

**SCHOOL OF SOCIAL WORK DPS MANDATORY ARTICLES
TABLE OF CONTENTS**

TABLE OF CONTENTS	1
Article M1: Departmental Policy Statement Philosophy	2
Article M2: Faculty Recruitment and Appointment	3
Faculty Recruitment and Appointment	3
Article M3: Summer Appointment of Faculty	4
Article M4: Tenure and Promotion Committee.....	5
Tenure and Promotion Committee.....	5
Article M5: Tenure Guidelines for Traditionally Ranked Faculty	7
Tenure Guidelines for Traditionally Ranked Faculty	7
Article M6: Tenure Review Process.....	9
Article M7: Tenure and Promotion to Associate Professor	10
Tenure and Promotion to Associate Professor.....	10
Article M8: Promotion to Full Professor	12
Promotion to Full Professor	12
Article M9: Guidelines for Promotion to Full Professor.....	14
Guidelines for Promotion to Full Professor	14
Article M10: Faculty Specialists	16
Faculty Specialists	16
Article M11: Guidelines for Tenure and Promotion to Faculty Specialists Approved by School of Social Work 4/12/22	18
Guidelines for Tenure and Promotion to Faculty Specialist.....	18
Article M12: Guidelines for Promotion to Master Faculty Specialist Approved by School of Social Work 4/12/22	20
Guidelines for Promotion to Master Faculty Specialist	20
Article M13: Personnel and Sabbatical Committee	22
Personnel and Sabbatical Committee.....	22

Article M1: Departmental Policy Statement Philosophy

Approved by School of Social Work 2011

It is the right, the responsibility, and the privilege of University faculty 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 faculty and procedural regularity within their 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.

Article M2: Faculty Recruitment and Appointment

Approved by School of Social Work 2011

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:

1. Notification of the need for additional faculty shall be provided to the Personnel and Sabbatical Committee (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).
2. 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.
3. Recruitment, initial contact, collection and filing of credentials of applicants shall be the responsibility of the Director and/or his/her designee.
4. 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.
5. 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.
6. 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 M3: Summer Appointment of Faculty
Approved by School of Social Work 2/18/2020

The School will follow WMU-AAUP contract Articles 31 and 41.

Article M4: Tenure and Promotion Committee

Approved by School of Social Work 4/9/2019

Tenure and Promotion Committee

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.¹

Faculty in their understanding of 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 tenured faculty within the School of Social Work. There should be a majority of traditionally ranked faculty, per 17.6.5.
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 the same or higher rank than that being sought by the applicant. The rank of associate professor is considered equivalent to the rank of master faculty specialist, the rank of assistant professor is considered equivalent to the rank of faculty specialist II, and the rank of instructor is considered equivalent to the rank of faculty specialist I.
3. Tenure and promotion committee, full professor:
 - a. In the event an associate professor is chairing the T&P committee and there are candidates for full professor, a faculty member who is at the rank of full professor shall be designated as chair of the subcommittee comprised of members who are at the rank of full professor to examine the

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

applications for full professor (those evaluating a candidate for full professor will have the rank sought)

4. In the event that a minimum of three full professors from the department are not available to review an application for promotion to full professor, two additional faculty members at the rank of full professor will join the subcommittee from another department.
- C. Functions of the Tenure and Promotions Committee
1. The tenure and promotion committee shall be responsible for reviewing faculty performance toward tenure including the second, fourth, and sixth and final year reviews.
 2. 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.
 3. The committee shall make all candidates aware of the procedural guidelines for the review and appeal process as noted in the WMU-AAUP contract, specifically Articles 17 and 18.
 4. Full confidentiality will be maintained, including but not limited to documentation and committee proceedings.

Article M5: Tenure Guidelines for Traditionally Ranked Faculty

Approved by School of Social Work 1/14/2020

Tenure Guidelines for Traditionally Ranked Faculty

Meeting minimum qualifying requirements for tenure is not a guarantee of tenure (Article 17.§2). The Tenure and Promotion Committee “should consider the effects of the changes, if any, on probationary faculty hired prior to the changes”, see 17.4.2.

I. Professional Recognition

- a. A minimum of five (5) publications, including
 - i. At least three (3) refereed journal articles, two of which must be single- or first-authored
 - ii. b. Two publications **may** be from the list below
 - 1. book chapter(s)
 - 2. contribution(s) to an edited book (narrative that is not of chapter length)
 - 3. published conference proceedings (in print or online)
- b. Average of one (1) refereed professional presentation per year during the probationary period
- c. Grants and Contracts: Submission of at least two (2) proposals for funding, of which at least one (1) must be for external funding

II. Professional Competence

Per Article 16.§3.1, student rating shall function primarily as a means to faculty self-improvement. It shall also function as only one source of information regarding teaching effectiveness.

- a. Teaching:
 - i. Student Ratings: on a scale of 1-5 (where 5 = excellent), the average during the probationary period should be at least 3.5 and shall be calculated for all scores across all courses taught by the faculty member.
 - ii. At least two peer observations that primarily support the candidate’s strengths in teaching, conducted by different tenured faculty members.
- b. Evidence of at least one of the following:
 - i. Participation in at least five (5) hours of faculty development for teaching
 - ii. Development of a new course
 - iii. Innovation in evidence-based teaching models
 - iv. Innovation in classroom-related technology
 - v. Additional evidence of competence provided by the faculty member (Instructional Portfolio)

III. Professional Service

- a. Service to the Profession/Academic Discipline
 - i. Completion of at least one activity from this list in each year during the probationary period:
 - 1. Plan or organize workshops or conferences for a social work professional organization (e.g., NASW, CSWE, SSWR),

2. Serve as reviewer of conference proposals, grant proposals, or manuscripts submitted for publication,
 3. Serve as an officer or committee member of a professional organization,
 4. Serve as editor or on the editorial board of a professional journal,
 5. Regularly attend and participate in meetings of professional organizations.
- b. Service to the University (Includes Department, College, and University).
- i. Volunteer or serve on at least one (1) university committee during the probationary period,²
 - ii. Volunteer or serve on at least one College committee during the probationary period.²
 - iii. Serve on School committees each year during the probationary period as required by School policy,²
 - iv. Demonstrate leadership in service.
- c. Service to the Community. Involvement in at least one of the following types of community service each academic year during the probationary period is required:³
- i. Membership on community boards, coalitions, or community-based organizations,
 - ii. Volunteer service utilizing professional skills in a community-based program or organization,
 - iii. Presentations or trainings provided to the local community,
 - iv. Plan or organize workshops or conferences for a social service organization.

² Evidence of meeting attendance and contribution to the work of the committee is required to document committee service.

³ One year of service is defined as attendance and participation at regularly scheduled board meetings OR 40 hours of volunteer service OR 3 local presentations OR service on the organizing committee for a local or regional conference OR any combination of these.

Article M6: Tenure Review Process

Approved by School of Social Work 4/12/22

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. As stipulated by WMU-AAUP Article 17. §2 tenure is not guaranteed by meeting the following criteria. Faculty are encouraged to submit their review, tenure, and promotion materials, electronically.

- A. Two categories of criteria shall be considered in tenure decisions--qualifying and judgmental. Both categories are described in the Western / WMU-AAUP Agreement. 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 4 of this policy statement, shall be the three major criteria to be used in evaluating the performance of probationary traditionally ranked faculty,
 - 2. Each of these three criteria shall be evaluated with competence required in all three,
 - 3. Faculty specialists are evaluated for tenure, promotion and merit based upon professional competence and professional service.
- B. The Tenure and Promotions Committee's formal recommendations to the School Director shall consist of the following:
 - 1. A written summary statement of the information relative to the candidate's performance, including recommendations for improvement and conditions set forth by the committee,
 - 2. The vote of the T&P Committee shall be provided to the candidate only in regard to whether the person has or has not been recommended for tenure. The numerical vote or whether it was split or unanimous will not be provided to the candidate, and
 - 3. The signature of the Chairperson of the Tenure and Promotions Committee.The Tenure and Promotion Committee Chairperson will share a summary statement with the candidate. This summary statement will include whether or not the candidate has been recommended for tenure. The Chairperson may converse with the candidate as directed by the Committee or as requested by the candidate.
- C. The timetable for carrying out the tenure review of faculty is detailed in the WMU-AAUP contract. After notification, faculty who wish to appeal the recommendation of the Tenure and Promotions Committee should appeal in writing/ email to the Chair of the Tenure and Promotion Committee within three business days, follow the timetable in the WMU-AAUP Contract (Appendix F). Faculty who wish to appeal the recommendation of the Director, Dean or Provost should refer to the Agreement.

Article M7: Tenure and Promotion to Associate Professor

Approved by School of Social Work 4/9/2019

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 three performance areas (professional competence, professional recognition, 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, requirements
2. Stipulations,
3. Performance areas,
4. Timetable to promotion and tenure.

Qualifying requirements. Article 17 of the WMU-AAUP contract 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 as well as any requirements in subsequent reviews.

Areas of performance.

Professional competence. Competence in teaching is necessary toward tenure for teaching faculty. Numerical summary data must be included. An overall minimum mean of a 3.5 score on a 5 point scale is expected for all courses taught. Mean scores should be calculated that include every item in the course evaluation. Faculty may also submit all 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 shall be included. Over the course of 6 years a minimum of 6 published articles or a combination of articles and a book or a funded grant must be produced. Prepared manuscripts submitted for publication show promise of continued scholarly activity. Doing consultation for organizations or professionals are bases for recognition.

Professional service. Competence in this area is necessary for tenure. Involvement in continuing education and/or community service with supporting materials is expected. This may take the form of 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. Involvement in collaborative relationships within the School and University in regard to projects and activities in instruction, research and/or continuing education/community service is expected.

In addition to the principal areas of performance above, evidence of leadership activities will be considered, such as chairing a committee, serving as advisor to a student association, or facilitating a university/community partnerships.

Article M8: Promotion to Full Professor

Approved by School of Social Work 1/14/2020

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

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

Qualifying criteria

Article 18§3 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 School, shall submit their promotion files to the School’s Office Coordinator for availability to the School’s Tenure & Promotion Committee 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.

Competence in teaching is necessary for promotion to full professor. If faculty want to submit student comments from the university course evaluation system, all student comments must be submitted; additionally peer observations, course innovations and curriculum development may be included. 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 master's theses and doctoral dissertations shall also be included.

2. Professional Recognition

Faculty seeking promotion to full professor will be evaluated on their full body of work (WMU-AAUP 18.§3). It 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 M9: Guidelines for Promotion to Full Professor

Approved by School of Social Work 3/17/2020

Guidelines for Promotion to Full Professor

Review for promotion to full professor involves three things: 1) review of the applicant's full body of work, 2) productivity after the award of tenure, 3) appropriate professional conduct. In accordance with the WMU-AAUP contract (Article 18.3.4 [Promotion: Professional Conduct] and Article 21 [Professional Conduct]). Meeting the qualifying requirements establishes eligibility, but does not ensure promotion.

In addition to the applicant's accomplishments at the time of receiving the rank of associate professor the following will be applied during the review for full professor and meets the criteria as specified in Article 18.3.7.

The bargaining agreement states: "For the purpose of clarification in the promotion review process, the following terms are presented ordinarily from high to low: Outstanding, substantial, significant, satisfactory, unsatisfactory. See article 18.3.7 for specific details.

I. Professional Recognition (Traditionally ranked faculty)

- a. A minimum of eight (8) additional publications, including
 - i. At least five (5) refereed journal articles, two of which must be single- or first-authored
 - ii. Three publications **may** be from the list below
 1. book chapter(s)
 2. contribution(s) to an edited book (narrative that is not of chapter length)
 3. published conference proceedings (in print or online)
- b. Average of one (1) refereed professional presentation per year during the evaluation period
- c. Grants and Contracts: Submission of at least two (2) proposals for external funding, of which at least one (1) must be funded

II. Professional Competence (Traditionally ranked faculty)

- a. Student Evaluations: on a scale of 1-5 (where 5 = excellent), the average during the review period should be at least 3.75. The "average" is defined as the mean.
- b. Evidence of at least one of the following:
 - i. Development of a new course,
 - ii. Innovation in evidence-based teaching models,
 - iii. Innovation in the use of classroom-related technology.

III. Professional Service (Traditionally ranked faculty)

- a. Service to the Profession/Academic Discipline
 - i. Completion of at least one activity from this list in each year during the review period:

1. Plan or organize workshops or conferences for a social work professional organization,
 2. Serve as reviewer of conference proposals, grant proposals, or manuscripts submitted for publication,
 3. Serve as an officer or committee member of a professional organization,
 4. Serve as committee member or chair of a thesis/dissertation committee
 5. Serve as editor or on the editorial board of a professional journal,
 6. Regularly attend and participate in meetings of professional organizations;
- b. Provide service to the University in all three (3) areas below (including Department, College, and University)
- i. Serve on at least one (1) university committee during the review period⁴
 - ii. Volunteer and/or agree to serve on at least one College committee during the review period.¹
 - iii. Serve on at least three (3) department committees, providing leadership on at least one, each year during the review period.¹
- c. Service to the Community. Involvement in at least one of the following types of community services each academic year during the review period is required:⁵
- i. Membership on community boards, coalitions, or community-based organizations,
 - ii. Volunteer service utilizing professional skills in a community-based program or organization,
 - iii. Presentations or trainings provided to the local community,
 - iv. Plan or organize workshops, trainings or conferences.

⁴ Evidence of meeting attendance and contribution to the work of the committee is required to document committee service.

⁵ One year of service is defined as attendance and participation at regularly scheduled board meetings OR 40 hours of volunteer service OR 3 local presentations OR service on the organizing committee for a local or regional conference OR any combination of these.

Article M10: Faculty Specialists

Approved by School of Social Work 4/12/22

Faculty Specialists

Philosophy. The purpose of the rank of faculty specialist is to have expert practitioners whose principal 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.§3.1 and 17.§3.3 specify 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 required nor restricted from pursuing scholarship of any kind. Scholarship may be included in tenure and promotion materials and will be considered as evidence of professional competence. The WMU-AAUP contract stipulates that faculty specialists shall be promoted and tenured based on competence and service only.

Timetable to promotion and tenure

Faculty specialists advance through the ranks of Faculty Specialist 1, 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

	Tenure	Promotion
Year 1	Initial Appointment	Initial Appointment
Year 2	2 nd year review	
Year 3		Eligible to apply for promotion to faculty specialist II
Year 4	4 th 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 M11: Guidelines for Tenure and Promotion to Faculty Specialists

Approved by School of Social Work 4/12/22

Guidelines for Tenure and Promotion to Faculty Specialist

Review for tenure and promotion of Faculty Specialists involves three things: 1) review of the applicant's full body of work, 2) productivity, 3) appropriate professional conduct. In accordance with the WMU-AAUP contract (Article 18.3.4 [Promotion: Professional Conduct] and Article 21 [Professional Conduct]). Meeting the qualifying requirements establishes eligibility but does not ensure tenure and/ or promotion.

For review of Faculty Specialists, including tenure/ Faculty Specialist II, and Master Faculty Specialist, see criteria as specified in the AAUP Agreement, Article 20.

Candidates who meet eligibility criteria (years in rank) for tenure and promotion must additionally meet qualifying requirements as specified in 1) the AAUP Agreement, 2) the DPS categories of Professional Competence (specific to teaching) and Professional Service, and 3) their letter of hire and job description.

I. Professional Competence:

- a. Student Ratings: on a scale of 1-5 (where 5 = excellent), the average during the review period should be at least 3.5 and shall be calculated for all scores across all courses taught by the faculty member. For tenure, at least two positive reviews by two tenured faculty members must be included in the candidate's supplementary materials.
- b. At least two positive reports from peer observations of classroom teaching conducted by different tenured faculty members or master faculty specialists.
- c. Evidence of at least one of the following:
 - i. Participation in at least five (5) hours of faculty development for teaching
 - ii. Development of a new course
 - iii. Innovation in evidence-based teaching models
 - iv. Innovation in the use of classroom-related technology
- d. Additional evidence of professional competence may be provided by the faculty member

II. Professional Service:

- a. Service to the Profession/Academic Discipline
 - i. Completion of at least one activity from this list in each year during the probationary period:
 1. Plan or organize workshops or conferences for a social work professional organization (e.g., NASW, CSWE, SSWR).
 2. Serve as reviewer of conference proposals, grant proposals, or other professional works.
 3. Serve as an officer or committee member of a professional organization.

4. Regularly attend and participate in meetings of professional organizations.
 - ii. Additional evidence of service to the profession may be provided by the faculty member.
- b. Service to the University (Including School, College, and University)
 - i. School: Serve on at least three (3) School committees each year during the probationary period.⁶
 - ii. College: Volunteer to serve on at least one College committee each year during the probationary period, or ⁶
 - iii. University: Volunteer to serve on at least one (1) University committee each year during the probationary period.⁶
 - iv. Demonstrate leadership at the School, College or University level:
 - 1.Chair a departmental committee,
 - 2.Serve as advisor for a social work student organization,
 - 3.Lead special projects or tasks (e.g., program development, survey, develop policy, manuals), or
 - 4.Others
 - v. Additional evidence of service to the university may be provided by the faculty member
- c. Service to the Community. Involvement in at least one of the following types of community service each academic year during the probationary period is required:⁷
 - i. Membership on community boards, coalitions, or community-based organizations.
 - ii. Volunteer service utilizing professional skills in a community-based program or organization.
 - iii. Presentations or trainings provided to the local community.
 - iv. Plan or organize workshops or conferences for a social service organization.
 - v. Additional evidence of service to the community may be provided by the faculty member.

⁶Evidence of meeting attendance and contribution to the work of the committee is required to document committee service.

⁷One year of service is defined as attendance and participation at regularly scheduled board meetings OR 40 hours of volunteer service OR 3 local presentations OR service on the organizing committee for a local or regional conference OR any combination of these.

Article M12: Guidelines for Promotion to Master Faculty Specialist

Approved by School of Social Work 4/12/22

Guidelines for Promotion to Master Faculty Specialist

Review for promotion to master faculty specialist involves three things: 1) review of the applicant's full body of work, 2) productivity after the award of tenure, 3) appropriate professional conduct. In accordance with the WMU-AAUP contract (Article 18.3.4 [Promotion: Professional Conduct] and Article 21 [Professional Conduct]). Meeting the qualifying requirements establishes eligibility but does not ensure promotion.

In addition to the applicant's accomplishments at the time of receiving the rank of faculty specialist II and tenure, the following will be applied during the review for master faculty specialist and meets the criteria as specified in Article 18.

I. Professional Competence (Faculty Specialist)

- a. Student Evaluations: on a scale of 1-5 (where 5 = excellent), the average during the review period should be at least 3.75. The "average" is defined as the mean.
- b. Evidence of at least one of the following:
 - i. Development of a new course.
 - ii. Innovation in evidence-based teaching models.
 - iii. Innovation in the use of classroom-related technology.
- c. Additional evidence of professional competence may be provided by the faculty member.

II. Professional Service (Faculty Specialist)

- a. Service to the Profession/Academic Discipline
 - i. Completion of at least one activity from this list in each year during the review period:
 1. Plan or organize workshops or conferences for a social work professional organization.
 2. Serve as reviewer of conference proposals, grant proposals, or manuscripts submitted for publication.
 3. Serve as an officer or committee member of a professional organization.
 4. Regularly attend and participate in meetings of professional organizations.
 - ii. Additional evidence of service to the profession may be provided by the faculty member.
- b. Provide service to the University in all three (3) areas below (including School, College, and University)
 - i. School: Serve on at least three (3) School committees, providing leadership to least one during the review period.⁸
 - ii. College: Volunteer to serve on at least one (1) College committee during the review period, or.⁸

- iii. University: Volunteer to serve on at least one (1) University committee during the review period⁸
- iv. Demonstrate leadership at the School, College or University level:
 - 1. Chair a departmental committee.
 - 2. Serve as advisor for a social work student organization.
 - 3. Lead special projects or tasks (e.g., program development, survey, develop policy, manuals).
 - 4. Others
- v. Additional evidence of service to the university may be provided by the faculty member.
- c. Service to the Community. Involvement in at least one of the following types of community services each academic year during the review period is required:⁹
 - i. Membership on community boards, coalitions, or community-based organizations.
 - ii. Volunteer service utilizing professional skills in a community-based program or organization.
 - iii. Presentations or trainings provided to the local community.
 - iv. Plan or organize workshops, trainings, or conferences.
 - v. Additional evidence of service to the community may be provided by the faculty member.

⁸ Evidence of meeting attendance and contribution to the work of the committee is required to document committee service.

⁹ One year of service is defined as attendance and participation at regularly scheduled board meetings OR 40 hours of volunteer service OR 3 local presentations OR service on the organizing committee for a local or regional conference OR any combination of these.

Article M13: Personnel and Sabbatical Committee

Approved by School of Social Work 2011

Personnel and Sabbatical Committee

The PSC shall review all requests for sabbatical leave and shall make recommendations to the Director. **Found under article XVIII (PSC), 2011.**

**SCHOOL OF SOCIAL WORK DPS PERMISSIVE ARTICLES
TABLE OF CONTENTS**

ARTICLE P1	3
PREAMBLE	3
MEMBERSHIP	3
GENERAL PRINCIPLES	3
ARTICLE P2: SCHOOL COMMUNITY PRINCIPLES	4
SCHOOL COMMUNITY PRINCIPLES	4
ARTICLE P3: DPS COMMITTEE	5
DPS COMMITTEE	5
ARTICLE P4: STANDING COMMITTEES	6
STANDING COMMITTEES	6
ARTICLE P5: COMMITTEE OPERATIONS AND DECISION-MAKING	7
COMMITTEE OPERATIONS AND DECISION-MAKING	7
ARTICLE P6: SEARCH COMMITTEES	8
SEARCH COMMITTEES.....	8
ARTICLE P7: ANNUAL REPORTING	9
ANNUAL REPORTING	9
ARTICLE P8: ANNUAL REVIEW OF BUDGET	10
ANNUAL REVIEW OF BUDGET	10
ARTICLE P9: FACULTY WORK LOAD	11
FACULTY WORK LOAD	11
ARTICLE P10: SUMMER COMMITTEES	15
SUMMER COMMITTEES	15
ARTICLE P11: DPS COMMITTEE	16
DPS COMMITTEE	16
ARTICLE P12: TEACHING APPRENTICESHIPS (SWRK 5970)	17
TEACHING APPRENTICESHIPS (SWRK 5970).....	17
ARTICLE P13: THE CURRICULUM COMMITTEE	18
THE CURRICULUM COMMITTEE	18
ARTICLE P14: ADMISSIONS COMMITTEE	25
ADMISSIONS COMMITTEE	25
ARTICLE P15: ADVISING	26
ADVISING.....	26
ARTICLE P16: PROFESSIONAL REVIEW COMMITTEE	28

PROFESSIONAL REVIEW COMMITTEE	28
ARTICLE P17: PERSONNEL AND SABBATICAL COMMITTEE (PSC)	31
PERSONNEL AND SABBATICAL COMMITTEE (PSC)	31
ARTICLE P18: THE ACCREDITATION COMMITTEE.....	32
THE ACCREDITATION COMMITTEE.....	32
ARTICLE P19: TERM FACULTY APPOINTMENT, EVALUATION, WORKLOAD ...	34
TERM FACULTY APPOINTMENT, EVALUATION, WORKLOAD.....	34
ARTICLE P20: SELECTION OF THE DIRECTOR.....	36
SELECTION OF THE DIRECTOR.....	36
ARTICLE P21: FACULTY EVALUATION OF THE DIRECTOR.....	37
FACULTY EVALUATION OF THE DIRECTOR.....	37
ARTICLE P22: COURSE SCHEDULES AND TEACHING ASSIGNMENTS	38
COURSE SCHEDULES AND TEACHING ASSIGNMENTS	38
ARTICLE P23: DIVERSITY, EQUITY AND INCLUSION COMMITTEE	39
DIVERSITY, EQUITY AND INCLUSION COMMITTEE	39
APPENDIX P-A	41
PROMOTION: EXAMPLES OF EVIDENCE.....	41
APPENDIX P-B	43
REVIEW MATERIALS FOR TENURE AND PROMOTION: GENERAL GUIDELINES	43
APPENDIX P-C	45
CHECKLIST FOR RECEIPT OF DOSSIER AND/OR ABBREVIATED FILE	45
APPENDIX P-D	47
OFFICE OF INSTITUTIONAL EQUITY	47

Article P1

Approved by School of Social Work 2011

Preamble

Faculty members in their understanding and commitment to shared governance should support the committee structure and the power associated with it 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 professors, faculty specialists and term faculty employed at the Western Michigan University School of Social Work. The School's goal is that faculty composition 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. 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 procedural rules of order.

Article P2: School Community Principles

Approved by School of Social Work 4/11/2017

School Community Principles

- Share responsibility for promoting the success and accomplishments of the school.
- Share responsibility for creating a civil work environment in the school.
- Faculty members will 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 other faculty members, staff and students** that center on **professionalism**, respect, and courtesy (see NASW Code of Ethics, AAUP Statement of Professional Ethics, and the Faculty Senate Statement of Civility).
- 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 P3: DPS Committee

Approved by School of Social Work 11/14/2017

DPS Committee

Composition of Committee

The DPS Committee shall consist of a minimum of five members; one of whom shall be the WMU-AAUP representative.

The WMU-AAUP representative shall be the chair of the DPS Committee.

Functions of the DPS Committee

The DPS Committee ensures that proposed amendments to the DPS follow the procedures outlined in this article. Its functions are:

- a. to review proposed amendments to the policies within the DPS for possible violations of the WMU-AAUP contract
- b. to receive, review and assess proposed amendments and the accompanying rationale to the DPS that enables the School to effectively and efficiently achieve its mission, this may include:
 - a. requesting further revision from the originating faculty member(s), and/or
 - b. accepting the proposed amendments and calling a WMU-AAUP meeting for a vote.

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 DPS Committee, which includes the School's bargaining unit representative.
- B. Such written request may state:
 1. The current policy,
 2. The proposed amendments in policy,
 3. The rationale and need(s) for such an amendment(s).
- C. the DPS Committee shall review and consider the proposed amendments(s) following b. in *Functions of the DPS Committee* above.
- D. After reasonable discussion the faculty will decide on the disposition of the recommended amendment(s) by a vote.
- E. Recommended amendments that have been ratified by the faculty shall be submitted to the Director by the School's DPS Committee.

Article P4: Standing Committees

Approved by School of Social Work 4/11/2017

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 Subcommittees, (d) Admissions Committee, (e) Student Services Committee (f) Tenure and Promotion Committee, (g) Department Policy Statement Committee, (h) the Accreditation Committee, and (i) Diversity, Equity and Inclusion Committee. The functions and procedures of each committee, explanations of student participation in the Curriculum Subcommittees 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. All of the standing committees, apart from the Curriculum Subcommittees, have the authority to make policy recommendations to the faculty and to the Director on matters within their respective jurisdictions. Objections to the recommendations may be cause to bring them back to the faculty as a whole. (See Article 5 for procedures concerning objections).

Article P5: Committee Operations and Decision-Making

Approved by School of Social Work 2011

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 changes are to be considered, the committee Chairperson shall submit the amendments to the DPS Committee (see Article 3).

Article P6: Search Committees

Approved by School of Social Work 2011

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 P7: Annual Reporting

Approved by School of Social Work 2011

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 P8: Annual Review of Budget
Approved by School of Social Work 2011

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 P9: Faculty Work Load

Approved by School of Social Work 4/13/2021

Faculty Work Load

Philosophy. Faculty roles are inextricably intertwined, making it necessary to view them as an integrated whole when assigning and evaluating workload. It is the responsibility of each faculty member to be engaged in the pursuit of excellence. This workload policy is intended to promote an environment that encourages the full personal and professional development of each faculty member. Faculty should embrace balance between excellence in workplace productivity and health. It is incumbent on faculty 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.

Social work is an applied discipline. Faculty engage in student-centered work, discipline-centered work, and the work of the unit. Student-centered work means faculty are responsible for maintaining curriculum that is timely and relevant; addressing student needs; and responsibly completing course-associated tasks. Discipline-centered work means faculty are responsible for advancing the profession by such things as conducting research and publishing their findings, and community involvement. Work of the unit means faculty see to the healthy functioning of the School by serving on committees and performing other ad hoc tasks as needed. Faculty also 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.

The professional practice of social work requires that students become immersed in professional practice in the communities and client populations with which they intend to work. It takes time to socialize students into the profession. Socialization includes activities associated with student field placements and other community involvement outside of the classroom. Faculty involvement includes effecting changes in attitudes, reductions of prejudices, and expansion of multicultural sensitivity. Teaching involves not only knowledge and skill acquisition but self examination by students so that they can be more receptive to persons from whom they differ that extends well beyond the classroom.

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.

Traditionally-ranked faculty workload is described in Article 42 of the AAUP contract. Faculty specialist workload is described in Article 20 of the AAUP contract. Term faculty workload is described in Article 14 of the AAUP contract. Within the School of Social Work, 3 credits per semester during the academic year are designated for governance and professional development activities for tenured and tenure track faculty members.

Further adjustments to workload based upon research and scholarship, grant development and management, service, advising loads, coordinator and director roles, or other roles essential to the School of Social Work are made through a workload request process between faculty members and the School Director. This formal, written plan will outline intended goals and appropriate activities that will lead to the success of the plan. Additional workload release may be available to tenure track faculty members to enable them to begin their scholarship, teaching, and service activities at Western Michigan University. 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. Workload adjustment proposals will be available for faculty to review.

Examples of governance/professional development are: committee work that supports the mission of the School, particularly accreditation tasks; student advising; research, publishing, grant writing, presentation of scholarly work at professional conferences and meetings; and professional association and community leadership activities that support the mission of the School and 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.

Disagreement on workload. Every effort shall be made to resolve any disagreement about workload. 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:

Undergraduate courses	Course cap
1000 Introduction to social work	50
2100 Social Work Services & Professional Roles	30
3000 Social Welfare as a Social Institution	25
3200 Social Work Practice: Interviewing and Documentation	15
3330 Introduction to Culture, Ethnicity, and Institutionalized Inequality in Social Work Practice	15
3500 Human Behavior and the Social Environment	25
3510 Social Work Concepts in Group, Community and Organizational Behavior	25
3650 Social Work Research Methods	25
4000 Social Work Practice: The Problem Solving Process	15
4010 Task Groups & Organization	15
4020 Social Work Practice: Policy Analysis and Organizational Context	25
4100 Field Experience and Seminar I	15
4110 Field Experience and Seminar II	15
4600 Social Work with Communities	25

Undergraduate electives	Course cap
4130 Social Policy and Service Delivery in Selected Problem Areas	25
4650 Special Studies in Social Welfare Practice	N/A
5970 Teaching Apprenticeship in Selected Social Work Curriculum Areas	N/A
5980 Readings in Social Work	N/A

Graduate Foundation Courses	Course cap
6100 Foundations of Social Welfare Policy	25
6300 Social Change and Community Analysis	25
6310 Human Behavior and the Social Environment	25
6330 Advanced Seminar in Culture, Ethnicity, and Institutional Inequality in Social Work Practice	25
6400 Research and Evaluation Methods in Social Work	25
6420 Evaluation of Social Work Practice	25
6610 Social Work Practice: Individuals and Families	15
6620 Social Work with Task Groups and Organizations	15
6710 Field Education and Social Work Practice I	15
6720 Field Education and Social Work Practice II	15

Concentration: Clinical Social Work	Course cap
6600 Seminar on Social Work Practice with Individuals, Families, and Groups	15
6380 Psychopathology for Social Work Practice	15
6660 Social Work Practice with Individuals	15
6680 Social Work Practice with Families	15
6685 Social Work Practice with Groups	15
6760 Field Education in Interpersonal Practice	15
6780 Advanced Field Education in Clinical Practice	15
6910 Advanced Social Work Practice with Individuals	15
6920 Advanced Social Work Practice with Children	15
6930 Advanced Social Work Practice with Groups	15
6960 Advanced Social Work Practice with Families	15
6970 Advanced Social Work Practice in Selected Areas	15

Concentration: Policy, Planning & Administration	Course cap
6430 Leadership and Management in Human Services	15
6450 Administration in Human Service Organizations	15
6670 Program Planning	15
6690 Advanced Seminar in Planning and Administration	15
6700 Seminar in Social Policy Practice	15
6770 Field Education in Social Policy, Planning, and Administration	15
6790 Advanced Field Education in Social Policy, Planning, and Administration	15

Graduate elective courses	Course cap
5970 Teaching Apprenticeship in Selected Social Work Curriculum Areas	N/A
5980 Readings in Social Work	N/A
6200 Policy for School Social Workers	15
6210 Assessment for School Social Workers	15
6220 Interventions for School Social Workers	15

6350 Trauma in Sexual and Gender Minorities (1 credit)	15
6350/ 6364 Trauma and Refugee Populations (1 credit)	15
6350/ 6362 Play Strategies for Trauma Practice with Children and Adolescents (1 cr.)	15
6350/6363 Trauma and Black Adolescents (1 credit)	15
6351 Secondary Traumatic Stress & Self-Care in Trauma-Focused Practice (1 cr.)	15
6352 Trauma and Neurodevelopment (1 credit)	15
6353 Integrating Mindfulness with Treatment for Trauma (1 credit)	15
6354 Integrating Body-Based Interventions with Treatment for Trauma (1 cr.)	15
6355 Intimate Partner Violence: Assessment and Intervention (1 credit)	15
6356 Assessment and Treatment for Adult Survivors of Sexual Trauma (1 cr.)	15
6357: Trauma and Military Social Work (1 credit)	15
6358: Risk Assessment and Treatment Planning for Adolescents with Sexually Abusive Behaviors (1 credit)	15
6359: Strengthening Trauma-Informed Organizations (1 credit)	15
6361: Intergenerational Trauma: Assessment and Intervention in Indigenous Communities	15
6378: Integrative Seminar in TF-CBT (1 credit)	15
6379 Integrative Seminar in Trauma Studies (1 credit)	15
6500 Core Concepts of Child Trauma (3 credits)	15

Article P10: Summer Committees

Approved by School of Social Work 2011

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 P11: DPS Committee

Approved by School of Social Work 11/14/2017

DPS Committee

Composition of Committee

The DPS Committee shall consist of a minimum of five members; one of whom shall be the WMU-AAUP representative.

The WMU-AAUP representative shall be the chair of the DPS Committee.

Functions of the DPS Committee

The DPS Committee ensures that proposed amendments to the DPS follow the procedures outlined in this article. Its functions are:

- a. to review proposed amendments to the policies within the DPS for possible violations of the WMU-AAUP contract
- b. to receive, review and assess proposed amendments and the accompanying rationale to the DPS that enables the School to effectively and efficiently achieve its mission, this may include:
 - a. requesting further revision from the originating faculty member(s), and/or
 - b. accepting the proposed amendments and calling a WMU-AAUP meeting for a vote.

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 DPS Committee, which includes the School's bargaining unit representative.
- B. Such written request may state:
 1. The current policy,
 2. The proposed amendments in policy,
 3. The rationale and need(s) for such an amendment(s).
- C. the DPS Committee shall review and consider the proposed amendments(s) following b. in *Functions of the DPS Committee* above.
- D. After reasonable discussion the faculty will decide on the disposition of the recommended amendment(s) by a vote.
- E. Recommended amendments that have been ratified by the faculty shall be submitted to the Director by the School's DPS Committee.

Article P12: Teaching Apprenticeships (SWRK 5970)

Approved by School of Social Work 2011

Teaching Apprenticeships (SWRK 5970)

- A. A student or students cannot do a teaching apprenticeship in a course they are currently enrolled.
- B. Undergraduates 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 P13: The Curriculum Committee

Approved by School of Social Work 2011

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 four standing subcommittees to assist in carrying out its work. The subcommittees make recommendations to the Curriculum Committee:
 - a. Field
 - b. HBSE/Research
 - c. Micro Practice
 - d. Macro
2. The Curriculum Committee shall consist of tenured, tenure track, or term faculty voting members.
 - a. Field Subcommittee Chair or their designee
 - b. Micro Practice Subcommittee Chair or their designee
 - c. Macro Subcommittee Chair or their designee
 - d. HBSE/Research Subcommittee Chair or their designee
 - e. BSW Coordinator
 - f. MSW Coordinator
3. Leadership of the Curriculum Committee:
 - a. the Chair of the Curriculum Committee shall be elected from among the tenured, 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

B. Functions of the Curriculum Committee

1. Review, monitor, evaluate, and recommend the overall curriculum for the School. For example:
 - a. Review new curriculum program components
 - b. Revise existing curriculum program components
 - c. Discontinue existing curriculum program components
 - d. Review and revise curriculum committee structure
2. Student requests for exceptions and/or independent study proposals:
 - 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. the Curriculum Committee will make recommendations to the School Director concerning individual student requests for independent study. This responsibility may be delegated;
 - c. during the 1st regular meeting of the academic year, Committee members will decide if this responsibility will be delegated to the Curriculum Committee Chair or designee. The School Director will be notified of the Committee's decision, and designee if applicable;

- d. should a designee handle requests for exceptions or independent study proposals, regular reports will be provided to the Curriculum Committee.
3. Review, approve, monitor, evaluate, and make recommendations about individual required and elective courses as to their pertinence and congruence with the overall plan and sequencing of instruction within the undergraduate and graduate programs across all program locations.
4. Promote, monitor, and implement course content that maintains the basic philosophy and principles of the profession, the mission of the School, and CSWE EPAS standards .
5. Review the syllabus for each special topics course and each new course in the curriculum.
6. Formulate and recommend degree requirements 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.
 - a. Items that require a Curriculum Committee vote must be forwarded to the CC chair at least one week prior to regularly-scheduled CC meetings.
 - b. Items that require a faculty vote must be forwarded to the faculty at least one week prior to the regularly-scheduled faculty meeting.
2. Student independent study proposals and exception requests must be submitted to the CC chair no later than November 1 for Spring semester; March 1 for Summer semesters; July 1 for Fall semesters. Faculty and Student Membership on the Curriculum Subcommittees
 - a. Each sequence committee will be made up of tenured, tenure track, and/or term faculty members, at least one BSW and one MSW student member. One BSW student and one MSW student will have the same voting privileges as faculty members.
 - b. The chairs of the Field, HBSE/Research, Macro Practice, and Micro Practice subcommittees will be faculty members who are elected by the members of the committee.
 - c. In the event of a conflict of interest, a committee member may be excused during discussion and/or vote.
3. Functions of the Subcommittees
 - a. Review and/or propose master and exemplar syllabi
 - (i) Monitor vertical and horizontal integration of courses within a sequence
 - (ii) Monitor integration of key content: e.g., ethics & values, diversity, social and economic justice
 - b. Propose new curriculum or new curriculum structure
 - c. Serve as a resource to instructors teaching courses within the sequence
 - d. Discuss and integrate feedback based on student outcome assessment
 - e. Recommend to the Curriculum Committee
 - f. The Sequence Committees do not:
 - (i) Assign textbooks (but can recommend selections)
 - (ii) Dictate course assignments (but do encourage discussion between instructors, particularly across multiple sections of the same course)

(iii) Address administrative matters (e.g., teaching assignments, student evaluations, complaints, personnel but do provide mentoring and guidance to part-time and term instructors)

Curriculum management reorganization			
Field 9 (1) ¹	HBSE/Research 17 (6)	Micro 15 (3)	Macro 13 (5)
4100 Field Experience and Seminar I	1000 Introduction to Social Services	3200 Social Work Practice: Interviewing and Assessment	3000 Social Welfare as a Social Institution
4110 Field Experience and Seminar II	2100 Social Work Services & Professional Roles	4000 Social Work Practice: The Problem Solving Process with Individuals and Families	3510 Social Work Concepts in Group, Community and Organizational Behavior
6710 Field Education and Social Work Practice I	3330 Introduction to Culture, Ethnicity, and Institutionalized Inequality in Social Work Practice	6200 Social Services in the Schools	4600 Social Work with Communities
6720 Field Education and Social Work Practice II		6360 Theory and Practice of Group Treatment	4610 Social Workers and Social Movements
6750 Field Education in Advanced Standing Program Social Work Practice	3500 Human Behavior and the Social Environment	6380 Psychopathology for Social Work Practice	6100 Foundations of Social Welfare Policy
6760 Field Education in Interpersonal Practice	3650 Social Work Research	6390 Behavior Disorders of Childhood and Adolescence	6300 Social Change and Community Analysis
6770 Field Education in Social Policy, Planning, and Administration	4010 Social Work Practice: Problem Solving Processes with Groups and Organizations	6610 Social Work Practice with Individuals and Families	6320 Organizations, Communities, Societies: A Change Perspective
6780 Advanced Field Education in Interpersonal Practice	4020 Social Welfare Policy	6640 Social Work Practice in Special Areas: A. Social Work Intervention with Sexual Abuse B. Treatment of Adults with Severe and Persistent Mental Illness	6430 Leadership and Management in Human Services 6450 Administration in Human Service Organizations

¹ Numbers indicate the number of courses routinely used by the School; numbers in (parentheses) indicate courses that are not routinely used or are managed by another program (e.g. SPADA)

Curriculum management reorganization			
Field 9 (1) ¹	HBSE/Research 17 (6)	Micro 15 (3)	Macro 13 (5)
6790 Advanced Field Education in Social Policy, Planning, and Administration	6620 Social Work Practice with Groups and Organizations 6330 Advanced Seminar in Culture, Ethnicity, and Institutional Inequality in Social Work Practice 6400 Social Work Research Methods 6420 Evaluation of Social Work Practice 6600 Seminar on Social Work Practice with Individuals, Families, and Groups 6860 Applied Social Work Research	C. Women and Therapy D. Social Work Practice-Core Concepts – Trauma E. Ethical issues in aging F. Parents and families 6660 Social Work Practice with Individuals 6680 Social Work Practice with Families 6910 Advanced Social Work Practice with Individuals 6920 Advanced Social Work Practice with Children 6960 Advanced Social Work Practice with Families 6970 Advanced Social Work Practice in Selected Areas	6670 Program Planning 6690 Advanced Seminar in Planning and Administration 6700 Seminar in Social Policy Practice 6800 Community Social Work
infrequently used or managed by another program			
GRN4900 Field Education in Gerontology	4200 Ethical Issues in Substance Abuse Services 4500 Individual Studies in Social Work	5980 Readings in Social Work 6630 Seminar in Substance Abuse I (SPADA) 6650 Seminar in Substance Abuse II (SPADA)	4130 Social Policy and Service Delivery in Selected Problem Areas 4650 Special Studies in Social Welfare Practice: Child Welfare Methods

Curriculum management reorganization			
Field 9 (1) ¹	HBSE/Research 17 (6)	Micro 15 (3)	Macro 13 (5)
	4640 Problem Solving in Gerontology 5970 Teaching Apprenticeship in Selected Social Work Curriculum Areas 7100 Independent Research GRN 3010 Growing Old in America		6120 Social Policy and Service Delivery in Selected Problem Areas 6230 Leadership in Nonprofit Organizations (2 cr) 6270 Planning in Nonprofit Organizations (2 cr)

Article P14: Admissions Committee

Approved by School of Social Work 4/9/2019

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.
 2. The faculty members and the Chair of the committee shall be appointed by the Director of the School.
 3. The undergraduate student shall be recruited from all BSW students and the graduate student shall be recruited from all MSW students. The committee will review, discuss and select student member representatives from all who apply. Student members shall not participate in the committee meetings when student applications are being reviewed or discussed.
 4. The Manager of Recruitment and Outreach shall be a full participating member of the committee but shall abstain from voting on student admissions decisions.
 5. Faculty members shall serve on the committee for a minimum period of two years, whereas the Manager of Recruitment and Outreach shall continue membership as long as they hold the designated position in the School.
- B. Functions of the Admissions Committee
 1. Recommend policy and criteria governing the processing and decision making on applications for admission to the various programs of the School.
 2. Evaluate admissions applications and forward decisions to the Manager of Recruitment and Outreach for processing.
 3. Make recommendations to the Director of the School regarding the size and number of cohorts in each of the graduate and undergraduate programs, adhering to the following procedures:
 - a. In each Fall semester the committee shall request information from the School's Director and program coordinators relative to resources available for the next academic year including their recommendations in respect to the program size.
 4. Encourage and promote the recruitment of students at the undergraduate and graduate levels with particular attention to students from historically underrepresented groups.
 5. Assure that materials to applicants and prospective students clearly communicate expectations for admission to the School.

Article P15: Advising

Approved by School of Social Work 4/14/2020

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

- a. 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

- a. 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

- a. 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. Advisors 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 adviser knows how to direct students to the website of the Office of Field Education.

When students experience difficulty in academic or program performance, the advisor is informed by the advisee, involved faculty, and/or the School administration. The adviser'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, Program Coordinator, Student Services, the Coordinator of Field Education, and/or members of professional review committees (PRCs), and all other involved parties.

Article P16: Professional Review Committee
Approved by School of Social Work 11/14/2017

Professional Review Committee

Philosophy:

The School of Social Work has the goal of preparing students for the profession of social work and adherence to the NASW Code of Ethics. In the event that there are student issues related to classroom, field, or conduct within the program that are not able to be problem-solved at an individual level, a Professional Review Committee (PRC) is undertaken to recommend further steps to address the issue.

The following steps should be taken before a PRC is requested:

- Concerns regarding classroom conduct
 - A. The faculty member will identify the concerns with the student as early as possible, and make attempts to resolve the issue directly with the student.
 - B. If the concern is not resolved, then the faculty member will notify 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.
 - C. If the concern is still not resolved, the advisor or faculty member will refer the student for a PRC.
- Concerns regarding field conduct
 - A. The field instructor and/or faculty liaison will first talk with the student as early as possible and make attempts to resolve the issue directly with the student.
 - B. If the concern is not resolved, the faculty liaison will notify the field coordinator to further attempt to resolve the concerns.
 - C. If resolution is not reached, the faculty liaison will refer the student for a PRC.
- Concerns regarding program conduct
 - A. The faculty or staff member will identify the concerns with the student as early as possible and make attempts to resolve the issue directly with the student.
 - B. If the concern is not resolved, then the faculty or staff member will notify the student's adviser. The adviser should then meet with the student and may meet with both the faculty member and student if deemed appropriate.
 - C. If the concern is still not resolved, the adviser or faculty member will refer the student for a PRC.

A PRC shall consist of the following deliberating members and non-deliberating participants:

Members who Deliberate:

1. One chair will be appointed by the School director for a term of three (3) years, with the opportunity for re-appointment, or the appointment of an Assistant Chair to apprentice for the final year of the term. 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), 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 for the appropriate campus, and the faculty liaison; when the performance issue is related to the field placement.

Non-deliberating 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 Manager of Recruitment and Enrollment: the Manager of Recruitment and Enrollment 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, if one is selected by the student.

PRC Procedures:

1. Every faculty member has the right and obligation to refer a student for a PRC if it is necessary for the profession or will benefit the student, and that referral will be honored by the School.
2. The chair will convene the PRC on a designated day and time as scheduled by the Manager of Recruitment and Enrollment in collaboration with the student and all other relevant parties.
3. The student will receive a certified letter or other confirmed communication 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.
4. 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.
5. The student will have the option of bringing relevant supporting documentation.
6. 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 Manager of Recruitment and Enrollment. If deliberation of the PRC team does not reach consensus, the PRC Chair will make a decision regarding recommendations.
7. The PRC minutes, including identified concerns and PRC recommendations will be taken by the Manager of Recruitment and Enrollment and forwarded in writing to PRC deliberative members who can provide feedback and/or revisions within two business

days. The recommendations of the PRC will then be forwarded to the School Director within two business days.

8. The School Director or their designee will review the PRC recommendations and complete and submit a letter with the final determination sent to the student by certified mail or other confirmed communication within seven business days. A copy of this letter will be forwarded to the voting members of the PRC as needed, and placed in the student's file.

Article P17: Personnel and Sabbatical Committee (PSC)

Approved by School of Social Work 1/19/2021

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 administrative and support staff.

Article P18: The Accreditation Committee

Approved by School of Social Work 4/14/20

The Accreditation Committee

The Accreditation Committee shall be a standing committee of the School of Social Work.

Philosophy

The Committee engages in ongoing modification of evaluation practices to comply with CSWE accreditation requirements.

Purpose

The School of Social Work is accredited by CSWE; maintaining this status is of vital importance to the School. Keeping up with CSWE accreditation is an ongoing process. EPAS is reviewed and revised by CSWE every seven years. This means that accreditation requirements are always evolving and the School must address this in our own processes. Accreditation is a step-wise process that requires planning, administration, and implementation of data collection, analysis and reporting.

The structure, membership, and function of the committee shall be as follows:

Membership and Structure of the Accreditation Committee

The Accreditation Committee shall consist of tenured, tenure track, and/or term faculty voting members. Members shall be appointed by the School director for at least two-year terms with the opportunity for re-appointment to assure continuity across the re-accreditation cycle.

Leadership of the Accreditation Committee

The Chair of the Accreditation Committee shall be appointed by the School director for each-two-year term.

Functions of the Accreditation Committee

1. Keep up with the latest changes to the EPAS
2. Inform faculty members of accreditation expectations
3. Review syllabi for consistency and accreditation compliance issues
4. Review and recommend revisions to the competencies, behaviors and dimensions throughout the curriculum that are made by the curricular subcommittees
5. Collaborate with the curriculum committee in the selection of courses for assessment
6. Collaborate with the field office for the refinement and implementation of the field course evaluation
7. Develop and/or revise the curriculum map
8. Analyze assessment data provided by the designated data collector
9. Present assessment findings to the faculty
10. Monitor the feedback loop
11. Collect faculty recommendations for program improvement and provide those recommendations to the director

12. Monitor implementation of faculty recommendations
13. Collaborate with the School director in writing the self-study document
14. Collaborate with the School director in writing the self-study document
15. Make recommendations to the faculty and the director for the integration of teaching, evaluation and accreditation practices

Relationship of the Accreditation Committee to other committees

The Accreditation Committee has the responsibility of providing recommendations to the faculty and to the director regarding accreditation. Any other School committee work that would affect the accreditation process must be vetted by the Accreditation Committee.

Article P19: Term Faculty Appointment, Evaluation, Workload

Approved by School of Social Work 11/30/2010

Term Faculty Appointment, Evaluation, Workload

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 P20: Selection of the Director
Approved by School of Social Work 2011

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 P21: Faculty Evaluation of the Director
Approved by School of Social Work 4/11/2017

Faculty Evaluation of the Director

The WMU-AAUP Contract provides for the evaluation of administration (Article 19) by bargaining unit faculty.

At the time of the release of the WMU-AAUP evaluation of the director of the School of Social Work, the WMU-AAUP Representative will forward the results of the evaluation to all bargaining unit faculty.

The faculty reserve the right to conduct its own evaluation of the director.

Article P22: Course Schedules and Teaching Assignments

Approved by School of Social Work 2011

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.

Article P23: Diversity, Equity and Inclusion Committee
Approved by School of Social Work 1/19/2021

Diversity, Equity and Inclusion Committee

The Diversity, Equity and Inclusion Committee shall be a standing committee. The philosophy, structure, function and membership of the committee shall be as follows:

A. Philosophy

The Diversity, Equity and Inclusion committee recognizes, appreciates, and promotes the value of diversity, equity and inclusion. Dimensions of diversity include, but are not limited to the following: age, ability, gender/gender identity, ethnicity/race, family status, immigration status, national origin, political affiliation, primary language, religion/spirituality, socio-economic status, and sexual orientation. Equity is defined as fairness, impartiality, and justice in access to resources, information, and decision-making. Inclusion is defined as the action or state of being included within a group or structure. Extending beyond numerical representation, inclusion involves participation, empowerment, and an authentic sense of belonging. The committee is committed to creating and maintaining a School culture of diversity, equity and inclusion. The Committee acknowledges the persistence of systemic racism and structural oppression within the social work profession, universities, and the broader society. The Committee advances anti-oppressive and anti-racist policies, practices and processes within the School of Social Work, recognizing social work profession's history of complicity with structural oppression and racism, and the on-going need to challenge systems of power, privilege and oppression. To this end, the committee serves as a catalyst to bring together key stakeholders within the School, the university, and communities.

B. Membership and Structure of the Diversity, Equity and Inclusion Committee

1. The Committee shall consist of no fewer than four full-time and term faculty members and two students, one undergraduate and one graduate.
2. Faculty members and the chair of the committee shall be appointed by the director of the School.

C. Functions of the Diversity, Equity and Inclusion Committee

1. Promotes the School's commitment to diversity, equity, and inclusion
2. Makes recommendations to the School's director to ensure that the School's policies, practices and processes are inclusive, anti-oppressive, and anti-racist
3. Promotes an educational culture that is congruent with the values of the profession and the mission and goals of the School
4. Makes recommendations to the School's director on the adequacy and equitable distribution of resources

5. Regularly solicits feedback from students on their experiences and makes recommendations to the School's director
6. Reports back to the Schools internal and external stakeholders on the outcomes of the Committee's work
7. Works collaboratively with the School's standing committees, the College Committee for Diversity and Inclusion, Office of Diversity and Inclusion, The Lewis Walker Institute for the Study of Race and Ethnic Relations, and community stakeholders
8. Monitors the implementation of the School's strategic plan on initiatives related to diversity, equity, and inclusion

Leads the School in efforts to connect with social movements, particularly social movements focused on anti-oppressive and anti-racist action at the local, state, national and international levels.

Appendix P-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 P-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 P-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, 6th, 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 P-D

Office of Institutional Equity

Western Michigan University

Policy and Procedure Statements

<https://wmich.edu/equity/statements>

Examples are Affirmative Action Policy Statement, Equal Opportunity Policy Statement, Human Rights Statement Policy on Sexual Harassment, etc.