COLLEGE OF PROFESSIONAL PROGRAMS

Policies and Procedures

Approvals:

Ratified by CPP Faculty Vote   ___6/24/2022___
                                                                                                Date

_____   _6/27/2022_
              Vernon Loke, Dean   Date

Jonathan W. Anderson
_____   07/05/2022
          Jonathan Anderson, Provost   Date

Replaces all previously dated documents

EASTERN WASHINGTON UNIVERSITY

Contents

1 College Policies and Procedures & Collective Bargaining Agreements

1.1 The College Policies and Procedures (CP&P) provide direction and guidance to the College of Professional Programs (CPP) and its various schools and programs, in their pursuit of the highest standards of academic excellence. The CPP-specific policies and procedures contained herein, are consistent with EWU's mission, Policies and Procedures, and the Collective Bargaining Agreements (CBAs) entered into by the university.

1.2 The CP&P operationalizes and expands on the provisions contained in the CBAs. As such, the CP&P is a supplement to the CBAs. Both documents shall be consulted in the interpretation of the CP&P. In the event of a conflict between the CP&P and any of the CBAs on any provision, the relevant CBA shall take precedence.

1.3 The CP&P shall be developed, revised and approved, according to the procedures and timelines specified in the EWU/UFE CBA. In addition, the policies and procedures (P&P) for the College and its academic units shall be reviewed periodically and updated to reflect major developments in the university, CBAs, college, and/or school/programs. Major changes to the College, School, or Program P&P should be made no more than once a year. The process to submit proposed changes to the CP&P are as follows:

- Suggested changes will be submitted in written form to the Dean and reviewed with school directors.
- If the suggested change(s) is a minor change to content, though requiring change in the form of the document (stylistic changes, clarifications, improved wording, etc.), then the changes can be made by a majority vote of the directors.
- If there is a substantial change to the content, then a majority vote of the faculty in the college is required (see definition of faculty and voting eligibility in Section 4.1).

2 College Mission, Vision and Values

2.1 Mission, Vision, and Values

As part of a regional comprehensive university, the College of Professional Programs seeks to promote inclusive professionalism through transformational learning experiences that empower students. Student success is achieved through our shared values of cooperation, opportunity, service, cultural responsiveness, and compassion.

Under the mentorship and guidance of highly engaged faculty and staff who believe in their ability to succeed, students in the college become career-focused thought leaders, pursuing change and justice in their communities by applying their disciplinary knowledge and their experiential understanding of their field to positively impact the people they serve.

2.2 Diversity, Equity, and Inclusion

The College of Professional Programs is committed to supporting work that contributes to a positive intercultural campus climate reflecting the diversity of people, ideas, beliefs, and philosophies.

3 College Organization and Structure

3.1 College Structure

The College of Professional Programs is composed of the following units:

❖ Six (6) Schools
  ➢ School of Business
  ➢ School of Education
  ➢ School of Libraries
  ➢ School of Social Work, which includes the programs for Aging Studies, Addiction Studies, Children's Studies, and Disabilities Studies
  ➢ School of Psychology
  ➢ School of Professional Accounting

❖ Three (3) Academic Programs
  ➢ Interdisciplinary Studies
  ➢ Organizational Leadership
  ➢ Program Evaluation

❖ Five (5) Centers
  ➢ Archaeological and Historical Services (AHS)
  ➢ Center for Aging Studies
  ➢ E'ship Center
  ➢ Family Resource and Training Center
  ➢ Institute for Public Policy and Economic Analysis

3.2 College Administration

3.2.1 **Dean's Office:** The Dean's Office for the College of Professional Programs is composed of the Dean, Associate Dean(s), Executive Assistant to the Dean, College Financial Officer, Student Engagement Administrator, Fiscal Specialist, and Student Ambassadors. Job descriptions are on file with human resources.

3.2.2 **School Director:** The schools in the college are headed by Directors, who are functionally equivalent to department chairs as specified in the UFE CBA.

1. College Procedure for Director Elections/Reappointment:
   i. The process and procedures for director nominations and elections are to be defined in the schools' Policies and Procedures. Recommendations for Director appointment will then be forwarded to the Dean, and eventually routed to the Chief Academic Officer for approval.

ii.   Directors should receive adequate training for their position. Professional development opportunities may be made available by the Dean and through workshops provided by Academic Affairs.

2. Summer Appointments: Directors have summer appointments per UFE CBA. It is expected that Directors will be on campus and available to handle administrative duties as required and at a level proportionate with the appointments. Directors will be the primary advisors for students for their units during summer.

3.3   Standing Committees

3.3.1   School Assessment Committees

As the schools within the College have their own professional accreditation requirements, the assessment of the academic programs is the responsibility of the School Assessment Committee of each of the schools.

The School Assessment Committees (SAC's) are responsible for developing the Assessment Plans for each program within the school that are consistent with the University's Academic Assessment Plan, and for implementing said plans. The SAC's are also responsible for reviewing and approving the assessment plans for each academic program (major, minor and certificate).

The chairs of each School Assessment Committee will report to the Associate Dean in charge of assessment.

3.3.2   College Personnel Committee

The College Personnel Committee (CPC) is established for the purposes of evaluating faculty members for tenure and/or promotion, and retention. The CPC shall consist of 7 or more (odd-numbered) tenured faculty members to review candidates for promotion and/or tenure, and for retention. The CPC must have a minimum of 4 full professors, and may be divided into a subcommittee to review candidates below the rank of Associate Professor, and another subcommittee to review candidates at the rank of Associate Professor and above.

Membership on the CPC will be for three years and may be renewed. Each year, a third of the committees will retire, with new members appointed. Nominations will be sought from the faculty by the Dean for membership on the CPC. All at times, each school shall have at least one serving member on the CPC.

The Dean may appoint member(s) to the CPC under exceptional circumstances. The CPC subcommittees will be led by a Chair who has served on the CPC for a minimum of 1 year, to be elected at the first meeting of the academic year.

School Directors and members of Unit Personnel Committees shall not serve on the CPC. In some circumstances, Schools may have two or more members on the committee. When a unit has two or more members on the CPC, at least one must hold the rank of full professor.

CPC members must take responsibility for their evaluations of every candidate considered in the committee's deliberations. Where there are substantial differences among committee members, every effort shall be made to reconcile those differences before final decisions are made. When deliberations are complete, each subcommittee shall report its recommendation in a statement that articulates how each candidate exceeded, fulfilled or failed to meet each aspect of the faculty activity plan, and prepare the materials to be forwarded through the Dean to the Provost. Final decisions, including a vote count, shall be presented during the close-out meeting between the Dean and the subcommittee chairs.

3.3.3 Unit Personnel Committee

Units will have procedures for the establishment of one or more unit personnel committees (UPC) pursuant to the CBA. Unit Personnel Committees should be constituted during Fall quarter of each academic year. School Directors shall not serve on the Unit Personnel Committees. UPCs with members external to the school must be approved by the Dean.

4   Administrative Procedures

4.1   Eligibility to Vote

The voices of all faculty and staff in the College of Professional Programs shall be included on decisions that directly affect them. Schools are encouraged to develop protocols that allow all faculty and staff to participate in the decision-making process, where appropriate.

Only faculty members who are employed at least half-time (0.5 FTE) are eligible to vote on faculty personnel matters. Voting must be anonymous, but exact procedures for voting are left to the discretion of each school.

4.2   Faculty Role and Responsibilities

Faculty roles and responsibilities are covered by the CBA. The P&P's of units will specify how advising is to be equally distributed among eligible faculty, including but not limited to number of advisees and modalities of advising. Office hours are to be posted.

Academic advising is an interactive process in which the advisor helps the student set and achieve academic goals, acquire relevant information and services, plan for the future beyond college, and make responsible decisions consistent with interests, goals, abilities, and degree requirements. Academic advising synthesizes and contextualizes students' educational experiences within the framework of their aspirations, abilities, and lives to extend learning beyond campus boundaries and timeframes.

Academic advising in the College of Professional Programs (CPP) has two main aspects, both vital for our students' success. The first is the "transactional" or the guidance and associated tasks that support accurate and timely term-to-term registration and ongoing retention. For the advisor, this may include, but is not limited to, the use of EWU advising tools, technology and resources used to provide informed support to the student.

The second aspect of academic advising in CPP is the "relational" or the personal support, information, and connections offered to students leading to timely graduation and success post-college. For the advisor, this may include, but is not limited to, mentoring, connecting students to campus resources and internships, research opportunities, networking and other circumstances that are rooted in the students' chosen field of study that support the students' next steps after they graduate from EWU.

4.3   School Responsibilities

As focal academic units within the University, schools have many important responsibilities to fulfill with adequate university support. These diverse responsibilities include, but are not limited to, ensuring curricula are innovative and reflect the current state of knowledge in the relevant academic fields, developing opportunities to leverage on experiential learning for students, ensuring that students can make normal progress toward degree completion, facilitating faculty development in teaching and other professional activities, and contributing in other appropriate ways to the university and the region.

4.4   School Policies and Procedures

Each unit will develop policies and procedures (P&P) consistent with the college's P&P and the CBA, and supportive of the University's and College's missions. The unit's faculty must approve the P&P before it is submitted to the Dean for approval.

These P&Ps must specify the expectations and benchmarks required of faculty for retention, tenure and/or promotion. Expectations and benchmarks, in the areas of teaching, scholarship, and service, must be at least equivalent to the College's standards as specified in Section 5. In addition, procedures to evaluate teaching, scholarship, and service, as well as the evidence needed to document and demonstrate achievement, need to be specified in the P&Ps and the faculty member's Faculty Activity Plan.

4.5   Overloads and additional employment

1. Overloads are covered in the CBA. The following policy regarding overloads and additional employment within the College of Professional Programs must be followed:
2. All overloads and additional employment must have the prior approval of the Dean. The request for the overload needs to be submitted and approved <u>prior</u> to the work being started.
3. The request for an overload should be presented in a short memo form and must include the following items:
    a. What the activity is (e.g. College in the High School, assessment, teaching a course, grant work, other)
    b. Justification for the activity (e.g. why the course must be taught as an overload, the significance of the activity, and why is the course not taught by another instructor)
    c. An updated workload for the faculty member for the academic year including any other overloads that may have been completed or are anticipated for a future quarter
4. To encourage a healthy work-life balance, overload and additional employment should be of a non-recurrent nature
5. If the school is, or anticipates, experiencing extenuating circumstances which will create an overload situation at a later date, the Dean's office needs to be notified immediately.

4.6 Student Travel Support

1. In the interest of supporting student development through the presentation of research papers or poster sessions at conferences and other types of professional workshops, the Office of the Dean will set aside a limited amount of funds to offer as travel awards each quarter, subject to budget availability. A maximum of $300 per student may be awarded to students who have been accepted to present at a professional organization's conference, other type of professional workshop, or a unique research endeavor.

2. School/Programs must provide 1:1 match for all student travel support awarded by the College. Applications may be obtained from the Office of the Dean.

5 Retention, Tenure and Promotion

5.1 Governing Principles

The educational quality of an institution depends primarily on the strength and quality of its faculty. Teaching is the primary concern of the university, as such, faculty must be well-trained, enthusiastic and effective in presenting knowledge to their students. In addition, as a public university, EWU has the responsibility to extend knowledge and its application, beyond the classroom. Faculty should engage in scholarship and service to enhance cultural, social, economic, and scientific development in their respective disciplines, academe, and communities.

To ensure that the faculty is composed of individuals with superior personal and professional qualifications, the following attributes are expected for each of the following ranks:

Lecturers and Senior Lecturers shall have demonstrated ability as effective teachers. Probationary tenure-track faculty shall have evident ability as a teacher and have evidence of ability to do scholarly activity as well as of potential to make service contributions to the University, profession, and/or community.

Associate Professors shall have demonstrated ability as an effective teacher and a productive scholar and have an established record of service to the University, profession, and/or community.

The rank of Professor signifies the highest level of professional accomplishment. Professors shall have an established reputation as an excellent teacher, and have gained regional, national or international recognition within the discipline or profession as an expert and outstanding scholar. Professors have an on-going agenda of inquiry and have produced a corpus of high-quality scholarship. In addition, Professors shall have significant and continued service contributions to the University, profession, and/or community.

The College of Professional Programs' (CPP) Policies and Procedures (P&P) are consistent with the Collective Bargaining Agreement (CBA), University Policies and Procedures, and the University Mission. Each School's (or Unit's) Policies and Procedures documents must be in line with the College of Professional Programs' Policies and Procedures. When discrepancies between the College Policies and Procedures and any School's (or Unit's) Policies and Procedures arise, the College Policies and Procedures document prevails.

The CPP's retention, promotion, and/or tenure requirements and guidelines regarding teaching, service and scholarship are as follows:

5.2 College Standards for Teaching Effectiveness

The following criteria apply to all faculty:

- Faculty are expected to be effective instructors. They are required to maintain a minimum average of 3.0 on a five-point scale on the four required questions of the standard evaluation form for credit-bearing courses, and mostly positive responses in their

complete and unredacted student evaluation comments. School (or Unit) policies and procedures may set higher student evaluation score expectations.

- Expectations of peer observation reviews are that these reviews are mostly positive or exhibit improvement over time.
- For retention, promotion, and/or tenure purposes vertical calculation (i.e., the average of averages) of the four questions in the standard evaluation form for all credit-bearing courses taught during the candidate's evaluation period be calculated and compared to the minimum 3.0 required score (i.e., 3.0 or more for each question for all courses taught during the applicable review period). Directors may use individual course evaluations to gauge short-term faculty teaching performance and when appropriate suggest activities that could improve the faculty's teaching effectiveness.
- Student evaluations should be considered as one factor in the documentation of effective teaching. Retention, promotion, and/or tenure decisions shall not be determined solely by the student evaluations. A wide range of factors that impact student learning need also be considered and should be reflected in the faculty member's Faculty Activity Plan (FAP). Evidentiary materials and supporting documents may vary across schools (or units) and disciplines. Schools (or Units) will define their evidence of effective teaching and an objective rating criterion.
- Schools (or Units) may develop standards and processes for excluding student evaluations in a course from being reported during a faculty review, subject to CBA 5.4.5(b)2.b. This may occur when faculty and school (or unit) directors determine that student evaluations do not fully or accurately reflect work performed by a faculty member. Examples may include (but are not limited to) the following: courses in which the instructor has limited control over curriculum or grading policies, new or experimental courses, courses with limited enrollment, or courses with poor evaluation response rates.

5.3 College Standards for Service

Tenured and tenure track faculty in the College of Professional Programs are expected to engage in service to the University, Profession, and/or Community. Each faculty member is expected to engage in a minimum of two substantial service activities (e.g., serving on a committee or participating in a community service project) during an academic year. At least one of the service activities should be membership in a university/college/school committee. Senior faculty, especially Full Professors, are encouraged to volunteer to serve in committee leadership positions. To reflect the unique professional/disciplinary realities, faculty service requirements can be modified if defined in the FAP and each School's (or Unit's) P&P.

5.4 College Standards for Professional and Scholarly Activity

Tenured and tenure track faculty in the College of Professional Programs are expected to be active in research and provide a record of continual scholarly accomplishment in their field. Each School (or Unit) in the College has a profile of scholarly endeavor that is particular to itself. Schools (or Units) will define the standards of performance for retention, promotion, and/or tenure and the specific types of professional activities and accomplishments that will be considered evidence of scholarship.

The evidence of scholarship may include peer-reviewed journal articles, conference papers and/or presentations, posters, and other scholarly products defined by the schools (or units) as pertinent to the faculty member's disciplinary domain. Scholarship standards developed should present performance expectations for promotion from both Assistant to Associate Professor and from Associate to Full Professor. Standards for achieving Full Professor should be higher than standards for achieving Associate Professor as defined by each School or Unit. Each School's (or Unit's) scholarship requirements should be initially developed with consideration of scholarship standards from at least two peer institutions selected by the School (or Unit). Among the factors, Schools (or Units) can use to identify and choose their peer institutions are:

Four-year public, primarily teaching, institution; accreditation status; a number, type, and size of programs in the school; enrollment size, student to faculty ratio; workload; resources available for faculty development; number of graduates with BS/BA every year, number of graduates with MS/MA/MBA every year, etc.

Schools (or Units) need not strictly adopt standards of peer institutions. Rather, scholarship standards from peer institutions are just one of several factors used to justify scholarship expectations adopted in the School's (or Unit's) policies and procedures.