the School and University in regard to projects and activities in instruction, research and/or continuing education/community service.
- D. In carrying out its work, the Tenure and Promotions Committee shall adhere to the schedule in the WMU-AAUP contract.
- E. After the Tenure and Promotions Committee has made its recommendations for promotion, the Chair will notify, in writing, all of those considered for promotion. Faculty members wishing to appeal the recommendation shall file their intent to appeal by the deadline specified in the WMU-AAUP contract. The individual has the right to appeal in writing and subsequently in person.

## Article XXII

### Tenure and promotion to associate professor

**Philosophy.** Persons applying for tenure need to demonstrate competency in academic performance and possess academic potential in each of the 3 performance areas (professional competence, professional service, and professional service). The evaluation of academic performance is based upon evidence at the time of review in each performance area. The evaluation of academic potential is based on cumulative evidence of continuity of professional competence, continual growth of professional recognition, and sustained participation in professional service. A person deemed suitable for tenure is also promoted to the rank of associate professor. Candidates will be judged for tenure by faculty members who are tenured.

**Tenure and promotion procedures.** The WMU-AAUP Contract outlines the tenure and promotion process in Article 17. Of special note in this WMU-AAUP Contract article is:

1. Qualifying criteria,
2. Stipulations,
3. Performance areas,
4. Timetable to promotion and tenure.

**Qualifying criteria.** Article 17 states that to be eligible for consideration for tenure, a faculty member must meet qualifying standards' in employment status and probationary service. A faculty person must have a tenure track board appointment.

**Tenure stipulations.** A person applying for tenure must fulfill the stipulations in the initial letter of offer for their faculty position.

#### **Areas of performance.**

***Professional competence.*** Competence in teaching is necessary toward tenure for teaching faculty. Numerical summary data must be included. Faculty may also submit student comments, peer evaluations, course innovations and curriculum development. Faculty with administrative assigned time must include evidence of competence such as manuals, policies, program development, trainings, etc. Evidence of competence in the supervision of masters theses and doctoral dissertations shall also be included.

***Professional recognition.*** Competence in this area is necessary for tenure. Publication of articles in referred journals, books and book chapters that have been peer reviewed, grants, and grants especially those funded. Approximately 6 or 7 articles or a combination of articles and a book or a funded grant over the course of 6 years show competency and continuity. Prepared manuscripts submitted for publication show promise of continued scholarly activity. Doing consultation for organizations or professionals are bases for recognition.

## **Article XXIII**

### **Promotion to full professor**

**Philosophy.** Persons applying for promotion to full professors need to demonstrate a progression in their research methodology and/or deepening of scholarship in a focused area of study that has moved beyond their body of work when applying for tenure. In addition they need to be effective teachers and be notable in their service contributions. They will be judged for promotion by faculty members who have reached full professorship.

### **Tenure and promotion procedures**

The WMU-AAUP Contract outlines promotion process for full professors in **Article 18** Of special note in this WMU-AAUP contract article are the qualifying and judgmental criteria for promotion.

1. qualifying criteria
2. judgmental criteria
3. the timetable to promotion and tenure.

### **Qualifying criteria**

Article 18 stipulates that “to be eligible for promotion to professor, a faculty member shall have been an associate professor for at least seven(7) years.” A faculty member who wishes to go up earlier for promotion must notify the department chair no later than February 1 of the preceding academic year.

### **Judgmental Criteria**

As stipulated in Article 18.§3 the faculty member who is eligible for promotion based on the qualifying criteria specified in the Contract (see 18.§2) and wishes to be evaluated for promotion by the department shall submit their promotion files to (Jennifer’s title) for availability to DPC no later than October 15 of the academic year of the review. The faculty member’s current vita and self-statement shall be placed at the beginning of their file. Areas to be evaluated include professional competence, professional recognition and professional service. The review shall include achievements in prior ranks and in the present rank.

#### **1. Professional Competence.**

Data of student ratings shall be included and considered in all promotional decisions but may not be the sole source of information about teaching competence. The faculty members should also include information regarding their achievements at curriculum development, teaching innovations, continuing education and competence in supervision of masters theses and doctoral dissertations outside the department as well as efforts in advising students and overseeing their experience and learning within their field placement.

#### **2. Professional Recognition**

Faculty seeking promotion to full professor should show that their work has impact and receives recognition on the national and/or international level. Faculty should include evidence of publication of scholarly books, monographs, and juried articles. Consultation with external agencies, board membership, holding office in national, regional and state

professional associations, as well as securing in house and externally funded grants also constitute a form of recognition.

3. Professional Services.

Service to the university community, greater community and region, state, nation and international community is also an important endeavor in achieving full professorship within the School.

## **Article XXIV**

### **Faculty Specialists**

**Philosophy.** The purpose of the rank of faculty specialist is to have expert practitioners whose principle focus is to serve the administrative and/or teaching needs of the school. They are free of the additional demands of scholarship put on traditionally ranked faculty. Workload and the path to tenure and promotion differ substantively from traditionally ranked faculty.

#### **Tenure and promotion procedures**

The WMU-AAUP Contract outlines the tenure and promotion process for faculty specialists just as it does for traditionally ranked faculty. **Article 20** describes faculty specialists specifically; **Article 17** describes the process of tenure, and **Article 18** describes the process of promotion.

Of special note in these WMU-AAUP contract articles are:

1. workload,
2. areas of performance, and
3. the timetable to promotion and tenure.

#### **Workload**

Article 20. §2.3 stipulates that faculty specialists' maximum full-time workload shall be thirty (30) credit hours of regularly-scheduled courses or their equivalent in any one (1) academic or alternate academic year and seven and one-half (7½) credit hours or the equivalent in the Summer Sessions. For other information, Article 20 should be consulted in its entirety.

#### **Areas of performance**

The letter of appointment, which includes specific duties and assignments, is the faculty specialist's most important document. Article 17. §5 specifies that only competence (teaching) and professional service are considered in the review process which is governed by the letter of appointment. In addition to competence and service as defined by the WMU-AAUP Contract, administrative duties that may be included in the letter of appointment shall also be considered during the review process.

The tenure and promotion committee shall be provided the relevant information from the candidate's letter of appointment such that informed decisions can be made about the candidate's current competence and future potential. For other information, Articles 17 and 18 should be consulted in their entirety. The letter of appointment shall be provided to the chair of the tenure and promotion committee by the school's director concurrently with the candidate's materials for review. Any alterations made over time to a faculty specialist's letter of appointment, or his/her duties that has the potential to influence tenure and promotion decisions shall be made available to the chair as well. Such alterations include specific changes to duties and workload such as increases and decreases to teaching load and the assignment of temporary, time limited tasks. The chair will communicate to the tenure and promotion committee relevant information from the letter of appointment.

Faculty specialists are not restricted or prevented from pursuing scholarship of any kind. Such scholarship may be included in tenure and promotion materials. However, the WMU-AAUP

contract stipulates that faculty specialists shall be promoted and tenured based on competence and service only. Pursuit of scholarship is not recommended to faculty specialists and will not be considered during the review process. Additionally, it will not compensate for poor performance in other areas.

**Timetable to promotion and tenure**

Faculty specialists advance through the ranks of Faculty Specialist I, Faculty Specialist II, and Master Faculty Specialist in a timetable different from traditionally ranked faculty. The faculty specialist timetable is:

**Table 1.** Faculty specialist timetable to promotion and tenure

	<b>Tenure</b>	<b>Promotion</b>
Year 1	Initial Appointment	Initial Appointment
Year 2	2 <sup>nd</sup> year review	
Year 3		Eligible to apply for promotion to faculty specialist II
Year 4	4 <sup>th</sup> year review	
Year 5		
Year 6	Final tenure review	
Year 9		Eligible to apply for promotion to Master Faculty Specialist
Year 15		Master Faculty Specialist may apply for step increase

Like traditionally ranked faculty, faculty specialists may request to go up for review early or, for clear and specific exigencies, ask that the tenure clock be temporarily stopped.

**Participation in tenure and promotion reviews**

Because of the differences among the foci of faculty specialists and traditionally ranked faculty, faculty specialists shall not participate in the tenure and promotion reviews of traditionally ranked faculty.

Similarly, at least one faculty specialist shall participate in the review of another faculty specialist. When there is no faculty specialist at or above the rank being sought, a faculty specialist may request that a faculty specialist from another unit of the college or university, at or above the rank being sought, possessing similar duties and qualifications, participate on the promotion/tenure committee. Such participation will be used to guide and inform the discussion within the committee, but will not be used in lieu of the school faculty's best judgment.

## Article XXV

### Term Faculty Appointment, Evaluation, Workload

APPROVED BY THE FACULTY NOVEMBER 30, 2010

The faculty of the School of Social Work, in accordance with the WMU-AAUP contract, affirms its right to make recommendations to the Director and Dean regarding the appointment and reappointment of term faculty members.

Procedures for evaluation and reappointment of term faculty members of the School are:

- A. In accordance with the WMU-AAUP contract, Article 16. §6, term appointed faculty shall be evaluated annually on the basis of professional competence and professional service only, unless the term faculty member requests an evaluation of professional recognition. The evaluation shall be completed on or before April 1 so term faculty have reasonable notice regarding their employment status for the following year.
- B. Review of term faculty shall be the purview of the School's Personnel and Sabbatical Committee (PSC).
- C. During the first semester of a term appointment,
  - a. student ratings shall be conducted using the ICES system,
    - i. term faculty may elect to use another rating system in addition to the ICES system; and
  - b. a classroom visitation shall be conducted for the purposes of instructional improvement.
- D. During the second semester of a term appointment,
  - a. term faculty may choose to conduct student ratings, and may elect to use another rating system in addition to the ICES system;
  - b. a classroom visitation shall occur, the results of which are to be considered in determining subsequent appointment.
- E. The School Director, or a designee, shall determine who will conduct the classroom visitation based on recommendations from the PSC. Term faculty whose contracts have been renewed after the first year shall be asked for suggestions for the classroom visitor.
- F. Term faculty whose contracts have been renewed after the first year,
  - a. shall follow the School practice of conducting student ratings of all courses during the Fall semester, and
  - b. may choose to use other, additional student ratings systems, and/or conduct student ratings during Spring semester;
  - c. classroom visitations shall not be conducted except where requested by term faculty, and
    - i. such visitation shall be for the purpose of instructional improvement only.
- G. Review portfolios shall be provided by term faculty annually no later than April 1. Portfolios shall consist of:
  - a. a personal statement summarizing their proficiencies and accomplishments for the academic year,
  - b. a discussion of student ratings, including
    - i. summary data from the ICES system, and
    - ii. optional materials include rating sheets and student comments,

1. if student comments are included, all student comments must be included, both positive and negative,
  - c. a summary of service activities at the School, College, University and community levels. Supporting documentation should be provided wherever possible and appropriate.
- H. Upon review of these materials, the PCS shall provide a recommendation of continued employment or termination to the School Director no later than April 15.
- I. Term faculty may appeal a negative decision. Such appeal shall be addressed to the chair of the PSC no later than 10 days after receipt of the initial recommendation.
- a. Upon notification of an appeal, the PSC shall be convened immediately to respond to the appeal .
  - b. Recommendations from a review will be forwarded to the School Director no later than 10 days after notification of appeal.
  - c. If the result of an appeal is unsatisfactory to a term faculty, the term faculty may pursue all available remedies allowed by the WMU-AAUP Contract.
- J. Should a term faculty with a positive review and recommendation for continuation from the PSC not be reappointed the term faculty may pursue all available remedies allowed by the WMU-AAUP Contract.
- K. Term appointments are one-year renewable contracts. The purpose of the renewable term contract is to address sabbatical leave, leave-of-absence, and temporary instructional needs of the program based on the recommendation of the School faculty.
- a. Consecutive appointments shall not exceed five years (WMU-AAUP Article 14.§2.1).
  - b. When a term position has been renewed for a fourth consecutive year, the position shall be evaluated by the PSC and considered for conversion to a tenure-track position.

### **Workload**

It is understood by the faculty of the School of Social Work and by term faculty that term appointments are for specific and temporary purposes. This does not undermine the importance of term faculty as teaching members of the faculty who most often carry full teaching loads of 12 credits per semester as allowed by the WMU-AAUP Contract. Sensitivity to this load must be exercised when other work assignments, such as committee work, are made.

Any term faculty teaching a 12 credit load *will not* be assigned to:

- Admissions Committee,
- Student Services Committee, or
- ad hoc committees.

Term faculty may choose to volunteer to serve on an ad hoc committee if they have a special interest in the area but such volunteering shall not exceed participation on one such committee for more than a semester.

Participation in School governance is the right and responsibility of all faculty. In addition to a teaching load, during an academic year, term faculty may be assigned:

- to curriculum sequence committees based on their preference, and
- up to 20 advisees.

## **Article XXVI**

### **Selection of the Director**

In the event of a vacancy in the office of the Director the faculty will recommend candidates for the Director's Search Committee (DSC) to the Dean. The committee shall be established by the Dean in consultation with the faculty to make recommendations to the Dean concerning recruitment, screening, and selection of candidates to fill the vacancy. It is intended that recommendations made to the Dean by such a committee will reflect input from the faculty.

- A. Prospective directors will be interviewed by the DSC and the Dean. Every effort should be made to provide the entire faculty with an opportunity to meet prospective directors. Arrangements for these opportunities, including making vita available, shall be the responsibility of the DSC.
- B. The faculty will convey their evaluation of the applicants to the DSC within two working days of the applicant's departure.

## Article XXVII

### Faculty Evaluation of the Director

The faculty members shall carry out an evaluation of the Director during his/her second year, and on alternate years thereafter, as allowed by the WMU-AAUP contract.

- A. The faculty shall select an evaluation committee each time it carries out an evaluation of the Director. The committee shall be charged with developing and carrying out a faculty evaluation of the Director. The committee shall consist of at least three members who are elected by the faculty members at a duly announced unit meeting for the purpose of such an election.
- B. The committee for the evaluation of the Director shall develop, in collaboration with the faculty members, evaluation methods and procedures. The Director shall be given an opportunity to comment and make recommendations on the evaluation methods and procedures. Methods and procedures shall include a discussion of the evaluation data with the Director by the committee.
- C. The results of the committee's evaluation shall be transmitted to the Director, to the School faculty members and staff, and to the Dean of the College of Health and Human Services.
- D. The faculty members shall make a recommendation to the Dean relative to the continuance or noncontinuance of the Director within five working days after the evaluation has been discussed with the Director and the faculty members.
- E. The faculty members affirm their intention to guard the privacy of the Director and the confidentiality of the evaluation. Accordingly, two copies of the evaluation report will be made available to faculty members for on-site review. One copy of the report will be provided to the Director and the Dean. All copies of the data (both written and electronic) used for the evaluation report will be destroyed within five working days after the faculty, the Director, and the Dean agree that the evaluation process has been completed. A copy of the final report will be kept on file for a period of five years after the evaluation process has been completed. At the end of the five year period it shall be destroyed.
- F. In the case of an Interim Director appointment to the School, the faculty members shall carry out an evaluation of the Interim Director after his/her first 12 months in office, and on alternate years thereafter, following the same process.

## Article XXVIII

### Summer Appointment of Faculty

- A. The following considerations shall serve as a guide in determining faculty teaching assignments in the Summer sessions.
  - 1. The program needs of the School shall be the primary consideration.
  - 2. Teaching preferences of individual faculty members as communicated to the Director.
  - 3. Required courses, wherever feasible, shall be offered in order that students may meet curriculum requirements.
  - 4. Non-required courses shall be offered, when practical, in response to the special interests of students and faculty, and availability of resources.
- B. In order to insure equity among faculty in the assignment of teaching responsibilities in the Summer sessions:
  - 1. An orderly rotation of teaching assignments should be instituted by the Director. Such a rotation process should provide that, in so far as possible, faculty members be assigned on an equitable basis consistent with the program needs of the School.
  - 2. Upon request, the Director will discuss his/her reasons when the principle of rotation is not able to be followed.
  - 3. Within the context of priorities described in A. above:
    - a. Faculty who did not work in either Summer session of the preceding year, and who were employed by WMU at that time, shall be given first priority for appointment in the Summer sessions.
- C. Faculty who did not work full-time in the Summer I session of the preceding year, and who were employed by WMU at that time, shall be given first priority for appointment in the Summer I session.

## Article XXIX

### Course Schedules and Teaching Assignments

- A. Teaching assignments shall be determined by the Director on the basis of the School's programmatic needs and priorities, faculty expertise, and faculty preference.
- B. The Director, or his/her designee, shall prepare a proposed class schedule showing planned courses, instructors, and class times, and shall distribute this schedule to faculty. Preparation of the proposed schedule shall occur through a process which incorporates:
  - 1. Consultation on course offerings, faculty assignments, and class times with coordinators, who shall base their consultation on discussion with their program area committees when possible.
  - 2. Faculty preferences for course assignments where possible.
  - 3. Opportunity for direct input from faculty and students.
- C. A copy of the final schedule shall be presented to faculty members in a timely fashion.
- D. Faculty may appeal teaching assignments and class schedules through direct negotiation with the Director's designee, the Director, and/or regular grievance procedures as specified in School and University policies.

## Appendix A

### Promotion: Examples of evidence

Examples of evidence of performance in essential areas include the following:

- a. Professional Competence
  - Conceptual organization of courses
  - Currency and quality of bibliographies
  - Course objectives formulated
  - Breadth of course coverage
  - Relationship of assignments to course objectives
  - Student course evaluations, including statistical summaries of student ratings and a narrative synthesis of the statistical analysis
  - Methods of instruction
  - Methods used in evaluating student performance
  - Development of field practice designs
  - Clarity of presentation
  - Availability to students
  - Appropriate grading range
  - Direction of student research projects
  - Field practice consultation
  - Range and depth of teaching competence
  - Production of instructional materials
  - Quality of student advisement
  - Presentation of content on diversity
  
- b. Professional Recognition (Indicate whether authored, coauthored, edited, etc.)
  - Articles in refereed journals with national circulation
  - Books, chapters or articles in books, research monographs published through regular publication houses or organizations with capacity for advertisement and circulation
  - Research reports widely circulated; reviewed in scholarly journals
  - Book reviews in refereed journals
  - Research proposals accepted and funded
  - Research proposals written
  - Research reports with limited circulation, primarily restricted to sponsoring group
  - Presentation of papers at conferences
  - Guest lecturing in other educational institution
  - Contribution to scholarly journal as editor or referee
  - Training manual and instruction materials
  - Reviewer for publishing company

- Leadership or special responsibility beyond membership in such organizations as: CSWE, NASW, FSA, CWLA, NABSW, APA, etc.
- c. Professional Service
- Participation (developmental, organizational, or leadership responsibilities) or presentations at institutes, workshops, symposia, panels, conferences, community meetings
  - Consultation to agencies (paid or non-paid)
  - Service on boards of social welfare agencies
  - Community development activities
  - Involvement in social action or social justice issues
  - Grant writing
  - Curriculum development including field practice curriculum
  - Committee leadership and/or work, School, College and University
  - Recruitment efforts for both faculty and students
  - Participation in student affairs
  - Documenting need for and developing new courses and/or field placements
  - Representing School at regional and national meetings
  - Providing and developing collaborative relationships with other institutions
  - Development of student stipends, paid field placements, and/or other types of funds for students
    - Field practice instructor training activities
    - School or University problem solving activities
    - Awards and other special recognition
- d. Leadership
- Exercises initiative and shows conceptual leadership.
  - Demonstrates independence and autonomy in fulfilling job responsibilities.
  - Demonstrates referent power through being sought for formal and informal consultation by colleagues.
  - Selected by School as its visible representative to School's public.
  - Demonstrates organizational leadership:
  - Recognizes and takes initiative for School problem solving (position papers, contributions to agendas, etc.).
  - Selected by colleagues to perform organizational tasks.
  - Functions well as committee Chairperson, committee member, etc.

## Appendix B

### Review materials for tenure and promotion: General guidelines

*Provided at the WMU-AAUP tenure and promotion workshop 9/27/2011*

In preparing materials for tenure and/or promotion review, it is important to review what is in the Western/WMU-AAUP Agreement (Articles 17 and 18), as well as any additional information in the department/unit policy statement. In addition, it is useful to review one's work with a senior member in the department.

How to present the material? Organize the materials in a 3-ring binder. Identify each major section with tabs for professional competence, recognition and service (as appropriate). Include a Table of Contents. Include what you can out of the following list. You may also have additional artifacts that are not listed below.

1. Letter of appointment (if required)
2. Letter of notification of eligibility for tenure/promotion (if applicable and/or desired)
3. Letters from earlier reviews
4. Current curriculum vitae
5. Personal narrative that summarizes work in the three (or two) key areas. As possible, discuss one's research in terms of an agenda/vision. As possible, link one's research, teaching and service activities. Remember, this statement is the best representation of the candidate.
6. Professional Competence
  - A list of courses taught each semester since initial appointment, including the class name, identifier (PSY1200), credit hours, and number of students in each class.
  - Professional development
  - Student evaluations (copies of numerical reports as well as summaries of average scores)
  - Student comments (per guidelines in the contract)
  - Review of classroom visitations
  - Supervision of theses and dissertations
  - Other
7. Professional Recognition (required for traditionally-ranked faculty, optional for faculty specialists)
  - Publications
    - Peer reviewed
      - Journal publications (info such as acceptance rate, review process)
      - Conference proceedings
    - Non-peer reviewed
      - Journal publications (info such as acceptance rate, review process)
      - Conference proceedings
    - other
  - Conference Presentations
  - Other presentations of a professional nature

- Funded research
  - Research proposals submitted
  - Professional organizations (membership and offices held)
  - Other
8. Professional Service
- Committees (department, college and university)
  - Student organizations – advisor
  - Community work (related to one’s discipline)
  - Other

## Appendix C

### checklist for receipt of dossier and/or abbreviated file

Faculty under review for tenure (both probationary and final) and/or promotion must submit a file to be reviewed in the tenure or promotion process. Faculty specialists who submit their file for final tenure and who also wish to be reviewed for promotion must submit a separate file for the promotion review process.

Historically, departments/schools have created an abbreviated file that either accompanies the comprehensive file when forwarded to the dean's office for review or is all that is sent to the dean's office for review (this varies by college and dean preference). It is only the abbreviated file that is forwarded to the office of the provost. The comprehensive file must be kept in a secured location in the department/school office until the final decision has been made in the review process, as either the dean or provost could ask to see the comprehensive file during the process.

More recently, faculty members have expressed interest in creating their own abbreviated file. Therefore, departments/schools might be in receipt of two files for a faculty member under review. The nature of the comprehensive file is left to the discretion of the faculty member. However, the abbreviated file has very specific requirements and must meet those requirements to be accepted from the faculty member. **The abbreviated file must be in a file folder labeled with the person's name, college, department, and type of review (2nd, 4th, 6<sup>th</sup>, type of promotion or other mandated review). The material in the folder must contain the following items and in the sequence listed below (reverse chronological order).**

- \_\_\_ Cover sheet (part of the packet sent out to departments)
- \_\_\_ Checklist (a form that contains this section as well as sections for reviewers)
- \_\_\_ Letter from the Dean for current review
- \_\_\_ Letter from the Chair/Director for current review
- \_\_\_ Letter from the Department Tenure or Promotion Committee for current review
- \_\_\_ Copies of all DTC, DPC, Chair/Director, CPC and Dean letters from previous related reviews
- \_\_\_ Focused personal statement (if available)
- \_\_\_ Up-to-date curriculum vitae
- \_\_\_ Documentation:
  - \_\_\_ a. Summary of student ratings (should be comprehensive)
  - \_\_\_ b. Copy of student rating form (ICES form and, if applicable, pre-ICES form)
  - \_\_\_ c. Other material (e.g., student comments; materials addressing conditions from previous reviews; letters of recognition/awards; notification of grant/contracts)

At the end of the review process, the comprehensive file, less the materials removed for the abbreviated file, is returned to the faculty member. Only after tenure or promotion is granted are all abbreviated files returned to the faculty member (see Article 11. §3.3).

When receiving a review file(s) from a faculty member, please check that each of the above items is included in the file. Note that some faculty members may include the above listed items in both the comprehensive file and the abbreviated file so that they receive all materials when the files are returned to them at the end of the review process. If the only file submitted is a comprehensive file, please check that these items are in that file. To create the abbreviated file (after department review), please pull these items from the comprehensive file and put them in the abbreviated file folder you have created.

If a faculty member submits both comprehensive and abbreviated files, please check that the abbreviated file contains all items in the checklist.

## Appendix D

### Office of Institutional Equity

Western Michigan University  
Policy and Procedure Statements

#### AFFIRMATIVE ACTION POLICY STATEMENT

Western Michigan University is committed to a policy of nondiscrimination for all persons and, towards that goal, has developed an Affirmative Action Program. The program is designed to insure that whenever employment decisions and personnel actions are made, Western will make a determined effort to identify and include in all pools of candidates qualified minorities, women, disabled veterans, Vietnam era veterans, and handicapped persons.

#### General Policy:

- It is the policy of the Affirmative Action Program to achieve a representative work force which reflects the diversity of the working population in the University's labor market.
- It is the policy of the Affirmative Action Plan to determine proper diversity by analyzing all major job groups for required utilization.
- It is the policy of Western Michigan University to give special consideration to women, minorities, disabled veterans, Vietnam era veterans, and handicapped persons when underutilization exists.
- It is the policy of Western Michigan University to designate an affirmative action compliance officer who shall be responsible for maintaining the necessary programs, records, and reports to comply with all government regulations, including the maintenance and monitoring of policy procedures and objectives.
- It is the policy of Western Michigan University to hold all University personnel with hiring authority accountable to the principles, philosophy, and procedures of affirmative action by incorporating into the annual performance review the specific component of affirmative action.

It is a collective responsibility to achieve the objectives of affirmative action, and every member of the campus community is expected to share in the commitment of achieving the University's stated goals.

## EQUAL OPPORTUNITY POLICY STATEMENT

Western Michigan University is committed to a policy of equal opportunity practices and education programs. Our firm commitment to the embodied principles means that all employees are afforded the equal opportunity for participation.

It is the policy of Western Michigan University to ensure equal opportunity for all training, promotions, transfers, and compensation. All decisions pertaining thereto will be based solely on merit and qualifications without regard to race, color, religion, national origin, sex, sexual orientation, age, handicap, height, weight or marital status.

## HUMAN RIGHTS STATEMENT

It is a fundamental policy of Western Michigan University not to discriminate on the basis of sex, sexual orientation, color, race, age, religion, national origin, height, weight, marital status, or handicap in its educational programs, admissions, employment, promotions, salaries and social activities. Through its example and teaching, Western strives to foster in its students, faculty, and staff respect for basic human rights. In its external relationships, the University is supportive of those activities that seek constructive change in the development of human rights in this country and abroad.

(Approved: Board of Trustees, July 20, 1979; Amended: June 21, 1985)

## POLICY ON SEXUAL HARASSMENT AND SEXISM

Western Michigan University is committed to an environment which encourages fair, humane, and beneficial treatment of all faculty, staff, and students. In accordance with that fundamental objective, the University has a continuing commitment to assure equal opportunity and to oppose discrimination because of race, color, sex, sexual orientation, age, religion, national origin, handicap, height, weight, or marital status. Therefore, in that same perspective, neither sexual harassment nor sexism will be tolerated behavior at Western Michigan University. It is expected that each member of the University community will consider himself/herself responsible for the proper observance of this policy.

### Definitions:

**Sexual Harassment:** Sexual harassment is defined as unwelcome sexual conduct which is related to any condition of employment or evaluation of student performance. This definition is intended to include more than overt advances toward actual sexual relations.

### Definitions:

**Sexual Harassment (continued):** It applies as well to repeated or unwarranted sex-related statements, unwelcome touching, sexually explicit comments, and/or graphics. All persons should be sensitive to situations that may affect or cause the recipient discomfort or humiliation or may display a condescending sex-based attitude towards a person. Sexual harassment is

illegal under both state and federal law. In some cases, it may be subject also to prosecution under the criminal sexual conduct law. Conduct will be defined as sexual harassment when any or all three of the following conditions exist:

- The sex-related situations are unwelcome by the recipient.\*
- A specific or implied connection with employment or student status is involved.
- The sexual harassment continues after the recipient has made clear that the conduct is unwelcome.\*

**Sexism:** Sexism is defined as the perception and treatment of any person, not as an individual, but as a member of a category based on sex. Whether expressed in overt or subtle form such as sex-related jokes or materials, sexism in the classroom or workplace is unacceptable at the University and its elimination shall be the responsibility of the entire University community.

Depending upon the seriousness of the misconduct, informal corrective action may be adequate.

#### Complaint Procedure:

Sexual harassment and sexism constitute acts of misconduct. Therefore, whenever such acts are reported and confirmed, prompt disciplinary action will be taken, up to and including discharge. However, to enable the University to act through these formal procedures, employees and students are encouraged to report such incidents. Employees and students should report such conduct to the Office of Institutional Equity (formerly the Department of Affirmative Action).

The Office of Institutional Equity shall establish appropriate procedures to implement this policy. The Office of Institutional Equity shall also investigate thoroughly any complaints of alleged sexual harassment or sexism, and then report the results of such investigations to the President of the University.

\*In cases of overt physical sexual contact, a blatant threat if sexual favors are not given, or promised reward in exchange for sexual favors, no notice that the conduct is unwelcome shall be necessary and a finding of sexual harassment may be based on a single occurrence.

#### AFFIRMATIVE ACTION POLICY STATEMENT FOR THE HANDICAPPED

Western Michigan University's Affirmative Action Policy for individuals having handicaps is designed to provide equal opportunity for such persons as an integral part of the University's academic and nonacademic personnel activities.

Further, the University shall ensure, to the extent that mental and physical job qualifications tend to screen out persons with a handicapping condition, that such qualifications are job related and/or consistent with business necessity and/or the safe performance of the job. Except as noted, the University shall make reasonable accommodations for the mental and physical limitations of qualified applicants and employees with a handicapping condition.

The University recognizes that employment of the handicapped is in the University's best interests by utilizing the employment skills possessed by such individuals as well as by meeting an important social responsibility. The University will take affirmative action to employ, advance in employment, and otherwise treat qualified handicapped individuals without discrimination. The University will make reasonable accommodations to physical and mental limitations of employees and applicants, consistent with the qualifications required for the work to be performed and with the effective operations of the University, as is done for all employees.

The policy serves two major functions: it enlightens present University employees to the fact that unique barriers exist for the handicapped at Western Michigan University; it facilitates breaking any barriers that may now exist at the University for employment of these individuals. Bringing about appropriate awareness and sensitivity of any problem is a difficult task. Likewise, creating a University environment attitudinally and physically conducive to equal employment opportunities for the handicapped should be regarded as a positive challenge rather than a burdensome problem. As a public university, Western Michigan University has social responsibilities, no less to its own student and employees than to the public. By eliminating barriers and creating awareness, it is inevitable that the University will meet the challenge by increasing the representation of the handicapped individuals in all employment categories, as well as to make the university more attractive and accessible to students with handicaps. The University's overall sensitivity is reflected in its continual commitment to affirmative action.

It shall be the responsibility of the Associate Vice President for Institutional Equity and the Department of Human Resources to coordinate and implement this policy with respect to academic and nonacademic employment.

Copies of the Affirmative Action Plan for the Handicapped and the Affirmative Action Program for Disabled Veterans and Veterans of the Vietnam Era are available at the Office of Institutional Equity, Human Resources, and the Reserve Desk, Waldo Library.

## PRESIDENT'S STATEMENT ON RACIAL AND ETHNIC HARMONY

Western Michigan University is firmly committed to the principles of racial equality and nondiscrimination. On its campus, students, faculty and staff of many races and ethnic backgrounds live and work closely together day by day in offices, classrooms and residence halls. This racial and ethnic mix brings richness and diversity to the cultural, intellectual and personal dimensions of campus life. The University benefits from this diversity and seeks to enhance it.

All members of the University are expected to contribute to an atmosphere of racial and ethnic harmony on campus, displaying tolerance for cultural differences and courtesy and civility in discourse with students, faculty and staff of diverse backgrounds and origins. In this environment there is no room for any derogatory comments of a racial nature, be they in the form of slurs, posters, songs, jokes, graffiti or the like.

Most members of the campus community need not be reminded of the institutional position in

this regard. The very few who need the admonition must realize that the University will take the strongest possible action, including dismissal, against those who through racist acts bring discord to this campus.

#### AFFIRMATIVE ACTION POLICY STATEMENT FOR DISABLED VETERANS AND VETERANS OF VIETNAM ERA

It is the firm policy of the University to offer equal employment opportunity for all and to employ, advance in employment, and otherwise treat qualified disabled veterans and veterans of the Vietnam Era without discrimination based upon their disability or veteran status in all employment practices including recruitment, hiring, training, promotion, transfer, demotion, layoff, termination, and compensation.

The University shall ensure that required qualifications are job related and/or consistent with business necessity and/or the safe performance of the task. Further, the University shall endeavor to make reasonable accommodations for handicapping conditions of qualified disabled and/or Vietnam era veterans who have mental and physical limitations.

Western Michigan University is guided by an Affirmative Action Program devoted to the elimination of discrimination and the removal of barriers that create and perpetuate inequity. The University will continue to pursue the elimination of inequity wherever it exists. Every member of the campus community is expected to share in this commitment in accomplishing our goal.

#### HUMAN IMMUNODEFICIENCY VIRUS (HIV)

Western Michigan University will not discriminate or tolerate discrimination against any person based on that person's HIV status. The following statements elaborate on this University policy:

1. The human immunodeficiency virus is the reported cause of Acquired Immune Deficiency Syndrome (AIDS). AIDS is not yet a curable disease but it is generally preventable. Therefore, education programs about HIV and AIDS-related issues will have high priority as the best means to prevent HIV infection as well as to prevent fear of and discrimination against HIV-positive persons. These programs will be developed for students, staff, and faculty under the auspices of the HIV Task Force
2. HIV status shall not prevent any individual from participating in campus life, including classes, housing, and employment, if he/she is otherwise able and eligible to do so. Situations that place members of the University community at risk for their health will be considered individually. Action compatible with University student and personnel policies will be taken to protect the student or the employee.
3. The University will not require HIV antibody testing of individual students, faculty, or staff unless mandated by law.

4. The University will hold in confidence the medical information it obtains about any member of the University community to the extent permitted by law and consistent with obligations of the University and will use medical information only on an as-needed basis.

5. The President or his/her designee will be responsible for decisions related to the participation in campus life of an HIV-positive person. These decisions may be made in consultation with the HIV Task Force, local infectious disease experts, and with the student's or employee's private physician. All cases will be considered individually.

(Approved by the Board of Trustees, July 31, 1992)

## POLICY ON CONSENSUAL SEXUAL RELATIONS

In their relationships, members of the University community are expected to be aware of their professional responsibilities and avoid apparent or actual conflict of interest, favoritism, or bias. The relationships may constitute sexual harassment when one of the individuals is in a position to evaluate or otherwise influence the education, employment, housing or participation in a University activity of the other. The subtle yet powerful element of coercion that may exist in such relationships is a legitimate concern of the University. Such relationships give rise to a conflict of interest and are potentially exploitative. Moreover, such relationships may affect the environment for other students, administrators, faculty or staff member, or the manner in which they are treated.

An administrator, faculty or staff member should not make sexual advances, requests for sexual favors or other communications of a sexual nature to a person if he or she exercises direct influence over a person's activities within the University. If a sexual relationship develops, the administrator, faculty or staff member must take steps to eliminate any current or potential conflict of interest and distance himself or herself from decisions involving the other person. Failure to eliminate a conflict will constitute misconduct.

Further, administrators, faculty and staff should be aware that any romantic involvement with students or subordinates may require formal action against them if a complaint is filed. Because of the asymmetrical nature of such relationships, an administrator, faculty or staff member's assertion that a relationship was consensual in defense of a complaint of sexual harassment is subject to doubt and will be thoroughly investigated.

Approved by the Board of Trustees March 20, 1998

## MEMORANDUM

TO: The University Community

FROM: Elson S. Floyd, President

### A Drug-Free University

The Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989 compel me to remind you of the University's policy on illegal drugs and alcohol.

Western Michigan University prohibits the unlawful possession, use, or distribution of drugs and alcohol by faculty, staff, and students on University property or as any part of University activities. The Rules of Conduct for various employee groups and the Student Code contain such prohibitions and provide penalties for violation, up to and including discharge for employees and dismissal for students.

The unlawful possession, use, or distribution of illicit drugs and alcohol can result in arrests, misdemeanor or felony convictions, and long prison terms. The use of illicit drugs and the abuse of alcohol also present major health risks, including addiction, acute and chronic illness, and death.

Alcohol and drug information referral, counseling, treatment, and rehabilitation programs are available to faculty, staff, and students through a variety of on- and off-campus resources. Some of these services and programs are without charge; others are covered by insurance or based on ability to pay. Students may obtain further information about available services by calling University Substance Abuse Services, Sindecuse Health Center (387-3257). Employees may call the Employee Assistance Program (387-3264).

I urge faculty, staff, and students with questions, concerns, or problems related to the use of illicit drugs or the abuse of alcohol to take immediate advantage of the help that is available.

All members of the University community, however, must clearly understand that they jeopardize their education, their jobs, their health, and their future if they unlawfully possess, use, or distribute drugs or alcohol at the University. Sanctions for such misconduct will be consistently enforced.

08/98