

Department of Communication and Performance Studies

Northern Michigan University

The faculty of the Northern Michigan University Department of Communication and Performance Studies establish these bylaws in order that each of the said faculty will share in the responsibility for carrying out the department's mission to the University community, and a means whereby we conduct our internal affairs. These bylaws are established in accord with and are not meant to contradict nor circumvent any provision of the NMU-AAUP agreement.

ARTICLE I

Departmental Voting Privileges

- 1.A. Each faculty member of the Department of Communication and Performance Studies shall have one vote for any departmental election.
- 1.B. Only members of committees may vote during committee meetings.
- 1.C. The Department Head shall also exercise one vote in all departmental elections except those expressly forbidden by the NMU-AAUP Agreement.
- 1.D. A quorum of the department meeting as a committee of the whole will be one-half plus one of the voting membership.

ARTICLE II

Departmental Administrator

- 2.A. The Department Head is the chief administrator of the Department of Communication and Performance Studies.
- 2.B. The Department Head will seriously consider the recommendations of the faculty as expressed through departmental faculty, meeting as a committee of the whole, or through the Executive Committee.
- 2.C. The Department Head will serve as an ex-officio member of the Executive Committee.
- 2.D. The Department Head will evaluate and approve or disapprove Department of Communication and Performance Studies faculty travel. Other expenditures of funds provided to the faculty under Article 6.5.2.4 of the NMU-AAUP Master Agreement in support of professional development must be submitted through the Department Head to the Dean of the College for approval.

2.D.1. Money available under Article 6.5.2.4 shall be used to support acceptable travel requests and other approved expenditures in support of professional development within the department.

2.D.2. Faculty members may choose to bank funds allocated for travel or professional development in accordance with Article 6.5.2.4.1. Faculty members who do not anticipate expending their money may release it for allocation by the Department Head to those applicants who could use it appropriately, as defined by the applicant and approved by the Department Head.

2.D.3. All applications for released travel funds which can also be used for other approved expenditures in support of professional development shall be submitted according to a schedule established by the Department Head.

2.D.4. Should the Department Head turn down an application to use regular or released funds, the faculty member may seek an advisory opinion from the Executive Committee. The Executive Committee will submit their opinion to the Department Head for final review.

2.E. Filling a vacancy in the position of Department Head will be done in accord with Article 3.1.2 of the NMU-AAUP Agreement.

2.F. Review of the Department Head will be conducted every three years by the Department Executive Committee or its designated representatives as indicated in 3.1.2.4 of the NMU-AAUP contract.

ARTICLE III

Departmental Subareas

3.A. The faculty of the Communication and Performance Studies Department recognize a common core of communication within the background, training, and interests of its members. These faculty also recognize a wide diversity in the media of communication employed, the content, and style of their specific communication acts. The faculty is divided into three subareas: Broadcasting/Mass Communication, Communication Studies/Public Relations and Theatre.

3.B. Membership in the department subareas of Communication Studies/Public Relations, Theatre, Broadcasting/Mass Communication shall be determined by the letter of appointment.

3.C. The faculty of these subareas shall operate as committees and make recommendations concerning:

3.C.1. Class scheduling, class size, class staffing, advanced registration, and registration scheduling and procedures.

3.C.2. Development of budget priorities within the subarea.

ARTICLE IV

Standing Committees and Representatives

4.A. Procedures

4.A.1. Departmental subareas shall be responsible for filling the positions allotted to them on the standing committees in a fair and equitable fashion. Appointment shall be made as soon as possible during the fall semester.

4.A.2. Each committee shall elect its own officers and determine a regular schedule of meeting times. These times will be published and given to all Communication and Performance Studies faculty.

4.A.3. All committees shall have powers to appoint ad hoc subcommittee study groups.

4.A.4. All meetings of standing committees will be open to any faculty member of the Department of Communication and Performance Studies and any member of the departmental faculty may have speaking rights.

4.A.5. All meetings of standing committees and of the department as a whole will be governed by Sturgiss' Parliamentary Procedure.

4.A.6. The Departmental Bargaining Council representative must be selected by and from the dues-paying NMU-AAUP members.

4.B. Executive Committee

4.B.1. The Department of Communication and Performance Studies Executive Committee functions as the representative of the faculty to the Department Head, and serves as liaison to other governing bodies of the University, including College Advisory Council and senior administrative officers. (Any problem requiring a policy decision involving any areas described in the purview of other standing committees must be submitted to the appropriate committee for review.) The Executive Committee functions to initiate, study, review and make recommendations to the department concerning:

4.B.1.a. Overall administrative operation of the department.

4.B.1.b. Evaluation of Department of Communication and Performance Studies faculty members, including peer review of teaching, in accord with Article 5 of the NMU-AAUP Agreement, and Article VI of these Bylaws.

- 4.B.1.c. Evaluating requests for sabbatical leaves in accordance with the timetable established in the NMU-AAUP Agreement.
- 4.B.1.d. Establishing and conducting departmental elections and regular meetings of the faculty.
- 4.B.1.e. Appointing ad hoc committees to hear student appeals regarding departmental matters including grades. Such committees shall be composed of the most senior faculty member from each subarea, provided that person is not party to the appeal, in which case the second most senior member from that subarea will be appointed.
- 4.B.2. Composition of the Executive Committee shall include one representative from Communication Studies/Public Relations, one representative from Theatre, one representative from Broadcasting, and two members elected at large. The Department Head may attend Executive Committee meetings, except for those pertaining to annual evaluations, promotion and tenure, as an ex officio member.
- 4.C. Curriculum Committee
 - 4.C.1. The Curriculum Committee functions to initiate, study, review, or make recommendations to the department concerning:
 - 4.C.1.a. Course offerings, course requirements, and credit units per course.
 - 4.C.1.b. Major or minor curricula and development of curricula for both short and long range programs.
 - 4.C.1.c. Degree and certificate offerings.
 - 4.C.2. Composition of the Curriculum Committee shall include one faculty member from each departmental subarea.
- 4.D. Planning, Budgeting and Communication Committee.
 - 4.D.1. The Planning, Budgeting and Communication Committee functions to study, review, and make recommendations to the Department Head concerning strategic planning, financial assets allocations (e.g., staffing, equipment acquisition), and outreach.
 - 4.D.1.a. The Planning, Budgeting and Communication Committee will be responsible for compiling the Scholarly Resources Assessment annually, in accordance with 6.5.2.9 of the NMU-AAUP Agreement.
 - 4.D.2. The composition of the Planning, Budgeting and Communication Committee shall include one faculty member from each departmental subarea.

ARTICLE V

Search Committees for Departmental Positions

5. When a fulltime position becomes available, a Search Committee shall be created and function according to the provisions in 5.3 of the NMU-AAUP Agreement.

5.A. Committee Membership

5.A.1. Each of the three subareas of the department (Broadcasting/Mass Communication, Communication Studies/Public Relations, and Theatre) shall designate a member of the Search Committee.

5.A.2. Remaining faculty members in the subarea in which the position exists may fill another two positions and exercise full membership rights and obligations on the Search Committee.

5.A.3. The Search Committee will elect a Chair to serve as the contact person for position applicants and to act as liaison with the Department Head.

5.B. Rights and Functions of the Search Committee in accordance with Article 5.3 of the NMU-AAUP contract are as follows:

5.B.1. The Search Committee shall advise the Department Head in the creation of a position description and the advertising plan.

5.B.2. Subsequent to the approval of the position description form and the passage of the preliminary screening date advertised, the Search Committee shall review all applications received and advise the Department Head as to the candidate(s) it wishes to actively consider.

5.B.3. The Search Committee will make reference checks after the Department Head has determined that semi-finalists for the position are still interested in the position.

5.B.4. The Search Committee shall organize itineraries for campus interviews with the candidate(s). The itinerary will afford all members of the faculty of Communication and Performance Studies with the opportunity to meet the candidate(s).

5.B.5. The Search Committee will provide all faculty members who have met the candidate(s) with a means of written input to the committee concerning their assessment of the candidate(s).

5.B.6. The Search Committee will recommend which candidate(s) should be offered the position, providing a ranking for the order in which the offer should be made. To be considered acceptable for a position in Communication and Performance Studies, a candidate must have the support of two-thirds of the membership of the Search Committee. The Search

Committee's recommendation of candidates and their rankings shall be communicated, in

writing, to the Department Head. This document shall include the criteria used in reaching the decision.

ARTICLE VI

Faculty Evaluation

6. Faculty members will report their activities in the categories of assigned professional responsibilities, scholarship and/or professional development, and service.

The Department recognizes a wide diversity of interests, styles, and products of its members, and believes that the process outlined here will best assess the quality of performance of individual members.

6.A. Procedure for Annual Evaluations and Promotion and Tenure Review

6.A.1. The evaluatee will submit the completed evaluation form to the Executive Committee in accordance with timetables established in the NMU-AAUP Agreement.

6.A.2. The responsibility for gathering, organizing and reporting supportive data will belong to the evaluatee. The Department will facilitate the gathering of student course and advising evaluation information and store the results for use by evaluatees, the Executive Committee, and the Department Head in the evaluation process. The evaluatee's letter of appointment and annual evaluations are available to the Executive Committee as needed for this evaluation.

6.A.3. The Executive Committee will forward its evaluation to the Department Head who, upon review and independent evaluation, will express concurrence or non-concurrence and forward the document in accordance with timetables established in the NMU-AAUP Agreement.

6.A.4. Before the annual or triennial evaluations are sent to the College office, each faculty member and the Department Head will discuss the faculty member's statement of the goals, objectives, expectations, and any special assignments against which the evaluation for that period was made. In particular, the relative weighting of the evaluatee's scholarship and/or professional development, and service, for the upcoming evaluation period will be approved by the Department Head. This relative weighting shall recognize that "effectiveness in assigned professional responsibilities is the primary and most important criteria." The agreement will take into consideration patterns established in previous faculty evaluations.

6.B. Standards for Annual Evaluations, Promotion or Tenure

6.B.1. The Department's Executive Committee shall recommend the promotion of eligible departmental members who meet the requirements for the new rank with reference to their performance in the three judgmental areas specified in the Master Agreement (i.e., Assigned Professional Responsibilities, Scholarship and/or Professional Development, and Service).

6.B.2. Operational Definitions

6.B.2.a. Criteria for promotion in rank to Assistant, Associate, and Professor are specified in the following section with “minimum standards” and “exemplary performance levels” illustrated by examples. Each of the judgmental areas of assigned professional responsibilities, scholarship and/or professional development, and service are examined with the intent of establishing benchmarks appropriate for the CAPS department

6.B.2.b. Candidates for promotion are expected to continue to meet the specified “minimum standards” for all lower ranks, as well as to satisfy the requirements for the “exemplary performance levels” in the judgmental areas they designate. When a promotion is being considered, the Departmental Executive Committee will look for a record of sustained professional contribution or achievements within the evaluation period of the types identified in the CAPS Bylaws, or comparable ones established in a candidate’s promotion document and accepted by the Executive Committee, in accordance with 5.5.6 of the NMU-AAUP Agreement.

6.B.2.c In the lists of expectations for each rank there is an implicit need for judgments of quality. While expectations are described in value neutral terms, there is a need to determine how well the activities were performed because activities listed as achievements in the three areas of evaluation can vary significantly in their merits. Hence, the merits of two different combinations of well-performed activities can vary greatly. Which combinations merit promotion or tenure is a matter for qualitative judgment.

6.B.2.d. The terms scholarship or scholarly work(s) in the scholarship and/or professional development portions of this document are defined as the “scholarship of discovery,” the “scholarship of application,” the “scholarship of integration,” and the “scholarship of teaching.” The following definitions and examples reflect the disciplinary interests of the department, and are not meant to exclude those listed in 5.5.6.b.1-4 of the NMU-AAUP Agreement.

6.B.2.d.1. The “scholarship of discovery” is work done by faculty members that advances knowledge and/or creates new artistic expressions. Examples of such work shall include but not be limited to articles and conference presentations presenting original research (new topics, theories, and concepts), creative works (audio/visual media and performing arts) or adaptations of existing creative works.

6.B.2.d.2. The “scholarship of integration” is work done by faculty members that attempts to make connections within and between disciplines. Examples of such work shall include but not be limited to synthesizing a broad range of existing research, team teaching a course that integrates relevant knowledge from two or more perspectives or disciplines, and engaging in collaborative work with other parts of the academy or community that allows for expanded learning opportunities.

6.B.2.d.3. The “scholarship of application” is work that allows faculty members to apply their knowledge in solving practical problems within their field of study. Examples of such

work shall include but not be limited to professional consulting, practical research, such as conducting ratings analysis or feasibility studies.

6.B.2.d.4. The “scholarship of teaching” is work done by faculty members that enhances their knowledge of teaching and learning. Examples of such work shall include but not be limited to contributing to conferences and workshops on how to incorporate technology or new teaching methods into the classroom, assessing the impact of incorporating new technology or new methodologies such as academic service learning.

6.B.2.d.5 Faculty members are responsible for identifying the category of scholarship their activity falls into in annual and triennial evaluations.

6.B.2.e Because of the diversity of disciplines represented in the department, peer review can take a variety forms beyond those listed in 5.5.6.b of the NMU-AAUP Agreement. These include but are not limited to:

6.B.2.e.1 the report of an external adjudicator of the creation, design, direction, performance/execution of a theatrical, videographic, or audio production;

6.B.2.e.2 an externally published review of the creation, design, direction, performance/execution of a theatrical, videographic, or audio production;

6.B.2.e.3 an invitation from a professional organization to create, design, direct, perform/execute a theatrical, videographic, or audio production, or to contribute an article or chapter to an issue of a serial publication or book;

6.B.2.e.4 an invitation from a professional organization to exhibit a theatrical design, videographic, or audio production in an external context;

6.B.2.e.5 or an award from a professional association for the creation, design, direction, performance/execution of a theatrical, videographic, or audio production.

6.B.2.e.6 In the case of triennial evaluations and applications for promotion and/or tenure, time will have passed since the production of the scholarly work. As a result, reference to or the

citation of one's scholarly work in the scholarly work of others represents a form of post hoc peer review, the presence of which confirms the judgment of the original peer review. The absence of such references and citations does not invalidate the judgment of the original peer review.

6.B.2.f Professional Development and Service are defined by example with respect to the expectations for faculty at each academic rank, or who aspire to be promoted to the next rank in a manner consistent with 5.5.6.b and 5.5.6.c of the NMU-AAUP Agreement. However,

since the department recognizes the MFA as a terminal degree in Theatre and Broadcasting, it should be noted that work designed to expand one’s professional competencies need not be exclusively post-doctoral work to qualify as professional development for departmental faculty.

6.C.1 Evaluations for faculty at the rank of Instructor

6.C.1.a For term-appointment Instructors, assigned responsibilities will be specified in their Letter of Appointment and will be evaluated annually by the Executive Committee.

6.C.1.b During the specified term(s) of their employment, individuals are expected to attain the following minimum standards in the areas of assigned professional responsibilities, service, and scholarship and/or professional development.

6.C.1.c The following are the minimum standards regarding assigned professional responsibilities, all of which must be met by faculty at the rank of Instructor.

6.C.1.c.1 Maintaining a successful teaching record based on peer evaluation, student questionnaires, and other appropriate material. The student questionnaires will include the eight criteria of the department student course evaluation form (i.e., and instructor's preparation and presentation of lectures/discussions, the level of interest stimulated in class by lectures/discussions. An instructor's encouragement of critical thinking, the clarity with which students' responsibilities are defined, and instructor's availability after class, during posted office hours, and/or by appointment to afford additional assistance, an instructor's interpersonal competency in dealing with students, comparison of an instructor with other instructors in the students' experiences, and the perceived educational value of courses taught by the instructor). An inspection of students' qualitative remarks should reveal a pattern of positive evaluations that are at least commensurate with the quantitative evaluation data.

6.C.1.c.2 Using recent texts which reflect contemporary approaches to teaching subjects in the discipline (e.g., as demonstrated in course syllabi).

6.C.1.c.3 An understanding of University and departmental curricula and an ability to orient students to general education requirements (e.g., as demonstrated by peer and/or student evaluation and compliance with departmental procedures for evaluating advising effectiveness).

6.C.1.c.4 Participating in conducting outcomes assessments as demonstrated by self report.

6.C.1.d The following professional development activities may contribute to teaching effectiveness and are recommended but not required:

6.C.1.d.1 Keeping current in one's field through reading professional journals and/or attending conferences or workshops (e.g. as demonstrated by self-report and peer comments).

6.C.1.e The following is the minimum standard regarding service:

6.C.1.e.1 Attending and contributing to departmental and subarea meetings and satisfying any other service-related conditions specified in the candidate's Letter of Appointment.

6.C.2. Promotion to Assistant Professor

6.C.2.a. For individuals hired in a tenure earning position whose appointment begins prior to their completion of their terminal degree, promotion to Assistant Professor will be as specified in Article 5.5.1.5 of the Master Agreement.

6.C.2.b. Individuals are expected to attain all minimum standards for the rank of Assistant Professor in the areas of assigned professional responsibilities, service, scholarship and/or professional development , and any other conditions stipulated in their Letter of Appointment.

6.C.2.c. The following are the minimum standards regarding assigned professional responsibilities, all of which must be met by faculty at the rank of Assistant Professor.

6.C.2.c.1. Maintaining a successful teaching record based on peer evaluation, student questionnaires, and other appropriate material. The student questionnaires will include the eight criteria of the departmental student course evaluation form (i.e., an instructor's preparation and presentation of lectures/discussions, the level of interest stimulated in class by lectures/discussions, an instructor's encouragement of critical thinking, the clarity with which students' responsibilities are defined, an instructor's availability after class, during posted office hours, and/or by appointment to afford additional assistance, an instructor's interpersonal competency in dealing with students, comparisons of an instructor with other instructors in the students' experiences, and the perceived educational value of courses taught by the instructor). An inspection of students' qualitative remarks should reveal a pattern of positive evaluations that are at least commensurate with the quantitative evaluation data.

6.C.2.c.2. Using recent texts which reflect contemporary approaches to teaching subjects in the discipline (e.g., as demonstrated in course syllabi).

6.C.2.c.3. An understanding of University and departmental curricula and an ability to orient students to general graduation requirements (e.g., as demonstrated by peer and/or student evaluation and compliance with departmental procedures for evaluating advising effectiveness).

6.C.2.c.4. Participating in conducting outcomes assessments as demonstrated by self report.

6.C.2.c.5. Providing positive written peer evaluations generated via colleagues' inspection of class materials, colleagues' classroom visits, or colleagues' discussions with the candidate's students. It is the candidate's responsibility to include such written evaluations in her/his supporting materials.

6.C.2.d. The following are the minimum standards regarding scholarship and/or professional development, all of which must be met by faculty at the rank of Assistant Professor:

6.C.2.d.1. Beginning to engage in one's discipline, as demonstrated by papers presented at conferences, book reviews, conference seminars, substantive grants, consulting, workshops or creative works, scholarship accepted for publication, and/or artistic or creative endeavors associated with one's discipline or other peer reviewed activities.

6.C.2.d.2. Keeping current in one's field through reading professional journals and/or attending conferences or workshops (e.g., as demonstrated by self-report and peer comments).

6.C.2.e. The following is the standard regarding service:

6.C.2.e.1. Attending and contributing to departmental and subarea meetings and satisfying any other service-related conditions specified in the candidate's Letter of Appointment.

6.C.3 Promotion to Associate Professor

Candidates for promotion to the rank of Associate Professor are expected to continue to meet the specified "minimum standards" for all lower ranks, as well as to satisfy the requirements for the "exemplary performance levels" in the judgmental areas they designate. When a promotion is being considered, the Departmental Executive Committee will look for a record of sustained professional contribution or achievements within the evaluation period of the types identified in the CAPS Bylaws, or comparable ones established in a candidate's promotion document and accepted by the Executive Committee, in accordance with 5.5.6 of the NMU-AAUP Agreement.

6.C.3.a. An earned doctorate or M.F.A. from an accredited institution as provided in the letter of appointment.

6.C.3.b. Full-time higher education experience as specified in the Master Agreement.

6.C.3.c. Demonstrated attainment of all required exemplary performance standards for the rank of Associate Professor in the areas of assigned professional responsibilities and either scholarship and/or professional development or service, as well as at least the minimum standards in the remaining area.

6.C.3.d. Any other conditions stipulated in a candidate's Letter of Appointment.

6.C.3.e. For promotion, a candidate must meet all of the following exemplary standards regarding assigned professional responsibilities:

6.C.3.e.1. Maintaining a successful teaching record based on peer evaluation, student questionnaires, and other appropriate material. The student questionnaires will include the eight course-

specific items on the departmental evaluation form (i.e., an instructor's preparation and presentation of lectures/discussions, the level of interest stimulated in class by lectures/discussions, an instructor's encouragement of critical thinking, the clarity with which students' responsibilities are defined, an instructor's availability after class, during posted office hours, and/or by appointment to afford additional assistance, an instructor's interpersonal competency in dealing with students, comparisons of an instructor with other instructors in the students' experiences, and the perceived educational value of course taught by the instructor). An inspection of students' qualitative remarks should reveal a pattern of positive evaluations that are at least commensurate with the quantitative evaluation data.

6.C.3.e.2. Incorporating current developments in the field into classroom lectures and discussion, as well as using updated texts which reflect contemporary approaches to teaching subjects in the discipline (e.g., as demonstrated in course syllabi).

6.C.3.e.3. Preparing students for advanced undergraduate courses by providing out-of-class assistance, such as assisting with writing or performance skills (e.g., as demonstrated by peer review, self report, and/or student comments).

6.C.3.e.4. Helping students prepare for graduate school or careers by identifying appropriate venues for education, internships, auditions, practica, the writing of recommendations, and/or individual coaching and consultation (e.g., as demonstrated by self-report and/or student comments).

6.C.3.e.5. Effectively guiding students through the departmental curriculum with a minimum of errors in advising (e.g., as demonstrated by peer review and/or student comments and compliance with departmental procedures for evaluating advising effectiveness.)

6.C.3.e.6. Positive annual evaluations by the Executive Committee.

6.C.3.e.7. Participating in conducting outcomes assessments as demonstrated by self report.

6.C.3.4.8. Providing positive written peer evaluations generated via colleagues' inspection of class materials, colleagues' classroom visits, or colleagues' discussions with the candidate's students. It is the candidate's responsibility to include such written evaluations in her/his supporting materials.

6.C.3.f. For promotion, a candidate must meet all of the following minimum standards regarding scholarship and/or professional development:

6.C.3.f.1. Keeping current in one's field by attending professional conferences, workshops, university-sponsored field studies, presentations, conventions, or meetings (e.g., as documented by peers and/or other written evidence).

6.C.3.f.2. Regularly engaging in one's discipline (i.e., a consistent pattern of engagement), as demonstrated by papers presented at conferences, book reviews, conference seminars, substantive grants, consulting, workshops or creative works, scholarship accepted for publication, and/or artistic or creative endeavors associated with one's discipline or other peer reviewed activities.

6.C.3.g. For promotion, a candidate must meet all of the following minimum standards regarding service:

6.C.3.g.1. Serving on a committee at the departmental level (e.g., as documented by letters of appointment and/or appreciation for services rendered).

6.C.3.g.2. Serving on a College or University level committee or Academic Senate (e.g., as documented by letters of appointment and/or appreciation for services rendered).

6.C.3.g.3. Attempting to recruit students for the department or institution (e.g., as demonstrated by self report of involvement in campus visits, Wildcat Weekends, presentations at high schools, development of promotional material, or similar activities).

6.C.3.h. In addition to meeting exemplary performance standards for assigned professional responsibilities, a candidate must meet exemplary standards in at least one additional judgmental area. In the designated judgmental area, one must show achievements in three or more different categories (i.e., designated by separate lower-case letters such as a), b), c), etc.) found in the following lists, at least one of which must come from 6.C.3.h.1.a or 6.C.3.h.1.b., if exemplary performance is claimed for scholarship and/or professional development, or 6.C.3.h.2.a and 6.C.3.h.2.b., if it is claimed for service:

6.C.3.h.1. Exemplary performance levels regarding scholarship and/or professional development include:

6.C.3.h.1.a. Demonstrating the publication of peer reviewed scholarly or creative works dealing with subjects in one's field (i.e., a journal article, review, case study, paper included in the proceedings of a professional association conference, book chapter, script, or textbook), as evidenced by photocopies.

6.C.3.h.1.b. Demonstrating the completion of peer reviewed scholarly or creative works based upon the fields represented by subareas in the CAPS department (e.g., regional, national, or international professional association conference papers; play production responsibilities; media production or editing).

6.C.3.h.1.c. Demonstrating one has provided compensated or pro bono consulting activities dealing with the applications of one's field such as organizational audits, technical or artistic assistance, group facilitation; training and development; media or informational campaigns (e.g., as evidenced by (i) contracts and/or (ii) letters of appreciation).

6.C.3.h.1.d. Demonstrating one has obtained a substantive grant from University or external sources in support of professional research and/or development (e.g., as evidenced by written grant award).

6.C.3.h.1.e. Demonstrating one has obtained an externship (external professional work experiences) as evidenced by letters of acceptance or evaluation.

6.C.3.h.1.f Engaging in additional study beyond one's terminal degree to expand one's professional competence as described by the applicant and confirmed by the Executive Committee.

6.C.3.h.1.g. Other achievements deemed meritorious by the applicant and the Executive Committee, based upon evidence presented in promotion documents.

6.C.3.h.2. Exemplary performance levels regarding service include:

6.C.3.h.2.a. Demonstrating one has served on a departmental committee in a leadership capacity (e.g., as evidenced by written peer recognition specifying the significant outcomes that were achieved).

6.C.3.h.2.b. Demonstrating service on a committee at the college or university level or Academic Senate in a leadership capacity (e.g., as evidenced by (i) letters of appointment and/or (ii) written appreciation for services rendered specifying the significant outcomes that were achieved).

6.C.3.h.2.c. Providing services to a community or University group beyond assigned responsibilities (e.g., as demonstrated in letters recognizing such service specifying the significant outcomes that were achieved).

6.C.3.h.2.d. Demonstrating one has provided service to a state, regional, or national professional organization such as committee leadership, workshop presentations, or direction of projects (e.g., as evidenced by written recognition of such service specifying the significant outcomes that were achieved).

6.C.3.h.2.e. Demonstrating fund raising or recruiting activities on behalf of the Department or University (e.g., as evidenced by letters of appreciation specifying the significant outcomes that were achieved).

6.C.3.h.2.f. Other achievements deemed meritorious by the applicant and the Executive Committee, based upon evidence presented in promotion documents.

6.C.4. Promotion to Professor.

Candidates for promotion to the rank of Professor are expected to continue to meet the specified "minimum standards" for all lower ranks, as well as to satisfy the requirements for the "exemplary performance levels" in the judgmental areas they designate. When a

promotion is being considered, the Departmental Executive Committee will look for a record of sustained professional contribution or achievements within the evaluation period of the types identified in the CAPS Bylaws, or comparable ones established in a candidate's promotion document and accepted by the Executive Committee, in accordance with 5.5.6 of the NMU-AAUP Agreement.

6.C.4.a. An earned doctorate or M.F.A. from an accredited institution as provided in the letter of appointment.

6.C.4.b. Full-time higher education experience as specified in the Master Agreement.

6.C.4.c. Demonstrated attainment of all minimum standards for the rank of Professor in the areas of assigned responsibilities, scholarship and/or professional development, and service.

6.C.4.d. Demonstrated attainment of exemplary performance levels in teaching and one other area.

6.C.4.e. Any other conditions stipulated in a candidate's Letter of Appointment.

6.C.4.f. For promotion, a candidate must meet all of the following exemplary standards regarding assigned professional responsibilities:

6.C.4.f.1. Maintaining a successful teaching record based on peer evaluation, student questionnaires, and other appropriate material. The student questionnaires will include the eight course-specific items on the departmental evaluation form (i.e., an instructor's preparation and presentation of lectures/discussions, the level of interest stimulated in class by lectures/discussions, an instructor's encouragement of critical thinking, the clarity with which students' responsibilities are defined, an instructor's availability after class, during posted office hours, and/or by appointment to afford additional assistance, an instructor's interpersonal competency in dealing with students, comparisons of an instructor with other instructors in the students' experiences, and the perceived educational value of course taught by the instructor). An inspection of students' qualitative remarks should reveal a pattern of positive evaluations that are at least commensurate with the quantitative evaluation data.

6.C.4.f.2. Using recent research in classroom presentations and using texts or materials which reflect contemporary approaches to teaching subjects in the discipline demonstrated in a comprehensive teaching portfolio including a teaching philosophy, syllabi, instructional materials, and peer review.

6.C.4.f.3. Participating in conducting outcomes assessment, and improving one's teaching and assessment abilities as demonstrated in annual evaluations by the Executive Committee and either written student feedback or documented attendance at "in service" teaching workshops/institutes.

6.C.4.f.4. Developing new course offerings or making revisions in existing courses (e.g., as demonstrated in syllabi exhibiting modifications in curricular content and written peer recognition.)

6.C.4.f.5. Preparing students for graduate school or careers by identifying appropriate venues for education and writing recommendations (e.g., as demonstrated in self-reports and student comments).

6.C.4.f.6. Effectively advising students throughout their University careers (e.g., as demonstrated in peer reviews, student comments, and compliance with departmental procedures for evaluating advising effectiveness.)

6.C.4.f.7. Providing positive written peer evaluations generated via colleagues' inspection of class materials, colleagues' classroom visits, or colleagues' discussions with the candidate's students. It is the candidate's responsibility to include such written evaluations in her/his supporting materials.

6.C.4.g. For promotion, a candidate must meet three of more of the following minimum standards regarding scholarship and/or professional development:

6.C.4.g.1. Keeping current in one's field through peer reviewed scholarly, artistic, and/or creative activities such as presenting scholarship, creative works, and/or workshops at regional, national, and/or international professional conferences, conventions, or meetings on a regular basis (e.g., as demonstrated in written reports).

6.C.4.g.2. Regularly engaging in one's discipline through either (i) the publication of peer reviewed journal articles, reviews, book chapters, case studies, scripts, textbooks, media presentations, and/or artistic productions relevant to the field (e.g., as demonstrated in photocopies or published materials or reviews or acceptance letters by editors or media personnel), or (ii) for the Theatre subarea, the technical or artistic direction, design, or promotion of main-stage productions or participation as deemed necessary by the Theatre subarea consistent with 6.B.2.e.

6.C.4.g.3. Compensated or pro bono consulting activities related to one's field such as organizational audits, technical or artistic assistance, group facilitation; training and development; media or informational campaigns (e.g., as demonstrated in contracts and/or letters of appreciation).

6.C.4.g.4. Receiving a substantive grant from University or external sources in support of professional research and/or development (e.g., as evidenced by written grant award).

6.C.4.g.5. Obtaining an externship (external professional work experiences) or engaging in additional study beyond one's terminal degree to expand one's professional competence as described by the applicant and confirmed by the Executive Committee.

6.C.4.h. For promotion, a candidate must meet three or more of the following minimum standards regarding service:

6.C.4.h.1. Serving on a departmental committee in a leadership capacity (e.g., as demonstrated in written peer recognition appreciation specifying the significant outcomes that were achieved).

6.C.4.h.2. Serving on a committee at the college or university level or Academic Senate (e.g., as demonstrated in letters of appointment and written appreciation for services rendered appreciation specifying the significant outcomes that were achieved).

6.C.4.h.3. Providing services to a community or University group beyond assigned responsibilities (e.g., as demonstrated in letters recognizing such service appreciation specifying the significant outcomes which were achieved).

6.C.4.h.4. Providing service to a state, regional, or national professional organization such as committee leadership, workshop presentations, directions of projects, chairing of panels, and reviewing convention or journal submissions (e.g., as demonstrated by letters of appreciation for such service).

6.C.4.h.5. Assisting the University in fund raising or recruitment (e.g., as demonstrated in letters of appreciation specifying the significant outcomes that were achieved).

6.C.4.i. In addition to meeting exemplary performance standards for assigned professional responsibilities, a candidate must meet exemplary standards in at least one additional judgmental area. In the designated judgmental area, one must show achievements in three or more different categories (i.e., designated by separate lower-case letters such as a), b), c), etc.) found in the following lists, at least one of which must come from 6.C.4.i.1.a., 6.C.4.i.1.b., or 6.C.4.i.1.c., if exemplary performance is claimed for scholarship and/or professional development, or 6.C.4.i.2.b. or 6.C.4.i.2.c., if it is claimed for service:

6.C.4.i.1. Exemplary performance levels regarding scholarship and/or professional development include:

6.C.4.i.1.a. Evidence of sustained engagement in one's discipline through regular presentation of peer reviewed conference papers, being invited by the conference organizers because of one's expertise to provide a formal response to others' presentations, or leadership of professional seminars.

6.C.4.i.1.b. Evidence of sustained engagement in one's discipline through regular publication of peer reviewed journal articles, reviews, book chapters or textbooks.

6.C.4.i.1.c. Evidence of sustained engagement in one's discipline through regular production of peer reviewed artistic or broadcast presentations or scripts.

6.C.4.i.1.d. Completion and subsequent use of post-terminal degree studies, certifications, or professional internships which significantly enhance one's professional competence or scholarly or creative activities.

6.C.4.i.1.e. Receipt of and reports for substantive grants to support professional activities pertinent to one's discipline (e.g., NMU Faculty Research Grants, Peter White Scholarships, Fullbright Awards, government-agency sponsored research).

6.C.4.i.1.f. Evidence demonstrating one has performed compensated or pro bono consulting related to one's field (e.g., organizational audits, technical assistance, group facilitation; training and development; program evaluation; media or informational campaigns).

6.C.4.i.1.g. Other activities deemed pertinent by the applicant and the Executive Committee, based upon evidence presented in promotion documents.

6.C.4.i.2. Exemplary performance levels regarding service include:

6.C.4.i.2.a. Leadership of departmental committees resulting in a significant enhancement to the department (i.e., revisions of departmental procedures, major changes in curricula, and/or other weighty assignments instituted to meet departmental needs).

6.C.4.i.2.b. Leadership of a college- or University-wide organization (e.g., College Advisory Committee, Academic Senate, Committee on Undergraduate Programs, Faculty Review Committee).

6.C.4.i.2.c. Providing leadership to a state, regional, or national professional organization associated with one's field (e.g., elected officerships, coordination of major conferences, regularly serving as chair for paneled conference presentations, reviewing articles and texts, editing journals, serving as a reader for convention submissions, theatre adjudication).

6.C.4.i.2.d. Ongoing service to a student organization, beyond regularly assigned duties, resulting in demonstrable enhancement of learning opportunities (e.g., establishing pre-professional networks for campus groups, coordinating student seminars that go beyond the NMU community).

6.C.4.i.2.e. A record of significant leadership of a community, state, or national organization that establishes positive relations between the university and the public.

6.C.4.i.2.f. Initiation of activities that help recruit, retain, and/or recognize students attending the institution.

6.C.4.i.2.g. Efforts which obtain financial assistance for the department, college, or University (e.g., grant generation, Development Fund activities).

6.C.4.i.2.h. Other activities deemed pertinent by the applicant and the Executive Committee, based upon evidence presented in promotion documents.

6.D Continuing Contract Appointment

Faculty members appointed to term contracts who qualify for Continuing Contract status may apply according to the terms specified in 5.1.2 of the NMU-AAUP Agreement.

6.D.1 Applicants must demonstrate they have consistently met the standards specified in 6.C.1.c in performing their assigned professional responsibilities and must provide positive

written peer evaluations generated via colleagues' inspection of class materials, colleagues' classroom visits, or colleagues' discussions with the candidate's students. It is the candidate's responsibility to include such written evaluations in her/his supporting materials.

6.D.2 While the decision regarding Continuing Contract appointments will be based primarily upon an evaluation of the faculty member's cumulative record of teaching and departmental service, applicant may include evidence of scholarship and/or professional development as described in 6.C.1.d.1 and 6.C.2.d.1 for consideration.

6.D.3 Applicants must demonstrate they have consistently met the standards for service specified in 6.C.1.e and must have served on committees at the departmental level as documented by letters of appointment and/or appreciation for services rendered.

6.E. Tenure

The judgmental criteria for tenure evaluation excluding those related to time are the same criteria used for promotion. An applicant for tenure shall offer evidence of meeting the same standards as those required of candidates for promotion to Associate Professor (specified in Section 6.C.3 of the Bylaws and the Master Agreement).

ARTICLE VII

Overloads

7. In situations where the department offers more course sections than faculty can teach given their normal assignments per semester, the teaching of these extra sections will first be offered to qualified term-appointment and continuing contract faculty during fall and winter terms. If term-appointment or continuing contract faculty do not wish to teach an overload course, other faculty will then be offered the opportunity. If there is more than one faculty interested in an overload opportunity, qualified faculty will be selected based on the rotation system specified in Section 7.A.3.

7.A. Separate Tracking of Extension/Off-Campus/Field and Overload Course Teaching (ECTO)

7.A.1. Two distinct lines, one for extension teaching and one for regular overload teaching, reflecting the relative priority faculty members have for claiming the right to teach an overload course are in effect.

7.A.2. Priorities on either list will be established via the same system as outlined below.

7.A.3. The order of names on those separate lists shall be in reverse chronological order based on when members of the department last taught an extra course. If two or more members teach during the same session, the placement of names on the list will also take into account

whether the course taught was a summer session or fall/winter assignment. People who teach courses paid via the latter method will be placed higher than faculty who teach courses paid via the former.

7.A.4. The person whose name appears at the top of the list may choose not to teach an extra course. In that circumstance the person whose name appears second on the list shall be given the opportunity to teach and so on until one person chooses to accept the course. When a faculty member uses the option to pass, or when a course is not offered for whatever

reason (it doesn't make required enrollment, for example), his/her name remains at the same position on the ECTO list.

7.A.5. In the event that the same faculty member has first priority on either list, and both types of extra-courses are available in the same semester, she or he will indicate which of the separate tracks is available for others to teach. Relative priority will be given to individuals based on their order on that ECTO listing.

7.A.7.6. As fulltime faculty enter the department, they enter on the bottom of the list and separate lists are kept for term-appointment/continuing contract and tenure-track/tenured faculty.

ARTICLE VIII

Bylaws

8.A. Ratification

These bylaws will become effective immediately following an affirmative vote of no less than two-thirds of all departmental faculty members, and concurrence by the Bylaw Review Committee and the Provost and Vice President for Academic Affairs.

8.B. Amendments to these bylaws

Amendments to these bylaws may be submitted by a faculty member of the Department of Communication and Performance Studies at any time, in writing, to the Executive

Committee. At least four supporting signatures from the department faculty must accompany the petition. Copies of the petition will be distributed to the faculty within one week following its submission to the Executive Committee. A two-thirds affirmative vote of those faculty voting is required to approve a change in these bylaws which must then be submitted for review in accordance with Article 3.1.1.4 of the NMU-AAUP Agreement.

APPENDIX A

In accordance with 3.1.1.1 of the NMU-AAUP Agreement, the Department of Communication and Performance Studies identifies the following peer institutions that establish a circle of comparison for the disciplines represented in the department.

Broadcasting/Mass Communication

Central Michigan University

Ferris State University

Communication Studies/Public Relations

Central Michigan University

Ferris State University

Theatre

Northern Arizona University

University of Wisconsin—Green Bay