Eastern Washington University

College of Science, Technology, Engineering, and Mathematics

Policies and Procedures

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[1] April 26th, 2021

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1 Introduction

This document supplements the current Collective Bargaining Agreement (CBA) between the Eastern Washington University (EWU) Board of Trustees and the United Faculty of Eastern (UFE). The document provides College Policies and Procedures (CP&P) developed by and for the College of Science, Technology, Engineering and Mathematics (CSTEM). The CSTEM CP&P conform to the rules established by the CBA, which states that each college shall develop Policies and Procedures and a mission statement that are consistent with the CBA, University Policies and Procedures, and the University's mission. Upon approval, the CSTEM CP&P will be kept in booklet form in the CSTEM Dean's office and posted to the College website. All faculty and staff will receive an electronic copy.

The purpose of the CP&P is to establish the college's criteria for retention, tenure, and promotion, and to serve as a guide for further development of academic department policies and procedures. Additional policies are contained in the CBA and in the University Policies and Procedures. Review of the CSTEM CP&P will be conducted at least every three years, or as required to remain compliant with the CBA, by a standing college committee (CSTEM CP&P Committee). The CP&P Committee shall include one faculty member from each department, and the Associate Dean. Department members will be selected by their respective departments according to their Department P&Ps (DP&P.)

Changes to the CSTEM CP&P resulting from regular review require a vote of all eligible college faculty. All faculty and staff will be notified of any changes to the CP&P, and the most current version will be available on the college website or upon request to the Dean's office. All Lecturers, Senior Lecturers, and tenured/tenure-track faculty are eligible to vote on the CP&P.

Finally, as a general expectation, the college demands, that each of its academic units, all of its employees, and its administrators, carry out their business and perform their duties to the highest ethical standards, and in compliance with Washington State Law and Eastern Washington University Standards of Conduct.

1.1 College Mission

The College of STEM educates individuals to meet today's scientific and professional challenges, and tomorrow's opportunities. Graduates will assume these roles with distinctiveness and compassion. Students are the focus of the college's mission to integrate liberal arts within a scientific and technological community. The learning environment is respectful, caring, and inclusive. Our commitment to high quality undergraduate and graduate programs is governed by demanding standards for faculty, staff and students.

1.2 College Vision

The College of STEM is widely recognized for the education and success of its students, contributions to new knowledge and the application of knowledge to society, and to expanding

opportunities for underrepresented individuals in STEM disciplines. The college is a dynamic culture dedicated to excellence through individual and collaborative accomplishments. Faculty, staff, students and alumni are actively involved in a larger community as professionals empowering the college's mission.

1.3 College Values

- Critical Thinking
- Effective Communication
- Scientific and Technological Literacy
- Student-Centered Experiential Learning
- Innovative Pedagogy
- Student Success
- Community Engagement
- Intellectual and Academic Achievement
- Respect, Appreciation, and Inclusion of Diversity

2 Structure and Administration of the College

CSTEM consists of the following academic department and programs: Biology, Chemistry, Biochemistry & Physics, Computer Science & Electrical Engineering, Design, Environmental Science, Geosciences, Mathematics, Mechanical Engineering and Technology.

The departments are the focal academic units within the college and the education of students as their principal function. All departments shall recognize that the education of students is their principal function, and that the engagement of students in scholarship is a highly valued endeavor within the college.

2.1 Department Chairs

The department chair is the chief administrative officer of an academic department and reports administratively to the Dean of the college as described in Article 10 of the CBA. The chair is to be informed and advised by the collective expertise of their faculty and provide information from the university and the college to their faculty. The chair is expected to provide effective leadership and management in the operation of the department within college and university policies and goals. The department chair is responsible for the fiscal integrity of their department.

The chair is also expected to provide leadership to the department focused on achieving excellence in instruction and scholarship, as well as equity, and due process in department decision-making [CBA 10]. A chair will be expected to seek and receive training for their position through professional development opportunities for chairs from various academic organizations who offer

leadership training and through workshops provided by Academic Affairs. The duties of the Chair are specified in the Appendix.

2.1.1 Process for Appointment of Chairs [CBA 10]

Department faculty will select a nominee for chair through an election conducted according to procedures outlined here. Departments will take nominations for election to the role of department chair at a faculty meeting. It is suggested candidate(s) present their goals and vision for the department orally and in writing. Those nominations will be sent to the Dean for approval. Once the nominations have been approved, the Dean or his/her designee will attend a subsequent faculty meeting to hold a vote. Once the vote is complete, the Dean's office will tally the votes and the Dean will notify the department of the results. The Dean will develop a recommendation based on the advisory vote in the department. The recommendation from the Dean will be forwarded for approval to the Chief Academic Officer.

2.2 The College Personnel Committee

The role of the college personnel committee (CPC) is to provide an independent level of faculty review for candidates applying for tenure or promotion. As the CBA requires review committees to consist of faculty of higher rank than those candidates under consideration, members of the CPC must be tenured full professors – unless the department has none. In the latter case a tenured associate professor may be nominated but must not vote on decisions for promotion to full professor. Members are selected from each department according to departmental P&Ps.

As per Article 5, any college personnel committee member who reviewed a faculty member as part of the departmental review process will completely recuse themselves from and not participate in any part of the faculty member's review at the college personnel committee level.

The chair of the CPC shall be elected annually by the CPC members and a meeting schedule will be established. The chair will ensure that a record is kept of the simple majority votes supporting and opposing the evaluation, and that written recommendations are forwarded to the Dean.

2.3 College Assessment Committee

The College Assessment Committee (CAC) is responsible for:

- Sharing best practices for the design of program assessment plans and the periodic collection and reporting of program assessment data;
- Providing support for departments in developing program and course SLOs and program curriculum mapping;
- Supporting the Associate Dean in developing the College Assessment Plan and annual college assessment reporting;
- Facilitating the development of college level SLOs in collaboration with the Dean and the departmental chairs.

Membership

The CAC is reconstituted each academic year with a member representing each of the academic departments in the college. Each department chair is responsible for appointing one faculty member to serve on the committee. Each appointment shall be for a term of three years, which can be renewed. **[3 year startup membership plan]** The Associate Dean or their designee will serve as the chair, who will also serve on the Academic Programs Assessment Committee.

3 Department Policies and Procedures

Department Policies and Procedures (DP&P) shall be developed such that they are consistent with, and supportive of, the CP&P, the CBA, the missions of CSTEM and of the University, and their strategic plans.

Each DP&P is required to identify discipline-specific evaluative criteria for teaching and specify how student and peer evaluation of teaching for all faculty members will be conducted. Procedures for peer evaluation of teaching must comply with the CBA and the CP&P. DP&Ps may specify weighting for student evaluations.

Each DP&P is also required to identify specific types of professional, scholarly, and creative activities that will be considered as evidence in the evaluation process and describe how the quality and quantity of such activities will be evaluated. DP&Ps shall also establish the standards of performance that must be met as a necessary condition for consideration of retention, tenure, early tenure, and/or promotion.

Each DP&P will specify how representatives to the CP&P committee are selected.

3.1 Department Chair

Each department shall develop procedures for the nomination of a Department Chair in accordance with the CBA. Only tenured or tenure-track faculty may be nominated. Nominations are forwarded to the Dean for approval.

3.2 Department Personnel Committee

Departments shall develop procedures for the selection of Department Personnel Committees (DPCs) with a minimum of three members for the purpose of evaluating, reviewing, and recommending faculty activity plans, and faculty members for retention, tenure, and/or promotion, and post-tenure review. Only tenured faculty may serve on the DPC for the review of tenured and tenure track faculty and for the promotion of Lecturers to Senior Lecturer. Only Full Professors may review and recommend promotion to Full Professor. If a department does not have at least three Full Professors to serve on a review committee for promotion to Full Professor, then they may designate a Full Professor from an allied department to serve on the committee. DPC members shall abstain from a recommendation in cases where there is a real or perceived conflict of interest. When practicable, the terms of committee members should overlap in order to maintain continuity.

4 Faculty Hiring

The faculty hiring process, including selection of candidates and recommendation for hire, is a collegial department process that should include all faculty and staff, and students, when appropriate. DP&Ps shall specify the process for constituting search committees and who is eligible to vote in the search process. Minimum qualifications for hire, assignment of rank, hiring with tenure, and salary ranges are governed by the CBA.

Given that the top candidates for a position potentially have other offers to consider, it is imperative that the search process proceed expeditiously. Upon approval of a request for hire the search committee shall conduct a search in accordance with University guidelines. Immediately upon completion of that search, the committee shall identify its preferred candidate and forward the name to the Dean along with a brief, written justification for the choice. If the Dean approves, the name shall be forwarded to the Chief Academic Officer along with suggested salary, any recommendations for startup funds, moving allowance, conditions for early tenure, and/or conditions for appointment based upon degree completion for "ABD" candidates.

In the event that the Dean objects to the committee's selection, the Dean will request a new recommendation along with, following the principles of shared governance, a written clarification of the nature of the objection. The selection process will then repeat until a mutually agreeable candidate is identified.

Should a candidate decline an offer, the selection process will repeat until a mutually agreeable candidate is identified.

Provisions for counting any work completed prior to hire and considered during the tenure and/or promotion process must be approved by the Department Chair, the Dean, and the Chief Academic Officer prior to issuing a hiring contract.

5 Faculty Activity Plan

Faculty hired on multi-year contracts are required to develop a Faculty Activity Plan (FAP) that specifies the criteria for reappointment, tenure, and/or promotion as described in the CP&P and applicable to their current appointment. The FAP is developed by the faculty member in consultation with the DPC and Department Chair, and approved by the Dean. The approved FAP serves as the basis for all evaluations and decisions regarding retention, tenure, and promotion (if applicable). Faculty evaluations are based on judgment of performance in three areas: teaching; professional, scholarly, and creative activities, if applicable; and service, if applicable. FAPs shall adhere to, and be consistent with, any and all rules and standards described in the CBA. Templates and guidelines have been developed for department use when preparing FAPs. These guidelines are maintained by the Dean's Office and accessible to the faculty.

The FAP shall define specific qualitative and quantitative requirements for a positive performance evaluation, promotion to the next rank, reappointment, or post tenure review.

For new faculty members, the FAP shall be prepared no later than the conclusion of the first academic quarter covered by the plan. Any approved credit for work completed prior to hire shall be included in the letter of hire or in the initial FAP in accordance with Article 5 of the CBA.

For continuing faculty members (not standing for tenure and/or promotion), a subsequent FAP must be created during the quarter that their current FAP expires. When a faculty member is given assigned time for an administrative appointment (e.g., Department Chair, Program Director), a revised FAP should be developed during the first quarter of their appointment. Teaching, professional and scholarly/creative activities, and service requirements should be adjusted accordingly.

Modifications to the FAP are subject to the same approval process described above.

6 Faculty Portfolio

Each faculty member who is preparing for review shall provide the DPC with an evaluation portfolio. Candidates for retention, tenure, and/or promotion are responsible for keeping their portfolios current and assigning each of their accomplishments to the appropriate area of evaluation. All materials included in the portfolio shall be evaluated. No materials, including reviews and recommendations from prior levels of review or rebuttals by the faculty member, may be removed from the portfolio once they are officially added. Exceptions may be made for factual errors.

Lecturers or Senior Lecturers must provide current curriculum vitae and evidence of their teaching effectiveness and other evidence, if applicable. [CBA7.6.1]

The portfolio for probationary faculty undergoing annual evaluation must include current curriculum vitae, a self-evaluation, and evidence of progress on fulfilling the FAP.

The portfolio for tenure track faculty seeking promotion shall include current curriculum vitae, the current FAP, a summary and self-evaluation and evidence in each of the three areas: teaching effectiveness, professional and scholarly/creative activity, and service. Self-evaluations should provide the DPC with a clear understanding of the significance of the candidate's accomplishments in each area and should explain any anomalies.

Once submitted, a candidate may only add additional information to the portfolio upon written approval by the Chair or DPC, with the exception of responses to clarification requests from the CPC, Dean, or Chief Academic Officer.

7 Criteria and Evidence for Faculty Performance Review

Tenured and tenure-track faculty will be informed at the time of appointment of the performance expectations and criteria for retention, tenure, and promotion. All personnel actions involving retention, tenure, and/or promotion will be preceded by rigorous evaluation to determine whether the faculty member has met all of their FAP expectations.

Promotion from Lecturer to Senior Lecturer, and retention decisions for Lecturers and Senior Lecturers, shall be based on the criteria for teaching effectiveness only unless other criteria are negotiated through the hiring process.

Each faculty member at the rank of Full Professor shall continue to meet the expectations of their FAP in the areas of teaching, professional and scholarly/creative activity, and service.

7.1 Teaching Effectiveness

The college faculty is committed to effective teaching. Each DP&P shall establish discipline-specific standards for evaluating teaching effectiveness.

The college expects each faculty member at the rank of Full Professor to be engaged and innovative teachers, as outlined in the standards by which these faculty members achieved that rank. Thus, each faculty member at the rank of Full Professor will develop a FAP that describes their dedication to effective teaching, consistent with the values expressed below and the discipline specific values expressed by their DP&P.

7.1.1 Student Evaluations

Procedure

- Student evaluations shall be conducted within the last two weeks of classes for every scheduled course during the academic year;

- Student evaluations shall be collected using the standardized university student evaluation questions, and shall include both quantitative ratings of teaching effectiveness and qualitative (i.e. written) comments. The evaluation form must include a space for student comments;

- In all cases, student anonymity shall be protected. The instructor shall not be present at the time the evaluations are administered, collected, or collated;

- Evaluations will be made available to faculty members following the submittal of their grades to the registrar. Each department shall maintain a record of student course evaluations according to the University records and retention policy.

Quantitative Student Evaluations

- Numeric summaries for the most recent 4 quarters shall be compiled through use of a standardized university assessment instrument, as per Article 5 of the CBA.

- Departments may specify weighting of student evaluation scores. Weighting of quantitative student evaluation ratings shall be specified through the DP&P and applied uniformly. If a department elects to weight quantitative student evaluations, the weighting must be applied to all faculty reviews at all ranks;

- The portfolio shall include the mean score for each of the four questions for each class during the evaluation period as well as the overall mean score (the grand mean). If results from any class during this period are missing, an explanation must be provided

- An overall mean score of 3.0 is considered the minimum standard for satisfactory teaching. A DP&P may specify a higher value. While any statistical data compiled from an assessment instrument shall not, standing alone, preclude consideration for promotion and tenure, failure to achieve the minimum specified in the FAP may prompt a more comprehensive review of teaching effectiveness. Such a failure may result in the creation of an improvement plan as outlined in Article 7 of the CBA.

Qualitative Student Evaluations
- Student comments from each class will be preserved and transcribed without editing or deletion; faculty will not receive original, or copies of, hand-written comments;
- All comments from each class taught during the four quarters preceding the review must be included in the evaluation for retention and/or promotion;
- Faculty may provide other contextualizing evidence.

7.1.2 Classroom Observations of Teaching

Classroom observation is integral to peer evaluation of teaching at EWU. Observations may take place during lectures, labs, field exercises, clinical hours, studio hours, and other recognized modes of instruction. Classroom observations should be conducted according to the following guidelines: [CBA 7.7]

- The evaluator must inform the faculty member of the intent to observe at least 2 weeks in advance of the observation. The evaluator will work with the faculty member to select an appropriate session for observation;
- Classroom observation will be conducted in an unobtrusive manner. The evaluator will not interact (beyond observing and taking notes) with the faculty member or students during the classroom observation;
- The evaluator will not solicit comments, either prior to or subsequent to the classroom observation, from students who were present during the observation as this may bias later student evaluations;
- Departments may use standardized templates for classroom observations so long as the same template is used for all classroom observations. If the template includes a numerical scale for peer evaluation of teaching, it must be consistent with the scale used in student evaluation of teaching (1-5, very poor to excellent). If a standardized template is used, it must be approved by the department and included within the DP&P;
- If the completed evaluation is not presented to the faculty member within two weeks of the classroom observation, the faculty member may request a new evaluation;
- If classroom observations are performed for the purpose of promotion to Full Professor, the evaluators must be tenured Associate or tenured Full Professors. All other peer observations must be conducted by faculty members of equal or higher rank;

- Faculty members may request up to two per quarter additional classroom observations beyond the number required by the CBA and DP&P.

7.1.3   Documentary Evidence CBA Section 5

All documentary evidence for teaching effectiveness shall be in support of specific criteria in the FAP. These criteria are developed by the faculty member in consultation with the DPC and Chair in accordance with departmental needs and faculty interest and expertise. Recent practice has been to include the following types of evidence beyond student and peer evaluations: Numbers…

1. Evidence of curriculum or course development.
2. Evidence of adapting teaching methods to meet changing pedagogical goals of the university and/or changing technologies in the candidate's profession.
3. Evidence of meeting general teaching expectations.
4. Evidence of student advisement.
5. Evidence of supervision of undergraduate and/or graduate directed study, internship, capstone or thesis.
6. Other evidence that faculty member is current in the subject(s) she/he teaches.

7.2   Professional and Scholarly/Creative Activity

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

Professional and scholarly/creative activity takes diverse forms depending upon each faculty member and their respective discipline. For the purpose of retention, tenure, and/or promotion, the common criterion for all faculty members is that professional and scholarly/creative activity must be demonstrated in such a manner that it can be observed and evaluated by their peers, including copies of, or links to, all publications, books, creative works, abstracts, reports, etc.

For each faculty member under review, the candidate for tenure and/or promotion will be required to provide evidence of research and scholarly/creative activity contributing to their discipline or professional field. All tenured and tenure-track faculty are required to engage in scholarship or creative achievement, the results of which are subject to peer evaluation and disseminated in a manner appropriate to the field of study.

The college expects each faculty member at the rank of Full Professor to be active and productive scholars who are engaged with their students and with disciplinary colleagues in rigorous exchange. The work that is valued most highly in this category is that which undergoes the most

rigorous evaluation by faculty peers (as described in Section 7.2.1). Other appropriate scholarly/creative activity (as described in Section 7.2.2) is recognized as being valuable, and scholarly/research/creative activity in conjunction with EWU students is encouraged, as is presentation by mentored students at the EWU Research and Creative Works Symposia and other local, regional, and national conferences. Thus, each faculty member at the rank of Full Professor will develop a FAP that describes their dedication to professional and scholarly/creative activity, consistent with the values expressed below and the discipline specific values expressed by their DP&P.

7.2.1 Primary Activities

For categories 1-6 below, a minimum of eight activities in at least three different categories is required for tenure and promotion to Associate Professor; a minimum of 12 activities in at least three different categories is required for promotion to Full Professor. Scholarly/creative activity may not be counted for more than one promotion portfolio.

1. Refereed publication (or accepted for publication) or creative work as deemed appropriate by the department (for a multi-authored publication the faculty member shall specify their contribution to the paper);

2. Presentation (oral or poster) at regional, national, or international professional meetings;

3. Submission of an external grant proposal with faculty member as PI or Co-PI for research, infrastructure, or the scholarship of teaching;

4. Author or co-author of a textbook or textbook chapter (one of which may substitute for a refereed publication);

5. Development and/or delivery of a short course or workshop (face-to-face or on-line) in one's discipline;

6. Additional scholarly written work, including but not limited to, coauthored or multi-authored abstracts as a non-presenter at professional conferences, internal grant submissions, book reviews, technical reports, or patents.

For tenure and/or promotion these activities must include a minimum of two refereed publications, books, or book chapters as deemed appropriate by the department, and submission of at least one external grant with the faculty member as PI or Co-PI (subsequent to previous promotion, if applicable). In general, the broader the professional evaluation of the work, the more highly it is regarded; however, this general principle may be outweighed by other factors of quality or quantity of work. In all cases, refereed work will be considered of greater weight than non-refereed work. In all types of professional and scholarly/creative activity, the candidate should describe the scope of the work (e.g., international, national, regional, local).

7.2.2   Secondary Activities

In addition to significant scholarly/creative contributions, external peer recognition of scholarly/creative achievement and evidence predictive of continuing contributions to the profession are required for tenure and/or promotion. The following categories form a foundation for secondary activities, but DP&P may define additional categories, as appropriate to the discipline. Evidence must include five achievements from at least three of the categories specified for tenure and promotion to Associate Professor. For promotion to Full Professor evidence must include eight achievements from at least five of the specified categories completed subsequent to submission of the promotion portfolio for Associate Professor.

1. Citation of published research by other researchers;
2. Editor, or member of an editorial board, of a professional journal;
3. Invited and completed reviews of manuscripts for professional journals or book chapters for professional texts;
4. Invited and completed reviews of grant proposals for funding agencies;
5. Invited and completed reviews of abstracts for symposia or presentations for professional society meetings;
6. Election to membership in selective professional societies;
7. Election to office in professional societies;
8. Appointment to committees that utilize professional expertise;
9. Invitation to chair sessions at professional society meetings;
10. Invitation to speak at professional meetings or guest lectures at other universities;
11. Awards or letters of recognition from outside the university;
12. Membership on regional, state, or national professional boards;
13. Invitation to mentor or serve as consultant for professional boards or societies;
14. Co-authorship or mentorship on student presentations at the EWU Research and Creative Works Symposium and/or at regional or national undergraduate research conferences;
15. Other evidence of achievement as defined by individual DP&P.

7.3   Service to the University and/or the Community

To obtain tenure and/or promotion, faculty must actively engage in service activities. Specific service activities are negotiated between the faculty member and the Department Chair and documented in each annual workload report. Service activities fall into three general categories: university, public, and professional.

University service is work for the department, the college, or the university. Faculty members have an obligation to accept their share of responsibilities for the governance of the institution. Committee membership by itself is not a primary indicator of service; active participation in the

committee's work is the standard for evaluation. Examples of this type of service are University, college, and departmental committees; support to student clubs and student co-curricular activities; and contributions to other university organizations.

All committee memberships within the university governance structure should be listed in reverse chronological order. Each entry should include dates of service, descriptive labels or phrases (standing or ad hoc; duties or role; university, college, senate, council, committee, subcommittee; personal role), and a list of any position papers or reports written by the candidate and if officially adopted. All statewide higher education and inter-institutional committees should be listed separately. This should include representation of the institution to any state or political group.

All official departmental duties should be listed in a similar manner. Although normally more weight shall be given to a candidate's contributions made at a higher hierarchical level of the university's governance structure, primary emphasis shall be given to the quantity, quality, and, above all, the specific impact of the services to the university, regardless of level. Commendatory letters testifying to a candidate's special achievements may be included in the file.

Public service relates to the non-academic community, especially that public directly related to one's professional expertise. Examples might include contributions as a consultant in a professional setting, speaking engagements, service on advisory boards and committees, and other similar activities. Community service contributions that are not related to the public role of the university will not be considered. Community service should be listed separately, with dates and description of duty, role, and actual achievement. Relevant service might include serving as a professional representative to charitable causes or governmental units, work with commissions, adviser to student groups on campus, or any official role in promoting the public's awareness of academic programs at EWU.

Service to the profession includes activities that contribute to an academic discipline but do not require scholarly/creative preparation or performance and, therefore, are not justifiably listed under professional and scholarly activity. All contributions in terms of service to the university and the community not more appropriately looked upon in terms of professional activity or teaching effectiveness shall be considered as evidence within this category. A candidate's file should include as much specific information about the contributions as possible.

The college expects each faculty member at the rank of Full Professor to be active contributors in the area of service, as outlined in the standards by which these faculty members achieved that rank. Thus, each faculty member at the rank of Full Professor will develop a FAP that describes their dedication to service, consistent with the values expressed above and the discipline specific values expressed by their DP&P.

8 General Evaluation Procedures

8.1 General Guidelines for Evaluation of Evidence

The following establishes general procedures for evaluation processes. A calendar of deadlines for each step in the evaluations process is developed and announced each year by the Dean's Office.

The evaluation process should ensure that performance quality is evaluated, and that achievements are not merely enumerated. The factors described below shall be considered in evaluating all candidates for retention, tenure, and/or promotion.

For retention prior to promotion, and/or promotion to Associate Professor, the candidate shall include in their portfolio only those accomplishments completed subsequent to the beginning of their appointment to EWU, unless indicated in the letter of appointment and the FAP. The promotion portfolio shall include all accomplishments in teaching, research or scholarly/creative activity, and service that will be considered for promotion.

Probationary faculty members who are on track for tenure and promotion to Associate Professor must teach a minimum of 50% of their standard load each year during the period of evaluation. This allows faculty members the opportunity to buy out a portion of their teaching with research grants, while ensuring that probationary faculty members can meet the teaching effectiveness requirements of their FAP, and allow adequate time for student and peer evaluations and observations.

8.2 Evaluation by the Department Personnel Committee

The DPC shall prepare a written evaluation of each candidate's materials, and provide a recommendation regarding retention, tenure, and/or promotion. The DPC shall evaluate candidates for retention, tenure, and/or promotion based solely on the materials in the portfolio.

8.3 Evaluation by the Department Chair

The Department Chair shall provide an evaluation and prepare a recommendation in parallel to, and independent of, the evaluation of the DPC using the evidence provided in the candidate's portfolio. The Department Chair may approve additions to the portfolio suggested by the candidate prior to sending it up to the CPC and Dean. Once the department review is complete, additional information can only be provided in response to a request for clarification as made by the CPC, Dean, or Chief Academic Officer. [CBA 5.4.3(b)]

8.4 Evaluation by the College Personnel Committee

The CPC evaluates all applications for promotion and tenure and provides an independent recommendation to the Dean. The CPC may request clarifications from the candidate. Additional material and/or explanation shall be provided within five (5) working days of the request. Any CPC member who reviewed a faculty member as part of the DPC shall recuse themselves from all aspects of CPC review, as described by the CBA.

8.5 Evaluation by the Dean

The Dean shall consider all evidence submitted including the DPC, Department Chair, and CPC recommendations, and other information as appropriate, and make an independent recommendation to the Chief Academic Officer regarding retention, tenure, and/or promotion. The portfolio shall retain all prior reviews, recommendations, and rebuttals when it is forwarded to

the Chief Academic Officer. The Dean may request clarifications from the candidate. Additional material and/or explanation shall be provided within five (5) working days of the request.

8.6 Candidate Response

The candidate may respond to factual errors, may provide a rebuttal, and may file a request for reconsideration in response to a negative recommendation, as outlined in the CBA.

9 Requirements for Early Tenure

Early tenure shall only be considered under those circumstances where the faculty member has demonstrated an exceptional level of achievement in all three areas of teaching, professional and scholarly/creative activity, and service as outlined in the CBA and relevant DP&P. Departments are encouraged to identify faculty members who have shown an exceptional level of achievement during their fourth-year review.

APPENDIX

SPECIFIC DUTIES TO BE PERFORMED BY THE CHAIR

1. **Leadership**

   a. Identify and lead the department in accomplishing department, college and university goals;

   b. Represent the department to the college, the university and the community;

   c. Represent the college and the university to the department;

   d. Foster curriculum development leading to improved student learning

   e. Develop and implement processes to encourage and support scholarship and research of both faculty and students;

   f. Support faculty, staff, and students in their responsibilities and professional development; encouraging initiative, innovation, and collegiality;

   g. Support fund-raising and development efforts of the department, college and university;

   h. Establish and maintain positive, professional relationships with external constituency groups.

2. **Communication and Inter/Intra Personal Skills**

   a. Be accessible to other administrators, faculty, staff, and students for timely fulfillment of the chair's duties;

   b. Establish positive, collegial working relations with all elements of the university;

   c. Facilitate open communication within the university; and

   d. Improve alumni relationships by maintaining continuing relationships with students who have left the university.

3. **Fiscal Management**

   a. Manage all departmental budgetary matters including budget requests, supply and equipment dollar allocations, expenditures, budget planning, and assist with responsibilities associated with grants and contracts within the department; and

   b. Manage departmental inventory and equipment. This responsibility includes periodically informing the dean as to the quality, adequacy, maintenance, repair and replacement needs relating to departmental equipment.

4. **Program Management**

   a. Manage faculty workload in accordance 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 the CBA

b. Manage student recruitment, and retention programs for the department. Cooperate with EWU recruitment and student retention support systems, and support departmental efforts at recruitment and retention.

c. Oversee the development and execution of departmental program and curricula;

d. Respond to requests for information from the college, the university and the community;

e. Manage the department's program assessments. This would include regular assessment of overall student satisfaction, and executing internal and external program reviews, and incorporation of assessment results into program or instructional changes;

f. Facilitate the maintenance of updated department course transfer equivalencies. When appropriate this will include responsibility for departmental information required for the automated degree audit system;

g. For those programs with external accreditation, the Chair is responsible for compliance with all accreditation policies and procedures.

5. **Personnel Management**

a. Administer and coordinate all personnel matters relating to faculty and staff evaluation in accordance with relevant policies, including the preparation and oversight of all Faculty Activity Plans, faculty reviews, annual faculty work plans and statements of staff expectations and evaluations;

b. Along with the DPC, help guide faculty through the tenure and promotion process.

c. Review quarterly evaluations on all faculty from all university coursework offered by the department;

d. Facilitate faculty and staff development, i.e. personal and professional development, service training, cross-training, awareness of various campus services;

e. Manage print and electronic promotional materials for the department's academic programs;

f. Supervise departmental support staff, delegate staff work, and evaluate staff performance; and

g. Manage recruitment of new faculty and staff.