

COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES AND SOCIAL WORK

Policies & Procedures

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1. INTRODUCTION

The purpose of this plan is to provide direction and guidance to the College of Social & Behavioral Sciences and Social Work (CSBSSW) and its various departments, school, and programs in their pursuit of the highest standards of academic excellence.

This plan describes policies and procedures that have been developed specifically for the College. These policies conform to the rules established by the EWU Policies and Procedures and the EWU/UFE Collective Bargaining Agreement (CBA). Upon approval, the College Policies & Procedures (CP&P) will be distributed to all faculty and staff of the College and will be prominently displayed on the College website.

These policies and procedures should be reviewed annually and be altered to reflect major developments in university, CBA, college, and/or department/programs. Major changes to the college or department, school or program policies and procedures should be made no more than once per year.

The CBA supercedes any provision of a College, department, or other academic unit P&P which conflicts with its provisions (CBA 2.3.3).

Changes to the College Policies and Procedures can be made as follows:

1. Suggested changes will be submitted in written form to the Dean and reviewed with department chairs/program directors
2. If the suggested change(s) is a minor change to content, though requiring change in the form of the document (stylistic changes, clarifications, improved wording, etc.), then the changes can be made by a majority vote of the chairs and directors.
3. If there is a substantial change to the content of the plan, then a majority vote of the faculty in the college is required (see definition of faculty and voting eligibility in Section 3), and changes will be made once per year.
4. A complete review of the College P&P will be conducted at least every three (3) years, and any proposed revisions will be approved by ballot (CBA 2.3.1).

2. COLLEGE POLICIES/PROCEDURES

a) Operating and Governance Procedures

i) College Mission and Vision Statements

Mission: To provide all students with a strong liberal arts education in traditional and applied social and behavioral sciences which includes emphases in multicultural, communicative, interdisciplinary, and international perspectives on society and the world.

- To enable students to make life-long contributions to the social, political and economic development of the region, the country and the world.
- To provide strong theoretical skills and research oriented major, minor and interdisciplinary programs at both the undergraduate and graduate levels.
- To prepare individuals for professional success in a wide variety of career choices.
- To engage the community in ways that empower local peoples and institutions and raise the profile and reputation of the university.

Vision: The CSBSSW vision is to deliver innovation in teaching, research, and community engagement to our students by offering enhanced quality programs including departments, interdisciplinary programs, and centers that serve the dual purpose of providing a broad liberal arts education and fulfilling unique niches in the state and in the region.

To fulfill our vision we will:

- Hire, retain, and reward the highest quality faculty to maintain and improve excellence in teaching, professional activity, and service to the university and community.
- Recruit, retain, and graduate students from diverse backgrounds who will benefit from the rich and deep educational value of the behavioral and social sciences and social work and the mastery of their particular discipline.

Values:

- Excellence in the creation of a learning environment that is safe, encouraging and inspiring
- Investment in our students' educational growth, well-being, and transformation
- Commitment to interdisciplinarity and foundational disciplines in social sciences
- Respect for the intellectual integrity of one's own field as well as others and the diversity of ideas
- Lead and Collaborate in teaching, scholarship and service

- Encourage the pursuit of individual excellence
- Commit to the pursuit of social justice through learning and community engagement

ii) College Structure

In 2010, the College of Social and Behavioral Sciences was combined with the School of Social Work to create the College of Social & Behavioral Sciences and Social Work. This reorganization was completed for academic and fiscal efficiency. For the history of how the College of Social & Behavioral Sciences and Social Work was created, see Appendix A.

Under this current structure, the CSBSSW is composed of 6 departments (Communication Studies; Geography/Anthropology; Government; History; Psychology; and Sociology and Justice Studies), and one school (School of Social Work which includes the programs for Aging Studies, Addiction Studies, and the Disabilities Studies). Four of these units (Communication Studies, History, Psychology, and the School of Social Work) also house graduate programs. Additionally, the CSBSSW has three diversity programs (Africana Education Studies, American Indian Studies; and, Chicano Education Studies), four interdisciplinary programs (Children’s Studies; International Affairs; Military Science; and Women’s and Gender Studies), and four centers (Archaeological and Historical Services, Center for Aging Studies, Center for the Study of American Politics, and the Idaho Child Welfare Research and Training Center).

In addition to the above, the CSBSSW also provides programs in Interdisciplinary Studies, Children’s Studies and Psychology at the Bellevue College campus in Bellevue, WA, as well as Social Work MSW Programs in Vancouver, and Everett, WA, and a part-time hybrid (combination of online and face-to-face instruction) MSW Program for Eastern and Central Washington.

b. The Dean’s Office

i. Staffing Structure

Dean: The Dean is the chief administrative and financial officer of an academic college and reports to the Provost and Vice President for Academic Affairs. Reporting directly to the Dean are the Associate Dean(s), the support staff of the college, department/school chairs and, if appropriate, program directors. For a detailed description of the role and responsibilities of the Dean, see Appendix B.

Associate Dean(s): The Associate Dean of CSBSSW reports to the Dean of the College of Social and Behavioral Sciences and Social Work and provides leadership for the college, has a progressive vision for effective teaching and research, and assists in day-to-day administrative matters including (but not limited to) college governance; scheduling and enrollment management; curriculum, assessment, and program audit; student recruitment and retention; faculty development; international and social service

programs; grants; and EWU Foundation development activities. Additionally, the Associate Dean(s) will represent the Dean in his/her absence when necessary.

Senior Budget and Administrative Services Manager:

The Senior Budget and Administrative Services Manager (SBASM) for the College of Social & Behavioral Sciences and Social Work has responsibility for directing the financial and administrative affairs of the College and serves as the principal advisor to the Dean, Associate Deans, department chairs, and program directors in the areas of financial and administrative management, technology, facilities, human resources and planning and analysis in support of the operating, academic, contract/grant, and capital budgets. Specific responsibilities include leadership in the areas of budget and financial services, technology and information systems, contract and grants, advancement/development support, payroll/personnel, and general administration. The SBASM develops financial models to aid in the formulation of College academic plans, articulating those plans in the context of financial resources, enrollment growth, campus trends, campus and College priorities and opportunities, and disciplinary and interdisciplinary potential.

Administrative Specialist: The Administrative Specialist provides executive level support to the Dean and is responsible for organizing, implementing, coordinating and managing administrative services for the College, which includes exercising independent judgment, as well as decision-making authority in designated areas including but not limited to website/marketing communications, records and database management, coordination of special events, and special projects as required. The Administrative Specialist also provides periodic support for the Associate Deans, and SBASM, as well as serves as a resource for the Chairs, faculty and staff of the College and its departments and programs. The Administrative Specialist assists department/school chairs, directors, faculty, and staff as needed and will act as liaison between the Dean's Office and departments, programs, and other administrative offices.

Secretary: Provides secretarial services and assistance to complete day-to-day clerical work. Secretarial duties include (but are not limited to) making travel arrangements, scheduling meetings, taking notes and transcribing minutes, screening calls and visitors, keeping supervisor's and/or staff members calendar(s) and other duties as assigned.

ii. College Committees and Councils

1) Theory and Statistics Committees

- a) The CSBSSW has two standing committees to coordinate CSBS core courses. The first is the CSBS 310 Coordinating Committee and is responsible for the design and maintenance of curriculum standards for CSBS 310, Foundations of Social and Behavioral Science Theory. The second is the CSBS 320 Coordinating Committee and is responsible for the design and maintenance of curriculum standards for CSBS 320, Introductory Statistics for the Social Sciences. The two committees will be composed of representatives from the CSBSSW Departments and Programs. Additional committees will be formed as necessary to support courses and

certificates. Committee members will be appointed by the Associate Dean in consultation with the Department Chairs or Program Directors. The term for a committee member will usually be a three-year term and will count as service to the College. Each committee is responsible for the continued development and assessment of the course(s) or certificates assigned to the committee and will assist with finding and training suitable instructors.

b) The CSBS Core Course Scheduling Policy is as follows:

- (1) The Associate Dean will determine the number of sections needed for each quarter for each CSBS class.
- (2) The Associate Dean will inform departments and programs of the number of CSBSSW instructors needed each quarter based on an analysis of 10th day enrollment figures and utilization of previous quarters and years.
- (3) The Associate Dean or his/her designee will work with the Department Chairs and Program Directors to schedule courses to meet student demands and negotiate instructor assignments.
- (4) Departments and Programs are responsible for administering student course evaluations for faculty in their respective units and minimally providing summary information to the Associate Dean after each course.
- (5) Departments and programs that require CSBS Core courses have a reasonable obligation to supply instructors for these courses as part of normal faculty workloads. Departments that use the CSBS Core courses as options or electives in their majors and minors also should supply instructors for these courses at a level commensurate with utilization.

2) **Dean's Faculty Advisory Council**

Purpose: To draw upon the best faculty input to engage in long-term planning and help the Dean set an intellectual direction for the college both externally and internally. The Dean's Faculty Advisory Council (DFAC) will be composed of innovative individuals who have strong institutional memory and those who have engaged the larger university community in the past. The DFAC will act on behalf of all Social & Behavioral Sciences and Social Work faculty in collaboration with the Dean to bring matters of collective interest and concern to the fore. Representing a faculty voice, the DFAC will seek:

- (1) to promote a sense of community within the varied disciplines of Social & Behavioral Sciences and Social Work
- (2) to foster transparency, mutual respect, and representative collaboration between the Dean and the faculty
- (3) to ensure shared commitment and accountability to the mission, values and goals of the entire College
- (4) to ensure that faculty innovation is encouraged and shared with the Dean

Comprised of 14-16 members at any given time, the DFAC will meet twice per quarter, but may be called together in urgent or emergency situations. The DFAC will

have representation from each department and school as well as representation for interdisciplinary programs within the college. Sitting Chairs and Directors will not sit on the council. Members will be appointed by the Dean and serve a two-year appointment, renewable at the Dean's request.

iii. College Web Site Management

Web Content Manager: The Dean of the College will appoint a College staff member as a Web Content Manager to oversee and coordinate the construction and maintenance of the Web site. The Web Content Manager will report to the Dean, Associate Dean, or other administrator appointed by the Dean. The Web Content Manager will have the responsibility of directly managing the topology and content of the overall Web site. While the College Web Content Manager will have complete access to all content under the topology of the college Web site, the content of the individual Departments, Schools and Programs is under the control of the Departments, Schools and Programs. The Content Manager will review the content of the individual Department and Program sites and, offer suggestions and assistance to help the sites conform to the University's content guidelines. To insure continuity and consistency in the presentation of common college content, the College Web Content Manager will be the primary contact for links to all College content. The College will also endeavor to be responsive to whatever assistance the Departments and Programs need in the way of direct technical assistance, cooperative training and resources.

Department and Program Management: Each CSBSSW Department/School/Program will appoint a Department/School/Program Web Content Manager. The Web Content Manager may (and is encouraged to) utilize any number of appropriately trained individuals associated with the Department/School/Program to create and maintain the design and content of the respective Web site. The Department/School/Program Web Content Manager will communicate with the College Web Content Manager on matters that affect the operations of the College site. The Department/School/Program Web Content Manager also will communicate with the University Webmaster in Enterprise Systems on matters that do not affect the operation of the college web site. These issues will include staff training, authorship rights within the Department, School, or Program; help with web components, graphics, and other duties. The Department/School/Program Web Content Manager will keep a current roster of web authors within the department, school or program, and the scope of their authorship rights.

Enterprise Relations: The Web Content Managers will adhere to content and design guidelines published by Enterprise Systems. The Web Content Managers will cooperate with Enterprise Systems in matters of training, authorship access and general operating practice.

iv. Concurrent Enrollment Funds

High Schools region- and statewide are interested in expanding their concurrent enrollment partnerships with EWU in a variety of fields, some of which impact CSBSSW directly. For example, Government and History courses are required for graduation from

high school in the state of Washington and are in very high demand as concurrent enrollment courses. Several departments/programs are currently involved in the Concurrent Enrollment Program

The College has developed a plan for disbursing the net income from concurrent enrollment courses once all expenses are covered. At the end of each fiscal year a 75/25 split will be implemented and distributed to the departments/programs involved. The department/program can then use these funds for other needs such as special purchases, travel or similar one-time expenses.

v. Budgetary Decisions

Major budgetary decisions for the College are the purview of the Dean. In collaboration with the Chairs/Directors, the Dean may make budgetary policy, the execution of which may be made by the Dean or his/her designee.

Departments/Schools/Programs are responsible for developing their budgeting methods. The Department Chair and/or Program Director (in some cases) is responsible for the fiscal integrity of the Department/School/Program. The College's Senior Budget and Administrative Services Manager will assist the department's fiscal person regarding various aspects of the budget when necessary. The adherence to the College's and a Department/School/Program's budgetary limitations are the responsibility of the Dean and the Chair or Program Director, respectively. Although it is the responsibility of the Chair or Director to work within the confines of their budget, there may be times when additional funds are needed due to unforeseen circumstances or opportunities. For the process on requesting additional funds, and other types of funds that may be available see Appendix C.

c) College Academic Departments, School, and Programs

i) Department, School and Program Responsibilities

As focal academic units within the university, Departments, Schools, and Programs have many important responsibilities to fulfill with adequate university support. These diverse responsibilities include, but are not limited to, the following:

- To develop and improve department and program curricula through a regular cycle of assessment and revision.
- To ensure that department and program curricula reflect the current state of knowledge in the relevant academic fields.
- To offer sufficient courses on a regular basis to ensure that students can make normal progress toward degree completion.
- To offer appropriate courses in the lower-division general education curriculum and in the upper-division and graduate-level *university requirements* curriculum—courses in cultural diversity, international education, and the senior capstone.

- To offer special programs appropriate to the disciplines or professions concerned, for example, map libraries, museums, journals or other publications.
- To offer courses in the college-wide foundation courses of theory and statistics.
- To offer courses that may be used in the college certificate program as well as developing certificate curriculum.
- To promote innovation in curriculum.
- To recruit new faculty for the academic programs they offer.
- To facilitate faculty development in teaching and other professional activities.
- To hold an election for a chair every four years (or as necessary).
- To evaluate the department chair at least every two years.
- To contribute in other appropriate ways to the university, the local community and the region.
- To engage in a continuing process of academic planning in order to ensure the highest quality for their educational programs.
- To conduct learning outcomes assessments on a regular basis, incorporating the results of these assessments into the academic planning process.
- To develop and implement with appropriate assessment an advising plan that is consistent with the department's or program's role.
- To develop a program in order to recognize faculty achievements in teaching, professional activity and service as specified in the CBA. Awards must be based on established criteria and demonstrable evidence of activity that must be available to the Dean.

ii. Department, School and Program Policies and Procedures

Each department, school and program will develop policies and procedures (P&P) consistent with the college's and the CBA. The unit's faculty must approve the P&P before it is submitted to the Dean of the college and chief academic officer for approval. (See definition of faculty and eligibility to vote, Section 3).

The P&P must: (1) describe how the quality of instruction will be evaluated and establish standards for what constitutes excellence in teaching for retention, tenure and/or promotion; (2) identify what types of professional research activities and other accomplishments will be considered as evidence of superior or significant scholarship; and, (3) define types and levels of superior or significant service. These requirements must, at a minimum meet the College standards defined in Section 3.

Evaluation procedures for teaching, professional/scholarly activities and service must be described as well as the standards of performance that must be met as a necessary condition for consideration of retention, tenure and/or promotion. Also, a detail of the type of documentation that should be presented for evaluation should be developed. The department, school or program P&P shall be developed such that they are consistent with and supportive of the university and college missions. Specific items to be included are listed below:

1. Mission and vision statement (consistent with College Policies and Procedures (CP&P) and mission).
2. Definition of instructional workload, scholarship/research/creativity and service (consistent with the CBA and the CP&P).
3. Standards and expectations for retention, tenure and/or promotion (consistent with or exceeds CP&P).
4. Evaluation procedures for retention, tenure and/or promotion (consistent with or exceeds CP&P).
5. Expectations for full professors to be used in establishing faculty activity plans and for evaluation and merit purposes.
6. The process and timeline to be used in establishing faculty activity plans including additional expectations to be included in faculty activity plans (outside of those described in the CBA and/or CP&P).
7. Procedures for selection of department, school or program personnel committee with a minimum of three members. At a minimum, one member must be at or above rank of those being evaluated.
8. Procedures for selection of department chair (including voter eligibility).
9. Role and duties of department chair (consistent with CBA/CP&P).
10. Procedure for faculty appointments with tenure. Faculty hired in with tenure must, at least, meet the criteria and qualifications for the rank of Associate Professor (CBA 3.7).
11. Procedures on attendance (i.e.: faculty reporting missing classes; making up classes).
12. The procedures for annual evaluation of all faculty performance in order to assure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities.
13. An advising plan.
14. An assessment plan including student learning outcomes for each departmental program, including comprehensive measures of student outcomes and competency by major (CBA 2.3.6).
15. The process of curriculum development.
16. A plan for faculty recognition.
17. A plan for the distribution of faculty professional development funds and how purchases must meet University guide/timelines.
18. An annual process for regular review of departmental budgeting methods, decisions and allocations.
19. External relations plan - outreach and fund raising.
20. Procedures for selection of graduate faculty status.
21. Procedures for recommending emeritus status.
22. Regular and responsible participation of faculty in decision-making.
23. The faculty member's accessibility to students.
24. Faculty participation in student recruitment and career planning.
25. A faculty recruitment strategy that delineates how new positions fit the department's/program's/school's mission and need.
26. A policy and process for recommending quarterly faculty appointments.
27. Policy in regards to teaching load when on professional leave.
28. Faculty voting procedures for matters outside of chair election.

29. The required terminal degree for a position within the department if not a doctorate. Departments/programs/school will need to define what degree is appropriate and have approved by both the Dean and the chief academic officer.

Nothing in a DP&P may contradict or supersede statements in the CP&P, EWU Policies and Procedures or the CBA. Also, as new policies and procedures are created and old ones modified, the DP&P will need to reflect these in the appropriate documents.

Modifications of the DP&P will require approval of its faculty as indicated by a majority vote following a thorough review of proposed changes. Changes to the DP&P should not occur more than once a year. All department, school, and program faculty members will be notified immediately in writing each time change is made. The DP&P, upon approval by the faculty of the unit, is submitted to the Dean for preliminary approval and forwarded to the chief academic officer for final approval. Review of the P&P will be conducted at least every three years. Changes must be approved by the department, school or program's faculty prior to submitting to the Dean.

College/University programs, such as Interdisciplinary Studies, American Indian Studies, Africana Education, Chicano Education, Children's Studies and Women's & Gender Studies are expected to prepare and submit Program Policies & Procedures (PP&P).

Some department programs and graduate programs are housed within academic departments in the College. Department programs, such as Addiction Studies, Aging Studies, Disability Studies, International Affairs, Social Science Education, Pre-Law, and Graduate Programs, such as Communications, History and School Psychology, will be included in their respective DP&P.

iii. Department, School and Program Strategic and Action Plans

In accordance with the CBA (2.3.5), units shall develop strategic plans and goals, consistent with those of the university. It is expected that each department will formulate its own goals, decide how to use its resources and develop action plans describing strategies, resources and timelines for accomplishing its goals.

iv. Role and Review of the Department Chair

The CBA, in part, outlines the following regarding department chairs:

1. Process for Recommendation and Appointment (10.3)
2. Term (10.4)
3. Evaluation of Chair's Performance (10.5)
4. Administrative Assigned Time (8.8.1)

Department chairs are responsible for representing their units in administrative matters and for managing all unit activities. The department chair is the leader of his/her respective unit and should foster quality and accountability of the departments/ programs they oversee. 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 leadership to the department focused on achieving excellence in instruction and scholarship, as well as equity, and due process in department decision-making.

Their line of administrative operation is through the college Dean, though they may also work directly with other Deans, chairs, program directors and coordinators, as appropriate. For a detailed description of the role and responsibilities of a department chair, see Appendix D.

College Procedure for Chair Elections/Reappointment: Departments will take nominations for election to the role of department chair at a faculty meeting. Those nominations will be sent to the Dean for approval. Once the nominations have been approved, the Dean or his/her designee will attend the next faculty meeting to hold a vote. The candidate(s) will present their goals and vision for the department orally and in writing at this meeting. Once the vote is complete, the Dean's Office will tally the votes and the Dean will notify the department of the election results. A recommendation from the Dean will then be forwarded for approval to the Chief Academic Officer.

Chairs should receive adequate training for their position. Professional development opportunities may be made available by the Dean and through workshops provided by Academic Affairs.

Summer Appointments: Chairs are expected to work the equivalent of 1/9 of their base salary (a 50% summer appointment). It is expected that chairs will be on campus and available to handle administrative duties as required and at a level proportionate with the release. Chairs/directors will be the primary advisors for students for their departments or programs for the summer. Additionally, in accordance with the Collective Bargaining Agreement, chairs are expected to be available during the month of September prior to the beginning of fall quarter.

v. Role and Review of Department Program Directors

The role and review of program directors of interdisciplinary programs (American Indian Studies, Africana Education Studies, Chicano Education Studies, Children's Studies, Military Science, and Women's & Gender Studies) are the same as for a department chair (see Appendix D).

Program directors are responsible for representing their program in administrative matters and for managing all program activities. The program director should foster quality and accountability for the program they oversee. Their line of administrative operation is through the department chair if under a department, or directly to the Dean depending on the organizational structure. Program Directors may work directly with the Dean, Associate Dean, and other chairs, program directors and coordinators as appropriate.

Program directors should be evaluated annually by the department chair or Dean where appropriate.

3. PERSONNEL POLICIES

a. FACULTY

i. Faculty Personnel Decision Making - General Policy

Three basic principles guide faculty personnel decision making in the College of Social & Behavioral Sciences and Social Work. They are as follows:

First, decisions should advance the goals and objectives of the department, school, program, and college. Faculty represent the college's most important and valuable resource in attempting to meet its goals. Accordingly, all faculty personnel decisions, most particularly decisions related to appointment, evaluation, retention, tenure and/or promotion, should encourage excellence in teaching, professional and scholarly activities and service, and enhance the attainment of programmatic objectives.

Second, senior faculty should play a lead role in making faculty personnel decisions. In formulating all-university policies, procedures, and structures the assumption is made that the faculty member is highly professional in the faculty member's area of expertise. Thus it is further assumed that the faculty member is capable of making individual, as well as collective, decisions with fellow professionals concerning matters of instruction, professional conduct and conditions of professional employment, and reward.

Professional peer evaluations are central to faculty personnel decisions. While evaluative information may be sought and may be accepted from other individuals, only full-time tenured faculty of the college should vote on recommendations regarding faculty personnel matters that are forwarded to the Dean and the Chief Academic Officer.

Third, the most important level of review with regard to faculty personnel decisions is the department, school, or program (if stand alone and reporting directly to the dean). Each unit and discipline is unique. Because of that uniqueness, the main responsibility for implementation of these policies and procedures has been placed in the department, school, or program. Using this document of college policy as a framework, each department, school, or program must set the standards and expectations for faculty excellence in the context of its discipline or profession.

ii. Requests for faculty positions

Preparation of requests: The Dean's office will consider critical position requests for full-time tenure track and/or full-time lecturer positions for which searches could be contemplated on an annual basis and in conjunction with the timeline developed by the Chief Academic Officer. Department Chairs and Program Directors should lead unit

discussions of strategic 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), the college and the university. As they develop their requests, Chairs and Directors will want to discuss with colleagues the impact of the potential hire on the unit's instructional coverage, program enhancement, diversity, research activity, and external partnership development.

Criteria used: The criteria used to evaluate position requests from Chairs and Directors are congruent with the criteria set forth by the Provost and with the guiding principles of the university strategic plan and the college strategic plan. Requests for permission to hire will be reviewed in light of the strategic goals below and should address these goals in a two-to-three page summary. The most compelling requests will address more than one of the following:

- Maintain or enhance undergraduate major enrollment in core enrollment areas and in areas with clear growth potential;
- Contribute to a truly student-centered department and college;
- Maintain and enhance selective excellence in graduate education;
- Contribute to the critical general education and integrated curriculum mission of the college and strengthen liberal learning at the core;
- Create opportunities for diversifying the faculty;
- Evidence of a diverse pool of candidates;
- Create new opportunities for external funding;
- Contribute to multi-disciplinary/ multi-unit position sharing; research collaborations across disciplines, units, colleges; promote bridge building with the community and/or other institutions;
- Leverage support for position requests with existing or new funding sources.

When preparing a personnel request, the following should be addressed:

1. **Enrollment pressures and trends:** include past 5 years of data on SCH, number of majors and number of graduates for all programs in the effected department. Make special note of GEGR coverage needs.
2. **Programmatic coverage** (existing programs): include description of how the position fits within the academic array—that is, how the position supports undergraduate and/or graduate programs. For all positions requested, include a summary table that shows the current distribution of all full-time positions.
3. **Strategic initiatives for curriculum:** what strategic initiatives does this position support at the department, college or university level? What goals does this position support at the department, college or university level? What are the possible areas of growth within the program, at the undergraduate and/or graduate levels? How does this position help develop new opportunities such as off-campus programs or partnerships with other institutions (e.g. Bellevue College, Lower Columbia College)? How does this new position facilitate the development of online courses, certificates or degrees?

4. **Compliance with accreditation standards:** does this position relate to accreditation standards, and if so, what are the implications?
5. **Advancement of diversity goals:** what diversity goals does this position support at the department, college or university level? Is there evidence of a diverse pool of candidates?
6. **Evidence of diverse pool of candidates:** does the position you are requesting have this potential?
7. **Support for department, college, and university goals:** e.g. recruitment, PK-12 teacher preparation, community connections, etc.
8. **Flexibility in meeting needs of department and college** (e.g., does the position have interdisciplinary potential?)
9. **Cost of position, ability of college to provide funding:** (to be completed by the college office)
10. **Enhancement of opportunities for grants and gifts:** describe external funding opportunities that are associated with this position.

iii. Faculty Recruitment and Appointment

In the CSBSSW, the guiding principle will be to hire, support and retain the best-qualified faculty. In addition to following the hiring procedures established by Human Resources, all faculty recruitment activities and appointments will conform to the following policies.

- Prior to announcing a faculty vacancy, the department, school or program must establish the major elements of the position and the criteria for evaluating candidates. These criteria should be consistent with department, school or program policies and standards for evaluating existing faculty. At a minimum, the teaching abilities and professional activity potential (at the assistant professor rank and above) should be evaluated.
- All announcements for vacant positions must be clear concerning rank, length of appointment, whether the position carries eligibility for tenure, teaching and research expectations, and requisite experience and credentials. A department, school, or program that announces a search must be genuinely engaged in an open process of recruitment for that position. Interested candidates should have at least thirty (30) days from the first appearance of the announcement to submit their applications.
- The procedure for evaluating and selecting final candidates must be consistent with the announced criteria and commitment to a fair and open process. All candidates, including internal applicants if any, must be evaluated on the basis of the same criteria as all other candidates.
- Departments, schools, and programs are urged to provide an opportunity for candidates to interact with students and faculty while on campus as a part of the evaluation process. Written scores and/or evaluations of each of the candidates interviewed in relation to established criteria must be forwarded to the Dean with the recommendation for hire.
- The recommendation about which candidate will be offered the position must be consistent with the criteria and duties stated in the original announcement. A memo

from the Chair to the Dean must accompany a request to hire a particular candidate and should include:

- Name of the selected candidate
- Qualifications/strengths/contributions to the program
- Rank, department
- Conditions if early tenure is negotiated
- Conditions of reappointment based on PhD completion (if applicable)
- Number of years of prior professional experience
- A memo from the Dean to the Provost will be submitted prior to the preparation of the hiring proposal and offer letter for approval. This memo will include in addition to the above items:
 - Proposed salary (include funding justification if salary exceeds budgeted amount)
 - Moving allowance
 - Start-up funds (if applicable)
 - Other conditional terms of employment (for example: provisions for previous completed work to be counted during the tenure and/or promotion process at Eastern)
- Once these preliminary conditions have been discussed and approved, then the hiring proposal and offer letter can be submitted to Human Resources for processing. This step will be managed in the Dean's Office.
- If the selection of the final candidate is based on significant changes in the criteria for the position or the duties, there must be a new search.
- Appointment with Tenure. Faculty may be hired with tenure at the rank of Associate Professor or Full Professor. The process for hiring with tenure must follow the hiring-in procedures as designated in the college and department plans, and it must include a thorough evaluation process for granting tenure by faculty of the department including at a minimum an interview with key faculty members and a review of written credentials by all faculty in the department. Those hired in with tenure must, at least, meet the criteria and qualifications for the rank of Associate Professor as indicated in the CBA (3.7).
- Joint Appointments. Faculty may be appointed in two (2) or more departments or programs subject to the conditions of the CBA (3.8).

Departments, schools and programs may wish to further elaborate on these policies in their plans as appropriate.

All recruitment activities follow the guidelines for recruitment provided by the American Association of University Professors (CBA 3.4).

iv. Role of the Faculty Member

Teaching is a primary activity for faculty in the College of Social & Behavioral Sciences and Social Work. In accordance with the CBA (7.7.2), each faculty member is responsible for meeting all scheduled classes. Each faculty member is also responsible for planning, organizing and informing students of the course content, texts, readings, assignments,

attendance regulations and methods of evaluation including grading scales. Faculty are responsible for scheduling and attending office hours to meet the needs of students as identified in department, school and program plans. They are also responsible for turning in grades according to the deadline established by the registrar's office. Tenured and tenure-track faculty are expected to advise students who are declared majors in their departments on department, college and University requirements and career opportunities in their discipline.

Academic advising in the major, certificates and minor areas of the curriculum is the sole province of the faculty. Advising is an integral part of the teaching function and academic program. In addition to major, minor and certificate requirements, the advising function also refers to course selection, internships, departmental graduation requirements and sign-off, and career consulting. Furthermore, faculty are expected to advise or refer students to appropriate advisors concerning general education and university graduation requirements. Each department and program within the College should establish an effective and equitable system of advising to meet the needs of the program, its students and faculty. The system should be a part of the department, school or program P&P and reflected in its faculty activity plans.

Additionally, it is a responsibility of faculty to distribute student evaluations in all classes according to department, school or program procedures.

Scholarship/creative activity is expected and encouraged as part of the college's educational mission (CBA 7.7.3). Faculty are also expected to play an important role by providing service to the university, college, department and to the external community (CBA 7.7.4). Other faculty contributions should include student recruitment, curriculum development, advising and career consulting.

Special faculty (lecturers, senior lecturers, visiting assistant professors) shall be used to provide needed expertise and flexibility in meeting workload requirements, and to replace faculty on assigned time or other activities. Special faculty teaching workload is 45 credits for three quarters. Special faculty may receive assigned time for administrative duties needed by department, school or program.

The process of determining workload for tenured and tenure-track faculty will follow the procedures described in the CBA, 7.7.5.

Other responsibilities of college faculty will be outlined in further detail in the department, school or program policies and procedures and faculty activity plans.

v. Quarterly Faculty

All faculty hired on a quarter-by-quarter contract are referred to as quarterly faculty. The following process is used when hiring quarterly faculty:

1. During spring quarter, each department must submit to the Dean's office a workload form for all department faculty and a part-time overload (PTOL) request for the following academic year.
2. In July of each year, the Dean's office will notify each department, school or program of their approved PTOL allocation for the entire academic year based on available budget.
3. In August, units must confirm all quarterly faculty appointments for fall quarter, providing all necessary information to the Dean's office, including a current vitae. Appropriate documents and a contract letter will be issued.
4. Mid-fall and winter quarters, departments will be notified of the balance of their allocation. At this time, units may request additional funds based on student enrollment and department needs. Appropriate documents and a contract letter will be issued upon confirmation/approval of quarterly faculty requests.
5. As needs arise, requests for additional part-time/overload can be submitted to the Dean's office in writing at any time during the academic year.

vi. Titles for Special Faculty/Administrative Exempt Employees

Departments, Programs, or the School in the CSBSSW may petition the Dean to grant a special title of "Distinguished Fellow of <department/school/program name>" to special faculty or distinguished administrative exempt employees who have senior status and a long-standing exemplary affiliation with the department or program. Granting of this title in itself does not alter the terms of employment already in place for the employee. Tenured/tenure-track faculty members are not eligible for this distinction. The Chair/Director and the personnel committee of the employee's department/ school/program make nominations to the Dean. The recommendation to the Dean may be presented in one letter.

vii. Eligibility to Vote in College and Department Elections

To vote on college and department issues that impact them, the regular faculty member must be employed at least half-time (0.5 FTE). Only regular faculty (tenured and tenure-track) may vote on issues relating to personnel. On other issues, each department or similar unit is permitted to establish voting rules. Likewise, voting procedures are left to the discretion of each department, school or program.

viii. Overloads

The Collective Bargaining Agreement (Section 7.7.7) states:

- a) In order to assure that overload teaching activities do not impinge upon or serve as a detriment to the regular duties of the faculty, overload teaching should be of a non-recurring nature. Faculty who have been given assigned time for administrative activities may not receive overload for teaching without the approval of the Chief Academic Officer.

- b) Faculty members may accept an assignment to perform work in a self-support or other program/function through the University (e.g.. grants, contracts, consulting, works for hire, festivals) that is in addition to the faculty members' workload plan. Faculty members will receive separate contracts for any such additional employment, which will describe the expectations of the assignment and the compensation to be paid.
- c) Unless otherwise approved, faculty members will not be permitted to accept an additional assignment or overload from the University that would obligate them to work more than one hundred thirty-four percent (134%) of full-time during the academic year (e.g.. the equivalent of one additional (1) five-credit course per quarter for faculty whose workload plans have not been adjusted to accommodate the additional teaching responsibility). During summer, a faculty member must have prior approval to accept an overload greater than one (1) additional five-credit course (or an assignment requiring equivalent effort). Waivers for additional overload or assignments may be granted by the appropriate dean and approved by the Chief Academic Officer for anything over 5 credits per quarter.

The following policy regarding overloads within the College of Social & Behavioral Sciences and Social Work must be followed:

1. **All overloads** must have the prior approval of the Dean **and** Chief Academic Officer.
2. Teaching overloads for faculty, chairs and directors who have assigned time for other duties need to be carefully considered and should only be proposed under rare circumstances, not as a matter of routine.
3. The request for an overload should be presented in a short memo form and must include the following items:
 - a. What the activity is (e.g.. Concurrent enrollment, PICI, teaching a course, grant work, other)
 - b. Justification for the activity (e.g.. why the course must be taught as an overload, the significance of the other activity)
 - c. An updated workload for the faculty member for the academic year including any other overloads that may have been completed or are anticipated for a future quarter
4. The request for the overload needs to be submitted and approved **prior** to the work being started. Departments/programs should submit memos requesting overloads as soon as possible after the need has been discovered.
5. If the department or program is experiencing extenuating circumstances which create an overload situation at a late date, the Dean's office needs to be notified immediately.
6. Waivers to the 134% rule must be approved by the Dean **and** the Chief Academic Officer and will be limited to no more than a 5-credit equivalent per academic year.
 - a. Examples of exceptions include:
 - i. Department need (e.g.. another faculty member goes out on approved leave for health/medical reasons)

- ii. Student demand (e.g., no available quarterly faculty to teach an additional course or section which is needed due to overwhelming demand)
 - iii. Grant opportunity
 - b. Waivers for anything over 5 credits per quarter need to be requested in advance (unless prohibited by extenuating circumstances).
- 7. It is critical that overload requests are submitted in advance. Once an overload is approved by the Dean, it will be submitted to the Chief Academic Officer for **final** approval. If there are any problems at the Academic Affairs level, departments/programs will be notified immediately by the college office.

ix. Faculty Activity Plans

Under the provisions of the CBA (7.4), each faculty member (excluding lecturers) will participate in the creation of a faculty **activity** plan (for new faculty members, a plan should be prepared no later than the conclusion of the first academic quarter covered by the plan). For existing faculty members (not going for tenure and/or promotion), a subsequent faculty activity plan must be created during the quarter that their current plan expires.

The faculty activity plan will describe expected outcomes in teaching scholarship/research/creative activity and service that are consistent with the CBA, college and department P&P, and accreditation requirements. Evaluation is based on judgment of performance in three areas mentioned above.

The department, school or program personnel committee, the department/school chair or program director, the Dean and the Chief Academic Officer must approve all faculty activity plans. Modifications can be made to these plans and are subject to the same approval process described above (CBA 7.4.4).

For newly hired faculty members, provisions for counting any work that may be applicable to his/her position at Eastern (for example: work completed prior to hire) and considered during the tenure and/or promotion process must be identified in the faculty member's letter of appointment and initial FAP (CBA 5.4.3)

All faculty activity plans for probationary faculty, tenured faculty and senior lecturers shall be reviewed by the department, school or program personnel committee, the department/school chair or program director and the Dean as defined by the Calendar of Deadlines as established by the Chief Academic Officer.

When a faculty member becomes the chair of a department/school or a program director, a faculty activity plan should be developed during the first quarter of his/her appointment to reflect the assigned time for administrative duties. Teaching, scholarship and services requirements should be adjusted accordingly. Once the term of appointment is complete, the faculty member is required modify his/her plan to reflect the change.

For specific requirements of the FAP for the purposes of retention, tenure and/or promotion, see the department, school or program P&P and pages 3-14 through 3-21 of the CP&P.

x. Post-Tenure Merit Review: Full Professors

The College of Social and Behavioral Sciences and Social Work (CSBSSW) recognizes the importance of contributions made by Full Professors to the life of the College and University, to the disciplines of the Professors in the College, and to the larger communities of which they are a part. The College recognizes also that faculty who have attained this highest academic rank should be engaged in the most rigorous and productive of endeavors in areas of their academic lives. Having achieved the rank of Full Professor, individuals are allowed to tackle more controversial research topics, explore new teaching methods, and engage in more challenging related service tasks. Any individual not seeking merit must meet the College minimums regarding teaching effectiveness and service as defined in section 3.b. of the College Policies & Procedures (pages 3-10 through 3-20). Standards for merit for Full Professors in scholarly and professional activity will be determined in accordance with this section and specific benchmarks in discipline-appropriate Department/Program/School Policies and Procedures (P&Ps).

Merit:

CBA 7.5.5 describes the way in which Full Professors may gain an increase in their base salary by exceeding the expectations laid out in their Faculty Activity Plans (FAPs). In CSBSSW there are basic standards for teaching, research and creative work, and service that will guide the collaborative creation of Department/Program/School P&Ps documents as well as individual FAPs for Full Professors who wish to be considered for merit increases. As the Department/Program/School is in the best position to determine minimum expectations in their respective disciplines, general standards and discipline appropriate benchmarks will be defined in P&Ps and approved by the College and Academic Affairs. The College recognizes that Full Professors may choose to fulfill the categories and general standards laid out below in different and creative ways and the final specific mechanisms for meeting the base requirements for the categories below is a matter of conforming to the P&Ps that reflect those standards and of negotiation between the Professor, the Department/Program/School, and the College based on the general principles below. It is expected that some variations from the general form and exact requirements may exist between FAPs as a result.

Standards for teaching for Full Professors:

The general CSBSSW standard for teaching for Full Professors is that they are expected to be exceptional, engaged and innovative teachers. These standards are further outlined in section 3.b.iii of the College P&P (page 3-13). Thus, Full Professors are expected to develop FAPs that reflect and are consistent with the values here expressed and the values of their disciplines and Department/Program/School. Examples of this standard include but are not limited to the following benchmarks:

1. Numeric student evaluation scores (of at least 3.0) that reflect high quality teaching.

2. Written student comments on evaluations forms that are consistently and highly positive.
3. Positive evaluations on annual classroom peer observations.
4. Maintaining currency in one's field.
5. Student advising.
6. Curriculum revision and/or development.

These standards and benchmarks may be made more specific and discipline appropriate in Department/Program/School P&Ps and will define minimum requirements for teaching activity. Those requirements must be explicitly reflected in the FAP for each Full Professor.

Standards for research and creative works for Full Professors:

The general CSBSSW standard for research and creative works requires that Full Professors be active, engaged and productive scholars who are engaged with their disciplinary colleagues in rigorous exchange. These standards are further outlined in section 3.b.iv of the College P&P (page 3-18). The work that is valued most highly in this category is that which undergoes the most rigorous scrutiny by faculty peers, and other appropriate scholarly activity is recognized as being valuable. Thus, Full Professors are expected to develop FAPs that reflect and are consistent with the values here expressed and the values of their disciplines and Department/Program/School. Examples of this standard include but are not limited to the following benchmarks:

1. Scholarly written work, including abstracts for journals, poster presentations and educational exhibits, book reviews, technical reports, audio/visual tapes, slide series, modules, unpublished studies or scholarly works, software, newsletters, recruitment materials deemed appropriate by the Unit Personnel Committee (UPC).
2. Attendance at professional conferences.
3. Evidence of active engagement in one's field.

These standards and benchmarks may be made more specific and discipline appropriate in Department/Program/School P&Ps and will define minimum requirements for scholarly activity. Those requirements must be explicitly reflected in the FAP for each Full Professor.

Standards for Service for Full Professors:

The general CSBSSW standard for services is requires that Full Professors be engaged in the most important types of service to the Departments, the College, the University, their discipline and their various communities. These standards are further outlined in section 3.b.v of the College P&P (page 3-20). This service may take many forms but it is generally the case that Full Professors should be in positions not just of membership but of leadership in their service activities. Full Professors may regularly be engaged in the often most difficult of service arenas, areas of conflict and governance that are less advisable for faculty of lower rank. Thus, Full Professors are expected to develop FAPs that reflect and are consistent with the values here expressed and the values of their disciplines and

Department/Program/Schools. Examples of this standard include but are not limited to the following benchmarks:

1. Significant¹ service on Department, College or University committees.
2. Significant initiatives or projects sponsored or initiated as part of committee leadership.
3. Significant and ongoing service to the Department, College or University.
4. Service to disciplinary bodies such as associations.
5. Organizing disciplinary conferences or colloquia.
6. Serving as advisor to external groups utilizing disciplinary expertise.
7. Acting as a consultant or board member to an NGO, community group, non-profit or similar group.

These standards and benchmarks may be made more specific and discipline appropriate in Department/Program/School P&Ps and will define minimum requirements for service. Those requirements must be explicitly reflected in the FAP for each Full Professor.

EXCEEDING EXPECTATIONS DEFINED

The following criteria should normally apply in determining merit for Full Professors. FAPs set out minimums for individual faculty members and may differ in criteria including criteria for merit, as FAPs and workload forms are negotiated between faculty members, Departments, and administrators. Unless negotiated otherwise by the faculty member, the following expectations regarding exceeding expectations will normally apply to Full Professors in the College.

Exceeding FAP teaching expectations defined:

Full Professors are judged to have exceeded the teaching expectations in the FAP by meeting the following benchmark criteria in category one, and one or more in categories 2-10 in addition to meeting the criteria of teaching expectations in their FAP.

1. Achieving or exceeding an average of 3.75 on student course evaluations in at least 75% of the departmental courses taught during the five years of the faculty member's FAP (excluding summers). Chairs and Directors of stand alone programs with release time of 50% or less during their five-year FAP will achieve or exceed an average of 3.75 on student course evaluations in at least 50% of the departmental courses taught during the five years of the faculty member's FAP (excluding summers)
2. Receiving better than satisfactory remarks in a majority of written comments from students on course evaluations in at least 75% of the courses taught during the five years of the faculty member's FAP (excluding summer). Chairs and Directors of stand alone programs with release time of 50% or less during their five-year FAP

¹ Significant is defined by each individual Department/Program/School. These guidelines will be stated in the Department, School or Program P&Ps.

- will receive better than satisfactory remarks in at least 50% of the courses taught during the five years of the faculty member's FAP (excluding summers)
3. Development of a new course (online or face-to face) and/or significant refinement of an existing course that clearly demonstrates the application of current scholarship on teaching and learning and/or other innovative pedagogical practices and/or implementation of innovative or creative teaching methods.
 4. Mentoring students in the completion and presentation of research projects at such events as the EWU Student Research and Creative Works Symposium, the National Conference of Undergraduate Research (NCUR), or other similar events; OR mentoring students by serving as a McNair Scholars faculty advisor; OR mentoring students in the completion of Honors Enrichment projects in at least three (3) courses taught during the five years of the faculty member's FAP (excluding summers) prior to the merit evaluation.
 5. Development and delivery of short courses or workshops in the discipline and or pedagogy.
 6. Major (both in scope and funding level) external proposals, training grants, or funding for teaching innovations awarded to Eastern Washington University.
 7. Receiving an exceptional evaluation on the Peer Observation instrument in at least three of the five years of the faculty member's FAP.
 8. Receiving a teaching award at the college, university, national, or international level.
 9. Faculty scholarly publications in refereed journals relating to teaching.
 10. Other evidence of teaching excellence deemed appropriate by the appropriate UPC.

Exceeding FAP scholarly expectations defined:

Full Professors are judged to have exceeded the scholarly expectations in the FAP by meeting the following benchmark criteria in category one, and one or more in categories 2-7 in addition to meeting the criteria of scholarly expectations in their FAP. Categories listed below may be repeated.

1. Publication of at least one (1) additional peer-reviewed journal article, book, or other activity (e.g., major grant) as deemed equivalent to a scholarly article by the UPC beyond the requirements stipulated in the FAP.
2. Significant² presentations at two (2) regional, state, national or international conferences, as deemed appropriate by individual departments.
3. Receiving a major external (e.g. federal) grant proposal(s) for instructional improvement and/or research.
4. Organization of a major scholarly regional, national, or international conference or colloquium.

² Significant is defined by each individual Department/Program/School. These guidelines will be stated in the Department, School or Program P&Ps.

5. Editor of a professional journal or special issue.
6. Scholarship of engagement.
7. Other evidence of achievement as deemed appropriate by the UPC.

Exceeding FAP service expectations defined:

Full Professors are judged to have exceeded the service expectations in their FAP by completing two (2) or more of the following activities in addition to meeting the requirements of service activity in their FAP. Categories listed below may be repeated. Examples of specific benchmarks may include the following:

1. Significant initiatives or project(s) sponsored through leadership position(s) in Departmental or College level committees, leadership in university-level committee(s), etc., as deemed appropriate by individual departments.
2. Service to the community consistent with the University mission such as serving on a community-local government board, on the board of a non-profit organization such as the Red Cross, food bank, etc.,) as deemed appropriate by individual Departments/Programs/School.
3. Membership on a Department/Program/School, College, or University committee.
4. Serve as chair of a Department/Program/School, College, or University committee. Chairing a committee may be counted as membership on two committees, as deemed appropriate by individual departments.
5. Sustained community service, implementation of service learning pedagogy, consultation to government, industry, NGOs, and/or non-profits for a minimum of one academic year.
6. Holding leadership position(s) in professional organizations for a minimum of one academic year.
7. Member of an editorial board of a professional journal.
8. Other service deemed appropriate by the UPC.

xi. Interdisciplinary and cross-disciplinary approaches to teaching

The CSBSSW encourages interdisciplinary and cross-disciplinary approaches to teaching. Often this will take one of the following forms: cross-listed courses, college-wide courses (CSBS prefixes) or team-teaching.

When courses are cross-listed or CSBS prefixed, the FTES goes to the department who supplies the instructor for the course. The concurrence of the department chair or program director is required for the assignment of instructors to cross-listed and CSBS-prefixed classes. When a faculty member has a joint appointment, FTES will be split 50/50 between the two departments or programs the faculty member is appointed in.

When courses are team-taught it is possible for both (all) instructors to be given full credit for the course in their workload as long as the following criteria are met: (1) A minimum of 20 students per instructor is enrolled; (2) Each instructor does no more than 2 team-taught

courses a year; (3) If instructors are from 2 or more different departments, the FTES is divided among the departments involved; (4) The chairs of all departments involved concur with the course offering; and 5) the Dean has reviewed and approved.

The Dean and department chair or program director will set targets for enrollment and the FTES/FTEF ratio for the Department or Program. Interdisciplinary teaching assignments will not be allowed to negatively affect the department's enrollment or FTES/FTEF ratio. This may mean the adjustments in enrollment caps for classes or the reduction of interdisciplinary assignments in the department.

xii. Faculty Recognition

The college recognizes the value to students in having the opportunity to work with professors who have attained regional, national and international reputations in their fields. Outstanding faculty achievements are recognized in a variety of ways.

1. Merit salary increases for full professors as described in the CBA (7.5.5).
2. Faculty Achievement Award for Teaching (university wide)
3. College faculty are eligible for the Trustees' Medal for achieving a reputation for excellence in teaching, scholarship and service.
4. The college also honors faculty achievements through department, school or program teaching awards. These honored faculty are selected by students.
5. The College will set aside funds for the purpose of faculty recognition.
6. Emeritus/Emerita status is awarded by departments to faculty members who have fully retired and meet the following criteria: (1) a record of excellence in teaching, service, and research while at the university; (2) significant contributions to the functioning of the department, school, program, college, or university; and (3) the respect of the colleagues and students with whom the candidate worked. The process for determining the recipients of Emeritus status shall be included in the unit policies and procedures and shall require a majority vote of the tenured and tenure-track faculty in the unit, concurrence of the Dean of the college, and approval by the Provost and Board of Trustees.

b) Faculty Evaluation, Retention, Promotion and Tenure Policies

Faculty personnel actions involving evaluation, retention and tenure and/or promotion will be preceded by rigorous evaluation of the faculty member meeting all his/her activity plan expectations.

Probationary faculty will be evaluated in regards to their progress in fulfilling their FAP in accordance with the timelines established by the Chief Academic Officer.

Post-tenure faculty (including those not going for promotion), and senior lecturers will be evaluated in the year that their faculty activity plan expires. At the time of evaluation, a subsequent faculty activity plan will need to be developed.

Prior to the evaluation, the faculty member will submit to the unit personnel committee evidence demonstrating that he/she has met the expectations of his/her FAP (CBA 7.5.1). This will include, at a minimum, a current vita; a description of his or her workload, including instructional load, scholarship/research/creative activity (if applicable), and service (if applicable) as defined by the department, school or program and college P&P; evidence of teaching effectiveness, and such additional materials as the faculty member deems relevant to the FAP.

The most important level of review and greatest responsibility with regard to faculty personnel decisions should be with the department, school or program. The unit personnel committee shall be made up of a minimum of three (3) tenured faculty who, where possible, hold a rank at or above that of the person being considered (CBA 5.1). The department, school or program personnel committee's and department chair's or program director's evaluations and recommendations, together with the materials submitted by the faculty member, shall be forwarded to the Dean for review and approval (CBA 5.3.1). Letters of evaluation and recommendations shall be retained in the faculty member's file. Supporting materials may be returned.

Faculty members with probationary appointments and faculty members with special appointments are evaluated for retention or renewal according to different policy provisions. Faculty members with probationary appointments are evaluated on the basis of their progress toward fulfillment of their FAPs, which form the criteria for their eventual tenuring with promotion to associate professor. Faculty members with special appointments are evaluated for possible renewal depending on teaching effectiveness and program needs. Faculty members with tenure and at the associate professor level are evaluated on the basis of progress in regards to their FAP and promotion to full professors. Full professors are evaluated on the basis of progress in regards to their FAP.

i. Retention and Renewal Policies

Retention is not a guarantee of subsequent reappointment or the granting of tenure; the granting of tenure does not guarantee future promotion. Probationary faculty are expected to concentrate primarily on demonstrating effective teaching and establishing a record of professional and scholarly activity during the probationary period, but also to make appropriate contributions of service to the department, school, program, college and university. By the time of the tenure decision, probationary faculty should have established a clear record of accomplishment in all areas. Although major service roles for institutional governance are normally the responsibility of tenured faculty, probationary faculty will be expected to participate in general department, school or program responsibilities. Particularly in the latter half of the probationary period, probationary faculty can be expected to make significant university service contributions as well. It is the chair or program director's responsibility to ensure that any academic or administrative assignments

given to a candidate do not unnecessarily interfere with the candidate's progress in meeting expectations for teaching and scholarship. The following guidelines will be used to guide Performance Reviews.

1. Performance Evaluations (conducted in the second year of initial appointment and annually thereafter for probationary faculty or in the year the FAP expires for senior lecturers and tenured faculty not seeking promotion) are to be a continuing, constructive process with the goal of assisting faculty to reach higher levels of professional competency.
2. Each department, school or program must have written policies, which specify how student and peer evaluation of teaching for all faculty will be conducted. Departments, schools and programs are expected to provide the faculty member with a copy of department, school or program peer review procedures.
3. The faculty member is responsible for maintaining and making available the proper documentation in the proper form on a timely basis.
4. Performance reviews must include student evaluations of a faculty member's classroom performance in each class taught as well as appropriate peer classroom evaluations (completed, at a minimum, annually). The college P&P requires the administration of teaching/course evaluation forms to all classes taught by the faculty of the college regardless of tenure and rank or position status.
5. Performance reviews must include any stipulated conditions for improved future performance by the individual if any shortcomings are identified in his/her progress toward fulfilling his/her FAP, which will be considered in subsequent evaluations.
6. The department chair or program director and chair of the unit personnel committee will discuss the results of the performance review with the candidate. The candidate must sign a certification stating that he/she has received copies of his/her review.
7. Recommendations for any personnel actions will be forwarded to the Dean after the performance review is discussed with the candidate.
8. The written evaluation, supporting documentation including a minimum of a copy of student evaluations for one course and a copy of one peer classroom observation since the last evaluation, a letter from the Department, School or Program Personnel Committee and a letter from the Department Chair or Program Director summarizing the consultation with the candidate should accompany recommendations to the Dean.
9. For retention purposes, materials submitted should document only accomplishments since the previous review (with the exception of the 2nd and 3rd Probationary Appointments – see page 3-21). If the candidate deems it necessary to establish continuity of activity, mention may be made of prior accomplishments, but these should be clearly labeled as originating prior to the last review.

ii. General Standards for Promotion and Tenure Decisions

The following general standards will be considered in evaluating a candidate for promotion and/or tenure in the CSBSSW and the rule of predictability will apply. Predictability means that each faculty member at the time of appointment will be informed of the performance expectations and criteria for performance for retention, tenure, and promotion. Faculty members will expect these decisions to be made at the appropriate level of expertise (department, school, program and college) and not on criteria that are removed from the individual faculty member's control or interest. The principle of predictability applies to all ranks.

Promotion from lecturer to senior lecturer. Qualified faculty with at least six (6) years of successful service as a Lecturer who have demonstrated excellence in teaching by meeting department and college standards for teaching quality may apply for promotion to Senior Lecturer. If following a thorough review based on curricular need, the application is recommended by the personnel committee and chair, it will be forwarded for consideration (CBA 4.6.2). Since special faculty duties focus primarily on teaching, close attention should be given to standards for teaching effectiveness (see page 3-14 and the department, school or program P&P). Other evidence can be included. Portfolio review will follow the promotion process and timelines established.

Promotion from assistant professor to associate professor with tenure. Tenure is awarded concurrently with promotion to the rank of associate professor for faculty on probationary contracts. The decision to promote an assistant professor is based on the candidate fulfilling the terms of the faculty activity plan and the qualifications for promotion to associate professor.

Tenure is, in part, a judgment of confidence in the future performance of a faculty member. However, it can be based only on an assessment of the quality and level of past performance over a faculty member's entire career as they strive to meet the expectations of the FAP. A higher level of expectation exists for promotion to associate professor than for the original appointment to assistant professor. The terms of the faculty activity plans will require that the candidate demonstrate:

- evidence of excellence in teaching, curriculum development (revisions and/or innovation), 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 recognition through appropriate external review processes; and,
- significant service achievements.

Early consideration for tenure will follow the guidelines as established in the CBA (4.1.2). If endorsed by all parties, faculty members must submit his/her portfolio according to established timelines. Recommendation for or against tenure and promotion to the rank of associate professor should be based on a history of annual evaluations of the candidate's

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

Tenuring of a faculty member hired in at the rank of associate professor or professor. As probationary faculty members, individuals hired in without tenure at a higher professorial rank will have faculty activity plans that set out the criteria for eventual tenuring.

Promotion from associate professor to professor. 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 the faculty activity plan and the qualifications for promotion to professor. The candidate must demonstrate:

- excellence in teaching, curriculum development (revision and/or innovation), and student advising;
- a record of significant scholarly and/or creative accomplishment in the discipline or professional field; appropriate external peer recognition for scholarly achievement; evidence predictive of continuing contributions through research or creative work; and
- leadership in service; significant service achievements.

There is no maximum time limit for achieving this rank. Only in cases where it was negotiated and stated in the original contract will consideration be given before the faculty member has served at least four years with distinction as associate professor.

iii. College Standards for Teaching Effectiveness

The following criteria apply to **all** candidates for evaluation, retention, and promotion (departments, schools, and programs may exceed these expectations as defined in their policies and procedures):

Effective teaching:

- Requires mastery of the subject coupled with organizational and communication skills necessary to share this knowledge with students in a manner that facilitates learning.
- Requires curriculum revision and/or innovation and that faculty members continually update course subject matter and instructional techniques. May involve diverse pedagogical approaches and may take place in many settings, some removed from the classroom, and may require collective as well as individual efforts in developing or revising a curriculum or carrying out cooperative instructional activities.
- Requires cooperative and productive work with colleagues within and often beyond the program or department in fulfilling teaching responsibilities.

Evidence of teaching effectiveness is divided into Documentary Evidence, and Evaluation of Teaching (comprised on student and peer evaluations which are considered of equal significance).

1. Documentary evidence is generated by the candidate and should include materials directly relevant to the preparation, instruction, or enhancement of the candidate's class or the department's program. It should include 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 production.
2. Evaluation of teaching must include "Documentation of teaching performance, including peer reviews of teaching performance as described in the candidates' FAP and student evaluation of every class taught during the most recent four (4) quarters..." (CBA 5.4.3).

Administration of Forms: Student evaluation forms must be administered within the last two weeks of classes. Departments, schools and programs must have a standardized policy for the administration and tabulation of forms that guarantees student anonymity. The instructor shall not be present when the evaluations are administered or collected.

Evaluation Forms (CBA): Student evaluations shall be compiled through use of a standardized university assessment instrument. In order to standardize scales, the student evaluation form will be configured as follows:

1	2	3	4	5
Very Poor	Average		Excellent	

Departments, schools and programs have the option to determine the number and specific language of questions asked beyond the four standard questions now being used, which are:

1. The course as a whole was:
2. The course content was:
3. The instructor's contribution to the course was:
4. The instructor's effectiveness in teaching the subject matter was:

Additionally, the evaluation process must include a space for students to write comments.

- (1) The candidate will follow expectations for teaching effectiveness as outlined in the Faculty Evaluation section of the department, school or program P&P. At a minimum, the candidate will maintain at least a pooled average of 3.0 or more for questions 1, 2, 3, and 4 (of the Student Evaluation section above) for all student evaluations for each individual course (i.e. mean average for each course). If any course evaluation average is lower than 3.0, he/she must discuss his/her teaching effectiveness with the unit PC Chair and/or Department Chair (or Program Director) and select a faculty person to assist his/her with improving his/her teaching

effectiveness. The candidate will also be expected to develop a written plan to improve his/her teaching methods.

- (2) For Retention and Evaluations: Complete tabulated results of the student evaluation responses to at least the four standard questions from each class taught in the four most recent consecutive quarters (excludes summers) will be submitted to the unit PC. Tabulated results of responses to additional questions may be included. If results from any class during this time period are missing, an explanation must be provided. Tabulations from additional periods (including summer teaching) may be included.

For Promotion: Complete tabulated results of the student evaluation responses to at least the four standard questions from each class taught in the seven most recent consecutive quarters (excluding summers) should be included. Tabulated results of responses to additional questions may be included. If results from any class during this time period are missing, an explanation must be provided. Tabulations from additional periods (including summer teaching) may be included. Sets of entire student course evaluation forms may be submitted only for the last four quarters of teaching (excluding summer) prior to consideration for promotion.

- (3) Only the most representative instructional materials should be submitted with a special view toward documenting innovative practices initiated by the instructor. Such material should include annotations indicating the particular relevance of each submission.

a. Evaluation Forms:

- i. Summaries of student evaluations should isolate the average student responses to at least the four standard questions asked; should group together courses taught in the same quarter; and should indicate the number of responses and students enrolled. Summaries must include comparative data with peers in the department or a reasonable cohort of other faculty instructors.
- ii. The reporting form or summary printout for each course may, at the option of the candidate, be included in the file.
- iii. A statement documenting how student evaluations were administered, signed by the department chair, program director or unit personnel committee, must be included.
- iv. The department chair, program director and/or unit personnel committee may comment on comparative averages within the unit, especially for multi-sectioned courses.

b. Student Comments:

- i. For Retention and Evaluations: All comments from each class taught during the four most consecutive quarters prior to the evaluation (excluding summer), must be included.

- ii. For Promotion: All comments from each class taught during the previous **four** quarters, excluding summer, must be included in the promotion file, and comments from each class must be presented together.
 - iii. Letters from Former Students: Letters from former students may be included in the candidate's promotion file. Unsolicited letters from current students may be included only as supplemental evidence.
- c. Peer Evaluation: Peer evaluation of the teaching effectiveness, including classroom observation, of all college faculty will be performed at least annually, beginning during the faculty member's first year of employment. These observations must be discussed with the faculty member and a copy provided for their record.

Peer evaluations for evaluation, tenure, and promotion decisions must include classroom peer observations, conducted according to department, school, or program guidelines, which can include observations by peer "mentors," department, school, or program faculty, unannounced visits, or other strategies intended to accurately document teaching effectiveness. Relevant observations might address:

- i. Quality and appropriateness of material and the level of readings, requirements, and assignments covered within courses.
- ii. Encouragement of contrasting analytical approaches.
- iii. Degree of preparation, structure, and balance within a lecture class.
- iv. Availability and effective guidance outside of class, including student advising, student project development, operating as a facilitator and referring students to appropriate literature, faculty, relevant programs, or needed equipment.
- v. Development of instructional aids and class projects.
- vi. Encouraging rigorous, demanding, critical analysis, and enforcing high standards of scholarship.
- vii. Contributions to interdisciplinary and all-university instructional programs.
- viii. Contributions to the enhancement of pedagogy of colleagues and the development of department programs.
- ix. Value of the candidate's academic or professional specialty or versatility in contributing to the goals of the department.
- x. Other material that could be included in peer evaluations candidates might include testimonial evidence based on classroom visitations, interdisciplinary presentations, team teaching, etc.

Promotion files must include letters from the department chair (or program director) and the unit personnel committee. Letters from colleagues within the unit, in other departments, other institutions both within and without the discipline, and lay persons with direct knowledge of the candidate's classroom performance or pedagogical expertise may be included.

Evaluation of Teaching with Release Time: It is the policy of the College that probationary faculty members who are on track for tenure and promotion to Associate Professor must teach a minimum of 50% during that time period. This allows faculty members some flexibility when pursuing research opportunities (such as large grants that take the faculty member away from campus for extended periods of time) but also ensures that probationary faculty members can meet the teaching effectiveness requirements of their faculty activity plans allowing adequate time for student and peer evaluations and observations.

iv. College Standards for Professional and Scholarly Activity

The following criteria apply to all candidates for evaluation, retention, and promotion (departments may exceed these expectations as defined in their policies and procedures):

Professional scholarly and creative activity requires active engagement with one's discipline or field. It includes the search for new knowledge, the expression of creative talent, and the application or dissemination of existing knowledge to one's discipline and/or to issues and problems within our society. Professional and scholarly activity enables faculty members to acquire and maintain expertise within their disciplines and, where appropriate, across disciplines. It enhances their abilities to engage students both in gaining knowledge of their disciplines and in developing the skills by which that knowledge is acquired. Professional and scholarly activity takes diverse forms depending upon each faculty member and upon each discipline.

For the purpose of review, renewal, and retention, scholarly and creative activity must be demonstrated in ways that can be observed and/or evaluated by appropriate peers. Each department, school or program will:

1. identify the specific types of professional activities and accomplishments that will be considered as evidence of scholarship by adapting a version of activities from Lists A and B to reflect the current standards of scholarly productivity in its discipline. This adaptation must be stated in the Unit's Policies & Procedures, and approved by the Dean.
2. establish the standards of performance for retention, tenure, and promotion.

Demonstration of scholarly and creative activity normally takes the form of specifically defined types of publications, grant activity, professional papers, and other significant professional participation.

All faculty will be expected to provide evidence of scholarly and creative activity that includes significant* scholarly contribution to his/her discipline or professional field. All faculty are expected to engage in scholarship or creative achievement, the result of which is disseminated and subject to peer evaluation in a manner appropriate to the field of study.

* Significant is defined by each individual department. These guidelines will be stated in the department, school or program policies and procedures.

For tenure and promotion purposes, the minimum requirements for the college are listed below. Department, school or program policies and procedures should meet or exceed these requirements.

A. For categories 1-6 below, a minimum of 8 activities for tenure and promotion to associate professor and a minimum of 12 activities for promotion to full professor is required in at least three different categories. Of these activities, a minimum of at least two refereed publications, and presentations at 2-3 regional, national or international professional meetings is expected. Units may weigh a major scholarly production (for example, substantial, externally funded multi-year grant or single-author, peer-reviewed scholarly book) as equivalent to two-three scholarly activities in list A. Additionally, academic units may add elements to individual categories listed below, or add a 7th category. Any determinations of equivalencies or amending of categories in list A will reflect the current standards of scholarly productivity in the units discipline. All adaptations must be stated in the Unit's Policies & Procedures, and approved by the Dean.

1. Refereed publication(s) as deemed appropriate by the department, school or program.
2. Presentation at regional, national or international professional meeting.
3. Submission of major external (e.g. federal) grant proposals for instructional improvement and/or research.
4. Additional scholarly written work, including abstracts for journals, poster presentations and educational exhibits, book reviews, technical reports, audio/visual tapes, slide series, modules, unpublished studies, software, newsletters, recruitment materials.
5. Development and/or delivery of short courses or workshops in one's discipline.
6. Scholarship of engagement (also known as outreach scholarship, public scholarship, scholarship for the common good, community-based scholarship, and community-engaged scholarship) as deemed appropriate by the department, school or program.

B. In addition to significant scholarly contributions, external peer recognition of scholarly achievement and evidence predictive of continuing contributions to the profession are expected for promotion to full professor. Evidence should include significant achievements in at least 5 of the following 22 categories for tenure and/or promotion to associate professor and 8 categories for promotion to full professor. Academic units may add elements to individual categories listed below, or add additional categories. Any additional or amending of categories in list B will reflect the current standards of scholarly productivity in the units discipline. All adaptations must be stated in the Unit's Policies & Procedures, and approved by the Dean.

1. Citation of published research by other researchers.
2. Editor or member of an editorial board of a professional journal.
3. Invitations to review manuscripts for professional journals or book chapters for professional texts.

4. Invitations to review grant proposals for funding agencies.
5. Invitations to review abstracts for professional society meetings.
6. Election to membership in selective professional societies.
7. Election to office in professional societies.
8. Appointment to membership on committees that utilize professional expertise.
9. Invitations to chair sessions at professional society meetings.
10. Invitations to speak at professional meetings or guest lectures at other universities.
11. Awards or letters of recognition from outside the university.
12. Awards or letters of recognition from internal constituencies.
13. Successful attainment of internal grant(s) or minor external grants for instructional improvement and/or research.
14. Private practice and/or management, which includes assessing, implementing and evaluating new methodologies and techniques.
15. Membership on regional, state, or national professional boards.
16. Invitation to mentor or serve as consultant for professional boards, societies, or individuals.
17. Membership and significant membership activity in professional organizations.
18. Attendance at professional meetings, symposia, or workshops that indicate an effort to remain current in the discipline.
19. Description of ongoing research program with projected goals and aims.
20. Description of creative projects.
21. Description of professional leave or faculty development or grant funding activities that enhance research and scholarly capabilities.
22. Evidence of collaborative curricular planning for future courses.
23. Other evidence of achievement as defined by the department, school or program.

v. College Standards for Service to the University and/or the Community

The following criteria apply to **all** candidates for evaluation, retention and promotion (departments may exceed these expectations as defined in their policies and procedures):

Service activities fall into three general categories: university, public, and professional. Faculty members have an obligation to accept their share of responsibilities for the governance of the institution. University service includes contributions to university, college, and department, school or program committees, support to student clubs and student co-curricular activities and contributions to other university organizations, for the department, the college or the university as a whole. Public service and professional service may assume a wide variety of forms depending on the role of the individual faculty member and be assigned varying degrees of significance in the evaluation of a candidate, depending on department needs. Examples might include:

1. All committee memberships within the university governance structure (in reverse chronological order). Each entry should include dates of service, descriptive labels or phrases (standing or ad hoc, duties or role, level — university, college, senate, council, committee, subcommittee), personal role (e.g., chair), and a list of any position papers or reports written by the candidate and officially adopted. Special

- contributions should be itemized or described with indications (a) of the amount of effort involved and (b) of the significance of the project, task or outcome. Active participation in committee work should be given more weight than membership alone. Official department duties, including budgeting, scheduling, administrative and committee work.
2. Special assignments or individual service to the administration or to departments, such as promoting the public's awareness of academic programs at Eastern, recruiting, and public speaking.
 3. Membership on or contributions to statewide higher education and inter-institutional committees. Community service (with dates and description of duty, role, and actual achievement), such as a professional representative to charitable causes or governmental units, work with commissions, or adviser to student groups on campus.
 4. Activities not specifically identifiable as scholarly or creative activity, such as professional consulting, speaking engagements, and service on advisory boards and committees.

Faculty members are expected to have worked cooperatively and productively with colleagues within and perhaps beyond the program or department in serving the profession, the university and the public. Exact service expectations for faculty are defined in the department, school or program's policies and procedures.

vi. Guidelines for 2nd and 3rd Probationary Appointment Comprehensive Reviews of Probationary Faculty

To ensure that tenure-track faculty members receive adequate feedback on their progress toward tenure, the CSBSSW requires that faculty members go through a comprehensive review at the unit level for their 2nd and 3rd probationary appointments (in accordance with the CBA 5.3.4). This review is geared toward providing the tenure-track faculty member with information relevant to progress toward meeting the expectations for productivity of the unit, College and University that will result in successful achievement of tenure.

This review should cover all aspects of the faculty member's performance that will be considered during the tenure process following the guidelines indicated in the College Policies and Procedures manual and the Promotion and Tenure guidelines of the unit in which the faculty member has an appointment. This evaluation should include an assessment of strengths and weaknesses within each category.

Files submitted to the Dean must include:

- A self assessment by the candidate of his/her performance in all three areas over the past two years. This should not only include actual accomplishments but be evaluative, developmental and reflective.
- An updated vita.
- Copies of student evaluations for the past four consecutive quarters.
- Copies of 2nd probationary appointment evaluation (if applicable).

- Copies of peer evaluations of teaching completed during the two-year period.
- Copies of one or two samples of scholarships/creative activity.
- The department, school or program PC letter evaluating the candidate.
- The Department Chair or Program Director letter evaluating the candidate.

These review(s) are intended to be a "mid-course assessment and correction, if necessary." If the review reveals areas that require strengthening, suggestions are made in writing to the candidate. Strengths similarly should be stated. These review(s) often play a pivotal role in contested tenure cases. Fairness to the candidate requires that the review be as candid as possible about shortcomings and strengths so the candidate has an opportunity to correct his or her course before an ultimate recommendation must be made. Expectations for the coming years should be clearly laid out in the written evaluation report.

vii. Guidelines for 3rd and 5th year Annual Evaluations for Probationary Faculty

Probationary full-time faculty must be evaluated annually after the first two-year appointment. For years 2 and 4, see guidelines above. For the annual review during years 3 and 5, departments/programs must define in their P&Ps what materials are required. The College, at a minimum, expects:

1. The Department Chairs or Program Director recommendation letter.
2. The Department or Unit Personnel Committee recommendation letter.
3. An updated vita.
4. A copy of the approved FAP.
5. A copy of a recent peer evaluation (minimum of one).
6. A copy of a recent student course evaluation, including comments (minimum of one).

The annual evaluation in the 3rd and 5th years should also address strengths and, if any, shortcomings, with suggestions.

c) General Committee Procedures to be followed in Review of Faculty Activity Plans for Retention, Tenure and/or Promotion

i. Department, School or Program Personnel Committee Membership and Responsibilities

Department, School or Program Personnel Committee. Units will have procedures for the selection of a department, school or program personnel committee with a minimum of three members for the purpose of evaluating, reviewing, and recommending faculty members for tenure, and/or promotion. It is strongly recommended that only tenured faculty serve on department, school, or program personnel committees, and at least one member must be at or above the rank of those being evaluated. If non-tenured faculty members serve on these committees, they shall abstain from voting on tenure, promotion, and retention. Otherwise, committee members should abstain from a recommendation only in very unusual circumstances such as conflict of interest or nepotism. The terms of committee members should overlap if possible. The department chair, or where appropriate, the program

director will make separate independent evaluations for tenure, promotion, and retention and discuss all the recommendations with the candidate.

Department, school or program personnel committees should be chosen during fall quarter of each academic year. Departments/Programs/School should define the method of selection in their Policies/Procedures. Department Chairs or Program Directors ordinarily should not serve. Conflicts of interest must be avoided; therefore, candidates for promotion and/or tenure may not evaluate other faculty who are candidates for the same rank. If the department, school or program is too small to form a suitable unit personnel committee with these restrictions, faculty members from related areas may be invited to participate. The final composition of committees with outside members must be approved by the Dean.

It is the responsibility of the unit personnel committee to:

1. Schedule and conduct peer reviews of each candidate's materials.
2. Obtain additional evidence as the committee deems necessary.
3. Ensure that candidates have assigned their accomplishments to the appropriate areas.
4. Write letters of evaluation.
5. Provide peer judgment of the candidate in each of the three areas, which should include classroom visitations to evaluate teaching effectiveness, careful examination of the candidate's publications and other scholarly and/or creative efforts, and careful examination of the candidate's service record. In general, the broader the professional scrutiny of the work, the more highly it is regarded; however, factors such as quality and/or quantity of work should also be considered, but, when germane to the discipline, refereed work will be considered of greater weight than non-refereed work.
6. Engage in open, frequent and candid communications with the candidate in a manner that will assist in the preparation of a complete and accurate promotion file. The file should demonstrate the candidate's clear commitment to an active professional life and continuing professional development. Only the most representative professional activity materials (research, scholarship, and/or creative activity) should be submitted in full. Reference to additional materials should be presented in the form of annotated bibliographies where appropriate.
7. Ensure that the candidate has provided student evaluation data using a form accepted by the university and that any exceptions are explained.
8. Ensure that the candidate has provided written peer evaluations (including classroom observations).
9. Provide specific explanations as to how the candidate has fulfilled faculty activity plan expectations.
10. Return the file promptly to the candidate if the file is not organized in the order specified, rectify omissions and/or to obtain clarification of material included so that it may be passed, complete, to the CPC in a timely manner.
11. Ensure that the checklist is signed by both the candidate and the Personnel Committee chair as complete.
12. Ensure that the file also includes:

- a) the chair's recommendation, evaluating the candidate's accomplishments in each of the three criteria categories, and
 - b) the recommendation of the department/unit personnel committee, evaluating the candidate's accomplishments in each of the three criteria categories.
13. If there is disagreement between the chair and the department/unit personnel committee, the chair will meet with the department/unit personnel committee in an attempt to resolve disagreement. If there is still disagreement, then both recommendations are forwarded to the Dean and college personnel committee.
14. Chairs, and where appropriate program directors, and/or unit personnel committees should include information about the range (national, regional, local) and stature of the candidate's work, especially for professional activities.

ii. College Personnel Committee Membership and Responsibilities

The College Personnel Committee (CPC) shall consist of two subcommittees of seven members each to review candidates for the rank of associate professor and the rank of professor, respectively. Members serving on the subcommittee to review promotions to the rank of professor must hold the rank of professor. At least seven members of the college personnel committee must, therefore, hold the rank of professor. All members of the committee will hold at least the rank of associate professor.

Files for candidates for promotion to senior lecturer may be assigned to the subcommittee with the lower workload in any given year. Candidates for tenure without concurrent promotion should be considered with the candidates for promotion at the rank they presently hold.

Elections to the CPC will be conducted by the Dean. In cases where more faculty are interested in serving than openings available, faculty will be asked to submit a one page summary of why they want to serve on the CPC. These summaries will be sent to the current members of the CPC who will review and make a recommendation to the Dean. The Dean will make the final appointment.

Members of unit personnel committees may also serve on the CPC. Departments, schools or programs may have no more than two members on the committee. Where a unit has two members on the CPC, at least one must hold the rank of full professor. Membership on the CPC will be for three years. Members will rotate on a three-year cycle with three to four members (one or two per subcommittee) being replaced each year.

The Chief Academic Officer will establish an annual schedule for personnel actions. In general, recommendations for faculty personnel actions originate from the unit personnel committee, are reviewed and evaluated by the department chair, or where appropriate the program director, and 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 set out in advance in faculty activity plans. The role of the committee is to

review the evidence supplied in the promotion file by the candidate and the candidate's unit to determine whether a given candidate has achieved the goals of his or her faculty activity plan at a level sufficiently high to warrant promotion. The following procedures should be followed by the CPC:

1. The CPC subcommittees shall each elect a chair, and schedule meeting dates early in the fall quarter.
2. The chair of each committee shall keep records of the committee actions, call meetings, and see that statements of each candidate's strengths and weaknesses are written.
3. The associate professor and full professor committees will maintain a record of all actions and/or stated consensus, which establish their procedures, methods, and decisions.
4. Committee members shall read the assigned files of all candidates and make a preliminary assessment of whether the candidate has exceeded, fulfilled, or not fulfilled the requirements of his or her faculty activity plan in each category.
5. Committee members shall work privately and independently and not confer while reading the files or preparing their lists. Each member shall double-check each file and its table of contents to ensure that no evidence has been lost or overlooked. The committee may request additional information from the candidate, the chair or the department/unit personnel committee if deemed necessary.
6. The committees shall meet after each member has finished evaluating the candidates and will attempt to reach a consensus on each candidate individually. Materials should not be moved from one section of the file to another without the candidate's consent. The committee shall meet to consider any material, which has been reassigned or added using the same procedures as before.
7. In no case will the candidates be ranked competitively against one another, but only on the basis of how well each candidate has fulfilled the objectives set forth in his or her individual faculty activity plan.
8. When a CPC member is from the same department/school/program as a faculty member under consideration, that CPC member will participate in the review and discussion of the candidate's qualifications. However, they will recuse themselves from the vote.
9. There will be no anonymous "ballots" or other decision devices by members of the committees. All committee members must take responsibility for their evaluations of every faculty member considered in the committee's

deliberations. Where there are substantial differences among committee members, every effort shall be made to reconcile those differences before final decisions are made. Final decisions shall be presented to the Dean with a vote count included.

10. If a committee cannot reach a majority decision, it shall be reported to the Dean with an explanation by the committee. 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.
11. When deliberations are complete, each committee shall report its recommendation in a statement that articulates how each candidate exceeded, fulfilled or failed to fulfill each aspect of the faculty activity plan, and prepare the materials to be forwarded through the Dean to the provost.
12. The committees shall schedule subsequent meetings as needed.

iii. Responsibility of the Candidate—Preparing the Promotion File

Candidates for promotion are responsible for keeping their files current and assigning each of their accomplishments to the appropriate area of evaluation. Candidates cannot use a accomplishment for evaluation in more than one area. Additionally, once submitted, a candidate may only add additional information upon written approval by the chair of department/unit personnel committee. No new information may be added once the file leaves the department/program review level. This does not preclude a request for additional information from the College Personnel Committee, the Dean, or the Chief Academic Officer.

The candidate should meet with the unit personnel committee (UPC) to clarify any problems of interpretation, which might arise. The candidate and the UPC should use the College Promotion Work Sheet to prepare and organize material presented. The candidate should organize the file according to the college's "Checklist for Standard Format." The promotion file should contain:

1. A checklist for the standard format (signed by both the candidate and UPC Chair as complete).
2. A complete table of contents.
3. The college's promotion worksheet.
4. A current vitae.
5. The candidate's approved faculty activity plan.
6. A philosophy statement of teaching, scholarship and service statement 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. Philosophy statements should be evaluative, developmental and self-reflective.

7. A summary for each of the three criteria categories.
8. Appropriate documentation for each of the three categories.

Promotion materials will be submitted for review in a manner determined by the University and in accordance with established deadlines.

iv. Evaluation by the Dean and Notification of Candidate

CPC evaluations and recommendations are advisory; in arriving at a recommendation for or against tenure and/or promotion, the Dean will also consider the following:

- the recommendations of the department chair, or where appropriate the program director;
- the recommendations of the unit personnel committee; and
- information from other sources as appropriate.

The Dean shall forward a recommendation to the Chief Academic Officer.

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

v. Policy Distribution and Amendments

The college policies and procedures for faculty personnel will be kept in the office of the Dean and on the web. Liberal distribution of these policies is to be the rule: each person formally involved in the promotion process will be afforded a personal copy; all faculty shall receive a copy when hired. The document will be changed only through a majority vote of the CSBSSW chairs, directors, and all faculty will be notified each time a change is made.

4. STUDENT PROCEDURES AND POLICIES

a) Student Recruitment and Retention

In an effort to recruit and retain students, the CSBSSW has developed a recruitment/retention plan with the following activities:

Integrated Marketing: The College of Social & Behavioral Sciences and Social Work recognizes that recruitment of high-school aged students as well as more non-traditional students needs to utilize an effective web presence as its hub for media and marketing. All other printed materials should then point to the web. The web presence for recruiting college students must be dynamic, user friendly, timely and informational and it must tell success stories for the college and university. The college has developed an integrated marketing plan with web development at the center in order to help address recruitment. An integrated marketing plan is critical to the development of materials with creative and consistent messages that not only attract new students and faculty but help retain them also. Targeted materials will be developed to support outreach programs and recruitment efforts at area high schools and community colleges as well as at open houses and receptions. This improved web-centered media and marketing approach will:

- Increase visibility of student groups and successes such as mock trial, debate and model UN.
- Highlight new study opportunities in CSBSSW area studies, International Studies, Cultural Diversity in the US, Social Justice and Politics, Archeology and Culture, and Human Social Services.
- Showcase our expanding opportunities for experiential learning such as internships, service-learning and study abroad.
- Use college web site as a forum to publicize community engagement and research of faculty and students. Encourage departments and programs to do the same.
- Complete the development of informational materials for use in fund-raising, attracting new students, new faculty and promoting courses and programs.
- Improve communication of accomplishments to outside constituents by providing the newsletter in an electronic format.
- Include in promotional materials a listing promoting faculty community engagement activities and scholarship.

Curriculum guides: CSBSSW has developed curriculum at-a-glance guides for each unit in the college for recruitment and advising purposes. CSBSSW will continue to update and develop curriculum guides in fall of each year for each department and program within the college to be used for development, recruitment and admissions as well as public relations purposes.

Dean’s letter for Admissions: The CSBSSW Dean will provide a personalized letter that is sent out through Admissions to applicants who have been accepted to the university.

High School and Community College Outreach: CSBSSW will continue its outreach work with the PICI program (Partners in Community Involvement) at Lewis and Clark High School and elsewhere. Students are welcomed to Eastern in a session in October where they meet the faculty and get IDs for the library. In spring they return to work with faculty mentors to complete their community engagement based projects. The college will engage in Spokane area Community College outreach. CSBSSW has been highly involved with Bellevue College for many years where students can complete BAs in Interdisciplinary Studies, Children’s Studies, and Psychology.

Study Abroad and Community Engagement activities: CSBSSW is committed to the idea of “opening up the world” to our students through International Studies curricula, community engagement and study abroad opportunities. Recent faculty hires reflect this commitment. New faculty hires in international areas will develop study-abroad and field trip opportunities.

- Faculty in programs will self-identify the types of community partnerships that will advance the mission of the department/program as well as the college’s commitment to diversity.
- CSBSSW can capitalize on expertise of new faculty hires and current faculty in the areas of Africa, Latin America, Central Asia, Southeast Asia, East Asia, ancient Rome, Greece and Cyprus, and the Middle East to develop Centers of excellence in the study of these regions as well as new certificates and minors.

Active Participant in recruiting events: CSBSSW will continue to be a leader in supporting open houses, First-Step programming, receptions, and college fairs. We are committed to more thoroughly gathering names and contact information for prospective students and parents at these events.

CSBSSW offers College-level Advising: CSBSSW offers college-level advising services to our students and faculty. College-level advising serves the following purposes: aids declared majors in completing their university requirements, freeing up faculty time for major requirement and career advising; directs students to double-major, minor and certificate opportunities within CSBSSW and potentially with other units in the university. This provides an attractive recruiting tool for the College.

b) Recognition of Student Achievement

Education of students is a primary mission of the College. As such, recognition of student achievement and excellence is of paramount importance to building their self-confidence and pride. Recognition given to honor undergraduate and graduate students beyond grades and verbal appreciation are listed below:

- Deans Honor List: Each quarter, undergraduate students who achieve a GPA of 3.5 or better will be named to the Dean's Honor List and will be personally acknowledged by a letter of congratulations from the Dean.
- Several outstanding students will be selected each year by the college to receive a *Frances B. Huston* award for leadership and scholarship.
- Departments and programs will establish their own procedures for recognizing outstanding students including the selection of a senior each year to be recognized as the "*Dean's Honor Student.*"
- Departments may also designate outstanding graduating students for recognition in the commencement brochure.

c) College/Department/School/Program Scholarships

Within the CSBSSW, numerous scholarships are available to students studying Social & Behavioral Sciences and Social Work at Eastern Washington University. Students interested in these opportunities should contact the Financial Aid and Scholarship Office for the most current information. Following is a list of some of the scholarships available within the college. This list is subject to change:

College Scholarships

1. The Daniel and Margaret Carper Foundation Scholarship is a one-year scholarship available to a student studying Social & Behavioral Sciences and Social Work at Eastern Washington University (amounts vary). The CSBSSW Scholarship Committee will select the student recipients from a screened list of applicants provided by the EWU scholarship office.

Students applying for the scholarship must meet the following criteria:

- Student must be an undergraduate attending EWU full-time, and must have completed 60 credits of university course work.
- Student must have a cumulative grade point average of 3.00 or higher.
- Student must have a declared major in the College of Social & Behavioral Sciences and Social Work which includes majors in the following disciplines: Communication Studies, Psychology, Women's & Gender Studies, History, Government, Economics, International Affairs, Interdisciplinary Studies, Sociology, Justice Studies (Criminal Justice), Military Science, Geography, Anthropology, Children's Studies, Race & Cultural Studies, and Social Work.
- Student must have demonstrated financial need.
- Preference shall be given to previous Carper scholarship recipients if they meet all other selection criteria.

2. The Daniel and Margaret Carper Foundation Orcas Island Public School Seniors and Graduates Scholarship is a one-year scholarship available to students attending Eastern Washington University. Students applying for the scholarship must meet the following criteria:

- Student must have a cumulative grade point average of 2.80 or higher from Orcas Island Public School system.
- Student must be attending full-time at Eastern Washington University.
- Student must have demonstrated financial need.
- Preference shall be given to previous Carper Scholarship recipients if they meet all other selection criteria.

3. The Chertok Scholarship (amounts and numbers of awards vary each academic year) will be given annually to the outstanding junior in the social and behavioral sciences to support the student's senior year. The award will be made each year at the Dean's Honors Student reception. The Department Chairs and Program Directors of the College of Social & Behavioral Sciences and Social Work will make nominations to the Scholarship Selection Committee. The Scholarship Selection Committee will be coordinated by the EWU Scholarship Office and will include the Dean and Associate Dean of the College of Social & Behavioral Sciences and Social Work and a member of the Chertok family (when available). Scholarship recipients must be a student at Eastern Washington University and a major in a discipline in the College of Social & Behavioral Sciences and Social Work.

Department Scholarships

Students interested in the availability of department scholarships should check with the department and the Financial Aid and Scholarship Office for a current listing, application requirements and details.

5. EXTERNAL RELATIONS

a) External Funding and College Development

Each department, school or program in the CSBSSW should frame, as a part of its department strategic plan, a segment addressing the issues of departmental outreach and development. While details of this aspect of the plan may vary widely from department to department, it should include goals for:

- Attracting and retaining students of the highest possible quality.
- Increasing public awareness of quality programs within the department or program by drawing attention to fine teaching and accomplishments of faculty and students, and cementing relationships with high schools by highlighting the accomplishments of both faculty and students. Providing schools and other interested not-for-profit groups in the community with resources relating to the disciplines represented in the department.
- Providing opportunities for fund-raising for departmental scholarships, special equipment and exceptional personnel needs.

The success of the university's overall fund-raising enterprise is largely contingent upon the grass-roots activities within the colleges in developing and maintaining personal relationships with students, parents, alumni, and community leaders. The CSBSSW has the opportunity to build and strengthen its private fund-raising through its annual fund and major gift initiatives by building upon its quality programs and faculty.

In partnership with the Dean, Associate Dean(s), and director of development, department and program faculty may be asked to lend their expertise in designing and implementing a fund-raising plan of action which will highlight the unique strengths and interests of the college and each department.

Key to the success of the college development and fund-raising plan will be coordination and planning with senior leadership of the university, directors of development of the other colleges, the EWU Foundation/Development office, the Alumni Association, the Associated Students, the Faculty Retirees Association, and staff and friends of EWU. An example of an annual strategy plan of action incorporates annual giving, major gift solicitation, planned giving, community partnerships, alumni relations, student relations and special cultivation/fund-raising events.

b) Grants and Contracts

The CSBSSW encourages its faculty to pursue external sources of funding, consonant with *the university mission and college and department policies and procedures*, which foster faculty research and scholarship, develop new curriculum areas and innovative designs for their delivery, support students in their educational endeavors, and create innovative intra-departmental and inter-departmental educational programs and activities. Grant and research development are also promoted by allowing for released-time and flexible teaching schedules to allow time for non-teaching activities and by making available facilities for externally funded projects. The college is committed to maintaining a high level of participation in externally funded programs and projects and, where possible, to expanding these efforts. To this end, the following goals have been defined:

- To develop programs and projects that integrate research and education.
- To foster collaborative research between faculty and students.
- Promote external funding opportunities for both undergraduate and graduate students including theses projects and faculty mentorship programs.
- To create support for undergraduate and graduate students in the form of tuition payments, salaries, stipends, scholarships or fellowships through grants and contracts.
- To generate opportunities for faculty to participate in externally funded scholarship and research activities.
- To develop interdisciplinary and integrated programs in education and research to address societal problems and issues from a variety of perspectives and specialties and encourage collaboration among faculty.
- To generate indirect cost revenues to support the administrative requirements of grants and contracts and to provide discretionary funding to the college, departments and faculty.

6. APPENDIX A: CREATION OF THE COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES AND SOCIAL WORK

Along with the College of Arts and Letters, the College of Social and Behavioral Sciences was created in an effort to reduce the size and complexity of its predecessor the College of Letters, Arts and Social Sciences. Both colleges arose during a period of rapid and profound external and internal change, a new university mission statement, and a mandate for institutional renewal. The CSBS took this mandate seriously and instituted a series of initiatives. Central to these initiatives was collegiate reorganization, departmental reconfiguration and curricular integration.

The reorganization of the College of Letters, Arts and Social Sciences into its successor colleges of Arts and Letters and Social and Behavioral Sciences was based on a compelling logic. In line with the new mission statement, it was proposed that these two new colleges be reorganized in such a way as to enhance their respective:

- Theoretical origins and research goals
- Curricular and research concentrations
- Career training, guidance and placement
- Academic foundation for graduate work
- Connections between core and applied aspects of disciplines
- Coordination of general education offerings
- Development of centers of excellence
- Meeting the goals established in the new university mission statement

For these reasons it was suggested that the reorganization of CLASS into CAL and CSBS stood a good chance of improving the university's environment, commitment, and integration and interdependence.

The reorganization of the CSBS was guided by a strategic plan, which envisioned the creation of:

- Common college core courses
- College-wide concentrations
- College-wide certificate programs
- College-wide interdisciplinary degrees
- College-wide education degrees
- College-wide coordination of General Education Core Requirements (GECR)
- College-wide student activities
- College recruitment of students

At the time, it was suggested that a reorganization of the colleges that encourages strategic planning would lead to a strengthening of the college created, a rebuilding of the social and behavioral science disciplines, and the implementation of plans that will help the college meet the goals stated in the university mission statement.

Departmental Reconfiguration: The reorganization of the collegiate structure carried with it the obligation to explore the possibility of reconfiguring some departments within the CSBS. Four criteria were used to determine departmental status within the college.

- Size of department-number of faculty (10 or more) and number of majors (25 or more);
- Complexity of the department-number of programs within the department and links to other programs;
- Growth trends of the department-including full-time equivalent students, majors, faculty; and
- Future plans of the department for new programs, degrees and institutes.

Using these criteria, it was recommended that the CSBS be composed of 7 departments and 4 university programs.

The departments were:

- Geography/Anthropology
- Communication Studies
- Economics
- Government
- History
- Psychology
- Sociology/Criminal Justice

The programs were:

- Center for American Politics
- Interdisciplinary Studies
- Military Science
- Women's Studies

The reconfiguration of departments and programs within the new CSBS was based on the provision that all units would be active participants in the three college initiatives, especially the Curriculum Integration Project. The College Curriculum Integration Project was a logical extension of collegiate reorganization and departmental reconfiguration at EWU. Supported in part by a grant for the Fund for Post-Secondary Education (FIPSE), the curriculum integration project was and continues to be a college-wide initiative to increase interest in and enhance the experience of students in the social

and behavioral sciences. Maintaining the Curriculum Integration Project is part of the college's current strategic plan.

In 2009 Eastern Washington University administration, in response to reductions in state funding, chose to reduce the number of colleges from six to four creating an approximate \$500,000 savings in base funding. A university committee with members from all aspects of the campus reviewed several proposals for consolidation.

In July 2010, the structure of the CSBS was changed to the CSBSSW with the addition of the School of Social Work, the Department of Counseling, Educational & Developmental Psychology (now a part of a larger Department of Psychology), the Africana Education Program, the American Indian Studies Program, and the Chicano Education Program.

7. APPENDIX B: THE ROLE OF THE DEAN

Responsibilities:

The University has a number of different academic units that report to a Dean, e.g., Colleges, Schools and the Library. Each academic unit differs in its mission; as a consequence the responsibilities and importance of individual responsibilities will differ between academic units. The basic responsibilities of a Dean include:

- 1) Provide fiscal, academic, and administrative leadership for the specific College, School or Library:
 - a) articulate the mission of the University and promote consensus among the various constituents of the University
 - b) provide 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/School/Library
 - c) effectively and efficiently manage the financial and human resources of the College/School/Library
 - d) be an active and collaborative participant in the setting of University policy through involvement in the President's Cabinet; be an active and collaborative participant in the setting of Academic policy through involvement in the Provost's Council
 - e) improve the quality of the educational services offered by the College/School/Library through 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
 - f) participate in the University governance process: serve on committees and task forces as appropriate, such as search, program development and review, and strategic and ongoing institutional planning committees
 - g) maintain a personal professional development plan.
- 2) Build partnerships with external constituencies: alumni, private and public organizations;
 - a) articulate and promote the University's mission and objectives
 - b) seek feedback on the success of the institution's academic programs
 - c) identify unmet educational needs
 - d) participate effectively in the university fund raising activities.

Accountabilities:

- 1) meeting goals and expectations as established by the President and Vice-Presidents
- 2) carrying out the academic mission of the College/School/Library
- 3) providing effective leadership to the College and University

- 4) working collaboratively with other Deans in advancing the University's academic program
- 5) working effectively with other constituencies in the University
- 6) managing the fiscal and human resources of the College in compliance with federal, state and University laws, rules, regulations, and policies
- 7) enhancing the quality of the academic program of the College and its faculty
- 8) helping recruit the best faculty
- 9) establishing and maintaining effective decision making and communication within the college
- 10) monitoring provisions of the collective bargaining agreements and university policies, and ensuring employee and administrative compliance with their provisions.

The Dean is informed and advised by the collective expertise of the departments' chairs/directors. The Dean, Associate Dean(s), Department Chairs and college support staff shall meet on a regular basis for the purpose of advising and resolving issues of college interest. These meetings will address college issues such as:

- college and department resource allocations,
- department allocations for all types of faculty and support staff,
- college and department productivity,
- the revision of existing programs or creation of new programs,
- the coordination of the college's core discipline courses,
- organization of the general education core and competency courses,
- implementation and review of the college's academic assessment activities and reports,
- the implementation of internal and external program reviews,
- the development of promotional strategies and materials,
- the development of college and department recruiting efforts,
- the development and implementation of college enrollment goals,
- continued enhancement of alumni relationships,
- the nurturing of external funding,
- requests and initiatives of the higher administration, and
- any other matters of concern to the college and its departments and programs.

It is the responsibility of the Dean to ensure the implementation of college policies such that there is a balance between equity and due process for the faculty, the promotion of excellence within the college and the allocation of resources to meet college and university objectives.

Review of the Dean's performance will be an annual evaluation by the Chief Academic Officer and may include input from college faculty and staff as requested.

8. APPENDIX C: REQUESTING ADDITIONAL FUNDS

Requests for General Funds from the Dean's Office: When making a request to the Dean's Office for additional general funds (for personnel requests see Section 5), the following procedure should be followed:

- a. Prepare a memo to the Dean requesting the funds
- b. Describe the situation, project, opportunity or circumstances in detail that have led to this request. Include information on why this happened or needs to happen, how it meets department, college and university objectives, deadlines, and what the benefits are (or the problems created).
- c. Explain why the department or program does not have the funds for this item.
- d. If the department is covering some of the costs, include how much.
- e. Clearly state how funds are being requested.
- f. Make sure all other accounts have been exhausted.

Once received, the department will be notified in a timely manner as to the status of the request.

Equipment Funds: When possible, the College will set aside one-time funds specifically designated for equipment purchases to support the college departments and programs. The total amount available and timeline will be announced by the Dean's office no later than the end of winter quarter during the academic year.

Proposals will be reviewed and departments/programs notified as to the status of their proposals by early April. Since this is a one-time infusion of funds it is very important that all purchases are completed by early June to ensure that they occur during this fiscal year. Once approval for purchases have been given, departments/ programs will need to prepare all necessary paperwork and submit to the Dean's office for a budget number and approval signature.

Since funds are limited and the college does want to share the resources as best we can among the units, it would be helpful when you are submitting a substantial funding request that it be broken down so that, if needed, partial funding could be awarded. If you are submitting a number of proposals, please be sure to prioritize your list.

By definition, equipment is something that has some longevity and multiple uses and does not include disposable supplies.

Examples for New or Replacement Equipment Purchases

- Instructional equipment (but not for on-going software licenses, or faculty computer replacement)
- Research and creative works equipment
- Office furnishings
- Multiple sets of instructional tools/resources

- Upgrading or replacing printers, copiers, etc.

Faculty Travel Funds: In the interest of supporting academic professional development through the presentation of research papers or poster sessions at conferences and other types of professional workshops, the Office of the Dean will set aside a limited amount of funds to offer a number of travel awards annually. Faculty members who have depleted or need to supplement their Professional Development Funds may apply.

Awards to a maximum of \$500, per faculty member, per fiscal year, may be awarded to faculty who have been accepted to participate in the program of a professional organization's conference or other type of professional workshop. Applications may be obtained from the Office of the Dean. Faculty may apply more than once, but priority will be given to first-time applicants.

Student Travel Funds: In the interest of supporting student development through the presentation of research papers or poster sessions at conferences and other types of professional workshops, the Office of the Dean will set aside a limited amount of funds to offer a number of travel awards annually.

Awards to a maximum of \$300, per student (or \$1,500 for groups of 5 or more) may be awarded to students who have been accepted to participate in the program of a professional organization's conference or other type of professional workshop.

Department/Programs must provide a minimum of 50% in matching funds per student.

Applications may be obtained from the Office of the Dean. Students may apply more than once, but priority will be given to first-time applicants.

Notification Process for Travel Funds

The faculty member, student, advisor and/or the department chair will be notified as to the status of the application, in writing, in a timely manner after received by the Dean's Office. Successful applicants will then proceed using University Travel Policies. Departments will be responsible for processing required travel documents for the student(s). The department chair and Dean must sign off on any travel documents (travel authorization and/or memorandum of agreement) prior to submission. The Office of the Dean will prepare a budget revision for the awarded amount and transfer to the proper department.

If during any fiscal year, the Dean determines that these funds cannot be made available, chairs and directors will be notified no later than the first chairs/directors meeting of the academic year.

9. APPENDIX D: ROLE OF THE DEPARTMENT CHAIR

Specifically, the department chair is expected to perform, in an effective manner, the following duties:

Leadership

- Identify and lead the department in accomplishing department, college, and university goals
- Represent the department to the college, the university and the community
- Represent the college and the university to the department
- Foster innovative teaching methods and curriculum development leading to improved student learning
- Develop and implement processes to encourage and support scholarship and research
- Support faculty, staff, and students in their responsibilities and professional development; encouraging initiative, innovation, and collegiality
- Administer university policies and procedures including the Collective Bargaining Agreement. Administration includes the exercise of delegated university disciplinary authority and participation in the grievance process.
- Support fund-raising and development efforts of the college and university
- Establish and maintain positive, professional relationships with external constituency groups.

Communication and Inter-Intra Personal Skills

- Be accessible to the administration, faculty, staff, and students for timely fulfillment of the chair's duties.
- Establish positive, collegial working relations with all elements of the university
- Facilitate open communication within the university
- Improve alumni relationships by maintaining continuing relationships with students who have left the university

Fiscal Management

- Manage all departmental budgetary matters including budget requests, salary enhancements, supply and equipment dollar allocations, expenditures, budget planning, as well as those budget responsibilities associated with grants and contracts within the department
- Manage departmental inventory and equipment. This responsibility includes periodically informing the Dean as to the quality, adequacy, maintenance, repair and replacement needs relating to departmental equipment.

Program management

- Manage faculty workload in accord with department, college and university policy and goals. This responsibility includes making student advising assignments and instructional assignments of faculty, and the scheduling of academic year and summer offerings of the department consistent with a student-centered university.
- Develop and implement student recruitment, and retention programs for the department. This would include programs such as methods of detecting early warning signs of academic difficulties, adequate, student-oriented advising availability; programs for contacting “stop-outs” or potential stop or drop outs; creating opportunities for faculty-student contact outside of the classroom through student organizations, speakers, or social events; cooperating with career planning staff; and follow-up with alumni regarding placement or graduate school concerns
- Oversee the development and execution of departmental programs and curricula
- Respond to requests for information from the college, the university and the community
- Develop and execute the department’s end of program assessment(s). This would include regular assessment of overall student satisfaction, and executing internal and external program reviews, and incorporation of assessment results into program or instructional changes.
- Facilitate the maintenance of updated department course transfer equivalencies. When appropriate this will include responsibility for departmental information required for the SOAR degree audit system.

Personnel Management

- Administer and coordinate all personnel processes relating to faculty and staff evaluation in accord with relevant policies, including the preparation and oversight of all faculty plans and statements of staff expectations, and evaluations.
- Review quarterly, evaluations on all faculty from all university coursework offered by the department.
- Facilitate faculty and staff development, i.e. personal and professional development, service training, cross-training, awareness of various campus services
- Develop and/or update print and electronic promotional materials for the department’s academic programs.
- Manage faculty and staff recruitment
- Supervise departmental support staff, delegate staff work, and evaluate staff performance
- Resolve conflicts within the department in a fair manner.