

Eastern Washington University

Department of Wellness and Movement  
Sciences

Policies and Procedures

2019 – 2022

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## **SECTION 1**

### **1.1 PREAMBLE**

The purpose of this document is to provide direction and guidance to the Department of Wellness and Movement Sciences (WAMS) with regard to the policies and procedures critical to its operations.

For consistency and clarity, the following terms are defined:

- college, College of Health Science and Public Health
- departments, departments within the College of Health Science and Public Health, unless otherwise stipulated, and
- programs, programs within the college departments unless otherwise stipulated.

The Department Policies and Procedures (DPP) have been developed specifically for WAMS, and they conform and are subordinate to EWU Policies and Procedures, the College of Health Science and Public Health (CHSPH) Policies and Procedures, and the EWU/UFE Collective Bargaining Agreement (CBA). Upon approval by the voting WAMS faculty and staff, the Dean of CHSPH, and the Chief Academic Officer, this document will take effect and be distributed to all faculty and staff within the department.

The DPP will be revisited and revised when the current CPP (approved January 2019) expires and/or upon the CHSPH Dean's directive. This document may also be revised in the interim as needed to reflect either relevant changes in university policies and/or departments and programs or university-level alterations to policies that affect faculty FAPs, workload, or hiring. 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.

### **1.2 MISSION**

The WAMS Department is committed to enhancing quality of life through the promotion of wellness. Our mission is accomplished by educating students who are professionally and academically prepared and dedicated to addressing the wellness of a diverse society in a variety of environments.

### **1.3 VISION**

The WAMS Department will strive to become one of the premier programs within the region. This will require significantly improving our facilities, enhancing the coordination of student-centered department programs, encouraging more collaboration between the Department and the greater university community, and increasing the number of our faculty. Facilities and technology resources will be upgraded to a state-of-the-art level and maintained to provide comprehensive instruction in all departmental programs. The Department will remain committed to continuous strengthening and expansion of our undergraduate and graduate programs. This will be achieved through the design, delivery and assessment of high quality courses and student centered programs using strategic enrollment management as a guiding principle. A more global approach will be taken by infusing a community dimension throughout undergraduate and graduate curricula and by promoting research initiatives among colleagues within the university community and institutions in the region. The Department will increase faculty to meet additional demands. The faculty will continue to build upon their scholarship records involving both basic and applied research, while effectively integrating teaching, research, and service. Faculty will actively engage in the procurement of internal and external

funds and projects as they strive to become the regional resource center for matters relating to wellness.

#### **1.4 VALUES**

The WAMS Department values professionalism, passion, and commitment in the classroom and to our respective fields. The department strives to incorporate wellness, balance, and a healthy, active lifestyle into our personal lives. The WAMS department aspires for its students to uphold the values of professionalism, excellence, passion, and commitment to their chosen careers, while maintaining a lifestyle of balance, activity, and wellness.

#### **1.5 DEPARTMENT POLICY AND PROCEDURES (DPP)**

The WAMS Department has developed the following set of policies and procedures consistent with the CPP and CBA. The WAMS Department faculty [has] approved the DPP prior to the submission of the document for approval to the Dean. The WAMS DPP has been developed such that it is consistent with and supportive of the university and college missions and has been formatted in the same order as the CPP.

#### **Abbreviations for the Department of Wellness and Movement Sciences' Policy and Procedures Manual:**

|       |  |
|-------|--|
| CBA   | Collective Bargaining Agreement              |
| CHSPH | College of Health Science and Public Health  |
| CPC   | College Personnel Committee                  |
| CPP   | College Policies and Procedures              |
| DPC   | Department Personnel Committee               |
| DPP   | Department Policies and Procedures           |
| EWU   | Eastern Washington University                |
| FAP   | Faculty Activity Plan                        |
| FTE   | Full-time Equivalent                         |
| SCH   | Student Credit Hours                         |
| UFE   | United Faculty of Eastern                    |
| WAMS  | Department of Wellness and Movement Sciences |

## **SECTION 2**

### **2.1 DEPARTMENT ORGANIZATION**

The WAMS Department includes eight programs:

- Athletic Training, MS
- Exercise Science, BS
- Health and Physical Education, BAE
- Outdoor Recreation Leadership, BA
- Physical Education, MS
- Public Health, BS
- Recreation and Tourism Management, BA
- Therapeutic Recreation, BA

## **2.2 DEPARTMENT CHAIR(S)**

### **2.2.1 ROLE OF THE CHAIR**

With concurrence of the Dean, Department Chairs are responsible for coordinating and managing their departments to achieve their missions and to accomplish their strategic plans; representing their departments at College and University levels; providing leadership; managing budgets and personnel, including evaluation of faculty for retention and promotion; and, in conjunction with faculty, determining workload assignments and course scheduling.

The Department Chair is the chief administrative officer of the academic department and reports to the Dean or, in the absence of the Dean, the Associate Dean or Dean's designee. Department Chairs are to be informed and advised by the collective expertise of their faculty and provide information from the University and the College to the faculty. The Department 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 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.

### **2.2.2 RECOMMENDATION AND APPOINTMENT OF THE CHAIR**

Departments will take nominations for election to the role of Department Chair during the first term of the current Chair's last year of appointment. Faculty may self-nominate. Nominations will be sent to the Dean for approval. Once approved, the Dean, Associate Dean, or Dean's designee will attend a subsequent faculty meeting to conduct a vote. Once the vote is accomplished, the Dean's office will tally the votes and the Dean will notify the department of the results. The Dean will make a recommendation based on the advisory vote in the department and forward the recommendation to the Vice President for Academic Affairs for approval. Chairs may be specifically recruited and hired if there is a vacancy and funding available. Nominations and voting occur during the fall quarter. Mentoring of the newly elected chair will occur during the winter and spring quarters of the incumbent's last year.

### **2.2.3 EVALUATION OF THE CHAIR'S PERFORMANCE**

The Dean will evaluate the Department Chair's performance at the end of each academic year. Expectations of the Chair are outlined in her/his FAP. In rotating years, Department Chair evaluations will include a survey of the faculty in each Chair's department. The survey will be managed by the Dean's office.

## **2.3 PROGRAM DIRECTORS**

The role of program director in WAMS varies by discipline. The following are minimum performance expectations:

- Initial point of program contact
- Curriculum assessment, oversight and development
- When appropriate, primary accreditation administrator
- Monitor credentialing standards
- Convening of regular program meetings
- Program student recruitment
- Management of program records and documentation

- Scope and sequencing of classes

Ideally, the role of program director should rotate evenly among tenure-track faculty members within a program every 5 years or by accreditation cycle.

## **2.4 STANDING DEPARTMENT COMMITTEES**

### **2.4.1 DEPARTMENT PERSONNEL COMMITTEE**

It is the responsibility of the DPC to 1) review college evaluation, promotion and tenure files as well as provide a recommendation to the Dean for retention, promotion, and tenure, 2) review and approve FAPs, and 3) perform any other identified responsibilities described in the DPP.

### **MEMBERSHIP AND TERMS**

The WAMS DPC will be chosen during Fall quarter of each academic year. This committee will consist of a minimum of three tenured faculty members for the purpose of evaluating, reviewing, and recommending faculty in cycle for retention, tenure, and/or promotion. All DPC members will serve a three-year staggered term. The terms of committee members should overlap if possible.

### **ELECTION PROCEDURES**

For the purposes of WAMS, a senior faculty member is either a Full Professor or an Associate Professor with more than four years in rank. The faculty member in his or her third year will chair the committee. WAMS will follow an alphabetical order for the determination of who is up to serve. The committee will vote on recommendations regarding faculty personnel matters that are forwarded to the Chair, Dean, CPC, and the Chief Academic Officer.

### **EVALUATION, PROMOTION AND TENURE REVIEW**

Probationary faculty, tenured faculty, and senior lecturers are evaluated by the Department Chair and DPC. The CPC's 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 program needs. Tenured Associate Professors are evaluated based on progress in regards to their FAP for promotion to Full Professor.

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

Candidates for promotion may not evaluate other faculty who are candidates for the same rank. Tenured faculty members from other related areas may be invited to participate in the WAMS DPC process when availability of senior faculty within the department is limited.

It is the responsibility of the WAMS DPC to:

- Schedule and prepare reviews of each candidate's materials.
- Ask the candidate for supporting material if clarification is warranted.
- Ensure that candidates have assigned their accomplishments to the appropriate areas.
- Write letters of evaluation.
- Provide peer judgement of the candidate in each of the three areas, which should include careful examination of:
  - Student and peer evaluations of teaching and advising records
    - All student teaching evaluation data, including scores and comments, along with peer evaluations and records of advising should be submitted by the candidate.
  - The candidate's scholarly activities
    - All representative scholarly 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 an annotated bibliography when appropriate
  - The candidate's service record.
- 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.
- Provide specific explanations as to how the candidate has fulfilled the FAP expectations.
- Ensure that the file also includes:
  - The independent recommendation of the WAMS DPC evaluating the candidate's accomplishments in each of the three criteria categories.
  - Information about the range (national, regional, local) and stature of the candidate's work, especially for professional and scholarly activities.
- Ensure that all materials and evaluations are placed in the candidate's university-designated CHSPH electronic folder.

At the conclusion of the review process, a signed hard copy of the final recommendation will be forwarded to both the Chair and the candidate (for personnel file purposes).

## **2.5 GRADUATE FACULTY STATUS**

WAMS follows the guidelines described by the Graduate Affairs Council. Faculty are nominated and reviewed per the criteria identified by the Office of Graduate Studies.

## **2.6 FACULTY ATTENDANCE**

Faculty members are required to provide written notice to administrative staff and Department Chair, seven (7) days prior to planned absences from class. Written notification should include destination, duration, and planned course coverage and/or activities.

Unplanned absences, such as illness, should also include timely communication to administrative staff and Department Chair. If possible, faculty should notify their classes electronically. It is the faculty member's responsibility to complete appropriate Human Resources paperwork.



## **SECTION 3**

### **3.1 VOTING**

#### **3.1.1 ELIGIBILITY TO VOTE REGARDING FACULTY PERSONNEL MATTERS**

The WAMS Department makes decisions either through consensus building or a vote during department meetings. When a department meeting cannot be held or a confidential vote is preferred, the WAMS Department Chair will conduct a confidential electronic vote. The results will be made available to all eligible voters.

#### **3.1.2 ELIGIBILITY TO VOTE REGARDING THE CONFERRING OF EMERITUS STATUS**

Requirements for this status shall require a majority vote of the tenured and tenure-track faculty in the department and the concurrence of the WAMS Department Chair, 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:

- Achievement of full professor status at the time of retirement
- A record of excellence in teaching, service, and research while at the university
- Significant contributions to the functioning of the department, college, or university
- The respect of the colleagues and students with whom the candidate worked

#### **3.1.3 ELIGIBILITY TO VOTE IN DEPARTMENT ISSUES**

On issues that affect the entire department, meetings will be called by the Department Chair. WAMS works towards consensus, but in cases where consensus cannot be achieved, WAMS will utilize a voting process. The result will be determined by a simple majority of those who vote.

To vote on departmental issues that impact him or her, the contracted faculty or staff member must be employed at least half-time (0.5 FTE).

#### **3.1.4 ELIGIBILITY TO VOTE FOR REVISIONS TO DEPARTMENT POLICIES AND PROCEDURES**

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 faculty will be notified immediately in writing each time a change is made. The DPP, upon approval by the faculty of the department (tenured, tenure-track, senior lecturer, and lecturer), who must be employed at least half-time (0.5 FTE), 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.

## **SECTION 4**

### **4.1 FACULTY RESPONSIBILITIES AND FACULTY ACTIVITY PLANS**

Responsibilities of faculty members are articulated in general in the CBA and specifically in each faculty member's FAP or, if a lecturer, their Letter of Appointment.

## **FACULTY ACTIVITY PLANS**

Each faculty member (regular faculty and Senior Lecturers) will participate in the creation of a FAP. This plan will specify the criteria and evaluation procedures for retention, tenure, promotion, and professional advancement. Evaluation is based on judgement of performance in three areas: teaching, scholarly activity, and service. Any changes to a FAP must follow the processes listed in the CBA.

FAPs for faculty in the rank of Full Professor will be detailed with reference to expectations for teaching effectiveness, scholarly activity, and service effectiveness. The criteria for these expectations are addressed in this manual and should be based on the criteria for Full Professors' post-tenure review, as referenced in this policies and procedures document.

The Calendar of Deadlines, established by Human Resources and distributed by the Dean's Office will be followed for FAP development and promotion, retention, and tenure.

### **4.1.1 TEACHING DOCUMENTARY EVIDENCE**

All regular and special faculty members are responsible for submitting evidence to the DPC, demonstrating that they have met the teaching expectations of the FAP, or in the case of Lecturers, their Letter of Appointment.

This is generated by the faculty member and should include materials directly relevant to the preparation, instruction, or enhancement of the candidate's classes or the programs within WAMS. It should include all student evaluations and comments from each course included in their entirety, peer observations, advising summary, and significant innovations, developments, and pedagogical or programmatic enhancements. These may include but are not limited to new course proposals that have been fully approved, illustrative course outlines in which courses have been substantially changed, new programs or applications, video or multi-media productions, and maintenance of appropriate professional credentials (if applicable). The faculty member may include a sample of evidence of achievement of student learning objectives for courses taught. Specific information to the WAMS department is contained in Section 4.3. The candidate can choose to provide context to course evaluation scores should they wish.

### **4.1.2 SCHOLARLY ACTIVITY DOCUMENTARY EVIDENCE**

WAMS expects the tenure-track faculty it retains, tenures, and promotes to engage in professional activity that contributes to conversation within a program represented in WAMS. Therefore, the work that is valued most highly is that which undergoes peer-review. It is critical that faculty keep this basic tenet in mind while planning and executing their scholarly activity. Specific information to the WAMS Department is contained in Section 4.4.

### **4.1.3 SERVICE DOCUMENTARY EVIDENCE**

Faculty members are expected to have worked cooperatively and productively with colleagues within and perhaps beyond their program and the WAMS Department in serving the profession, university, and public. Contributions should be itemized with indications of the amount of effort involved and the significance of the project, task, or outcome.

Service activities fall into four categories: departmental, university, community, and professional. Faculty members have an obligation to share responsibility for the governance of the university. Specific information to the WAMS Department is contained in Section 4.5.

#### **4.1.4 PREPARING THE EVALUATION/PROMOTION FILE**

The College has created a Health Science Tenure and Promotion course in Canvas with resources to support faculty in developing tenure/promotion materials and managing required evaluation activities. Faculty members should access this Canvas course when developing tenure/promotion materials and should meet with the Department Chair for support. The Department Chair should access the Canvas course for guidance on evaluation deadlines and supporting forms.

It is the responsibility of the faculty undergoing evaluation to assign each of their accomplishments to the appropriate area of the CHSPH-designated electronic folder. All files should use the following naming convention without spaces, keeping the document name as short as reasonable: Last Name Document Name FAP Term. Example: Doe.FAP.AY20201

#### **4.2 EVALUATIONS**

Two basic principles guide faculty personnel decision-making in the WAMS Department.

1. Decisions should advance the goals and objectives of the WAMS Department.
2. Decisions should be guided by established standards and expectations for faculty excellence within the context of their programs, while maintaining consistency with the university CBA, CPP, and university mission.

##### **4.2.1 GENERAL GUIDELINES**

Probationary faculty, tenured faculty, senior lecturers, and lecturers will be evaluated, retained, and promoted regularly in accordance with the CBA. The Chief Academic Officer establishes timelines for such reviews. At the time of appointment, during the FAP creation process, and at each evaluation to tenure, faculty will be informed by the WAMS Department Chair and DPC about performance expectations and criteria for retention, tenure, and promotion. 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 articulated performance expectations. All faculty members should look to the CBA, CPP, the WAMS DPP, and their own FAPs and annual evaluations for the articulated expectations and criteria.

##### **4.2.2 GENERAL POLICIES FOR RETENTION AND RENEWAL OF PROBATIONARY AND SPECIAL FACULTY**

Retention is not a guarantee of subsequent reappointment or the granting of tenure; the granting of tenure does not guarantee future promotion. 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. Special faculty members have expectations in teaching only, unless otherwise specified in their Letter of Appointment. The following guidelines will be used to conduct performance reviews for probationary faculty and special faculty evaluations:

- Performance reviews are to be a continuing, constructive process with the goal of assisting faculty to reach higher levels of professional competency;
- Performance reviews should include consideration and evaluation of any areas requiring special attention in the candidate's pursuit of tenure and promotion. The candidates should sign a certification stating they have received a copy of their reviews. Department chairs are strongly encouraged to meet with faculty following the review process to further inform and guide;
- Recommendations for any personnel actions will be forwarded to the Dean, preferably after the performance review is discussed with the faculty member; and
- The written evaluation, and all supporting documentation, a letter from the DPC and letter from the Department Chair should accompany recommendations to the Dean.

#### **4.2.3 GENERAL POLICIES FOR PROMOTION AND TENURE DECISIONS**

At the time of appointment, during the FAP creation process, and with each evaluation for tenure, faculty will be informed by the Department Chair and DPC about performance expectations and criteria for retention, tenure, and promotion. Faculty members are responsible for presenting materials clearly with regard to performance expectations. **Should the faculty member wish to include any additional evidence not described in the subsequent sections, they should make a written request as a memorandum to the DPC and Chair.** 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, CPP, DPP, and their own FAPs and annual evaluations for the articulated expectations and criteria.

##### **4.2.3.1 PROMOTION FROM LECTURER TO SENIOR LECTURER**

Promotion to Senior Lecturer requires the candidate to be recommended by the WAMS Department Chair during the sixth year of rank as lecturer. This should be completed before preparing a portfolio. Special faculty duties focus mainly on teaching; however, the Letter of Appointment may address and adjust the balance between teaching and non-teaching duties. When appropriate, lecturers with administrative duties will be evaluated per their annual management goals and objectives. Occasionally, a lecturer will have combined teaching and administrative duties. In these cases, both areas will be evaluated proportionate to the weight specified in their annual workload.

The portfolio will require:

- A current curriculum vitae
- Letters of Appointment for each year
- Annual Evaluation Acknowledgement
- Documentation for evaluation of teaching:
  - Teaching effectiveness will be determined via the annual average on Question 4 of the student course evaluation form (Appendix D). Faculty are expected to maintain an annual average of 3.50 on Question 4 of the student course evaluation form, with no individual class scoring less than a 3.0 on Question 4 during the evaluation period (i.e., the previous four quarters).
  - Documentation will also include all transcribed student comments from the previous four quarters (not including summer) and unsolicited notes, cards, and letters from current and previous students.
  - Peer evaluations (at least one from the evaluation period).

*\*Other evidence can be included in the candidate's portfolio as additional support.*

After six years in the rank of Senior Lecturer, the minimum appointment will be increased from two years to three.

#### **4.2.3.2 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. The level of expectation for promotion to Associate Professor is higher than the original expectations for the appointment to Assistant Professor. The decision to promote an Assistant Professor to Associate Professor is based on the candidate meeting the terms of their FAP and demonstrating the qualifications for promotion to Associate Professor. The portfolio will require the items listed in Sections 4.3, 4.4, 4.5, 4.6.

The terms of the FAP will require that the candidate demonstrate:

- Evidence of effectiveness in teaching, curriculum development, and student advising,
- A record of scholarly 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, and
- Evidence of contribution to department, university, community, and professional service.

Assistant Professors who spend a portion of their evaluation period serving in other approved duties, that result in buyout and/or restructuring of teaching loads, shall receive consideration of these duties toward promotion as articulated on their workload forms and their FAPs, which will require revision to reflect these duties within the first quarter of their appointment for additionally approved duties.

Expected time in rank as an Assistant Professor is six (6) years but with exceptional performance may be considered after four (4) years. These policies emphasize the importance of careful and conscientious effort by all concerned in making timely personnel evaluations and recommendations.

#### **4.2.3.3 PROMOTION FROM ASSOCIATE PROFESSOR TO FULL PROFESSOR**

The rank of Full 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 their FAP and demonstrating the qualifications for promotion to Full Professor. The portfolio will require the items listed in Sections 4.3, 4.4, 4.5, 4.6.

The terms of the FAP will require that the candidate demonstrate:

- Evidence of effectiveness in teaching, curriculum development, and student advising,
- A record of significant scholarly activity in the discipline or professional field,
- Appropriate external disciplinary peer recognition for scholarly activity,
- Evidence predictive of continuing contribution through research, and
- Evidence of contribution and leadership of department, university, community, and professional service.

Associate Professors who spend a portion of their evaluation period serving as Department Chair or other approved duties, that result in buyout and/or restructuring of teaching loads shall receive

consideration of these duties toward promotion as articulated on their workload forms and their FAPs, which will require revision to reflect these duties within the first quarter of their appointment.

The minimum time in rank as an Associate Professor is four (4) years; however, there is no maximum time limit for achieving the rank of Full Professor. These policies emphasize the importance of careful and conscientious effort by all concerned in making timely personnel evaluations and recommendations.

#### **4.3 CRITERIA OF EVALUATION: TEACHING EFFECTIVENESS**

Candidates shall provide evidence of teaching effectiveness, curriculum development, and student advising. Evidence of teaching effectiveness is divided into documentary evidence and evaluation of teaching (composed of student and peer observations, which are considered of equal significance). Candidates may include a description of how they have enabled students to achieve program, department, college, or university learning goals in the courses they have taught, preferably also including a description of how they have measured this achievement (for example, proof of listing program goals in syllabi and/or Canvas outcomes tracking).

##### **4.3.1 EVALUATION OF TEACHING**

Faculty must provide documentation of teaching, “including peer observations of teaching performance as described in the candidate’s FAP, and student evaluation of every class taught during the most recent four (4) quarters” (except for Summer).

- EWU’s Student Course Evaluation Form will be electronically administered within the last two weeks of class. All scores will be automatically tabulated and comments will be automatically transcribed through the EvaluationKIT application in Canvas. All data is anonymous.
- The student course evaluations should be presented in a format that displays the average score on Question 4 for each course section. Courses should be grouped by academic term and should indicate the number of responses and students enrolled. Student comments should be presented in their entirety for each course.
- Faculty members may include, but not solicit, letters from former and/or current students.

#### **ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR**

Teaching effectiveness will be determined via the average of Question 4 on the Student Course Evaluation Form (Appendix D). Faculty are expected to maintain an annual average of 3.50 on Question 4, with no individual class scoring less than a 3.0 on Question 4 during the evaluation period (i.e., the previous four quarters). These averages should not include activity classes unless deemed professionally relevant by the Department Chair and DPC. Documentation will also include all transcribed student comments from the previous four quarters (not including summer) and may include unsolicited notes, cards, and letters from current and previous students.

#### **ASSOCIATE PROFESSOR TO PROFESSOR**

Excellence in teaching is the most important element in retention, tenure and/or promotion decisions. The department philosophy is that a candidate should possess a teaching record that demands the respect of his or her peers. In all cases, teaching scores shall carry the heaviest emphasis in the area of teaching effectiveness.

Teaching effectiveness will be determined via the average Question 4 on the Student Course Evaluation Form (Appendix D). Faculty are expected to maintain an annual average of 3.50 on Question 4, with no individual class scoring less than a 3.0 on Question 4 during the evaluation period (i.e., the previous four quarters). These averages should not include activity classes unless deemed professionally relevant by the Department Chair and DPC. Documentation will also include all transcribed student comments from the previous four quarters (not including summer) and may include unsolicited notes, cards, and letters from current and previous students.

#### **FULL PROFESSOR POST-TENURE REVIEW**

Teaching effectiveness will be determined via the average Question 4 on the Student Course Evaluation Form (Appendix D). Faculty are expected to maintain an annual average of 3.50 on Question 4, with no individual class scoring less than a 3.0 on Question 4 during the evaluation period (i.e., the previous four quarters). These averages should not include activity classes unless deemed professionally relevant by the Department Chair and DPC. Documentation will also include all transcribed student comments from the previous four quarters (not including summer) and may include unsolicited notes, cards, and letters from current and previous students.

*And one or more of the following four categories of teaching responsibilities:*

- Peer evaluations: Submission of three or more peer evaluation reports (must have at least two different peer sources) 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: Service during the evaluation period as a first or second 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 comprehensive examinations, projects, sponsorship of students for undergraduate research, and an exceptional level of advising; awards and honors received during the evaluation period; frequent services as a second or third reader on graduate research committees.
- Professional development in pedagogy: Participation in professional conferences designed to improve pedagogy and curriculum design that directly impacts teaching at EWU.

#### **4.3.2 PEER OBSERVATIONS**

Peer assessment of teaching effectiveness includes classroom observations with the use of the standard CHSPH faculty peer review numeric scale (Appendix E) partnered with a separate qualitative write-up. Faculty being observed, should be provided with at least a two week notice prior to their observation and subsequent feedback should be provided within two weeks of the observation. Formative peer review should serve as a quality enhancement technique to enhance teaching and learning, while summative peer review should serve as quality assurance in promotion and tenure decisions. For those seeking early promotion, all summative and formative peer observations must be completed for inclusion in their FAP.

### **ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR**

A senior faculty member will serve as a mentor throughout the probationary period. Both the mentor and probationary faculty are required to complete the following activities (a total of 10 evaluations). All evaluations will be included in the candidate's portfolio:

- First and second year: Six peer classroom observations are required, preferably from the mentor, one every quarter for the first two years (not including summer). These evaluations should be formative in nature.
- Third and fourth year: Two peer classroom observations are required, one each year (not including summer). These evaluations should be formative in nature and do not necessarily need to be completed by the mentor. Probationary faculty are free to utilize other senior faculty to provide a breadth of feedback to inform teaching pedagogy.
- Fifth and sixth year: Two peer classroom observations are required, one each year (not including summer). These evaluations should be summative in nature with one obtained from the mentor and one from a tenured faculty other than the mentor.

### **ASSOCIATE PROFESSOR TO FULL PROFESSOR**

Candidates pursuing the rank of Full Professor are required to complete one written peer evaluation per year (not including summer) by a senior faculty member.

### **FULL PROFESSOR POST-TENURE REVIEW**

Full professors are required to complete one peer evaluation per year (not including summer) by a senior faculty member.

#### **4.3.3 ADVISING**

Advising is the responsibility of all tenure-track faculty members. Faculty will advise students and majors on department and University graduation requirements and career opportunities as well as additional discipline-specific requirements. The normal undergraduate advising load for any tenure-track faculty member is considered less than 50 students. Faculty who advise at least 50 but fewer than 75 students will receive one credit towards workload. Faculty members advising 75 or more students will receive two credits towards workload, to be determined annually during the workload cycle.

### **ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR**

Faculty will schedule a minimum of four hours per week for advising purposes. Documentation can include examples of advising to students, number of students on advising list, etc. The advising record may include supervision of non-class-related undergraduate student projects, for example, participation in the Undergraduate Research Symposium.

Faculty will document a successful record of graduate advising, if applicable, to include thesis advising, project advising, and advising of the comprehensive exam process.

### **ASSOCIATE PROFESSOR TO FULL PROFESSOR**

Faculty will schedule a minimum of four hours per week for advising purposes. Documentation can include examples of advising to students, number of students on advising list, etc.



Faculty will document a successful record of graduate advising, if applicable, to include thesis advising, project advising, and advising of the comprehensive exam process.

#### **4.4 CRITERIA OF EVALUATION: SCHOLARLY ACTIVITY**

Scholarly activity requires active engagement with one's discipline or field. The search for new knowledge and the dissemination of existing knowledge in one's discipline and/or on 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 their abilities to engage students both in gaining knowledge of their disciplines and in developing the skills by which that knowledge is acquired.

Scholarly activity takes diverse forms depending upon each faculty member and upon each discipline. For the purpose of retention, tenure or promotion, the common criterion for all faculty members are that scholarly activity must be demonstrated in such a manner that it can be observed and evaluated by their peers.

#### **ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR**

A minimum of ten scholarly activities are required for tenure and promotion to Associate Professor. The qualifications for scholarly activity for candidates of Associate Professor include:

- Publications:
  - Three peer-reviewed publications as a first or second author.
  - Three additional scholarly publications which may include, but are not limited to:
    - Self-study for accreditation;
    - Additional peer-reviewed publications as third or fourth author;
    - Non peer-reviewed professional journals or trade magazines (first or second author); or
    - Book or book chapter (in cases where the candidate believes the book or book chapter has undergone an editorial process on par with peer-reviewed work, the candidate may submit a written request for consideration in the peer-reviewed category). This written request is to be submitted to the WAMS DPC and Department Chair for approval. Both the DPC and Department Chair will respond in writing.
  
- Presentations:
  - A minimum of two peer-reviewed oral presentations to be completed at the international, national, state, or regional level, which may include a keynote address.
  
- Grants:
  - Formal application of a minimum of one external grant submission of at least \$1,000 or one awarded internal grant of at least \$1,000 as principal investigator or co-principal investigator (consideration for other authorship positions requires prior written DPC approval).
  
- Additional peer-reviewed activities:  
Choose at least one peer-reviewed activity from the following list:
  - Poster Presentations (first or second author)
  - Workshops

- Panel Discussions
- Publications
- Oral Presentation
- Grant submission (\$1,000 minimum for an internal grant reward)

### **ASSOCIATE PROFESSOR TO FULL PROFESSOR**

A minimum of fifteen scholarly activities are required for promotion to Full Professor. The WAMS Department expects the candidates to be productive scholars who have demonstrated a commitment to research, and the ability to initiate and maintain an active program of scholarship. Further, the department expects the candidate to provide strong evidence of: a) research productivity, b) research quality, and c) an ability to engage WAMS students in the research process. The department also expects the candidate to be able to clearly document these criteria in the specific ways listed below.

The following scholarly activities, in addition to those completed for tenure, are required for consideration for promotion to Professor:

- Publications:
  - Two peer-reviewed articles as first or second author.
  - Two non peer-reviewed articles which can include but are not limited to, self-study for accreditation, non peer-reviewed professional journals or trade magazines, books or book chapters, etc.
  
- Presentations:
  - Five professional peer-reviewed presentations at the international, national, state, or regional levels.
  - Any combination of the following activities for a total of five:
    - Publications
    - Presentations
    - Posters
    - Workshops
    - Panel discussions
    - Undergraduate Research Symposium
    - Funded internal grants for at least \$1,000 through formal application as principal investigator or co-principal investigator
    - Non-funded external grants for at least \$1,000 through formal application as principal investigator or co-principal investigator.
  
- Grants:
  - Formal application of a funded external grant submission of at least \$1,000 as principal investigator or co-principal investigator.

Alternative scholarly activity to that listed above may be considered for promotion to Full Professor; however, the candidate must submit a written request to WAMS DPC and Department Chair and receive approval prior to submission of their materials.

## **FULL PROFESSOR POST-TENURE REVIEW**

Evidence of having met expectations in the area of scholarly activity will be constituted by achievements in:

- A minimum of four professional activities (based on the list of examples of scholarly activity stated above), one of which will be the equivalent of a peer-reviewed article.

*And one or more of the following four categories of scholarly activity:*

- Sustained activities in the promotion of successful undergraduate research, which includes presentations at the state, regional, national and/or international levels.
- Application for grants for research purposes, or a successful application for a funded internal EWU research grant, excluding Start Something Big grants.
- Successful application for a funded external grant during the evaluation period.
- A sustained record (beyond the six activities above) of presenting research at the state, regional, national and/or international conferences.

## **4.5 CRITERIA OF EVALUATION: SERVICE EFFECTIVENESS TO THE DEPARTMENT, COMMUNITY, UNIVERSITY AND PROFESSION**

Service activities can fall into four general categories: departmental, university, community, and professional. Faculty members have an obligation to accept their share of responsibilities for the governance of the institution at both the departmental and university level.

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.

Community service relates to the non-academic sector, especially areas 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.

Service to the profession includes activities that contribute to an academic discipline (i.e., receive in-kind donations) but do not require scholarly preparation and performance and, therefore, are not justifiably listed under scholarly activity.

## **ASSISTANT PROFESSOR TO ASSOCIATE PROFESSOR**

In order to obtain promotion to Associate Professor, candidates should provide service to the department, university, community, and profession:

Evidence of Department Service

- Must serve on at least two department committees each year.
- The faculty member will be encouraged to be a member of the WAMS Department Graduate Committee if the faculty member has a doctorate degree. If the faculty member will serve as a thesis advisor or second committee member, they will be expected to be a member of the WAMS Department Graduate Committee.

#### Evidence of University Service

- Must serve on at least one university committee each year for at least two years.

#### Evidence of Community Service

- Must provide contributions as a consultant in a professional setting or speaking engagements, or service on advisory boards or committees related to your academic field. There should be evidence of this type of service for two or more years, every three years.

#### Evidence of Professional Service

- There must be evidence of involvement with committees and/or service to at least the state level of a professional association. If this is not attainable, there must be evidence that offers were made to serve or assist.
- Faculty must be a member of at least one national professional organization, if one exists in the faculty member's areas of expertise, for each year of employment at EWU.

In addition to the two above requirements of professional service, faculty could also demonstrate service to the profession through editorial review, peer-review of scholarly articles, conference abstract review, grant review, conference presentation judging and/or session moderation.

Other evidence of service may be considered but the candidate must consult and receive approval from the DPC and Department Chair in writing prior to the submission of their materials.

### **ASSOCIATE PROFESSOR TO PROFESSOR**

In order to obtain promotion to Professor, candidates should provide service and leadership to the department, university, community, and profession:

#### Evidence of Department Service

- Must serve on at least two department committees each year.
- Regular service on a committee pertaining to curriculum development within a WAMS program.
- The faculty member will be encouraged to be a member of the WAMS Department Graduate Committee if the faculty member has a doctorate degree. If the faculty member will serve as a thesis advisor or second committee member, they will be expected to be a member of the WAMS Department Graduate Committee.

#### Evidence of University Service

- Must provide service to a university-level committee that involves participation in a leadership role, which can include but is not limited to Committee Chair duties, at the university level for at least one year.
- Must participate as a graduate thesis committee member for students outside of the WAMS Department.

#### Evidence of Community Service

- Must provide contributions as a consultant in a professional setting or speaking engagements, or service on advisory boards or committees related to your academic field. There should be evidence of this type of service for two or more years, every three years.

### Evidence of Professional Service

- Must show evidence of involvement with committees and/or service to at least the state level of a professional association in a leadership role for at least one year. If this is not attainable, there must be evidence that offers were made to serve or assist.
- Faculty must be a member of at least one national professional organization, if one exists in the faculty member's areas of expertise, for each year of employment at EWU.
- Faculty should provide external service in the area of a faculty member's discipline requiring a consistent time commitment.

In addition to the two above requirements of professional service, faculty could also demonstrate service to the profession through editorial review, peer-review of scholarly articles, conference abstract review, grant review, conference presentation judging and/or session moderation.

Other evidence of service may be considered but the candidate must consult and receive approval from the DPC and Department Chair in writing prior to the submission of their materials.

### **FULL PROFESSOR POST-TENURE REVIEW**

Evidence of having met expectations in the area of service will be constituted by achievements in:

- Successful projects (chair search committee, ad hoc committees) sponsored through leadership position(s) in department 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 evaluation period.
- Sustained community service, implementation of service learning pedagogy, consultation to government, industry, non-government organizations, and/or non-profits during the 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.

A candidate's file should include as much specific information about the service contributions as possible, and this information should be concise and well organized. For example:

- 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, level—university, college, senate, council, committee, subcommittee), personal role (e.g., chair, member, etc.), and a list of any position papers or reports written by the candidate and if officially adopted.
- Committee work and regular committee meeting attendance should be documented with a letter of participation from the EWU Faculty Organization or the committee chair. Proof of participation and attendance is recommended.
- Community service should be listed separately, with dates and descriptions of duty, role, and actual achievement. Relevant service might include serving as a professional representative to

charitable causes or governmental unit, work with commissions, or any official role in promoting the public's awareness of academic programs at EWU.

- Some candidates may have served on a few committees as members but may have done a considerable amount of work in the form of consulting with committees by presenting reports or proposals. Such work should be itemized with a brief description and an indication of time spent.
- Some candidates may have performed special assignments or in some way offered individual service to the administration or to their department. Such service should be adequately described, supported, and recognized.

Although normally more weight shall be given to a candidate's contributions made at a higher 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.

#### **4.6 EVALUATION AND PROMOTION FILE CONTENTS**

It is the responsibility of the faculty undergoing evaluation to assign each of their accomplishments to the appropriate area of the CHSPH-designated electronic folder, ensuring all deadlines established by the annual Calendar of Deadlines are met. Faculty should consult the CHSPH Tenure and Promotion Canvas page for additional information and templates. All files should use the following naming convention without spaces, keeping the document name as short as reasonable: Last Name Document Name FAP Term. Example: Doe.FAP.AY20201. In addition, the faculty member is responsible for producing other supporting documents requested by reviewers at various levels.

The evaluation/promotion file contents include

- a. A self-assessment, referred to as the Annotated FAP, by the faculty member of their performance over the evaluation period (Narratives on this sheet should describe the work done in each category and should not only include actual accomplishments but also be evaluative, developmental, and reflective),
- b. A current curriculum vitae,
- c. A copy of the approved FAP (except for lecturers),
- d. Philosophy statements which are reflective statements of teaching, scholarship, and service philosophy preceding each appropriate section in the file,
- e. Documentation of teaching performance, which includes
  - i. Peer observations of teaching performance,
  - ii. Student evaluations of every class taught during the most recent four quarters (excluding summer), including student comments from each course included in their entirety
  - iii. Advising summary
  - iv. Sample course syllabi
  - v. Other documentation to support this section (course or pedagogy developmental documents, inclusion and assessment of program learning outcomes, etc.),
- f. Documentation of scholarly activity which includes

- i. Representative PDF, JPG samples of work, and any website links (For example, copies of complete articles, summaries of grant applications, and books [cover, publisher's data, table of contents and first chapter]) and
  - ii. Any other PDF documentation to support this section (conference programs, flyers advertising presentations, etc.),
- g. Documentation of service which includes
  - i. Representative PDF samples of service work (For example, letters from committee chairs or community service leaders, programs, samples of committee work, etc.) and
  - ii. Any other PDF documentation to support this section (conference programs, flyers advertising presentations, etc.),
- h. Any other PDF documentation to support the faculty's file (unsolicited cards, letters, awards, etc.), and
- i. Prior accomplishments if the faculty member deems it necessary to establish continuity of activity (these should be clearly labeled as originating prior to the last review).

#### **4.7 EVALUATION BY THE DEAN AND NOTIFICATION TO FACULTY**

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 entire evaluation/promotion file, which includes the recommendations of the Department Chair, DPC, CPC, and other documentation deemed appropriate based on the case. Faculty members will be notified of all actions in accordance with policies in the CBA.

### **SECTION 5**

#### **5.1 RECRUITMENT**

In the WAMS Department, the guiding principle will be to hire, support and retain the best-qualified faculty to support the department and college plans and the university mission. To that end, all departmental faculty recruitment activities and appointments will conform to the following policies:

- The processes for recruitment, evaluation, and the selection of final candidates are primarily driven by the policies and procedures of the Human Resources Department.
- The department must establish the major elements of the position and the criteria for evaluating candidates based on the required versus preferred qualifications for the position.
- All announcements for vacant positions should be clear concerning the rank; the length of the appointment; whether the position carries eligibility for tenure; teaching, research and service expectations; and requisite experience and credentials.
- Tenure-track candidates are expected to provide a teaching demonstration and a scholarly presentation as a part of the evaluation process.

The WAMS Department regularly monitors higher education trends and marketplace demands and is in the best position to assess areas for future growth, opportunities, and future faculty positions. In addition, university data are consistently evaluated to identify enrollment pressures, which also drive faculty position requests.

#### **5.2 REQUESTS FOR REGULAR OR SPECIAL 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. The WAMS Department Chair 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, the Department Chair 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 CHSPH Dean's office.

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 evaluation candidates. These criteria should be consistent with department or program policies and standards for evaluating existing special faculty.

#### **5.2.1 SEARCH COMMITTEE**

Upon approval, the department will establish a search committee consisting of at least three full-time, tenured/tenure-track faculty for any faculty position. Non-voting special faculty may participate in search committees, yet they must not be required to do so. If three full-time tenured/tenure-track faculty are not available, a request must be submitted to the Dean for approval to include voting non-full-time tenured/tenure-track faculty on the search committee. In the event that the Department is unable to form or maintain a functioning search committee, the Dean has final approval of the members selected for the search committee and may appoint and replace committee members. The search committee will work with the Dean's office and Human Resources office to post the advertisement and review applications.

All announcements for vacant or new positions must be clear in relation to rank, length of appointment, eligibility for tenure in the position, teaching, scholarly 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.

#### **5.2.2 EVALUATION AND SELECTION OF CANDIDATES**

The procedure for evaluating and selecting final candidates must be a fair and open process that is consistent with the published criteria. 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 top candidates to the Department Chair and Dean, articulating the strengths and weaknesses of each candidate, who



are deemed acceptable. Ranked candidates must meet the minimum standard published in the advertisement. After comments and candidate materials have been forwarded to the Dean, the Dean and Department Chair will discuss the candidates.

- Recommendations for those hired with tenure must include a thorough evaluation by all tenured faculty in the department. Granting tenure by faculty of the department minimally includes additional interviews with key faculty such as program directors, a review of submitted work, letters of recommendations and their credentials.
- Once the final candidate is selected, the Recommendation to Hire will be submitted from the Dean to the Provost prior to the offer to the candidate. The Recommendation to Hire will include elements specified by the Provost or President.
- After approval by the Provost, the Dean will speak with the candidate about the conditions the college is willing to recommend. At this point, the candidate should discuss any desired variations to the standard terms. For newly hired faculty members, provisions for counting any work that may be applied 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 Department Chair, the Dean, and the Chief Academic Officer prior to issuing a hiring contract. Such considerations must be included in the language of the contract in order to be implemented.

### **5.2.3 FACULTY APPOINTMENTS WITH TENURE**

Faculty may be hired with tenure at the rank of Associate Professor or Full Professor. The process for hiring with tenure must follow the hiring procedures as designated in the CPP and DPP documents and must include the full evaluation process for granting tenure by faculty, the DPC, and the Department Chair. Those hired with tenure must at least meet the criteria and qualifications for the rank of Associate Professor as indicated in the DPP.

### **5.3 QUARTERLY FACULTY**

All faculty hired on a quarter-by-quarter contract are referred to as “quarterly faculty.” The WAMS Department Chair will recommend individuals for adjunct or quarterly faculty hires to the Dean’s office based on departmental need. The decision of the Dean will be influenced by budgetary factors. Primary among these factors is whether the department’s quarterly-faculty budget allocation will accommodate the hire. The Budget and Administrative Services Manager and the Dean can complete no hire without receipt of the candidate’s vita.

The request for quarterly faculty should be presented in memo form to the Department Chair and must include the items listed in the college’s “Hiring Process, Time Line, and Required Information for Quarterly Faculty and Overload Appointments” annual memo.

### **5.4 REQUIRED TERMINAL DEGREE FOR A POSITION WITHIN THE DEPARTMENT IF NOT A DOCTORATE**

A minimum of a Master’s degree is required for lecturers, and a doctorate degree is required for all tenure track appointments.

## **SECTION 6**

### **6.1 FACULTY DEVELOPMENT FUNDS**

Professional development funds are distributed to departments shortly after the beginning of the fiscal year by the Dean's office. The DPP may stipulate a plan for distribution of any unused professional development funds by the end of the fiscal year. Unspent professional development funds lapse on June 30 of each year and should not be spent for other departmental needs. A plan for the distribution of unused faculty development funds at the end of the fiscal year is described in Section 6.2.

Special Faculty paid from state funding will receive a pro-rated portion of a pool managed by Academic Affairs. The amount allocated to individual special faculty varies from year to year. Special Faculty who are paid from non-state funding (Senior Lecturers, Lecturers, and Visiting Assistant Professors), are not allocated a specific amount for professional development. Departments must use non-state funding to provide professional development as desired.

## **6.2 DISTRIBUTION OF UNUSED FACULTY DEVELOPMENT FUNDS**

Unused professional developmental dollars are pooled and allocated based on the following criteria:

- Maintaining certifications
- Supporting presentations for probationary faculty
- Supporting presentations for tenured faculty

## **6.3 DEPARTMENTAL BUDGETING METHODS, DECISIONS AND ALLOCATIONS**

The Dean informs all departments of their budget allocations prior to the beginning of Fall quarter. The Department Chair manages this allocation with course delivery being the highest priority. In the event that discretionary dollars are available, the Department Chair will hold a department meeting where decisions will be made as to where to invest said dollars.

The Operations Manager within WAMS is responsible for tracking, forecasting, and reallocating budgets. The Operations Manager reports to the Department Chair on a bi-weekly basis regarding account balances. Reallocations or adjustments are made when necessary in order to balance budgets.

## **SECTION 7**

### **7.1 WORKLOADS**

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, scholarship, and service.

For special faculty, the teaching workload consists solely of instruction unless otherwise specified in their Letter of Appointment or negotiated under special circumstances and approved by the Dean. The Department Chair will prepare a workload based on the department's needs and submit it to the Dean before the established deadlines.

Any changes to an approved Annual Workload Plan must follow the processes listed in the CBA.

Credit equivalences may be reviewed and updated on an annual basis. A copy of the update shall be provided to the Dean's office.

For the WAMS Department, faculty are provided with the following credit equivalences:

- Practicum credit equivalencies = SCH x 0.02
- Internship credit equivalences = SCH x 0.05

## **7.2 OVERLOAD REQUESTS**

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

- Faculty cannot be compensated for work performed at EWU while on paid professional leave; and
- Department Chairs will forward overload requests to the Dean, who will then forward any approved requests to the Provost for final approval.

## **APPENDIX**

### **APPENDIX A: DEPARTMENT HISTORY**

The College of Education and Human Development at EWU has evolved directly from the earliest foundation of the Normal School at Cheney, an institution founded in 1889 out of the Benjamin P. Cheney Academy that had begun instruction in 1882 with over 200 students. The stated designation of the Normal School at Cheney established its creation “for the purpose of instruction of persons, both male and female, in the art of teaching the various branches that pertain to a good common school.” The physical education aspect of the department traces its roots back to the early days of the Normal School at Cheney, a single purpose teacher preparation institution.

**1907** – The first academic departments emerged and among the units created was the Professional Department.

**1909** – The Professional Department became the Department of Education and Psychology. A Physical Training Program was started, which was the forerunner of our current department (WAMS). Shortly after becoming a Physical Training Program, a name change was made and a department was established, which became Physical Education and Athletics.

**1911** – The Department of Education and Psychology was renamed the Department of Education. The institution was designated Eastern Washington State College in 1961.

**1954 – 1982** – Dr. Jack Leighton was chair and program director of Health, Physical Education and Athletics.

**1967** – A Health Department was added to the Physical Education Department

**1968** – The Health Department was combined with the Physical Education and Athletics Department. The new name of the department was the Health, Physical Education and Athletics Department. The Recreation and Leisure Services program was officially recognized at EWU in the fall of 1968. Prior to this date, students entering this field were granted degrees in Physical Education with an emphasis in Recreation. By the end of 1968-69 academic year, a fully developed 61-credit major and 16-credit minor was approved, with Public Agencies and Therapeutic Recreation being the two option areas.

**1969** – The Recreation Department was added to the combined Physical Education and Health Department. At that time, the department was titled Health, Physical Education and Athletics.

**1976** – During the 1976-77 academic year, three additional option areas were added: Commercial Recreation, Park Administration, and Outdoor Recreation.

**1977** – Eastern Washington State College became EWU at the start of the 1977-78 academic year. The academic departments were grouped into schools and colleges at that time, establishing the College of Education and Human Development.

**1981** – The Recreation Department needed to be a separate unit in order to qualify for accreditation, making two separate departments: Health, Physical Education and Athletics, and Recreation and Leisure Services. In the summer of 1981, Recreation and Leisure Services became a separate department within the School of Human Learning and Development.

**1986** – Recreation and Leisure Services was granted accreditation status with NRPA/AALR. The Exercise Science program was added as an option under the Bachelor of Science in Physical Education within the Health, Physical Education and Athletics Department.

**1986 – 1999** Dr. Howard Uibel was Chair of the PEHR Department.

**1987** – The Health, Physical Education and Athletics and Recreation and Leisure Services were combined to become a single unit: the PEHR Department. Athletics was dropped and made their own department.

**1990** – PEHR was housed within the School of Human Learning and Development, which was renamed to the College of Education and Human Development.

**1996** – The Physical Education and Health Education programs went through the reaccreditation process and were approved by the National College Association for Teacher Educators (NCATE). A new Master's of Science degree in Physical Education was accepted by the state. A Bachelor of Science Health Promotion and Wellness was added under the health major.

**1999** – Dr. Uibel passed away in the November of 1999. Between October and December of 1999, Dr. Neville Hoskins was interim chair for the PEHR Department (and Dean of the College of Education and Human Development).

**2000** – The state of Washington changed the requirements for the standard primary and secondary endorsements in the Physical Education area. There is no longer either a physical education or health endorsement. The new endorsement is called Health and Physical Education. To comply with these new requirements, the Physical Education major (BAE) was omitted from the PEHR Department effective Fall of 2001, and a new major that combined both physical education and health components is now being called 'Health and Physical Education Elementary or Secondary, BAE major'.

**2000 – 2005** – Dr. Alan Coelho served as Chair. Dr. Coelho then moved to the position of interim Dean for the College of Education and Human Development.

**2001** – Two majors that were listed under the Bachelor of Science in Physical Education as an option: Exercise Science and Sports Medicine/Athletic Training were approved to become their own major beginning of Fall 2001. The Athletic Training program was granted candidacy by Joint Review Committee (JRC) in Winter 2001 allowing for submission for accreditation to the Commission on Accreditation of Allied Health Educations Programs (CAAHEP). An institution had to be accredited by CAAHEP by 2004, in order for those students to be eligible to complete the National Athletic Trainer's Association (NATA) exam.

**2002** – First accreditation of the Athletic Training Education program.

**2005 – 2007** – Dr. John Cogley served as interim Chair for the PEHR Department.

**2006** – Through the generosity of the Kalispel Tribe and the Cheney Public Works Department, a Challenge/Ropes course was designed and built. This allowed for the offering of a Challenge Course minor and certificate.

**2007 – 2011** – Dr. John Cogley was elected as Chair of the PEHR Department until his retirement in 2011.

**2008** – Reaccreditation of the Athletic Training Education program occurred.

**2010** – The Human Performance Laboratory was remodeled, enabling the program to better serve students and providing real-life experiences. At that time, it allowed students to experience the latest technology in human performance enhancement. Effective July 1, 2010 the PEHR Department became housed in CALE.

**2011** – A certificate in Challenge Course Management and Leadership became a university minor in AY 2011-12. In addition, a minor in Aquatics Management was added.

**2011** – Dr. Alan Coelho and Dr. Matt Chase were elected as co-chairs of the PEHR Department. Dr. John Cogley retired from the Therapeutic Recreation program and as Department Chair.

**2012** – Dr. Scott Melville retired from the Health and Fitness program after 31 years of service to EWU.

**2013** – Dr. Barb Brock retired from the Recreation Management program after 26 years of service to EWU.

**2015** – Dr. Paul Green retired from the Outdoor Recreation program after 40 years of service to EWU.

**2016** – The Recreation Management major changed their name to Recreation and Tourism Management. The Community Health major was replaced by the Public Health major.

**2016** – Dr. Wendy Repovich retired from the Exercise Science program after 25 years of service to EWU.

**2017** – The Human Performance Laboratory was dedicated to, and renamed as, the Jack R. Leighton Human Performance Laboratory. The Challenge Course minor was changed to the Experiential Education and Group Facilitation minor. A new Travel and Tourism minor was added.

**2019** – The PEHR Department was renamed to the Department of Wellness and Movement Sciences (WAMS), which coincided with the transition from CALE to the College of Health Science and Public Health.

## **APPENDIX B: FAP TEMPLATES**

Dependent on the needs of the university, college, and department the enclosed FAP templates are subject to change. The templates only include the basic outline of the FAP. Templates for the FAP (which include full signature pages) at each level can be located on the CHSPH Tenure and Promotion Canvas page. The Dean's Office will notify faculty of any major changes.

## B.1 SENIOR LECTURER FAP TEMPLATE

### COLLEGE OF HEALTH SCIENCE AND PUBLIC HEALTH

**To:** [Dean's name], College of Health Science and Public Health

**From:** [Faculty's name, title and department]

**Subject:** Faculty Activity Plan for [faculty's name] for Senior Lecturer

**TERM OF PLAN:** [month/year] - [month/year]

Faculty Activity Plan for senior lecturer is for 2 years.

This Faculty Activity Plan (FAP) is prepared in accordance with the requirements set forth in the Eastern Washington University Collective Bargaining Agreement (CBA) dated [put date of current document], the College of Health Science and Public Health (CHSPH) Policies & Procedures manual dated [put date of current plan], and the Department of Wellness and Movement Sciences (WAMS) Policies and Procedures manual dated [put date of current ratified plan].

I, the undersigned faculty member of the Department of Wellness and Movement Sciences, understand that I will be judged according to the criteria specified in this FAP when being considered for retention. This document sets forth my plans for the fulfillment of the requirements specified in the above listed documents.

#### **BACKGROUND**

**Goal of the Plan** – The goal of this plan is to clearly state the qualifications required to remain a part of the CHSPH faculty. My aim is to stay academically and professionally qualified for instructional assignments at the [specify graduate level, undergraduate level or both] in support of the mission and goals of the Department of Wellness and Movement Sciences.

**Time in Rank** – I was hired as a special faculty on [insert hire date] and was promoted to senior lecturer on [insert date].

**Academic Credentials** – A [specify] degree appropriate for my appointment and ongoing currency in the [specify] discipline is required for retention. My [specify level] degree in [name of discipline] from [name of granting authority or institution] was awarded or is planned on [date of degree award]. Per my discipline's requirements, I plan to pursue continuing education in support of the Department/Program needs in the following areas [list areas or delete this sentence if not applicable]. Additionally, I plan to maintain/obtain the following certification if deemed appropriate for my responsibilities: [name any certification or delete this sentence].

#### **TEACHING**

The University and College recognize teaching as the single most important faculty responsibility. I will be expected to provide qualitative and quantitative evidence of excellence in teaching as outlined in the CBA and the Policies & Procedures manuals of both the CHSPH and WAMS. Workload for teaching will be consistent with WAMS Policies and Procedures manual. If required for assigned teaching load, I will maintain my status as qualified faculty for Graduate Programs as specified by University policy [delete this sentence if not applicable].

Specific expectations are to:

- Maintain an annual average of 3.50 on Question 4 of the student course evaluation form and have no individual class score <3.0 on Question 4 during the evaluation period (i.e., the previous four quarters).
- Obtain one peer evaluation each year.



In addition, I will:

- Maintain professional currency in the area(s) of my expertise.
- Meet all scheduled classes and textbook order deadlines.
- Plan, organize and inform students of course content, texts, readings, assignments, attendance regulations and evaluation methods.
- Schedule and maintain regular office hours.
- Submit course grades according to registrar procedures.

My specific courses will be specified in the annual Faculty Workload form and will be primarily aligned with my discipline and expertise.

**OTHER ASSIGNMENTS**

[Specify any current or planned administrative or other release time activities relevant to your position and/or offer letter. Delete this section if not needed]

**SIGNATURES**

**Candidate:**

I have read and concur with the performance expectations specified in this document.

\_\_\_\_\_ Date \_\_\_\_\_  
(Name of member)

**Department Personnel Committee:**

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

**Department Chair, Wellness and Movement Sciences:**

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

**Dean, College of Health Science and Public Health:**

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

## B.2 ASSISTANT PROFESSOR FAP TEMPLATE

### COLLEGE OF HEALTH SCIENCE AND PUBLIC HEALTH

To: [Dean's name,] College of Health Science and Public Health

From: [faculty's name, title and department]

Date:

Subject: Faculty Activity Plan for [faculty's name] for Tenure and/or Promotion to Associate Professor

**TERM OF PLAN:** [month/year] - [month/year]

Faculty Activity Plan for first-year probationary Assistant Professors is for 6 years.

---

This Faculty Activity Plan (FAP) is prepared in accordance with the requirements set forth in the Eastern Washington University Collective Bargaining Agreement (CBA) dated [put date of current document], the College of Health Science and Public Health (CHSPH) Policies & Procedures manual dated [put date of current plan], and the Department of Wellness and Movement Sciences (WAMS) Policies and Procedures manual dated [put date of current ratified plan].

I, the undersigned faculty member of the Department of Wellness and Movement Sciences, understand that I will be judged according to the criteria specified in this FAP when being considered for retention and/or tenure and promotion. This document sets forth my plans for the fulfillment of the requirements specified in the above listed documents.

#### **BACKGROUND**

**Goal of the Plan** – The goal of this plan is to clearly state the qualifications required for promotion to associate professor and tenure. I intend to seek promotion to associate professor as soon as I am eligible. My aim is to stay academically and professionally qualified for instructional assignments at the [specify graduate level, undergraduate level or both] in support of the mission and goals of the Department of Wellness and Movement Sciences.

**Time in Rank** – I was hired as an assistant professor on [insert hire date], and I will be eligible for tenure and promotion to associate professor in the [insert date] academic year per CBA requirements and the offer letter at my time of hire. I understand that guidelines for consideration of early tenure and promotion are provided in the CBA and WAMS Policies and Procedures manuals.

**Academic Credentials** – A [specify] degree appropriate for my appointment and ongoing currency in the [specify] discipline is required for promotion and tenure. My [specify level] degree in [name of discipline] from [name of granting authority or institution] was awarded or is planned on [date of degree award]. Per my discipline's requirements, I plan to pursue continuing education in support of the Department/Program needs in the following areas [list areas or delete this sentence if not applicable]. Additionally, I plan to maintain/obtain the following certification if deemed appropriate for my responsibilities: [name any certification or delete this sentence].

#### **TEACHING**

The University and the College recognize teaching as the single most important faculty responsibility. I will be expected to provide qualitative and quantitative evidence of excellence in teaching as outlined in the CBA and the Policies & Procedures manuals of both the CHSPH and WAMS. Workload for teaching will be consistent with WAMS Policies and Procedures manual. If required for assigned teaching load, I will maintain

my status as qualified faculty for Graduate Programs as specified by University policy [delete this sentence if not applicable].

Specific expectations are to:

- Maintain an annual average of 3.50 on Question 4 of the student course evaluation form and have no individual class score <3.0 on Question 4 during the evaluation period (i.e., the previous four quarters).
- Obtain six peer evaluations (one per quarter) each year.

In addition, I will:

- Maintain professional currency in the area(s) of my expertise.
- Meet all scheduled classes and textbook order deadlines.
- Plan, organize and inform students of course content, texts, readings, assignments, attendance regulations and evaluation methods.
- Schedule and maintain regular office hours.
- Submit course grades according to registrar procedures.
- Provide academic and personal advisement to students as needed.

My specific courses will be specified in the annual Faculty Workload form and will be primarily aligned with my discipline and expertise.

### **SCHOLARSHIP**

Per requirements stated in the WAMS Policies and Procedures manual, I must complete a total of 10 scholarly activities.

Specific expectations are to obtain:

- Publications
  - Three peer-reviewed publications as a first or second author
  - Three additional scholarly publications which may include, but are not limited to:
    - Self-study for accreditation
    - Additional peer-reviewed publications as third or fourth author
    - Non peer-reviewed professional journals or trade magazines (first or second author); or
    - Book or book chapter (in cases where the candidate believes the book or book chapter has undergone an editorial process on par with peer-reviewed work, the candidate may submit a written request for consideration in the peer-reviewed category). This written request is to be submitted to the WAMS DPC and Department Chair for approval. Both the DPC and Department Chair will respond in writing.
- Presentations:
  - A minimum of two peer-reviewed oral presentations to be completed at the international, national, state, or regional level, which may include a keynote address
- Grants:
  - Formal application of a minimum of one external grant submission of at least \$1,000 or one awarded internal grant of at least \$1,000 as principal investigator or co-principal investigator (consideration for other authorship positions requires prior written DPC approval).
- One peer-reviewed activities from the following list:
  - Poster Presentations (first or second author)
  - Workshops
  - Panel Discussions
  - Publications

- Oral Presentation
- Grant submission (\$1,000 minimum for an internal grant reward)

For the purpose of this document, peer-reviewed/refereed journals is defined as one in which the articles it contains have been examined by people with credentials in the article's field of study before it is published. A more formal definition is:

A peer-reviewed journal is one that has submitted most of its published articles for review by experts who are not part of the editorial staff. The numbers and kinds of manuscripts sent for review, the number of reviewers, the reviewing procedures and the use made of the reviewers' opinions may vary, and therefore each journal should publicly disclose its policies in the Instructions to Authors for the benefit of readers and potential authors." (*International Committee of Medical Journal Editors. Uniform Requirements for Manuscripts submitted to Biomedical Journals, 2001*)

The peer review process can take many forms. These are:

- Double Blind or Blind Peer Review: submitted manuscripts are sent outside of the journal's publishing or sponsoring organization for review by external reviewers (usually two, sometimes as many as four). In Double Blind, neither the author nor the reviewers know each other's identities, thus ensuring impartiality.
- Editorial Board Peer Review: submitted manuscripts are reviewed by an internal board of editors and not solely by one editor. Author's identity may be known or unknown to the reviewing editors.
- Open Peer Review: submitted manuscripts are reviewed by experts, and both the experts and the author are aware of each other's identity. Sometimes authors are encouraged to suggest possible reviewers.

### **SERVICE**

Per requirements stated in the WAMS Policies and Procedures manual, I must engage in University, department, professional, and public service.

Specific expectations are to:

- Serve on at least two department committees each year.
- Serve on at least one university committee each year for at least two years.
- Serve as a consultant in a professional setting or serve on advisory boards or committees related to my academic field and provide evidence of this type of service for two or more years, every three years
- Show evidence of involvement with committees and/or service to at least the state level of a professional association in a leadership role for at least one year. If this is not attainable, there must be evidence that offers were made to serve or assist.
- Maintain/obtain membership in at least one national professional organization, if one exists in my area(s) of expertise, for each year of employment at EWU.
- In addition to the two previous requirements for professional service, I may also demonstrate service to the profession through editorial review, peer-review of scholarly articles, conference abstract review, grant review, conference presentation judging and/or session moderation.

### **SIGNATURES**

#### **Candidate:**

I have read and concur with the performance expectations specified in this document.

\_\_\_\_\_  
(Name of member) \_\_\_\_\_ Date \_\_\_\_\_

**Department Personnel Committee:**

\_\_\_\_\_  
(Name and credentials) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
(Name and credentials) \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
(Name and credentials) \_\_\_\_\_ Date \_\_\_\_\_

**Department Chair, Wellness and Movement Sciences:**

\_\_\_\_\_  
(Name and credentials) \_\_\_\_\_ Date \_\_\_\_\_

**Dean, College of Health Science and Public Health:**

\_\_\_\_\_  
(Name and credentials) \_\_\_\_\_ Date \_\_\_\_\_

### B. 3 ASSOCIATE PROFESSOR FAP TEMPLATE

#### COLLEGE OF HEALTH SCIENCE AND PUBLIC HEALTH

**To:** Dean's [name,] College of Health Science and Public Health

**From:** [Faculty's name, title and department]

**Date:**

**Subject:** Faculty Activity Plan for [faculty's name] for Tenure and/or Promotion to Full Professor

**TERM OF PLAN:** [month/year] - [month/year]

Faculty Activity Plan for Associate Professors is for 4 years.

---

This Faculty Activity Plan (FAP) is prepared in accordance with the requirements set forth in the Eastern Washington University Collective Bargaining Agreement (CBA) dated [put date of current document], the College of Health Science and Public Health (CHSPH) Policies and Procedures manual dated [put date of current plan], and the Department of Wellness and Movement Sciences Policies and Procedures manual dated [put date of current ratified plan].

I, the undersigned faculty member of the Department of Wellness and Movement Sciences, understand that I will be judged according to the criteria specified in this FAP when being considered for tenure and/or promotion to full professor. This document sets forth my plans for the fulfillment of the requirements specified in the above listed documents.

#### **BACKGROUND**

**Goal of the Plan** – The goal of this plan is to clearly state the qualifications required for promotion to full professor [insert “and selection for tenure” if appropriate] while remaining a part of the CHSPH faculty. I intend to seek promotion to full professor as soon as I am eligible. My aim is to stay academically and professionally qualified for instructional assignments at the [specify graduate level, undergraduate level or both] in support of the mission and goals of the Department of Wellness and Movement Sciences.

**Time in Rank** – I was awarded associate professor on [insert date] and I will be eligible for promotion to full professor in the [insert date] academic year per the CBA requirements and any offer letter at my time of hire. I understand that guidelines for consideration of early tenure and promotion are provided in the CBA and WAMS Policies and Procedures manual.

**Academic Credentials** – A [specify] degree appropriate for my appointment and ongoing currency in the [specify] discipline is required for retention as tenured faculty. My [specify level] degree in [name of discipline] from [name of granting authority or institution] was awarded [date of degree award]. Per my discipline's requirements, I plan to pursue continuing education in support of the Department/Program needs in the following areas [list areas or delete this sentence if not applicable]. Additionally, I plan to maintain/obtain the following certification if deemed appropriate for my responsibilities: [name any certification or delete this sentence].

#### **TEACHING**

The University and the College recognize teaching as the single most important faculty responsibility. I will be expected to provide qualitative and quantitative evidence of excellence in teaching as outlined in the CBA and the Policies & Procedures manuals of both the CHSPH and WAMS. Workload for teaching will be consistent with WAMS Policies and Procedures manual. If required for assigned teaching load, I will maintain

my status as qualified faculty for Graduate Programs as specified by University policy [delete this sentence if not applicable].

Specific expectations are to:

- Maintain an annual average of 3.50 on Question 4 of the student course evaluation form, with no individual class scoring <3.0 on Question 4 during the evaluation period (i.e., the previous four quarters).
- Obtain one peer evaluation each year.

In addition, I will:

- Maintain professional currency in the area(s) of my expertise.
- Meet all scheduled classes and textbook order deadlines.
- Plan, organize and inform students of course content, texts, readings, assignments, attendance regulations and evaluation methods.
- Schedule and maintain regular office hours.
- Submit course grades according to registrar procedures.
- Provide academic and personal advisement to students as needed.

My specific courses will be specified in the annual Faculty Workload form and will be primarily aligned with my discipline and expertise.

### **SCHOLARSHIP**

Per the requirements stated in the WAMS Policies and Procedures manual, I must complete a total of 15 scholarly activities.

Specific expectations are to obtain:

- Publications
  - Two peer-reviewed articles as first or second author.
  - Two non peer-reviewed articles which can include but are not limited to, self-study for accreditation, non peer-reviewed professional journals or trade magazines, books or book chapters, etc.
- Presentations
  - Five professional peer-reviewed presentations at the international, national, state, or regional levels.
  - Any combination of the following activities for a total of five:
    - Publications
    - Presentations
    - Posters
    - Workshops
    - Panel discussions
    - Undergraduate Research Symposium
    - Funded internal grants for at least \$1,000 through formal application as principal investigator or co-principal investigator
    - Non-funded external grants for at least \$1,000 through formal application as principal investigator or co-principal investigator.
- Grants
  - Formal application of a funded external grant submission of at least \$1,000 as principal investigator or co-principal investigator.

For the purpose of this document, peer-reviewed/refereed journals is defined as one in which the articles it contains have been examined by people with credentials in the article's field of study before it is published. A more formal definition is:

"A peer-reviewed journal is one that has submitted most of its published articles for review by experts who are not part of the editorial staff. The numbers and kinds of manuscripts sent for review, the number of reviewers, the reviewing procedures and the use made of the reviewers' opinions may vary, and therefore each journal should publicly disclose its policies in the Instructions to Authors for the benefit of readers and potential authors." (*International Committee of Medical Journal Editors. Uniform Requirements for Manuscripts submitted to Biomedical Journals, 2001*)

The peer review process can take many forms. These are:

- Double Blind or Blind Peer Review: submitted manuscripts are sent outside of the journal's publishing or sponsoring organization for review by external reviewers (usually two, sometimes as many as four). In Double Blind, neither the author nor the reviewers know each other's identities, thus ensuring impartiality.
- Editorial Board Peer Review: submitted manuscripts are reviewed by an internal board of editors and not solely by one editor. Author's identity may be known or unknown to the reviewing editors.
- Open Peer Review: submitted manuscripts are reviewed by experts, and both the experts and the author are aware of each other's identity. Sometimes authors are encouraged to suggest possible reviewers.

### **SERVICE**

Per requirements stated in the WAMS Policies and Procedures manual, I must engage in University, department, professional, and public service.

Specific expectations are to:

- Serve on at least two department committees each year.
- Serve a university-level committee with participation in a leadership role for at least one year.
- Participate as a graduate thesis committee member for students outside of the WAMS Department
- Serve as a consultant in a professional setting or serve on advisory boards or committees related to my academic field and provide evidence of this type of service for two or more years, every three years
- Show evidence of involvement with committees and/or service to at least the state level of a professional association in a leadership role for at least one year. If this is not attainable, there must be evidence that offers were made to serve or assist.
- Maintain/obtain membership in at least one national professional organization, if one exists in my area(s) of expertise, for each year of employment at EWU.
- Provide external service in my area discipline that requires a consistent time commitment.
- In addition to the two above requirements for professional service, I may also demonstrate service to the profession through editorial review, peer-review of scholarly articles, conference abstract review, grant review, conference presentation judging and/or session moderation.

### **SIGNATURES**

**Candidate:**



I have read and concur with the performance expectations specified in this document.

\_\_\_\_\_ Date \_\_\_\_\_  
(Name of member)

**Department Personnel Committee:**

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

**Department Chair, Wellness and Movement Sciences:**

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

**Dean, College of Health Science and Public Health:**

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

## B.4 FULL PROFESSOR FAP TEMPLATE

### COLLEGE OF HEALTH SCIENCE AND PUBLIC HEALTH

**To:** [Dean's name], College of Health Science and Public Health  
**From:** [Faculty's name, title and department]  
**Date:**  
**Subject:** Faculty Activity Plan for [faculty's name] for Tenured Full Professor

**TERM OF PLAN:** [month/year] - [month/year]

Faculty Activity Plan for Tenured Full Professors is for 5 years.

---

This Faculty Activity Plan (FAP) is prepared in accordance with the requirements set forth in the Eastern Washington University Collective Bargaining Agreement (CBA) dated [put date of current document], the College of Health Science and Public Health (CHSPH) Policies and Procedures manual dated [put date of current plan], and the Department of Wellness and Movements Sciences Policies and Procedures manual dated [put date of current ratified plan].

I, the undersigned faculty member of the Department of Wellness and Movement Sciences, understand that I will be judged according to the criteria specified in this FAP when being considered for merit raises. This document sets forth my plans for the fulfillment of the requirements specified in the above listed documents.

#### **BACKGROUND**

**Goal of the Plan** – The goal of this plan is to clearly state the qualifications required to remain a part of the CHSPH faculty.

**Time in Rank** – I was awarded associate professor on [insert date] and full professor on [insert date].

**Academic Credentials** – A [specify] degree appropriate for my appointment and ongoing currency in the [specify] discipline is required for retention as a faculty. My [specify level] degree in [name of discipline] from [name of granting authority or institution] was awarded [date of degree award]. Per my discipline's requirements, I plan to pursue continuing education in support of the Department/Program needs in the following areas [list areas or delete this sentence if not applicable]. Additionally, I plan to maintain/obtain the following certification if deemed appropriate for my responsibilities: [name any certification or delete this sentence].

#### **TEACHING**

The University and the College recognize teaching as the single most important faculty responsibility. I will be expected to provide qualitative and quantitative evidence of excellence in teaching as outlined in the CBA and the Policies & Procedures manuals of both the CHSPH and WAMS. Workload for teaching will be consistent with WAMS Policies and Procedures manual. If required for assigned teaching load, I will maintain my status as qualified faculty for Graduate Programs as specified by University policy [delete this sentence if not applicable].

Full professors are expected to meet all of the teaching expectations as identified earlier as well as additional responsibilities as outlined for tenured faculty and delineated below.

Specific expectations are to:

- Maintain an annual average of 3.50 on Question 4 of the student course evaluation form, with no individual class scoring less <3.0 on Question 4 during the evaluation period (i.e., the previous four quarters).
- Obtain one peer evaluation each year.

In addition, I will also:

- Maintain professional currency in the area(s) of my expertise.
- Meet all scheduled classes and textbook order deadlines.
- Plan, organize and inform students of course content, texts, readings, assignments, attendance regulations and evaluation methods.
- Schedule and maintain regular office hours.
- Submit course grades according to registrar procedures.
- Provide academic and personal advisement to students as needed.

My specific courses will be specified in the annual Faculty Workload form and will be primarily aligned with my discipline and expertise.

### **SCHOLARSHIP**

Per the requirements stated in the WAMS Policies and Procedures manual, I must complete a total of 5 scholarly activities.

Specific requirements are to obtain

- A minimum of four scholarly activities from the list of examples specified in the WAMS Policies and Procedures manual, one of which will be the equivalent of a peer-reviewed article.
- And one or more of the following four categories of scholarly activity:
  - Sustained activities in the promotion of successful undergraduate research, which includes presentations at the state, regional, national and/or international levels.
  - Application for grants for research purposes, or a successful application for a funded internal EWU research grant, excluding Start Something Big grants.
  - Successful application for a funded external grant during the evaluation period.
  - A sustained record (beyond the activities above) of presenting research at the state, regional, national and/or international conferences.

For the purpose of this document, peer-reviewed/refereed journals is defined as one in which the articles it contains have been examined by people with credentials in the article's field of study before it is published.

A more formal definition is:

“A peer-reviewed journal is one that has submitted most of its published articles for review by experts who are not part of the editorial staff. The numbers and kinds of manuscripts sent for review, the number of reviewers, the reviewing procedures and the use made of the reviewers' opinions may vary, and therefore each journal should publicly disclose its policies in the Instructions to Authors for the benefit of readers and potential authors.” (*International Committee of Medical Journal Editors. Uniform Requirements for Manuscripts submitted to Biomedical Journals, 2001*)

The peer review process can take many forms. These are:

- Double Blind or Blind Peer Review: submitted manuscripts are sent outside of the journal’s publishing or sponsoring organization for review by external reviewers (usually two, sometimes as many as four). In Double Blind, neither the author nor the reviewers know each other’s identities, thus ensuring impartiality.
- Editorial Board Peer Review: submitted manuscripts are reviewed by an internal board of editors and not solely by one editor. Author’s identity may be known or unknown to the reviewing editors.
- Open Peer Review: submitted manuscripts are reviewed by experts, and both the experts and the author are aware of each other’s identity. Sometimes authors are encouraged to suggest possible reviewers.

**SERVICE**

Per requirements stated in the WAMS Policies and Procedures manual, evidence of having met expectations in the area of service will be constituted by achievements in:

- Successful projects (chair search committee, ad hoc committees) sponsored through leadership position(s) in department 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 evaluation period.
  - Sustained community service, implementation of service learning pedagogy, consultation to government, industry, non-government organizations, and/or non-profits during the 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.

**SIGNATURES**

**Candidate:**

I have read and concur with the performance expectations specified in this document.

\_\_\_\_\_ Date \_\_\_\_\_  
(Name of member)

**Department Personnel Committee:**

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

\_\_\_\_\_ Date \_\_\_\_\_  
(Name and credentials)

**Department Chair, Wellness and Movement Sciences:**

\_\_\_\_\_  
(Name and credentials)

Date \_\_\_\_\_

**Dean, College of Health Science and Public Health:**

\_\_\_\_\_  
(Name and credentials)

Date \_\_\_\_\_

## **APPENDIX 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 involve 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.

## APPENDIX D: STUDENT COURSE EVALUATION FORM

Please use the following scale to complete the statements

|  | Excellent | Very Good | Good | Fair | Poor |
|--|-----------|-----------|------|------|------|
| 1. The course as a whole was   | 5         | 4         | 3    | 2    | 1    |
| 2. The course content was  | 5         | 4         | 3    | 2    | 1    |
| 3. The instructor's contributions to the course were                 | 5         | 4         | 3    | 2    | 1    |
| 4. The instructor's effectiveness in teaching the subject matter was | 5         | 4         | 3    | 2    | 1    |

**APPENDIX E: CHSPS TEACHING EVALUATION FORM**

Observation of teaching may address the following points using the following 5-point scale:

5 = Excellent    4 = Very Good    3 = Good    2 = Fair    1 = Poor

|  | Score |
|--|-------|
| <b>1. Teaching methods/subject</b>   |       |
| a. Organization, use, and/or preparation for topic, materials, equipment                         |       |
|  |       |
| b. Communication skills, clear directions, and explanations                                      |       |
|  |       |
| c. Considers level of student knowledge and interest, and plans activities appropriately         |       |
|  |       |
| d. Teaching methods creative, appropriate, effective, challenging, stimulating, and up-to-date.  |       |
|  |       |
| e. Delivery encourages student learning  |       |
|  |       |
| <b>2. Behavior/Attitude/Demeanor</b>   |       |
| a. Has enthusiasm for student learning and/or subject area                                       |       |
|  |       |
| b. Establishes student rapport, responsibility, and respect                                      |       |
|  |       |
| c. Demonstrates respectful / appropriate behavior  |       |
|  |       |
| <b>3. Content</b>  |       |
| a. Presents appropriate content; requires higher order of thinking in discussion and assignments |       |
|  |       |
| b. Has been well established or documented in literature and/or research; demonstrates currency  |       |
|  |       |
| c. Coordinates/integrates content with other courses in the curriculum                           |       |



|  |  |
|--|--|
| <b>4. Curriculum/Course Development/Assessment</b>   |  |
| a. Course(s) content and syllabus consistent with goals and objectives of department                   |  |
|  |  |
| b. Teaches appropriate rigorous current content so student can advance to next course and/or activity  |  |
|  |  |
| c. Has higher order thinking, rigorous and reasonable content or assessments                           |  |
|  |  |
| d. Curricula or course(s) development has peer collaboration   |  |
|  |  |
| <b>5. Professional development/current in subject area and educational methods</b>                     |  |
| a. Currency in discipline, CE, educational methods, and reading academic literature                    |  |
|  |  |
| <b>6. Teamwork and communication</b>   |  |
| a. Course goals, objectives, and activities with calibrated other department faculty and/or courses    |  |
|  |  |
| b. Effectiveness and willingness to work with other faculty members to coordinate class and curriculum |  |
|  |  |
| c. Initiates integration of curriculum, content, or activity when discrepancy is found                 |  |
|  |  |
| 7. Overall peer assessment/ rating   |  |
| Comments:  |  |