
COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES

Policies and Procedures

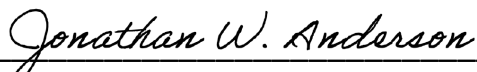
Approved by Faculty Vote on January 19, 2022



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4/13/2022

Date



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05/17/2022

Date

EASTERN WASHINGTON UNIVERSITY

Land Acknowledgment

Eastern Washington University resides within the traditional homelands of the Spokane People and other tribes who are connected through their shared history of this region.

[A full land acknowledgment is not yet available. An acceptable land acknowledgment is a function of an agreed-upon statement, an operationalization of that statement, and the review of the regional tribes]

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1 Vision, Mission, Values

Vision

The College of Arts, Humanities, and Social Sciences envisions a future of students who become leaders, innovators, and creators transforming society, culture, and the environment on behalf of the common good.

Mission

The College of Arts, Humanities, and Social Sciences integrates discovery, creativity, personal reflection, a plurality of ideas, and professional exploration.

CAHSS achieves this mission by promoting:

- Opportunities for creativity, intellectual development, and professional training.
- Critical thinking, interdisciplinary conversation, and local and global relationships.
- Diversity, equity, and inclusion efforts, such as the Hispanic-Serving Institution Initiative and the integration of these efforts into the fabric of college activities.
- Community engagement as a key component of learning.
- Research and innovation, collaboration, and life-long learning.

Values

The College of Arts, Humanities, and Social Sciences adopts the core values of:

- Growth and transformation through learning.
- A safe, encouraging, and inspiring learning environment.
- Diversity among ideas and curriculum that is culturally responsive and representative of our student populations.
- Social justice and environmental sustainability.
- Local and global engagement.
- Collaboration in teaching, scholarship, and service.

The Mission, Vision and Values are a combination of commitments from the former College of Social Sciences and the former College of Arts, Letters and Education. We expect these commitments to take more concrete shape as CAHSS faculty, staff, administration and students work together.

2 College Policies and Procedures

- 2.1 The College Policies and Procedures (CPP) provide direction and guidance to the College of Arts, Humanities, and Social Sciences (CAHSS) and its various departments and programs, in their pursuit of the highest standards of academic excellence. The policies and procedures contained herein are consistent with EWU's mission, Policies and Procedures, and the Collective Bargaining Agreements (CBAs) entered into by the university. The CPP operationalizes and expands on the provisions contained in the CBAs. As such, the CPP is a supplement to the CBAs. Both documents shall be consulted in the interpretation of the CPP. In the event of a conflict between the CPP and any of the CBAs on any provision, the relevant CBA shall take precedence.
- 2.2 The CPP shall be developed, revised, and approved, according to the procedures and timelines specified in the EWU/UFE CBA. In addition, the policies and procedures for the College and its academic units shall be reviewed and updated to reflect major developments in the university, CBAs, college, and/or department/programs. Major changes to the College, Department, or Unit P&P should be made no more than once a year. The process to submit proposed changes to the CPP are as follows:
- Suggested changes will be submitted in written form to the Dean and reviewed with department chairs and autonomous program directors.
 - If the suggested change(s) is a minor change to content, though requiring change in the form of the CPP (stylistic changes, clarifications, improved wording, etc.), then the changes can be made by a majority vote of the chairs and autonomous program directors.
 - If there is a substantial change to the content of the CPP, then a majority vote of the faculty in the college is required.
- 2.3 Upon approval by the voting faculty of the college, the Dean, and the Chief Academic Officer, the CPP will take effect and be distributed to all faculty and staff in the college. Also, these policies and procedures will in turn serve as the basis for unit policies and procedures (UPP) documents. The original CPP will be kept in the Office of the Dean and an electronic copy posted on the college website. Each person formally involved in the hiring and promotion process will be sent the link to the college website. All new faculty members shall be sent the link to the college website no later than the first day of appointment.

3 College Organization and Structure

3.1 COLLEGE GOVERNANCE

The college aims to 1) promote transparency about important college matters with faculty and with EWU administration, 2) involve faculty in decision-making processes, and 3) involve faculty in determining the college's strategic priorities.

3.2 PROCEDURE FOR VOTING

College voting and elections shall be conducted through a confidential process that ensures anonymity. This includes voting in unit matters, such as the election of the Department Chair or Program Director conducted by the College.

3.3 COLLEGE STRUCTURE

The College of Arts, Humanities, and Social Sciences houses the following units:

- ❖ Eight (8) Departments:
 - Communication Studies
 - Economics
 - English and Philosophy
 - Fine and Performing Arts
 - History, Anthropology, and Modern Languages and Literatures
 - Military Science
 - Political Science and Public Policy
 - Sociology and Justice Studies

- ❖ Four (4) Autonomous Programs:
 - Africana Studies
 - American Indian Studies
 - Chicana/o/x Studies
 - Gender, Women's, and Sexuality Studies

- ❖ Three (3) Centers:
 - American Indian Education Center
 - Center for Northwest Politics
 - The Women's and Gender Education (WAGE) Center

- ❖ Four (4) Co-curricular and Academic Support Programs:
 - Asia University America Program
 - English Language Institute (ELI)
 - Get Lit!
 - Honors

3.4 DIVERSITY, EQUITY & INCLUSION

The College of Arts, Humanities, and Social Sciences leads the University in creating a campus climate that welcomes and respects diversity. EWU is a microcosm of society reflecting a multiplicity of people, histories, ideas, beliefs and philosophies. Faculty and staff in CAHSS demonstrate a commitment to diversity, equity, and inclusion (DEI) in teaching, research, and service activities that foster a safe, equitable, and inclusive environment where marginalized voices are heard and welcomed. CAHSS is committed to the creation of student-centered spaces that seek to provide and meet the academic as well as personal and social needs of students.

Key to the CAHSS goal of leading the university on diversity, equity and inclusion is the academic and co-curricular goal of leading inquiry in social justice issues integrated with disciplinary curriculum. In addition to other efforts, this can be done by:

- Faculty, staff, administration, and students taking on self-reflection, with the goal of first understanding their own identities, both privileged and marginalized.
- Considering the socialization processes that have led to current understandings of various groups of people (e.g., LGBTQ+ people, people of color, Muslim people, people with disabilities).
- Considering narratives about various people and evaluating deficit language that may evolve from one's own belief systems about the types of students that are likely to succeed in college, and the ones that won't.
- Engaging in critical discourse about the normalization of privilege.
- Disrupting the normative bodies of knowledge that have been taught historically. An important question to ask is, "whose history, voices, and knowledge have been excluded from the curriculum?"
- Focusing a critical lens on the distribution of resources and power in society.
- Conducting a curriculum audit, in which each unit reviews their curriculum with a critical lens, asking important questions about the topics, stories, histories, and knowledge shared in the curriculum.

CAHSS houses programs in Africana Studies, American Indian Studies, Chicana/o/x Studies, and Gender, Women's, and Sexuality Studies. Their Program Directors are leaders for diversity, equity, inclusion, self-determination, and social justice in the college, on campus, and in the wider community. CAHSS staff, faculty, and administrators are committed to supporting and contributing to the work and goals of these programs. In addition, CAHSS recognizes the particular degree to which these programs are accountable to, and supported by, the intersecting marginalized communities and Tribal Nations, within and external to EWU, that the programs serve and represent. CAHSS is firmly committed to their continued autonomy and visibility on campus and in the region.

CAHSS actively advocates offering support systems for students that create a welcoming community, such as mentoring and other programs that assist students and provide educational experiences, such as the American Indian Education Center, the College Assistance Migrant Program (CAMP), and The Women's and Gender Education (WAGE) Center. CAHSS is also committed to supporting and assisting ASEWU clubs such as MEChA (Movimiento Estudiantil Chicanx de Aztlán), the Scary Feminists, Native American Student Association (NASA), and the Black Student Union (BSU). CAHSS advocates support and resources for cultural events, community activities, fundraisers, and experiential learning opportunities, including those that involve travel such as the Civil Rights Tour.

3.5 COLLEGE ADMINISTRATION

3.5.1 College Office: The College of Arts, Humanities, and Social Sciences typically has a Dean, Associate Dean, College Financial Officer, Executive Assistant, and an Undergraduate/Graduate Services Administrator. Job descriptions are on file with human resources.

3.5.2 Department Chair: The Chair is expected to represent the department to the college and university and also to represent the college and university to the department, as well as to actively support the mission, vision, and values of the institution, and to manage the human and fiscal resources of the department in order to maximize the department's ability to contribute to student success. The Chair is also expected to provide department leadership for achieving excellence in instruction and scholarship, as well as equity and due process in department decision-making. The Chair's line of administrative operation is through the Dean, although working directly with other Deans, Chairs, program directors and coordinators may also be appropriate. For a detailed description of the role and responsibilities of the Department Chair, see Appendix B.2.

- College Procedure for Chair Elections/Reappointment: The college will request nominations for chair. Once the nominations have been approved, the Dean (or designee) will attend the next faculty meeting where the candidate(s) will present their goals and vision for the department. The college will administer an anonymous vote and notify the department of the nominee selected by the faculty. A recommendation from the Dean will be forwarded to the Chief Academic Officer. Units should specify in UPPs the process for appointing an acting chair in cases when the elected chair is on leave.

- Summer Appointments: Chairs and Autonomous Program Directors have a 50% appointment in Summer. It is expected that Chairs will be on campus and available to handle administrative duties as required and at a level proportionate with the level of appointment. Chairs and Autonomous Program Directors will serve as the primary advisor in their units during summer. Autonomous Program Directors will be available in the summer.

3.5.3 Academic Program Directors: Academic Program Directors are functionally responsible to their programs in accordance with the CBA and the MOU on Academic Program Directors.

3.6 STANDING COMMITTEES

3.6.1 College Assessment Committee: The College Assessment Committee (CAC) is responsible for developing the Assessment Plan for the college that is consistent with the University's Academic Assessment Plan, and for implementing said plan. The CAC is also responsible for reviewing and approving the assessment plans for each academic program (major, minor and certificate). The CAC further serves as a resource for academic units in the development of the Unit's Assessment Plans.

The CAC shall be composed of one faculty member from each academic unit, and may include others with special expertise. The CAC will be co-chaired by the Associate Dean and a faculty member elected by the CAC. In addition, the CAC will be represented on the University's Academic Programs Assessment Committee (APAC) by the Associate Dean and another member of the CAC.

3.6.2 College Personnel Committee: The College Personnel Committee (CPC) is established for the purposes of evaluating faculty members for tenure and/or promotion. The CPC shall consist of two subcommittees of five or more (odd-numbered) tenured faculty members each, to review candidates for promotion and/or tenure to the rank of associate professor and the rank of professor, respectively. Files for candidates for promotion to senior lecturer may be assigned to the subcommittee with the lower workload in any given year.

- Membership and terms: The College Personnel Committee (CPC) should equitably represent all units in the college. In the event that a Department or Program has more than two members on the CPC, at least one shall hold the rank of full professor. College members who apply for tenure or promotion may not serve on the CPC during the year of their application. Membership on the CPC will be for three years and may be renewed. The CPC subcommittees will be led by a committee chair who has served on the CPC for a minimum of 1 year, to be elected at the first CPC meeting of the academic year. A CPC member on professional leave during the third year of the term shall withdraw from the committee, thus completing the appointment. A CPC member on professional leave during the second year of the term will give way to an interim before returning to serve a third and final year.
- Election procedures: Ideally, a third of the committee members will withdraw or pursue re-election each year, with new members appointed. Nominations will be sought from the faculty by the Dean for membership on the CPC. The Dean may appoint members to the CPC under exceptional circumstances. The Dean's Office will collect the names of tenured faculty who are willing to serve by the end of the third week of the fall quarter. Faculty can nominate themselves or others. The election itself will be conducted by the end of the fourth week of the fall quarter, and the results, with exception of the names of those elected, will be confidential. Eligibility to vote in electing the CPC is limited to faculty members whose activity falls under the purview of the CPC, which includes faculty who are tenured, tenure-track, lecturers, and senior lecturers.
- Promotion and tenure review: The CPC shall review the recommendations after the preliminary review by any subcommittees and forward a recommendation from the entire committee. The responsibilities of the CPC:
 - the CPC shall elect a Chair, establish membership in the Associate and Professor subcommittees, if applicable, and schedule meeting dates;
 - committee members shall read the files of all assigned candidates and make an independent assessment of whether the candidate has fulfilled the requirements of each FAP category;
 - the CPC shall meet after all members have finished evaluating the candidates;
 - If there are substantial differences among committee members, every effort shall be made to reconcile those differences and to reach a consensus on each candidate;
 - CPC members should abstain from a recommendation only in *very unusual* circumstances, such as conflict of interest or nepotism; an example of a conflict of interest would be when a member of the CPC is a co-author or a co-PI on a grant with the candidate. The committee Chair is the authority on this matter.
 - when deliberations are complete, the committee shall report its recommendation in a statement that articulates whether the candidate fulfilled each aspect of the FAP and prepare the materials to be forwarded to the Dean.

4. Unit Responsibilities

4.1 UNIT RESPONSIBILITIES

As focal academic units within the University, units (Departments or Autonomous Programs) have many important responsibilities to fulfill. These diverse responsibilities include, but are not limited to:

- ensuring that students' interactions with faculty and staff, for example through advising and unit-specific student clubs or organizations, are respectful of their diverse identities and backgrounds;
- ensuring that curricula are innovative and reflect the current state of knowledge in the relevant academic fields, in particular with respect to topics of diversity, equity, and inclusion;
- ensuring that students can make normal progress toward degree completion;
- facilitating faculty development in teaching and other professional activities, in particular with respect to topics of diversity, equity, and inclusion;
- conducting assessments to be applied to curriculum and instruction;
- and contributing in other appropriate ways to the university and to the region.

The UPP will set specific goals for the unit, especially in the areas that are beyond instruction such as student support programs, recruitment, outreach, advocacy, etc. Parameters by which units will be held accountable in those areas will be defined.

4.2 UNIT (DEPARTMENT OR AUTONOMOUS PROGRAM) POLICIES AND PROCEDURES

Each unit (Department or Autonomous Program) shall develop policies and procedures (UPP) consistent with the CPP and the CBA, as well as supportive of the university and college missions. The UPP shall adopt the same order as the CPP.

The UPP must specify the expectations and benchmarks required of faculty for retention, tenure, and/or promotion. Expectations and benchmarks, in the areas of teaching, scholarship, and service, must be equal to or surpass the College's standards. In addition, procedures to evaluate teaching, scholarship, and service, as well as the evidence needed to document and demonstrate achievement, need to be specified in the UPP and the faculty member's Faculty Activity Plan.

The UPP will specify advising responsibilities, including but not limited to the number of advisees, modalities of advising, how the responsibilities of advising will be distributed in the unit, and what constitutes exceptional advising, as provided by the CBA.

Appendix C specifies elements for inclusion in the UPP. Unit faculty shall approve the UPP before it is submitted for approval by the Dean.

4.3 UNIT PERSONNEL COMMITTEE

The primary tasks of the Unit Personnel Committee are to organize peer observations, review FAPs submitted by faculty, review unit faculty application materials for evaluation, promotion, retention, and tenure, and to provide recommendations to the Dean regarding faculty progress toward achievement of FAP benchmarks.

- Membership and terms: Units will have procedures for the establishment of unit personnel committees. Membership on the UPC is limited to tenured faculty; department chairs and autonomous program directors are not eligible to serve. For faculty with joint appointments, the UPC will include tenured faculty in the units housing the joint appointment. In case a unit has insufficient faculty to serve, nomination of UPC members external to the unit must be submitted to the dean for approval.
- Election procedures: UPPs shall specify UPC election procedures. Names of faculty elected to the UPC must be submitted to the Dean's Office by the end of the fourth week of fall quarter.
- Evaluation, promotion and tenure review: It is the responsibility of the UPC to:
 - to confirm that new faculty have been informed of promotion and tenure requirements in their first quarter of hire;
 - engage in open, frequent, and candid communications with the faculty member in a manner that will assist in the preparation of a complete and accurate evaluation or promotion file;
 - ensure that the faculty member provides all the material that the file requires and that accomplishments are in the appropriate areas;
 - ensure that the faculty member is fulfilling expectations for work in regard to diversity, equity and inclusion;
 - ask the faculty member for supporting material whenever clarification is warranted;
 - provide information about the range (national, regional, local) and stature of the faculty's scholarly or creative work;
 - distinguish between refereed and non-refereed work;
 - write letters of evaluation that explain how well the candidate has fulfilled the faculty activity plan.

UPC members should recuse themselves in cases of conflict of interest or nepotism. An example of a conflict of interest would be when a member of the CPC is a co-author or a co-PI on a grant with the candidate. The committee Chair is the authority on this matter.

4.4 QUARTERLY FACULTY

All faculty hired on a quarter-by-quarter contract are referred to as quarterly faculty. The UPP shall describe department/unit policy for recommending quarterly faculty assignments to the Chair, who is responsible for recommending quarterly faculty hires to the Dean. The following process is used when hiring quarterly faculty:

- Each department must submit to the Dean's office a workload form for all department faculty and a part-time/overload (PTOL) request for the subsequent academic year with data supporting the request.

- The Dean’s office will notify each Unit of their approved PTOL allocation for the entire academic year based on available budget.
- Requests for additional PTOL can be submitted to the Dean’s office in writing at any time during the academic year.
- Quarterly faculty may not carry a workload of more than 20 credits per quarter, regardless of modality.
- Requests for quarterly faculty must be presented in memo form by the Department Chair and must include the items listed in the CAHSS form “Hiring Process and Required Information for Quarterly Faculty and Overload Appointments.”

4.5 OVERLOADS

Overload includes work at EWU; work outside of Eastern is covered by University Policy 901-01, Ethical Standards. The following policies governs overload within CAHSS:

- All overloads must have the prior approval of the Dean. The request for the overload needs to be submitted and approved prior to the work being started.
- If the department or program foresees extenuating circumstances which create an overload situation at a later date, the Dean’s office needs to be notified immediately.
- Faculty shall inform the chair or program director of any requests for overload assignments outside of the unit.
- Faculty cannot be compensated for any overload at EWU while on paid professional leave.

4.6 PROCEDURE FOR THE CONFERRING OF EMERITUS STATUS

In addition to following EWU Policy 401-05, unit requirements for emeritus status shall be included in the UPP and shall require a majority vote of the tenured and tenure-track faculty in the unit and the concurrence of the Dean before submission for approval by the Provost and President.

4.7 PROCEDURE FOR FACULTY DEVELOPMENT FUNDS

Professional development funds are distributed to departments shortly after the beginning of the fiscal year by the Dean’s Office. The UPP may stipulate a plan for the distribution of any unused professional development funds by the end of the fiscal year. Unspent professional development funds lapse on June 30 of each year and are allocated for faculty professional development and may not be spent for other departmental needs.

4.8 PROCEDURE FOR WORKLOAD CREDIT EQUIVALENCIES

Any guidance for faculty members regarding workload credit equivalencies for courses where contact hours do not equal credit hours shall be described in the UPP. Such guidance is intended to facilitate agreement among the faculty member, department Chair, and Dean, as allowed by the CBA. Credit equivalencies shall be reviewed on an annual basis. Modifications require a majority vote of the faculty and approval by the Chair, Dean, and Chief Academic Officer.

4.9 INTERNSHIP CREDIT VALUE

Internships (x95 courses) follow a .1 credit model, i.e. 1 student internship credit = .1 faculty credit.

4.10 STUDENT TRAVEL SUPPORT

In the interest of supporting student development through the presentation of research papers or poster sessions at conferences and other types of professional workshops, the Office of the Dean will set aside a limited amount of funds to offer a number of travel awards annually, subject to budget availability. Awards to a maximum of \$300, per student (or \$1,500 for groups of 5 or more) may be awarded to students who have been accepted to participate in the program of a professional organization's conference, other type of professional workshop, or a unique research endeavor. Applications may be obtained from the Office of the Dean. If during any fiscal year, the Dean determines that these funds cannot be made available, chairs and autonomous program directors will be notified no later than the next available chairs/autonomous program directors meeting.

5 Retention, Tenure, and Promotion

5.1 FACULTY RESPONSIBILITIES AND FACULTY ACTIVITY PLANS

The quality of an educational institution depends primarily on the strength and quality of its faculty. Teaching is the primary concern of the university; as such, faculty must be well trained, enthusiastic and effective in presenting knowledge and skills to students. In addition, a public university has the responsibility to extend knowledge and its application beyond the classroom. Faculty should engage in scholarship and service to enhance cultural, social, economic, scientific, and professional development in the respective discipline, academe, and communities. The guidelines below establish college standards for the creation of the Faculty Activity Plan or, if a lecturer, the Letter of Appointment, which generally includes only teaching.

5.2 EVIDENCE OF TEACHING EFFECTIVENESS

Candidates shall furnish evidence of teaching effectiveness from among peer evaluations, student course evaluations, and records of curricular innovation. Additional evidence may also be submitted provided that it relates directly to a specific requirement in the FAP.

- Inform students of instructor's availability and course content.
- Office hours will be posted on syllabi, on Canvas, and on office doors.
- Office hours will also be reported to the supervisor and secretary for posting to the unit webpage.
- Every class will be supported by Canvas for communication, access to the syllabus, grade information, adjustments to the schedule, and timely feedback that informs students of their level of achievement in a formative and constructive manner.
- Email inquiries will be answered within two business days. In case of any delays due to unusual circumstances, such as a conference presentation, an out-of-office message will notify students to expect a delay and redirect them to someone who can provide a more timely response.
- All exchanges with students, both inside and outside the classroom, will be supportive and respectful.

- **Criteria of Evaluation: Teaching Effectiveness:** Effective teaching requires mastery of the subject coupled with organizational and communication skills necessary to share this knowledge with students in a manner that facilitates learning.

Effective teaching also requires curriculum revision and/or innovation and that faculty members continually update course subject matter, instructional techniques and materials, including techniques and materials that adapt to and reflect the diverse student population at EWU. It may involve varied 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. Finally, effective teaching requires cooperative and productive work with colleagues within and often beyond the program or department in fulfilling teaching responsibilities.

Faculty shall have a majority of positive peer evaluations as well as student feedback that is

generally positive in nature. Each UPP shall specify a numerical standard for teaching effectiveness on the university scale that meets or exceeds the college's expectation of teaching effectiveness. The UPP may specify criteria for teaching effectiveness in the context of a discipline.

5.2.1 Peer Observations: The UPP shall specify any protocol for peer observations that extends CBA guidelines. Units will provide the faculty member and observer with peer-evaluation procedures, including CBA and UPP protocols. Results of peer observations will be communicated to the UPC and to the unit head (Chair or autonomous Program Director). If peer observations note any areas of concern, the unit head will address them with the faculty member no later than week four of the subsequent quarter.

5.2.2 Student Course Evaluations of Teaching: Faculty shall maintain at least a combined average of 3.0 for questions 1, 2, 3, and 4 for all student course evaluations for every course. In the event that the combined average falls below 3.0, the faculty may note contravening factors, such as more favorable ratings on questions 3 and 4, which specifically address the contribution of the instructor. Such factors might be especially important in cases of low response rate on student evaluations, in which cases responses may be considered unrepresentative.

If any course evaluation average is below 3.0, the faculty shall discuss methods of improving teaching effectiveness with the unit head, and request a faculty mentor to assist in improving teaching effectiveness. The faculty member and faculty mentor will develop a written plan, for approval by the unit head, to improve teaching effectiveness. The unit head shall continue to monitor teaching effectiveness until improvement above the college standards is evident.

5.2.3 Advising: Tenured and tenure-track faculty will advise majors, minors, and prospective majors and minors on Program and Department requirements, career opportunities, and any additional discipline-specific requirements.

Academic advising is an interactive process in which the advisor helps the student set and achieve academic goals, acquire relevant information and services, plan for the future beyond college, and make responsible decisions consistent with interests, goals, abilities, and degree requirements. Academic advising synthesizes and contextualizes students' educational experiences within the framework of their aspirations, abilities, and lives to extend learning beyond campus boundaries and timeframes. In order to advise effectively, faculty are encouraged to attend trainings when they are offered and do their best to learn new tools, policies, and systems as they are implemented.

5.3 EVIDENCE OF SCHOLARLY AND/OR CREATIVE ACTIVITIES

The college expects the tenure-track faculty it retains, tenures, and promotes to engage in professional activity that contributes to conversation in a discipline represented in the college. Each unit shall specify the types of scholarly and creative activities that qualify as evidence. Units shall also articulate how the quality and rigor of scholarly and/or creative activities shall weigh and qualify for retention, tenure, promotion and post-tenure review. UPPs shall describe the relative value of single, co-authored, or multiple authored works. In addition, the unit shall specify whether it weighs a major scholarly or creative work (for example, a refereed scholarly book, an externally funded, multi-year grant, a substantial creative project, or a large-scale community-collaborative endeavor) as equivalent to multiple activities. Whether a particular scholarly or creative activity

will be accepted, and how it will be weighed, shall be explicit throughout the FAP development process.

Units for which the examples below are not appropriate shall publish equivalencies, *particularly with regard to equivalencies for refereed publications*. The college recognizes the five main types of activity:

1. Written Scholarly Works

- a. books (excluding those published by vanity presses and subsidy publishers),
- b. articles in refereed publications or the foreign equivalent, as established by the UPP.
- c. chapters in a scholarly or creative book,
- c. edited volumes,
- d. reviews in scholarly journals,
- e. scholarly written work, including educational exhibits, book reviews, teaching notes, white papers, and technical reports; and
- f. other forms of scholarly work recognized in the UPP.

2. Creative Works

The UPP will specify the quantity, quality, and significance of a candidate's professional activities. More weight is given to refereed opportunities, invitations, and events where the visibility extends beyond the local community (international, national, and regional venues). Special recognition is given to a performance, exhibition, recording, screening, musical composition, or screenplay:

- a. for which the individual was selected from a competitive pool of peers; and
- b. is part of a major international, national, or statewide event; and
- c. that fares well in formal competition, or in a juried evaluation process by professional peers.

Faculty members shall include performance or exhibition information for creative works submitted as achievements in retention, tenure, and promotion evaluation materials. Each UPP will articulate the metrics used to determine the selectivity or prestige of any venue that presents creative work.

3. Grants and sponsored research

- a. award of major external (e.g., federal) grant proposals;
- b. submission of external grant proposals that were ranked for funding (if declined);
- c. award of internal grants; and
- d. other grant or sponsored research recognized in the UPP.

External, highly competitive, large monetary grants shall be more highly valued than less competitive or internal grants. Funded grants will have higher value than unfunded proposals. For proposals with multiple stages of evaluation, candidates should indicate which stage (of how many) a proposal reached if funding was not awarded. Submitted work will not be recognized in the absence of an acceptance. The UPP will define criteria for what types of grants (international, federal, regional, state, etc.) count toward promotion and how they are weighed. The UPP will also set parameters for evaluating grants. Faculty shall include information about the competitiveness of any grant submitted for promotion, retention, or

tenure.

4. Oral presentations

- a. presentation at an international or national professional meeting (which include, for this entire category), professional meetings on the scholarship of teaching, scholarship of engagement, and diversity, equity and inclusion;
- b. presentation at a regional professional meeting;
- c. delivery of short courses or workshops in one's discipline for the purpose of dissemination of the faculty member's research findings;
- d. invitations to serve as respondent at a professional meeting;
- e. invitations to speak at professional meetings;
- f. invitations to guest lecture at other universities; and
- g. other forms of oral presentation recognized in the UPP.

Presentations given in competitive forums shall be more highly valued than presentations that are less competitive. Competitiveness is gauged, in part, by the acceptance rate of proposals and whether a conference is refereed. The UPP shall define which types of presentations (international, national, regional) count toward promotion and how they shall weigh. Faculty shall include information about the competitiveness or prestige of any oral presentation submitted for promotion, retention, or tenure.

5. Scholarship of Engagement

- a. establishing a research agenda that incorporates equity and inclusion issues and/or diversity as objects of study;
- b. leading or participating in a research group that addresses equity and inclusion;
- c. participating or leading a program-building project in a community;
- d. creation or leadership role in a new EWU program serving community constituencies;
- e. establishing or supporting the creation of new academic initiatives with a community-engaged focus.

The scholarship of engagement applies an integrative approach to the traditional domains of research, teaching, and service. Activities that involve the creation or use of knowledge from one's discipline, such as community-based participatory research and service learning, represent types of community-engaged scholarship. Evidence of scholarship of engagement shall be defined in the UPP.

5.3.1 Criteria of evaluation: scholarly and/or creative activity: Faculty shall engage in scholarship or creative achievement, and distribution to the public in a manner appropriate to the field of study. The standards of performance for retention, tenure, and/or promotion, as well as the specific types of professional activities and achievements that will be considered as evidence, shall be defined in the UPP and the FAP.

Scholarly and/or creative activity requires active engagement with one's discipline or field. The search for new knowledge, the expression of creative talent, and the dissemination of existing knowledge in one's discipline and/or on issues and problems within society are all aspects of

this activity. Scholarly and/or creative activity enables faculty members to acquire and maintain expertise within and across disciplines to enhance classroom activities. It enhances faculty ability to engage students both in gaining knowledge and in developing academic and professional skills. Units may set higher standards than the minimum number of activities.

Requirement for tenure and promotion to Associate Professor:

A minimum of ten activities, or the weighted equivalent as defined by the UPP and approved by the UPC. Among these will be

1. The equivalent of a minimum of two refereed articles accepted for publication in reputable journals (where each individual unit in its UPP will stipulate equivalencies for cases of multiple authorship reflecting professional/disciplinary realities).
2. The equivalent of a minimum of two refereed presentations given at regional, national or international professional meetings or one large-scale or multi-year community-engaged project (where each individual unit in its UPP will stipulate equivalencies for cases of multiple authorship reflecting professional/disciplinary realities).

Requirement for promotion to Professor:

A minimum of fifteen activities, or the weighted equivalent as defined by the UPP and approved by the UPC, *in addition* to those completed for tenure and promotion to Associate Professor.

Among these will be

1. The equivalent of a minimum of two refereed articles accepted for publication in reputable journals (where each individual unit in its UPP will stipulate equivalencies for cases of multiple authorship reflecting professional/disciplinary realities).
2. The equivalent of a minimum of two refereed presentations given at regional, national or international professional meetings or one large-scale or multi-year community-engaged project (where each individual unit in its UPP will stipulate equivalencies for cases of multiple authorship reflecting professional/disciplinary realities).

Requirement for Post-Tenure evaluation, Not Seeking Promotion:

A minimum of eight activities as defined above during the duration of a FAP.

5.4 EVIDENCE OF SERVICE EFFECTIVENESS

Tenured and tenure-track faculty shall engage in public service and in service to the university. Public/community service and professional service may assume a wide variety of forms depending on the role of the individual faculty member and are assigned varying degrees of significance. University service includes contributions to University, College, and unit committees, support for student clubs and student co-curricular activities, and contributions to other university organizations.

Evidence of Public Service to the Community and to the Profession may include

- discipline-connected community outreach that results in social or cultural benefits;
- consultation to government, industry, NGOs, and nonprofits;
- work with diverse groups of individual students and/or organizations on and off campus for positive social change affecting underserved and marginalized groups;
- board membership for government, industry, NGOs, and nonprofits;

- active membership or contributions in professional organizations;
- editing or serving as a member of an editorial board of a professional journal;
- manuscript review for professional journals or book chapters for professional texts;
- review of grant proposals for funding agencies;
- organization of professional colloquia or conferences;
- engagement as an external consultant on the development, implementation, and/or evaluation of community-based projects related to one's substantive area;
- serving as chair of a conference panel;
- other activities contributing to service in the profession or discipline; and
- other service recognized by the unit.

Evidence of University Service may include

- active membership and leadership of departmental, college, and university level-committees, and official task forces or ad hoc committees;
- active support and advising of campus groups and/or organizations;
- fundraising;
- recruiting;
- contributions in an administrative capacity; and
- other service recognized by the unit.

5.4.1 Criteria of Evaluation: Service Effectiveness: All tenured/tenure-track faculty, starting from the second year of hire, are expected to achieve:

1. at least two areas of service to the public (professional or community) during the FAP period, and
2. at least three years of university service on one or more committees during the period of the FAP.

Modifications of this standard are possible if defined in the FAP and in each UPP to reflect unique professional/disciplinary realities. Senior faculty are encouraged to pursue positions of leadership in service activities, such as chairing department, college or university committees; pursuing initiatives or projects, including those initiated as part of committee leadership; service to disciplinary bodies such as associations; and heading disciplinary conferences or colloquia.

5.5 EVALUATIONS AND PROMOTIONS

Tenure-track faculty members have expectations in all three areas of the FAP: teaching, scholarship, and service. Performance reviews for probationary and special faculty evaluations will adhere to the following guidelines:

- evaluations of scholarship and service are cumulative and materials should cover the entire FAP period;
- performance expectations and criteria for retention, tenure, and promotion will be shared by the Chair with the candidate at the time of appointment, during the FAP creation process, and with each evaluation;
- performance reviews are a continuing, constructive process with the goal of assisting faculty to reach higher levels of professional competency;
- performance reviews shall include consideration and evaluation of any areas of the FAP that requires particular attention in the candidate's pursuit of tenure and promotion; and

- faculty who spend a portion of the evaluation period serving in other approved duties shall receive consideration of these duties toward promotion as articulated in the FAP, which shall be revised to reflect these duties.

5.5.1 Evaluation and Promotion File Contents: The faculty shall organize the evaluation file or promotion worksheet/annotated FAP according to university guidelines and college instructions. In the case of tenure-track and tenured faculty, all the representative professional activity materials should be submitted in full, except books, which may be represented by samples, summaries, or reviews. Reference to additional materials should be presented in the form of annotated bibliographies, where appropriate. The faculty member should meet with the UPC to avert any problems of interpretation that might arise.

The Dean's Office shares appropriate checklists and worksheets with faculty who are scheduled for evaluation. The evaluation/promotion file contents generally include

- a checklist for the standard format;
- a copy of the approved FAP (or letter of hire for lecturers);
- a current curriculum vita;
- an annotated FAP that includes a narrative describing the work done in each category;
- an evaluative, developmental, and reflective self-assessment of teaching, scholarship and/or creative work, and service that explains the significance of the candidate's accomplishments;
- Evidence of Excellence in Teaching;
- Evidence of Scholarly and/or Creative Work (cumulative for the FAP period);
- Evidence of Service through letters from committee Chairs or community service leaders, and other relevant documentation, such as programs or websites.

6 Faculty Recruitment and Appointment

6.1 FACULTY RECRUITMENT AND APPOINTMENT

All faculty recruitment activities and appointments will conform to the CBA, procedures established by Human Resources, and practices of the Provost's Office. The guiding principle of faculty recruitment and appointment will be to hire, support, and retain the best-qualified faculty.

The Dean's Office will invite position requests for full-time tenure-track and/or full-time lecturer positions in conjunction with the Chief Academic Officer. Department Chairs and Academic Program Directors should lead unit discussions of requests within the context of fiscal management and with attention to the most critical needs of the unit, other partnering units (if appropriate), and the college and university. Chairs should develop requests in light of the impact of the potential hire on the unit's instructional coverage, program enhancement, balance of faculty ranks, diversity, research activity, and external partnership development. Requests for permission to hire will be reviewed in light of strategic goals and should address these goals in a summary that establishes the major elements of the position and the criteria for evaluating candidates.

A position request will include a Justification of the Position, Job Summary, Minimum and Preferred Qualifications (if any), Term of Appointment, and Projected Workload. The position request is then sent to the Dean's Office. The Dean determines which CAHSS requests to communicate to the Provost.

Prior to announcing a faculty vacancy, the unit must establish the major elements of the position and the criteria for evaluating candidates. These criteria should be consistent with the UPP policies and standards for evaluating existing faculty. At a minimum, the teaching abilities and professional activity potential (at the assistant professor rank and above) should be evaluated.

- All announcements for vacant positions must be clear concerning rank, length of appointment, whether the position carries eligibility for tenure, teaching and research expectations, and requisite experience and credentials. A unit that announces a search must be genuinely engaged in an open process of recruitment for that position.
- 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.
- Units are urged to provide an opportunity for candidates to interact with students and faculty while on campus as a part of the evaluation process.

6.2 SEARCH COMMITTEE

The UPP shall designate the procedure for constituting a search committee. A search committee will consist of at least three full-time, tenured/tenure-track faculty. Non-voting special faculty may participate in search committees, but must not be required to do so. Search committees will operate independently of the chair. If three full-time tenured/tenure-track faculty with expertise in the area are not available to serve, a request must be submitted to the Dean to include voting tenured/tenure-track faculty, outside the field of expertise, on the search committee. In the event that a Department is

unable to obtain a functioning Search Committee, the Dean has final approval of the members selected for the search committee and may appoint and replace committee members. The search committee will work with the Dean's Office and Human Resources to post the advertisement and review application materials.

6.3 EVALUATION AND SELECTION OF CANDIDATES

The procedure for evaluating and selecting final candidates must be a fair and open process that is consistent with the published criteria and that applies equally to all candidates, including internal applicants.

- Units shall define how candidates receive an equivalent opportunity to interact with students, faculty, and members of the college administration as a part of the on-campus interview. Candidates for tenure-track positions will have an opportunity to provide a demonstration lesson, provided that classes are in session, which members of the search committee will attend. Search committees will collect any written comments from faculty, students, or staff about candidates. A formal recommendation to the Dean by the search committee will articulate the strengths and weaknesses of each candidate who is deemed acceptable.
- The Dean will consult this recommendation before submitting a Recommendation to Hire to the Provost.
- Upon approval by the Provost, the Dean will speak with the candidate about the conditions of hire, including any variations to the standard terms, which must be approved by the Chair and the Chief Academic Officer.

APPENDIX A: COLLEGE HISTORY

The College of Arts, Humanities, and Social Sciences at Eastern Washington University was formed on July 1, 2021. CAHSS was part of a college consolidation initiative that reduced the number of colleges at EWU from six to four. CAHSS houses units that were formerly in the College of Social Sciences and the College of Arts, Letters, and Education:

- Africana Studies
- American Indian Studies
- Chicana/o/x Studies
- Communication Studies
- Economics
- English and Philosophy
- Fine and Performing Arts (consisting of programs in Art, Film, Music, and Theatre)
- Gender, Women's, and Sexuality Studies
- History, Anthropology, and Modern Languages and Literatures
- Military Science
- Political Science and Public Policy (consisting of programs in Political Science, International Affairs, Public Administration, and Urban and Regional Planning), and
- Sociology and Justice Studies

APPENDIX B: ALL OTHER JOB DUTIES

B.1 ROLE OF THE COLLEGE DEAN AND RESPONSIBILITIES

The Dean is the chief administrative officer of the college and reports to the Provost and Vice President for Academic Affairs. Reporting to the Dean are personnel such as the Associate Dean, the College Administrative Specialist, the College Financial Officer, the Director of Get Lit!, the Department Chairs, and Program Directors.

The basic responsibilities of the Dean include

- actively promoting the Mission, Vision and Values of the College;
- providing effective and efficient administration of the College and its programs, including the development and implementation of plans for the College;
- communicating concerns and issues, and expertise from the college's faculty units to Academic Affairs, for example with regard to academic planning;
- effectively and efficiently managing the financial and human resources of the College;
- providing timely and accurate budget information to units with regard to their annual operating budgets and any accounts, including foundation accounts, that contain the unit's funds;
- explaining university budgetary decisions and changes to the units when they directly impact the college or the units;
- being an active and collaborative participant in university, college and community efforts to increase diversity, equity, and inclusion, including advocating for and supporting faculty who do such work;
- being an active and collaborative participant in the setting of University policy through involvement in the President's Cabinet;
- being an active and collaborative participant in the setting of Academic policy through involvement in the Academic Affairs Council;
- improving the quality of the educational services offered by the College through the development of processes that encourage improvements in academic programs;
- research and scholarship, including but not limited to faculty and staff development, grants and contracts, assessment programs, internships, and scholarly opportunities for faculty and students;
- participating in the University governance process such as serving on committees and task forces as appropriate, which include search, program development and review, and strategic and ongoing institutional planning committees;
- maintaining a personal professional development plan;
- building partnerships with external constituencies such as alumni, private and public organizations;
- articulating and promoting the University's mission and objectives;
- seeking feedback on the success of the institution's academic programs;
- regularly convening Chairs and Program Directors for purposes of planning and the sharing of information;
- identifying unmet educational needs; and
- participating effectively in University fundraising activities.

B.2 ROLE OF THE DEPARTMENT CHAIR AND RESPONSIBILITIES

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
- Communicate concerns, issues, and expertise from the college's faculty units to the Dean, for example with regard to academic planning;
- 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 fundraising and development efforts of the college and university
- Establish and maintain positive, professional relationships with external constituency groups.

Communication

- 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 and within the unit
- Improve alumni relationships by maintaining continuing relationships with students who have left the university

Fiscal Management

- Manage all departmental budgetary matters including budget requests, PTOL 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 consulting with Program Directors and informing the Dean as to the quality, adequacy, maintenance, repair and replacement needs relating to departmental equipment, including computers and related technology.

Program management

- Manage faculty workload in consultation with Program Directors in accord with department, college and university policy and goals. This responsibility includes making student advising assignments and instructional assignments of faculty, and the scheduling of academic year and summer offerings of the department consistent with a student-centered university.
- Develop and implement student recruitment and retention programs for the department. This would include programs such as methods of detecting early warning signs of academic difficulties, adequate, student-oriented advising availability; programs for contacting "stop-outs" or potential stop or drop outs; creating opportunities for faculty-student contact outside of the classroom through student organizations, speakers, or social events; cooperating with career planning staff; and follow-up with alumni regarding placement or graduate school concerns.
- Oversee the development and execution of departmental programs and curricula, including College in the High School offerings.
- Oversee class scheduling and its implementation on CLSS, or a subsequent system.
- 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 achievement, and executing internal and external program reviews, and incorporation of assessment results into program or instructional changes. Ensure alignment with external accreditation standards, if applicable.
- Facilitate the maintenance of updated department course transfer equivalencies.

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 in consultation with Program Directors.
- Manage faculty and staff recruitment
- Manage faculty and staff development, including the mentoring of junior faculty
- Supervise departmental support staff, delegate staff work, and evaluate staff performance
- Resolve conflicts within the department in a fair manner.

B.3 ACADEMIC PROGRAM DIRECTORS

The CPP makes no extension to the CBA and the MOU on Academic Program Directors.

APPENDIX C: REQUIRED ELEMENTS OF UNIT POLICIES AND PROCEDURES DOCUMENTS

The following inventory lists elements required of a UPP. All elements shall prescribe elaborations or extensions of governing policies. No UPP policy may contradict or supersede the CPP, the CBA, EWU Policies and Procedures, or Washington Administrative Codes. Any conflict defers to the prior documents. The UPP shall adopt the same order and section numbering as the CPP.

1. MISSION STATEMENT

2. COLLEGE POLICIES AND PROCEDURES (leave blank; just refer to the CPP)

3. COLLEGE ORGANIZATION AND STRUCTURE (leave blank; just refer to the CPP)

4. UNIT RESPONSIBILITIES

1. specific goals for the unit, especially in the areas that are beyond instruction such as student support programs, recruitment, outreach, advocacy, etc., as well as parameters by which units will be held accountable in those areas;

Governance

2. procedures for selection of Department Chair (also applies to Program Director);
3. any department-specific roles and duties of Department Chair;
4. the process for appointing an acting chair;
5. faculty voting procedures for other matters;
6. a process for annual review of departmental budgeting methods, decisions and allocations;

Policies related to Teaching and Advising

7. procedures for faculty attendance (i.e.: reporting absences, how classes are made up or covered);
8. standards for faculty accessibility to students such as office hours and availability for advising;
9. description of advising responsibilities and of what qualifies as exceptional advising duties as allowed by the CBA;
10. faculty responsibility in student recruitment and career planning;

Other Policies

11. procedures for UPC selection, election, and responsibilities;
12. unit policy for recommending quarterly faculty assignments to the Chair;
13. requirements for emeritus status as well as procedure for the conferring of emeritus status;
14. a plan for the distribution of unused faculty development funds by the end of the fiscal year;
15. guidance for faculty members regarding workload credit equivalencies for courses where contact hours do not equal credit hours;

5. RETENTION, TENURE AND PROMOTION

Teaching

16. expectations in the area of teaching for retention, tenure and/or promotion, as well as how to evaluate quality of instruction;
17. numerical standard for teaching effectiveness
18. procedures for peer observations, if any are added to CBA specifications;

Scholarship / Creative Work

19. standards of performance for retention, tenure and/or promotion;
20. types of professional research activities and other accomplishments that qualify as evidence of scholarship and/or creative activity;
21. parameters for establishing the status, quality, and equivalent weight of research activity;
22. description of the relative value of single, co-authored, or multiple authored works;
23. policy on weighing a major scholarly or creative work as equivalent to multiple activities;
24. the metrics used to determine the selectivity or prestige of any venues that presents creative work;
25. criteria for which types of grants (international, federal, regional, state, etc.) count towards promotion and how they are weighed;
26. parameters for evaluating collective grants;
27. types of presentations (international, national, regional) that count toward promotion and how they shall weigh;
28. the relative weights of collective presentations;

Service

29. types and levels of service;
30. parameters for establishing the status, quality, and equivalent weight of service;
31. a detail of the type of documentation that should be presented for evaluation;
32. In the case of units for which traditional academic modes of scholarly work are not appropriate: (added)
33. equivalencies to the examples listed in 5.3, particularly with regard to equivalencies for refereed publications.

6. FACULTY RECRUITMENT AND APPOINTMENT

34. a faculty recruitment strategy that delineates how new positions fit the mission of the department or unit;
35. a policy and process for recommending quarterly faculty appointments;
36. the required terminal degree for a position within the department or unit if not a doctorate;
37. procedure for faculty appointments with tenure;
38. procedure for constituting a search committee;
39. procedure to ensure that candidates receive an equivalent opportunity to interact with students, faculty, and members of the college administration as part of the on-campus interview. (added)

APPENDICES

40. standards for syllabi, including required and recommended elements;
41. a department history (optional);
42. FAP templates (optional).

APPENDIX D: SYLLABI ELEMENTS

All courses, including directed studies, will include the following elements on a syllabus, which will be published on Canvas and shared with the unit secretary to archive for future reference. The UPP may require additional elements. Faculty determine the order of elements.

- **Course Number and Title, Credits, quarter and year;**
- **Location and Meeting times (if face to face, hybrid or online):** Room number and days/times;
- **Instructor:** Name, email, and office location;
- **Office Hours:** List times of availability to students. If an online class, describe how you will handle office hours (in person, by email, phone, via Zoom, etc.);
- **Communication expectations:** List acceptable and non-acceptable forms of communication. Advise students how quickly they can expect to receive a reply.
- **Course Description:** Paste the course description exactly from the catalog; add additional language as necessary. Describe instructional delivery method (Lecture, Lecture/Lab, etc.). It's helpful to list the methods that will deliver content (e.g., lecture, small group work, hands-on experiments, videos, etc.)
- **Prerequisites and Requirements:** List prerequisites exactly as listed in the course catalog. Include the requirements the course satisfies (within program, as part of Gen Ed, university requirement, etc.). Including cross-listed courses is recommended.
- **Course Learning Outcomes:** List the student learning outcomes as defined in the program assessment plan, including major CLOs and discretionary CLOs (course outcomes must align with program outcomes and, if the class is part of the BACR program, the BACR outcomes).
- **Content Advisory:** Include a content advisory when appropriate. As possible, stipulate that alternative assignments or activities will be negotiated if a student needs to avoid any content.
- **Schedule:** Format is open. As much as possible, assign reading and other assignments explicit dates in the schedule, with the acknowledgement that adjustments may occur as the course progresses. Provide students with regular updates as needed on Canvas. Including EWU holidays is recommended.
- **Technical Requirements:** Any technical requirements beyond Canvas should include information about where students can access technical assistance.
- **Required Text:** List any required texts or other material here. List any additional resources you recommend, and if you will be providing course reading packets.
- **Assignments:** Describe key assignments as appropriate for students to understand expectations. Indicate date, time and location for final exam, as prescribed by the EWU final exam schedule.
- **Evaluation:** Describe how assignments will be scored and weighted.
- **Attendance policy:** Address chronic lateness or excessive absence policies.
- **Student Conduct:** List expectations about conduct in class (e.g. respectfulness, phone use, whether eating is permitted, etc.) or in group conversation/video session, in the case of online or hybrid classes.
- **Policy for accepting late work:** Include a policy for accepting late work and whether students can make up missed assignments/labs.

Also see <https://inside.ewu.edu/facultycommons/syllabi/>

EWU REQUIRED SYLLABUS STATEMENTS

ACADEMIC INTEGRITY: Academic Integrity is the cornerstone of the university. Any student who attempts to gain an unfair advantage over other students by violating the Academic Integrity policy may

be reported to the university and may receive a sanction up to and including XF for the course, suspension, or expulsion from the university. EWU Policy: <https://inside.ewu.edu/policies/knowledge-base/wac-172-90-student-academic-integrity-3/>

DISABILITY ACCOMMODATION OPTION: Your ability to succeed in this class is important to me. If you already have an accommodation plan through Student Accommodation (Disability) Support Services and would like to use your approved accommodations in this class, please let me know as soon as possible. If you do not have an accommodation plan but have a temporary health condition or permanent disability that may require an accommodation, please contact DSS at dss@ewu.edu or 509-359-6871. You can also visit their website at <https://inside.ewu.edu/dss/>.

EQUAL OPPORTUNITY STATEMENT: Eastern Washington University does not discriminate in its programs and activities on the basis of race, color, creed, religion, national origin, citizenship, immigration status, sex, pregnancy, sexual orientation, gender identity/expression, genetic information, age, marital status, families with children, protected veteran or military status, HIV or hepatitis C, status as a mother breastfeeding her child, or the presence of any sensory, mental, or physical disability or the use of a trained guide dog or service animal by a person with a disability, as provided for and to the extent required by state and federal laws.

RELIGIOUS HOLIDAY ACCOMMODATION OPTION: If you would like to request an accommodation for reasons of faith or conscience, please refer to EWU's policy on Holidays and Religious Accommodations available at <https://inside.ewu.edu/policies/>. Accommodations must be requested within the first two weeks of this course using the Holidays and Religious Accommodations Request form available at <https://inside.ewu.edu/student-life/resources/holidays-and-religious-accommodations-request/>.

OPTIONAL SYLLABUS STATEMENTS (YOU MAY ALSO CONSIDER PLACING IN AN AREA ON CANVAS OUTSIDE OF THE SYLLABUS)

CLASS RECORDING OPTION: Meetings of this course may be recorded. Any recordings will be available to students registered for this class. This is intended to supplement the classroom experience. Students are expected to follow appropriate university policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. If the instructor plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified prior to sharing out to request their consent.

COVID-19 SAFETY PROTOCOLS: As of the start of the fall 2021 semester, everyone is required to wear a face mask while attending this course. EWU requires all persons to wear masks while attending in-person activities for this course. Students who fail to abide by this safety protocol will be reminded of the protocol and asked to comply. If a student continues to not comply, the instructor may ask the student to leave the learning environment on an emergency basis due to the threat to others' health and safety. The student will not be allowed back in the learning environment until the student meets the safety protocols. This absence may impact the student's grade and will be counted as an unexcused absence.

The student may also be referred to Student Rights & Responsibilities for failure to comply with EWU Policy 602-02 (Immunization) and the Governor's and university directives. If a student is not able to comply with the face mask protocol due to medical or disability-related reasons, they should immediately contact Disability Support Services and request an accommodation.

Although this course is being offered in person, the university reserves the right to modify the method of delivering the course for health and safety reasons.

ESL STUDENTS: Eastern Washington University welcomes students from around the world and recognizes the unique perspectives international students bring enrich the campus community. To empower students whose first language is not English, I am happy to work with you where possible to accommodate additional time and our resources that may be needed for you to excel. If you require additional support outside what I can provide, I encourage you to reach out to Global Student Services regarding what may be available to you (global@ewu.edu or 509.359.2331).

HEALTH & WELLNESS OPTION: If you find yourself struggling with your mental or physical health this term, please feel free to approach me. I will try to be flexible and accommodating. I encourage all students to make themselves aware of the Counseling & Wellness resources available to them as a student – even before you may need them! Our Counseling & Wellness staff provide both in-person, online, and self-paced options to support your wellbeing. Visit <https://inside.ewu.edu/caps/> or <https://inside.ewu.edu/bewell/> to learn more.

INCLUSION OPTION: It is my intent that students from diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I seek to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

PRONOUN OPTION: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

TECHNOLOGY IN THE CLASSROOM OPTION: A note on cell phones, texting, and checking one's email during class: Research has shown us that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one's ability to process information. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community. Please turn off your phone, email, and computer during class; I will do so as well. I appreciate your cooperation with this important aspect of creating a class of which we all want to be a part.

TITLE IX & SEXUAL MISCONDUCT OPTION: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. It is my goal that you feel able to share information related to your life experiences in this class. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University Title IX Coordinator (509.359.6724 | titleix@ewu.edu). Students may speak to someone confidentially and find support via resources found here: <https://inside.ewu.edu/titleix/services/confidential-services/>.

ZOOM EXPECTATIONS OPTION: I believe that learning happens best in community, whether that learning is happening in a traditional classroom or virtually. Joining a class from home does pose

challenges. Whenever possible, I hope that you will join our Zoom meetings with your video on and prepared to be actively engaged in the class for the length of the meeting. Aware that it can be strange to see into each other's spaces during class time, I'll often be using a virtual back-ground during class meetings and welcome you all to do the same.

If you are facing any barriers to joining our Zoom meetings or participating as actively as you would like to, please don't hesitate to get in touch so that we can strategize together about how to best support your learning this term.

APPENDIX E: HIRING PROCESS AND REQUIRED INFORMATION FOR QUARTERLY FACULTY AND OVERLOAD APPOINTMENTS

To ensure timely payment when hiring quarterly faculty and processing overload for current faculty, please follow the guidelines below.

A. **Hiring Process:**

1. **Current quarterly faculty** - Employed at least 1 quarter within the last Academic Year. Provide the hiring information outlined below in Section C to the CAHSS CBO.
2. **Overload appointments** – Provide the hiring information outlined below in Section C to the CAHSS CBO. Review current workload plan to ensure accuracy of overload appointment. Submit any necessary requests for exceptional overload.
3. **New quarterly faculty** – New to Eastern as an employee or if it has been over 12 months since last employed at Eastern
Submit a quarterly faculty hiring request to the CAHSS Dean with a copy to CBO & Administrative Specialist. Be certain to include the following:
 - i. Brief statement of the need to hire a quarterly faculty, and the qualifications of the faculty to teach the particular course or courses;
 - ii. Quarterly faculty curriculum vitae;
 - iii. Majority of work conducted from which campus (Cheney, Spokane, online.) If online, include state and county from which the faculty will work.

B. **Hiring Information Required:** For Payroll Action Form (PAF) processing

Payment for a specific course

1. Name
2. EWU ID
3. Index to pay from
4. Quarter (FWS, or start and end date)
5. Course Reference Number – CRN
6. To avoid double payment, clearly identify stacked courses or cross-listed courses
7. Credits (or formula for credit equivalent)
8. Pay amount per credit or credit equivalent
9. If co-taught, clearly state name of other faculty member.
10. If overload assignment, please include revised faculty workload plan as needed
11. Majority of work conducted from which campus (Cheney, Spokane, on-line). If on-line, include state and county from which the faculty will work.

Payment for other types of quarterly work

1. Name
2. EWU ID
3. Index to pay from
4. Start and End Dates, Time, Location
5. Unit type (hours, credit equivalent, lot, stipend, each, students, month, day, meeting, project, quarter, etc.)
6. Number of Units
7. Pay amount per unit
8. If unit is not hours or credit equivalent, provide estimated total number of hours worked.
9. Description of duties
10. If overload assignment, please include revised faculty workload plan as needed

APPENDIX F: FAP TEMPLATES AND COLLEGE EVALUATION WORKSHEET TEMPLATES

Since they are dependent on the needs of the university, college, and department or unit, the enclosed FAP templates and college evaluation worksheet templates are subject to change. The templates include only the basic outline of the FAP and units are encouraged to create their own specific templates. The College will notify faculty of any significant changes to templates.

APPENDIX F.1: SENIOR LECTURER FAP TEMPLATE

College of Arts, Humanities, and Social Sciences

FACULTY ACTIVITY PLAN

Current Rank: Senior Lecturer

Submitted by: XXXXXX

Department: XXXXXX

Year of Hire: XXXX

Year Promoted: XXXX

Date Written: September X, 20XX

To cover the period of: September 20XX – August 20XX

The Faculty Activity Plan (FAP) was developed through consultation with the XXXXXX Department Chair and Unit Personnel Committee and in accordance to guidelines stated in the EWU & UFE Collective Bargaining Agreement (CBA) and the College of Arts, Humanities and Social Sciences Policies and Procedures (CAHSS P&P). This FAP will be used for evaluation and retention of XXXXXX and covers the X-year contract period of September 20XX – August 20XX.

DIVERSITY, EQUITY & INCLUSION

At Eastern Washington University, we are committed to a campus climate that welcomes and respects diversity. EWU is a microcosm of society reflecting a diversity of people, ideas, beliefs and philosophies. XXXXXX is encouraged while developing the FAP to demonstrate a commitment to diversity and inclusion. This could include participating in diversity training, workshops, and related events, and by actively working towards fostering a safe environment in their classes for diverse voices to be heard.

TEACHING

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

Enter expectations and performance measures here. This should align with the College and Unit Policies and Procedures.

SIGNATURES

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

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

XXXXXXX, Senior Lecturer

Date

Chair, Unit Personnel Committee

Date

Chair, XXXXXX Department

Date

Dean, College of Arts, Humanities, and Social Sciences

Date

APPENDIX F.2: ASSISTANT PROFESSOR FAP TEMPLATE

College of Arts, Humanities, and Social Sciences

FACULTY ACTIVITY PLAN

Current Rank: Assistant Professor

Submitted by: XXXXXX

Department: XXXXXX

Year of Hire: XXXX

Year Promoted: XXXX

Date Written: September X, 20XX

To cover the period of: September 20XX – August 20XX

The Faculty Activity Plan (FAP) was developed through consultation with the XXXXXX Department Chair and Unit Personnel Committee and in accordance to guidelines stated in the EWU & UFE Collective Bargaining Agreement (CBA) and the College of Arts, Humanities and Social Sciences Policies and Procedures (CALE P&P). This FAP will be used to evaluate XXXXX for the granting of tenure and promotion to Associate Professor and covers the 6-year probationary period of September 20XX – August 20XX.

DIVERSITY, EQUITY & INCLUSION

At Eastern Washington University, we are committed to a campus climate that welcomes and respects diversity. EWU is a microcosm of society reflecting a diversity of people, ideas, beliefs and philosophies. XXXXXXXX is encouraged while developing the FAP to demonstrate a commitment to diversity and inclusion. This could include participating in diversity training, workshops, and related events, and by actively working towards fostering a safe environment in their classes for diverse voices to be heard.

TEACHING

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

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

SCHOLARLY AND/OR CREATIVE ACTIVITIES

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

SERVICE

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

SIGNATURES

The following agree to the Faculty Activity Plan submitted by XXXXXXXX. According to the requirements set forth in the CBA, the CAHSS P&P, and the Unit P&P, this FAP covers the 6-year period and is intended to lead to tenure and promotion to Associate Professor. The expectations set forth above are subject to modification according to the principles articulated in the UFE/EWU Collective Bargaining Agreement and the policies of the college. It is understood that modifications will be negotiated in a mutually agreeable manner between the faculty member and university administration.

XXXXXXX, Assistant Professor

Date

Chair, Department or Unit Personnel Committee

Date

Chair, XXXXXXXX Department

Date

Dean, College of Arts, Humanities, and Social Sciences

Date

APPENDIX F.3: ASSOCIATE PROFESSOR FAP TEMPLATE

College of Arts, Humanities, and Social Sciences

FACULTY ACTIVITY PLAN

Current Rank: Associate Professor
Submitted by: XXXXXX
Department: XXXXXX
Year of Hire: XXXX
Year Promoted: XXXX
Date Written: September X, 20XX
To cover the period of: September 20XX – August 20XX

The Faculty Activity Plan (FAP) was developed through consultation with the XXXXXX Department Chair and Unit Personnel Committee and in accordance to guidelines stated in the EWU & UFE Collective Bargaining Agreement (CBA) and the College of Arts, Humanities and Social Sciences Policies and Procedures (CAHSS P&P). This FAP will be used to evaluate XXXXX for the granting of tenure and promotion to Professor and covers the 4-year period of September 20XX – August 20XX.

DIVERSITY, EQUITY & INCLUSION

At Eastern Washington University, we are committed to a campus climate that welcomes and respects diversity. EWU is a microcosm of society reflecting a diversity of people, ideas, beliefs and philosophies. XXXXXXXX is encouraged while developing the FAP to demonstrate a commitment to diversity and inclusion. This could include participating in diversity training, workshops, and related events, and by actively working towards fostering a safe environment in their classes for diverse voices to be heard.

TEACHING

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

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

SCHOLARLY AND/OR CREATIVE ACTIVITIES

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

SERVICE

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

SIGNATURES

The following agree to the Faculty Activity Plan submitted by XXXXXXXX. According to the requirements set forth in the CBA, the CAHSS P&P, and the Department P&P, this FAP covers the 4-year period and is intended to lead to promotion to Full Professor. The expectations set forth above are subject to modification according to the principles articulated in the UFE/EWU Collective Bargaining Agreement and the policies of the college. It is understood that modifications will be negotiated in a mutually agreeable manner between the faculty member and university administration.

XXXXXXX, Associate Professor

Date

Chair, Unit Personnel Committee

Date

Chair, XXXXXXXX Department

Date

Dean, College of Arts, Humanities, and Social Sciences

Date

APPENDIX F.4: FULL PROFESSOR FAP TEMPLATE

College of Arts, Humanities, and Social Sciences

FACULTY ACTIVITY PLAN

Current Rank: Full Professor

Submitted by: XXXXXX

Department: XXXXXX

Year of Hire: XXXX

Year Promoted: XXXX

Date Written: September X, 20XX

To cover the period of: September 20XX – August 20XX

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

DIVERSITY, EQUITY & INCLUSION

At Eastern Washington University, we are committed to a campus climate that welcomes and respects diversity. EWU is a microcosm of society reflecting a diversity of people, ideas, beliefs and philosophies. XXXXXXXX is encouraged while developing the FAP to demonstrate a commitment to diversity and inclusion. This could include participating in diversity training, workshops, and related events, and by actively working towards fostering a safe environment in their classes for diverse voices to be heard.

TEACHING

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

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

SCHOLARLY AND/OR CREATIVE ACTIVITIES

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

SERVICE

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

SIGNATURES

The following agree to the Faculty Activity Plan submitted by XXXXXXXX. According to the requirements set forth in the CBA, the CAHSS P&P, and the Department P&P, this FAP covers the 5-year period and is intended for post-tenure review.

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

XXXXXXX, Professor

Date

Chair, Unit Personnel Committee

Date

Chair, XXXXXXXX Department

Date

Dean, College of Arts, Humanities, and Social Sciences

Date

APPENDIX F.5: COLLEGE EVALUATION WORKSHEET

College of Arts, Humanities, and Social Sciences

Lecturer Self- Evaluation Worksheet

Name: XXXXX

Rank: Lecturer

Department /Program: XXXXX

Reason for Evaluation: Annual Evaluation or Promotion

Evaluation Period: 20XX-20XX

Years in current rank: XX

Degrees: XXXXX

TEACHING

Enter a brief Teaching Philosophy Statement here

Evidence Submitted (Teaching Folder)

1. Student Evaluations

- Departmental Standard:
- Average Scores for Each Course:
- Other Measures:
- File Names:

2. Peer observations

- Summary:
- File Names:

3. Syllabus

- Summary
- File Names:

4. Other

- Summary
- File Names:

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

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

APPENDIX F.6: COLLEGE EVALUATION WORKSHEET

College of Arts, Humanities, and Social Sciences

Senior Lecturer Self- Evaluation Worksheet/Annotated FAP

Name: XXXXX

Rank: Senior Lecturer

Department /Program: XXXXX

Reason for Evaluation: Evaluation – In Final Year of FAP

Evaluation Period: 20XX-20XX

Years in current rank: XX

Degrees: XXXXX

TEACHING

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

Enter a brief Teaching Philosophy Statement Here

Evidence Submitted (Teaching Folder)

- 1. Peer observations**
 - Summary:
 - File Names:
- 2. Student Evaluations**
 - Departmental Standard:
 - Average Scores for Each Course:
 - Other Measures:
 - File Names:
- 3. Syllabi**
 - Summary
 - File Names:
- 4. Other Materials as specified in the FAP**
 - Summary
 - File Names:
- 5. Overall Self-Evaluation of Teaching** (*Short Description, 1 to 2 paragraphs*)
 - Summary:
 - File Names not listed in other teaching areas:

APPENDIX F.7: COLLEGE EVALUATION WORKSHEET

College of Arts, Humanities, and Social Sciences

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

Name: XXXXX

Rank: XXXXX

Department /Program: XXXXX

Reason for Evaluation: XXXXX

Evaluation Period: XXXXX

Years in current rank: XX

Years of Professional Experience: XX

Degrees: XXXXX

A. TEACHING

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

Evidence Submitted (Teaching Folder)

1. **Peer observations**
 - Summary:
 - File Names:
2. **Student Evaluations**
 - Departmental Standard:
 - Average Scores for Each Course:
 - Other Measures:
 - File Names:
3. **Advising**
 - Summary:
 - File Names:
4. **Other Materials as specified in the FAP**
 - Summary:
 - File Names:
5. **Overall Evaluation of Teaching** (*Short Description, 1 to 2 paragraphs*)
 - Strengths
 - Weakness
 - File Names not listed in other teaching areas:

B. SCHOLARSHIP AND/OR CREATIVE ACTIVITY

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

Evidence Submitted (Scholarship & Creative Works Folder)

1. **Books** (Scholarly, Academic Texts etc.)
 - Summary:
 - File Names:
2. **Articles** (Refereed, Invited, Book Reviews, In-house, Submitted, Other, etc.)
 - Summary:

- File Names:
- 3. **Chapters and/or Volumes**
 - Summary:
 - File Names:
- 4. **Reviews in Scholarly Journals**
 - Summary:
 - File Names:
- 5. **Creative Works** (Musical Compositions, Plays, Films, Video, Photography, Painting, Sculpture, etc.)
 - Summary:
 - File Names:
- 6. **Grants, Contracts, Sponsored Research** (*Include both submitted, funded and type*)
 - Summary:
 - File Names:
- 7. **Oral Presentations** (Refereed, Invited, Submitted, Other, etc.)
 - Summary:
 - File Names:
- 8. **Overall Evaluation of Scholarship and/or Creative Activity** (*Short Description, 1 to 2 paragraphs*)
 - Strengths/Weakness
 - File Names not listed in other Scholarship and Creative Activity areas:

C. SERVICE

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

Evidence Submitted (Service Folder)

1. **Public Service** (Community Service: Engaged, disciplinarily-connected community outreach that results in social or cultural benefits, Consultation to government, industry, NGOs, and non-profits, other service recognized by the department) and (Professional Service: Active membership or contributions in professional organizations, Other activities contributing to service to profession or discipline, other service recognized by the department).
2. **University Service** (Department, Unit, College, University level, official task forces or ad hoc committees, Sponsorships of campus groups and/or organizations, other service recognized by department)
3. **Overall Evaluation of Service** (*Short Description, 1 to 2 paragraphs*)