

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

The depth and breadth of the Wayne State University faculty is reflected in quality and continuity to undergraduate, graduate, and professional education, and in activities inside and outside of the classroom. According to the university's [2015-2016 Fact Book](#), the university employed 1,680 full-time faculty (62.5%) and 1,008 part-time faculty (37.5%). In addition to tenure-track faculty, full-time members of the instructional staff include lecturers, senior lecturers, instructors, research faculty and clinical faculty. Among the tenure-track faculty, 733 hold tenure (all professors, all but 14 associate professors, and four assistant professors), while 232 hold probationary tenure-track appointments. While lecturers, senior lecturers, research faculty, and clinical faculty may not be tenured, as full-time faculty they teach, provide non-classroom instruction (as lecturers normally at the lower-level undergraduate level and as clinical faculty in the professional schools or in clinics attached, for example, to the Department of Psychology). They also serve as advisors to students (particularly in clinical settings) and, as lecturers, carry out a variety of co-curricular duties (as undergraduate advisors, in the planning of courses and curricula, etc.).

Faculty hiring originates in an interaction between the department and the school, college or division because faculty, in considering curricular and student needs, are most often those who identify a necessity for a replacement or a new line. Permission to hire is granted by the Provost, with the endorsement of the relevant dean, who has worked with the faculty and department chair to justify the search. Necessary and desirable credentials are established by the disciplinary faculty who develop the position description and carry out the search under the leadership of the department chair. For tenure-track faculty, [university practice](#) requires a national search. The

search committee and/or the relevant dean may consult with the Office of the Associate Provost for Academic Personnel and/or the Office of Employment Opportunity during the process. Candidates are often interviewed at national disciplinary meetings, and, for all searches, finalists are brought to campus to demonstrate their teaching and research through research presentations, sample class sessions or other discussions of teaching, and other relevant skill demonstrations. The faculty and chair make a recommendation to the dean, who brings it, with his/her endorsement, to the Provost. The Provost is the designator signatory on letters of offer. The university requires, as further verification of credentials, [a background check](#) that includes verification of degrees. The successful candidate must also provide certified copies of his/her academic transcripts.

The hiring of non-tenure track faculty is [sub-delegated to the schools and colleges](#) for ultimate approval. The disciplinary faculty play the same role as in the hiring of tenure-track faculty. The disciplinary faculty establish the credentials for the line to be filled, conduct the searches, and make a recommendation to the chair and dean as to their choice of hire.

Faculty work is defined broadly in the American Association of University Professors - American Federation of Teachers [contract, Article XXIV](#); and in [University Policy 05-5](#), with most detail dependent on the individual disciplinary standards as expressed in department bylaws and in [Factors for Promotion and Tenure](#). In addition, each school and college has produced a workload policy. The university Promotion and Tenure Procedures and Factors for Faculty are broad enough to pertain to all tenure-track faculty regardless of discipline. Individual school and college factors provide more detail, with department factors the most specific. Finally, the contract with the Wayne State University [Union of Part-Time Faculty](#). [Appendix A](#) cites "Obligations of Faculty and Students to the Instructional Process" from the 2015-17 Undergraduate Bulletin.

In addition to research/creative activity and service, faculty are expected to provide instruction in and beyond the classroom. Their work beyond the classroom may include graduate and undergraduate research supervision, but of equal centrality is the development and revision of curricula and the assessment of student learning. Curricular changes are reviewed at the department and school/college level by a faculty committee and the relevant dean (with the Graduate Council further reviewing all changes in graduate programs), the Office of the Provost, and, ultimately the university Board of Governors.

Faculty carry out assessment of learning in methods appropriate to the discipline. Departments and schools/colleges are supported in this work by the [Office of Assessment](#) in the documentation of assessment outcomes and in the development of robust programs. Committees on the school/college and university level are primarily made up of faculty. Their charge is to provide the framework necessary for successful assessment and for the translation of results into programmatic improvements.

Faculty Qualifications

Instructors can be classified as follows: tenured and tenure-track faculty, other full-time faculty, part-time faculty, graduate teaching assistants, others. In all cases, they are qualified to be in the classroom (actual and/or virtual), laboratory, or performance space.

Tenured and tenure-track faculty are hired with the appropriate terminal degree. In most cases this is the doctorate, with exceptions for professional doctorates (e.g., M.D., J.D., D.B.A., Ed.D., DNP) and recognized non-doctoral terminal degrees, principally in the arts (e.g., the M.F.A). All full-time [faculty members are listed](#) in the Bulletin with their rank and all degrees. This list is provided by the hiring unit (department) and verified by the office of the relevant dean. It should be noted that the [rank of instructor](#) is used only for the comparatively rare instructional faculty member who is paid from a grant or in the case of a faculty member who is hired without the terminal degree into a tenure-track line. In the latter case, those instructors may serve for a maximum of two years without the appropriate degree

Clinical faculty appointments originate from departmental or divisional faculty, as does the review of credentials leading to their hire. Under University Policies and Procedures, [clinical faculty](#) appointees are expected to have credentials equivalent to those of tenure-track faculty. Their appointments (and hence their credentials) are further endorsed by the relevant chair and dean, with recommendation for appointment to the Provost.

[Graduate Faculty](#) status is awarded by the Graduate School following the recommendation of the department, school or college. This status entails evidence of research productivity, along with participation in graduate education, and entitles the faculty member to direct doctoral dissertations. Eligibility for membership on committees and the direction and/or readership of master's-level work is determined by the department.

The hiring of lecturers and senior lecturers, as stated above, is [sub-delegated to the schools and colleges](#). Credentials are determined by the disciplinary faculty and teaching is assigned by the chair or, in some cases, an area coordinator (the faculty member charged with coordinating all sections of basic Chemistry, for example, or of any of the multi-sectioned first-year language courses). While the master's degree is required for these non-tenure-track positions, [some exceptions occur](#), in the case, for example, of potential faculty with experience for the course, such as retired corporation heads, other business people, etc. who may have the master's requirement waived. At the other end of the spectrum, many lecturers and most senior lecturers have the doctorate or other terminal degrees.

As with lecturers and senior lecturers, part-time faculty hiring is sub-delegated to the department and school or college. Part-time faculty are hired by a chair or course coordinator to fit the needs of the unit. It is expected that part-time faculty will have the master's degree and/or professional experience to compensate for the lack of an academic credential.

The [hiring of graduate teaching assistants](#) is carried out in the departments, usually through the faculty Graduate Committee. While these assistants are often inexperienced as instructors, they are more carefully supervised and evaluated than other instructional groups because the instructional experience is a contribution to the undergraduate education and also part of their

preparation, as graduate students, for a career. General information can be found [on the Graduate School website](#). Credentials are both developed and reviewed at the disciplinary level.

Faculty Evaluation

Every classification of instructor is subject to various kinds of evaluation based largely on the three collective bargaining contracts with the university: the American Association of University Professors - American Federation of Teachers (AAUP-AFT) contract for full-time faculty and academic staff, the Wayne State University Union of Part-Time Faculty (UPTF-AFT) for part-time faculty, and the Graduate Employees Organizing Committee-AFT (GEOC) for graduate teaching assistants..

American Association of University Professors (AAUP) American Federation of Teachers (AFT)

Every member of the instructional staff is subject to annual evaluation. In the area of teaching that takes several forms, while research and service are self-reported (except in the case of such major evaluations as tenure and promotion). Instructors are required to request student evaluations in all classes ([Article XXIX](#)). The comment section of the evaluation is sent directly to the instructor by the Office of Testing and Evaluation. The same office provides a summary of the evaluations based on “key questions” to the instructor and also the home unit. These data are used in the evaluation of non-tenured faculty and in the merit salary process for all faculty. The process was reviewed in the last two years to enhance its usefulness to faculty. In addition, Article XXIX of the AAUP-AFT agreement calls for a policy on peer review of instruction for all faculty, whatever their tenure status. This review is optional in most cases, with details based on unit-level policies and procedures. In the areas of research/creative activity and service, although achievements are self-reported, review is carried out by faculty committees made up of colleagues who normally are in a position to have observed performance during the period under review.

Pre-tenure and non-tenure-track full-time faculty (lecturers and senior lecturers) are required to be reviewed annually (Articles [XX.C.2](#) and [XXIV.C](#)) with special emphasis on reporting progress toward tenure for pre-tenure faculty members. The evaluation is carried out by the faculty serving on the unit Promotion and Tenure Committee, and usually involves suggestions for further development. Because each tenure-track faculty member has at least one official mentor (as required by an Office of the Provost [policy](#) that includes a mentoring plan as part of the hiring documentation), pre-tenure faculty members receive guidance on the interpretation of this review from assigned mentors, as well as from the chair and other members of the unit.

Post-tenure evaluation takes two forms. The first is through the Selective Salary (merit) process, which requires that all those represented by the AAUP-AFT submit their three-year and annual achievement report (divided by the various components of the faculty member’s assignment) for review by the unit Salary Committee (Article [XII.B.5](#)). A faculty unit committee elected by the faculty carries out the review with the chair as a voting member of the committee, and the recommendations are reviewed by a school/college-wide committee (also elected from the faculty) before merit increases are submitted by the dean to the Provost. Guidelines are issued by

the Office of the Provost ([Evaluation and Salary Adjustment Program for Represented Faculty Memo](#) [January 2016] and [2017 Guidelines for Selective Salary Evaluation of Faculty](#) [January 2017]).

If in the course of the merit review a tenured member of the faculty is seen to be performing below the expected level of excellence in teaching and/or research/creative activity during a three-year period, the Salary Committee may recommend that the faculty member undertake a performance improvement plan developed by him/her and a panel of unit faculty (Article [XXIV.1.C](#)). If the performance improves, the review ends. If at the end of one to three years, depending on the terms of the improvement plan, there is no or insufficient improvement, the administration is charged with taking further appropriate action.

Finally, under BOG Policy ([2.51.01](#)) and the AAUP-AFT contract, detailed procedures for the determination of readiness for tenure (Article [XXII](#)) and for promotion (Article [XXIII](#)) are set out. The university requires that a pre-tenure faculty member be tenured by the end of seven years or that the faculty member leave the university. It is usually the case that the decision is made in the sixth year of service, although policy allows for a subsequent application in the seventh year.

Union of Part-time Faculty (UPTF)

The formal evaluation of all part-time faculty is carried out largely in the hiring unit, where criteria for success are determined based on their assignments. The policy-driven necessity for such evaluation derives from the collective bargaining agreement with the university ([Article XVII](#)). Department criteria for success are further guided by [Article VIII](#) on the assignment of duties and [Article XVI.B](#) on promotion from the entry level for part-time faculty (PTF1) to the two promotional levels (PTF2 and PTF3). Again, the collective bargaining agreement provides the framework for evaluation, while individual units determine the specific criteria.

In some departments with large numbers of basic courses and therefore substantial numbers of part-time faculty, there is often more training, ongoing supervision, and evaluation than there is when a single part-time faculty member is brought in to teach in his/her area of professional competence (in English, languages, or Chemistry, as opposed to Law, Business or Engineering, for example).

Graduate Employees Organizing Committee (GEOC)

Graduate teaching assistants are appointed on one-year contracts and are therefore evaluated annually both for renewal as instructors (collective bargaining contract [Article IX](#)) and for [progress to degree](#). Good progress toward the degree (usually the doctorate, but occasionally the master's) is a necessary requirement for the renewal of the assistantship, although other measures pertain (student evaluations, peer evaluation) as well. The review mandated by the Graduate School is carried out by the Graduate Director of the unit, in consultation with other faculty members as appropriate. For teaching, graduate teaching assistants are reviewed in their departments. Their instruction is supervised variously by course coordinators when they teach in multi-section courses, by the faculty member whose lab sections they run, or by another member

of the faculty. These faculty carry out the review, often working with the Graduate Director to do so.

Processes and Resources

Each classification of instructional staff receives orientation to the university, its students, instructional support resources, and research support. For tenure-track faculty, this takes the form of a two-day intensive [orientation](#) organized and offered by the Office of the Provost with participation by the [Office for Teaching and Learning](#), and the [Office of the Vice President for Research](#).

Graduate teaching assistants are provided with orientation sessions through the Graduate School with the assistance of the Office of Teaching and Learning. In addition, many departments have their own orientation and training, often with part-time faculty, based on the nature of the course in which these instructors will teach. The Department of Classical and Modern Languages, Literatures, and Cultures, for example, provides an orientation session every fall for all instructors of first-year language courses (together and then with the individual basic language coordinators for their own instructors). International graduate teaching assistants undergo additional training through the [English Language Institute](#).

As noted above, part-time faculty often participate in unit-level orientation and training relative to the specific courses they teach. In addition, they are invited to a one-day professional development event that combines sessions for newly hired part-time faculty and those of value to returning faculty members.

Key to instructional support throughout the academic year is the [Office for Teaching and Learning \(OTL\)](#), formed in 1996 and re-envisioned and re-organized in [2011](#). A new associate provost position reporting directly to the Provost was created. After a national search the individual selected has transformed the office, developing a [new strategic plan](#); adding new staff; and expanding the role of the Office in a wide range of campus-wide initiatives such as institutional and program assessment, diversity and climate enhancement, and learning physical space improvement. In addition, OTL provides workshops of all kinds intended [for all instructional faculty](#) across all disciplines and [career stages](#), brings experts to campus for one- or two-day workshops, provides individual support for faculty whose teaching needs improvement, and carries out mid-term evaluations for instructors seeking feedback in a timely fashion to facilitate changes if necessary while the course is ongoing. Evaluations indicate participants give [high marks](#) to these [activities](#).

In addition, frequent seminars are held through the program in [Research and Academic Development seminar program](#), co-sponsored by the Division of Research, the School of Medicine, and the Office of the Provost. Topics vary, but pertain to teaching (either specifically for one instructional classification or for all together) as well as research. One of the best-attended each year is the seminar on preparing for promotion and tenure. Other such workshops are offered in the schools and colleges. In addition, the [Graduate School](#) offers professional development seminars relevant to graduate students.

Professional Development

Faculty and other instructional staff are also accorded personal professional development opportunities of varying kinds, and the topic is addressed in the [AAUP-AFT contract Article XXVI.A, B](#). For tenure-track faculty (both pre-tenure and tenured), the most important is the sabbatical leave program designated in the AAUP-AFT contract, [Article XIII.B.2](#). A tenured faculty member is eligible after six semesters of service (for a partial leave) or after 12 semesters (for a full leave). Somewhat more unusual is the opportunity for pre-tenure faculty on the tenure track to take a leave after six semesters to further develop eligibility for tenure. Other professional development opportunities are provided through funding for travel to conferences (each unit has its own criteria, but the most frequent is that the faculty member will present research – including pedagogical research – at conferences).

The university also offers specific [competitive fellowships](#). Among them are the Distinguished Faculty Fellowship and the University Research Grant. The former is a year-long award, while the latter is for summer research. The Educational Development Grant specifically for teaching. The most unusual of these awards is the Career Development Chair, which is awarded annually to as many as six faculty members who are within four years of having attained tenure. The underlying assumption is that the moment at which faculty members reach tenure may often be a turning point for their research and classroom teaching. The award, which provides for a reduced teaching assignment for two semesters, permits the recipients to evaluate and modify their research direction.

Various schools and colleges (e.g., [Library & Information Sciences](#), [Medicine](#), [Nursing](#)) also provide support for faculty development.

The Wayne State University Union of Part-Time Faculty contract ([Article XI](#)) provides for professional development for part-time faculty (attendance at workshops and conferences, professional association memberships, and dedicated research grants). The services of the Office of Teaching and Learning are available to part-time faculty as well.

Instructor Accessibility

The university provides guidelines for basic faculty accessibility to students. Both the Undergraduate and Graduate bulletins include a list of expectations for faculty, including the requirement for holding office hours. This directive is further underlined by the [university guidelines for the syllabus](#) which require the listing of office hours as well as contact information, including at the least, office location, phone numbers and email addresses.

Physical office hours are augmented by availability of most faculty through electronic media. The university provides email to all faculty, staff, and students. It is the main line of communication among members of the university community. As such, it is often the case that office hours are held virtually as well as physically to accommodate our largely commuting student body.

Of importance in instructor accessibility is the use of [Blackboard](#), the university's course management system. Blackboard provides an email function limited by course to the instructor and students. It also provides a discussion board, used for more general class communication, including the posting of projects, small-group work, and instructor oversight (with the ability to comment) of student course-related activities. Faculty may also establish discussion forums through [Academica](#), the university portal. The advantage here is that the forum can be expanded beyond the class to others (for example, faculty in other departments who are contributing expertise to a class or a portion of a class).

The university, through the [Undergraduate Research Opportunities Program](#) (UROP), encourages one-on-one and small-group interaction among faculty and students. The students receive a small research stipend to carry out supervised projects, which are presented annually at the campus Undergraduate Research Conference. In the sciences, individual faculty members welcome undergraduates into their labs for summer or even year-long experiences that are routine for graduate students. More broadly, student-faculty pairings for research often emerge out of class readings or discussions. These pairs may avail themselves of the UROP funding, but are also eligible to present results at the Undergraduate Research Conference.

Finally, there exist [multiple awards](#) at the university and school/college levels for outstanding instruction, all of which underline the close relationship between the instructor and the students who nominate instructors for the awards. At the university level, faculty compete for the President's Award for Excellence in Teaching (eligible ranks include non-tenure-track lecturers and senior lecturers) and the Outstanding Graduate Mentor Award. Graduate teaching assistants may compete for the Heberlein Teaching Awards for Graduate Teaching Assistants. School/college awards for teaching include those awarded by the School of Medicine ([1](#), [2](#)) and the [College of Liberal Arts and Sciences](#).

Additional information gathered supports that faculty instruction and mentoring are valued by students. The 2015 annual [graduate alumni census](#) for doctoral students shows that 88.4%, 86.7%, and 81.4% of approximately 421 respondents strongly agreed or agreed that their doctoral advisor respected them, had their best interests in mind, and prepared them well for their first position after graduation, respectively.

Staff Qualifications and Training

Academic staff at Wayne State University are valued for the role they play in student success.

Admissions and Financial Aid officers are hired through the Office of the Associate Vice President for Enrollment Management. The process is rigorous, particularly in the case of Financial Aid officers, whose specialized compliance knowledge is necessary for the position. Advisors are funded centrally, and hiring involves scrutiny by the department, the school/college, and the Office of the Associate Provost for Student Success.

Academic staff are represented by the same American Association of University Professors - American Federation of Teachers [\(AAUP-AFT\) contract](#) with the university that applies to full-time faculty members. However, with the exception of librarians and archivists, where it is

optional, academic staff cannot apply for or receive tenure. The university allows for [Employment Security Status](#) (ESS) which, like tenure status, removes the end-date from employment contracts. This allows greater flexibility in the evaluation and assignment of these classifications.

Academic staff with probationary appointments undergo [annual performance reviews](#) if they are not tenured (again, only some long-term tenured staff, librarians and archivists who have chosen to be evaluated for tenure) or have not yet achieved ESS. All such staff undergo the annual [Selective Salary \(merit\) review](#).

There are numerous development opportunities for academic staff. The AAUP-AFT contract calls for development leaves ([Article XIII.B.3](#)) and other development opportunities ([Article XXVI.C](#)) to be funded by the university and carried out by the [Academic Staff Professional Development Committee \(ASPDC\)](#). The committee provides a mentoring program and numerous workshops annually for networking and for professional growth. The committee has funding for travel grants for staff and makes awards for outstanding service annually. The awardees are recognized at the ASPDC annual luncheon and also at the [Academic Staff Recognition Ceremony](#) every spring.

The Office of the Provost has developed an [Advisors' Academy](#) that provides initial training and numerous development events during the year. Among them is the Advisor Book Club, a Lunch and Learn group, and access to webinars.

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