DEPARTMENT OF TEACHING, LEARNING, AND EDUCATIONAL STUDIES

DEPARTMENT POLICY STATEMENT

Approved by the Faculty

Department of Teaching, Learning and Educational Studies

March 2013

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ARTICLE I: INTRODUCTION

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

B. <u>TLES faculty response</u>. The faculty members of the Department of Teaching, Learning, and Educational Studies affirm their right and responsibility to participate in the governance of the department. The faculty, acting as a Committee of the Whole, shall have basic authority and responsibility for recommending department policies consistent with the Western/WMU-AAUP Agreement. These rights and responsibilities are intended to:
1. Structure the department in such a way as to create and maintain harmonious relationships among colleagues.
2. Provide opportunity for such participation in ways that encourage deliberate, coherent, prompt, and efficient conduct of department business.
3. Make the department an effective venue for research, teaching, service, and other professional activities.

C. <u>Purpose of these policies</u>. It is the intent of these policies to ensure that all ranked faculty in the department are provided equal opportunity to participate in faculty governance, regardless of tenure status, rank, or joint appointment in other departments, except when specifically noted. Members of the Department of Teaching, Learning and Educational Studies have the right and the responsibility to recommend the development, establishment, or modification of curricula, programs, and courses, and their policies and procedures. Through the governance structures and processes of the department, the college, and the University, the faculty's concerns *shall include, but not be limited to*, such program matters at the graduate and undergraduate levels as the development, establishment, and modification of degree requirements, admissions policies, advising and orientation of students, and scheduling of on-and off-campus programs and courses.

ARTICLE II: GOVERNANCE STRUCTURES AND PROCEDURES

A. <u>The TLES governance structures shall be</u>:
1. Three faculty focal groups: Early Childhood Education (ECE), Curriculum & Pedagogy (C&P), and Socio-Cultural Foundations (SCF).
2. Two councils: Coordinating Council (CC) and the Graduate Programs Council (GPC).
3. Two standing committees: The Curriculum, Instruction and Assessment Committee (CIA) and the Tenure and Promotions Committee (T&P).
4. Ad hoc committees to deal with faculty searches, sabbatical leave requests, and other needs as identified by the department chair and/or the department's Coordinating Council.

B. <u>General governance procedures</u>.
1. Only ranked faculty may participate in department-level governance and serve as department representatives to college and University committees.
2. Other faculty members, e.g., those holding part-time or adjunct appointments, may participate in program focal area curriculum decisions as voting members of program focal areas.

3. Department decisions shall be determined by vote of the eligible faculty.
4. A quorum, defined as more than 50% of eligible faculty, is required for voting, except where otherwise noted.
5. Approval shall consist of a majority vote, defined as more than 50% of those voting, except where otherwise noted.
6. Meetings of each council or committee shall be announced in advance to members of the appropriate council or committee, and shall be entered on the department calendar.
7. When possible, the department councils and committees will publish agendas and appropriate supporting documents. These shall be distributed to all department faculty, the department chair, and members of department committees.
8. All department councils, committees and faculty focal groups will maintain records of proceedings and official actions. A copy of these records shall be maintained in the TLES department office, and shall be available for distribution to all members department upon request.

ARTICLE III: TLES FACULTY FOCAL GROUPS.

A. <u>Description of faculty focal groups and relationship to academic programs.</u>
    1. A faculty focal group shall be defined as:

      a. That portion of the department's faculty that assumes the major responsibility for the ongoing operation of one or more programs that terminate in degrees, certifications, endorsements, or areas of emphasis, or
      b. That portion of the department's faculty that assumes major responsibility for the ongoing operation of a group of courses based on a recognized discipline, or
      c. That portion of the department's faculty that assumes major responsibility for services necessary for the operation of the department, its programs, and its other business.

    2. The academic programs of the department will be aligned with the three faculty focal groups:

      a. Early Childhood Education (ECE),
      b. Curriculum and Pedagogy (C&P), and
      c. Socio-Cultural Foundations (SCF).

B. <u>Faculty focal group membership.</u> Faculty members are voting members of faculty focal groups associated with the curricular areas in which they have scholarly expertise. It is possible for faculty members to participate as voting members in more than one faculty focal group. Each faculty member in the department shall declare primary membership in one of the department's faculty focal groups. Part-time and adjunct faculty may participate as voting members on curricular decisions within faculty focal groups.

C. <u>Faculty focal group responsibilities.</u> Consistent with department and University policies, the development, implementation, evaluation, and revision of department programs and courses shall be, primarily, the responsibility of the faculty focal groups. Specifically, these responsibilities may include:
    1. General responsibility for the faculty focal group's approved programs, courses, and services, including their design, development, implementation and evaluation, and for recommending the approval of new offerings or the discontinuance of old ones.

2. Recommendations for policy development or revision, pertaining to the curricular domain of a given faculty focal group, to be submitted to the Coordinating Council.
3. Recommendation of a schedule of off-and on-campus course offerings, pertaining to the curricular domain of a given faculty focal group, projected (as needed) at least two years in advance.
4. Recommendation of part-time or temporary faculty, including adjunct instructors for on- and off-campus course offerings, pertinent to the curricular domain of a given faculty focal group.
5. Recommendation of minimum and maximum class size for course offerings within the curricular domain of a given faculty focal group.
6. Recommendation of teaching assignments in all semesters and sessions for all courses included in the curricular domain of a given faculty focal group.
7. Participation in systematic review and evaluation of procedures, programs, and courses pertinent to the curricular domain of a given faculty focal group.

D. <u>Faculty focal group operating procedures</u>.
    1. Election of unit faculty focal group coordinators.
        a. Based on the size and/or complexity of the curricular programs supported by a particular faculty focal group, each faculty focal group shall elect one or more group coordinators to oversee and coordinate the day-to-day program-related tasks of the focal group, and to sit on the department's Coordinating Council. Specifically, there shall be one coordinator elected to represent each of the SCF and ECE focal groups, and two coordinators elected to facilitate the work of the C&P focal group (one to coordinate the elementary education program, and one to coordinate the secondary education program).
        b. The responsibilities of the faculty focal group coordinator are to coordinate the work of the focal group (as described above in Article III. C.), as well as to advise and assist the department chair on the day-to-day program-related operations of the department. Each faculty focal group coordinator is also responsible for the representation and communication of focal group recommendations to the department's Coordinating Council.
        c. Faculty focal group coordinators must be tenured or tenure-track faculty and shall be elected by the faculty who have a primary affiliation within that focal group. They shall be elected on or before May 1 of odd-numbered years to a two-year term (with said term to commence the first day of the following fall semester), and may serve more than one term, if duly elected by focal group members.
        d. At its first fall meeting, each focal group will select a member, or members, who shall be responsible for recording and publishing the minutes of each focal group meeting. The recorder may or may not be the focal group coordinator.

    2. Other faculty focal group elections.
        a. Each faculty focal group will be responsible for electing members (one member each from SCF and ECE units, two members from the C&P unit) to facilitate and coordinate curriculum/program development and accreditation processes and to serve as focal group representatives on the department's Curriculum, Instruction, and Assessment Committee (CIA). Faculty focal group representatives will be elected on or before the date of the first fall semester department meeting for one-year terms, with said term to commence at the first fall meeting of the CIA.

b. Each faculty focal group shall be responsible for electing members (one member each from SCF and ECE units, two members from the C&P unit) to participate on the TLES Graduate Programs Council (GPC) in order to facilitate, coordinate, and provide oversight to the TLES graduate programs. Faculty focal group representatives will be elected on or before the date of the first fall semester department meeting for one-year terms, with said term to commence at the first fall meeting of the GPC.

c. Faculty focal group coordinators may serve as focal group representatives to the CIA Committee and the GPC, if duly elected by focal group members.

ARTICLE IV: TLES COUNCILS.

A. Coordinating Council

1. Membership. The Coordinating Council shall consist of:
   a. The four elected faculty focal group coordinators.
   b. The three council/committee chairs (or designees) of the department's Graduate Programs Council, the Curriculum, Instruction, and Assessment Committee, and the Tenure/Promotions Committee.
   c. The department's AAUP representative.
   d. Representatives from the School University Partnership Team (SUPT), the College of Education and Human Development (COEHD) Office of Field Placement, the COEHD Office of Admissions and Advising, and the Teacher Certification Office will be invited to serve and/or participate on the council as needed.
   e. In the event that a Search Committee has been constituted, one member of the Search Committee, elected by the Search Committee, shall sit on the Coordinating Council for the duration of the term of said Search Committee (see V.B.1.c.).

2. Responsibilities. The Coordinating Council shall advise and assist the department chair directly on matters of policy and general day-to-day department and program operations. More specifically, the Coordinating Council shall:
   a. Advise the department's chair on department budget allocations, alternate academic-year appointments, and class schedules.
   b. Advise and make recommendations to the department chair regarding the appointment and reappointment of part-time faculty, including term appointments and adjunct instructors of course sections for the department's undergraduate and graduate programs delivered at the various WMU campuses.
   c. Recommend teaching assignments for all courses in all semesters and sessions.
   d. Conduct regular evaluations of the department chair as described in Article 19 of the Western/WMU-AAUP Agreement.
   e. Monitor and coordinate faculty governance processes within the department. In this role, the Coordinating Council shall supervise the elections of representatives to, and chairs of, standing and ad hoc committees of the department and college.
   f. Review and revise TLES Department Policies, as needed to reflect and support evolving department governance needs and requirements.
   g. Share responsibility for assessment of programs and their effectiveness with the Curriculum, Instruction and Assessment (CIA) Committee. The Coordinating Council has the authority to review and consider proposed changes to assessment

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practices currently in place within the Department, as well as to generate proposed changes to current assessment practices. The Coordinating Council shall, on an as-needed basis, forward proposed modifications in assessment practices to the CIA Committee for both consideration and action. A member of the Coordinating Council shall sit with the CIA Committee to both explain and deliberate regarding proposed changes to department/program assessment practices. Ultimate authority with regard to changes in department assessment practices shall reside with the Coordinating Council.

3. Operating procedures.
   a. On or before September 20 of each fall semester, the Coordinating Council shall elect by majority vote a tenured faculty member from the council to serve as chair. For the term of one year, the council chair shall conduct the council meetings and share responsibility with the department chair for developing the agenda for each meeting. He/She may serve as a faculty representative to the college and university when mutually agreed to by the council and the department chair.
   b. By September 20, the council will also select a member, or members, who shall be responsible for recording and publishing the minutes of each Coordinating Council meeting. The recorder may or may not be the committee chair.
   c. Each of the faculty representatives of the Coordinating Council shall have one vote. A majority of faculty members of the Council shall constitute a quorum. Proxy votes may be assigned by absent members.
   d. At the invitation of the council, the department chair may attend council meetings and participate as a non-voting member.

B. Graduate Programs Council
1. Membership. The Graduate Programs Council shall consist of:
   a. Representatives elected by each faculty focal group (one representative each from ECE and SCF units, and two representatives from the C&P).
   b. WMU administrative personnel directly involved in the administration, advising, and delivery of TLES graduate programming (such as the TLES department chair, WMU Teacher Certification Officer, COE graduate coordinator, branch campus graduate coordinators) will be invited to join the council as needed. These ad hoc members will be added/invited to participate as agreed to by a majority vote of the council.

2. Responsibilities. The primary function of the Graduate Program Council is to improve the quality of the department's graduate programs. The council, working in conjunction with faculty focal groups and the Coordinating Council, shall monitor and facilitate the quality and fidelity of instruction in graduate classes taught by full-time and part-time instructors (on-campus and off-campus), and make recommendations regarding the continued employment of part-time faculty members. In addition, the council shall make recommendations to the appropriate bodies regarding:
   a. The department's graduate programs, structure, content, and policies.
   b. The long-range planning of course offerings on campus and at branch campuses.
   c. The delivery, support, and quality of graduate advising services.

3. Operating procedures.
   a. On or before September 20, the Graduate Programs Council shall elect by majority vote a tenured faculty member from the council to be chair. For the term of one year,

the council chair shall conduct the council meetings and share responsibility with the department chair for developing the agenda for each meeting. He/She may serve as a faculty representative to the college and university when mutually agreed to by the council and the department chair.

b. By September 20, the committee will also select a member, or members, who shall be responsible for recording and publishing the minutes of each Graduate Programs Council meeting. The recorder may or may not be the committee chair.

c. Each of the faculty representatives on the Graduate Programs Council shall have one vote. A majority of faculty members of the council shall constitute a quorum. Proxy votes may be assigned by absent members.

ARTICLE V: TLES COMMITTEES.

A. Standing committees

1. Curriculum, Instruction and Assessment (CIA) Committee

a. Membership on this committee will include:
   1) Representatives from the department's faculty focal groups including two from the Curriculum and Pedagogy focal group.
   2) The elected department representative to the COE Curriculum Committee.
   3) The department chair may appoint up to two at-large faculty members to the committee.
   4) As an ex officio member, the department chair.
   5) Representatives from SUPT, the COEHD Office of Field Placement, the COEHD Office of Admissions and Advising, and the Teacher Certification Office will be invited to participate in committee meetings as needed.

b. Responsibilities. The department shall maintain a Curriculum, Instruction and Assessment Committee to deal with all matters of curriculum including, but not necessarily restricted to, the establishment, review, change, or discontinuance of courses, course sequences, program emphasis, programs, and degree requirements in the department. As part of these responsibilities, the committee will also be responsible for monitoring and facilitating the annual assessment processes of the faculty focal groups, pertaining to academic programs aligned with each focal group, necessary to meet department, college, University, State, and National accreditation requirements. NOTE: Responsibility for assessment of programs and their effectiveness shall be shared with the TLES Coordinating Council. The Coordinating Council has the authority to review and consider proposed changes to assessment practices currently in place within the department, as well as to generate proposed changes to current assessment practices. The Coordinating Council shall, on an as-needed basis, forward proposed modifications in assessment practices to the CIA Committee for both consideration and action. A member of the Coordinating Council shall sit with the CIA Committee to both explain and deliberate regarding proposed changes to department/program assessment practices. Ultimate authority with regard to changes in department assessment practices shall reside with the Coordinating Council.

c. Operating procedures.
1) <u>On or before September 20</u>, the committee shall elect a tenured member to serve as chair.
2) By September 20, the committee will also select a member, or members, who shall be responsible for recording and publishing the minutes of each Curriculum, Instruction and Assessment Committee meeting. The recorder may or may not be the committee chair.
3) A majority of faculty members of the committee shall constitute a quorum.
4) Each of the faculty representatives will have one vote.

2. <u>Tenure and Promotions Committee</u>
a. Membership. All tenured faculty members are eligible and encouraged to participate as voting members on the Tenure and Promotions Committee. In accordance with the Western/WMU-AAUP agreement, only tenured faculty members who have achieved the rank of full professor will participate in reviews of candidates seeking promotion to full professor.
b. Responsibilities. The Tenure/Promotions Committee shall review applications for tenure and/or promotion, and recommend faculty candidates for tenure and/or promotion.
c. Procedures.
1) The chair (or co-chairs) of the Tenure/Promotions Committees shall be elected to a one-year term at the end of the *second* fall semester department meeting.
2) The committee shall make all tenure reviews and recommendations in accordance with the provisions of the "Tenure Policy and Procedures" Article in the Western/WMU-AAUP Agreement, and in accordance with the "Statement of Principle" and department criteria found in Articles VIII–X of this document. All recommendations require affirmation by a majority of those who vote on a particular review.
3) A faculty member may appeal any recommendation of the Tenure/Promotions Committee. All appeals must be in compliance with the provisions found in the Western/WMU-AAUP Agreement.
4) In the event of applications for promotion to full professor, a committee of full professors will be convened, and a chair elected from within this group. Only full professors may discuss and make recommendations regarding applications for promotion to full professor. All other recommendations and the final text of letters shall have the support of a majority of the eligible Tenure/Promotion Committee members who have been involved in the respective review.

B. Ad hoc committees
1. <u>Search Committee</u>
a. In the event that a search has been approved for a ranked faculty member, a Search Committee comprised of five (5) or more faculty members shall be elected by the department faculty.
b. At least one member of the Search Committee shall have a primary affiliation in the faculty focal group in which a position is sought. If positions from more than one faculty focal group are being filled, a representative from each focal group shall be

included on the committee.

c. Members of the Search Committee shall elect one of its tenured members to serve as committee chair and also represent the committee on the department's Coordinating Council.

d. At its first meeting, the Search Committee will also select a member, or members, who shall be responsible for recording and publishing the minutes of each Search Committee meeting. This may or may not be the committee chair.

2. <u>Sabbatical Leave Committee</u>

a. At or before the first fall department meeting, three tenured faculty members will be elected at-large to review sabbatical leave applications and make recommendations to the chair.

b. At its first meeting, the committee shall elect a chair, who is responsible for forwarding the committee's recommendations to the department chair in accord with the contractual timeline as specified in the Western/WMU-AAUP Agreement.

c. It is the department chair's responsibility to alert the faculty to contractual timelines as specified in the Western/WMU-AAUP Agreement, to receive applications from faculty, and to forward them to the Sabbatical Leave Committee.

d. In accord with the Western/WMU-AAUP Agreement, department criteria for evaluation of sabbatical leave applications shall "include the proposal's merits: (a) in its own right, (b) for the individual, and (c) for the University, and shall be evaluated according to these criteria and the prospect of success of the sabbatical" (Article 26.3.1).

3. <u>Other Ad Hoc Committees.</u> The department chair and/or Coordinating Council, in consultation with the chair, may appoint ad hoc committees as necessary.

ARTICLE VI: POLICY ON FACULTY WORKLOAD

A. Qualifications for teaching assignments. It shall be the duty of each faculty focal group to recommend who, among the ranked faculty, is qualified for assignment to each course in the program(s) for which the focal group is responsible. Each faculty focal group shall also recommend to the department chair part-time or temporary faculty to teach courses in the program(s) for which the focal group is responsible. Qualifications shall be based on criteria specified by the focal group.

B. Workload and workload adjustments

1. Article 42.4 of the Western/WMU-AAUP Agreement indicates that the maximum academic-year classroom teaching load for full-time, traditionally ranked faculty is 24 credit hours (usually 12 per semester).

2. Factors that may create overload. Given the importance of teaching, care must be taken that its quality is not threatened by work overloads. Overloads shall be regarded to exist when faculty members are required to do any of the following without an adequate compensatory adjustment in their teaching load:

a. Advising more than 25 graduate students.

b. Assignment of more than one graduate-level course in a given semester.

c. Assignment of more than 2 different course preparations in a semester.

d. Assignment of more than one new course preparation in a semester.

e. The development of a new course.

  f. Chairing more than two active master's theses, or directing more than four ED 6790 capstone projects, or four ED 6790 independent study students in a single semester.

  g. Assignment of classes with high enrollments (+20% over capped enrollment). It is recommended that no faculty member be assigned more than two high enrollment courses or sections per semester/session.

  h. Research and creative/artistic activity.

  i. Serving as chair for department, college or University committees, councils, and/or coordinator of a department faculty focal group.

3. Independent/individualized work with students. It shall be left to the judgment of individual faculty members whether and to what extent they work with students in individual reading and conference situations, including but not limited to thesis supervision as chair, independent research, and individual capstone supervision outside the ED 6790 seminar. A faculty member who has served as instructor-of-record for a large number of independent studies (e.g., fifteen 3-credit independent studies accumulated over a period of one to two academic years) may appeal to the department chair and/or Coordinating Council for a compensatory accommodation of a one-course reduction in workload for one semester. It is understood that while the Coordinating Council may choose to make a recommendation to the department chair for such an accommodation, the final decision regarding workload accommodation in this regard shall reside with the department chair.

C. Requests for workload adjustments.
Requests for modification of teaching assignments shall be directed through the Coordinating Council for recommendation to the department chair. Normally requests shall be made at the same time the Coordinating Council is considering tentative course schedules for future semesters. Modifications of teaching assignments for any of the above categories of activity (Article VI.B.) may be recommended by the Coordinating Council, and the council may recommend workload adjustments other than teaching assignment reductions. Requests for workload reassignment shall be dealt with in consideration of programmatic and student needs.

D. Course Typology and Enrollment Maxima.
Faculty in the Department of Teaching, Learning and Educational Studies strive to provide students with educational experiences of the highest quality possible. Thus, the faculty recommend the following enrollment limits:

Graduate class (5000 and 6000 level)	20
Capstone Seminar (currently ED 6790)	15
Undergraduate Classes (3000 level and above)	30
Lab-based Methods Classes	26
Writing Intensive Classes (currently ES 3950)	20
Pre-practica Field Component Classes	20
Practica (Internship Supervision)	10
Large, lecture-hall classes	90

It is recommended that the department chair, in consultation with the Coordinating Council and the instructor of record, exercises some flexibility in terms of combining sections of large, lecture-hall classes [e.g. 180 taught at once in a lecture setting to constitute in workload the equivalence of two classes]. This ability to combine sections would fit with past practice in the department.

It is understood that the Western/WMU-AAUP Agreement provides for a specific approval process

to be followed with regard to class-size recommendations (see Article 42.14), and the TLES faculty fully intend to follow this contractually negotiated process while advocating for enrollment limits that reflect best educational practice.

ARTICLE VII: POLICY ON FAIR AND EQUITABLE DISTRIBUTION OF OPPORTUNITIES TO TEACH IN SUMMER SESSIONS.

After consultation with faculty focal groups, the Coordinating Council shall recommend to the TLES Chair a course schedule for summer sessions that reflects student needs, programmatic needs, and the availability/preferences of ranked faculty. If insufficient courses are offered to meet faculty requests to earn 22%, or if department faculty cannot reach consensus regarding summer teaching assignments, then the Coordinating Council shall give preference to individual faculty members in accordance with the following criteria:
1. Preference is given to faculty with the scholarly expertise in the course content. If there are ties among faculty, then:
2. Preference is given to faculty who earned the lowest % (exclusive of courses taught at EUP rates) during the preceding summer sessions. If there are ties among faculty, then:
3. Preference is given to faculty who have made written announcement of their intention to retire during the subsequent twelve months. If there are still "ties" among faculty, then:
4. Preference is given to assistant professors based on reverse seniority in terms of years of service to WMU. If there are still ties among faculty, then:
5. Preference is given to full professors based on their seniority in years of service to WMU. If there are still ties among faculty, then:
6. Preference is given to associate professors based on their seniority in years of service to WMU.

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

ARTICLE VIII: POLICY ON TENURE AND PROMOTION.

A basic requirement for the department's tenure policy is that it must be consistent with the Agreement between WMU and the AAUP. The policy presented below not only meets that requirement but is specifically developed to respond to the mission of the department and address the specific professional roles and functions of the faculty. The ideas regarding enlarging the conception of the work of the professoriate presented by Ernest Boyer in *Scholarship Reconsidered* are central to the criteria established for both tenure and promotion. Three purposes were in mind regarding the policy.

First, we believe that it is critical that this policy plays a role in shaping the nature and quality of the department in order for us to effectively fulfill our responsibility to our students and to our profession. The constitution of the department's faculty is the most significant factor affecting our department's capacity for achieving its mission. Thus careful consideration was given to establishing criteria for tenure that not only guide the selection of new faculty for the department, but will also

encourage current faculty members to proceed in directions that are consistent with the mission and services of the department.

Second, we believe that the policy should provide a clear basis for making recommendations pertaining to tenure. We do not believe that the exclusive use of numerical formulas for evaluating faculty productivity is desirable because it emphasizes quantity over quality. Nevertheless, clarity with regard to the kinds of accomplishments that are required for tenure or promotion must be provided so as to preclude the likelihood that decisions will be made in an arbitrary or inconsistent manner.

Third, we believe the policy should be helpful to faculty as a basis for self-evaluation. Faculty members should be able to assess themselves in light of the policy and determine how closely their accomplishments meet the established criteria.

Statement of principle regarding the work of the profession.

The tenure policy of the Department of Teaching, Learning, and Educational Studies is representative of the underlying philosophy and values of the faculty and reflects the nature of our professional work. The mission of the department is the preparation of the professional work force for preK-12 schools, including administrators and other educational leaders. In addition to their academic preparation, students in professional preparation programs must do extended work in the field aimed at the acquisition of pedagogical skills and the development of desirable personal dispositions. These are crucial to their future professional well-being. Thus, our partnerships with schools in the public sector are equally crucial to the success of department programs. Because we are engaged in a field-centered professional program, the roles and functions that many department faculty must perform will necessarily include significant involvement in field settings. These include the following:

1. Working directly with our undergraduate students in field settings, both prior to and during their intern teaching assignments, modeling pedagogical procedures and supervising the development of skills and dispositions that are critical for students entering the profession.
2. Working collaboratively with school-based professionals (teachers, administrators, and support personnel) to design and implement programs that prepare our undergraduate students to be teachers and educational leaders.
3. Working collaboratively with school-based professionals (teachers, administrators, and support personnel) to carry out action-research projects related to school improvement.
4. Working collaboratively with classroom teachers on long-and short-term investigations of the influences of curriculum factors on student growth and achievement.
5. Working in schools and other appropriate settings to study the characteristics of students, teachers, administrators, curriculum, instruction, and particular institutions and their procedures.

Each of these roles is crucial to the well-being of our program and our profession. Therefore, tenure review must take into account that faculty are involved in very different kinds of work which may necessitate having different timeliness for their professional development. (Regardless, it is acknowledged that each and every faculty member in the tenure and/or promotion track must ultimately conform to contractually negotiated time lines for tenure and promotion reviews as specified in the Western/WMU-AAUP Agreement.) No singular criterion can capture the requirements of these different functions. While valuing the University's traditional areas of performance (teaching/professional competence, research/professional recognition and professional

service), the faculty of the Department of Teaching, Learning, and Educational Studies also recognize the complexity and uniqueness of work in field-based, collaborative programs. The scholarship defined by Ernest Boyer (*Scholarship Reconsidered*) more accurately describes and defines faculty roles and functions in professional schools. In addition to the primacy of teaching, Boyer describes four types of scholarship: 1) scholarship of teaching; 2) scholarship of discovery; 3) scholarship of integration; and, 4) scholarship of application. Our criteria for tenure and promotion take these four views of scholarship into consideration.

The descriptions below recognize the traditional conceptions of teaching, research, and service, but are enlarged to explicate the specific types of professional competence found in faculty whose work and interaction in the field represent an important part of their professional lives and professional identity, competencies for which they are often recognized at state and national levels. These four dimensions are compatible with the "areas of performance" standards (professional competence, professional recognition and professional service) stipulated in the Agreement between WMU and the AAUP.

1. <u>Scholarship of Teaching</u>. Engaging in the scholarship of teaching is an expectation for many faculty in a professional school. Through this work faculty enhance their own teaching, but the scholarship of teaching goes beyond the traditional view of teaching in a university. Engagement in the scholarship of teaching involves the examination of teaching. As Boyer explains in *Scholarship Reconsidered*, "Teaching is a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teachers' understanding and the students' learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught ... with this vision great teachers create a common ground of intellectual commitment. They stimulate active, not passive learning and encourage students to be critical, creative thinkers, with the capacity to go on learning after their college days are over" (pp. 23-24). Examples of typical engagement in the scholarship of teaching include attending workshops both on disciplinary knowledge and pedagogical innovation, engaging in curricular revision, etc. Faculty involved in the scholarship of teaching could engage in designing and leading faculty development workshops, as well as other workshops for adjunct and part-time instructors, graduate students, and teachers and administrators in the field. The coordination of mentoring activities, engaging in a major personal examination of teaching (which might include attending a series of professional conferences or workshops on the subject and undertaking a study documenting the effects of changes), carrying out a major programmatic curricular revision, development of novel teaching methods, laboratory or field experiments or other teaching innovations are also possible activities. Faculty engaging in this form of scholarship would be expected to share their experiences with the wider academic community. Projects in which they engage would reach a level of excellence sufficient to develop materials which, following peer review, are selected for dissemination through publications, reports, colloquia, conference presentations or other normally accepted venues for such presentations.

2. <u>Scholarship of Discovery and Integration</u>. All faculty are expected to engage in research that adds to the field of knowledge in the discipline and/or that makes connections among existing ideas within and across disciplines. These types of scholarship are similar to the traditional view of research and inquiry. The scholarship of discovery means engaging in the type of research that adds to the field of knowledge of the discipline and the scholarship of integration means engaging in the type of research that makes connections among existing ideas within and/or across disciplines to provide new understandings. Faculty engaging in these forms of scholarship might develop the kind of projects that would receive consideration from federal funding agencies or any separately budgeted research process. Faculty would be encouraged to continue to seek external support from appropriate funding

entities. They also are expected to share their experiences with the wider academic community and to reach a level of excellence in their work sufficient to develop materials which are submitted for presentations and peer-reviewed publication.

3. Scholarship of Application. Many faculty engaged in work in a professional school would participate in the application of their knowledge to serve the professional community and/or the university community. By the scholarship of application we mean the application of knowledge to issues of contemporary social concern. As Boyer puts it, "How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions? And further, can social problems themselves define an agenda for scholarly investigation" (p. 21)? It is important to note, as Boyer indicates that, "The scholarship of application suggests that knowledge is first 'discovered' and then 'applied.' The process we have in mind is far more dynamic. New intellectual understandings can arise out of the very act of application, whether in shaping public policy or working with the public schools. In activities such as these, theory and practice vitally interact, and one renews the other" (p. 23). Examples of typical activities include participation and leadership in school processes such as school reform, school improvement, professional development, and school evaluation, or by participation and leadership in university activities, as evidenced by service on university, college, school, and department committees and also the election or appointment to positions of campus responsibility.

References:
Boyer, Ernest L. 1990. Scholarship Reconsidered. Jossey-Bass. San Francisco, CA.

ARTICLE IX: CRITERIA FOR TENURE.

As required by the Western/WMU-AAUP Agreement, the criteria below conform to the University standards in the three specified areas of performance. The Agreement further states that each department must interpret and apply the criteria "using the prevailing standards of the relevant field/discipline/profession" and that department needs also must be considered. We have done so by blending Boyer's view of scholarship with the three required WMU areas of performance. *NOTE: In the case of faculty specialists, evaluative criteria for tenure shall conform to specifications in the Western/WMU-AAUP Agreement.*

A. Second-Year Tenure Review.

1. Professional Competence (Includes the Scholarship of Teaching). Satisfactory instructional performance as evidenced by records of annual course evaluation data. In addition, candidates may supply clarifying and supportive information of the Scholarship of Teaching such as:
- summaries of student and colleague comments
- a narrative of their own instructional development and how they have taken account of issues raised in the comments
- evidence of the development of new courses, new curriculum, and new instructional materials
- evidence of mentoring, advising and counseling students

2. Professional Recognition (Includes the Scholarship of Discovery, the Scholarship of Integration and the Scholarship of Application). A quality research and professional agenda is being pursued successfully as evidenced by substantial field involvement in a school/district that includes project

development documents, beginning data collection and analysis, evaluations, and an appropriate combination of some of the following:

- translating and interpreting research and philosophy for practitioners
- providing workshops and seminars for teachers and other educators
- synthesizing work for school districts
- state-level policy development
- documentation letters (not reference letters) from participants (teachers, mentors, mentor coaches, interns, administrators)
- publications (single or co-authored)
- articles submitted for review
- state, regional, national, and international presentations
- grants received and grant proposals out for review
- documentation of projects in progress
- evidence of applying knowledge to consequential problems in the schools
- working with schools and districts in the service of schools (could include applying latest theories in schools)
- development of software
- surveys and papers that communicate teaching and learning to new audiences
- speaking before a state, regional, national or international meeting of professors and scholars from the discipline or related disciplines
- editing a scholarly journal
- guest lecturing
- serving as a consultant

and/or

Refereed publications (single or co-authored) and an appropriate combination of some of the following: articles submitted for review, presentations at state, regional or national venues, grants awarded, grant proposals (funded and unfunded), and documentation of projects in progress.

3. <u>Professional Service</u> (Includes the Scholarship of Application).
- Evidence of participation in department or college committee work.
- Evidence of service work with partner schools

B. Fourth-Year Tenure Review.

1. <u>Professional Competence</u> (Includes the Scholarship of Teaching). Satisfactory instructional performance as evidenced by records of annual course evaluation data. Candidates may supply clarifying and supportive information as specified in the second-year review criteria. Evidence of curriculum development efforts relevant to the candidate's work assignment is required.

2. <u>Professional Recognition</u> (Includes the Scholarship of Discovery, the Scholarship of Integration and the Scholarship of Application). A quality research agenda with increasing depth and cohesiveness is being successfully pursued as evidenced by principal-authored and second-authored refereed publications and an appropriate combination of some of the specific indicators noted in the second-year criteria.

3. Professional Service (Includes the Scholarship of Application).
    Served on several department and college committees
    Evidence of leadership in service to schools

C. Final Tenure Review (Sixth-Year).

1. Professional Competence (Includes the Scholarship of Teaching). Satisfactory instructional performance as evidenced by records of annual course evaluation data. Candidates may supply clarifying and supportive information such as summaries of student and colleague comments, as well as a narrative of their own instructional development and how they have taken account of issues raised in the comments. Evidence of a combination of the following is required: Curriculum development, mentoring of students, action research with students outside of class, independent studies. In addition, an appropriate combination of indicators as noted in the second-year review criteria may be considered.

2. Professional Recognition (Includes the Scholarship of Discovery, the Scholarship of Integration and the Scholarship of Application). A quality research agenda with depth, clarity, direction and cohesiveness is successfully pursued as evidenced by principle-authored or second-authored national refereed publications, along with an appropriate combination of some of the following: national presentations, other publications, grants, successfully implemented professional or curriculum development projects in school/field settings, office in professional organizations, editing of newsletters and journals, service on editorial boards, and state and regional presentations. In addition, an appropriate combination of indicators as noted in the second-year review criteria may be considered.

3. Professional Service (Includes the Scholarship of Application). Evidence of a combination of two or more of the following kinds of service is required:
   - Served on several department and college committees
   - Evidence of leadership in service to schools
   - Service on a University committee
   - Leadership on committees and other tasks in public schools
   - Community service relevant to the candidate's work assignment

ARTICLE X: CRITERIA FOR PROMOTION.

As required by the Agreement between WMU and the AAUP, the following criteria follow the University standards in the three specified areas of performance. The Agreement further states that each department must interpret and apply the criteria "using the prevailing standards of the relevant field/discipline/profession" and that department needs also must be considered. We have done so by blending Boyer's view of scholarship with the three required WMU areas of performance. *NOTE: In the case of faculty specialists, evaluative criteria for promotion shall conform to specifications in the Western/WMU-AAUP Agreement.*

**A. Promotion to Associate Professor.** According to the Western/WMU-AAUP
Agreement, "A faculty member whose major achievement is outstanding achievement as a teacher may be promoted to . . . associate professor. Similarly, a faculty member whose primary responsibility is other than teaching who achieves outstanding success in his/her primary non-teaching capacity may be promoted to . . . associate professor. A competent faculty member whose major achievement is outstanding professional recognition may be promoted to . . . associate

professor" (18.3.6). Those participating in the process shall engage in full and frank discussion of each candidate's accomplishments, and shall use their best professional judgment in applying performance criteria (delineated below), with even-handed application of the terms (significant, satisfactory, substantive, outstanding) outlined in the Western/WMU-AAUP Agreement. Note that, in most circumstances, promotion to associate professor is concurrently and automatically conferred with the awarding of tenure (see Article 18.1.5).

1. Professional Competence (Includes the Scholarship of Teaching). Satisfactory instructional performance as evidenced by records of annual course evaluation data. Candidates may supply clarifying and supportive information such as summaries of student and colleague comments, as well as a narrative of their own instructional development and how they have taken account of issues raised in the comments. Evidence of a combination of the following is required: Curriculum development, development of instructional materials and/or software, mentoring and advising of students, action research with students outside of class, independent studies.

2. Professional Recognition (Includes the Scholarship of Discovery, the Scholarship of Integration and the Scholarship of Application). A quality research agenda with depth, clarity, direction and cohesiveness is successfully pursued as evidenced by principal-authored or second-authored national refereed publications and an appropriate combination of some of the following: national presentations, other publications, grants, successfully implemented professional or curriculum development projects in school/field settings, office in professional organizations, editing of newsletters and journals, service on editorial boards, and state and regional presentations.

3. Professional Service (Includes the Scholarship of Application). Evidence of a combination of two or more of the following kinds of service is required:
   - Service on several department and college committees
   - Service on a University committee
   - Community service
   - Professional service

B. *Promotion to Full Professor*.
According to the Western/WMU-AAUP Agreement: "For promotion to full professor, a faculty member must have: (a) achieved outstanding professional recognition and a satisfactory record of professional competence; or (b) achieved outstanding success in professional competence and gained substantial professional recognition; or (c) gained substantial professional recognition, a satisfactory record of professional competence, and rendered significant professional service" (18.3.6). Per the Western/WMU-AAUP Agreement, only those tenured faculty holding the rank of Full Professor shall deliberate and make recommendations regarding the promotion of colleagues to the rank of Full Professor. Those participating in the process shall engage in full and frank discussion of each candidate's accomplishments, and shall use their best professional judgment in applying performance criteria (delineated below), with even-handed application of the terms (from high to low: outstanding; substantial; significant; satisfactory; unsatisfactory) outlined in the Western/WMU-AAUP Agreement (page 51; 18.3.7).

1. Professional Competence (Includes the Scholarship of Teaching). Satisfactory instructional performance as evidenced by records of annual course evaluation data. Candidates may supply clarifying and supportive information such as summaries of student and colleague comments, as well as a narrative of their own instructional development and how they have taken account of issues raised in the comments. Evidence of some combination of the following is required: Curriculum development; mentoring of students; research with students outside of class or serving on master's and doctoral committees; and supervising independent studies.

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2. <u>Professional Recognition</u> (Includes the Scholarship of Discovery, the Scholarship of Integration and the Scholarship of Application). A body of work that contains substantive contributions to the field and may include a breakthrough in a particular area. The work needs to contain several articles; some of which are sole authored, besides other materials indicating quality and depth of the research and work in the field. In addition, edited volumes contributing to the field will be credited as evidence of scholarly production.
3. <u>Professional Service</u> (Includes the Scholarship of Application). Evidence of a combination of two or more of the following kinds of service is required:
   * Service on several department and college committees
   * Service on University committees
   * Community service
   * Professional service

ARTICLE XI: POLICY ON EVALUATION OF FACULTY.

Faculty in the Department of Teaching, Learning, and Educational Studies concur with the purposes and procedures to be followed in the evaluation of teaching/professional competence as specified in the Western/WMU-AAUP Agreement (see Article 16). Faculty evaluation practices within the department shall conform to the contractual agreement between the University and the AAUP, to include student ratings of faculty (16.3.1 and 16.4), instructional portfolios (16.3.2) and classroom visitations (16.3.3). Evaluations of term appointees (see 16.6) and faculty teaching in extended university programs (see 16.7) shall likewise conform to the Western/WMU-AAUP Agreement. Faculty in TLES choose not to recommend requirements in the faculty evaluation arena, to include frequency of collecting student rating data, that extend beyond those specified in the Western/WMU-AAUP Agreement.

ARTICLE XII: POLICY ON JOINT APPOINTMENTS.

It is this department's position that faculty participation in the governance of department, college, and university matters is of paramount importance and that such participation should be limited or restricted only under specifically delineated circumstances where the mission of the university or the safety and professional growth of individual faculty members can be shown reasonably to be in jeopardy. Accordingly, when faculty, because of their teaching and research expertise, are appointed to two or more departments, it is recommended they be granted full governance rights in each, unrestricted except where otherwise provided for in these policies or in the Western/WMU-AAUP Agreement (e.g., Article 14.2.3, 17.6.4 and 18.6.4).

Joint-appointed faculty members will have a primary appointment in one department, their "home" department, where they shall have full faculty governance rights. It is in this department that tenure, promotion, merit reviews and other personnel decisions are made. It is acknowledged that the Western/WMU-AAUP Agreement stipulates a process that includes input from a joint-appointee's secondary department (see Article 14.2.3), and this process shall be followed. Faculty who are appointed to the Department of Teaching, Learning and Educational Studies, but whose home department is elsewhere, shall not participate in faculty personnel decisions (tenure and promotion), shall not be eligible for merit awards in this department, and shall not serve as the department representative for two departments to college or university committees. They otherwise may participate in all faculty service and governance matters as provided for in these policies and the Western/WMU-AAUP Agreement.

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

The granting of joint appointments is governed by policy within the Office of Academic Affairs as well as stipulations of the Western/WMU-AAUP Agreement.

Evaluation of joint appointees for tenure and promotion shall conform to stipulations in the Western/WMU-AAUP Agreement as well as criteria delineated in TLES department policies.