

**GUIDELINES FOR JOINT ACADEMIC APPOINTMENTS
IN
THE COLLEGE OF ARTS AND SCIENCES**

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**Approved
by
CAS Executive Committee**

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GUIDELINES FOR JOINT ACADEMIC APPOINTMENTS IN THE COLLEGE OF ARTS AND SCIENCES

I. Introduction

One of the greatest strengths of the College of Arts and Sciences is its faculty's ability to move across disciplinary boundaries to undertake innovative intellectual, scientific, and artistic endeavors and to create new knowledge. Future College priorities are likely to emphasize these interconnections as they not only help to enrich disciplinary activity and fulfill the CAS mission in more resilient and creative ways, but also provide ways to share limited resources.

The College of Arts and Sciences is not only structured around traditional disciplines, but also multi- and inter-disciplinary departments, and College and University-wide Programs that are interdisciplinary and inter-departmental in nature. As disciplines evolve and new fields of study emerge, interdisciplinary programs may well play quasi-departmental roles in the college. Our tradition has been to appoint faculty in a single discipline. Nonetheless, many faculty teach in multiple programs or teach inter-disciplinary courses. It is likely this trend will continue in future years. The College's challenge then is to create an administrative structure that recognizes and promotes and rewards our faculty's increasing interdisciplinarity. It is essential that disciplines, departments, and programs work together to establish nurturing academic home bases for the faculty member that help them to succeed and thrive at the University of Michigan-Flint.

To the extent possible, then, the guidelines and principles set forth here are intended to create processes as clear and explicit as those in place for regular appointments. For the purposes of this document, a faculty member holds a *joint academic appointment* if he or she holds two or more instructional appointments (including appointments of 0% effort, sometimes called "dry" appointments) within the College of Arts and Sciences. The components of the joint appointment may reside in individual disciplines, departments, or College- or University-wide Programs. **For the purposes of this document, the term *unit* refers to disciplines, departments, and programs within CAS.**

II. Governing Principles

A faculty member who holds a joint appointment is more likely to thrive and succeed in her or his academic career if the participating units observe the principles below in carrying out their responsibilities to the faculty member.

1. Participating units should take deliberate steps to help a faculty member with a joint appointment become integrated into the campus community. Ideally, the faculty member will have an active role in the scholarly activities and organizational responsibilities of each unit where he or she has an appointment.
2. As soon as a joint appointment is contemplated, the department chairs and/or program directors involved—in consultation with the Dean and the relevant faculties—should determine how they will carry out the guidelines below, specifically addressing the designation of an administrative home, a timeline for tenure and promotion, a means for resolving disputes, areas of teaching assignments, and other relevant issues. A copy of a Memo of Understanding covering these issues will be provided to the faculty member.
3. The faculty member's overall effort and access to resources should be comparable, in total, to those of faculty who hold traditional disciplinary appointments. Expectations for faculty service should be comparable to those for faculty with traditional appointments. The Dean (or Associate Dean for College-Wide Programs) can work with participating units to ensure equitable assignment of resources, including mentoring support, office and lab space, equipment, funding, and other customary resources.
4. One of the disciplines or interdisciplinary programs in the College shall be designated by the Dean as the "administrative home" for the faculty member and as a specific site for day-to-day collegial interaction and participation in faculty governance. Often, but not always, the administrative home will be the area with the highest appointment fraction. The goal is to ensure that the faculty member participates fully in the life of the university and is not isolated as a result of the joint appointment.
5. It is essential that faculty with joint appointments be able to participate fully in faculty governance. The Memo of Understanding should address faculty governance procedures that affect departments and College-Wide Programs differentially.
6. The evaluation procedures of the participating units should acknowledge the faculty member's multiple academic commitments and should take his or her interdisciplinary work into account. Evaluation policies and procedures that work well for faculty within a single discipline or department may need to be modified for faculty members who have joint appointments. In particular, the possibility that interdisciplinary scholarship will be innovative or heterodox should be taken into account; likewise, it should be acknowledged that interdisciplinary work may be critical of traditional systems of thought or employ hybrid methodologies as it traverses disciplinary boundaries. College and Department promotion and tenure guidelines should be reviewed and modified so as to address the possibility of joint appointments. Participating units should make sure the faculty member understands the evaluation criteria that will be applied to his or her work.
7. The faculty member who holds a joint appointment should play an active role in helping the participating units to collaborate effectively. The faculty member should make an effort to become familiar with each unit's individual culture, expectations, and procedures. Because the faculty member in a joint appointment often has information that

the department chairs, discipline representatives, program directors, or dean's office does not, the faculty member should speak up in a timely way if unit expectations conflict or seem confusing.

8. Because there are limited procedural precedents for an appointment with a joint/college-wide component in the College, when questions arise existing policies will be adhered to as closely as possible—with necessary adjustments for the uniqueness of each position—for conducting faculty evaluation, including the annual review process up to and through the tenure and promotion process.
9. The goals of decisions made about a faculty member with a joint appointment should be to reduce the risk of double jeopardy inherent in these positions, to enhance administrative transparency, and to create a supportive climate for his or her success. Consultation among the relevant units and communication about procedures will help to reduce duplication and contradictory or excessive demands on the faculty member.

III. Recommended Practices for Joint Appointments in CAS

Following are recommended practices for shaping and supporting joint appointments in the areas of *Recruiting and Appointment*, *Faculty Review and Evaluation*, and *Conflict Resolution and Logistics*.

Recruiting and Appointment

When a joint appointment is to be created, the heads of the participating units should create a general plan for the appointment, in consultation with the relevant faculties.

This appointment plan should be outlined in a formal written *memorandum of understanding* that reflects the agreement between units and approved by the Dean. The memorandum may be included with the letter of offer or may follow the faculty member's acceptance of an offer. A **Checklist for a Memorandum of Understanding for a Joint Academic Appointment** is attached in the **Appendix**.

The *memorandum of understanding* should include language on matters such as the following whenever the joint appointment involves deviations from traditional practice, a special need for clarity and transparency, or protection from undue burdens or double jeopardy:

Tenuring Home and Timeline. Specify where the faculty member may earn tenure and at what fraction. Specify when the faculty member may come up for tenure.

Teaching. Specify expectations with regard to teaching, service, etc. Initial or typical teaching assignments should be anticipated and coordinated. Expectations for developing new curricular areas should be discussed, if the faculty member is to create new courses to fulfill part of his or her teaching obligation.

Service. Specify expectations with regard to unit service including department meetings, department initiatives, student advising, assessment activities, etc.

Criteria for Evaluation. To the extent possible, participating units should agree on the governing standards and means that will be used to assess the quality of the faculty member's performance in teaching, research, and service. These standards and criteria should take into account the unique features of interdisciplinary collaborative activity and the differences among the units where the faculty member holds fractional appointments.

Access to Resources. The memorandum of understanding should set forth the faculty member's claim on such resources as space, professional development funds, mentoring, administrative and staff support, reassigned time, etc. in a way that takes into account the split appointment. Costs should be reflected in budget of administrative home.

Administrative Home. A specific discipline or program should be designated as the "administrative home" for the faculty member to participate in the day-to-day academic life of the university. While a faculty member with a joint appointment is expected to be active in more than one area, some College-Wide Programs meet infrequently or depend heavily on faculty without joint appointments. On a case by case basis, then, one of the disciplines or interdisciplinary programs in the College shall be designated as the "administrative home" for the faculty member. Often, but not always, the administrative home will be the area with the highest appointment fraction. The goal is to ensure that the faculty member participates fully in the life of the university and is not isolated or stranded as a result of the joint appointment. If some responsibilities of the administrative home are to be divided among units, those divisions should be made clear. The faculty member is entitled to know what unit will take responsibility for coordinating communications on his or her behalf.

Retreat Rights. Retreat rights are not assumed but should be addressed in the letter of offer.

Faculty Review and Evaluation

Annual Reviews, and Two and Four-Year reviews shall be coordinated by the faculty member's administrative home, or otherwise as directed by the Dean. For Two and Four-Year reviews in particular, assessment of the candidate's progress towards promotion and tenure should be engaged in by a Committee, appointed by the Dean, from faculty representing the disciplines of the joint appointment. Because annual reviews and Two and Four-Year Reviews feed into the Tenure and Promotion process, and because useful and consistent feedback is essential to the faculty member's growth and success, the memo of understanding will specify how these review processes will be linked, who makes recommendations for merit salary increases, and how annual reviews will be conducted.

Insofar as possible, tenure and promotion procedures for joint appointments should reflect CAS Standards for Promotion.

*Normally, faculty appointments, promotions, and tenure decisions involve only one unit; however, when a person has been actively involved in academic instruction and research in disciplines in more than one unit, he/she may ask the Dean, in consultation with the Chairs of the relevant units, to convene a **special review committee** to evaluate the faculty member's performance and, if appropriate, to make promotion and/or tenure recommendations to the CAS Executive Committee and Dean.*

1. For joint appointments, then, the faculty member may request, in consultation with the relevant Chair(s) and Director(s), that the Dean convene a *special review committee* as a joint committee with representation, selected by the unit and candidate, from each component of the candidate's official university appointment.
2. It is the responsibility of all CAS faculty to submit an annual evaluation. In the case of jointly-appointed faculty, the evaluation should be submitted to the chairs of both appointing departments. The evaluation normally prepared by a faculty member's chair will be the primary responsibility of the Chair with the greater percentage of appointment, in consultation with the Chair of any other appointing unit.
3. In cases of promotion and tenure, if the faculty in either area of the candidate's joint appointment is too small to yield sufficient committee members of the necessary rank, committee members shall be drawn from disciplines or programs as closely related as possible. In forming such a committee the Dean shall consult with both the candidate and the appropriate chairs.
4. The Chair of the Promotion Committee shall have a vote. The Committee shall have an odd number of members to avoid tie votes.
5. Candidates for promotion and tenure should be informed about both the constitution of the Promotion Committee and the tenure and promotion timeline in advance.

Conflict Resolution and Logistics

The Memorandum of Understanding should identify the steps the faculty member should follow if he or she has questions about the terms of the joint appointment or concerns about their application. In general, it is recommended that a faculty member's concerns be addressed initially in the unit where they arose, and at the lowest level possible, involving the Office of the Dean only if the unit's efforts to resolve the difficulty prove unsuccessful.

If a discipline, department, or program has concerns about the performance or conduct of a faculty member with a joint appointment, the administrators knowledgeable about the concern should consult the Dean's office in case the joint appointment itself is a factor and to determine appropriate action. Consultation with the Dean's office will also occur if there are serious inter-unit conflicts or major programmatic changes suggesting a necessary modification of the joint appointment.

It is anticipated that, because joint appointments are relatively new, questions and issues will arise which are not covered by these guidelines. In order to ensure the development of practices that make the most of CAS's experience with these appointments, these guidelines will be periodically reviewed and updated by the CAS Executive Committee, in consultation with the Governing Faculty. For matters that require attention and interpretation on an ad hoc basis, the Dean and his or her designate will be responsible for making decisions and tracking issues that need to be formally addressed in future versions of these guidelines.

COLLEGE OF ARTS AND SCIENCES
University of Michigan-Flint

APPENDIX

**CHECKLIST FOR A MEMORANDUM OF UNDERSTANDING FOR A JOINT
APPOINTMENT IN CAS**

In anticipation of a joint appointment, the department chair(s) and/or College-Wide Program Director(s) involved, in consultation with the relevant faculties, should prepare a memorandum of understanding subject to the Dean's approval that clarifies how they will put into practice the Guidelines for Joint Appointments in CAS for the new faculty member. It should cover the following areas, and others as necessary, especially when the joint appointment involves deviations from traditional practice, a special need for clarity and transparency, or protection of the faculty member from undue burdens or double jeopardy:

Tenuring Home and Timeline

1. In what unit or units will the candidate receive tenure if tenure is awarded?
2. When will the tenure review take place?

Teaching

1. The faculty member's teaching responsibilities in each academic unit
2. General expectations for research and scholarly activity
3. Initial teaching assignment
4. Expectations for development of new courses

Service

1. Is the faculty member expected to attend meetings in either or both units? When there are voting situations in either unit how is the faculty members vote included?
2. How much and what kind of service expectations are expected in each unit, i.e. advising, departmental initiatives, assessment.

Criteria for Evaluation

1. By what standards and criteria will the candidate's performance be assessed?
2. Brief description of the process and schedule pertaining to annual reviews and promotion and tenure review

Access to Resources

1. What unit is responsible for providing office space, lab space, start-up funds, mentoring, faculty development funds, staff support, etc?
2. Contact person to facilitate access to these resources

Administrative Home

1. Which unit will serve as the faculty member's administrative home?
2. The key responsibilities of the administrative home
3. A budget agreement on how costs associated with appointment will be handled

Retreat Rights

1. Does the faculty member have retreat rights to either unit?
2. If there are opportunities for retreat rights, what are the circumstances for this to occur?

Dispute Resolution

1. Who or what body will settle conflicts in interpretation of the guidelines, or on matters outside the guidelines?