

Eastern Michigan University
Office of Academic Human Resources
Memorandum

To: Colleen Croxall, School Director
Health Sciences

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 Health Sciences 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 Health Sciences
College of Health and Human Services

Date of Last DID Revision: December 19, 2016

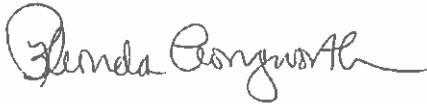
APPROVALS:



Assistant Provost & Assistant VP for Administration

12/19/16

(Date)



Provost and Executive Vice President

12/19/16

(Date)

SCHOOL OF HEALTH SCIENCES INPUT DOCUMENT

Preamble

Within the School of Health Sciences, the School meetings and committees are the principal structures for giving input to the School Director regarding, but not limited to, budgetary, curricular, instructional, and personnel policies and procedures. Faculty have the right and responsibility, as specified in Article XIII of the EMU/AAUP Master Agreement to provide input on all matters pertaining to the running of the School. The following document lays out procedures and a structure of organization for this input.

ARTICLE I SCHOOL MEETINGS

I. Composition

School Meetings are to be convened with tenure-track faculty of the School of Health Sciences as a contractual right and responsibility. The School Director, or designee, coordinates and distributes the agenda and provides leadership within the meeting. Full-time and part-time lecturers, PT staff and office support staff are invited to attend. Tenure-track faculty are eligible to vote.

II. Purpose

School Meetings are to focus on the business of the School that requires faculty discussion and decision-making. These meetings are a forum for dialogue among members of the School on topics of concern to the School and the formal means whereby tenure-track faculty vote on recommendations pertaining to School policy, School goals, and decisions or agreements that relate to the School as a whole (e.g., recommendations regarding curriculum and personnel matters that are the contractual right of the faculty). The ongoing work of the School (e.g., budgetary and financial recommendations, reviewing personnel issues, and making curriculum decisions) is to be accomplished in the five standing committees.

III. Meetings

The School shall hold meetings as needed but no fewer than one per month during Fall and Winter semesters. The School Director, or a majority of School faculty, may call a meeting by written petition.

Meeting times and the agenda shall be distributed seven (7) days prior to the meeting. The School Director shall prepare the agenda. Additional items submitted by individual faculty members shall be placed on the agenda by request, provided such request is made a least 48 hours prior to the scheduled meeting.

The School Director, or designee, shall preside over School meetings. Robert's Rules of Order shall govern the proceedings. The agenda shall be approved at each meeting. The School Director shall assign responsibility for taking minutes of School meetings to the lead secretary. Such minutes shall be made available to members of the School within a reasonable time period, normally one week, and a copy shall be kept on file in the School. Minutes shall include documentation of those in attendance and be reviewed and approved at the next meeting.

ARTICLE II COMMITTEES

I. SCHOOL COMMITTEES

A. Definition and Procedures for all School Committees

Five standing committees give input to the School Director: Personnel; Instructional; School Sabbatical Leave, Research and Creative Activity; Finance; and Grade Grievance. Ad Hoc committees to work on specific time-limited tasks are created by vote of the standing committee or School-wide vote or by the School Director when there is a need.

Each committee shall consist of at least three members. Size and representation of committees is determined by faculty vote. Selection of the committee members shall be determined at the last regular meeting of the School faculty during each Winter semester. All terms are for two years and are staggered.

Contractually required elections for committee membership shall occur in the first School meeting of the Fall semester for the next year. Nominations for committee membership shall be made in writing by any tenure-track faculty member prior to the meeting at which elections are held. Any person nominated shall have the right to decline the nomination up to two days prior to the date of the election.

Nominations from the floor can be made at the meeting, provided the nominated faculty member is present to accept or decline the nomination. Election may be by secret ballot of those present.

The candidate(s) receiving the highest number of votes shall be elected. In case of ties, a run off election shall be held immediately.

The members of each standing Committee shall elect the Chairperson. Members on a rotating basis will take minutes of meetings. Committee reports shall be made available to the members of the School at the following School meeting.

Committee Chairs are responsible for seeing that a record is kept of activities and decisions in committee minutes. For personnel discussions, minutes will record only official actions, including tabulation of voting, taken by the Committee. Reports are disseminated to the School Director and tenure-track faculty at the following School meeting.

Major decisions, such as changes in curriculum, proposals to change the input or evaluation documents, to expand or reduce the programs offered by the School, must be recommended to the entire faculty in a School meeting and may not become effective without faculty input.

Meetings of the Committees shall be held as needed. The Chair of the Committee, or a faculty member serving on the Committee, may call a meeting. Meeting times shall be communicated in writing at least two (2) days prior to the meeting.

The Committee Chair shall prepare the agendas for meetings. Agenda items submitted by individual faculty members shall be placed on the agenda upon request, provided such request is made at least 24 hours prior to the scheduled meeting, or in the event of an emergency, with the express agreement of the members of the Committee.

Should a position on any of the aforementioned committees become vacant, an election will be held at the next regularly scheduled School meeting.

B. Specific Committees

1. Personnel Committee

- a) **Composition:** This Committee will have representation from each of the School's programs. All members must be tenured. The chairperson of the Personnel Committee shall vote only in the event of a tie. Members must recuse themselves any time that their personal concerns require review.
- b) **Purpose:** The Personnel Committee will evaluate and make recommendations regarding reappointment, tenure, professional performance review and promotion.
- c) **Responsibilities**
 - i. To evaluate faculty for purposes of personnel actions as required by the EMU-AAUP Master Agreement. Such evaluations will utilize those methods and criteria required by the collective bargaining agreement and the Department Evaluation Document (DED);
 - ii. Evaluate reappointment, tenure, and promotion applications of all tenure-track faculty;
 - iii. Conduct professional performance reviews of all tenured faculty when necessary;
 - iv. Review the DID every five (5) 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 shall be revised and submitted for approval as provided in the existing DID and EMU-AAUP Master Agreement;
 - v. Develop and revise the DED and DID as necessary for submission to the faculty for approval at a School meeting;
 - vi. Establish a promotion and review calendar for the following year's new hires to tenure-track faculty positions;
 - vii. Conduct School Director Evaluations in accordance with EMU-AAUP Master Agreement;

viii. To recommend faculty for research, teaching and service awards or other recognitions.

d) Ad Hoc Committees of the Personnel Committee shall be formed as necessary.

2. Finance Committee

a) Composition: This Committee shall be composed of all current Program Directors. A program may send a program representative if no Program Director is present. Members of the Finance Committee will elect a chair.

b) Purpose: This Committee provides input on budgetary issues to the School Director.

c) Responsibilities:

i. This Committee shall provide input regarding all budget requests and distribution, including SS&M and travel expenditures;

ii. Each Program Director will be responsible for getting input from program faculty and informing program faculty of the results of the meeting;

iii. Minutes of these meetings will be distributed via email to all faculty and also reported during monthly School meetings.

3. Curriculum/Instruction Committee

a) Composition: The Chair of this committee will be a tenured faculty.

b) Purpose: The Committee shall advise the School Director and faculty in the area of curriculum and instruction.

c) Responsibilities:

i. To review and recommend new courses and program development;

ii. To review course and program changes;

iii. To review course titles and descriptions for the University catalog and other University publications.

4. Grade Grievance Committee

a) Composition: This Committee shall be composed of three tenure-track faculty, elected by the faculty and convened by the School Director.

b) Purpose: This Committee will hear student grievances from the School of Health Sciences.

c) Responsibilities: This Committee shall follow established grievance procedures as outlined in the EMU catalog.

II. PROGRAM COMMITTEES

A. Definition and Procedures

Faculty of each of the programs within the School shall function as a Committee of the whole dealing with program-specific issues and input. Program faculty elect their Program Directors. These positions are voluntary and are not administrative positions. Program Committees establish their schedule of meetings, create agendas and keep minutes of all meetings.

Each program will establish and maintain written definitions and procedures for the Committee of the whole and for any ad hoc or standing committees that may be established. Such committees may advise the School Committees as necessary, and shall advise the School Director on program-specific matters such as student screening, program review, accreditation, curriculum, etc.

**ARTICLE III
SCHOOL REPRESENTATION ON COLLEGE AND UNIVERSITY COMMITTEES**

A faculty member of any College or University standing committee is subject to removal from that position by the following procedure:

- I. The School will hold required elections for College and University committee membership in a School meeting by the end of the Winter semester.
- II. At the discretion of faculty, or within two (2) weeks of the receipt of a written petition, signed by a majority of the members of the committee in question, requesting the recall of a faculty member of any College or University Committee, the School Director shall then schedule a School meeting for the purpose of discussing and voting on the recall proposed.
- III. A written notice of the meeting and of its purpose shall be communicated to all regular School faculty at least one (1) week prior to the meeting.
- IV. The faculty member cited shall be removed from the committee assignment in question if a majority of the regular School faculty members so vote.

ARTICLE IV
PROCESS FOR FACULTY INPUT ON COURSE RELEASE

I. Assignment of Faculty Release Time Requires, per the EMU-AAUP Master Agreement:

- A. Notification to all faculty of available and assigned release time;
- B. Opportunity for all qualified faculty to apply for available release time;
- C. An appointment letter stating the amount of release, expectations of work done while on release, and anticipated date of completion;
- D. Faculty input in the assignment of release time.

II. Release Time from Teaching for School-Wide Release:

All faculty within the School shall have opportunity to provide input about the job tasks associated with the release, the amount of release time and the length of term. The School Director will then put forth a written job description for release and invite faculty nominations for it. The Personnel Committee shall oversee the input process, vetting of the release and voting of a faculty member appointed to it. The process shall again ensue at the time of the appointment expiration, including appointment extensions.

III. Release Time from Teaching for Program-Specific Release:

The School Director will determine their own process for electing their Program Director. Program faculty will give input on the length, duties and amount of release of the Program Director's appointment.

ARTICLE V
PROCESS FOR FACULTY INPUT ON COURSE OVERLOAD

I. Assignment of Course Overload Requires, per the EMU-AAUP Master Agreement:

- A. Course overload is limited to three (3) credit hours per semester, except by approval of the Dean;
- B. Opportunity for all qualified faculty to apply for available overload;
- C. Transparency and equal treatment in the assignment of overload;
- D. Faculty input in the process used to assign overload.

II. Program-Based Courses:

The School Director sends lists of overload to faculty and invites faculty to indicate their interest. Program faculty give input to School Director as to who should teach in their programs.

III. School-Wide Courses:

The Personnel Committee will make the recommendation to the School Director on available course overload assignment for School-wide courses.

ARTICLE VI FACULTY HIRING PROCESS

I. Hiring Process:

Step 1: Program faculty will propose need and rationale for recommended faculty hires to the School Director (SD) by the December School meeting. The SD will share need and rationale information from Programs with the Dean in the School faculty line proposal.

Step 2: At the point where a Program is granted a faculty search, the Program faculty will be responsible for assembling the search committee, which includes a search committee chair from the Program faculty granted the search and at least one faculty member from a Program/School/Department outside the Program granted the search. The search committee chair will share the make-up of the of the search committee with the SD.

Step 3: The Program search committee will develop a search process in accordance with Academic Human Resources' hiring policies. The search committee chair will regularly share progress with the SD and invite feedback.

Step 4: Once the search process has concluded, the search committee will engage in a careful professional review and share findings and recommendations with the SD in a written report. Input to the SD by the search committee will include recommendations for appointment and service/rank credit, as outlined by the EMU-AAUP Master Agreement.

Step 5: The SD will offer the faculty position based upon search committee recommendations and his/her own evaluations of the candidates in accordance with the EMU-AAUP Master Agreement.

ARTICLE VII SUMMER TEACHING ROTATION

The summer teaching rotation provides faculty an equal opportunity to teach in summer. Faculty will provide written input to their Program Director and the School Director by December 10 regarding recommendations of courses to be offered in the summer (May through August regardless of course length). In January of the winter semester, the Program Director (with faculty input) will provide the faculty with a list of courses that will be offered in the summer.

Each faculty member will have the opportunity to choose one course to teach, with selection priority given by rank and seniority within rank. Selection shall consider discipline-specific expertise. After each faculty member who wants to teach is assigned one course, the list will start again for assignment of additional courses, if available.

If there are not enough courses for everyone to teach one course, if they wish, then the following year, the list for teaching a first course will pick up where it stopped the previous year. If there are not enough courses for everyone to teach two courses, if they wish, then the following year, the list for teaching a second course will pick up where it stopped the previous year. If everyone who wanted at least two courses had the chance to teach two, then the list will begin the next summer by rank and seniority within rank. Selection shall consider discipline-specific expertise.

Faculty members who elect not to teach in a given summer, or who are awarded research funding that prevents it, will not lose their priority order in the following summer. The process and lists of summer teaching rotation will be recorded in program meeting minutes for each prospective summer semester.

OT Program Summer Teaching Rotation Schedule

Per the EMU-AAUP Master Agreement, the following rotation schedule will allow for summer teaching opportunities to be equitably distributed among OT Program faculty from year to year while maintaining the integrity of the curriculum and meeting the standards of our accrediting body.

The following process will be used within the OT Program:

The OT Program Director will present summer course offerings to faculty for discussion during an agreed upon faculty meeting. Faculty who desire to teach in the Summer semester will identify their interest in those courses which they have the requisite expertise.

Faculty will be placed in a rotation by rank and seniority within rank. The faculty member at the top of the rotation will be offered one course of their choosing within their area of expertise. Faculty members who do not have the requisite expertise to teach any of the summer's course offerings, or wish to defer to a faculty member who has developed a course and desires to continue teaching the course, or are awarded research funding that prevents them from teaching in Summer, will maintain their priority order in the rotation for the next summer's course offerings.

The process and list of course assignments for the Summer teaching rotation will be recorded in program meeting minutes. Following OT Program faculty discussion, the OT Program Director will present agreed upon course assignment recommendations to the SHS Director. The SHS Director will assign the summer teaching loads for the OT Program each year based upon recommendations from the OT Program Director.

Courses that are part of a course sequence that begins in the winter semester and are continued in the summer semester will be exempt from the teaching rotation to maintain the pedagogical integrity of the course material.

ARTICLE VIII
AMENDMENT PROCEDURE

Amendments to this document shall be proposed in writing at a regular meeting of the School, with modifications to the proposed amendments permitted at that time. Proposed amendments may be approved only at a subsequent School Meeting. If approved, recommended amendments shall be forwarded to the AAUP and the University in accordance with the procedures set forth in the EMU-AAUP Master Agreement.

It will be the responsibility of the elected AAUP steward to handle any matters relevant to the amendment of this document.

ARTICLE IX
SCOPE

This document shall not serve to alter, modify, or otherwise supersede, any provision of the Master Agreement between Eastern Michigan University and the Eastern Michigan Chapter of the American Association of University Professors, nor shall any provisions herein detract from any right(s) or function(s) retained by or granted EMU or EMU-AAUP through the parties' 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.

<u>Course</u>	<u>Equivalency</u>	<u>Notes</u>
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, requires significantly greater preparation than undergraduate courses. A graduate course cross-listed with an undergraduate course does <u>not</u> 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, requires 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.

<u>Course</u>	<u>Equivalency</u>	<u>Notes</u>
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 is 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 than three (3) Independent Studies may be banked per year; Anything more than three (3) will count as service.**