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1. INTRODUCTION

The purpose of this plan is to provide direction and guidance to the College of Arts and Letters (CAL) and its various departments and programs with regard to the policies and procedures critical to the operations of the college.

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 Contract. Upon approval, the college plan will be distributed to all faculty and staff of the college.

These policies and procedures may be altered to reflect developments in university, CBA, college, and/or department/programs. Major changes to the college or department polices and procedures should be made no more than once per year. Changes to the college plan can be made as follows:

1. Suggested changes will be submitted in written form to the Dean and Department Chairs.
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.
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 5), and changes will be made once per year.
2. COLLEGE STRATEGIC PLAN

The following strategic planning goals were developed in the spring of 2007 and are linked to the overall goals of the university:

- Enrollment
- Retention
- Graduation
- Program Quality
- Learning Environment

Unit Goal: 1. Contribute to the vibrancy and public outreach of the local arts community

Supports University Strategic Planning Goal: 3 - Support an institution-wide commitment to community engagement that benefits the university, the region and the world

Key Performance Indicator: 5 - Learning Environment

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strategy</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Increase attendance at EWU and EWU/community co-sponsored (i.e. Bach Festival, Jazz Dialogs, First Friday Arts Tours, Get Lit!) art and literary events. Additionally, increase the circulation of Willow Springs publications.</td>
<td>Strategies for Outcome 1 - Increased marketing. Tie events to common theme/reading (see goal 3)</td>
<td>Measurement: Comparative attendance figures.</td>
</tr>
<tr>
<td>Outcome 2 Increase faculty involvement in local arts organizations and arts outreach programs.</td>
<td>Strategies for Outcome 2 - Increase FAP credit for faculty involvement in local arts and literary projects.</td>
<td>Measurement: Comparative involvement figures.</td>
</tr>
<tr>
<td>Outcome 3 Increase student participation in arts and language-based internships and part-time employment situations.</td>
<td>Strategies for Outcome 3 - Strengthen community ties through the CAL Advisory Board.</td>
<td>Measurement: Comparative placement and employment figures.</td>
</tr>
</tbody>
</table>

Unit Goal: 2. Fostering independent, lifelong creative growth and continuing innovation in career and life for faculty, students and, staff.
Supports University Strategic Planning Goal: 2 - Create an academic community culture that supports and engages faculty and staff throughout his/her careers.

Key Performance Indicator: 4 - Program Quality

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strategy</th>
<th>Measurement</th>
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<tbody>
<tr>
<td>Outcome 1 Faculty and alumni will continue to produce recognized creative works, some in innovative media.</td>
<td>Strategies for Outcome 1 - Increased networking between university and community and within the university to facilitate publication/ performance/show in recognized venues.</td>
<td>Measurement: Publication/performances/shows in faculty annual reviews; index of alumni accomplishments</td>
</tr>
<tr>
<td>Outcome 2 Staff will embrace opportunities for learning, including, but not limited to, new technologies.</td>
<td></td>
<td>Measurement: Staff will present in QSI conference at an increased rate each year for the next three years</td>
</tr>
</tbody>
</table>

Unit Goal: 3. Foster bi- and multi-lingualism, increase access for all in region to English-language educational institutions; contribute to an internationalized campus.

Supports University Strategic Planning Goal: 3 - Support an institution-wide commitment to community engagement that benefits the university, the region and the world.

Key Performance Indicator: 2 - Retention

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strategy</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Adoption of a certificate in second language proficiency, applicable to both US and international students.</td>
<td>Strategies for Outcome 1 - Have each of the language programs package current courses into certificate, reviewed by UAC/FO, marketed with admissions.</td>
<td>Measurement: Number of students graduating with certificate</td>
</tr>
</tbody>
</table>
Outcome 2 Adoption of incentives for students to be evaluated as academically proficient in a second language

Strategies for Outcome 2
- Encourage faculty to get grants to develop online assessment tools to evaluate academic second-language proficiency.

Measurement: Initially numbers of students graduating with documented proficiency. Eventually, Admissions data indicating language proficiency. Rebate attracted students (especially students with heritage language proficiencies other than English) to EWU.

Outcome 3 Continue to prepare ESL teachers and to enhance ESL instruction in local public schools through service-learning projects and improved use of technological resources.

Strategies Outcome 3
- Build up undergraduate ESL minor. Revise undergraduate courses to reflect requirements of state endorsements. Engage EWU students in projects with public school ESL students.

Unit Goal: 4. Enhance dialog about complex, conflicted, cultural, and interdisciplinary issues by engaging students even more deeply in: critical thinking, close reading of historically-embedded, multi-layered texts, written communication, cross-disciplinary and inter-media collaboration to achieve curriculum integration and interdependency.

Supports University Strategic Planning Goal: 1 - Foster rigorous and engaged student learning experience

Key Performance Indicator: 5 - Learning Environment

| Outcome 1 Introduce theme for yearly reading/discussion that cuts across majors and general ed courses in college. Tie theme to Centers of Excellence Academy. | Strategies for Outcome 1 - College recommendations, food-involved events in winter 2007 to choose readings/theme for fall | Survey faculty to see who/how many are using text/theme. Reward attendance at Centers of |
2007. Pilot adoption of eportfolio with reading/writing assignments and rubrics embedded. Don't cancel that class presentations available on reading/theme for faculty who must miss class for conferences/illness.

<table>
<thead>
<tr>
<th>Outcome 2</th>
<th>Enhance faculty's confidence in enabling students to read effectively.</th>
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<tbody>
<tr>
<td>Strategies for Outcome 2</td>
<td>Partner with TLC for faculty development around student reading and second language acquisition.</td>
</tr>
<tr>
<td>Measurement</td>
<td>Survey faculty on their confidence and strategies for working with student reading. Target IDEA questions in faculty piloting this course evaluation tool.</td>
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<table>
<thead>
<tr>
<th>Outcome 3</th>
<th>Faculty advising enhances and assesses students' development as critical thinkers, readers, writers and artists.</th>
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<tbody>
<tr>
<td>Strategies for Outcome 3</td>
<td>Attract GUAA advisor to CAL part-time to offer advice to faculty; engage this advisor to enhance student success through research-based advising practices. Send chairs to advising professional development.</td>
</tr>
<tr>
<td>Measurement</td>
<td>Responses by students and faculty on ACT +home-grown advising questions. Data from 2006 survey used as baseline.</td>
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</table>

Unit Goal: 5. Train students to be versed in the modes and tools of research for the production of scholarship and creative works

Supports University Strategic Planning Goal: 1 - Foster rigorous and engaged student learning experience

Key Performance Indicator: 4 - Program Quality

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Strategy</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Students from CAL will participate at a greater rate in the Student Research and Creative Works Symposium.</td>
<td>Strategies for Outcome 1 -Faculty work as advisors for these students will be</td>
<td>Measurement: Comparative participation statistics.</td>
</tr>
<tr>
<td>considered as a significant element of service in tenure/promotion activities.</td>
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</table>
3. HISTORY OF THE COLLEGE

Late in academic year 1999-2000, then President Stephen Jordan approved the division of the former College of Letters, Arts, and Social Sciences (CLASS) into two new colleges, Social and Behavioral Sciences (CSBS) and Arts and Letters (CAL).

The College of Arts and Letters offers an array of fully integrated liberal and fine arts programs. These programs draw upon professionally active faculty in all disciplines and utilize successful pedagogical approaches. Academic programs emphasize fundamental and highly valued skills such as analytical thinking, the integration and synthesis of information, clear communication, creative expression, experiential learning, and values-based conduct.

The rationale behind the formation of the College of Arts and Letters was to draw the liberal and fine arts disciplines into closer unity and greater cooperation. This process was given added impetus by President Jordan’s designation of three University Centers of Excellence. The College of Arts and Letters houses two of the three Centers of Excellence--Creative Writing and Music--and is a major partner in a third--the Honors Program. The Centers of Excellence are central to the purpose of the College of Arts and Letters as a whole, and their continuing development calls for sustained university support. To fulfill the intentions behind this designation, the Centers of Excellence must have faculty, students, and facilities of the highest quality. The Centers of Excellence will serve as catalysts for the entire college’s ongoing pursuit of excellence, distinction, and opportunity. The Centers of Excellence also will work cooperatively with other college units to engage in creative interdisciplinary activities that lift the levels of quality and achievement of all departments and programs.

For the current configuration of the CAL, see page 4-1.
4. COLLEGE PROCEDURES

a) College Operating and Governance Procedures

i. College Mission/Vision Statements

College Mission Statement
The College of Arts and Letters enhances student reading, writing, discourse, and creative work in both general education courses and major offerings. General education courses provide all university students with the content and processes for developing creative and analytical skills for success across the disciplines as well as in preparation for their professional and personal lives. Graduates of the college are majors who are literate, articulate, creative, aesthetically aware, technologically capable citizens, contributing to the region as artists, performers, educators, and language professionals. They are prepared to interact with people from different cultures, backgrounds and nationalities, use technological resources, and enrich civic and cultural life.

College Vision Statement
Graduates of the College of Arts and Letters continue to be recognized regionally, nationally, and internationally for their skill, preparation, creativity, and proficiency. High quality instruction and the college’s increased access to the rapidly evolving tools and technology used in the field makes the transition from student life to professional life virtually seamless. CAL uses technology to articulate our curriculum for teachers to teach and students to use and learn.

Values:
- Practice of academic tradition with a commitment to professional currency.
- Fluency in conceptual, ethical, and aesthetic values that vitalize the college’s disciplines.
- Contributing toward the creative exchange between artistic and scholarly fields inside and beyond the academy.
- Advocacy for the intrinsic worth and ideal of the creative life.

ii. Description and Organization of the College

The College of Arts and Letters consists of the following departments:

- Department of Art
- Department of Electronic Media, Theatre and Film
- Department of English (includes Creative Writing and Journalism)
- Department of Modern Languages and Literatures (includes Philosophy)
- Department of Music
b) The Dean’s Office

i. Role and Review of the Dean

The Dean is the chief administrative officer of an academic college and reports to the Provost and Vice President for Academic Affairs. Reporting directly to the Dean are the Associate Dean, the Senior Budget and Administrative Service Manager of the college, and Department Chairs and, where appropriate, program directors.

Responsibilities:

The University has a number of different academic units that report to a Dean; i.e., Colleges, School and 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 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 activity 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
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, 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.

ii. Role and Review of the Associate Dean(s)

The Associate Dean(s) will assist and advise the Dean on administrative matters including university and college governance, student affairs, enrollment management, curriculum, faculty teaching loads, faculty development, program review, academic assessment, course scheduling, overseeing interdisciplinary and special language programs, and other duties as assigned by the Dean. At the request of the Dean, the
Associate Dean(s) will promote the implementation of projects that enhance the programs and mission of the college. The Associate Dean(s) will represent the Dean in his/her absence when necessary.

The Associate Dean(s) will work within the Office of the Dean and have access to confidential materials and decisions. It is expected the Associate Dean(s) will exercise good judgment in balancing their faculty work with their administrative work.

Review of the Associate Dean(s)’s performance will be an annual evaluation by the Dean.

iii. Role of the Staff in the College Office

1. Role and Review of the Senior Budget and Administrative Services Manager: The Senior Budget and Administrative Services Manager will advise and assist the Dean in all aspects of the business and financial matters of the college including: budgeting and planning; management of the college retention/promotion process; grant and contract oversight; university, college and department relations; administrative advising; and the coordination and monitoring of sensitive and confidential information. In addition, the Senior Budget and Administrative Services Manager will assist in the administration of personnel practices and procedures for the college including the preparation and review of all personnel action forms. Review of the Senior Budget and Administrative Services Manager’s performance will consist of an annual evaluation by the Dean.

2. Role and Review of the Administrative Assistant: The Administrative Assistant will provide executive level support and assist the Dean (and Associate Dean and Senior Budget and Administrative Services Manager as needed) in the administrative functions of the college, including: recruitment; records and database management; coordination of special events; development and implementation of office procedures, policies and systems; and special projects as required. The Administrative Assistant will assist Department Chairs, Directors, faculty and staff as needed and will act as liaison between the Dean’s office and departments and other administrative offices. Review of the Administrative Assistant’s performance will be an annual evaluation by the Senior Budget and Administrative Services Manager.

3. Role and Review of the Information Technology Systems Specialist II: The Information Technology Systems Specialist II ensures that the Digital Arts Lab is operational for student use and will follow established methods to consult, troubleshoot, and solve standard customer service, equipment, and technical problems on computers, telecommunication software and hardware. Review of the Information Technology Systems Specialist II will be an annual evaluation by the Associate Dean.
iv. Organizational Chart of the College Office

Sample of Job Duties:
1) Support to the Dean/Associate Dean
   a. Calendar/Meetings
   b. Travel
   c. Course Announcements
   d. Other support as needed (copying, editing, typing, chair evaluation process, etc.)
2) Procurement of supplies for the office
3) Filing
4) Inventory
5) General Office tasks:
   a. Process CTFs, grade change forms
   b. Processing of mail
   c. Answering telephones
6) Assist departments with travel, recruitment, procurement, etc.
7) Special projects (commencement, receptions)

Sample of Job Duties:
1) All budget issues
   a. Developing/monitoring
   b. Resource planning
   c. Fiscal reports
2) All personnel matters (examples):
   a. Classified Recruitment
   b. GSA Appointments
   c. Faculty Policy and Procedures in regards to retention and promotion.
   d. Preparation of retention and promotion materials for Dean
   e. PAFs
3) Overall general office management
4) Training on fiscal and personnel matters
5) Back-up on general college matters

v. College Advisory Board

The CAL Advisory Board is a group of university alumni and friends representative of private, public, and non-profit organizations from a local, regional, and nation-wide area. The advisory board will function as an external support network for the college and its programs. The advisory board shares the commitment of the college to excellence in its teaching, research/creative activity and service. To insure that this
quality is maintained and enhanced, the advisory board sets the following objectives and responsibilities:

1. To provide input for the development and continuous review and revision of the college’s Strategic Plan.
2. To act as a sounding board for activities proposed by the college concerning its sustaining enrollment and future growth and development.
3. To provide input for course and curriculum content improvement.
4. To assist the Dean in seeking external gift support for areas of greatest need as follows:
   • undergraduate and graduate scholarships,
   • faculty development,
   • professorships/chairs,
   • equipment, and
   • library resources.
5. To assist the University in its effort to inform the public of:
   • programs and services available and performed by the college.
   • changes in the college, and
   • the quality of students, faculty and staff found in the college.
6. To assist graduates of the college with career planning, job application and placement, where possible.

vi. 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 development of the content for the web pages of the individual Departments and Programs is the responsibility of the Departments and Programs. All materials must be reviewed and approved by the Dean. The Content Manager will review the content of the individual Department and Program sites, to offer suggestions and assistance to help the sites conform to the University’s content guidelines (see http://www.ewu.edu/x5749.xml, Content Management System Design Guide), or possibly other problems that may cause complaints from outside the Department or Program. 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 Department and Program needs in the way of direct technical assistance, cooperative training and resources.

Department and Program Management: Each CAL Department and Program will appoint a staff or faculty member as Department/Program Web Content Manager. The Office of the Dean should be notified of this appointment. The Department/Program Web Content Manager may (and is encouraged to) utilize any number of appropriately trained individuals associated with the Department/Program to create and maintain the
design and content of the Department or Program’s web site. The Department/ Program Web Content Manager will communicate with the College Web Content Manager on matters that affect the operations of the college site. The Department/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 or Program; help with web components, graphics, etc. The Department/Program Web Content Manager will keep a current roster of web authors within the department 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 Computing. The Web Content Managers will cooperate with Enterprise Systems in matters of training, authorship access and general operating practice.

**vii. Budgetary Decisions**

Major budgetary decisions for the college are the purview of the Dean in collaboration with the chairs making policy and execution of such policy accomplished by the Dean or his/her designee. Final budget authority rests with the Dean. Departments are responsible for developing their budgeting methods. The Department Chair is responsible for the fiscal integrity of the department. The college's senior budget and administrative services manager will assist the department’s support staff regarding various aspects of the department’s budget when necessary. The adherence to the college's and a department’s budgetary limitations are the responsibility of the Dean and the chair, respectively.

1. **Requests for General Funds from the Dean’s Office:** 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.

   a. 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:

      i. Prepare a memo to the Dean requesting the funds
      ii. 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 and college objectives, deadlines, and what the benefits are (or the problems created).
      iii. Explain why the department or program does not have the funds for this item.
      iv. If the department is covering some of the costs, include how much.
      v. Clearly state how funds are being requested.
      vi. Make sure all other accounts have been exhausted.
b. Once received, the department will be notified in a timely manner as to the status of the request.

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

   a. 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.

   b. Since funds are limited, in order for the college to most effectively distribute funding, units requesting funds should itemize the requests to make meaningful partial funding possible. Units submitting more than one proposal should clearly indicate the priority of the proposals.

   c. By definition, equipment is something that has some longevity and multiple use – not disposable supplies. Examples for new or replacement equipment purchases include:

      i. instructional equipment (but not for on-going software licenses, or faculty computer replacement)
      ii. research and creative works equipment
      iii. office furnishings
      iv. multiple sets of instructional tools/resources
      v. upgrading or replacing printers, copiers, etc.

3. **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, whenever possible, to offer a number of travel awards annually. Faculty members who have depleted or need to supplement their professional development Funds may apply.

   a. 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.

4. **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, whenever possible, to offer a number of travel awards annually.

a. Awards to a maximum of $500, per student (or $1,000 for groups of 3 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. 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 Department Chair will be notified as to the status of the application, in writing, in a timely manner after receipt 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.

c) College Academic Departments and Programs

i) Departmental and Program Responsibilities
As focal academic units within the university, departments 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 university requirements curriculum—courses in cultural diversity, international education, and the senior capstone
• to offer special programs appropriate to the disciplines concerned, for example, map libraries, museums, journals or other publications
• to offer courses in the college-wide foundation courses of theory, research methods, and statistics
• to offer courses that may be used in the college certificate program as well as developing certificate curriculum
• to recruit new faculty for the academic programs they offer
• to facilitate faculty development in teaching and other professional activities
• to elect a chair every four years (or sooner if required)
• 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 Policies and Procedures

Each department and program will develop a policies and procedures plan (DPP) consistent with the CPP and the CBA. The department’s faculty must approve the DPP before it is submitted to the Dean of the college and Chief Academic Officer for approval. (See definition of faculty and eligibility to vote, page 5-5).

The DPP 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.

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. DPP 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. department mission and vision statement (consistent with College Policies and Procedures (CPP) and mission)
2. definition of instructional workload, scholarship/research/creativity and service (consistent with the CBA and the CPP)
3. standards and expectations for retention, tenure and/or promotion (consistent with or exceeds CPP)
4. evaluation procedures for retention, tenure and/or promotion (consistent with or exceeds CPP)
5. 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 CPP)
6. procedures for selection of department personnel committee with a minimum of three members
7. procedures for selection of Department Chair (including voter eligibility)
8. procedures for faculty attendance (i.e.: reporting structure, how classes are made up or covered)
9. role and duties of Department Chair (consistent with CBA/CPP)
10. procedure for faculty appointments with tenure
11. the procedures for annual evaluation of all faculty performance in order to assure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities
12. an advising plan
13. an assessment plan including student learning outcomes for each departmental program
14. the process of curriculum development
15. a plan for faculty recognition
16. a plan for the distribution of faculty development funds
17. an annual process for regular review of departmental budgeting methods, decisions and allocations
18. external relations plan - outreach and fund raising
19. procedures for selection of graduate faculty status (in alignment with GAC)
20. procedures for recommending emeritus status
21. regular and responsible participation of faculty in decision-making
22. the faculty member’s accessibility to students
23. faculty participation in student recruitment and career planning
24. a faculty recruitment strategy that delineates how new positions fit the department’s mission and need
25. a policy and process for recommending adjunct appointments
26. faculty voting procedures for matters outside of chair election
27. the required terminal degree for a position within the department if not a doctorate (departments will need to define what degree is appropriate and have approved by both the Dean and the Chief Academic Officer).

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

Modifications of the DPP will require approval of its faculty as indicated by a majority vote following a thorough review of proposed changes. Changes to the DPP should not occur more than once a year. All departmental faculties will be notified immediately in writing each time change is made. The DPP, upon approval by the faculty of the department, is submitted to the Dean for preliminary approval and forwarded to the Chief Academic Officer for final approval. Review of the DPP will be conducted at least every three years. Changes must be approved by the department’s faculty prior to submitting to the Dean.
iii. Department Strategic and Action Plans

In accordance with the CBA, departments 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
2. Term
3. Evaluation of Chair’s Performance
4. Administrative Assigned Time

Department Chairs are responsible for representing his/her unit in administrative matters and for managing all unit activities. The Department Chair is the leader of their respective unit and should foster quality and accountability of the departments/programs he/she 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. The Department Chair’s 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. Chairs are evaluated on an annual basis (with faculty participation every second year).

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 and communicating 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 an automated 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.

College Procedure for Chair Elections/Reappointment: All Department Chairs shall be nominated by election by their respective department and recommended for appointment to the Chief Academic Officer by their college Dean. Chairs should receive adequate training for their position. Professional development opportunities will be made available by the Dean.

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. 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/Coordinators

The role and review of program directors of university programs where separate budget lines exist (such as Creative Writing and Journalism) are the same as for a Department Chair. The DPP will include details on appointment, terms, and evaluation processes for directors and coordinators.

Departmental 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, though they may work directly with the Dean, Associate Dean, and other chairs, program directors and coordinators as appropriate. Department program directors should be annually evaluated by the Department Chair or Dean.
5. PERSONNEL POLICIES

a. FACULTY

i. Faculty Personnel Decision Making--General Policy

Three basic principles guide faculty personnel decision-making in the College of Arts and Letters. They are as follows:

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

Second, tenured, and tenure-track faculty should play a leading 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, conditions of professional employment, and merit.

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, professional standards and expectations vary between disciplines; therefore, the substantive responsibility for assessment of faculty is the department. Each department and discipline is specialized. Because of that specialization, the main responsibility for implementation of these policies and procedures has been placed in departments. Using this document of college policy as a framework, each department must set the standards and expectations for faculty excellence in the context of the discipline.

ii. Faculty Recruitment and Appointment

In the CAL, the guiding principle will be to hire, support, and retain the best-qualified faculty. To that end, all faculty recruitment activities and appointments will conform to the following policies.
• Prior to announcing a faculty vacancy, the department or program must establish the major elements of the position and the criteria for evaluating candidates. These criteria should be consistent with department or program policies and standards for evaluating existing faculty. At a minimum, the teaching abilities and professional activity potential (at the Associate Professor rank and above) should be evaluated to be at a level appropriate to the teaching assignment for the position.
• All announcements for vacant or new 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 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 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 listing strengths and weaknesses and should include:
  o Name of the selected candidate
  o Qualifications/strengths/contributions to the program
  o Rank, department
  o Conditions if early tenure is negotiated
  o Conditions of reappointment based on PhD completion (if applicable)
  o Number of years of prior professional experience
• A memo from the Dean to the Provost will be submitted prior to the preparation of the Recommendation to Hire and offer letter for approval. This memo will include in addition to the above items:
  o Proposed salary (include funding justification if salary exceeds budgeted amount)
  o Moving allowance
  o Start-up funds (if applicable)
  o 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 Recommendation for Hire paperwork and offer letter can be submitted.
• 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.
• Joint appointments; Faculty may be appointed in two (2) or more department or programs subject to the conditions of the CBA.

Departments 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).

iii. 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.

A clear picture of enrollment trends is needed in support of the position. These enrollment data can be provided in any of the following ways:

1. For at least the past five years (if applicable), the number of FTES in the major, minor, certification program, or other unit to be served by position.

2. For at least the past five years (if applicable), the number of student credit hours (SCH) generated in the major, minor, certification program, General Education, or other unit to be served by the position.

3. For at least the past five years (if applicable), the number of FTEF in the department, and indicate how many FTEF are assigned to the program(s) to be served by the position.

4. For at least the past five years (if applicable), the ratio FTEF to SCH in major, minor, certification program, or other unit to be served by the position.

Other supporting materials may include: program assessment information; grant activity and identified funding opportunities; letters of support from collaborating units within the college or in other colleges.

iv. Role of the Faculty Member

Teaching is a primary activity for faculty in the College of Arts and Letters. In accordance with the CBA, 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 policies and procedures. They are also responsible for turning in grades according to the deadline established by the registrar's office. Faculty are encouraged to attend commencement, serve on thesis and orals committees as needed, take part in committee work, and participate in the cultural and intellectual life of the university.

Faculty are required to carry an appropriate workload, meet classes as assigned, and use student evaluation forms and results to assess teaching effectiveness. Students must receive these evaluation forms in class near the end of the quarter. Forms must be distributed and collected by an impartial person, then promptly delivered upon completion to the chair/designee. Other faculty responsibilities include curriculum development, career counseling, and student recruitment and retention.

Each department must have a formal process that systematically reviews the teaching effectiveness of each faculty member, including classroom observations. Multiple
measures of teaching effectiveness should be used. Any indication of teaching ineffectiveness must lead to the immediate implementation of an improvement plan.

In addition to good teaching, scholarly and creative activity are important aspects of the mission of the College of Arts and Letters and the responsibility of every tenured and tenure-track faculty member. Research (including pedagogical research), artistic expression and performance, and creative activity enhance teaching and strengthen service. Scholarly and creative activities are respected and encouraged as part of the college’s educational mission.

Service is also a responsibility of all tenured and tenure-track faculty, and departments are encouraged to assign appropriate levels of service to tenure-track faculty. Senior faculty should be leaders in service to the department, college, university, the faculty member’s discipline, and the larger community.

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 PTOL request for the following academic year.
2. In July of each year, the Dean’s office will notify each department of their approved allocation for the entire academic year based on available budget.
3. In August, departments must confirm all quarterly faculty appointments for fall quarter, providing all necessary information to the Dean’s office, including a vita. 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, departments 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. 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.

vii. Overloads

The Collective Bargaining Agreement states that “overload teaching should be of a non-recurring nature and should not exceed the equivalent of one (1) five-credit course per
quarter for faculty whose workplans have not been adjusted to accommodate the additional teaching responsibility.”

The following policy regarding overloads within the College of Arts and Letters must be followed:

1. All overloads must have the prior approval of the Dean.
2. The request for an overload should be presented in memo form and must include the following items:
   a. What the course is including how many credits
   b. Justification on why the course must be taught as an overload
   c. An updated workload for the faculty member for the academic year including any other overloads that may have been completed
3. 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.
4. 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.

If an overload is approved by the Dean, it will be submitted to the Provost for final approval. If there are any problems at the Academic Affairs level, departments/programs will be notified immediately following notification from Academic Affairs to the Dean’s office.

viii. Faculty Activity Plans

Under the provisions of the CBA, each faculty member 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). This plan will specify the criteria and evaluation procedures for retention, tenure, promotion, and professional advancement. Evaluation is based on judgment of performance in three areas: teaching and performance of primary duties, professional and creative activity, and service. It is expected that the faculty activity plan (FAP) will remain consistent throughout the terms described in the CBA. For specific requirements of the FAP, see the DPP and pages 5-7 through 5-17 of the CPP.

The department personnel committee, the Department Chair, 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.

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 approved by the chair, the dean and the Chief Academic Officer prior to a hiring contract being issued.
All faculty activity plans for probationary faculty, tenured faculty, and senior lecturers shall be reviewed by the department personnel committee, the Department Chair and the Dean on an annual basis (CBA).

When a faculty member becomes the chair of a department, 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 should modify his/her plan to reflect the change.

ix. 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 his/her fields. Outstanding faculty achievements are recognized in a variety of ways.

1. merit awards for faculty as described in the CBA
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 teaching awards (these honored faculty are selected by “Edmund J. Yarwood Dean’s Honor Student” in recognition on their influence/impact on the honored student)
5. since teaching is the most important activity in which a faculty member engages, the college will work to develop additional methods of recognizing significant achievements in teaching effectiveness, curriculum and program development, and technological innovation
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, 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 department plan and shall require a majority vote of the tenured and tenure-track faculty in the department and the 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, tenured faculty, and senior lecturers will be evaluated annually in regard to his/her FAP. Timelines for such reviews will be established by the Chief Academic Officer. Prior to the evaluation, the faculty member will submit to the department personnel committee a current vita, a description of his or her workload,
including instructional load, scholarship/research/creative activity, and service as defined by the department and college PP; evidence of teaching effectiveness, and such additional materials as the faculty member deems relevant to the FAP (CBA).

The most important level of review and greatest responsibility with regard to faculty personnel decisions should be with the department. The department 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). If three faculty at that rank are not available in the department, a faculty member of appropriate rank from a closely related department may step in. The department personnel committee’s and Department Chair’s evaluations and recommendations, together with the materials submitted by the faculty member, shall be forwarded to the Dean for review and approval (CBA).

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 his/her progress toward fulfillment of his/her FAPs, which form the criteria for his/her eventual tenuring with promotion to Associate Professor. Faculty members with special appointments are evaluated for possible renewal based on teaching effectiveness and on program needs. Faculty members with tenure and at the Associate Professor level are evaluated on the basis of progress in regards to his/her FAP and promotion to Full Professors.

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, 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 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’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 Reviews (conducted annually) are to be a continuing, constructive process with the goal of assisting faculty to reach higher levels of professional competency.

2. Each department must have written policies which specify how student and peer evaluation of teaching for all faculty will be conducted. Departments are
expected to provide the faculty member with a copy of department peer review procedures in a timely manner.

3. The faculty member is responsible for maintaining and making available to the department and Dean 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 may include any stipulated conditions for improved future performance by the individual, which will be considered in subsequent evaluations.

6. The Department Chair and chair of the department 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 copy of student evaluations and a peer classroom observation from a minimum of one course since the faculty member’s last evaluation, a letter from the Department Personnel Committee (DPC) and a letter from the Department Chair 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 3rd Year Review – see page 5-18). 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 Policies for Promotion and Tenure Decisions

The following general policies will be considered in evaluating a candidate for promotion and/or tenure 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 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. Promotion to Senior Lecturer status is awarded on the basis of department/program need and teaching effectiveness. Promotion to senior lecturer requires the candidate to prepare a portfolio in accordance with the checklist provided by the Office of the Dean. Since special faculty duties focus mainly on teaching, close attention should be given to standards for teaching
effectiveness (see page 5-10 and the DPP). Other evidence can be included. The candidate’s portfolio will follow the promotion process and be reviewed by Department Chair, DPC and College Personnel Committee (CPC).

**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 as well as on considerations of program needs.

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. 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, 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
- significant service achievements.

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, which 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 his/her activity plan and the qualifications for promotion to Professor. The candidate must demonstrate:

- excellence in teaching, curriculum development, 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.

### iii. College Standards for Teaching Effectiveness

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

Requirements for an assessment of effective teaching:

- present and prepared for all scheduled classes
- couples mastery of the subject with organizational and communication skills necessary to share this knowledge with students in a manner that facilitates learning
- shows that faculty members update course subject matter through the inclusion of current, credible materials 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)
- incorporates instructional techniques consonant with scholarship on best pedagogical practices in the field
- includes 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).

**Administration of Student Evaluation Forms:** Forms must be administered within the last two weeks of classes. Departments 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. The UFE and the University will form a
joint study committee for the purpose of identifying an appropriate instrument. Until such time, the following tool is used. In order to standardize scales, the student evaluation form will be configured as follows:

1  2  3  4  5  
Very Poor Average Excellent

Departments 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.

The candidate will follow expectations for teaching effectiveness as outlined in the Faculty Evaluation section of the DPP. At a minimum, the candidate:

1. Will maintain at least a pooled average of 3.0 or more for questions 1,2,3, and 4 (of the Student Evaluation section below) 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 DPC Chair and/or Department Chair and select a faculty person to assist the faculty member with improving his/her teaching effectiveness. The candidate will also be expected to develop a written plan to improve his/her teaching methods.

2. Maintain at least a mean score of 3.0 or more for questions 1, 2, 3 and 4 (of the Student Evaluation) for all courses taught during the academic year (i.e. academic year average). If this mean score is not met by the end of the academic year (three quarters, Fall through Spring), the Department Chair and DPC will assess his/her progress and give a written recommendation for retention.

3. For retention and annual evaluations: Complete tabulated results of the student evaluation responses to at least the four standard questions from each class taught in the two (one for probationary faculty in their first year) most recent consecutive quarter(s) (excluding summers) will be submitted to the DPC. 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. Tabulated results must show comparison to peers in the department or a reasonable cohort of other faculty instructors.

4. 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.

5. 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 or department personnel committee, must be included.
   iv. The Department Chair and/or department personnel committee may comment on comparative averages within the department, especially for multi-sectioned courses.
   v. With the approval of the Dean, the candidate and/or Department Chair may request deletion of student evaluations for some classes, but such deletions should be accompanied by an explanation of the extenuating circumstances.

b. Student Comments:
   
   For retention and annual evaluations: All comments from each class taught during the most consecutive quarters prior to the evaluation, excluding summer, must be included.

   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. Unsolicited letters from former and/or current students may be included in the candidate’s promotion file.

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

a. quality and appropriateness of material and the level of readings, requirements, and assignments covered within courses
b. encouragement of contrasting analytical approaches
c. degree of preparation, structure, and balance within a lecture class
d. 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
e. development of instructional aids and class projects
f. encouraging rigorous, demanding, critical analysis, and enforcing high standards of scholarship
g. contributions to interdisciplinary and all-university instructional programs
h. contributions to the enhancement of pedagogy of colleagues and the development of department programs
i. value of the candidate’s academic or professional specialty or versatility in contributing to the goals of the department
j. 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 peer review letters from the Department Chair and the department personnel committee. Letters from colleagues within the department, 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.

iv. College Standards for Professional and Scholarly Activity

The following criteria apply to all candidates for review, retention, tenure, 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 society. Professional and scholarly activity enables faculty members to acquire and maintain expertise within his/her disciplines and, where appropriate, across disciplines. It enhances his/her abilities to engage students both in gaining knowledge of his/her disciplines and in developing the skills by which that knowledge is acquired. Professional and scholarly activity takes diverse forms and may vary substantially across disciplines.
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 will:

1. identify the specific types of professional activities and accomplishments that will be considered as evidence of scholarship; describe how the quality of scholarly and professional activities will be evaluated

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.

For tenure and promotion purposes, the minimum requirements for the college are listed below. Department policies and procedures should meet or exceed these requirements as well as define expectations for tenured Full Professors.

A. For categories 1–7 below, a minimum of 10 activities for tenure and promotion to Associate Professor and a minimum of 15 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 or a scholarly book, and presentations at 2-3 regional, national, or international professional meetings or equivalent (as deemed appropriate by the department) is expected.

1. Written Work. Evidence might include the following types of written work (listed in general order of significance):
   a. Books and monographs. These should be accompanied by reviews if possible.
   b. Journal articles. Documentation should specify whether the journal is refereed and indicate audience and/or circulation. Unsolicited statements concerning the quality of the article and the professional standing of the journal may be included.
   c. Editing projects. These include acting as editor of a scholarly or professional journal, anthology, collection, and so on.
   d. Contributions to a book-length work.
   e. Reviews. These include book, media, or other reviews done for professional journals. Unsolicited statements concerning the quality of the review and the professional standing of the journal may be included.

* Significant is defined by each individual department. These guidelines should be stated in the department policies and procedures.
f. Unpublished studies. These may include research with negative results, research of local interest only, research projects that were preempted by projects at other institutions, research in progress, grant proposals, or other types of development activity.

2. Other "Texts." Such creative products or "texts" might include artwork; compact disc recordings; musical compositions; scripts for plays, films, and audio; video or multi-media products; and theatrical direction or designs for costume, scene, and lighting, or recurring columns or articles in scholarly or mass-media publications.

3. Grants and Sponsored Research. Evidence of successful grant activity should include the grant award letter and/or application, a summary statement of purpose, duration, and requested funds, and if awarded, the dollar amount received for funded research. The application for a grant does not need to be funded to be considered for professional/scholarly activity.

4. Artistic Production and Performance. Examples of creative activities include critical reviews, exhibition catalogs or other documentation of solo and chamber musical recitals, dramatic design in theatre, public exhibition of works of art and the production of video, audio, film or multi-media materials.

5. Media Products. Evidence of media work might include exhibitions, innovative instructional materials, inventions, and special laboratory devices.

6. Oral Presentations, Professional Offices, and/or Consultantships.
   Evidence includes (listed in general order of significance for personnel decisions):
   a. Presentation of a formal paper at a conference, seminar, or professional meeting. Weight should be given to the international, national, regional, or local level of the meeting and to the selection process for presenters. For example, presentation of a formal paper at a national conference in which participation is by invitation only might be considered equivalent to the publication of an article in a journal.
   b. Offices in international, national, regional, or local scholarly societies and scholarly honors.
   c. Organizational or facilitator roles at scholarly meetings — discussion leader, chair of a forum, and so on.
   d. Resource person or consultant. Discussant or respondent at a scholarly meeting or as a consultant to the lay community when scholarly preparation is required. Otherwise, the activity should be more appropriately listed under Service Contributions.
   e. Attendance at scholarly meetings.
   f. Memberships in scholarly, artistic or professional societies.

7. Other evidence of achievement as defined by the department.

The ability of faculty members to work cooperatively and productively with colleagues within and beyond the department, college and university in scholarly and creative activities also will be considered.
v. **College Standards for Service to the University and/or the Community**

The following criteria apply to all candidates for review, retention, tenure, 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 his/her share of responsibilities for the governance of the institution. University service includes contributions to university, college, and department 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.

2. Official department duties, including budgeting, scheduling, administrative and committee work.

3. Special assignments or individual service to the administration or to departments, such as promoting the public’s awareness of academic programs at Eastern, recruiting, public speaking.

4. Membership on or contributions to statewide higher education and inter-institutional committees.

5. 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.

6. Activities not specifically identifiable as scholarly or creative activity, such as professional consulting, speaking engagements, 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’s policies and procedures.
vi. Guidelines for 3rd year Comprehensive Review of Probationary Faculty

To ensure that tenure-track faculty members receive adequate feedback on his/her progress toward tenure, CAL (in accordance with the CBA) requires that faculty members have a mandated third-year review at the unit level. 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.

The third-year 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. The third-year 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 three years (this should not only include actual accomplishments but be evaluative, developmental and reflective)
- an updated vita
- copies of student evaluations for the past three consecutive quarters
- copies of peer evaluations completed during the three-year period
- the DPC letter evaluating the candidate
- the Department Chair letter evaluating the candidate.

The third year review is intended to be a "mid-course correction." If the review reveals areas that require strengthening, suggestions are made in writing to the candidate. Strengths similarly should be stated. Third year reviews 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. A positive third-year review does not guarantee a positive tenure review.

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

i. Departmental Personnel Committee Membership and Responsibilities

Department Personnel Committee. Departments will have procedures for the selection of a department 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 personnel committees. 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 will make separate independent evaluations for tenure, promotion, and retention and discuss all the recommendations with the candidate.

Department personnel committees should be chosen during fall quarter of each academic year. No method of selection is prescribed. Department Chairs 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 is too small to form a suitable departmental personnel committee with these restrictions, faculty members from related areas may be invited to participate.

It is the responsibility of the department personnel committee to:

1. Schedule and prepare peer reviews of each candidate’s materials.
2. Obtain additional evidence as the committee deems necessary.
3. Ensure that candidates have assigned his/her 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 to if the file is not organized in the order specified in the college’s Checklist for Standard Format,” 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 DPC chair as complete.
12. Ensure that the file also includes:
i. the chair’s recommendation, evaluating the candidate’s accomplishments in each of the three criteria categories,
ii. the recommendation of the department 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 personnel committee, the chair will meet with the department 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/or department personnel committees should include information about the range (national, regional, local) and stature of the candidate’s work, especially for professional activities.

15. Forward the candidate’s materials to the Department Chair in a timely manner.

ii. College Personnel Committee Membership and Responsibilities

The college personnel committee shall consist of two subcommittees of three 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 three 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 lighter 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 college personnel committee will be conducted by the Dean. Members of department personnel committees may also serve on the college personnel committee. Departments may have no more than two members on the committee. Where a department has two members on the college committee, at least one must hold the rank of Full Professor. Membership on the college personnel committee 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 department personnel committee, are reviewed and evaluated by the Department Chair, and recommendations are forwarded to the college personnel committee, 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 department 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 college personnel committee.

1. The college personnel committees shall elect a chair, establish membership in the Associate and Full Professor subcommittees and schedule meeting dates. 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. 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.

2. After the first meeting, 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. 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 if deemed necessary.

3. The committees shall meet a second time 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.

4. 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.

5. 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. Decisions shall be presented as those of the entire committee, and records of any ratings, ballots or other devices used in the process shall be destroyed.

6. 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.

7. 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.

8. The committees shall schedule subsequent meetings as needed.

iii. Responsibility of the Candidate—Preparing the Promotion File

Candidates for promotion are responsible for keeping his/her files current and assigning each of their accomplishments to the appropriate area of evaluation. The candidate should meet with the DPC to clarify any problems of interpretation which might arise. The candidate and the Department Personnel Committee 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 DPC Chair as complete).
2. A complete table of contents.
3. The college’s promotion worksheet.
4. A current vita.
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.

Appropriate forms are available to the candidate from the Dean’s office.

iv. Evaluation by the Dean and Notification of Candidate

College personnel committee 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
- the recommendations of the department personnel committee
- the staffing requirements of the department and the college
- information from other sources as appropriate.

The Dean shall forward a recommendation to the provost along with:

- the college’s promotion worksheet
- the candidate’s curriculum vita
- the approved faculty activity plan
• the chair’s recommendation
• the recommendation of the department personnel committee
• the recommendation of the college personnel committee
• the candidate’s philosophy statement for each of the three criteria categories
• the candidate’s summary for each of the three criteria categories
• other documentation deemed appropriate based on the case.

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 CAL chairs, and all faculty will be notified each time a change is made.
6. STUDENT POLICIES AND PROCEDURES

a) Student Recruitment and Retention

In an effort to recruit and retain students, the CAL has developed a recruitment/retention plan that focuses on the visibility of the college and its faculty. Some of the activities that take place include:

- **High School Student Contact**
  - Music summer camps
  - Stage Door to the Future (Summer)
  - Music recruiters in the high schools
  - Jazz Dialogues Festival
  - Marching Band “Fly Like An Eagle Day” (open house for high schools)
  - Clarinexxus
  - Student Newspaper Day
  - Northwest Collegiate Percussion Festival
  - Middle School Band Invitational
  - Several music camps
  - The James Edmonds Piano Festival
  - Theatre matinees for selected high school groups (We'll tour a play to high schools and small communities in 2008-09, 2009-10).
  - Advanced Language in the High Schools incentive toward minor
  - Presence at the Interstate Fair, on-campus Open House, downtown Spokane college night, Eagle Preview
  - The EWU Department of Music presents more than 100 public performances on camp annually in Showalter Hall or the Music Building Recital Hall.

- **Transfer Contact/Graduate Student Contact**
  - Cross-departmental contacts at SFCC and SCC
  - Annual transfer presentation hosted by SCC
  - Piggyback ELI and DIEO recruiting
  - Faculty contact, shared performances, clinics, and visits to most Washington community colleges with music programs.
  - Coordinated programs with state community colleges in music theory, ear training, and music history.

- **Visibility**
  - Faculty, student, and alumni presence in local art venues
  - Get Lit!
  - Auntie’s readings
  - KEWU
The Spokesman Review and the Inlander articles covering the exhibitions in the EWU Gallery of Art and the Visiting Artists Lecture Series
- EMAF continued submission, and subsequent recognition through awards and public screenings, of student film work in national and international festivals.
- Northwest Bach Festival at EWU
- Intercollegiate Honor Wind Ensemble at The Bing Crosby Theater
- Northwest Collegiate Percussion Festival at EWU

**Action Plan Recruitment Initiatives**
- Certificate of Academic Proficiency in Heritage Languages
- Host a high school art competition to be installed in the Art Department Gallery

**Publicity/Marketing**
- Create a publication of all CAL-related extracurricular activities for non-majors (i.e. marching band, choirs, Art Club, theatrical productions, *Northwest Boulevard* literary magazine)
- Curriculum guides for all majors
- Cross college brochures

**Retention Elements**
- Enhance advising in the major to ensure consistent and timely contact with continuing students.
- College advisor to ease transfer/change-of-major transitions into the college.
- Prioritize faculty hiring around courses necessary for student completion
- Conduct a scheduling audit to eliminate overlap between required courses for majors within and across the college.
- ELI support for 1-2-1 program.
- Faculty advising teamed with students in specialized areas.

**b) Student Recognition**

Recognizing student achievement celebrates the success of the college in its mission to educate. Nominating and screening students for the various college awards is a task to be taken seriously by CAL and its faculty. Recognition of student achievement and excellence is of paramount importance to building his/her self-confidence and pride. Recognition given to honor undergraduate and graduate students beyond grades and verbal appreciation are listed below:

- **Dean’s 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 university 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 *Edmund J. Yarwood Dean’s Honor Student.*

• Departments may also designate outstanding graduating seniors for recognition in the commencement brochure.
7. EXTERNAL RELATIONS

a) External Funding and College Development

Each department in the CAL 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.
- Engagement with the community to facilitate student achievement in the discipline (service learning, internships, practica).
- Facilitating feedback from employers regarding graduates’ performance.

The primary beneficiaries of university fundraising should be students and faculty. While development professionals provide the infrastructure for fundraising activity, faculty engagement is critical to successful university fundraising. Because faculty are the ones who generate the pedagogical and scholarly ideas that attract donors, faculty involvement is paramount in order to raise dollars for scholarships for students in their programs, for endowed faculty lines or for equipment.

In partnership with the Dean, Associate Dean and Director of Development, faculty will be asked to lend his/her expertise in designing and implementing a fund-raising plan of action which will highlight the strengths and interests of the college and each department. Department policies and procedures should articulate a structure for faculty participation in fundraising, including an articulation of how various fundraising activities should be considered in the “service” component of faculty activity plans.
b) Grants and Contracts

CAL 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 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.