

Eastern Washington University  
College of Arts, Letters, and Education  
Policies and Procedures  
February 1, 2017 – January 31, 2020

Approved by Faculty Vote on: April 7, 2017

A handwritten signature in blue ink, appearing to read "Roy Sonnerha", written over a horizontal line.

Roy Sonnerha, Dean

---

Scott Gordon, Chief Academic Officer

# Table of Contents

<b>SECTION 1</b> .....	<b>3</b>
1.1 PREAMBLE .....	3
1.2 MISSION .....	4
1.3 VISION .....	4
1.4 VALUES .....	4
1.5 RELATIONS TO DEPARTMENTS .....	4
1.5.1 DEPARTMENT POLICIES AND PROCEDURES .....	4
<b>SECTION 2</b> .....	<b>5</b>
2.1 COLLEGE ORGANIZATION .....	5
2.2 DEPARTMENT CHAIRS .....	5
2.3 STANDING COLLEGE COMMITTEES .....	6
2.3.1 COLLEGE PERSONNEL COMMITTEE .....	6
2.3.2 DEPARTMENT PERSONNEL COMMITTEE .....	8
2.3.3 COLLEGE ASSESSMENT COMMITTEE .....	9
2.4 ADVISORY BOARDS .....	9
<b>SECTION 3</b> .....	<b>9</b>
3.1 COLLEGE GOVERNANCE .....	9
3.2 VOTING .....	9
3.2.1 ELIGIBILITY TO VOTE REGARDING PERSONNEL MATTERS .....	9
3.2.2 ELIGIBILITY TO VOTE REGARDING THE CONFERRING OF EMERITUS STATUS .....	10
3.2.3 ELIGIBILITY TO VOTE IN COLLEGE AND DEPARTMENT ISSUES .....	10
3.2.4 ELIGIBILITY TO VOTE FOR REVISIONS TO COLLEGE POLICIES AND PROCEDURES .....	10
3.2.5 ELIGIBILITY TO VOTE FOR REVISIONS TO DEPARTMENT POLICIES AND PROCEDURES .....	10
<b>SECTION 4</b> .....	<b>10</b>
4.1 FACULTY RESPONSIBILITIES AND FACULTY ACTIVITY PLANS .....	10
4.1.1 TEACHING DOCUMENTARY EVIDENCE .....	11
4.1.2 SCHOLARLY AND/OR CREATIVE ACTIVITY DOCUMENTARY EVIDENCE .....	11
4.1.3 SERVICE DOCUMENTARY EVIDENCE .....	12
4.1.4 MERIT CONSIDERATION DOCUMENTARY EVIDENCE .....	12
4.1.5 PREPARING THE EVALUATION FILE .....	13
4.1.6 PREPARING THE PROMOTION FILE .....	13
4.2 EVALUATIONS AND PROMOTIONS .....	13
4.2.1 GENERAL GUIDELINES .....	13
4.2.2 RETENTION AND RENEWAL POLICIES FOR PROBATIONARY AND SPECIAL FACULTY .....	13
4.2.3 GENERAL POLICIES FOR PROMOTION AND TENURE DECISIONS .....	14
4.2.3.1 PROMOTION FROM LECTURER TO SENIOR LECTURER .....	14
4.2.3.2 PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR WITH TENURE .....	14
4.2.3.3 PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR .....	15
4.3 CRITERIA OF EVALUATION FOR TEACHING EFFECTIVENESS .....	15
4.3.1 EVALUATION OF TEACHING .....	16
4.3.2 EVALUATION FORMS .....	16

4.3.3 STUDENT COMMENTS .....	16
4.3.4 PEER OBSERVATIONS .....	16
4.3.5 ADVISING .....	17
4.3.6 TEACHING MERIT CRITERIA FOR FULL PROFESSORS' POST-TENURE REVIEW .....	17
4.4 <b>CRITERIA OF EVALUATION FOR SCHOLARY AND/OR CREATIVE ACTIVITY</b> .....	17
4.5 <b>CRITERIA OF EVALUATION FOR SERVICE EFFECTIVENESS TO THE UNIVERSITY AND COMMUNITY</b> .....	18
4.6 <b>EVALUATION AND PROMOTION FILE CONTENTS</b> .....	19
4.7 <b>EVALUATION BY THE DEAN AND NOTIFICATION TO FACULTY</b> .....	20
<b>SECTION 5</b> .....	20
5.1 <b>RECRUITMENT</b> .....	20
5.2 <b>REQUESTS FOR REGULAR OR SPECIAL FACULTY POSITIONS</b> .....	20
5.2.1 JUSTIFICATION .....	21
5.2.2 SEARCH COMMITTEE .....	21
5.2.3 EVALUATION AND SELECTION OF CANDIDATES .....	21
5.3 <b>QUARTERLY FACULTY</b> .....	22
<b>SECTION 6</b> .....	22
6.1 <b>FACULTY DEVELOPMENT FUNDS</b> .....	22
<b>SECTION 7</b> .....	22
7.1 <b>WORKLOAD</b> .....	22
7.2 <b>OVERLOAD REQUESTS</b> .....	23
<b>APPENDIX</b> .....	25
APPENDIX A <b>COLLEGE HISTORY</b> .....	25
APPENDIX B <b>ALL OTHER JOB DUTIES</b> .....	26
APPENDIX B.1 THE COLLEGE DEAN .....	26
APPENDIX B.2 DEPARTMENT PROGRAM DIRECTORS/COORDINATORS .....	27
APPENDIX C <b>FAP TEMPLATES &amp; COLLEGE EVALUATION WORKSHEET TEMPLATES</b> .....	28
APPENDIX C.1 <b>SENIOR LECTURER FAP TEMPLATE</b> .....	29
APPENDIX C.2 <b>ASSISTANT PROFESSOR FAP TEMPLATE</b> .....	30
APPENDIX C.3 <b>ASSOCIATE PROFESSOR FAP TEMPLATE</b> .....	31
APPENDIX C.4 <b>PROFESSOR FAP TEMPLATE</b> .....	32
APPENDIX C.5 <b>COLLEGE EVALUATION LECTURER TEMPLATE</b> .....	33
APPENDIX C.6 <b>COLLEGE EVALUATION SENIOR LECTURER TEMPLATE</b> .....	34
APPENDIX C.7 <b>COLLEGE EVALUATION TENURED &amp; TENURE-TRACK TEMPLATE</b> .....	35
APPENDIX D <b>POINT SYSTEMS</b> .....	37
APPENDIX E <b>CREDIT EQUIVALENCIES</b> .....	37
APPENDIX F <b>REMINDERS REGARDING STUDENT COMPLAINTS AGAINST FACULTY</b> .....	38

## **SECTION 1**

### **1.1 PREAMBLE (CBA 2.3.1)**

The purpose of this document is to provide direction and guidance to the College of Arts, Letters, and Education (CALE) and its various departments and programs with regard to the policies and procedures critical to the college's operations.

For consistency and clarity, the following terms are defined:

- college, College of Arts, Letters, and Education,
- departments, departments within the College of Arts, Letters, and Education, unless otherwise stipulated, and
- programs, programs within the college departments unless otherwise stipulated.

The College Policies and Procedures (CPP) have been developed specifically for the college, and they conform and are subordinate to Eastern Washington University Policies and Procedures and the EWU/UFE Collective Bargaining Agreement (CBA). Reference to relevant sections of the CBA has been made at various points in this document.

Upon approval by the voting college faculty, the college's Dean, and the Chief Academic Officer, this document will take effect and be distributed to all faculty and staff in the college. Also, these policies and procedures will in turn serve as the basis for departmental policies and procedures (DPP) documents.

The original CPP will be kept in the Dean's Office and on the college website. Each person formally involved in the hiring and promotion process will be sent the link to the college website; all new faculty members shall be sent the link to the college website on the first day of their appointment.

The CPP will be revisited and revised when the current CBA (2016-2019) expires and a new CBA is renegotiated and ratified by the UFE membership and the EWU Board of Trustees. This document may also be revised in the interim as needed to reflect either relevant changes in university policies and/or departments and programs or university-level alterations to policies that affect faculty FAPs, workload, or hiring. A recommendation from the standing CPC will be required to initiate changes that are not due to a new CBA. No changes can be permitted that would conflict with the current CBA.

### **1.2 MISSION**

The College of Arts, Letters, and Education integrates discovery, creativity, personal reflection, and professional exploration to encourage holistic development of the mind, body, and spirit.

#### **CALE achieves this mission by**

- providing opportunities for creativity, intellectual development, and professional training,
- supporting research and innovation, collaboration, and life-long learning,
- immersing students in the humanities and human development,
- engaging in interdisciplinary conversations, local and global relationships, and critical thinking, and
- building an appreciation for the arts and world cultures.

### **1.3 VISION**

The College of Arts, Letters, and Education is the heart of EWU. We envision a future of leaders, innovators, and creators who elevate the human experience and change the world for the better.

### **1.4 VALUES**

The College of Arts, Letters, and Education is dedicated to the following key values:

- collaboration among all,
- development and wellness of the whole person,
- local and global engagement,
- scholarly excellence, and
- social responsibility.

### **1.5 RELATIONS TO DEPARTMENTS**

#### **1.5.1 DEPARTMENT POLICY AND PROCEDURES (DPP) (CBA 2.3.2)**

Each department and program will develop a set of policies and procedures consistent with the CPP and the CBA. The department's faculty must approve the DPP before it is submitted for approval to the college's Dean.

Department Policies and Procedures shall be developed such that they are consistent with and supportive of the university and college missions and will be formatted in the same order as the CPP.

Specific items to be included are listed below and must be consistent with or exceed the CBA and the CPP requirement:

1. department mission statement
2. not only describe how quality of instruction will be evaluated but also establish standards for what constitutes excellence in teaching for retention, tenure and/or promotion,
3. identify what types of professional research activities and other accomplishments will be considered as evidence of scholarship and/or creative activities, and will determine the parameters for establishing status, quality, and equivalent weight of an activity,
4. define types and levels of service,
5. make clear the criteria for meeting expectations in each of these areas for the purpose of post-tenure evaluations,
6. make clear the criteria for exceeding expectations in each of these areas for the purpose of post-tenure evaluations and merit reviews for full professors,
7. evaluation procedures for teaching, scholarly and/or creative activities, and service must be described, and standards of performance must be met as a necessary condition for consideration of retention, tenure, and/or promotion,
8. a detail of the type of documentation that should be presented for evaluation,
9. definition of adequate teaching and instructional workload, scholarship and/or creativity activity and service,
10. standards and expectations for retention, tenure and/or promotion, post tenure merit review for full professors,
11. evaluation procedures for retention, tenure, and/or promotion, post tenure merit review for full professors,
12. procedures for peer observations of all faculty performance in order to assure teaching

- effectiveness and the fulfillment of instructional and other faculty responsibilities,
13. specify expectations of advising responsibilities as well as describe what is considered exceptional advising duties over and above a normal advising load,
  14. the process and timeline to be used in establishing faculty activity plans (FAP) including additional expectations to be included in FAPs,
  15. procedures for selection of DPC with, election procedures, and responsibilities,
  16. procedures for selection of Department Chair, including voter eligibility, as well as the role and duties of Department Chair,
  17. procedures for faculty attendance (i.e.: reporting structure, how classes are made up or covered),
  18. procedure for faculty appointments with tenure,
  19. a plan for the distribution of unused faculty development funds at the end of the fiscal year,
  20. an annual process for regular review of departmental budgeting methods, decisions and allocations,
  21. procedures for selection of graduate faculty status (in alignment with GAC),
  22. procedures for recommending emeritus status,
  23. regular and responsible participation of faculty in decision-making,
  24. standards for the faculty member's accessibility to students such as office hours, on-campus or online availability for consultation,
  25. faculty responsibility in student recruitment and career planning,
  26. a faculty recruitment strategy that delineates how new positions fit the department's mission and need,
  27. a policy and process for recommending quarterly faculty appointments,
  28. faculty voting procedures for matters outside of Chair election, and
  29. the required terminal degree for a position within the department if not a doctorate (Departments will need to define what degree is appropriate and have it approved by both the Dean and the Chief Academic Officer).
  30. department history,
  31. point systems if applicable,
  32. credit equivalencies, if applicable, and
  33. faculty activity plan templates (optional)

Nothing in a DPP may contradict or supersede statements in the CPP, Washington Administrative Codes, EWU Policies and Procedures, or CBA. Also, as new policies and procedures are created and old ones modified, the changes should be reflected by the DPP in the appropriate documents.

## **SECTION 2**

### **2.1 COLLEGE ORGANIZATION**

The college includes seven departments: Art, Education, English, Modern Languages and Literatures, Music, Physical Education, Health and Recreation, and Theatre and Film.

### **2.2 DEPARTMENT CHAIRS**

#### **ROLE OF THE CHAIR (CBA 10.1)**

The Department Chair is the chief administrative officer of the department and reports to the Dean. The Chair is expected at once to represent the department to the college and university and also to represent the college and university to the department, as well as to actively support the mission, vision,

and values of the institution and to manage the human and fiscal resources of the department in order to maximize the department's ability to contribute to students' success.

The Department Chair is responsible for representing her or his department in administrative matters and for managing all department activities. The Department Chair is the leader of her or his respective department and should foster quality and accountability of the departments/programs that he/she oversees. The Chair is expected to provide effective leadership and management in the operation of the department within college and university policies and goals.

The Chair is also expected to provide department leadership for achieving excellence in instruction and scholarship, as well as equity and due process in department decision-making. The Department Chair's line of administrative operation is through the college Dean, although she/he may also work directly with other Deans, Chairs, program directors and coordinators, as appropriate.

### **RECOMMENDATION AND APPOINTMENT OF THE CHAIR (CBA 10.3)**

In the final year of the Chair's appointment, the Dean will send a call for nominations for a Chair for the next term as described in the DPPs. Faculty may self-nominate.

### **EVALUATION OF THE CHAIR'S PERFORMANCE (CBA 10.5)**

The Dean will evaluate the Chair's performance at the end of each academic year. Expectations of the Chair are outlined in her/his FAP. In rotating years, Chair evaluations will include a survey of the faculty in each Chair's department. The survey will be managed by the Dean's Office.

## **2.3 STANDING COLLEGE COMMITTEES**

### **2.3.1 COLLEGE PERSONNEL COMMITTEE (CBA 5.3.1(c), 5.3.2, and 5.4.4(b))**

The primary purpose of the CPC is to review college promotion and tenure files and provide a recommendation to the Dean for promotion and tenure.

#### **MEMBERSHIP AND TERMS**

The College Personnel Committee (CPC) shall ideally represent all departments in the college. Members of DPCs may also serve on the CPC. College members who apply for tenure or promotion may not serve on the CPC. Membership on the CPC will be for three years, with two members being replaced each academic year.

#### **ELECTION PROCEDURES**

Elections will be conducted by the Dean's Office and names of tenured faculty who are willing to serve must be submitted to the Dean's Office by the end of the third week of the fall quarter. Faculty can nominate themselves or others and are invited to offer a statement of qualifications that will be distributed by the Dean's Office.

The election itself will be conducted by the end of the fourth week of the fall quarter, and the results, with exception of the names of those elected by accumulating the most votes, will be confidential.

All full-time tenured faculty members are eligible to vote in electing the CPC. All members of the committee will hold at least the rank of Associate Professor with tenure; at least three must be Professors.

## **PROMOTION AND TENURE REVIEW**

The CPC shall consist of two working subcommittees of at least three members each to complete a preliminary review of candidates for the rank of Associate Professor and the rank of Professor, respectively. Only committee members holding the rank of Professor may vote on candidates for that rank. Candidates for tenure without concurrent promotion should be considered with the candidates for promotion at the rank they presently hold. Senior lecturer promotion files may be assigned to the subcommittee with the lighter workload.

The **whole committee** shall review the recommendations after the preliminary review by the subcommittees and forward a recommendation from the entire committee.

The Chief Academic Officer will establish an annual schedule for personnel actions. In general, recommendations for faculty personnel actions originate from the DPC and, separately, from the Department Chair. These recommendations are forwarded to the CPC, which makes recommendations to the Dean.

All promotions and tenure are to be evaluated according to individual expectations for achievement, which are established in advance in FAPs. The role of the committee is to review the evidence supplied in the promotion file by the candidate and candidate's department to determine whether a given candidate has demonstrated the achievement of the goals of her or his FAP in order to warrant promotion.

The responsibilities of the CPC include the following:

1. the CPC shall elect a Chair, establish membership in the Associate and Professor subcommittees, and schedule meeting dates;
2. the Chair of each subcommittee shall keep records of committee actions, call meetings, and see that statements of each candidate's strengths and weaknesses are written;
3. the Associate Professor and Professor subcommittees will maintain a record of all actions and/or stated consensus, which establish their procedures, methods, and decisions;
4. after the first meeting, committee members shall read the assigned files of all candidates and make a preliminary assessment of whether the candidate has or has not fulfilled the requirements of her or his FAP in each category (Committee members shall work privately and independently and not confer while reading the files or preparing their lists. Materials must not be moved from one section of the file to another without the candidate's consent. Any material added or reassigned will be reviewed through the same process);
5. each member shall check each file and its contents to ensure that no evidence has been lost or overlooked;
6. the committees shall meet after each member has finished evaluating the candidates and will attempt to reach a consensus on each candidate individually;
7. in no case will the candidates be ranked competitively against one another, but only evaluated on the basis of whether or not each candidate has fulfilled the objectives set forth in her or his individual FAP;
8. all committee members must take responsibility for their independent evaluations of every faculty member, which are considered in the committee's deliberations (When substantial differences exist among committee members, then every effort shall be made to reconcile those differences before final decisions are made. Decisions shall be presented as those of the entire committee. If the committee cannot reach a majority decision, it shall be reported to the Dean with an explanation by the committee and a record of the vote. The Dean may ask for further



discussion. If the committee then succeeds in making a decision or if the committee determines it cannot make a decision, it shall report the outcome to the Dean);

9. when deliberations are complete, the committee shall report its recommendation in a statement that articulates how each candidate fulfilled or failed to fulfill each aspect of the FAP, and prepare the materials to be forwarded through the Dean to the Provost; and
10. the committees shall schedule subsequent meetings as needed.

### **2.3.2 DEPARTMENT PERSONNEL COMMITTEE (CBA 5.1)**

It is the responsibility of the DPCs to 1) review college evaluation, promotion and tenure files as well as provide a recommendation to the Dean for retention, promotion, and tenure, 2) review and approve FAPs, and 3) perform any other identified responsibilities described in the DPPs.

#### **MEMBERSHIP AND TERMS**

Department Personnel Committees should be chosen by the third week of the fall quarter of each academic year.

The terms of committee members should overlap if possible. Department Policies and Procedures will have procedures for selection of a DPC.

#### **ELECTION PROCEDURES**

Election procedures shall be prescribed in the DPPs. Names of faculty must be submitted to the Dean's Office by the end of the fourth week of the fall quarter.

#### **EVALUATION, PROMOTION AND TENURE REVIEW**

Probationary faculty, tenured faculty, and senior lecturers are evaluated by the Department Chair and DPC.

The DPC's and Department Chair's independent evaluations and recommendations, together with the materials submitted by the faculty member, shall be forwarded to the Dean for review and recommendation.

Probationary faculty members are evaluated based on their progress toward fulfillment of their FAPs, which form the criteria for their eventual tenure with promotion to Associate or Full Professor. Faculty members with special appointments are evaluated for possible renewal based on teaching effectiveness and program needs. Tenured Associate Professors are evaluated based on progress in regards to their FAP for promotion to Professor.

Committee members should abstain from a recommendation only in *very unusual* circumstances such as conflict of interest or nepotism. The Department Chair will make separate, independent evaluations for tenure, promotion, and retention and will discuss all the recommendations with the candidate.

Candidates for promotion may not be evaluated by other faculty who are the same rank.

#### **It is the responsibility of the DPC to**

1. schedule and prepare peer observations of each faculty member's materials,
2. ask the faculty member for supporting material if clarification is warranted,
3. ensure that faculty members have assigned their accomplishments to the appropriate areas,
4. write letters of evaluation,

5. provide peer judgment of the faculty member in each of the three areas, which should include
  - i. analysis and evaluation of peer and student evaluations of teaching
  - ii. careful examination of the faculty member's publications and other scholarly and/or creative efforts, and
  - iii. careful examination of the faculty member's service record,
6. engage in open, frequent, and candid communications with the faculty in a manner that will assist in the preparation of a complete and accurate evaluation or promotion file (All representative professional activity materials should be submitted in full, except books, which may be represented by samples, summaries, or reviews. Reference to additional materials should be presented in the form of annotated bibliographies where appropriate),
7. ensure that the faculty has provided student evaluation data, including student comments from each course included in their entirety, while using a form accepted by the university and explaining any exceptions (This should include an explanation of the process of how evaluations are given),
8. ensure that the candidate has provided written peer observations (including classroom observations) and an explanation of how evaluations are performed,
9. provide specific explanations as to how the candidate has fulfilled faculty activity plan expectations, and
10. ensure that the file also includes
  - i. the independent recommendation of the DPC evaluating the candidate's accomplishments in each of the three criteria categories and
  - ii. information about the range (national, regional, local) and stature of the faculty's work, especially for professional scholarly and creative activities.

### **2.3.3 COLLEGE ASSESSMENT COMMITTEE (CBA 2.3.6)**

The College Assessment Committee (CAC) shall consist of one faculty member from each department and may include others with special expertise. A Chair and a note taker will be established each academic year. The responsibilities of the CAC will be outlined in the college academic assessment procedure and will be in accordance with the EWU University Assessment Plan.

## **2.4 ADVISORY BOARDS**

The college currently does not have any advisory boards. If college advisory boards are created during the period of this CPP, they will follow applicable university guidelines, policies, and procedures.

## **SECTION 3**

### **3.1 COLLEGE GOVERNANCE (EWU Policy 101-02)**

The college aims to 1) promote transparency about important college matters with faculty and with the Board of Trustees, 2) actively involve faculty in decision-making processes, and 3) clearly articulate how decisions are made as well as actively involve faculty in the college's strategic priorities.

### **3.2 VOTING**

College voting and elections will be conducted through a confidential process.

#### **3.2.1 ELIGIBILITY TO VOTE REGARDING FACULTY PERSONNEL MATTERS**

While evaluative information may be sought and may be accepted from other qualified individuals, only full-time tenured faculty in the college may vote on recommendations regarding faculty personnel matters that are forwarded to the Dean and the Chief Academic Officer.

Only regular faculty (tenured and tenure-track) may vote on issues relating to evaluations. Only tenured faculty may vote on retention, tenure, or promotion evaluations.

### **3.2.2 ELIGIBILITY TO VOTE REGARDING THE CONFERRING OF EMERITUS STATUS**

Requirements for this status shall be included in the DPPs and shall require a majority vote of the tenured and tenure-track faculty in the department and the concurrence of the college's Dean and approval by the Provost and Board of Trustees. Emeritus/Emerita status is awarded by departments to Full Professors who have fully retired and meet the following criteria:

- a record of excellence in teaching, service, and research while at the university,
- significant contributions to the functioning of the department, college, or university, and
- the respect of colleagues and students with whom the candidate worked.

### **3.2.3 ELIGIBILITY TO VOTE IN COLLEGE AND DEPARTMENT ISSUES**

To vote on college and department issues that impact her or him, the contracted faculty member (Tenured, T-track, Lecturer, Senior Lecturer) must be employed at least half-time (0.5 FTE). Each department is permitted to establish voting rules that not only address staffing needs but also remain consistent with the CBA.

### **3.2.4 ELIGIBILITY TO VOTE FOR REVISIONS TO COLLEGE POLICIES AND PROCEDURES**

For any substantive changes, a CPP committee will be formed, which is comprised of one regular faculty member (tenured or tenure-track) per department who is selected by the department Chair. In cases in which a Chair does not or cannot make an assignment, the Dean will request a volunteer from the faculty for that department.

The CPP committee will be responsible for drafting revisions to this document and making a recommendation to the Dean about changes that need to be made. A new draft will be ratified by a simple majority vote by the faculty, which includes Tenured, T-track, Senior Lecturer, and Lecturer, who must be employed at least half-time (0.5 FTE), and the subsequent approval of the Dean and Chief Academic Officer. This revised version will be posted on the college website and the Dean's office will share the link to college website with all the college faculty and staff.

### **3.2.5 ELIGIBILITY TO VOTE FOR REVISIONS TO DEPARTMENT POLICIES AND PROCEDURES**

Modifications of the DPP will require approval of its faculty as indicated by a majority vote following a thorough review of proposed changes. Changes to the DPP should not occur more than once a year. All departmental faculties will be notified immediately in writing each time change is made. The DPP, upon approval by the faculty of the department (Tenured, T-track, Lecturer, Senior Lecturer), who must be employed at least half-time (0.5 FTE), is submitted to the Dean for preliminary approval and forwarded to the Chief Academic Officer for final approval. Review of the DPP will be conducted at least every three years. Changes must be approved by the department's faculty prior to submitting to the Dean.

## **SECTION 4**

### **4.1 FACULTY RESPONSIBILITIES AND FACULTY ACTIVITY PLANS (CBA 7.4, 7.5, 7.6, 7.7)**

Responsibilities of faculty members are articulated in general in the CBA Article 7 and specifically in each faculty member's FAP or, if a lecturer, their Letter of Appointment.

## **FACULTY ACTIVITY PLANS**

Under the CBA's provisions, each faculty member (regular faculty and Senior Lecturers) will participate in the creation of a FAP. This plan will specify the criteria and evaluation procedures for retention, tenure, promotion, and professional advancement. Evaluation is based on judgment of performance in three areas: teaching, scholarly and/or creative activity, and service. Any changes to a FAP must follow the processes listed in the CBA.

FAPs for faculty in the rank of Professor will be detailed with reference to expectations for teaching effectiveness, scholarly and/or creative activity, and service effectiveness. The criteria for these expectations should be addressed in DPPs and should be based on the criteria for full Professors' post-tenure merit review, as referenced in this policies and procedures document.

### **4.1.1 TEACHING DOCUMENTARY EVIDENCE (CBA 5.4.3, 7.5.1, 7.6.1, 7.7.2)**

All regular and special faculty members are responsible for submitting evidence to her or his DPC, demonstrating that they have met the teaching expectations of the FAP, or in the case of lecturers, their letter of appointment.

This is generated by the faculty member and should include materials directly relevant to the preparation, instruction, or enhancement of the candidate's classes or the department's programs. It should include all student evaluations and comments from each course included in their entirety, peer observations, advising summary, significant innovations, developments, and pedagogical or programmatic enhancements: e.g., new course proposals that have been fully approved, illustrative course outlines in which the course has been substantially changed, new programs or applications, video or multi-media productions. The faculty member must include evidence of achievement of student-learning objectives for courses taught. Additional information is contained in Sections 4.2.3, 4.3, 4.6 and specified in the DPPs.

### **4.1.2 SCHOLARLY AND/OR CREATIVE ACTIVITIES DOCUMENTARY EVIDENCE (CBA 7.5.1, 7.7.3)**

The tenure-track and tenured college faculty produce scholarly and creative activity in a variety of modes and media.

The college expects the tenure-track faculty it retains, tenures, and promotes to engage in professional activity that contributes to conversation in a discipline represented in the college. Therefore, the work that is valued most highly is that which undergoes the most rigorous scrutiny by faculty peers. It is critical that faculty keep this basic tenet in mind while planning and executing their scholarly and/or creative activity. Additional information is contained in Sections 4.2.3, 4.4, 4.6 and specified in the DPPs.

Each department will specify types of scholarly and/or creative activities and accomplishments that will be considered as evidence. Departments will also articulate how the quality and rigor of scholarly and/or creative activities will be weighed (if they are **weighted**) and evaluated for retention, tenure, promotion and post-tenure review.

The examples, below, are most applicable to traditional academic disciplines. Art, Music, Theatre, and Film may not always overlap with the following examples. Each department should more narrowly specify requirements for scholarly and/or creative activity in the DPPs. Departments for which traditional academic modes of scholarly and/or creative activity are not appropriate should publish equivalencies to the examples in the list below, *particularly with regard to equivalencies for refereed publications*.

There are three examples of such activities.

1. The first is written scholarly or creative work (faculty members are expected to accomplish at least two activities that have a status equivalent to that of a “b” entry, below), which includes
  - a. books (excluding those published by vanity presses),
  - b. articles in refereed publications or their foreign equivalent, as established by the DPP (of these publications, the lower the acceptance rate, the higher their status),
  - c. chapters in a scholarly or creative book,
  - d. edited volumes, and
  - e. reviews in scholarly journals.

Faculty members must include publication information for these works in retention, tenure, and promotion evaluation materials. Each DPP will articulate the metrics used in each discipline to determine the selectivity of a publication.

2. The second is grants and sponsored research.

An active record of grant work is to be highly valued in considering a faculty member’s scholarly and creative activities. While grants need not be funded to be reported by candidates, *funded* grants will be evaluated as having significantly higher status than unfunded proposals. For proposals with multiple stages of evaluation, candidates should indicate which stage (of how many) a proposal reached if it was not funded. Faculty members must include information about the competitiveness of such grants. External, highly competitive, high-value grants will be considered more favorably than less competitive or internal grants.

3. The final is oral presentations.

Presentations given in competitive international and national forums should be the most highly valued of this category. Competitiveness is gauged, in part, by the acceptance rate of proposals and whether a conference is refereed. Regional, state, and local presentations are valued less highly than those at the national level.

#### **4.1.3 SERVICE DOCUMENTARY EVIDENCE (CBA 7.5.1, 7.7.4)**

Faculty members are expected to have worked cooperatively and productively with colleagues within and perhaps beyond the program or department in serving the profession, university, and public. Contributions should be itemized with indications of the amount of effort involved and the significance of the project, task, or outcome. Exact service expectations for faculty are defined in the DPPs and in each faculty member’s FAP.

Service activities fall into three categories: *university*, *community*, and *professional*. Faculty members have an obligation to share responsibility for the governance of the university. Additional information is contained in Sections 4.2.3, 4.5, 4.6 and specified in the DPPs.

#### **4.1.4 MERIT CONSIDERATION DOCUMENTARY EVIDENCE (CBA 7.5.5)**

The CBA describes the way in which full professors may gain an increase in their base salary by exceeding the expectations laid out in their FAPs. In the College of Arts, Letters, and Education, there are basic standards for teaching, scholarly and/or creative work, and service that will guide the creation of FAPs for full professors who wish to be considered for merit increases. Professors who spend a portion

of their evaluation period serving as Chair or other approved duties shall receive consideration of these duties toward merit as articulated on their workload forms and their FAPs, which may require revision to reflect these duties. Requirements are contained in Sections 4.3, 4.4, 4.5, 4.6 and further specified in the DPPs.

#### **4.1.5 PREPARING THE EVALUATION FILE (CBA 7.5, 7.6)**

Faculty are responsible for keeping their files current and assigning each of their accomplishments to the appropriate area of evaluation. The faculty member should meet with the Chair to clarify any problems of interpretation that might arise. The faculty should organize the file according to the university guidelines and college's "Checklist." Appropriate checklists and worksheets are sent to the faculty who are scheduled for promotion and tenure by the Dean's Office.

#### **4.1.6 PREPARING THE PROMOTION FILE (CBA 5.4)**

Candidates for promotion are responsible for keeping their files current and assigning each of their accomplishments to the appropriate area of evaluation. The candidate should meet with the Chair to clarify any problems of interpretation that might arise.

The candidate should use the College Promotion Worksheet/Annotated FAP to prepare and organize material presented. The candidate should organize the file according to the university guidelines and college's "Checklist." Appropriate checklists and worksheets are sent to the faculty who are scheduled for promotion and tenure by the Dean's Office.

### **4.2 EVALUATIONS (CBA 5.4.3, Appendix D)**

Two basic principles guide faculty personnel decision-making in the college.

1. Decisions should advance the goals and objectives of the department and college. Faculty members are the college's most important and valuable resource for meeting its goals. Accordingly, all faculty personnel decisions, most particularly decisions related to appointment, retention, tenure, and/or promotion, should encourage excellence in teaching, scholarly and/or creative activities, and service, as well as enhance program objectives.
2. Professional standards and expectations vary among disciplines; therefore, the substantive responsibility for evaluation of faculty lies with each respective department. Using this college policy document as a framework, each department must set the standards and expectations for faculty excellence within the context of the discipline, while maintaining consistency with the university CBA, CPP, and university mission.

#### **4.2.1 GENERAL GUIDELINES**

Probationary faculty, tenured faculty, senior lecturers, and lecturers will be evaluated, retained, and promoted regularly in accordance with the CBA. The Chief Academic Officer establishes timelines for such reviews. According to the CBA, prior to the evaluation, the faculty member will submit to the DPC and the Department Chair an evaluation/promotion file that will consist of items required by the DPP and CPP.

#### **4.2.2 RETENTION AND RENEWAL POLICIES FOR PROBATIONARY AND SPECIAL FACULTY**

Retention is not a guarantee of subsequent reappointment or the granting of tenure; the granting of tenure does not guarantee future promotion. Tenure-track faculty members have expectations in all three areas described in the FAP. By the time of the tenure decision, probationary faculty should have

established a clear record of accomplishment in all areas. Special faculty members have expectations in teaching only, unless otherwise specified in their letter of appointment.

The following guidelines will be used to conduct performance reviews for probationary faculty and special faculty evaluations:

1. performance reviews are to be a continuing, constructive process with the goal of assisting faculty to reach higher levels of professional competency;
2. the CPP document requires the administration of teaching/course evaluation forms to all classes taught by the faculty of the college regardless of tenure, rank, or position status (These forms will be completed by students without the faculty member being present);
3. each department must have written policies that specify how peer observations and anonymous student evaluation of teaching will be conducted for all faculty (Departments are expected to provide the faculty member with a copy of departmental peer- evaluation procedures in a timely manner);
4. performance reviews shall include consideration and evaluation of any areas requiring special attention in the candidate's pursuit of tenure and promotion (When candidates receive a copy of their reviews, they must sign a certification stating that fact. The department Chairs are strongly encouraged to meet with faculty after each review process to further inform and guide);
5. recommendations for any personnel actions will be forwarded to the Dean, preferably after the performance review is discussed with the faculty member; and
6. the written evaluation, and all supporting documentation, a letter from the DPC and a letter from the Department Chair should accompany recommendations to the Dean.

#### **4.2.3 GENERAL POLICIES FOR PROMOTION AND TENURE DECISIONS (CBA 3.6, 3.7, Article 5)**

At the time of appointment, during the FAP creation process, and with each evaluation for tenure, faculty will be informed by the Chair about performance expectations and criteria for retention, tenure, and promotion. Faculty members are responsible for presenting materials clearly with regard to performance expectations. Decisions about faculty retention, tenure, and promotion will be made on the basis of the articulated performance expectations. All faculty members should look to the CBA, CPP, DPP, and their own FAPs and annual evaluations for the articulated expectations and criteria.

##### **4.2.3.1 PROMOTION FROM LECTURER TO SENIOR LECTURER (CBA 4.6.2)**

Promotion to Senior Lecturer requires that the candidate be recommended by her or his department. Special faculty duties focus mainly on teaching; however the Letter of Appointment may address and adjust the balance between teaching and non-teaching duties. The portfolio will require not only the items listed in 4.6 but also

- letters of Appointment for each year,
- documentation for evaluation of teaching, which includes
  - student evaluations and
  - peer observations, and
- other evidence.

##### **4.2.3.2 PROMOTION FROM ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR WITH TENURE (CBA Article 5)**

Tenure is awarded concurrently with promotion to the rank of Associate Professor for faculty on probationary contracts. The level of expectation for promotion to Associate Professor is higher than the

original expectations for the appointment to Assistant Professor. The decision to promote an Assistant Professor to Associate Professor is based on the candidate meeting the terms of their FAP and demonstrating the qualifications for promotion to Associate Professor. The portfolio will require the items listed in 4.3, 4.4, 4.5, 4.6. The terms of the FAP will require that the candidate demonstrate

- evidence of effectiveness in teaching, curriculum development, and student advising,
- a record of continuous scholarly and/or creative accomplishment indicative of a growing reputation for contributions to the discipline or professional field and predictive of ability to achieve future disciplinary recognition through appropriate external review processes, and
- significant service achievements.

Assistant Professors who spend a portion of their evaluation period serving in other approved duties shall receive consideration of these duties toward promotion as articulated on their workload forms and their FAPs, which may require revision to reflect these duties.

These policies emphasize the importance of careful and conscientious effort by all concerned in making timely personnel evaluations and recommendations.

#### **4.2.3.3 PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR (CBA Article 5)**

The rank of Professor signifies the highest level of professional accomplishment and is not conferred without a thorough consideration of performance. The decision to promote an Associate Professor is based on the candidate meeting the terms of their FAP and demonstrating the qualifications for promotion to Professor. The portfolio will require the items listed in 4.3, 4.4, 4.5, 4.6. The terms of the FAP will require that the candidate demonstrate

- effectiveness in teaching, curriculum development, and student advising,
- a record of significant scholarly and/or creative accomplishment in the discipline or professional field,
- appropriate external disciplinary peer recognition for scholarly and/or creative achievement,
- evidence predictive of continuing contribution through research or creative work, and
- significant service achievements.

Associate Professors who spend a portion of their evaluation period serving as Chair or other approved duties shall receive consideration of these duties toward promotion as articulated on their workload forms and their FAPs, which may require revision to reflect these duties.

There is no maximum time limit for achieving this rank.

#### **4.3 CRITERIA OF EVALUATION: TEACHING EFFECTIVENESS (CBA Article 5)**

Each DPP will specify the criteria for effective teaching, emphasizing that all exchanges with students, both in and outside the classroom will be supportive and respectful. The DPP should use a standard numerical scale of 1 to 5 (with "5" representing excellence) on student evaluation forms, and should specify a quarterly averaged standard for effective teaching on that scale that is commensurate with the university's expectation of excellence in teaching. Candidates for the rank of Associate Professor or Professor shall provide evidence of teaching effectiveness, curriculum development, and student advising. Among the criteria must be a description of how faculty members have enabled students to achieve program, department, college, or university learning goals in the courses they have taught and how faculty have measured this achievement. Evidence of teaching effectiveness is divided into documentary evidence and evaluation of teaching (composed of student and peer observations, which



are considered of equal significance).

#### **4.3.1 EVALUATION OF TEACHING**

According to the CBA, faculty must provide documentation of teaching, “including peer observations of teaching performance as described in the candidate's FAP, and student evaluation of every class taught during the most recent four (4) quarters” (except for Summer).

- Student Evaluation Forms must be administered within the last two weeks of classes.
- Departments must have a standardized policy for the administration, tabulation, and expeditious distribution (back to faculty) of evaluation forms that guarantee student anonymity. The instructor shall not be present when evaluations are administered or collected.

#### **4.3.2 EVALUATION FORMS**

Summaries of student evaluations should

1. be presented in a format that displays the average for each question, as well as the average for the overall score disaggregated for each course section,
2. group together courses taught in the same quarter,
3. indicate the number of responses and students enrolled, and
4. provide student comments in their entirety for each course (These will typically be transcribed).

The reporting form or summary printout for each course may, at the option of the candidate, be included in the **evaluation and promotion** file.

The Department Chair and/or DPC may comment on comparative averages within the department, especially for multi-section courses.

#### **4.3.3 STUDENT COMMENTS**

All comments from each class taught during the previous four quarters, *excluding* summer, must be included in the evaluation and promotion file. Comments from each course included in **their entirety must be presented together**. Faculty members may include, but not solicit, letters from former and/or current students.

#### **4.3.4 PEER OBSERVATIONS**

Peer assessment of teaching effectiveness includes classroom observation. Peer observations will be conducted by faculty of equal or higher rank or, in exceptional circumstances, by a qualified full-time member of equal or higher rank of the faculty within their field or a closely related field. Department Policies and Procedures have the responsibility to specify how peer observations are handled in each department.

- Special faculty must be observed in the year of contract renewal.
- Assistant Professors seeking promotion/tenure must be observed annually.
- Associate Professors must be observed at least once during their FAP period.
- Full professors must be observed at least once during their FAP period. Faculty wishing to apply for merit: see requirements in 4.3.6.

A written record of at least one classroom visit by a peer will be provided to the faculty member and Chair. If the Chair notes areas of question or concern, the Chair must meet with the faculty member before mid-term of the following quarter to discuss these matters.

Evaluations for retention, tenure, and promotion decisions must include classroom peer observations, which shall be conducted according to the DPP and include observations by university peers or department faculty, assessments measuring fulfillment of course objectives, or other strategies intended to accurately document teaching effectiveness.

#### **4.3.5 ADVISING (CBA 7.7.2, 7.7.5(B)II)**

Advising is the responsibility of all faculty members. Faculty will advise students and majors on department, College and University requirements and career opportunities as well as additional discipline-specific requirements. Department Policies and Procedures will specify expectations of advising responsibilities as well as describe what is considered exceptional advising duties over and above a normal advising load.

#### **4.3.6 TEACHING MERIT CRITERIA FOR FULL PROFESSORS' POST-TENURE REVIEW**

Evidence of having exceeded expectations in the area of teaching will be constituted by achievements in

- *exceptional student evaluation scores: achievement of at least a cumulative student evaluation score of 4.0 (on the standard 1-5 college scale) for all courses taught during the evaluation period or evidence of other exemplary teaching as it relates to student learning outcomes and compelling student achievements and*
- *one or more of the following four categories of teaching responsibilities:*
  - peer observations (Submission of three or more peer observation reports documenting exceptional course design based on innovation, rigor, and currency in discipline as well as unsolicited letters of support indicating pedagogical excellence will accentuate evidence of achievement in this category),
  - graduate thesis mentoring (Exceptional service during the evaluation period as a first committee member for graduate student theses),
  - special teaching and mentoring (Evidence of frequent and sustained special teaching and mentoring activities during the evaluation period, including sponsorship of students for undergraduate research and an exceptional level of advising as well as awards and honors received during the evaluation period and frequent service as a second or third reader on graduate thesis committees), and
  - professional development in pedagogy (Proof that participation in professional conferences designed to improve pedagogy and curriculum design directly impacts teaching at EWU).

#### **4.4 CRITERIA OF EVALUATION: SCHOLARY AND/OR CREATIVE ACTIVITY**

The following criteria apply to all tenure-track candidates for review, retention, promotion, and merit consideration. Departments, however, most appropriately set the standards within their own field.

Scholarly and/or creative activity requires active engagement with one's discipline or field. The search for new knowledge, the expression of creative talent, and the dissemination of existing knowledge in one's discipline and/or on issues and problems within society are all aspects of this activity. Scholarly and/or creative activity enables faculty members to acquire and maintain expertise within disciplines and, where appropriate, across disciplines. It enhances faculty abilities to engage students both in gaining knowledge of disciplines and in developing the skills by which that knowledge is acquired. Professional and scholarly activity takes diverse forms and may vary substantially across disciplines.

The minimum number of activities is listed below. Departments can choose to set higher standards in their DPP (with the exception of Merit).

- A minimum of ten activities, or the weighted equivalent as outlined by the DPP and approved by the DPC, is required for tenure and promotion to Associate Professor. At least two of the activities must be at least the status equivalent of refereed articles or funded, competitive external grants.
- A minimum of fifteen activities, or the weighted equivalent as outlined by the DPP and approved by the DPC, *in addition* to those completed for tenure are required for promotion to Professor. At least two of the activities completed for promotion to Professor must be the equivalent of refereed articles.
- Departments will specify the minimum number of activities required for Continuing Full Professors in their DPP.
- Evidence of having exceeded expectations in the area of scholarly and/or creative activity will be constituted by achievements **in a minimum** of twelve scholarly and/or creative activities (based on the list of examples of activities stated in section 4.1.b. of this CPP document), which **are** required for Merit consideration for Full Professors.
  - One of which will be the equivalent of a refereed article as well as
  - one or more of the following four categories of research and creative activity:
    - sustained and exceptional activities in the promotion of successful undergraduate research or creative works, which must include presentations or exhibitions at the national and/or international levels,
    - frequent application during the evaluation period for external grants for research purposes, or a successful application for a funded internal EWU research grant, excepting Start Something Big grants,
    - successful application for a funded external grant for research purposes during the evaluation period, and
    - a sustained and exceptional record (beyond the 12 activities above) of presenting research or creative works at national and international conferences or juried shows (a similar record of curating professionally recognized national or international exhibits).

#### **4.5 CRITERIA OF EVALUATION FOR SERVICE EFFECTIVENESS TO THE UNIVERSITY AND COMMUNITY**

Service activities fall into three categories: *university*, *community*, and *professional*. Faculty members have an obligation to share responsibility for university governance.

1. Evidence of University Service
  - a. Active and continuing membership in, contribution to, and leadership of departmental, college, and university level-committees, and official task forces or ad hoc committees
  - b. Sponsorships of campus groups and/or organizations
  - c. Other service recognized by the department
2. Evidence of Community Service
  - a. Engaged disciplinarily connected community outreach that results in demonstrable social and/or cultural benefits
  - b. Consultation to government, industry, NGOs, and non-profits
  - c. Other service recognized by the department
3. Evidence of Professional Service
  - a. Active membership or contributions in professional organizations

- b. Other activities contributing to service in the profession or discipline
- c. Other service recognized by the department
- 4. Evidence of having exceeded expectations in the area of service for Merit consideration for Full Professors will be constituted by achievements in
  - *successful projects sponsored through leadership position(s) in departmental or college level committees for a period of at least two academic years during the evaluation period*
  - and *one or more* of the following four dimensions of service activity:
    - initiatives sponsored through leadership in university-level committee(s), ad hoc committee(s) or official task force(s) for the entire evaluation period,
    - sustained community service, implementation of service learning pedagogy, consultation for government, industry, NGOs, and/or non-profits for the entire evaluation period,
    - holding leadership position(s) and sponsoring substantive and measurable initiatives in professional organizations for a period of at least two academic years during the evaluation period, and
    - successful application for a funded external grant for program development or for the achievement of department, college, or university strategic goals.

#### **4.6 EVALUATION AND PROMOTION FILE CONTENTS (CBA Article 5, 7.5)**

The faculty member prepares and presents the evaluation/promotion material in the prescribed form, meeting all deadlines in the annual Calendar of Deadlines. In addition, the faculty member is responsible for producing other supporting documents requested by reviewers at various levels. Appropriate checklists and worksheets are sent to the faculty who are scheduled for evaluation by the Dean's Office.

The evaluation/promotion file contents include

- a. a checklist for the standard format,
- b. a self-assessment, which is referred to as the Evaluation Worksheet/Annotated FAP, by the faculty member of his/her performance over the evaluation period (Narratives on this sheet should describe the work done in each category, this should not only include actual accomplishments but be evaluative, developmental, and reflective),
- c. **a** current vita,
- d. a copy of the approved FAP (except for lecturers),
- e. philosophy statements which are reflective statements of teaching, scholarship and/or creative works, and service philosophy preceding each appropriate section in the file (The statements should provide a clear understanding of the significance of the candidate's accomplishments in each area and should explain any unusual features),
- f. a statement on the difference between faculty members' worksheet narrative and philosophy statements (Worksheet narratives should describe the work that has been done in each category while philosophy statements should reflect upon the success of the work done in each category),
- g. documentation of teaching performance, which includes
  - 1. peer observations of teaching performance as described in the faculty member's FAP,
  - 2. student evaluations of every class taught during the most recent four quarters (excluding summer), including student comments from each course included in their entirety (Faculty members may request a course exemption from evaluation from their Department Chair. Faculty members are encouraged to ask additional

- questions based on the learning goals they have set for their students. The current system allows eight additional questions to be scanned and tabulated, if using such equipment), and a statement of how course evaluations were administered,
3. advising summary,
  4. course syllabi,
  5. evidence of how the assessment of Student Learning Outcomes in their program has enhanced their teaching, and
  6. other documentation to support this section (course or pedagogy developmental documents, etc.),
- h. documentation of Scholarly and/or Creative Works which includes
    1. representative PDF, JPG samples of work, and any website links (For example, copies of complete articles, summaries of grant applications, and books [cover, publisher's data, table of contents and first chapter]) and
    2. any other PDF documentation to support this section (conference programs, flyers advertising presentations, etc.),
  - i. documentation of Service which includes
    1. representative PDF samples of service work (For example, letters from committee chairs or community service leaders, programs, samples of committee work, etc.) and
    2. any other PDF documentation to support this section (conference programs, flyers advertising presentations, etc.),
  - j. any other PDF documentation to support the faculty's file (unsolicited cards, letters, awards, etc.), and
  - k. prior accomplishments if the faculty member deems it necessary to establish continuity of activity (these should be clearly labeled as originating prior to the last review).

#### **4.7 EVALUATION BY THE DEAN AND NOTIFICATION TO FACULTY**

The Dean will consider the recommendations of the Department Chair, DPC, and CPC when making a retention/tenure/promotion/**merit** recommendation. The Dean shall forward a recommendation to the Provost, along with entire evaluation/promotion file, which includes the recommendations of the Department Chair, DPC, CPC, and other documentation deemed appropriate based on the case.

Faculty members will be notified of all actions in accordance with policies in the CBA.

### **SECTION 5**

#### **5.1 RECRUITMENT (CBA Article 3, Article 4)**

The guiding principle in the college will be to hire, support, and retain the best-qualified faculty. To that end, all faculty recruitment activities and appointments will conform to the following policies.

#### **5.2 REQUESTS FOR REGULAR OR SPECIAL FACULTY POSITIONS (CBA 3.4)**

The Dean's Office will consider critical position requests for full-time tenure track and/or full-time lecturer positions on an annual basis and in conjunction with the timeline developed by the Chief Academic Officer. Department Chairs should lead unit discussions of requests within the context of conservative fiscal management and with serious attention to the most critical needs of the unit, other partnering units (if appropriate), and the college and university. As they develop their requests, Chairs should discuss with colleagues the impact of the potential hire on the unit's instructional coverage, program enhancement, balance of faculty ranks, diversity, research activity, and external partnership

development. Requests for permission to hire will be reviewed in light of strategic goals and should address these goals in a summary of no more than two-to-three pages. A template for requests is available from the Dean's Office.

Prior to requesting a regular or special faculty request to hire, the department or program must establish the major elements of the position and the criteria for evaluating candidates. These criteria should be consistent with department or program policies and standards for evaluating existing special faculty.

### **5.2.1 JUSTIFICATION**

The position request will include a Justification for the Position, Job Summary, Minimum and if any Preferred Qualification, Term of Appointment, and Projected Workload. The position request is then sent to the Dean's Office for approval.

### **5.2.2 SEARCH COMMITTEE**

Upon approval, the department will establish a search committee consisting of at least three full-time, tenured/tenure-track faculty for any faculty position. Non-voting special faculty may participate in search committees, yet they must not be required to do so. If three full-time tenured/tenure-track faculty are not available, a request must be submitted to the Dean for approval to include voting non-full-time tenured/tenure-track faculty on the search committee. In the event that a Department is unable to form or maintain a functioning Search Committee, the Dean has final approval of the members selected for the search committee and may appoint and replace committee members. The search committee will work with the Dean's Office and Human Resources Office to post the advertisement and review applications.

All announcements for vacant or new positions must be clear in relation to rank, length of appointment, eligibility for tenure in the position, teaching, research/creative work and service expectations, and requisite experience and credentials.

All approved searches must adhere to an open process of recruitment for that position. Normally, candidates should have at least thirty (30) days from the first appearance of the announcement to submit their applications.

### **5.2.3 EVALUATION AND SELECTION OF CANDIDATES (CBA 3.4, 3.6, 3.7)**

The procedure for evaluating and selecting final candidates must be a fair and open process that is consistent with the published criteria. All candidates, including internal applicants, if any, must be evaluated by the same criteria.

- Departments and programs are expected to provide an opportunity for candidates to interact with students, faculty, and members of the college administration while on campus as a part of the interview process. Search committees will collect any written comments from faculty, students, or staff about candidates. Search committees will forward ranking of candidates to the Department Chair and Dean, articulating the strengths and weaknesses of each candidate, who is deemed acceptable. Ranked candidates must meet the minimum standards published in the advertisement. After comments and candidate materials have been forwarded to the Dean, the Dean and Department Chair will discuss the candidates.
- Recommendations for those hired with tenure must include a thorough evaluation by all tenured faculty in the department. Granting tenure by faculty of the department minimally includes additional interviews with key faculty such as program directors, a review of submitted

work, letters of recommendations and their credentials. The DPP will stipulate a timeline and the means by which the tenured faculty will review and recommend the candidate for hire with tenure.

- Once the final candidate is selected, the Recommendation to Hire will be submitted from the Dean to the Provost prior to the offer to the candidate. The Recommendation to Hire will include elements specified by the Provost or President.
- After approval by the Provost, the Dean will speak with the candidate about the conditions the college is willing to recommend. At this point, the candidate should discuss any desired variations to the standard terms. For newly hired faculty members, provisions for counting any work that may be applied to their position at Eastern (for example, work completed prior to hire) and considered during the tenure and/or promotion process must be approved by the Chair, the Dean, and the Chief Academic Officer prior to issuing a hiring contract. Such considerations must be included in the language of the contract in order to be implemented.

### **5.3 QUARTERLY FACULTY (CBA 4.7, 7.7.5, 8.4)**

All faculty hired on a quarter-by-quarter contract are referred to as “quarterly faculty.” Chairs will recommend individuals for such quarterly faculty hires to the Dean’s Office. The decision of the Dean will be influenced by budgetary factors. Primary among these factors is whether the department’s quarterly **faculty budget** allocation will accommodate the hire. No hire can be completed without receipt of the candidate’s vita by the Budget and Administrative Services Manager and Dean. A department policy and process for recommending quarterly faculty appointments will be described in the DPPs.

The request for quarterly faculty should be presented in memo form to the Department Chair and must include the items listed in the college’s “Hiring Process, Time Line, and Required Information for Quarterly Faculty and Overload Appointments” annual memo.

### **SECTION 6: FACULTY DEVELOPMENT FUNDS (CBA 8.12.1)**

Professional development funds will be distributed shortly after the beginning of the fiscal year. Special Faculty paid from state funding (Senior Lecturers, Lecturers, and Visiting Assistant Professors) will receive a pro-rated portion of a pool managed by Academic Affairs. The amount **to individual special faculty** varies from year to year.

The funds will be transferred from the Dean’s office. Unspent professional development funds lapse at June 30 of each year and are allocated only for faculty professional development and should not be spent for other departmental needs. A plan for the distribution of unused faculty development funds at the end of the fiscal year will be described in the DPPs.

Special Faculty who are paid from non-state funding (Senior Lecturers, Lecturers, and Visiting Assistant Professors), are not allocated a specific amount for professional development. Departments must use non-state funding to provide professional development as desired.

## **SECTION 7**

### **7.1 WORKLOAD (CBA 7.7)**

Under the CBA’s provisions, each regular faculty member will participate in the creation of an Annual Workload Plan. This plan will specify the professional responsibilities of the faculty member. Workload

for tenure/tenure-track faculty is determined for performance in three areas: teaching, scholarship and/or creative activity, and service.

For special faculty, the teaching workload consists solely in instruction unless otherwise specified in their letter of appointment or under special circumstances approved by the Dean. The department chair will prepare a teaching workload based on the department's needs and submit it to the Dean before the established deadlines.

Any changes to a Workload Plan must follow the processes listed in the CBA.

## **7.2 OVERLOAD REQUESTS (CBA 7.7.7, 8.7)**

"Overload" refers to work at EWU; work outside of Eastern is covered by University Policy 901-01, Ethical Standards.

The following policy regarding overloads within the college must be followed:

- A. in accord with the CBA, all overloads (including those in self-support areas) over 134% of credit load must have the prior approval of the Dean and Chief Academic Officer (Overloads less than 134% must have prior approval of the Dean);
- B. the request for an overload for a specific course should be presented in memo form to the Department Chair and must include
  - name of Faculty,
  - EWU ID, Index to be paid from,
  - quarter or start and end date,
  - course Reference Number,
  - clear outline of stacked courses or cross-listed courses to avoid double payment, Credits (or formula for credit equivalent),
  - pay amount per credit or credit equivalent,
  - clearly state name of other faculty member if course is co-taught,
  - meeting pattern,
  - mode,
  - justification of why the course must be taught as an overload, and
  - a revised faculty workload plan as needed;
- C. the request for overload needs to be submitted, and approved prior to allowing students to register;
- D. the request for an overload for other types of quarterly work should be presented in memo form to the Department Chair and must include
  - name of Faculty,
  - EWU ID, Index to be paid from,
  - start and end date, Time and Location,
  - unit type (hours, credit equivalent, lot, stipend, each, students, month, day, meeting, project, quarter, etc.),
  - number of units,
  - pay amount per unit,
  - estimation of total hours worked, if unit is not hours or credit equivalent,
  - description of duties,
  - explanation of the need for an overload, and
  - a revised faculty Workload Plan as needed;



- E. departments/programs should submit memos requesting overloads as soon as possible after the need has been identified;
- F. department Chairs will forward approved overload requests to the Dean for final review and approval and the Dean will forward approved requests to the Chief Academic Office for final action; and
- G. faculty cannot teach overloads while on professional leave.

## **APPENDIX A: COLLEGE HISTORY**

The College of Arts, Letters, and Education at Eastern Washington University was formed on July 1, 2010.

The creation of the college was in response to a severe budget cut, in which a college consolidation initiative was proposed to reduce Eastern's colleges from the current six to four. This initiative was anticipated to result in a potential savings of \$500,000 in administrative costs.

After reviewing recommendations of the College Consolidation Task Force, the Faculty Senate, and numerous comments and suggestions throughout the university, President Rodolfo Arevalo announced on January 20, 2010 that two departments from the College of Education and Human Development will merge with the College of Arts and Letters.

At the time, the College of Arts and Letters included five departments: Art, English, Modern Languages & Literatures, Music, and Theatre/Film and encompassed 69 graduate, undergraduate majors, minors, certificates and endorsements. The College of Education and Human Development included Education and Physical Education, Health and Recreation, and encompassed 31 graduate, undergraduate majors, minors, certificates and endorsements.

Today, the college offers a wide variety of academic programs ranging from the Arts, Language and Literature, Education, to Health and Recreation. CALE is proud to be the most unique and diverse academic unit at Eastern Washington University. As a community of scholars, teachers, and learners, we are committed to education that develops excellence in communication and critical thinking, that fosters creativity and an appreciation of the arts, that promotes healthy lifestyles and ethical choices, and that celebrates the life of learning. In an increasingly interconnected world, we value the diversity of people, ideas, and experiences. Our students learn the skills to become leaders, responsible citizens, and successful professionals.

## **APPENDIX B: ALL OTHER JOB DUTIES**

### **B.1 THE COLLEGE DEAN**

The University has a number of different academic units that report to a Dean: i.e., Colleges, School, and Library. Each academic department differs in its mission; as a consequence, the responsibilities and their importance will differ between academic departments. The Dean is the chief administrative officer of an academic college and reports to the Provost and Vice President for Academic Affairs. Reporting directly to the Dean are the Associate and Assistant Dean(s), the college's Senior Budget and Administrative Service Manager, the college's Administrative Specialist, Get Lit! Director, and Department Chairs.

The basic responsibilities of the Dean include

- providing effective and efficient administration of the College/School/Library and its programs, including the development and implementation of plans for the future of the College,
- effectively and efficiently managing the financial and human resources of the College.
- being an active and collaborative participant in the setting of University policy through involvement in the President's Cabinet,
- being an active and collaborative participant in the setting of Academic policy through involvement in the Dean's meetings,
- improving the quality of the educational services offered by the College through the development of processes that encourage improvements in academic programs and research and scholarship, including but not limited to faculty and staff development, grants and contracts, assessment programs, internships, and scholarly opportunities for faculty and students,
- participating in the University governance process such as serving on committees and task forces as appropriate, which include search, program development and review, and strategic and ongoing institutional planning committees,
- maintaining a personal professional development plan,
- building partnerships with external constituencies such as alumni, private and public Organizations,
- articulating and promoting the University's mission and objectives,
- seeking feedback on the success of the institution's academic programs,
- regularly convening Chairs for purposes of planning and dissemination of information.
- identifying unmet educational needs, and
- participating effectively in University fund raising activities.

## **APPENDIX B: ALL OTHER JOB DUTIES**

### **B.2 DEPARTMENT PROGRAM DIRECTORS/COORDINATORS**

Faculty Program Directors and Coordinators provide administrative curricular support to the Department Chair. The Chair in each department may recommend to the Dean a faculty member to serve as Program Director. Such cases are relevant only when programs are of such size or different so as not to be manageable by the Chair or in cases where separate budget lines are designated.

In non-self-support programs, the role of Program Director should rotate evenly among tenured faculty members within a program. Definition of the role and the length of term for Directors will be articulated in each DPP. Program Directors do not supervise program faculty. Faculty supervision within the department is the Chair's responsibility. Chairs will evaluate Program Directors annually in their directorial roles. Departments will articulate the criteria for such evaluation in their Department Plans.

**APPENDIX C: FAP TEMPLATES AND COLLEGE EVALUATION WORKSHEET TEMPLATES**

Dependent on the needs of the university, college, and department the enclosed FAP templates and college evaluation worksheet templates are subject to change. The templates only include the basic outline of the FAP. It is encouraged for departments to create their own templates which are department specific. The Dean’s Office will notify faculty of any major changes.

## APPENDIX C.1 SENIOR LECTURER FAP TEMPLATE

College of Arts, Letters, and Education

### FACULTY ACTIVITY PLAN

**Current Rank:** Senior Lecturer

**Submitted by:** XXXXXX

**Department:** XXXXXX

**Year of Hire:** XXXX

**Year Promoted:** XXXX

**Date Written:** *September X, 201X*

**To cover the period of:** *September 201X – August 20XX*

The Faculty Activity Plan (FAP) was developed through consultation with the XXXXXX department chair and departmental personnel committee and in accordance to guidelines stated in the EWU & UFE Collective Bargaining Agreement (CBA) and the College of Arts, Letters & Education Policy and Procedures (CALE P&P). This FAP will be used for evaluation and retention of XXXXXX and covers the X-year contract period of *September 20XX – August 20XX*.

#### TEACHING

XXXXXX teaching load will typically be 45 credit hours (15 credits per quarter) over the academic year unless modified by mutual agreement among faculty member, Department Chair and Dean.

*Enter expectations and performance measures here. This should align with the College and Department Policy and Procedures.*

#### SIGNATURES

The following agree to the Faculty Activity Plan submitted by XXXXXX. According to the requirements set forth in the CBA, the CALE P&P, and the Department P&P, this FAP covers the X-year period and is intended for evaluation and retention.

The expectations set forth above are subject to modification according to the principles articulated in the UFE/EWU Collective Bargaining Agreement and the policies of the college. It is understood that modifications will be negotiated in a mutually agreeable manner between the faculty member and university administration.

\_\_\_\_\_  
*XXXXXXX, Senior Lecturer*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Chair, Department Personnel Committee*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Chair, XXXXXX Department*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Dean, College of Arts, Letters & Education*

\_\_\_\_\_  
*Date*

## APPENDIX C.2 ASSISTANT PROFESSOR FAP TEMPLATE

College of Arts, Letters, and Education

### FACULTY ACTIVITY PLAN

**Current Rank:** Assistant Professor

**Submitted by:** XXXXXX

**Department:** XXXXXX

**Year of Hire:** XXXX

**Year Promoted:** XXXX

**Date Written:** *September X, 201X*

**To cover the period of:** *September 201X – August 20XX*

The Faculty Activity Plan (FAP) was developed through consultation with the XXXXXX department chair and departmental personnel committee and in accordance to guidelines stated in the EWU & UFE Collective Bargaining Agreement (CBA) and the College of Arts, Letters & Education Policy and Procedures (CALE P&P). This FAP will be used to evaluate XXXXX for the granting of tenure and promotion to Associate Professor and covers the 6-year probationary period of *September 20XX – August 20XX*.

#### TEACHING

XXXXXX teaching load will typically be 36 credit hours (12 credits per quarter) over the academic year unless modified by mutual agreement among faculty member, Department Chair and Dean.

*Enter expectations and performance measures here. This should align with the College and Department Policy and Procedures.*

#### SCHOLARLY AND/OR CREATIVE ACTIVITIES

*Enter expectations and performance measures here. This should align with the College and Department Policy and Procedures.*

#### SERVICE

*Enter expectations and performance measures here. This should align with the College and Department Policy and Procedures.*

#### SIGNATURES

The following agree to the Faculty Activity Plan submitted by XXXXXXX. According to the requirements set forth in the CBA, the CALE P&P, and the Department P&P, this FAP covers the 6-year period and is intended to lead to tenure and promotion to Associate Professor.

The expectations set forth above are subject to modification according to the principles articulated in the UFE/EWU Collective Bargaining Agreement and the policies of the college. It is understood that modifications will be negotiated in a mutually agreeable manner between the faculty member and university administration.

\_\_\_\_\_  
*XXXXXXX, Assistant Professor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Chair, Department Personnel Committee*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Chair, XXXXXXX Department*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Dean, College of Arts, Letters & Education*

\_\_\_\_\_  
*Date*

## APPENDIX C.3 ASSOCIATE PROFESSOR FAP TEMPLATE

College of Arts, Letters, and Education

### FACULTY ACTIVITY PLAN

**Current Rank:** Associate Professor

**Submitted by:** XXXXXX

**Department:** XXXXXX

**Year of Hire:** XXXX

**Year Promoted:** XXXX

**Date Written:** *September X, 201X*

**To cover the period of:** *September 201X – August 20XX*

The Faculty Activity Plan (FAP) was developed through consultation with the XXXXXX department chair and departmental personnel committee and in accordance to guidelines stated in the EWU & UFE Collective Bargaining Agreement (CBA) and the College of Arts, Letters & Education Policy and Procedures (CALE P&P). This FAP will be used to evaluate XXXXX for the granting of tenure and promotion to Associate Professor and covers the 4-year probationary period of *September 20XX – August 20XX*.

#### TEACHING

XXXXXX teaching load will typically be 36 credit hours (12 credits per quarter) over the academic year unless modified by mutual agreement among faculty member, Department Chair and Dean.

*Enter expectations and performance measures here. This should align with the College and Department Policy and Procedures.*

#### SCHOLARLY AND/OR CREATIVE ACTIVITIES

*Enter expectations and performance measures here. This should align with the College and Department Policy and Procedures.*

#### SERVICE

*Enter expectations and performance measures here. This should align with the College and Department Policy and Procedures.*

#### SIGNATURES

The following agree to the Faculty Activity Plan submitted by XXXXXXX. According to the requirements set forth in the CBA, the CALE P&P, and the Department P&P, this FAP covers the 4-year period and is intended to lead to promotion to Full Professor.

The expectations set forth above are subject to modification according to the principles articulated in the UFE/EWU Collective Bargaining Agreement and the policies of the college. It is understood that modifications will be negotiated in a mutually agreeable manner between the faculty member and university administration.

\_\_\_\_\_  
*XXXXXXX, Assistant Professor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Chair, Department Personnel Committee*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Chair, XXXXXXX Department*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Dean, College of Arts, Letters & Education*

\_\_\_\_\_  
*Date*



## APPENDIX C.4 FULL PROFESSOR FAP TEMPLATE

College of Arts, Letters, and Education

### FACULTY ACTIVITY PLAN

**Current Rank:** Full Professor

**Submitted by:** XXXXXX

**Department:** XXXXXX

**Year of Hire:** XXXX

**Year Promoted:** XXXX

**Date Written:** *September X, 201X*

**To cover the period of:** *September 201X – August 20XX*

The Faculty Activity Plan (FAP) was developed through consultation with the XXXXXX department chair and departmental personnel committee and in accordance to guidelines stated in the EWU & UFE Collective Bargaining Agreement (CBA) and the College of Arts, Letters & Education Policy and Procedures (CALE P&P). This FAP will be used to evaluate XXXXX for post-tenure review and merit consideration. This FAP covers the 5-year period of *September 20XX – August 20XX*.

#### TEACHING

XXXXXX teaching load will typically be 36 credit hours (12 credits per quarter) over the academic year unless modified by mutual agreement among faculty member, Department Chair and Dean.

*Enter expectations and performance measures here. This should align with the College and Department Policy and Procedures.*

#### SCHOLARLY AND/OR CREATIVE ACTIVITIES

*Enter expectations and performance measures here. This should align with the College and Department Policy and Procedures.*

#### SERVICE

*Enter expectations and performance measures here. This should align with the College and Department Policy and Procedures.*

#### SIGNATURES

The following agree to the Faculty Activity Plan submitted by XXXXXXX. According to the requirements set forth in the CBA, the CALE P&P, and the Department P&P, this FAP covers the 5-year period and is intended for post-tenure review and a merit salary increase consideration.

The expectations set forth above are subject to modification according to the principles articulated in the UFE/EWU Collective Bargaining Agreement and the policies of the college. It is understood that modifications will be negotiated in a mutually agreeable manner between the faculty member and university administration.

\_\_\_\_\_  
*XXXXXXX, Assistant Professor*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Chair, Department Personnel Committee*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Chair, XXXXXXX Department*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Dean, College of Arts, Letters & Education*

\_\_\_\_\_  
*Date*

## APPENDIX C.5 COLLEGE EVALUATION WORKSHEET

College of Arts, Letters, and Education

### Lecturer Self- Evaluation Worksheet

**Name:** XXXXX

**Rank:** Lecturer

**Department /Program:** XXXXX

**Reason for Evaluation:** Annual Evaluation or Promotion

**Evaluation Period:** 20XX-20XX

**Years in current rank:** XX

**Degrees:** XXXXX

### **TEACHING**

*Enter a brief Teaching Philosophy Statement Here*

#### **Evidence Submitted (Teaching Folder)**

**1. Student Evaluations**

- Average Scores:
- Relative Performance:
- Other Measures:
- S:drive File Names:

**2. Peer observations**

- Summary:
- S:drive File Names:

**3. Syllabus**

- Summary
- S:drive File Names:

**4. Other**

- Summary
- S:drive File Names:

**5. Overall Self-Evaluation of Teaching** *(Short Description, 1 to 2 paragraphs)*

- Summary:
- S:drive File Names not listed in other teaching areas:

## APPENDIX C.6 COLLEGE EVALUATION WORKSHEET

College of Arts, Letters, and Education

### Senior Lecturer Self- Evaluation Worksheet/Annotated FAP

**Name:** XXXXX

**Rank:** Senior Lecturer

**Department /Program:** XXXXX

**Reason for Evaluation:** Evaluation – In Final Year of FAP

**Evaluation Period:** 20XX-20XX

**Years in current rank:** XX

**Degrees:** XXXXX

#### **TEACHING**

***Cut and paste the teaching requirements from your FAP into this section***

*Enter a brief Teaching Philosophy Statement Here*

#### **Evidence Submitted (Teaching Folder)**

- 1. Student Evaluations**
  - Average Scores:
  - Relative Performance:
  - Other Measures:
  - S:drive File Names:
- 2. Peer observations**
  - Summary:
  - S:drive File Names:
- 3. Syllabus**
  - Summary
  - S:drive File Names:
- 4. Other**
  - Summary
  - S:drive File Names:
- 5. Overall Self-Evaluation of Teaching (*Short Description, 1 to 2 paragraphs*)**
  - Summary:
  - S:drive File Names not listed in other teaching areas:

## APPENDIX C.7 COLLEGE EVALUATION WORKSHEET

College of Arts, Letters, and Education

### Tenured & Tenure-Track Self- Evaluation Worksheet/Annotated FAP

**Name:** XXXXX

**Rank:** XXXXX

**Department /Program:** XXXXX

**Reason for Evaluation:** XXXXX

**Evaluation Period:** XXXXX

**Years in current rank:** XX

**Years of Professional Experience:** XX

**Degrees:** XXXXX

#### **A. TEACHING**

*Cut and paste the teaching requirements from your FAP into this section*

##### **Evidence Submitted (Teaching Folder)**

#### **1. Student Evaluations**

- Average Scores:
- Relative Performance:
- Other Measures:
- S:drive File Names:

#### **2. Peer observations**

- Summary:
- S:drive File Names:

#### **3. Advising**

- Summary:
- S:drive File Names:

#### **4. Overall Evaluation of Teaching** (*Short Description, 1 to 2 paragraphs*)

- Strengths
- Weakness
- S:drive File Names not listed in other teaching areas:

#### **B. SCHOLARSHIP AND/OR CREATIVE ACTIVITY**

*Cut and paste the scholarship/creativity activity requirements from your FAP into this section*

##### **Evidence Submitted (Scholarship & Creative Works Folder)**

#### **1. Books** (Scholarly, Academic Texts etc.)

- S:drive File Names:

#### **2. Articles** (Refereed, Invited, Book Reviews, In-house, Submitted, Other, etc.)

- S:drive File Names:

#### **3. Chapters and/or Volumes**

- S:drive File Names:

**4. Reviews in Scholarly Journals**

- S:drive File Names:

**5. Creative Works** (Musical Compositions, Plays, Films, Video, Photography, Painting, Sculpture, etc.)

- S:drive File Names:

**6. Grants, Contracts, Sponsored Research** (*Include both submitted, funded and type*)

- S:drive File Names:

**7. Oral Presentations** (Refereed, Invited, Submitted, Other, etc.)

- S:drive File Names:

**8. Overall Evaluation of Scholarship and/or Creative Activity** (*Short Description, 1 to 2 paragraphs*)

- Strengths/Weakness
- S:drive File Names not listed in other Scholarship and Creative Activity areas:

**C. SERVICE**

**Cut and paste the Service requirements from your FAP into this section**

**Evidence Submitted (Service Folder)**

**1. University Service** (Department, College, University level, official task forces or ad hoc committees, Sponsorships of campus groups and/or organizations, Other service recognized by department)

- S:drive File Names:

**2. Community Service** (Engaged disciplinarily connected community outreach that results in demonstrable social and/or cultural benefits, Consultation to government, industry, NGOs, and non-profits, Other service recognized by the department)

- S:drive File Names:

**3. Professional Service** (Active membership or contributions in professional organizations, Other activities contributing to service to profession or discipline, Other service recognized by the department)

- S:drive File Names:

**4. Overall Evaluation of Service** (*Short Description, 1 to 2 paragraphs*)

#### **APPENDIX D: POINT SYSTEMS**

Due to the diversity of each department within the college, point systems shall be described in the DPPs. Point systems shall be reviewed and updated every on an annual basis. A copy of the update shall be provided to the Dean's office.

#### **APPENDIX E: CREDIT EQUIVALENCIES**

Due to the diversity of each department within the college, credit equivalencies shall be described in the DPPs. Credit equivalencies shall be reviewed and updated every on an annual basis. A copy of the update shall be provided to the Dean's office.

## APPENDIX F: REMINDERS REGARDING STUDENT COMPLAINTS AGAINST FACULTY

In most cases, student criticisms can be handled informally between the faculty member and the student, or if this fails, between the Department Chair, student and faculty member. If the student wishes to remain anonymous in lodging a criticism, the criticism will be addressed, but will not be formally investigated (see below). Students who are unsatisfied with the results of a conversation with the Chair always have the option to appeal their criticism: first to a designated Associate Dean, and then, if that doesn't yield satisfaction, the Dean. Regardless of whether the student remains anonymous, the Chair should follow effective meeting procedures, documenting the date, time, contents of, and the names of those present at meetings (if appropriate). Chairs who are unsure of effective procedures to deal with sensitive topics like student criticisms should consult the Dean's office.

Under the following conditions, however, standing university policies dictate certain formal procedures that must be followed:

- A request for a grade appeal
- Criticisms that may involve bullying (Investigations of complaints of bullying are to be guided by EWU Policy 901-04, "Bullying Prevention and Response")
  - If EWU Guideline 401-01 is applicable, the Dean's office will be responsible for arranging with the Office of Human Resources, Rights and Risk to conduct the investigation.
- Any complaints concerning EO/AA/ADA/Title IX are handled in accordance with EWU Human Rights 402-01 policy. Criticisms regarding sexual harassment or discrimination; these complaints *cannot* be handled informally, and *must* be formally reported to the Director of EO/AA/Title IX/ADA Compliance. Consult <http://www.ewu.edu/about/equal-opportunity-and-diversity/complaint-procedure-faq.xml>.

If any situation is deemed a safety issue or life threatening, *notify campus police immediately*; they will refer it to the appropriate person if the situation falls outside their remit.

Disciplinary actions and related issues, including the faculty member's right to UFE representation at meetings, are covered by CBA Article 13.

Students and faculty will be notified that at any point they reserve the right to request that the Dean's office initiate the process outlined in EWU Guideline 401-01, "Investigations." See <http://access.ewu.edu/hrrr/supervisor-tools.xml> for details.