Eastern Michigan University
Office of Academic Human Resources
Memorandum

To: Donald Ritzenhein, Interim School Director
                Communication, Media, and Theatre Arts

From: David Woike, Assistant Vice President
                Academic Human Resources

Date: December 19, 2016

Re: Approved DID

Attached is a copy of the revised Departmental Input Document for the School of Communication, Media, and Theatre Arts approved by the Provost on December 19, 2016. Please take steps to assure that faculty members are aware of these approved changes. The revised copy will be posted for reference on the Academic Human Resources documents page. Thank you.

DEPARTMENT INPUT DOCUMENT

School of Communication, Media & Theatre Arts

College of Arts and Sciences
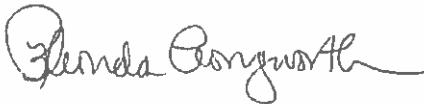
Date of Last DID Revision: December 19, 2016

APPROVALS:

(signature)

_12/19/16_

Assistant Provost & Assistant VP for Administration   (Date)

(signature)

_12/19/16_

Provost and Executive Vice President   (Date)

EASTERN MICHIGAN UNIVERSITY

Division of Academic Affairs

SCHOOL INPUT DOCUMENT

School of Communication, Media & Theatre Arts
College of Arts and Sciences

School of Communication, Media & Theatre Arts

School Input Document (DID)

SCHOOL ORGANIZATION AND GOVERNANCE

The School of Communication, Media, and Theatre Arts shall provide the following committees and procedures that will activate and facilitate faculty input, governance related to the mission, goals and objectives of the School and the University.

Areas of Instruction
The function of the areas is to provide curricular and co-curricular programs relevant to the mission, goals, and objectives of the area, the School, and the university. The areas are:

- Communication
- Electronic Media and Film Studies
    Electronic Media and Film Studies
    Journalism
- Theatre, Interpretation/Performance, and Educational Drama (TIPED)
    Art & Entertainment Management
    Applied Drama and Theatre for the Young
    Entertainment Design & Technology
    Interpretation/Performance Studies
    Theatre Arts

Area Committees
Each Area committee shall be a primary source of advice on budget, personnel, instruction, the School Input Document (DID), and co-curricular matters, which affect the area, and School.

1. Membership of each area committee will consist of full-time tenure-track faculty.

2. Each area may determine internal voting membership and its internal pattern of governance.

3. Each area must provide a vehicle through which full-time lecturers can provide meaningful input.

4. Each area shall establish goals and objectives as well as an area mission statement and, upon request of the School Director, provide a five-year project plan. This material will be maintained in the School Director's files.

5. An annually elected head will represent each area; a chairperson may serve consecutive years.

6. Each area will be asked to provide input into the selection and retention of full-time lecturers and adjuncts.

7. Area heads representing their respective areas will provide input to the School Director through standardized scheduled monthly meetings. When needed to resolve conflicts or concerns that overlap the Personnel and Finance Committee, ad hoc meetings will be called by the School Director to address the issue.

In addition, the Area Heads Committee will review the DID every five years for its compliance with the EMU-AAUP Master Agreement and School practices. It shall report the results of its review to the School. If changes are needed, the DID will be revised and submitted for approval as provided in the existing DID.

School Committee

The function of the School Committee is to provide the entire faculty with input relative to School issues:

1. The School Committee is composed of all tenure-track faculty.

2. The chairperson shall be nominated in open nomination from the floor and be elected by majority vote.

3. The chairperson shall serve for one year and may succeed himself/herself.

4. The secretary shall be nominated through open nomination from the floor and be elected by majority vote.

5. The secretary shall serve for one year and may succeed himself/herself.

6. Faculty members shall be nominated in open nomination from the floor and be elected by majority vote to School and university committees.

7. The committee shall schedule meetings on alternating weeks at a designated standardized time. Additional meetings may be called as deemed necessary by the committee chair.

8. The committee shall establish and revise School mission, goals, and objectives, and maintain at least a five-year projection plan.

9. The committee will receive reports from all other committees in the School and may take final faculty action on all matters except those dealing with faculty retention and advancement.

10. The committee may take action on reports in accordance with regular legislative procedure.

11. On those matters in which the School Director feels it necessary to take a position that varies from School committee action the basis for these differences will be communicated to the committee prior to the time the position is sent beyond the School.

12. By majority vote, the committee may decide to send any matter to the appropriate college committee.

13. By majority vote, the committee may decide to send any matter to a committee within the School.

14. Meeting minutes shall be taken and distributed to the committee members.

Personnel and Finance Committee

The function of the Personnel and Finance Committee is to provide faculty input regarding personnel and finance matters.

1. Structure
    a. The committee shall be composed of five tenured faculty members with representation from each of the three Areas:

    b. The length of service shall be two years with staggered elections; three elections in one year; two in the next.

    c. A member of this committee cannot succeed himself/herself.

    d. The chairperson shall be elected by members of the committee for a one-year term and may succeed him/herself once.

    e. The School Director shall serve on the committee in an *ex-officio* capacity.

2. Personnel Issues
    a. Evaluate faculty members (including techniques, guidelines, forms, special School criteria, and equivalencies) for the purpose of appointment, reappointment, tenure, promotion, merit pay or other special School recognition, termination, layoff, sabbatical, and leave of absence.

    b. Determine and evaluate policies in regard to professional responsibilities of the faculty, including teaching, advising, orientation, registration, participation in committee activities, keeping posted office hours, participating in ceremonial academic functions, outside work, work load and equivalencies, creative and scholarly research, reading, writing and other performance in the field of specialization, attending conferences and any other School responsibilities

    c. Determine and evaluate policies regarding content and access to faculty personnel files.

    d. Determine and evaluate activities relating to faculty spirit and morale,

    e.g. meetings, receptions, celebrations, and the like.

    e. Establish and review mentoring programs for new faculty.

    f. Establish and review programs for faculty development.

    g. Provide input on overload policies to the School Director.

    h. Conduct School Director evaluation in accordance with Article XV of the EMU-AAUP Master Agreement.

3. Finance Issues
    a. Establish and rank budget priorities consistent with the School mission and objective statement.

    b. Review and evaluate annual budget proposals.

    c. Review quarterly budget reports.

4. Replacement or Removal of Committee Members

    a. A member may remove himself/herself if he/she should determine a substantial and ongoing inability to fulfill the tasks and responsibilities charged to the committee and himself/herself.

    b. A member may be removed or replaced when a majority of committee members determine a substantial and ongoing inability of said member to fulfill the tasks and responsibilities charged to the committee and himself/herself.

    c. In the event of recall or replacement, the position would be filled by the School

committee at the next regularly scheduled meeting.

    d. Any person called upon to fulfill another's term of service, given that said term is less than one year, may succeed himself/herself.

Instruction Committee

The function of the Instruction Committee is to provide faculty input regarding instruction matters.

1. Structure

    a. The committee shall be composed of five members with representation for each of the three Areas.

    b. The length of service shall be two years with staggered elections; three elected in one year, two in the next.

    c. A member of this committee cannot succeed himself/herself.

    d. The chairperson shall be elected by members of the committee for a one year term and may succeed him/herself once.

    e. The School Director shall serve on the committee in an ex-officio capacity.

2. Instruction

    a. Screen and review curricular or course proposals and changes.

    b. Establish and review objectives relative to School mission, goals, and objectives statement.

    c. Assist in the establishment of academic standards and guidelines.

    d. Coordinate, provide oversight and compile information for assessment of School programs.

    e. Propose revisions and needed improvements in curriculum related matters.

    f. Provide coordination with college and university instructional bodies.

3. Replacement or Removal of Committee Members

    a. A member may remove himself/herself if he/she should determine a substantial and ongoing inability to fulfill the tasks and responsibilities charged to the committee and himself/herself.

    b. A member may be removed or replaced when a majority of committee members determines a substantial and ongoing inability of said member to fulfill the tasks and responsibilities charged to the committee and himself/herself.

    c. In the event of recall or replacement, the position would be filled by the School committee at the next regularly scheduled meeting.

    d. Any person called upon to fulfill another's term of service, given that said term is less than one year may succeed himself/herself.

General Policies

1. Minutes of all School Committee meetings shall be distributed in a timely fashion following meetings.

2. An agenda for the School Committee meetings shall be posted or otherwise distributed to faculty and full-time lecturers by the School committee chair before

the convening of the committee.

3. All Area Committees are encouraged to seek student involvement

4. All School Committee meetings are open except in the case of executive session.

5. Each committee shall provide a structure for functioning over the spring and summer terms.

6. Elections to committees and elections of chairpersons shall occur before the end of the Winter term.

7. Members may not serve on both Personnel and Finance and Instruction Committees concurrently.

8. When School Release Time opportunities are identified or proposed, input from Faculty will be solicited in a timely manner, prior to the award of release time. Faculty input will be sought on the rationale for the time, the specific duties associated with the position, tenure of the release, and the selection process for an individual (or individuals) to receive the release.

9. When School overload assignment needs are identified or proposed, faculty input will be sought prior to the assignment of overload duties. P&F members from appropriate areas will consult with their colleagues to ensure all qualified faculty are considered.

Summer Teaching Rotation

1. This policy is based on the principle of equity and recognizes faculty expertise and qualifications.

2. The Department Head will inform program coordinators (where applicable) and faculty of the date by which proposed summer schedules are due.

3. The Department Head, in consultation with the program coordinator (where applicable) and with input from the program area faculty, will prepare a list of program courses (not special topics courses) that should be offered in the summer sessions. This list will be distributed to all program area members.

4. In a regularly scheduled program area meeting, faculty members will bring requests to teach two courses, for which they are qualified, from this list. Proceeding in order of seniority (from most to least), faculty members will be given their first choice.

5. After all program faculty members have submitted a request for one course, and if there are unstaffed courses, the coordinator (where applicable) will return to the beginning of the seniority list and faculty members will submit their second course request until the summer schedule is complete.

6. During subsequent summers, #4 and #5 will be repeated, beginning with the next faculty member. If there are unstaffed courses after all faculty have submitted their request for one course, the faculty members who did not receive 20% the previous year, will have first choice at selecting a second course. This is a continuous process.

7. Faculty members may choose to pass when submitting request(s). If faculty members pass by yielding to a more experienced faculty member, that faculty member will retain the same position on the next rotation list. If a faculty member volunteers to pass for other reasons, the next rotation list will be continued as if that faculty member had selected a course.

8. If there is an unstaffed course in a program area, a faculty member from another program area who does not have 20%, will be able to request that course with program area approval.

9. It is the responsibility of the Department Head to maintain summer rotation records.

Duties and Responsibilities of the School Director

All School committees are advisory to the School Director. In addition, the School Director will be involved in a meaningful way in the development of all committee recommendations. Further, the final responsibility for establishing the administrative School policies and procedures resides in the School Director.

The School Director has the following specific duties:

1. To be the official administrative channel of communication for all matters affecting the School, between the School and the Dean, Vice Presidents, Provost and President, the various directors or other Schools.

2. To have charge of all official correspondence of the School and all School announcements in the catalog, time schedule, or other School or university publications.

3. To maintain School files and records for the purposes of having them available for reports to proper authorities and for use by authorized persons.

4. To approve all requisitions for School services, supplies, materials, student help and equipment.

5. After seeking advice of the School committees, carry out all actions concerning School personnel matters.

6. After seeking advice of School committees, supervise undergraduate and graduate instruction in the School, including establishing administrative assignments (assigned apportionments reviewed by Personnel and Finance committee), e.g., undergraduate and/or graduate coordinator, to carry out needs of the School.

7. After seeking advice of School committees, establish administrative committees to carry out the needs of the School.

School Director Search Procedures

1. <u>Search committee</u>. When a vacancy occurs in the position of School Director a search committee shall be convened. The committee shall be composed of six tenured and/or tenure track faculty, with two from each area elected by the faculty at a faculty School meeting. A chairperson shall be elected by the members of the search committee.

2. <u>Outside School Director</u>: The committee may forward recommendations to the Dean for the appointment of an outside School Director/Department Head within the college of Arts and Sciences to serve in an *ex officio*, non-voting capacity.

3. <u>Duties of the chair</u>. The chair shall:

    a. Preside over meetings of the search committee.

    b. Invite input at faculty meetings including recruitment strategies, possible interview questions, and matrix criteria. The chair shall keep faculty informed of the progress of the search process at regular faculty meetings.

    c. Share legal and administrative search requirements with the full faculty.

    d. Assure that School and university policies and procedures are followed.

e. Conduct a full faculty meeting where final candidates are discussed and voted on.

f. Forward communication to the Dean on behalf of the committee and the faculty as described below.

4. Duties of the search committee.

a. Create a job description, including academic credentials and other qualifications, and obtain necessary approvals.

b. Design a recruitment plan.

c. Develop criteria, voting matrices, and structured interview questions.

d. Screen the application materials of candidates who have completed the application process.

e. Determine telephone and/or in-person interview schedules and conduct interviews.

f. Identify candidates for full campus visits, which shall include interviews and public presentations. Determine candidate schedules to allow full participation by School faculty and staff.

g. Develop mechanisms to collect faculty and staff input on candidates brought to campus.

h. The search committee may share information about candidates during the full faculty discussion but are not to provide a formal recommendation to the faculty prior to the full faculty vote.

i. Following the faculty vote on candidates the committee shall vote on the candidates and submit both the faculty rankings and their rankings to the dean.

5. Faculty role and responsibilities.

a. The faculty may review the application materials of candidates who have been invited to on-campus interviews. Faculty shall respect the confidentiality of the process by sharing their reactions and comments about the candidates only with School colleagues and the search committee.

b. At a School meeting and following open discussion of the on-campus candidates, the faculty shall vote by secret pre-printed ballot on those candidates who were brought to campus.

c. Each faculty vote shall rank the candidates in order of preference, beginning with "1" for the top preferred candidate. The ballots shall include a choice for "unacceptable" and the number of unacceptable votes for each candidate shall be reported to the dean when forwarding the rankings of the faculty.

Input Procedures for Hiring of New Faculty

In accordance with Article XIV of the EMU-AAUP Master Agreement, and the School's past practices in hiring new faculty, the input procedures are outlined below:

1. Area Committees shall submit written requests and justifications for new faculty positions to the School Director by the deadlines set by the School and administration.

2. The School Director will submit the written requests to the Dean.

3. Once a new faculty position request is approved, a search committee will be formed

consisting of members from the appropriate area (e.g. the TIPED area would form a search committee for a Theatre position). All members of an area shall be given an equal opportunity to be on a search committee. The entire area may act as the search committee, or areas may vote a certain number of people on to a search committee. Faculty from other areas may be invited to be on search committees, if appropriate and initiated by the area that is coordinating the search.

4. The search committee will elect a chair.

5. Following all administrative search guidelines, the search committee will review applicants for the new position and arrange for finalists to visit campus and meet with School faculty members in various venues. Faculty members can submit evaluations of the candidates to the search committee to consider in making its hiring recommendations to the School Director.

6. The search committee's recommendation of candidates to the School Director, ranked according to preference, can also include input on academic rank, awarding of new faculty release, and service-rank credit.

7. Appointments of new faculty positions shall be based on the School Evaluation Document's appointment standards, and the terms of appointment in the EMU-AAUP Master Agreement

APPENDIX A

University Equivalencies

MP 209: The established credit hours of a course are used to determine teaching load. The Departmental Input Document (DID) indicates exceptions to this rule …."

General assumption: All sections of a given course have the same course cap. With input from the faculty and the approval of the DH/SD, special sections of the course (for example, Honors sections) can be offered with reduced course caps, however the reduced cap balances workload and additional equivalencies are not used. Equivalencies are not stacked on top of one another; only one equivalency can be applied to a course. For lecture/lab combinations, departments may develop policies, clarifying application of equivalencies, through the curriculum input process.

These equivalencies apply to traditional courses taught during the Fall and Winter semesters.

Course	Equivalency	Notes
Double section	2x	A "double section" is created by purposely scheduling two identical sections of a course at the same time, with the same cap, and with the same instructor. If the two sections fill to 1.5x the single section cap, the double section is created and each section is counted towards workload.
Writing Intensive courses	+1 hour	Courses designated as "W" with a course cap of 25 students qualify for this equivalency.
Graduate courses (500-699 level)	+1 hour	Graduate courses, and the overall participation in graduate programs, require significantly greater preparation than undergraduate courses. A graduate course cross-listed with an undergraduate course does not receive this equivalency, unless enrollment of the graduate portion of the section exceeds the minimum number of graduate students for the course to "make" as a graduate section.
Doctoral courses (700-999 level)	+1 hour	Doctoral courses, and the overall participation in doctoral programs, require significantly greater preparation than undergraduate courses.
Team-teaching	1:1	Each faculty member team-teaching the course receives the established credit hours of the course, assuming each faculty member is actively involved in teaching the course over the entire semester.
Contact Hours	1 contact hour = 1 credit hour towards load	If the scheduled hours that a face-to-face section meets are greater than the credit hours of the course, the contact hours are used to determine the teaching load, assuming the faculty member is actively involved in teaching the section over the entire meeting time. The typical case would be a clinical, studio or laboratory course.

Field-based and/or Academic Service Learning (ASL) courses	+1 hour	A section is scheduled at a field site, has the same course cap as an on-campus section, the faculty member is actively involved in coordinating and teaching the course at the field site, and the additional workload is not accommodated by any other means. ASL courses must be approved and vetted for General Education Learning Beyond the Classroom and designated as "L".

There are no additional equivalencies for the following courses/cases:

1) First-time teaching a course or first-time in a number of years teaching a course.
2) Additional preparations
3) Developing and teaching online courses
4) Teaching courses off-campus
5) General Education courses

APPENDIX B

Equivalencies specific to Department/School

The equivalencies below identify unique learning experiences that involve courses or sections in the Department/School not covered in Appendix A.

General assumption: All sections of a given course have the same course cap. With input from the faculty and the approval of the DH/SD, special sections of the course (for example, Honors sections) can be offered with reduced course caps, however the reduced cap balances workload and additional equivalencies are not used. Equivalencies are not stacked on top of one another; only one equivalencies can be applied to a course.

These equivalencies applied to traditional courses taught during the Fall and Winter semesters.

The equivalencies below assume workload has not been accommodated by other means, including but not limited to release time and courses already assigned as load.

Course	Equivalency	Notes
Student Teaching Supervision	2 students = 1 hour	The faculty member is in the field attending classes taught by the student, evaluating student work, meeting with the supervising teacher, and actively engaged in the student-teaching placement.
Internships and Co-op courses	10 banked credit hours = 1 credit hour course	The faculty member supervising the internship or co-op is identified as the instructor of record for the course and is actively involved in teaching the course (including arrangement of the internship or co-op, evaluating and monitoring student progress and meetings at the site). When the internship or co-op is completed (a final grade is entered), the credit hours of the course(s) is banked. Once 10 credit hours are banked, the faculty member receives one credit hour equivalency to balance the accumulated workload.
Thesis/Final Project/Graduate Capstone courses/Graduate Research/Graduate Independent Studies	10 banked credit hours = 1 credit hour course	The faculty member supervising a graduate thesis/final project/capstone course(s) is identified as the instructor of record for the course (for example, in the case of a Masters Thesis, the faculty member is serving as the committee chair). When the thesis/final project/capstone is completed (a final grade entered), the credit hours of the course(s) is banked. Once 10 credit hours are banked, the faculty member receives one credit hour equivalency to balance the accumulated workload.

Undergraduate Research courses/Honors Thesis courses/Independent Studies	10 banked credit hours = 1 credit hour course	The faculty member supervising an Undergraduate Research course or a Honors thesis course is identified as the instructor of record for the course. When the course is completed (a final grade entered), the credit hours of the course are banked. Once 10 credit hours are banked, the faculty member receives one credit hour equivalency to balance the accumulated workload.

Rules for banked equivalencies:

1) Banked equivalencies are primarily used to balance faculty teaching loads.

2) Banked equivalencies can be used as soon as 10 hours have accumulated.

3) Banked equivalencies must be used when 40 hours have accumulated (at least 10 hours must be used).

4) No more then three (3) Independent Studies may be banked per year; Anything more than three (3) will count as service.

APPENDIX C

Release/Equivalency due to accreditation specific to the College/Department/School

The equivalencies below identify unique learning experiences that involve courses or sections in the Department/School not covered in Appendix A.

General assumption: All sections of a given course have the same course cap. With input from the faculty and the approval of the DH/SD, special sections of the course (for example, Honors sections) can be offered with reduced course caps, however the reduced cap balances workload and additional equivalencies are not used. Equivalencies are not stacked on top of one another; only one equivalencies can be applied to a course.

These equivalencies applied to traditional courses taught during the Fall and Winter semesters.

The equivalencies below assume workload has not been accommodated by other means, including but not limited to release time and courses already assigned as load.

Discipline-specific equivalency:

Course	Equivalency	Notes
CTAC 670	+2 Hours	Supervision of special learning activities. Contact hours exceed credit hours.