EASTERN WASHINGTON UNIVERSITY

COLLEGE OF ARTS, LETTERS, AND EDUCATION

POLICIES AND PROCEDURES

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I. Introduction

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

These policies and procedures have been developed specifically for CALE, and they conform and are subordinate to Eastern Washington University Policies and Procedures and the EWU/UFE Collective Bargaining Agreement (CBA). Reference to relevant sections of the CBA has been made at various points in this document. Upon approval by the voting CALE faculty, the Dean of CALE, and the Chief Academic Officer, this document will take effect and be distributed to all faculty and staff of the college. Also, these policies and procedures will in turn serve as the basis for departmental policies and procedures documents.

These policies and procedures will be revisited and revised when the current CBA (2008-2013) expires and the new CBA (2013-2016) is renegotiated and ratified by the UFE membership and the EWU Board of Trustees. This document may also be revised in the interim as needed to reflect relevant changes in university policies and/or departments and programs. Section VII below details the appropriate procedure for making such revisions.

II. Faculty Personnel—General Policy

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

1. Decisions should advance the goals and objectives of the department and college. Faculty members are the college’s most important and valuable resource for meeting its goals. Accordingly, all faculty personnel decisions, most particularly decisions related to appointment, retention, tenure, and/or promotion, should encourage excellence in teaching, professional and scholarly activities, and service, as well as enhance program objectives (CBA 3.6.1).

2. While evaluative information may be sought and may be accepted from other qualified individuals, only full-time tenured faculty of the college may vote on recommendations regarding faculty personnel matters that are forwarded to the Dean and the Chief Academic Officer (CBA 5.3.1, 5.4.4.a and 7.5 regarding Department Personnel Committee; CBA 5.4.4.b and 7.5 regarding College Personnel Committee).

3. Professional standards and expectations vary among disciplines; therefore, the substantive responsibility for evaluation of faculty lies with each respective department. Using this college policy document as a framework, each department must set the standards and expectations for faculty excellence within the context
of the discipline, while maintaining consistency with the university CBA and with the College Policies and Procedures and university mission.

III. Faculty Recruitment and Appointment Procedures

In CALE, the guiding principle will be to hire, support, and retain the best-qualified faculty. To that end, all faculty recruitment activities and appointments will conform to the following policies. (Please also see CBA Article 3: Appointments; Article 4: Qualifications for Faculty Appointments)

- Prior to requesting a regular or special faculty request to hire, the department or program must establish the major elements of the position and the criteria for evaluating candidates. These criteria should be consistent with department or program policies and standards for evaluating existing faculty. (CBA 3.4) The position request is then sent to the Dean’s office for approval.

- Upon approval, the unit will establish a search and screen committee consisting of at least three full-time tenured/tenure-track faculty for any position. Non-voting special faculty may participate in search and screen committees provided they are not required to do so. This committee will work with the appropriate units to post the advertisement and review applications. (CBA 3.6)

- All announcements for vacant or new positions must be clear concerning rank, length of appointment, whether the position carries eligibility for tenure, teaching, research/creative work and service expectations, and requisite experience and credentials

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

- The procedure for evaluating and selecting final candidates must be a fair and open process that is consistent with the published criteria. All candidates, including internal applicants, if any, must be evaluated by the same criteria.
  - Departments and programs are expected to provide an opportunity for candidates to interact with students, faculty, and members of the college administration while on campus as a part of the interview process. Search committees will collect any written comments from faculty, students, or staff about candidates. Search committees will forward ranking of candidates to the Dean, articulating the strengths and weaknesses of each candidate deemed acceptable. Ranked candidates must meet the minimum standards published in the advertisement. After comments and candidate materials have been forwarded to the Dean, the Dean and Department Chair will discuss the candidates.
The Dean will speak with the candidate about the conditions the college is willing to recommend. It is at this point that a candidate should discuss any desired variations to the standard terms. For newly hired faculty members, provisions for counting any work that may be applicable to their position at Eastern (for example: work completed prior to hire) and considered during the tenure and/or promotion process must be approved by the Chair, the Dean, and the Chief Academic Officer prior to a hiring contract being issued. Such considerations must be included in the language of the contract in order to be implemented.

- A memo from the Dean to the Provost will be submitted prior to the preparation of the Recommendation to Hire and offer letter for approval. This memo will include, in addition to the above items, elements specified by the Provost or President

- **Appointment with tenure:** Faculty may be hired with tenure at the rank of Associate Professor or Professor subject to the conditions of the CBA. (See CBA 3.7).

- **Joint appointments:** Faculty may be appointed in two (2) or more departments or programs subject to the conditions of the CBA. (See CBA 3.8).

### A. Requests for Faculty Positions

The Dean’s Office will consider critical position requests for full-time tenure track and/or full-time lecturer positions on an annual basis and in conjunction with the timeline developed by the Chief Academic Officer. Department Chairs should lead unit discussions of requests within the context of conservative fiscal management and with serious attention to the most critical needs of the unit, other partnering units (if appropriate), and the college and the university. As they develop their requests, Chairs should discuss with colleagues the impact of the potential hire on the unit’s instructional coverage, program enhancement, balance of faculty ranks, diversity, research activity, and external partnership development. Requests for permission to hire will be reviewed in light of strategic goals and should address these goals in a summary of no more than two-to-three pages. A template for requests is available from the CALE Dean’s office.

### B. Responsibilities of Faculty Members

Responsibilities of faculty members are articulated in general in the CBA Article 7 and specifically in each faculty member’s Faculty Activity Plan (FAP) or, if a Lecturer, their Letter of Appointment. Sections 7.5.1 and 7.6.1 of the CBA state that the faculty member is responsible for submitting to his/her Department Personnel Committee evidence that he/she has met the expectations of his/her FAP or (in the case of lecturers and senior lecturers), a current CV and evidence of effectiveness in teaching.
C. Hiring Quarterly Faculty

All faculty hired on a quarter-by-quarter contract are referred to as “quarterly faculty.” Chairs will recommend individuals for such adjunct faculty hires to the Dean’s Office. The decision of the Dean will be influenced by budgetary factors. Primary among these factors is whether the department’s PTOL (Part-time/Overload) allotment will accommodate the hire. No hire can be completed without receipt of the candidate’s vita by the Budget and Administrative Services Manager and the Dean.

IV. Faculty Workload Policies and Procedures

A. Faculty Activity Plans

Under the provisions of the CBA (7.4.2.), each faculty member (regular faculty and Senior Lecturers) will participate in the creation of a Faculty Activity Plan. This plan will specify the criteria and evaluation procedures for retention, tenure, promotion, and professional advancement. Evaluation is based on judgment of performance in three areas -- teaching, professional and creative activity, and service. Proportions of work are address in CBA 7.7

Any changes to a FAP must follow the processes listed in CBA 7.4.2, 7.4.3 and 7.4.4.

FAPs for faculty in the rank of Professor will be detailed with reference to expectations for teaching effectiveness, professional and scholarly activity, and service effectiveness. The criteria for these expectations should be addressed in DP&Ps and should be based on the criteria for full Professors’ post-tenure merit review, VI.A. in this policies and procedures document.

When a faculty member becomes the Chair of a department, a faculty activity plan should be developed during the first quarter of his/her appointment to reflect the CBA-formula-driven assigned time for administrative duties. Teaching, scholarship, and service requirements should be adjusted accordingly. Once the term of appointment is complete, the faculty member should modify his/her plan to reflect the change.

B. Determination of Workload

Under the provisions of the CBA (7.7), each regular faculty member will participate in the creation of an Annual Workload Plan. This plan will specify the professional responsibilities of the faculty member. Workload for tenure/tenure-track faculty is determined for performance in three areas -- teaching, professional and creative activity, and service. For special faculty, workload consists solely in instruction unless otherwise specified in their letter of appointment (CBA 7.7.2.c). Determination of workload is stated in CBA 7.7.5.

Any changes to a Workload Plan must follow the processes listed in CBA 7.7.5.g.
When a faculty member becomes the Chair of a department, a Workload Plan should be developed during the first quarter of his/her appointment to reflect the CBA-formula-driven assigned time for administrative duties. Teaching, scholarship, and service requirements should be adjusted accordingly. Once the term of appointment is complete, the faculty member should modify his/her plan to reflect the change.

**C. Overloads**

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

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

A. In accord with the CBA, all overloads (including those in self-support areas) over 134% of credit load must have the prior approval of the Dean and Chief Academic Officer. Overloads less than 134% must have the prior approval of the Dean.

B. The request for an overload should be presented in memo form to the Department Chair and must include the following items:

   a. Course information (name, number, credits, meeting pattern, mode)

   b. Justification of why the course must be taught as an overload

C. The request for the overload needs to be submitted and approved prior to allowing students to register. Departments/programs should submit memos requesting overloads as soon as possible after the need has been identified.

D. Department Chairs will forward approved overload request to the Dean for final review and approval and the Dean will forward approved requests to the Chief Academic Office for final action.

E. Faculty cannot teach overloads while on professional leave.

**V. Faculty Evaluation, Retention, Promotion, and Tenure Policies**

**A. General Guidelines**

Probationary faculty, tenured faculty, and senior lecturers will be evaluated regularly in accordance with the CBA. The Chief Academic Officer establishes timelines for such reviews. According to the CBA (5.4.3), prior to the evaluation, the faculty member will submit to the Department Personnel Committee an evaluation file that will consist of the following items:

- A current vita
• A copy of the approved FAP
• A description of instructional load
• A listing of scholarship/research/creative activity (not required for special faculty)
• A description of how the quality of this work serves to enhance the department, college, and university’s mission
• A listing of service as defined by the Department Plan and College Policies and Procedures
• Evidence of teaching effectiveness, including student and peer evaluations
• Such additional materials as the faculty member deems relevant to the FAP.

B. Eligibility to Vote in College and Department Elections

To vote on college and department issues that impact him or her, the contracted faculty member (Tenured, T-track, Lecturer, Senior Lecturer) must be employed at least half-time (0.5 FTE). Only regular faculty (tenured and tenure-track) may vote on issues relating to evaluations (CBA 5.1). Only tenured faculty may vote on retention, tenure, or promotion evaluations. Each department or similar unit is permitted to establish voting rules on staffing needs consistent with the CBA. (See CBA 8.4 for base per-credit salaries for quarterly faculty; these base amounts increase each year of the current CBA).

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

C. Departmental Review Procedures

Probationary faculty, tenured faculty, and senior lecturers are evaluated by the Department Chair and Department Personnel Committee (DPC). The DPC “shall be made up of a minimum of three (3) tenured faculty who, when possible, hold a rank at or above the rank of the person being considered.” (CBA 5.1) If three faculty members at that rank are not available in the department, a faculty member of appropriate rank from a closely related department may be appointed to the DPC. Each department shall establish a selection process for the DPC that ensures that these conditions are satisfied.

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

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

Department Plans will have procedures for the selection of a Department Personnel Committee with a minimum of three tenured members for the purpose of evaluating, reviewing, and recommending faculty members for retention, tenure, and/or promotion. (See CBA 5.1.)

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

Department Personnel Committees should be chosen during fall quarter of each academic year. No method of selection is prescribed.

Candidates for promotion may not evaluate other faculty who are candidates for the same rank. If the department is too small to form a suitable Department Personnel Committee with these restrictions, tenured faculty members from related areas may be invited to participate.

It is the responsibility of the Department Personnel Committee to:

1. Schedule and prepare peer reviews of each candidate’s materials.
2. Ask the candidate for supporting material if clarification is warranted.
3. Ensure that candidates have assigned their accomplishments to the appropriate areas.
4. Write letters of evaluation.
5. Provide peer judgment of the candidate in each of the three areas, which should include:
   i. Analysis and evaluation of peer and student evaluations of teaching
   ii. The careful examination of the candidate’s publications and other scholarly and/or creative efforts
   iii. The careful examination of the candidate’s service record.
6. Engage in open, frequent, and candid communications with the candidate in a manner that will assist in the preparation of a complete and accurate promotion file. All representative professional activity materials should be submitted in full (except books, which may be represented by samples, summaries, or reviews). Reference to additional materials should be presented in the form of annotated bibliographies where appropriate.
7. Ensure that the candidate has provided student evaluation data, including representative student comments, using a form accepted by the university and
that any exceptions are explained. This should include an explanation of the
process of how evaluations are given.
8. Ensure that the candidate has provided written peer evaluations (including
classroom observations) and an explanation of how evaluations are performed.
9. Provide specific explanations as to how the candidate has fulfilled faculty
activity plan expectations.
10. Ensure that the file also includes:
   i. The independent recommendation of the Department Personnel Committee evaluating the candidate’s accomplishments in each of
   the three criteria categories
   ii. Information about the range (national, regional, local) and stature of
   the candidate’s work, especially for professional scholarly and
   creative activities.
11. Forward the candidate’s materials to the Department Chair in a timely
   manner.

D. College Personnel Committee Review—Membership and Procedures

The College Personnel Committee (CPC) shall ideally represent all departments in the
college. (CBA 5.3.2) Elections will be conducted by the Dean’s Office and names of
tenured faculty willing to serve must be submitted to the Dean’s Office by the end of the
second week of the fall quarter. Faculty can nominate themselves or others and are
invited to offer a statement of qualifications that will be distributed by the Dean's Office.
College members going up for tenure or promotion may not serve on the College
Personnel Committee. Elections to the College Personnel Committee will be conducted
by the Dean. Members of Department Personnel Committees may also serve on the CPC.
The election itself will be conducted by the end of the third week of the fall quarter, and
the results, with exception of the names of those elected by accumulating the most votes,
will be confidential.

All full-time tenured faculty members are eligible to vote in electing the College
Personnel Committee. All members of the committee will hold at least the rank of
Associate Professor with tenure; at least three must be Professors. Membership on the
CPC will be for three years, with two members being replaced each academic year.

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

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

The Chief Academic Officer will establish an annual schedule for personnel actions. In general, recommendations for faculty personnel actions originate from the DPC and, separately, from the Department Chair (CBA 5.3.1c). These recommendations are forwarded to the CPC, which makes recommendations to the Dean (CBA, 5.3.2).

All promotions and tenure are to be evaluated according to individual expectations for achievement set out in advance in faculty activity plans. The role of the committee is to review the evidence supplied in the promotion file by the candidate and the candidate’s department to determine whether a given candidate has demonstrated the achievement of the goals of his or her faculty activity plan in order to warrant promotion.

1. The College Personnel Committees shall elect a Chair, establish membership in the Associate and Professor subcommittees, and schedule meeting dates.
2. The Chair of each subcommittee shall keep records of the committee actions, call meetings, and see that statements of each candidate’s strengths and weaknesses are written.
3. The Associate Professor and Professor subcommittees will maintain a record of all actions and/or stated consensus, which establish their procedures, methods, and decisions.
4. After the first meeting, committee members shall read the assigned files of all candidates and make a preliminary assessment of whether the candidate has or has not fulfilled the requirements of his or her faculty activity plan in each category. Committee members shall work privately and independently and not confer while reading the files or preparing their lists. Materials must not be moved from one section of the file to another without the candidate’s consent. Any material added or reassigned will be reviewed through the same process.
5. Each member shall check each file and its table of contents to ensure that no evidence has been lost or overlooked. CBA 5.4.3 says that only the Chair or DPC can request additional information/materials from the candidate.
6. The committees shall meet after each member has finished evaluating the candidates and will attempt to reach a consensus on each candidate individually.
7. In no case will the candidates be ranked competitively against one another, but only on the basis of how well each candidate has fulfilled the objectives set forth in his or her individual faculty activity plan.
8. All committee members must take responsibility for their independent evaluations of every faculty member considered in the committee’s deliberations. Where there are substantial differences among committee
members, every effort shall be made to reconcile those differences before final decisions are made. Decisions shall be presented as those of the entire committee. If the committee cannot reach a majority decision, it shall be reported to the Dean with an explanation by the committee and a record of the vote. The Dean may ask for further discussion. If the committee then succeeds in making a decision or if the committee determines it cannot make a decision, it shall report the outcome to the Dean.

9. When deliberations are complete, the committee shall report its recommendation in a statement that articulates how each candidate fulfilled or failed to fulfill each aspect of the faculty activity plan, and prepare the materials to be forwarded through the Dean to the Provost.

10. The committees shall schedule subsequent meetings as needed.

E. Retention and Renewal Policies for Probationary Faculty

Retention is not a guarantee of subsequent reappointment or the granting of tenure; the granting of tenure does not guarantee future promotion. Tenured and tenure-track faculty members have expectations in all three areas described in the FAP.

By the time of the tenure decision, probationary faculty should have established a clear record of accomplishment in all areas.

For all faculty, the following guidelines will be used to conduct performance reviews:

1. Performance reviews are to be a continuing, constructive process with the goal of assisting faculty to reach higher levels of professional competency.

2. The College Policies and Procedures document requires the administration of teaching/course evaluation forms to all classes taught by the faculty of the college regardless of tenure and rank or position status. These forms will be completed by students without the faculty member being present.

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

4. The faculty member prepares and presents the initial material in the prescribed form, meeting all deadlines in the annual Calendar of Deadlines. In addition, the faculty member is responsible for producing other supporting documents requested by reviewers at various levels. The initial material includes:

   a. A self-assessment by the candidate of his/her performance in all three areas over the previous three years (this should not only include actual accomplishments but be evaluative, developmental, and reflective)
b. An updated vita  
c. A copy of the approved FAP  
d. Evaluation of Teaching. Documentation of teaching performance, including peer reviews of teaching performance as described in the candidates’ FAP and student evaluation of every class taught during the most recent four quarters (excluding summer) must be included (CBA 5.4.3.d). Student evaluations shall be compiled through use of a standardized university instrument using a 1-5 scale and must include representative student comments. The statistical data compiled from that instrument shall not, standing alone, preclude consideration for promotion or tenure. Candidates may request a course exemption from evaluation from their Department Chair. Faculty members are encouraged to ask additional questions based on the learning goals they have set for their students. The current system allows eight additional questions to be scanned and tabulated, if using such equipment.  
e. Copies of peer evaluations completed during the three-year period  
f. The Department Personnel Committee letter evaluating the candidate  
g. The Department Chair letter evaluating the candidate

5. Performance reviews shall include consideration and evaluation of any areas requiring special attention in the candidate’s pursuit of tenure and promotion. When candidates receive a copy of their reviews, they must sign a certification stating that fact. CALE Chairs are strongly encouraged to meet with faculty after each review process to further inform and guide.

6. Recommendations for any personnel actions will be forwarded to the Dean, preferably after the performance review is discussed with the candidate.

7. The written evaluation, supporting documentation (including a copy of student evaluations and a peer classroom observation from a minimum of one course since the faculty member's last evaluation, a letter from the DPC and a letter from the Department Chair) should accompany recommendations to the Dean.

8. If the candidate deems it necessary to establish continuity of activity, mention may be made of prior accomplishments, but these should be clearly labeled as originating prior to the last review.

F. General Policies for Promotion and Tenure Decisions
At the time of appointment, during the FAP creation process, and at each evaluation to tenure, faculty will be informed by the Chair about performance expectations and criteria for retention, tenure, and promotion. (See CBA 3.6.1) Faculty members are responsible to pursue clarity of presentation with regard to performance expectations. Decisions about
faculty retention, tenure, and promotion will be made on the basis of the articulated performance expectations. All faculty members should look to the CBA, College Policies and Procedures (CPP), the Department Policies and Procedures (DPP), and their own faculty activity plans and annual evaluations for the articulated expectations and criteria.

1.  **Promotion from Lecturer to Senior Lecturer**

Promotion to Senior Lecturer requires that the candidate be recommended by his or her department (CBA 4.6.2) before preparing a portfolio including a checklist provided by the Dean’s Office. Special faculty duties focus mainly on teaching, however the Letter of Appointment may address and adjust the balance between teaching and non-teaching duties. The portfolio will require:

- Checklist from the Dean’s office.
- A current vita
- Letters of Appointment for each year
- Annual Evaluation Acknowledgment
- Documentation for evaluation of teaching:
  - Student evaluations (at least one set from the evaluation period), including representative student comments.
  - Peer evaluations (at least one from the evaluation period)

Other evidence can be included. CBA 4.6.2 states, “If, following a thorough review and based on curricular need, the application is recommended by the department personnel committee and chair, it will be forwarded for consideration by the college personnel committee (if applicable), the Dean, the Chief Academic Officer and the President. If approved, the faculty member shall be awarded promotion to Senior Lecturer/Senior Library/Senior Clinical Associate.” After six years in the rank of senior lecturer, the minimum appointment will be increased from two years to three.

2.  **Promotion from Assistant Professor to Associate Professor with Tenure**

Tenure is awarded concurrently with promotion to the rank of Associate Professor for faculty on probationary contracts. A higher level of expectation exists for promotion to Associate Professor than for the original appointment to Assistant Professor. The terms of the faculty activity plan will require that the candidate demonstrate:

- Evidence of effectiveness in teaching, curriculum development, and student advising
- A record of continuous scholarly and/or creative accomplishment indicative of a growing reputation for contributions to the discipline or professional field and predictive of ability to achieve future disciplinary recognition through appropriate external review processes
- Significant service achievements.
These policies emphasize the importance of careful and conscientious effort by all concerned in making timely personnel evaluations and recommendations.

In accordance with the CBA, faculty may be hired with tenure at the rank of either Associate Professor or Professor. (CBA 3.7)

3. Promotion from Associate Professor to Professor

The rank of Professor signifies the highest level of professional accomplishment and is not conferred without a thorough consideration of performance. The decision to promote an Associate Professor is based on the candidate meeting the terms of his/her activity plan and the qualifications for promotion to Professor. The candidate must demonstrate:

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

There is no maximum time limit for achieving this rank.

G. Responsibility of the Candidate—Preparing the Promotion File

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

The candidate and the DPC should use the College Promotion Worksheet to prepare and organize material presented. The candidate should organize the file according to the college’s “Checklist for Standard Format.” The promotion file should contain:

1. A checklist for the standard format (signed by both the candidate and Department Personnel Committee Chair as complete)
2. A complete table of contents
3. The college’s promotion worksheet. Narratives on this sheet should describe the work done in each category.
4. A current vita
5. The candidate’s approved faculty activity plan
6. A reflective statement of teaching, scholarship, and service philosophy preceding each appropriate section in the file. The statements should provide a clear understanding of the significance of the candidate’s accomplishments in each area and should explain any unusual features.
7. Candidates should note the difference between the worksheet narrative and the philosophy statements – the worksheet narratives should describe the
work that has been done in each category while the philosophy statements
should reflect upon the success of the work done in each category.
8. A summary for each of the three criteria categories
9. Appropriate documentation for each of the three categories.

Appropriate forms are sent to eligible candidates by the Dean’s Office.

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

1. Documentary Evidence
This is generated by the candidate and should include materials directly relevant to the
preparation, instruction, or enhancement of the candidate’s class or the department’s
program. It should include significant innovations, developments, and pedagogical or
programmatic enhancements – e.g., new course proposals that have been fully approved,
illustrative course outlines in which the course has been substantially changed, new
programs or applications, video or multi-media productions.

2. Evaluation of Teaching
According to the CBA, faculty must provide documentation of teaching, “including peer
reviews of teaching performance as described in the candidate’s FAP, and student
evaluation of every class taught during the most recent four (4) quarters” (CBA 5.4.3.d).
• Student Evaluation Forms must be administered within the last two weeks of
classes.
• Departments must have a standardized policy for the administration, tabulation,
and expeditious distribution (back to faculty) of evaluation forms that guarantee
student anonymity. The instructor shall not be present when the evaluations are
administered or collected.
• Faculty are encouraged to include evidence of how the assessment of Student
Learning Outcomes in their program has enhanced their teaching.
According to the CBA, “Student evaluations shall be compiled through use of a standardized university assessment instrument. The statistical data compiled from that instrument shall not, standing alone, preclude consideration for promotion or tenure. Candidates may request a course exemption from evaluation from their Department Chairs” (CBA 5.4.3d).

a) Evaluation Forms

Summaries of student evaluations should:
1. Be presented in a format that displays the average for each question, as well as the average for the overall score disaggregated for each course section.
2. Group together courses taught in the same quarter.
3. Indicate the number of responses and students enrolled.
4. Student comments should be included in their entirety for each course. These will typically be transcribed.

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

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

b) Student Comments

1. All comments from each class taught during the previous four quarters, excluding summer, must be included in the promotion file, and comments from each class must be presented together. Faculty members may include, though not solicit, letters from former and/or current students.
2. The candidate must include evidence of achievement of student learning objectives for courses taught.

c) Peer Observation

Peer assessment of teaching effectiveness includes classroom observation. Department Policies and Procedures (DPP) have the responsibility to specify how peer observations are handled in each unit. Special faculty must be observed in the year of contract renewal. Regular faculty seeking promotion/tenure must be observed annually. Full professors must be reviewed at least once annually in the last three years of their FAPs. Faculty wishing to apply for merit may wish to be observed more frequently. A written record of at least one classroom visit by a peer will be provided to the faculty member and the Chair. If the Chair notes areas of question or concern, the Chair must meet with the faculty member before mid-term of the following quarter to discuss these matters.

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

I. **Criteria of Evaluation: Professional and Scholarly Activity**

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

Professional, scholarly, and 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 to one’s discipline and/or to issues and problems within society are all aspects of this activity. Professional and scholarly activity enables faculty members to acquire and maintain expertise within disciplines and, where appropriate, across disciplines. It enhances faculty abilities to engage students both in gaining knowledge of disciplines and in developing the skills by which that knowledge is acquired. Professional and scholarly activity takes diverse forms and may vary substantially across disciplines.

**Evidence of Scholarly and/or Creative Activities**

The tenure-track and tenured CALE faculty express and present scholarly and creative activity in a variety of modes and media. “Tenured and tenure-track faculty are expected to engage in research, scholarship and/or creative activity, including professional activities leading to publication, performance, or formal presentation in the faculty member's field, or leading to external funding recognizing the faculty member's current or potential contribution to his/her field.” (CBA, 7.7.3).

The college expects the tenure-track faculty it retains, tenures, and promotes to engage in professional activity that contributes to conversation in a discipline represented in the college. Therefore, the work that is valued most highly is that which undergoes the most rigorous scrutiny by faculty peers. It is critical that faculty keep this basic tenet in mind while planning and executing their professional activity.

A minimum of ten activities is required for tenure and promotion to Associate Professor. At least two of the activities must be at least the status equivalent of refereed articles or funded, competitive external grants. Fifteen activities *in addition* to those completed for tenure are required for promotion to Professor. At least two of the activities completed for promotion to Professor must be the equivalent of refereed articles. Departments can choose to set higher standards in their Policies and Procedures (DPP).

Each department will specify types of intellectual and professional activities and accomplishments that will be considered as evidence. Departments will also articulate
how the quality and rigor of scholarly, professional, and creative activities will be weighed and evaluated for retention, tenure, and promotion.

The examples, below, are most applicable to traditional academic disciplines. Art, Music, Theatre, and Film may not always overlap with the following examples.

Each department should more narrowly specify requirements for professional activity in the Department Plan. Departments for which the traditional academic modes of professional activity are not appropriate should publish equivalencies to the examples in the list below, particularly with regard to equivalencies for refereed publications.

Examples of such activities include:

1. Written scholarly or creative work. Faculty members are expected to accomplish at least two activities that have a status equivalent to that of a “b” entry, below
   a. Books (excluding those published by vanity presses)
   b. Articles in refereed publications or their foreign equivalent, as established by the Department P&P. For these publications, the lower the acceptance rate, the higher their status.
   c. Chapters in a scholarly or creative book
   d. Edited volumes
   e. Reviews in scholarly journals

Candidates must include publication information for these works in retention, tenure, and promotion evaluation materials. Each Department Plan will articulate the metrics used in each discipline to determine the selectivity of a publication. Departments must address measures for determining the status of where an article or book is published. While high status publications will not reduce the number of professional activities required, status should be considered as part of a candidate’s overall professional activity contributions.

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

3. Oral presentations
Presentations given in competitive international and national forums should be the most highly valued of this category. Competitiveness is gauged, in part, by the acceptance rate of proposals and whether a conference is refereed. Regional, state, and local presentations are valued less highly than those at the national level.
J. Criteria of Evaluation: Service Effectiveness to the University and Community

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

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

1. Evidence of University Service

1. Active and continuing membership in, contribution to, and leadership of departmental, college, and university level-committees, and official task forces or ad hoc committees
2. Sponsorships of campus groups and/or organizations
3. Other service recognized by the department.

2. Evidence of Community Service

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

3. Evidence of Professional Service

1. Active membership or contributions in professional organizations
2. Other activities contributing to service to profession or discipline
3. Other service recognized by the department.

K. Evaluation by the Dean and Notification of Candidate

The Dean will consider the recommendations of the Department Chair, DPC, and CPC when making a retention/tenure/promotion recommendation. The Dean shall forward a recommendation to the provost along with:

- The college’s promotion worksheet
- The candidate’s curriculum vita
- The approved faculty activity plan
- The Chair’s recommendation
- The recommendation of the Department Personnel Committee
• The recommendation of the College Personnel Committee
• The candidate’s philosophy statement for each of the three criteria categories
• The candidate’s summary for each of the three criteria categories
• Other documentation deemed appropriate based on the case.

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

VI. Faculty Recognition

A. Merit Criteria for Full Professors’ Post-Tenure Review

CBA 7.5.5 describes the way in which full professors may gain an increase in their base salary by exceeding the expectations laid out in their faculty activity plans. In the College of Arts, Letters and Education, there are basic standards for teaching, research and creative work, and service that will guide the creation of FAPs for full professors who wish to be considered for merit increases. Professors who spend a portion of their evaluation period serving in Chair or administrative duties shall not be penalized from consideration for merit because of these other duties, and their FAPs must reflect this consideration.

These standards will be made more specific and discipline-appropriate in Departmental Policies and Procedures.

1. Teaching

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

• Exceptional student evaluation scores: achievement of at least a cumulative student evaluation score of 4.0 (on the standard 1-5 college scale—see V.G. of this document) for all courses taught during the evaluation period

and one or more of the following four categories of teaching responsibilities:

• Peer evaluations: submission of three or more peer evaluation reports documenting exceptional course design based on innovation, rigor, and currency in discipline. Unsolicited letters of support indicating pedagogical excellence will accentuate evidence of achievement in this category.

• Graduate thesis mentoring: exceptional service during the evaluation period as a first committee member for graduate student theses.

• Special teaching and mentoring: evidence of frequent and sustained special teaching and mentoring activities during the evaluation period, including sponsorship of students for undergraduate research and an exceptional level of advising; awards and honors received during the evaluation period; frequent service as a second or third reader on graduate thesis committees.

• Professional development in pedagogy: proof that participation in professional conferences designed to improve pedagogy and curriculum design directly impacts teaching at EWU.
2. Research and creative work
Evidence of having exceeded expectations in the area of research and creative work will be constituted by achievements in:

- A minimum of 12 professional activities (based on the list of examples of professional activity stated in section V. H. of this P&P document above), one of which will be the equivalent of a refereed article and one or more of the following four categories of research and creative activity:

  - Sustained and exceptional activities in the promotion of successful undergraduate research or creative works, which must include presentations or exhibitions at the national and/or international levels.
  - Frequent application during the evaluation period for external grants for research purposes, or a successful application for a funded internal EWU research grant, excepting Start Something Big grants.
  - Successful application for a funded external grant for research purposes during the evaluation period.
  - A sustained and exceptional record (beyond the 12 activities above) of presenting research or creative works at national and international conferences or juried shows; a similar record of curating professionally recognized national or international exhibits.

3. Service
Evidence of having exceeded expectations in the area of service will be constituted by achievements in:

- Successful projects sponsored through leadership position(s) in departmental or college level committees for a period of at least two academic years during the evaluation period and one or more of the following four dimensions of service activity:

  - Initiatives sponsored through leadership in university-level committee(s), ad hoc committee(s) or official task force(s) for the entire evaluation period.
  - Sustained community service, implementation of service learning pedagogy, consultation to government, industry, NGOs, and/or non-profits for the entire evaluation period.
  - Holding leadership position(s) and sponsoring substantive and measurable initiatives in professional organizations for a period of at least two academic years during the evaluation period.
  - Successful application for a funded external grant for program development or for the achievement of department, college, or university strategic goals.
B. Other Forms of Faculty Recognition

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

1. The Trustees’ Medal for achieving a reputation for excellence in teaching, scholarship, and service
2. The conferring of Emeritus status. Requirements for this status shall be included in the Department Plan and shall require a majority vote of the tenured and tenure-track faculty in the department and the concurrence of the Dean of the college and approval by the Provost and Board of Trustees. Emeritus/Emerita status is awarded by departments to faculty members who have fully retired and meet the following criteria:
   a. A record of excellence in teaching, service, and research while at the university
   b. Significant contributions to the functioning of the department, college, or university
   c. The respect of the colleagues and students with whom the candidate worked.

VII. Policy Distribution and Amendments

The College Policies and Procedures will be kept in the Dean’s Office and on the web. Each person formally involved in the hiring and promotion process will be given a personal copy; all new faculty members shall receive a copy when hired. The Dean’s office will make available other copies to any CALE faculty upon request.

These policies and procedures will be revisited and revised when the current CBA (2013-2016) expires and a new CBA is renegotiated and ratified by the UFE membership and the EWU Board of Trustees. This document may also be revised in the interim as needed to reflect relevant changes in university policies and/or departments and programs, or when alteration to policies affecting faculty FAPs, workload, or hiring occur at the university level. A recommendation from the standing CPC will be required to initiate changes that are not due to a new CBA. No changes can be permitted that would conflict with the current CBA.

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

The CPP committee will be responsible for drafting revisions to this document and making a recommendation to the Dean about changes that need to be made. A new draft will be ratified by a simple majority vote by the faculty and the subsequent approval of
the Dean and Chief Academic Officers. All faculty members will be offered a copy of the revised document, and this revised version will be posted on the web.

VIII. The College Dean’s Office

The Dean is the chief administrative officer of an academic college and reports to the Provost and Vice President for Academic Affairs. Reporting directly to the Dean are the Associate Dean(s) and the Senior Budget and Administrative Service Manager of the college. Faculty serving as Department Chairs are elected by vote of their department and, in their role as Chairs, report to the Dean.

A. Dean’s Responsibilities

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

- Providing effective and efficient administration of the College/School/Library and its programs including the development and implementation of plans for the future of the College.
- Effectively and efficiently managing the financial and human resources of the College.
- Being an active and collaborative participant in the setting of University policy through involvement in the President’s Cabinet.
- Being an active and collaborative participant in the setting of Academic policy through involvement in the Dean’s meetings.
- Improving the quality of the educational services offered by the College through the development of processes that encourage improvements in academic programs and research and scholarship; including but not limited to: faculty and staff development, grants and contracts; assessment programs, internships; and scholarly opportunities for faculty and students.
- Participating in the University governance process: serve on committees and task forces as appropriate, such as search, program development and review, and strategic and ongoing institutional planning committees.
- Maintaining a personal professional development plan.
- Building partnerships with external constituencies: alumni, private and public Organizations.
- Articulating and promoting the University's mission and objectives.
- Seeking feedback on the success of the institution’s academic programs.
- Regularly convening Chairs for purposes of planning and dissemination of information.
• Identifying unmet educational needs.
• Participating effectively in University fund raising activities.

IX. Department Responsibilities

A. Department Policies and Procedures

Each department and program will develop a set of policies and procedures (DPP) consonant with the CPP and the CBA. The department’s faculty must approve the DPP before it is submitted to the Dean of the college and Chief Academic Officer for approval (CBA 2.3.2).

The DPP must: (1) describe how the quality of instruction will be evaluated and establish standards for what constitutes excellence in teaching for retention, tenure and/or promotion; (2) identify what types of professional research activities and other accomplishments will be considered as evidence of superior or significant scholarship; (3) define types and levels of superior or significant service, and (4) make clear the criteria for exceeding expectations in each of these areas for the purpose of post-tenure merit reviews for full professors (CBA 7.5.5).

Evaluation procedures for teaching, professional/scholarly activities and service must be described as well as the standards of performance that must be met as a necessary condition for consideration of retention, tenure and/or promotion. Also, a detail of the type of documentation that should be presented for evaluation should be developed.

DPP shall be developed such that they are consistent with and supportive of the university and college missions. Specific items to be included are listed below:

1. Definition of adequate teaching and instructional workload, scholarship/research/creativity and service (consistent with the CBA and the CPP)
2. Standards and expectations for retention, tenure and/or promotion, and post tenure merit review for full professors (consistent with or exceeds CPP)
3. Evaluation procedures for retention, tenure, and/or promotion (consistent with or exceeds CPP)
4. The process and timeline to be used in establishing faculty activity plans including additional expectations to be included in faculty activity plans (outside of those described in the CBA and/or CPP)
5. Procedures for selection of department personnel committee with a minimum of three members
6. Procedures for selection of Department Chair (including voter eligibility)
7. Procedures for faculty attendance (i.e.: reporting structure, how classes are made up or covered)
8. Role and duties of Department Chair (consistent with CBA/CPP)
9. Procedure for faculty appointments with tenure
10. Procedures for annual evaluation of all faculty performance in order to assure
teaching effectiveness and the fulfillment of instructional and other faculty responsibilities
11. An assessment plan including student learning outcomes for each departmental program
12. A plan for the distribution of unused faculty development funds at the end of the fiscal year
13. An annual process for regular review of departmental budgeting methods, decisions and allocations
14. Procedures for selection of graduate faculty status (in alignment with GAC)
15. Procedures for recommending emeritus status
16. Regular and responsible participation of faculty in decision-making
17. Standards for the faculty member’s accessibility to students like office hours, on-campus or online availability for consultation
18. Faculty participation in student recruitment and career planning
19. A faculty recruitment strategy that delineates how new positions fit the department’s mission and need
20. A policy and process for recommending adjunct appointments
21. Faculty voting procedures for matters outside of Chair election
22. The required terminal degree for a position within the department if not a doctorate (departments will need to define what degree is appropriate and have approved by both the Dean and the Chief Academic Officer).

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

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

**B. Role and Review of the Chair**

The Department Chair is the chief administrative officer of the department and reports to the Dean. The Chair is expected to represent the department to the college and university and to represent the college and university to the department, to actively support the mission, vision, and values of the institution, and to manage the human and fiscal resources of the department to maximize the department’s ability to contribute to
the success of students. The CBA identifies additional responsibilities of the Chair, including:

1. Process for Recommendation and Appointment
2. Term
3. Evaluation of Chair's Performance
4. Administrative Assigned Time

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

The Chair is also expected to provide leadership to the department focused on achieving excellence in instruction and scholarship, as well as equity and due process in department decision-making. The Department Chair’s line of administrative operation is through the college Dean, though they may also work directly with other Deans, Chairs, program directors and coordinators, as appropriate. In accordance with the CBA, Chairs will be evaluated in writing each year by the Dean. In rotating years, Chair evaluations will include a survey of the faculty in each Chair’s department (CBA 10.5)

C. Reminders Regarding Student Complaints against Faculty

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

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

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

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

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

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

D. Role and Review of Department Program Directors/Coordinators

Faculty Program Directors and Coordinators provide administrative curricular support to the Department Chair. The Chair in each department may recommend to the Dean a faculty member to serve as Program Director. This is only to be the case where programs are significantly large or different so as not to be manageable by the Chair or in the case where separate budget lines are designated. In non-self-support programs, the role of Program Director should rotate evenly among tenured faculty members within a program. Definition of the role and the length of term for Directors will be articulated in each Department Plan. Program Directors do not supervise program faculty. Faculty supervision within the department is the responsibility of the Chair. Chairs will evaluate Program Directors annually in their directorial roles. Departments will articulate the criteria for such evaluation in their Department Plans.