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DEPARTMENTAL POLICY STATEMENTS

SCHOOL OF SOCIAL WORK

Submitted to Western Michigan University

by

the Faculty of the School of Social Work

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Article I

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

PREAMBLE

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

MEMBERSHIP

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

GENERAL PRINCIPLES

1. The articles set forth in the Policy Statement shall be implemented in accordance with the current WMU-AAUP contract.
2. The School of Social Work follows all WMU policies and procedures related to Institutional Equity. These policies are available on the WMU website and are included as an attachment to these Policy Statements.
3. Joint faculty, faculty specialist, student, and administrative discussions of recommendations shall be maximized. Student involvement on appropriate standing committees, sub-committees, and ad hoc committees will be actively sought.
4. The law of parsimony shall be followed in relation to structure and operating procedures.
5. Committee meetings shall be conducted, in general, in accordance with Robert's Rules of Order.

Article II

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 standing committee of the organization to the School's bargaining unit representative, or,

A written request may be submitted by any faculty member to the School's bargaining unit representative.
- B. Such written request should state:
 - 1. The current policy
 - 2. The proposed amendments in policy
 - 3. The rationale and need(s) for such an amendment(s).
- C. Requests for amendment(s) shall be circulated to faculty by the School's bargaining unit representative a minimum of five working days prior to the meeting at which the proposed amendment(s) shall be discussed. Amendments that have a direct effect on students will be circulated to BSW and MSW student organizations for feedback at least 5 working days prior to meeting for discussing the amendment.
- D. A copy of the proposed amendments shall be provided to the Director by the bargaining unit representative at the same time it is circulated to the faculty.
- E. Recommended amendments that have been ratified by the faculty shall be submitted to the Director by the School's bargaining unit representative.
- F. Procedures for submitting the recommended amendments for approval shall conform to the procedures specified in the current WMU-AAUP contract.

Article III

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) Admissions and Student Services Committee, (d) Tenure and Promotion Committee, and (d) Curriculum Sequence Committees. The functions and procedures of each committee, explanations of student participation in the Curriculum and Admissions and Student Services Committees, and procedures for the selection of committee members for the Personnel and Sabbatical Committee, and the Tenure and Promotion Committee are provided elsewhere in the School Policy Statement.
- C. The standing committees have the authority to make recommendations to the faculty and to the Director on policy within the province of their committees. Objections to the recommendations may be cause to bring them to the faculty. (See Article V for procedures concerning objections.

Article IV

Establishing Standing Committees

- A. After consultation with individual faculty members, the Director shall appoint faculty members to all standing committees, the Curriculum Committee and the Admissions & Student Services Committee, except the Personnel and Sabbatical Committee, and the Tenure and Promotion Committee. The Director shall also designate one faculty member as Chairperson of each committee, except the Personnel and Sabbatical Committee, and the Tenure and Promotion Committee.

The faculty members of the Personnel and Sabbatical Committee shall be elected by vote of the faculty at a duly announced faculty meeting. Procedures for electing members and a Chairperson are outlined elsewhere in the School Policy Statement.

The Tenure and Promotion Committee consists of all tenured faculty. It elects its own Chairperson.

- B. Committee Chairpersonships shall be held no longer than two years.
- C. Committees shall reflect the diversity of the faculty (e.g., race, gender, age, sexual orientation, physical challenges) when possible.

Article V

Committee Operations and Decision-Making

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

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

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

3. Faculty members, officers of the graduate and undergraduate student organizations, and the Director must be notified by the objector that the objection has been filed.
4. The committee is obliged to place this item on the agenda at its next regularly scheduled meeting, providing that the item is received by the Chairperson prior to publication of the agenda.
5. The individual or group registering the objection has the option of appearing at the committee meeting to support the case for the objection.
6. After reconsideration, the committee takes a final vote.
7. If after reconsideration the policy is defeated, no further action is necessary. If the policy is passed without change, it becomes effective after five (5) working days, unless a faculty review is requested within the five (5) working day period. If the policy is passed incorporating changes, the policy does not become effective until 5 working days after the changes have been published.

F. Faculty Review

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

8. If the faculty refers the matter back to the committee, or to a new committee, any previous committee timetables for implementation are nullified.
- G. As soon as a policy becomes effective, it is the responsibility of the committee Chairperson to disseminate to all faculty and to officers of the graduate and undergraduate student organizations a Policy Change Memo. (In cases where a faculty review alters a policy decision, the faculty shall designate the appropriate committee Chairperson to prepare the memo.) The memo shall contain:
1. Exact wording of new or amended policy or procedures.
 2. The page and section numbers which indicate where in the appropriate Policy and Procedures Manual the new or amended policy should be included.
- H. If consensus on a decision cannot be reached in a standing committee, the committee Chairperson shall ask that a decision be made by a majority vote of those faculty members present at a duly announced faculty meeting.
- I. Faculty members who are not present during a vote at a faculty meeting at which there is a quorum must be polled if their vote may affect the final decision on the condition that they have read the reports, documents, and materials, and have been actively involved in the discussions.
- J. Proxy votes may be submitted by absent faculty members who have read the reports, documents, and materials, and have been actively involved in the discussions.

Article VI

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 VII

Faculty Work Load

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Disagreement on workload

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

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

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

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

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

Article VIII

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 IX

The Curriculum Committee

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

A. Membership and Structure of the Curriculum Committee

1. The Curriculum Committee shall have the following five standing subcommittees to assist in carrying out its work. The subcommittees make recommendations to the Curriculum Committee.
 - Practice Sequence Committee
 - Policy and Macro Practice Sequence Committee
 - HBSE Sequence Committee
 - Research Sequence Committee
 - Field Sequence Committee
2. The Curriculum Committee shall consist of six tenure track or term faculty members. Five members will be comprised of persons elected to serve as Chairs of the Sequence Committees noted in #1; and a sixth member will be the BSW Coordinator.
3. The Chair of the Curriculum Committee shall be elected from among the tenure track and term faculty currently serving on the Curriculum Committee.

B. Functions of the Curriculum Committee

1. Develop, monitor, evaluate and make recommendations about the overall curriculum for the School including:
 - a. development of new curriculum program components
 - b. revision of existing curriculum program components
 - c. discontinuance of existing curriculum program components
 - d. funding requests for special projects and grant proposals related to instruction and/or curriculum
2. Make recommendations to the Director concerning individual student requests for exceptions to curriculum policy and degree requirements. This responsibility may be delegated.
3. Approve, monitor, evaluate, and make recommendations relative to individual courses as to their pertinence and congruence with the overall plan of instruction, including:

- a. all social work courses offered within the undergraduate and graduate programs
 - b. all social work courses offered through Extended University Programs (or its equivalent)
4. Promote the development of course content that maintains the basic philosophy and principles of the profession (e.g., special populations, women and minorities) and monitor its implementation.
 5. Formulate and recommend degree requirements to the faculty, to the Director, and to the appropriate University bodies.
 6. Formulate and recommend student evaluation and dismissal policies to the faculty, to the Director, and to the appropriate University bodies.
- C. Relationship of the Curriculum Committee to the Sequence Committees
1. The curriculum committee has the responsibility of vetting recommendations made at the sequence committee level, and passing on decisions and/or relevant matters to faculty via Faculty meetings. In this role, the curriculum committee can serve as a workload “safety valve” to manage the number of curriculum revisions happening across the sequences at any one time.
 2. Faculty and Student Membership on the Sequence Committees
 - a. Each sequence committee will be made up of tenure track/term faculty members, one BSW and one MSW student member. Student members will have the same voting privileges as faculty members.
 - b. The chair of Practice, Policy and Macro Practice, HBSE and Research sequence committees will be a faculty member that is elected by the members of the committee.
 - c. The chair of the Field Sequence Committee will be the Field Education Coordinator.
 3. Functions of the Sequence Committees
 - a. Develop and approve master syllabi
 - (i) Vertical and horizontal integration of courses within a sequence
 - (ii) Integration of key content: ethics & values, diversity, vulnerable populations, social and economic justice
 - b. A resource to instructors teaching courses within the sequence
 - c. Discuss and integrate feedback based on student outcome assessment
 - d. Recommend to the Curriculum Committee
 - e. The Sequence Committees do not:

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

Article X

Admissions and Student Services Committee

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

A. Membership and Structure of the Student Services Committee

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

B. Functions of the Student Services Committee

1. Recommend policy and criteria governing the administrative processing and decision making on applications for financial aid and admission to the various programs of the School.
2. Evaluate (or have faculty designees evaluate) financial aid and admissions applications and make recommendations to the Director for admission and the distribution of financial aid. Students may not participate in this function.
3. Make recommendations to the Director of the School regarding the size of the graduate and undergraduate programs, adhering to the following procedures:
 - a. In each Fall semester the committee shall request the School's Director to provide information relative to resources available for the next academic year, including the projections for any faculty increases or reductions for that year. Also, the report shall include his/her recommendations in respect to the program size.
 - b. Based upon the facts as presented in the Director's report the committee shall recommend the program size and shall submit such recommendation

to the faculty for ratification. This recommendation shall be forwarded to the Director for approval, and then to the Dean, and appropriate officials.

4. Encourage, promote, and participate in the recruitment of students at the undergraduate and graduate levels with particular attention to students from historically underrepresented groups.
5. Address and/or respond to "Student Life" concerns, defined as those socio-cultural issues affecting students that are not clearly the responsibility of any other standing committee and/or any other administrative person. The activity around these issues is primarily of a problem-solving nature, not decision-making or policy-making.
6. Formulate and recommend student advisement policies and practices to the faculty and to the Director.

Article XI

Advising

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

A. Advising Policy

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

B. Undergraduate Advising

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

C. Graduate Program Advising

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

D. ADVISING PRACTICE

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

times of the year that faculty are absent the Director of the School or the Director of Admissions and Student Services will be responsible.

Advisers familiarize themselves with the special circumstances and individual concerns of each student to whom they are assigned. Advisors know where the program plans are kept in hard copy and on-line. All MSW program plans go to the Director of Admissions and Student Services after being reviewed, approved, and signed by the advisor. The adviser knows how to direct students to the website of the Office of Field Education.

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

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

Article XII

Personnel and Sabbatical Committee (PSC)

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

A. Membership and Structure of the PSC

1. The committee shall consist of five full-time faculty members elected by the faculty.
2. PSC elections shall be conducted annually, the term of office shall be a minimum of two years.
3. In the Spring Semester of each year, at a duly announced faculty meeting, the Chairperson of the PSC shall conduct an election to select PSC members. The election shall proceed as follows:
 - a. PSC shall develop a slate of nominees to be submitted to the faculty for consideration. It is the expressed intent that the members be candidates who represent varying constituencies in terms of minority status, sexual orientation, gender, rank, degree, and tenured status. The PSC shall be composed of at least one faculty member at each of the ranks.
 - b. Nominations will be accepted from the floor.
 - c. Members shall be elected by secret ballot.
 - d. In the event that a vacancy occurs, the Chairperson of the PSC shall conduct a special election at a duly announced faculty meeting.
 - e. The newly elected PSC shall be convened by the Chairperson of the PSC prior to the end of the Spring Semester to elect a new Chairperson.

B. Functions of the PSC

1. In cooperation with the Director, participate in the recruitment of faculty.
2. Review pertinent material and make recommendations to the Director on matters of faculty appointment, lay-offs and recall.
3. Encourage, promote, and participate in the recruitment of minorities and women.
4. In cooperation with the Director, promote and participate in faculty development.

5. Consult and advise the Director on other faculty -personnel related matters.
6. The PSC shall review all requests for sabbatical leave and shall make recommendations to the Director.
7. The PSC shall make recommendations to the Director on adjunct appointments to the school.
8. In cooperation with the Director, the PSC shall participate in the recruitment and hiring of such administrative personnel as the Field Education Coordinator and Director of Admissions and Student Services.

Article XIII

Faculty Recruitment and Appointment

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

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

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

Article XIV

Tenure and Promotions Committee

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 as follows:

A. Membership and Structure

1. The committee shall consist of all tenured faculty within the School of Social Work.
2. The committee shall be convened according to the WMU-AAUP contract.
3. 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.

B. Functions of the Tenure and Promotions Committee

1. The committee shall be responsible for reviewing faculty performance toward tenure including the second, fourth, and sixth year reviews.
2. The committee shall be responsible for the review of performance of temporary faculty and shall make recommendations for reappointment.
3. Based upon its review of faculty performance, the committee shall make recommendations to the Director regarding tenure for faculty of the School.
4. The committee shall develop and make available to faculty the procedural guidelines for the review and appeal process.
5. The committee shall review candidates and make recommendations concerning promotion of faculty members. When reviewing candidates for promotion, only those committee members at or above the rank sought by the candidate may participate in the committee's deliberations and recommendations (Article 18§4).

Article XV

Promotions

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

A. General Policies and Procedures Concerning Promotion

1. The faculty member seeking promotion shall present evidence of the quality and extent of his/her performance to the Tenure and Promotions Committee. Some suggestions about evidence which may be included are presented later in this article.
2. Summaries of student evaluations shall be included in the evidence submitted for consideration for promotion as allowed in the WMU-AAUP contract.
3. The Tenure and Promotions Committee shall acquaint each faculty member with the desirability of establishing a promotion file. The promotion file is a cumulative file of materials relating to a faculty member's activities which will give evidence of performance. The WMU-AAUP contract explains faculty rights of access to their personnel files.
4. The promotion file, together with other material identified in the WMU-AAUP contract, will be considered in making recommendations regarding promotion.
5. Variety and diversity of opinion about professional, political, educational, and academic issues is expected and desired in a school of social work. Faculty members will not be denied promotion for holding divergent views in the aforementioned areas. The threat of adverse personnel decisions on the part of the Tenure and Promotions Committee shall not be used to stifle responsible expression of diversity and dissent or to infringe on academic freedom.
6. The Chairperson or designee of the Tenure and Promotions Committee shall discuss the committee's report and any problem areas with the faculty member.

B. Criteria for Evaluating Faculty Seeking Promotion

1. The principal areas of performance to be considered in promotion decisions are: (a) professional competence, (b) professional recognition, and (c) professional service. The nature of the School's primary mission and its current stage of development require that a person demonstrate competence in all three areas.

The Tenure and Promotions Committee shall take into account the work assignments of the faculty member and the proportion of effort allotted to the various areas.

2. Examples of evidence of performance in essential areas include the following. Note that these examples are not in order of priority.

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

d. Professional Service (continued)

- 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

3. In addition to the principal areas for promotion listed above, capacity for leadership shall be considered, such as:

- a. Exercises initiative and shows conceptual leadership.
- b. Demonstrates independence and autonomy in fulfilling job responsibilities.
- c. Demonstrates referent power through being sought for formal and informal consultation by colleagues.
- d. Selected by School as its visible representative to School's public.
- e. Demonstrates organizational leadership:
 - 1) Recognizes and takes initiative for School problem solving (position papers, contributions to agendas, etc.).
 - 2) Selected by colleagues to perform organizational tasks.
 - 3) Functions well as committee Chairperson, committee member, etc.

- C. Material appropriate for presentation by a faculty member to the Tenure and Promotions Committee may include, but are not limited to, the following:
1. Cumulative updates of curriculum vita.
 2. Explicit understanding of the nature of conditions, duties and responsibilities:
 - a. as they are initially defined in the letter-of-offer and acceptance, or
 - b. as they become modified through exchanges of memoranda with the Director and/or Dean.
 3. Cumulative records of teaching and advising, including copies of course outlines, course syllabi, course examinations, instructional materials, student course evaluations, interpretive commentary by faculty member.
 4. Cumulative records of work in progress in research and scholarship, together with samples of work such as books, articles, reprints, articles in draft form, grant proposals, etc., as appropriate.
 5. Development of and recurrent updating of plans and accomplishments for own professional development as a teacher, research investigator, scholar, or professional practitioner, including professional affiliations, travel, enrollment in workshops, etc.
 6. Plans for and involvement in continuing education and/or community service projects, programs, activities, etc., with supporting materials as appropriate.
 7. Information about participation in planning, organizational, administrative groups (committees) both within and outside the University. These can include committee memberships at the School and University levels, and/or activities in professional associations, scientific organizations, and community and governmental agencies.
 8. Information about involvement in collegial relationships within the School and University in regard to projects and activities in instruction, research and/or continuing education/community service.
- D. In carrying out its work, the Tenure and Promotions Committee shall adhere to the schedule in the WMU-AAUP contract.
- E. After the Tenure and Promotions Committee has made its recommendations for promotion, the Chair will notify, in writing, all of those considered for promotion by the committee, along with supporting rationale, by the deadline specified in the WMU-AAUP contract. Faculty members wishing to appeal the recommendation shall file their intent to appeal by the deadline specified in the WMU-AAUP contract. The individual has the right to appeal in writing and/or in person and has the option of presenting supporting

documents and/or advocates of his/her choosing.

Article XVI

Tenure

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

- A. Two categories of criteria shall be considered in tenure decisions--qualifying and judgmental. Both categories are described in the WMU-AAUP contract. The Tenure and Promotions Committee shall utilize the following judgmental criteria in evaluating the performance of faculty:
1. Professional competence, professional recognition and professional service, as detailed in Article XV of this policy statement, shall be the three major criteria to be used in evaluating the performance of probationary faculty.
 2. Each of these three criteria shall be evaluated with competence required in all three.
- B. The Tenure and Promotions Committee's formal recommendation shall consist of the following:
1. a written summary statement of the information relative to the candidate's performance sent to the Director;
 2. a report of the numerical vote as to whether or not the candidate is recommended; and
 3. the signature of the Chairperson of the Tenure and Promotions Committee.
- The Tenure and Promotions Committee Chairperson will notify the candidate that the committee process has been completed.
- C. The timetable for carrying out the tenure review of faculty is detailed in the WMU-AAUP contract. Faculty who wish to appeal the recommendation of the Director, Dean or Provost should refer to the Agreement. Faculty who wish to appeal the recommendation of the Tenure and Promotions Committee should follow the timetable in the WMU-AAUP contract.
- D. Should the Tenure and Promotions Committee be advised that the Director, Dean, or Provost does not recommend tenure, or recommends tenure, contrary to the recommendation of the School Tenure and Promotions Committee, the Committee shall be immediately convened by the bargaining unit representative(s) to assess the case in question. Given the written consent of the denied faculty member involved, the Committee may review the case and may choose to make further recommendations to Western.

Article XVII

Term Faculty Appointment and Evaluation

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/reappointment of term appointed faculty members.

Procedures for reappointment of term appointed faculty members of the School of Social Work are as follows:

- A. Term-appointed faculty shall be evaluated annually by the School's Personnel and Sabbatical Committee (PSC).
- B. The PSC shall evaluate the performance of term appointed faculty 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.
- C. Term appointed faculty who wish to appeal the recommendation of the PSC should address their appeal to the chair of the PSC.
- D. Should a term appointed faculty member not be recommended for reappointment, contrary to positive recommendation of the PSC, the committee shall be immediately convened by its Chairperson to assess the case in question. Given the written consent of the denied faculty member, the committee may seek the advice and support of the School's faculty, as a whole, in reviewing the case and may choose to make further recommendations to Western.

Article XVIII

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 XIX

Faculty Evaluation of the Director

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

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

Article XX

Summer Appointment of Faculty

- A. The following considerations shall serve as a guide in determining faculty teaching assignments in the Summer sessions.
 - 1. The program needs of the School shall be the primary consideration.
 - 2. Teaching preferences of individual faculty members as communicated to the Director.
 - 3. Required courses, wherever feasible, shall be offered in order that students may meet curriculum requirements.
 - 4. Non-required courses shall be offered, when practical, in response to the special interests of students and faculty, and availability of resources.

- B. In order to insure equity among faculty in the assignment of teaching responsibilities in the Summer sessions:
 - 1. An orderly rotation of teaching assignments should be instituted by the Director. Such a rotation process should provide that, in so far as possible, faculty members be assigned on an equitable basis consistent with the program needs of the School.
 - 2. Upon request, the Director will discuss his/her reasons when the principle of rotation is not able to be followed.
 - 3. Within the context of priorities described in A. above:
 - a. Faculty who did not work in either Summer session of the preceding year, and who were employed by WMU at that time, shall be given first priority for appointment in the Summer sessions.
 - b. Faculty who did not work full-time in the Summer I session of the preceding year, and who were employed by WMU at that time, shall be given first priority for appointment in the Summer I session.

Article XXI

Course Schedules and Teaching Assignments

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

Appendix
Western Michigan University
Office of Institutional Equity
Policy and Procedure Statements

AFFIRMATIVE ACTION POLICY STATEMENT

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

General Policy:

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

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

EQUAL OPPORTUNITY POLICY STATEMENT

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

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

HUMAN RIGHTS STATEMENT

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

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

POLICY ON SEXUAL HARASSMENT AND SEXISM

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

Definitions:

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

Definitions:

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

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

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

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

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

Complaint Procedure:

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

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

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

AFFIRMATIVE ACTION POLICY STATEMENT FOR THE HANDICAPPED

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

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

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

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

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

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

PRESIDENT'S STATEMENT ON RACIAL AND ETHNIC HARMONY

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

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

Most members of the campus community need not be reminded of the institutional position in this regard. The very few who need the admonition must realize that the University will take the strongest possible action, including dismissal, against those who through racist acts bring discord to this campus.

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

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

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

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

HUMAN IMMUNODEFICIENCY VIRUS (HIV)

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

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

or staff unless mandated by law.

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

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

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

POLICY ON CONSENSUAL SEXUAL RELATIONS

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

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

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

Approved by the Board of Trustees March 20, 1998

MEMORANDUM

TO: The University Community

FROM: Elson S. Floyd, President

A Drug-Free University

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

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

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

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

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

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

08/98