Eastern Washington University

Cheney, Washington
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION STATEMENT, EASTERN WASHINGTON UNIVERSITY</td>
<td>5</td>
</tr>
<tr>
<td>MISSION STATEMENT, SCHOOL OF SOCIAL WORK AND HUMAN SERVICES (SSWHS)</td>
<td>6</td>
</tr>
<tr>
<td>HISTORY OF THE SCHOOL OF SOCIAL WORK AND HUMAN SERVICES</td>
<td>7</td>
</tr>
<tr>
<td>INTRODUCTION TO THE SCHOOL OF SOCIAL WORK AND HUMAN SERVICES COLLEGE PLAN</td>
<td>7</td>
</tr>
<tr>
<td>DESCRIPTION OF SSWHS ACADEMIC PROGRAMS</td>
<td>7</td>
</tr>
<tr>
<td> African American Education Program</td>
<td>7</td>
</tr>
<tr>
<td> Alcohol and Drug Studies</td>
<td>8</td>
</tr>
<tr>
<td> American Indian Studies</td>
<td>9</td>
</tr>
<tr>
<td> Chicano Education Program</td>
<td>9</td>
</tr>
<tr>
<td> Social Work</td>
<td>10</td>
</tr>
<tr>
<td> Social Work (Graduate)</td>
<td>11</td>
</tr>
<tr>
<td> Social Work (Undergraduate)</td>
<td>12</td>
</tr>
<tr>
<td> The Center for Aging Studies</td>
<td>13</td>
</tr>
<tr>
<td>STRATEGIC PLAN FOR THE SCHOOL</td>
<td>14</td>
</tr>
<tr>
<td>GOVERNANCE OF THE SSWHS</td>
<td>14</td>
</tr>
<tr>
<td> Charter For The School’s Coordinating Council</td>
<td>14</td>
</tr>
<tr>
<td> Role and Responsibilities of the Dean</td>
<td>15</td>
</tr>
<tr>
<td> Evaluation Of The Dean</td>
<td>16</td>
</tr>
<tr>
<td>SCHOOL COMMITTEES</td>
<td>16</td>
</tr>
<tr>
<td> SSWHS Faculty Development and Standards Committee</td>
<td>16</td>
</tr>
<tr>
<td> Social Work and Aging Studies Personnel Committee</td>
<td>16</td>
</tr>
<tr>
<td> African American Education, Alcohol and Drug Studies, American Indian Studies and Chicano Education Personnel Committee</td>
<td>17</td>
</tr>
<tr>
<td> Diversity Committee</td>
<td>17</td>
</tr>
<tr>
<td> Task Forces and Work Groups</td>
<td>17</td>
</tr>
<tr>
<td>ACADEMIC PROGRAMS</td>
<td>17</td>
</tr>
<tr>
<td> Responsibilities of Academic Programs</td>
<td>17</td>
</tr>
<tr>
<td> Academic Program Plans</td>
<td>18</td>
</tr>
<tr>
<td> Program Assessment Plans</td>
<td>19</td>
</tr>
<tr>
<td>THE PROGRAM DIRECTOR</td>
<td>19</td>
</tr>
<tr>
<td> Selection of the Program Director</td>
<td>20</td>
</tr>
<tr>
<td> Responsibilities of the Program Director</td>
<td>20</td>
</tr>
<tr>
<td> Evaluation of the Program Director</td>
<td>21</td>
</tr>
<tr>
<td>SSWHS BUDGET</td>
<td>21</td>
</tr>
<tr>
<td> Budget Responsibilities</td>
<td>21</td>
</tr>
<tr>
<td> Principles That Guide the Budget Process</td>
<td>21</td>
</tr>
<tr>
<td> The Development of Annual Budgets</td>
<td>21</td>
</tr>
<tr>
<td> Allocation of Vacant Positions</td>
<td>21</td>
</tr>
<tr>
<td> Faculty Replacement for Grants</td>
<td>22</td>
</tr>
<tr>
<td>FACULTY</td>
<td>22</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>Faculty Status</td>
<td>22</td>
</tr>
<tr>
<td>Qualification for Rank: Teaching Faculty</td>
<td>22</td>
</tr>
<tr>
<td>Faculty Recruitment and Selection</td>
<td>22</td>
</tr>
<tr>
<td>Additional Faculty Recruitment Guidelines</td>
<td>23</td>
</tr>
<tr>
<td>School Expectations of Faculty</td>
<td>24</td>
</tr>
<tr>
<td>Teaching</td>
<td>24</td>
</tr>
<tr>
<td>Scholarship: Discovery, Integration, and Application</td>
<td>26</td>
</tr>
<tr>
<td>Professional Service</td>
<td>26</td>
</tr>
<tr>
<td>Collegiality</td>
<td>27</td>
</tr>
<tr>
<td>Professional Responsibilities Included in the Collective</td>
<td>27</td>
</tr>
<tr>
<td>Bargaining Agreement</td>
<td>27</td>
</tr>
<tr>
<td>Probationary Faculty and Procedures For Evaluation</td>
<td>28</td>
</tr>
<tr>
<td>Promotion and Tenure</td>
<td>30</td>
</tr>
<tr>
<td>Promotion to Associate Professor with Tenure</td>
<td>30</td>
</tr>
<tr>
<td>Faculty Activity Plans</td>
<td>30</td>
</tr>
<tr>
<td>School Parameters for Faculty Activity Plans</td>
<td>31</td>
</tr>
<tr>
<td>Approval of Faculty Activity Plans</td>
<td>32</td>
</tr>
<tr>
<td>Tenure and Promotion from Assistant Professor to Associate Professor</td>
<td>32</td>
</tr>
<tr>
<td>Qualifications for Promotion to Associate Professor and Tenure</td>
<td>32</td>
</tr>
<tr>
<td>Application and Review Process for Promotion to Associate Professor</td>
<td>32</td>
</tr>
<tr>
<td>Portfolio Submission</td>
<td>32</td>
</tr>
<tr>
<td>Review of the Portfolio</td>
<td>32</td>
</tr>
<tr>
<td>Promotion to Full Professor</td>
<td>33</td>
</tr>
<tr>
<td>The Promotion Plan</td>
<td>33</td>
</tr>
<tr>
<td>Qualifications for Promotion to Full Professor</td>
<td>34</td>
</tr>
<tr>
<td>Application and Review Process for Promotion to Full Professor</td>
<td>34</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>34</td>
</tr>
<tr>
<td>Faculty Development Fund</td>
<td>34</td>
</tr>
<tr>
<td>Special Faculty</td>
<td>35</td>
</tr>
<tr>
<td>Titles</td>
<td>35</td>
</tr>
<tr>
<td>Qualifications for Appointment</td>
<td>35</td>
</tr>
<tr>
<td>Faculty Activity Plans For Special Faculty</td>
<td>35</td>
</tr>
<tr>
<td>Terms of Appointment</td>
<td>35</td>
</tr>
<tr>
<td>Work Load</td>
<td>36</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>36</td>
</tr>
<tr>
<td>SUPPORT STAFF</td>
<td>36</td>
</tr>
<tr>
<td>Administrative Exempt Employees</td>
<td>36</td>
</tr>
<tr>
<td>Recruitment and Appointment</td>
<td>36</td>
</tr>
<tr>
<td>Position Description</td>
<td>36</td>
</tr>
<tr>
<td>Career Development Plans</td>
<td>37</td>
</tr>
<tr>
<td>Evaluation</td>
<td>37</td>
</tr>
<tr>
<td>Compensation</td>
<td>37</td>
</tr>
<tr>
<td>Classified Employees</td>
<td>37</td>
</tr>
<tr>
<td>Professional Development</td>
<td>37</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>38</td>
</tr>
<tr>
<td>Student Recruitment and Retention</td>
<td>38</td>
</tr>
<tr>
<td>Admission to Programs</td>
<td>38</td>
</tr>
<tr>
<td>Advising</td>
<td>38</td>
</tr>
<tr>
<td>Academic Appeals Process</td>
<td>38</td>
</tr>
<tr>
<td>Career Counseling and Alumni Relations</td>
<td>39</td>
</tr>
<tr>
<td>Students’ Rights and Responsibilities</td>
<td>39</td>
</tr>
<tr>
<td>Recognition of Student Achievement</td>
<td>39</td>
</tr>
<tr>
<td>Dean’s Honor List</td>
<td>39</td>
</tr>
<tr>
<td>Frances B. Huston Award</td>
<td>39</td>
</tr>
<tr>
<td>CURRICULUM AND ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Curriculum Development and Renewal</td>
<td></td>
</tr>
<tr>
<td>Purpose of Assessment</td>
<td></td>
</tr>
<tr>
<td>Outcomes Assessment</td>
<td></td>
</tr>
<tr>
<td>Accreditation</td>
<td></td>
</tr>
<tr>
<td>Maintenance of Programs</td>
<td></td>
</tr>
<tr>
<td>Discontinuance of Programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>APPENDIX I: American Association of University Professors Statement on Professional Ethics</td>
<td></td>
</tr>
<tr>
<td>APPENDIX II: Statement of Academic Freedom and Tenure, 1940 Statement of Principles</td>
<td></td>
</tr>
<tr>
<td>APPENDIX III: The Ethics of Recruitment and Faculty Appointment</td>
<td></td>
</tr>
<tr>
<td>APPENDIX IV: Program and Faculty Activity Plans</td>
<td></td>
</tr>
<tr>
<td>APPENDIX V: Northwest Association of Schools and Colleges Policy of Faculty Evaluations</td>
<td></td>
</tr>
<tr>
<td>APPENDIX VI: Design for the Promotion and Tenure Portfolio</td>
<td></td>
</tr>
</tbody>
</table>
EASTERN WASHINGTON UNIVERSITY
MISSION STATEMENT

Eastern Washington University is a student-centered, regionally based, comprehensive university. Its campus is located in Cheney, within the Spokane metropolitan area, with additional learning centers in the region and elsewhere in Washington State. Its mission is to prepare broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society. Eastern Washington University will achieve its mission by providing:

- an excellent student-centered learning environment;
- professionally accomplished faculty who are strongly committed to student learning;
- high-quality integrated, interdependent programs that build upon the region’s assets and offer a broad range of choices as appropriate to the needs of the university's students and the region; and
- exceptional student support services, resources, and facilities.

Eastern's philosophy remains guided by the conviction that the study of the liberal arts and the sciences provides the academic foundation of an educated citizenry; therefore, the Cheney campus offers students a full range of traditional courses, programs, and activities. Building upon this foundation, Eastern Washington University's degree programs prepare students for full participation in our growing and changing regional and national economies.

Eastern Washington University devotes itself to nurturing honest, engaged and critical minds on both its Cheney and Spokane campuses. Through professional programs and internships, offered in partnership with business, K-12 schools, industry, health-care providers, social services and the performing arts community, Eastern's students enhance their talents, training, and practical experience. As a partner in the Spokane Intercollegiate Research and Technology Institute and through major involvement at the Riverpoint campus of the Joint Center for Higher Education, Eastern offers students unique opportunities through collaborative education.
School of Social Work and Human Services

Mission Statement

The School of Social Work and Human Services is committed to the creation of learning opportunities that will permit its graduates to enter meaningful careers that will improve their quality of life as well as enhancing the communities in which they live. The School offers undergraduate and graduate programs in Social Work and academic minors in Aging Studies, African American Education, Alcohol and Drug Studies, American Indian Studies, and Chicano Education.

Affirmative Action Policy

The School of Social Work and Human Services is committed to a policy of non-discrimination on the basis of race, sex, religion, national origin, age, sexual orientation, or disability. Beyond this is a commitment to affirmative action goals. The School of Social Work and Human Services has officially taken the position that an increasing proportion of society's resources should be made available to members of minority racial and ethnic groups. Thus, the School of Social Work and Human Services supports this position and seeks to implement it through recruitment efforts, allotment of financial aid, and employment practices.
HISTORY OF THE SCHOOL OF SOCIAL WORK AND HUMAN SERVICES

The School of Social Work and Human Services (SSWHS) emerged in 1999 as part of Eastern Washington University’s collegiate reorganization efforts. The SSWHS was afforded collegiate level status on July 1, 1999. The SSWHS houses the African American Education Program; Alcohol and Drug Studies Program; American Indian Studies; The Center for Aging Studies; Chicano Studies and Chicano/Latino Student Services; Social Work, Undergraduate Program; and Social Work, Graduate Program.

INTRODUCTION TO THE SCHOOL OF SOCIAL WORK AND HUMAN SERVICES COLLEGE PLAN

The School of Social Work and Human Services’ College Plan guides the development and operation of the School. The plan sets directions for the School that are consistent both with the university and school’s mission statements. The plan clarifies policies and procedures, guides resource allocation, provides a framework in which to resolve disagreements, and encourages initiative and enterprise by academic units and individuals.

The School works to advance the mission of Eastern Washington University and contributes to the achievement of its vision. The School functions within university policies and procedures as outlined in the Eastern Washington University Policies and Procedures and in accordance with the terms of the UFE-EWU Collective Bargaining Agreement. This plan is subject to a process of continuous review and revision to ensure that the School is responsive to changing circumstances and is able to respond effectively to new challenges and opportunities.

The plan will be voted on by the faculty and staff of the School of Social Work and Human Services and it must be approved by a majority of the School’s faculty and staff to be adopted. Because this is a working document, clarification and interpretation of the plan will be done throughout the year by the School’s Coordinating Council.

Substantive changes in the plan, after it has been adopted, will be approved by the Dean and the School’s Coordinating Council and ratified by a vote of the faculty and staff. Changes will be made through a collaborative process and circulated to all members of the School prior to being brought to a vote. Changes may be proposed to the School’s Coordinating Council by faculty, staff members, or proposed by the members of the Schools Coordinating Council at any time. Every three years, the School’s Coordinating Council will do a thorough review of the plan to identify necessary revisions or additions. In order for any new changes to be adopted and incorporated into the plan, a majority of the School’s faculty and staff must vote in favor of them.

The ratification of the plan and approval of subsequent changes will take place by written ballots mailed out to all members of the faculty and staff in the School by the Dean’s office staff. Ballots will be returned to the Dean’s office and opened and counted by the dean and two UFE representatives. Reports of the balloting will be made to the faculty and staff. Copies of the plan will be available in each program office and in the Dean’s office.

DESCRIPTION OF THE SSWHS

ACADEMIC PROGRAMS

The School of Social Work and Human Services includes seven academic programs: The African American Education Program; Alcohol and Drug Studies; American Indian Studies Program; The Center for Aging Studies; Chicano Education Program; Social Work, Undergraduate Program; and Social Work, Graduate Program. The following are brief descriptions of these programs.

The African American Education Program (AAEP)

The AAEP is an academic program as well as a student support center. AAEP manages recruitment, admissions and retention services, as well as presenting the African American Studies curriculum for all
students.

AAEP also provides one-on-one tutorial programs, academic-career advising services, and financial aid advising. Services ensure a hospitable, supportive environment for students while encouraging their personal growth and success.

AAEP sponsors national speakers, programs and an annual African American History Month Banquet, as well as formal recognition of important dates in African American history. The purpose of these events is to cultivate awareness for the university and the community of African American issues and achievements. The program also provides supports for students to attend cultural and educational events.

AAEP offers an African American Studies curriculum as part of Eastern’s liberal arts program and cultural diversity requirements for a BA/BS degree. African American Studies courses provide understanding and appreciation of the universal African American experience today and historically from an Afrocentric worldview. They also give students the opportunity to evaluate the influence of African American culture on the entire human civilization. All students are encouraged to take African American Studies courses. Many courses are cross-listed with other departments such as History, English and Art. Students taking 20 credits in African American Studies are qualified to declare a minor in African American Studies. Students are advised to consult an AAEP advisor or the director regarding their selection of courses for this minor.

AAEP actively assists Eastern’s Admissions Office in recruiting and admitting students to the university. Students who select Eastern are assisted at every stage of the admissions process, including application for financial aid. AAEP also informs students about scholarships, grants, loans and workstudy programs.

In addition to the university’s general services, AAEP advising services provide academic personal and career advising. Our professionally trained African American advisors are sensitive to the concerns African American students may have about a predominantly white school. AAEP advisors aid students with course selection, steering them toward required courses for their degrees and planned professions. New incoming students are especially encouraged to contact an AAEP counselor before registering for classes.

AAEP provides tutorial services in most academic area for students at Eastern. Our tutorial specialists include graduate students with previous teaching and tutoring experience and undergraduate students recommended by their chairs, all trained in the learning styles. Tutoring is conducted one-on-one or in a tutorial group. The primary purpose of the tutorial service is to assist students who are experiencing difficulty in their academic courses. However, any student who wants to improve their skills can seek assistance.

AAEP awards a number of scholarships for Eastern’s students. The awards are in addition to other university-wide scholarships.

AAEP works closely with African American student organizations. These include the Black Student Union (BSU) and the Zeta Phi Beta Sorority.

**Alcohol and Drug Studies Program (ADST)**

The Alcohol/Drug Studies Program is a multi-disciplinary program that provides university level education valuable for students in all disciplines, particularly those students interested in alcohol/drug prevention and treatment, as well as for students pursuing careers in health, business and industry, criminal justice, and social services. Drawing upon history, sociology, chemistry, biology, social work, criminal justice, and psychology, alcohol/drug study incorporates this knowledge and skill into a distinct field. Alcohol/Drug Study enhances effectiveness in all personal and career endeavors, especially those that center on working with people.

**Prevention and Counseling Minor**
The ADST Prevention and Counseling minor is especially designed to prepare drug and alcohol treatment counselors. It requires two quarters of practicum. The practicum provides in-depth work in the field by placing the student in a certified alcohol/drug treatment agency. The student with this practicum experience is highly marketable and frequently hired while in placement. This minor option also fulfills the initial state academic requirements for drug and alcohol counselor certification.

**Alcohol/Drug Foundations Certificate Program**

The certificate program enhances competence in identifying and addressing drug and alcohol issues. It is ideally suited for students not intending to apply for state certification or work as a drug/alcohol counselor or prevention specialist. Completion of the Foundations Certificate Program will strengthen majors in health, social work, psychology, education, and other human-service oriented occupations. The students will receive a certificate upon completion of the requirements.

**American Indian Studies**

A major goal of the American Indian Studies is to expand the knowledge students have concerning contributions of research and knowledge by American Indians to American society. The EWU Indian Studies Department believes that the American Indian on this continent--past and present--should be of vital concern to students and faculties within the higher education system of America, and that the contributions of Indian societies to scholarly bodies of knowledge is infinitely valuable.

**Minor in Indian Studies**

The American Indian Studies Program (IDST) offers a minor in Indian Studies. Additional curricula, currently being designed to accompany the minor, supports American Indian histories, philosophies, languages, and experiences as they exist and as they have existed within Indian cultures. Although this internalized view of the body of spiritual and intellectual knowledge of the Native Peoples of the Americas has rarely been considered an integral part of America, Eastern's American Indian Studies Program offers curriculum designed to:

- prepare students for professional employment within their Indian nations;
- offer an appropriate support apparatus for Indian students who wish to enter any of the major disciplines; and
- develop important course work to meet the intellectual aspirations of all Americans and the wider society.

In addition to offering a wide range of academic courses, the Indian Studies Program also provides an advising system to Native American students as a means of enriching and supporting their individual academic goals and cultural heritage. IDST advisers assist students with academic planning, career counseling, tutorial services, financial aid information/workshops, orientation, assistance with admissions, liaison with BIA and tribal organizations. Program headquarters also serve as a resource/referral center where social services and personal counseling also are provided.

**Chicano Education Program (CEP)**

**Mission**

The Chicano Education Program has a dual mission at Eastern Washington University. The program’s first mission is to actively contribute towards enhancing the opportunity and participation of Chicanos/Latinos in higher education. This mission is achieved by actively recruiting and supporting Chicano/Latino students to have a positive and successful academic career.

A parallel CEP mission is to contribute to EWU’s goal towards addressing diversity by providing all students regardless of ethnicity, with a Chicano Studies curriculum leading to a comprehensive understanding and appreciation of the Chicano/Latino community and relevant issues.
CEP is committed to staging initiatives which fulfill its dual mission. The Chicano Education Program is divided structurally into three distinct program components.

**Recruitment**

The Chicano Education Program’s student recruitment efforts are focused on various activities aimed at encouraging Chicano/Latino students to pursue higher educational opportunities at EWU. Specific recruitment activities include visiting high schools and community colleges; staging university based student visitations; participating in educational and community career fairs; using the Spanish media (radio, television and newspapers) to disseminate information about educational opportunities at EWU, networking with Chicano/Latino community organizations and other recruitment focused initiatives. In addition, CEP assists student’s transition into the university by contacting university offices and departments (i.e. Admissions Office, Financial Aid, Housing and Residential Life) on the students’ behalf.

**Student Support Services**

The Chicano Education program also provides a variety of academic and non-academic support services benefiting students. These include academic advising, scholarship and scholarship information, mentorship opportunities, cultural based initiatives, linkages for tutoring needs, a college orientation class and other student support services. CEP also assists students to become familiar with university regulations and practices and advocates in the students’ behalf with other university departments and offices.

**Chicano Studies**

CEP offers a Chicano Studies academic minor designed to provide all students regardless of ethnicity, a comprehensive understanding and appreciation of the Chicano/Latino community and relevant issues.

CEP’s Chicano Studies offerings include lower and upper division coursework. The Chicano Studies minor will enhance the academic preparation of students planning to teach at the secondary or elementary level or those who are interested in careers as counselors or social service agents.

Refer to required courses and course descriptions segment for additional information about CEP’s Chicano Studies curriculum offering.

**Other CEP Activities**

CEP maintains contact with both the Chicano and non-Chicano communities throughout the state of Washington. The program’s outreach efforts include seminars, lectures, cultural and arts exhibitions. The program sponsors “Primera Generacion” a Mexican folk dance group which performs for the campus and general community for purposes of outreach.

The program publishes two quarterly newsletters. The newsletter Q-VO, informs students and the community about CEP activities. El Vuelo del Aguila newsletter helps cultivates and maintains positive relations with Chicano/Latino alumni. On the national level, CEP actively participates with the National Association for Chicana and Chicano Studies, an organization which promotes research relevant to the Chicano community.

**Chicano Studies Minor (25 credits)**

The minor in Chicano Studies provides all students regardless of ethnicity with a comprehensive understanding of the Chicano/Latino community through its Chicano Studies course offerings. Emphasis is placed upon the study of the Chicano community. Lower division courses such as Introduction to Chicano Culture and Chicano History encourage students to develop valid concepts and generalizations regarding Chicano issues. Two upper division courses expand on aspects of the Chicano/a experience. These include Chicano-Latino Politics in America and Survey of Chicano Literature. The minor will enhance the academic preparation of all students regardless of academic field.

Required courses (25 credits)
CHST 101  Introduction to Chicano Culture (5)
CHST 218  Chicano History (5)
CHST 300  Survey of Chicano Literature (5)
CHST 320  Chicano-Latino Politics in America (5)
CHST 499  Directed Studies: Field Research in Chicano Studies (5)

School of Social Work

History and Background

Social work education at Eastern began in the late 1950s with the development of an undergraduate social work major within the Sociology Department. Professional social workers were added to department faculty in the 1960s and early 1970s, and it was expanded and renamed the Department of Sociology, Anthropology, and Social Work. The baccalaureate program in social work remained in the department until 1977 when it was administratively transferred to the Inland Empire School of Social Work and Human Services. The program was granted constituency membership in the Council on Social Work Education in 1969 and was accredited in 1974.

At the urging of the Spokane professional social work community and the university, the 1972 State Legislature authorized a study to explore the feasibility of establishing an MSW program on the eastern side of the state. Dr. Gordon Hearn, then Dean of the School of Social Work at Portland State University, was commissioned to conduct the study. The Hearn Study identified a need for social work education, not only in Eastern Washington, but in the broader area known as the Inland Northwest, and recommended that the program be located at EWU.

Authority and approval for a Master of Social Work Program was given by the legislature and the Washington Council on Post-Secondary Education. The year 1974-75 was designated as a planning year, with the first class of students admitted in September of 1975 and the first MSW degrees awarded in June of 1977.

The MSW Program achieved candidacy status in 1975 and was fully accredited in 1977. A mandatory review of the original accreditation occurred in 1981 at which time the Community-Based Part-Time Program model was approved as an integral part of the School’s program delivery system. Both the BASW and MSW Programs were fully reaccredited in 1993.

Mission

The School of Social Work is committed to the ongoing development of social work education that instills a core commitment to building a diverse society based on social and economic justice and enhancing opportunities for human well being. The School engages students in the acquisition of critically assessed knowledge and practice skills focused on working collaboratively and therapeutically with people.

Vision

The School prepares students to engage in processes aimed at empowering individuals to improve their life situation and to modify the organizational, community, and societal conditions that prevent oppressed populations from obtaining a basic quality of life.

The School prepares social work professionals for practice in the public sector or in those private agencies that address the needs of oppressed and disadvantaged populations. Students are provided with the necessary values, knowledge, and skills to practice within a rural/regional/smaller urban service delivery system environment.

Graduates assume key professional practice roles in human service agencies, community organizations, collaborative networks, and change focused coalitions.

Through the combined commitment of the practice community and faculty, the School:

- prepares students at the undergraduate and graduate levels for professional social work practice;
- serves place-committed individuals by providing structured part-time, off-campus, programs;
• responds to the needs of practitioners through the provision of staff development, consultation, and continuing education; and

• engages in research activities that contribute to the creation and dissemination of knowledge relevant to the profession.

Social Work (Graduate)

Full-Time Campus Program
Students admitted to the campus program follow standard academic-year calendars and complete their degrees within six quarters, excluding summers, in a program of full-time study. Because of the demands of the full-time program, full-time employment is not recommended while a student in this program.

Community-Based Program
This program was developed especially to accommodate persons of color and disability, and others persons who are disadvantaged due to limited income, employment restrictions, or other life circumstances which would prevent them from leaving home to pursue the MSW degree on campus. This program attracts people who are currently employed in human services and cannot leave that employment to further their education. Community-based programs are offered in Everett, Yakima and Spokane. Admission to the Community-Based Program is not offered every year; interested applicants should consult the School about program offerings prior to applying for admission to this program.

The Community-Based Program curriculum is the same as that of the campus program, though spread out over a three-year period. Admission requirements and procedures are the same, as that of the campus program except students for this program must:

• be able to attend classes as scheduled;

• be employed full- or part-time in a social agency, or be unable for personal or financial reasons to relocate to Cheney;

• provide written approval of their employing agencies for class attendance and practicum arrangements.

Social Work (Undergraduate)

At the undergraduate level, the educational program is designed to prepare graduates for entry-level social work practice. The focus is on a problem-solving generalist model which fits the needs of the region. The objectives of the program are to:

(a) Prepare graduates for entry-level professional positions in the field of social welfare.
(b) Provide a foundation for those who wish to pursue graduate education in social work.
(c) Assist students who want to use a social work major as preparation for other professions and services or as preparation for civic leadership and participation in community social services.

To meet these objectives, the School offers a professional curriculum with courses in human behavior in the social environment, intervention methods, social welfare policy and services, research methods and field practicum. This professional curriculum is supported by a liberal arts foundation, with required courses in the behavioral/biological sciences. The undergraduate program emphasizes a task-centered, problem-solving approach to social work practice.

BSW Program Goals

The baccalaureate program in social work is designed to provide foundation knowledge and skills for entry-level positions in social agencies and in preparation for a more advanced social work degree in the future.

More specifically, it is the intent of the BASW program to provide social work students the latest knowledge and skills necessary to meet the responsibilities assigned to them in the real world of work, as well as those assigned to them by the profession of social work. These responsibilities are named below and defined in the School’s Student Handbook.

1. Providing professional social work value driven practice in entry level positions;
2. Interpersonal helping;
3. Working with groups and teams;
4. Assessing strengths and challenges in clients and their environments;
5. Assessing risks and the need for protections, transitions, or other immediate actions;
6. Planning and managing cases with other formal and informal helpers,
7. Linking people to programs and informal resources, and
8. Providing tangible, concrete services.

Additionally, because our program has been accredited by the Commission on Accreditation of the Council on Social Work Education we are committed to achieving the following goals stated in the Accreditation Standards.

Graduates of the School’s BASW Program will be able to:

- Apply critical thinking skills within the context of professional social work practice.
- Practice within the values and ethics of the social work profession and with the understanding of and respect for the positive value of diversity.
- Demonstrate the professional use of self.
- Understand the forms and mechanism of oppression and discrimination and the strategies of change that advance social and economic justice.
- Understand the history of the social work profession and its current structures and issues.
- Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
- Apply knowledge of bio-psycho-social variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and social systems (i.e., families, groups, organizations, and communities).
- Analyze the impact of social policies on client systems, workers, and agencies.
- Evaluate research studies and apply findings to practice, and under supervision, to evaluate their own practice interventions and those of other relevant systems.
- Use communication skills differentially with a variety of client populations, colleagues, and members of the community.
- Use supervision appropriate to generalist practice.
- Function within the structure of organizations and service delivery systems, and under supervision, seek necessary organizational change

The Center for Aging Studies

The Center for Aging Studies, administratively located within the School of Social Work and Human Services, serves as the coordinating entity for the university's multidisciplinary Aging Studies minor. This program draws upon the university's existing resources in such fields as social work, sociology, biology, psychology, nursing, nutrition and dietetics, health sciences, recreation and leisure services, physical education, economics, and various ethnic minority programs. The program is designed to prepare students for careers in the development, management, and provision of services to older persons. Such careers include: management of public and private agencies serving older persons; administration of residential care facilities for the elderly; and the management and direction of social, leisure, and health services to older persons. Another major thrust of activity at present is directed toward increasing the number of aging-related courses by departments of the university. With this accomplished, students interested in careers in the field of aging, either as practitioners or researchers, will have opportunities to expand their knowledge of aging along with their chosen discipline.
GOVERNANCE OF THE SSWHS

Charter For The School’s Coordinating Council

The School’s Coordinating Council, is an integral part of the governance process for the School of Social Work and Human Services, and is advisory to the Dean of the School.

The School’s Coordinating Council is made up of the Directors from Social Work, Undergraduate
The responsibilities of the School’s Coordinating Council include the following:

- deliberating about policy issues and developing recommendations to the Dean;
- represents the interests of faculty and staff in the policy making process;
- ensuring that policies and practices are coherent across the academic units in the School;
- collaborating with the Dean in recommending a budget for the School;
- maintaining linkages and encouraging collaboration across academic units;
- providing opportunities for program directors to discuss issues of common concern;
- giving assistance and support to new program directors;
- bringing input from faculties and staff of academic units to inform the School Coordinating Council’s deliberations;
- keeping faculty informed about School and University issues and policies;
- coordinating planning and program review activities in the School;
- collaborating with the Dean in organizing committees and task forces to deal with emerging issues in the School;
- providing leadership in long-term strategic planning for the School;
- evaluates the performance of the Dean, based on outcomes identified in the School Plan, on a regular basis.

The School’s Coordinating Council seeks to make decisions through consensus and works from a shared commitment to openness, honesty, and trust. Members agree to maintain the confidentiality of information when that is required and commit themselves to active engagement with decision-making, including strong advocacy for their positions followed by public support for decisions made by the group.

The School’s Coordinating Council meets on a regular basis as needed and distributes reports of the meetings to the faculty/staff of the School of Social Work and Human Services. Agendas and background information are provided in advance of meetings by the Dean’s office. If Coordinating Council members are unable to attend a meeting, they will send an appropriate representative.

**The Dean of the SSWHS**

**Role of the Dean**

The Dean is the chief administrative officer for the School and reports to the Vice President for Academic Affairs and Provost.

**Responsibilities of the Dean**

- serve as head of the School of Social Work and Human Services, exercising administrative responsibility for all programs and services in the School;
- provide visionary leadership to the School in academic matters, strategic planning, personnel development, acquisition and stewardship of resources, external relations, and intellectual vitality;
- encourage collaboration within the School and with external constituencies in the university and the larger community;
- advocate for the needs of the School in matters of resource allocation and policy development;
- contribute to university decision-making through membership on the Presidential and Provost level policy making bodies;
- develop, monitor and evaluate the School’s budget in consultation with the School’s Coordinating Council;
- represent the School to its external constituencies, including public education, higher education, businesses, social service agencies, community organizations, regional and national professional organizations, and alumni;
- develop external support and initiate fundraising opportunities for scholarships and new initiatives;
- communicate regularly with the faculty about inter-program, school and university issues;
- make recommendations to the Provost about the appointment and retention of new faculty and about candidates for promotion and tenure;
- participate in the grievance process as outlined in the Collective Bargaining Agreement;
- recommend appointment of program directors, evaluate their performance, and support their professional development;
- assist faculty with continuous improvement in teaching, scholarship, service, and collegiality;
- encourage and facilitate development by faculty of grants and contracts that support new initiatives, program and School goals;
- hear student appeals of program decisions and render judgments;
- coordinate School assessment plans, accreditation and program reviews;
- facilitate partnerships within the university and with external groups;
- coordinate a school advisory committee that supports and challenges the School in setting and achieving ambitious goals.

Evaluation of the Dean

Each year, the Dean prepares goals for review and approval by the Provost. These goals serve as the basis for the Provost’s annual review of the Dean’s performance by the Provost. A biennial evaluation of the Dean will be conducted based on the approved goals mentioned above. Reports of the results of the Dean’s evaluation will be communicated to the Dean and to the Provost.

SCHOOL COMMITTEE(S)

SSWHS Faculty Development and Standards Committee

The SSWHS Faculty Development and Standards Committee is responsible for the development and implementation of policy regarding issues relating to the retention, tenure, and promotion of all faculty within the School. It also serves as a review body in promotion/tenure reviews at the request of the affected faculty member. In addition, the Committee is also responsible for the development and implementation of matters regarding faculty development activities within the School.

The SSWHS has determined to establish two parallel Personnel Committees to handle the review of faculty in regard to retention, tenure and promotion. One Personnel Committee will address the retention, tenure and promotion needs of faculty within the School of Social Work and the Aging Studies Program. A second Personnel Committee will address the retention, tenure and promotion needs of those faculty in African American Education, Alcohol and Drug Studies, American Indian Studies, and the Chicano Education programs.

Membership includes representation from each of the following programs within the School: ADST, AIS, AAEP, CEP, Center on Aging, Social Work Undergraduate Program, and the Social Work Graduate Program.

Responsibilities:

- ensure the consistent quality of faculty in its teaching, scholarly, and community service activities, the Faculty Development and Standards Committee encourages faculty to engage in activities which contribute to a faculty member’s professional development.
- develop and implement a School Faculty Activity Plan that sets goals for School-wide faculty development, plans activities, and evaluates its effectiveness.
- allocate School-level faculty development resources in ways that advance the School’s Faculty Activity Plan.
- serve in a voluntary and consultative role in drafting Faculty Activity Plans.
- mentor new faculty members in their development of courses, research and writing projects and community involvement.
encourage faculty to participate in professional conferences and workshops and other professional development opportunities.

actively engage with colleagues in the exchange of ideas and/or current work.

**Social Work and Aging Studies Personnel Committee**

The School's Personnel Committee for Social Work and Aging Studies faculty is made up of a minimum of three (3) tenured faculty who, where possible, hold a rank at or above that of the person being reviewed and includes one SSWHS representative from a program other than Social Work or Aging Studies. No specific number of committee members is specified. Members serve two year overlapping terms. They are elected by their respective programs.

The committee elects a chair, and the Dean’s office provides staff support for the committee. The prior year’s chair convenes the committee’s first meeting and presides over the election of the new chair. The Dean’s office publishes timelines for promotion and tenure review and notifies eligible faculty of the schedule and deadlines. The committee reviews and makes recommendations to the Dean on *issues relating to retention, promotion and tenure as well as on Faculty Activity Plans* (at the discretion of the individual faculty member) for special and probationary faculty as they are developed.

**African American Education, Alcohol and Drug Studies, American Indian Studies, and Chicano Education Personnel Committee**

The School's Personnel Committee reviewing African American Education, Alcohol and Drug Studies, American Indian Studies, and Chicano Education program faculty will be composed of three tenured faculty members selected by the Dean and the faculty member undergoing review. One of these three committee members shall be a Social Work faculty member.

The committee is selected at the time of a faculty member’s appointment and continues in existence throughout the probationary period. A new committee is selected once the faculty member achieves the rank of associate professor and the committee is re-appointed on a three year rotating basis. The committee reviews and makes recommendations to the Dean on *issues relating to retention, promotion and tenure as well as on Faculty Activity Plans* for special and probationary faculty as they are developed.

The affected faculty member may request a second review by the Faculty Development and Standards Committee whose recommendations become a part of the personnel process record.

SSWHS Personnel Committees will represent ethnic and gender diversity.

The SSWHS Personnel Committees will promote consistency and equity across the School in the application of standards for retention, tenure and promotion of SSWHS faculty. Deliberations of the SSWHS Faculty Development and Standards Committee are confidential.

**Diversity Committee**

The Diversity Committee is a standing committee of the SSWHS. The Diversity Committee is charged with the goal of:

- promoting diversity in all forms throughout the School
- contributing to successful recruitment, retention, and promotion of faculty representing diversity
- contributing to enhancing the diversity of students in the SSWHS expanding cultural awareness for all people regardless of background

The Diversity Committee defines diversity to include but is not limited to people of color, people with disabilities, and people of different sexual orientation.

The Dean accepts volunteers and appoints SSWHS faculty and staff. Membership is for two year
overlapping terms.

Task Forces and Work Groups

As needed, the Dean in consultation with the School’s Coordinating Council will appoint special task forces or work groups to accomplish specific goals. Task forces and work groups will be chartered by the School Coordinating Council and/or the Dean and reasonable timelines established for their work. Participation on task forces or work groups will be recognized as college service for purposes of merit, retention, promotion and tenure reviews.

ACADEMIC PROGRAMS

Responsibilities of the Programs

The principal function of the programs in the School of Social Work and Human Services is the education of students to assume leadership roles in their profession. Faculty members and students also contribute to knowledge through their scholarship and provide service to the university and the larger community. Programs design and implement the best educational product within the resources available in the university.

The programs advance the mission and vision of the university through the following activities:

1. designing and delivering programs that reflect current research, theory, and informed practice and that meet national standards of quality;
2. assessing outcomes of the programs utilizing data provided from graduating students, former students now employed in their fields, employers, advisory committees, and external reviewers and using the results for continuous improvement of programs;
3. engaging in strategic planning for the program that includes setting goals and priorities and developing action plans within the context of the program mission, external and internal demands, opportunities, and limitations;
4. developing staffing plans that support quality programs, meet the university’s student/faculty ratio targets, use resources effectively by utilizing probationary, tenured, special faculty, part-time faculty, graduate students, and support staff; and provide for close connections with the world of practice;
5. determining and publicizing program criteria and expectations for retention, tenure, promotion and merit that are consistent with School and university goals and standards;
6. providing ongoing evaluation of special and probationary faculty, basing recommendations for retention, promotion, or tenure on the faculty member’s activity plan and the standards and expectations established by the program and the School;
7. establishing, publishing and implementing rigorous and fair admissions criteria and procedures for the programs;
8. developing processes for admitting students to programs, monitoring student performance, providing assistance to students having difficulties, and dismissing students who do not meet program requirements;
9. collaborating with other programs within the School and across the university to accomplish common goals and serve students most effectively; participating in university-wide initiatives including enrollment management efforts, strategic planning, development, and faculty governance;
10. setting high standards for faculty and staff and providing support for them to achieve those expectations;
11. exploring ways to meet the continuing education needs of practicing professionals;
12. utilizing resources in ways that reflect careful stewardship and attention to program, School and university priorities;
13. promoting diversity in students, faculty, and curriculum by creating an environment that honors varied perspective respective and respects differences.

Academic Program Plans

The Collective Bargaining Agreement effective July 1, 2000-June 30, 2004 requires the development of departmental/program plans:
Each department or other academic unit shall develop a department plan that is consistent with the respective college plan and mission. Departments consider and formulate their goals and make decisions about how to use their resources to accomplish these goals. This department plan, upon approval by the faculty of the department, is submitted to the dean for preliminary approval and forwarded to the Chief Academic Officer for final approval” (p. II-10).

Each program unit in the School develops, implements, monitors and regularly revises a department/program plan that provides direction for the program and a framework within which individual faculty activity plans are developed. The program units in the School vary in their organizational structures and program emphases, and their plans reflect the needs of the program.

The program plans include the following elements:

- statement of the program mission;
- description of academic programs in the program unit;
- program goals (short and long term);
- organizational structure and governance process of the program;
- enrollment plans that include projections for graduate and undergraduate programs, distribution between daytime classes and evening classes, location of class offerings (Cheney, Spokane, other sites);
- recruitment and promotion plans;
- staffing plans for the program that include tenure-track faculty, special faculty, part-time/adjunct faculty, and support staff (including classified and administrative exempt);
- expectations for faculty in teaching and advising; recruitment and retention of students; accessibility to students; and participation in program, School, and university activities;
- process and timeline for establishing faculty activity plans for all faculty;
- program commitment to faculty development and the procedures for distributing faculty development funds in ways that advance program and School goals;
- criteria and process for evaluation of faculty at the program level to make recommendations for retention, tenure, and promotion;
- procedures for regular and systematic evaluation of teaching effectiveness in the program;
- process and schedule for career support peer review of tenured faculty members’ faculty activity plans;
- merit bonus plan that is consistent with School expectations for faculty and includes criteria and procedures for identifying and rewarding exemplary performance by faculty;
- standards and procedures for identification and rewarding exemplary performance by faculty;
- process for ongoing curriculum review and revision;
- outreach activities and plan, including distance education and off-campus programs.

Program Assessment Plans

The Collective Bargaining Agreement also requires departments and programs, as part of their departmental/program plans, to develop assessment plans:

“All academic departments and programs shall formalize proposed outcomes measurement activities in a department/program assessment plan. Each plan will have aspects that are unique, reflecting the individual character of the academic program concerned as well as the specific informational needs of the program faculty. Every plan shall include comprehensive measures of student competency in the major. Assessment plans are part of department plans.

A copy of the department/program assessment plans shall be filed with the School Dean and the Office of Academic Assessment.

The method of assessing departmental progress on its plan will be created by each department and included within that plan. Department plans and department assessment plans will be an integral part of the program review process” (p. II-10, 11).
The major purpose of the department/program assessment plan is to contribute to the ongoing renewal and improvement of courses, programs, and the department/program. Assessment plans developed by the programs in the School include the following elements:

- statement of program objectives
- processes for measuring student attainment of program objectives as they complete their programs
- procedures for determining current student satisfaction with the programs offered
- procedures for determining satisfaction of graduates as they move into their professional roles
- strategies for evaluating employer satisfaction with preparation of graduates
- plans for utilizing results of evaluation activities to improve teaching and learning in the programs
- linkages between assessment results about faculty performance, merit plans, and faculty development initiatives in the program
- relationship of assessment plans to program review process
- assignment of responsibility for implementing the assessment plan
- process for evaluating the program’s assessment plan and modifying it as necessary
- schedule for reporting assessment results to the Dean, the School’s Coordinating Council, and the Office of Academic Assessment.

THE PROGRAM DIRECTOR

Program Directors provide leadership to the faculty and staff in the programs and work together to recommend policy for the School. Because the programs in the School offer academic programs to prepare professionals for service and leadership in the community, the programs are actively engaged with agencies and community organizations, as well as with units across the campus. The responsibilities of program directors, therefore, include working with multiple constituencies beyond the programs, school and university.

While the programs have unique needs and organizational structures, common responsibilities of program directors in the School include the following:

- provide bold and imaginative leadership that helps the program set goals, establish priorities, and respond to changing circumstances and new opportunities in ways that are consistent with university and school priorities;
- at the discretion of individual programs, participate in the recruitment of new faculty and staff who will contribute to the achievement of program goals and who represent diversity;
- promote excellence in teaching, scholarship, service, and collegiality through annual evaluations of probationary and special faculty and three year review of tenured faculty;
- coordinate the development, adoption, implementation, and regular updating of the program plan;
- develop and administer program policies and procedures that treat students respectfully and fairly and hold them to high standards of performance;
- serve as a member of the School’s Coordinating Council, developing policy recommendations that ensure fair distribution of School resources to achieve School and university goals, coherence and flexibility in personnel matters, and consistency in dealing with student issues;
- advocate for the needs and concerns of the program with the School’s Coordinating Council and the Dean;
- cultivate effective relationships for the program with external constituencies;
- work effectively and cooperatively with other administrative and academic units within the university to achieve university, School, and program goals;
- participate in university efforts to recruit and retain students;
- encourage and support ongoing professional development for all members of the program;
- coordinate curriculum development and review processes in the program to ensure that the programs meet changing circumstances and expectations;
- manage the program budgets to achieve program, school, and university goals;
- develop course schedules and faculty assignments in collaboration with the Dean that meet the needs of students for convenient and accessible courses, dependable advising, and predictable program requirements;
• prepare and submit to the School’s Coordinating Council and the Dean annual program assessment reports, annual productivity reports, and other reports required for effective decision-making;
• ensure that programs meet external and internal standards of quality and that reviews and accreditation requirements are completed in a timely fashion;
• hear student complaints and concerns and seek solutions to their problems;
• provide advising to students and program management during the summer quarter and in the two weeks prior to the start of fall quarter;
• promote diversity in faculty, students, and the curriculum by developing an environment in the program that respects and values multiple perspectives;
• keep the Dean and the School’s Coordinating Council informed about program activities, issues, and accomplishments;
• prepare and submit program plans to the Dean for approval

Selection of the Program Director

The appointment and term of SSWHS Program Directors varies according to School needs.

Responsibilities of the SSWHS Program Director

Program Directors are the chief administrative officers of their academic programs. In four academic programs (Social Work Undergraduate, Social Work Graduate, Aging Studies, and Alcohol and Drug Studies) they hold faculty rank and are members of the bargaining unit. In three programs (African American Education, American Indian Studies, and Chicano Education) they hold administrative exempt status with faculty rank. In general, the responsibilities of the Program Director are to provide effective leadership and management in the operation of the program. Specific roles and responsibilities of the Program Directors are part of the College Plan. Program Directors may not initiate a grievance regarding matters arising from their duties and responsibilities as Directors.

Process for Recommendation and Appointment

Program Directors are appointed by the Dean in collaboration with the faculty of the affected program.

Terms

Program Directors in Social Work Undergraduate, Social Work Graduate, Aging Studies, and Alcohol and Drug Studies serve three year terms that are renewable. Program Directors in African American Education, American Indian Studies, and Chicano Education serve in at will appointments with contracts renewable on a yearly basis.

Evaluation of the Program Director

Program Directors shall be reviewed on an annual basis by the Dean. Faculty will evaluate Program Directors at least every two years and submit this evaluation to the Dean. The Program Directors will be reviewed based on the duties and responsibilities assigned through the School and Program Plans. The results of the reviews will be shared with the Program Director. If needed, a plan will be developed jointly by the Dean and the Program Director for improvement. Based on evaluation of performance the Program Director may be removed by the Dean or the Program may initiate an advisory recall vote of the Program Director. The Dean shall conduct the vote in the Program. The Program Director may resign at any time.

Program Directors in the SSWHS, in consultation with the Dean, will develop goals and priorities for their work for each academic year. The annual evaluation of the Directors is based on the accomplishment of those goals and the Director’s effectiveness in managing the responsibilities of the position.

SSWHS BUDGET

Budget Responsibilities

The development and oversight of the School budget is the responsibility of the Dean of the School. The Dean is accountable to the Provost for the wise use of School resources to accomplish university goals. All budget decisions within the School must be consistent with university and School priorities.
Principles That Guide The Budget Process

The budgeting process in the School of Social Work and Human Services seeks to accomplish these goals:

- to insure that the allocation of resources follows the goals and purposes as outlined in the School’s plan;
- to develop and recognize differences in the needs of the programs and provide flexibility to them;
- to build a sense of common interest and a community of concern;
- to provide predictability and stability by living within our means and making reasonable decisions about the number of students we serve; the assigned time we offer, the work loads for faculty, staff, and administrators, and the outreach activities we undertake;
- to maintain an appropriate degree of consistency and continuity across the programs in the School;
- to involve in decisions those who will be affected by the decisions;
- to share a set of general School obligations to protect programs from unexpected or unreasonable burdens;
- to make the budget process and budget information open and accessible to anyone who is interested;
- to regularly review the results of decisions about resource allocations.

The Development of Annual Budgets

The development, oversight, and administration of the School budget are the responsibility of the Dean of the School of Social Work and Human Services. Budget development involves the Dean and the School’s Coordinating Council. The Dean and the School’s Coordinating Council will establish School goals, considering available resources, and make recommendations about resource allocation. The steps in the budget proceed as follow:

- the School receives its budget allocation from Academic Affairs;
- the Dean and the School’s Coordinating Council considers needs, priorities, budget principles, and available resources;
- the Dean develops a proposed school budget. The School’s Coordinating Council reviews the proposed budget and seeks input from school faculty and staff. The Dean develops the working budget for the next fiscal year;
- the School’s Coordinating Council and the Dean monitor and adjust the budget to meet School goals and priorities and to respond to changing circumstances.

Allocation Of Vacant Positions

To respond to changing needs of programs, shifting enrollment patterns, and new university initiatives, the School must be in a process of continuous review of activities and staffing patterns. Each vacancy is an opportunity to examine priorities, current needs, and future opportunities (in accordance with the SSWHS Strategic Plan), and to make deliberate decisions about how best to advance the mission of the program, the School, and the university.

The following principles will guide decision-making about the allocation of vacant positions:

- the fundamental consideration in the allocation of faculty positions is to provide quality learning opportunities for students;
- decisions about positions will move the School toward the university’s FTEF/FTES goal and will promote equity in faculty/student ratios across the programs;
- the allocation of positions must advance the School’s commitment to increasing the diversity of the faculty/staff;
- decisions must occur in the context of fiscal demands on the School including the general school obligations that are shared across programs (equity adjustments, recruitment costs for new faculty, part-time/overload needs, promotion increases, etc.);
- decisions should support program redesign and renewal as appropriate and necessary;
- after the School’s target FTEF:FTES ratio is achieved, positions will be allocated to support new
initiatives that contribute to the School and program goals as outlined in the School and program plans.

**Faculty Replacement For Grants**

When faculty develop grant proposals that will commit a portion of their time for work on grant, the grant budget must include adequate provision for replacement faculty. Program Directors must be consulted during the proposal development process to assure that the quality of academic efforts in the program can be maintained. The program director’s approval of the grant proposal means that he or she approves the replacement at the level of the grant budget. Supplemental funds may be requested from school part-time budgets. The dollars included in grant budgets for replacement faculty will be available for the program to use to ensure that students’ learning opportunities are maintained and to guarantee that the grant activities will contribute to the achievement of the program’s goals.

Proposals that will require faculty assigned time to be replaced out of program or School part-time funds must be approved prior to submission of the grant by the Dean.

**FACULTY**

**Faculty Status**

The Collective Bargaining Agreement clearly states that faculty status shall adhere to all whose primary responsibilities and assignments are related to academic instruction. Faculty members may also perform other duties such as administration, advising and research. Faculty status in the SSWHS shall include the following categories:

- Teaching and Research Faculty
- Special Faculty
- Administrators with faculty rank
- Emeritus Faculty
- Other (Permanent Part-Time Faculty)

**Qualification for Rank: Teaching Faculty**

The Collective Bargaining Agreement clearly defines the qualification for rank of teaching faculty. The SSWHS adheres to these qualification requirements. Please refer to Collective Bargaining Agreement for precise discussion in this regard (p. II-14-18).

**Faculty Recruitment and Selection**

The recruitment and selection of new faculty are of prime importance to the well-being of the School. The process must work in the context of program, school, and university needs and procedures. The recruitment and selection process follows the guidelines in “The Ethics of Recruitment and Faculty Appointment” (AAUP, 1993), included as an appendix in the Collective Bargaining Agreement (p. App. VI-72)

- When a vacancy occurs, the program director informs the Dean and if a replacement is needed, submits to the Dean a rationale for allocation of the position to the program. The rationale should include a description of the responsibilities that will be assigned to the position, the type of appointment, estimated salary/rank, qualifications that will be sought and budget implications and the relationship of this position to the diversity commitment of the SSWHS.

- The Dean will review requests for allocations of vacant positions in relationship to School needs and priorities.

- If the position is reallocated to the program, a committee is constituted by the program and approved by the Dean.
The program director and/or the search committee prepare a job description and a draft of the advertisement, a recruitment bulletin, and a list of publications to be used for advertising the position and send them to the Dean’s office. The Dean reviews the materials and approves them. They are sent to the Provost for approval to fill the position.

With the Provost’s approval, the Dean’s office places the advertisements.

The Dean, program director, and faculty in the program use their contacts to seek a diverse and rich pool of applicants for the position.

Applications come to the search committee for screening. The search committee develops an interview protocol.

A group of finalists is identified and their vitae sent to the Dean’s office.

Permission to interview candidates is requested. The Dean’s office will request approval from the Provost’s office and notify the program when it may proceed to schedule interviews.

On-campus interviews are scheduled for the top candidate at a time when the Dean and faculty are available to spend time with the candidate. Candidates are expected to demonstrate their teaching ability, make a scholarly presentation, and meet with faculty, staff, students, and administrators. The search committee and program director will determine if the candidate meets the program’s needs and consult with the Dean.

When an acceptable candidate has been identified by the search committee and the program director, a recommendation to make an offer should be forwarded to the Dean. All offers come from the Provost’s office through the Dean. The search committee and program director may not make offers to candidates.

**Additional Faculty Recruitment Guidelines**

Each faculty member at the time of appointment will be informed of the performance expectations and criteria for performance for retention, tenure and promotion. Faculty members will expect these decisions to be made at the appropriate level of expertise (program and college) and not on criteria that are removed from the individual faculty member’s control or interest. All hiring should follow the “The Ethics of Recruitment and Faculty Appointment” adopted by the Council of Colleges of Arts and Sciences (1992) and by the American Association of University Professors (1993). Specifically, the following section from the document is included to specify the procedures to follow: Prior to the announcement of a faculty vacancy, there should be agreement among all responsible parties on each major element of the position (e.g. rank, salary and eligibility for tenure), how the position relates to the department’s (or equivalent unit’s) likely need for the future, the expectations concerning professional work of the faculty member(s) being recruited, and the resources that will be provided to help the faculty member(s) meet those expectations.

It is important that research and instructional support be clearly linked to research and instructional expectations and made clear at time of hiring.

Faculty recruitment is primarily the responsibility of the programs or other academic units involved. Staffing lines for tenure-track faculty are restricted to academic programs or other academic units determined. Although the department chair/program director will coordinate activities, department/program members, or a committee representing them, and the Dean shall be involved in the review of credentials and interview with candidate(s). An offer may be made only after program faculty and other appropriate parties have been consulted and a written approval by the program submitted through the Dean to the Chief Academic Officer. (needs to be eliminated – not in compliance with existing university policies/procedures) Faculty recruitment shall be subject to the provisions of the University’s affirmative action programs.

Only the president or Chief Academic Officer, or the president’s specifically appointed delegate is
authorized to make an offer of appointment on behalf of the University, and only those terms of employment which are made in writing to the appointees shall be binding upon the University.

Candidates and appointees will be responsible for having official transcripts of their undergraduate and graduate credits sent from the institution(s) at which the work was taken.

All faculty appointments and re-appointments are made by the Board of Trustees and are not effective until the Board of Trustees has taken formal action.

Original appointment to an academic position shall be made by means of a letter of appointment which becomes effective when a copy is returned with the appointees signature. The letter shall set forth the terms of employment including, by reference or definition, the duties and responsibilities of the position, the type and term of the employment, the salary and specific period of probationary status, if any. Any agreement for early tenure review must be included. The initial rank and salary agreements accepted by the candidate will be deemed to represent the understood conditions at the time of employment and shall not be subject to subsequent review for purposes of later adjustments.

The academic preparation and experience standards for initial regular appointment shall correspond to the normal qualification for each academic rank. Appropriate additional experience or graduate credits may be used in determining the rank assigned.

School Expectations of Faculty

The faculty in the School set high standards for themselves. They recognize that the work of the professor requires active involvement in teaching, scholarship, and service and that those activities must include frequent review by other professionals. Teaching is the highest priority for all faculty in the School, but teaching is only one aspect of professional obligations. To support the development of students as inquirers and active members of their communities, faculty members must exemplify their ongoing commitment to scholarship and service in their actions and accomplishments throughout their careers at the university. Retention, promotion, and tenure decisions as well as merit awards in the School are made in concert with these expectations.

For any organization to be effective, it must foster, appreciate, and reward diversity. While the School holds high expectations for all faculty members, it also recognizes the value of a heterogeneous community of scholars. The School is committed to honoring diverse perspectives, divergent points of view, and varied contributions. Differences may cause conflicts and create tension, but they can also promote creativity and innovation when they are welcomed and treated with respect and civility.

Faculty in the School are expected to contribute to the advancement of university, School and program goals, and are recognized for their individual and collaborative achievements.

Teaching

Quality teaching at the School of Social Work and Human Services includes the following.

- grounding teaching in knowledge of the field maintained through ongoing scholarly activities.
- focusing on helping students develop understanding, critical thinking ability, skill in applying the knowledge, and commitment to continuous learning;
- careful planning and continuous assessment of course outcomes and teaching effectiveness;
- using assessment information to inform teaching decisions and enhance courses;
- setting high standards and providing assistance and support to help improve teaching;
- participating in professional development activities to continuously improve teaching;
- maintaining regular office hours to advise students and provide individual consultation and assistance;
- utilizing technology effectively and appropriately;
- developing new courses and programs or modifying existing offerings to meet emerging needs;
- assisting colleagues to improve instruction.

Evidence and Documentation for Teaching Effectiveness
Effective teaching:

Requires mastery of the subject coupled with organizational and communication skills necessary to share this knowledge with students in a manner that facilitates learning.
Requires that faculty members continually update course subject matter and instructional techniques.
May involve diverse pedagogical approaches and may take place in many settings, some removed from the classroom, and may require collective as well as individual efforts in developing or revising a curriculum or carrying out cooperative instructional activities.
Requires cooperative and productive work with colleagues within and often beyond the program or department in fulfilling teaching responsibilities.

Evidence of teaching effectiveness is divided into Documentary Evidence, Student Evaluations and Peer Evaluations. Student and peer evaluations are considered of equal significance.

1. Documentary evidence is generated by the candidate and should include materials directly relevant to the preparation, instruction, or enhancement of the candidate’s class or the department’s program. It should include significant innovations, developments and pedagogical or programmatic enhancements — e.g., new course proposals that have been fully approved, illustrative course outlines in which the course has been substantially changed, new programs or applications, video or multi-media production.
2. Student evaluations include tabulated evaluation results, written comments from student evaluation forms, and letters from former students.

Evaluation Forms: In order to standardize scales, beginning Fall Quarter 1998 the student evaluation form will be configured as follows:

12345
Excellent Average Very Poor

Comment Sheets: The evaluation process must include a space for students to write comments.

Unless otherwise specified in faculty development or promotion plans, the following criteria apply to all faculty:

1. Complete tabulated results of the student evaluation responses to at least the four standard questions from each class taught in the seven most recent consecutive quarters (excluding summers) shall be included. Tabulated results of responses to additional questions may be included. If results from any class during this time period are missing, an explanation must be provided. Tabulations from additional periods (including summer teaching) may be included.
2. Student comments from each class taught during the previous four consecutive quarters (excluding summer) must be included in the promotion file. Sets of entire student course evaluation forms may be submitted only for the last four quarters of teaching (excluding summer) prior to consideration for promotion.
3. Only the most representative instructional materials should be submitted with a special view toward documenting innovative practices initiated by the instructor.

Administration of Forms: Forms must be administered within the last two weeks of classes. Academic units must have a standardized policy for the administration and tabulation of forms that guarantees student anonymity. The instructor shall not be present when the evaluations are administered or collected.

Peer evaluations for retention, tenure and promotion decisions must include classroom peer evaluations, conducted according to academic unit guidelines, which can include observations by peer “mentors,” department faculty, unannounced visits, or other strategies intended to accurately document teaching effectiveness.

Relevant types of observations might include:
a. Quality and appropriateness of material and the level of readings, requirements, and assignments covered within courses.
b. Encouragement of contrasting analytical approaches.
c. Degree of preparation, structure, and balance within a lecture class.
d. Availability and effective guidance outside of class, including student advising, student project development, operating as a facilitator and referring students to appropriate literature, faculty, relevant programs, or needed equipment.
e. Development of instructional aids and class projects.
f. Encouraging rigorous, demanding, critical analysis and enforcing high standards of scholarship.
g. Contributions to interdisciplinary and all-university instructional programs.
h. Contributions to the enhancement of pedagogy of colleagues and the development of department programs.
i. Value of the candidate’s academic or professional specialty or versatility in contributing to the goals of the department.
j. Other material that could be included in peer evaluations candidates might include testimonial evidence based on classroom visitations, interdisciplinary presentations, team teaching, etc.

In assessing testimonial evidence, emphasis should be placed on:

a. the specificity of observations;
b. observations concerning organized class activity as contrasted with individual or informal contact with students;
c. the duration of the writer’s observation of the candidate,
d. the apparent value of the candidate’s teaching role to the department’s program(s); and,
e. the general concurrence of testimony.

Ability of the candidate to work cooperatively and productively with colleagues within and beyond the department, college and university also will be considered.

Scholarship: Discovery, Integration, And Application

The faculty in the School of Social Work and Human Services recognizes its responsibility to expanding the knowledge base in the disciplines and to develop connections within and across areas of study. Faculty members’ work in discovery, integration, and application informs teaching, assists in solving important problems faced by society, and encourages students to develop the habits and skills of inquiry as part of their professional commitments. All members of the School faculty are expected to establish and maintain an active scholarly agenda throughout their careers.

Scholarly work by School faculty in discovery, integration, and application is marked by the following characteristics:

- connection to the faculty member’s areas of teaching responsibility and potential to inform teaching;
- linkages of theory, practice, and results of scholarly activities that help solve serious social problems;
- close ties to communities and organizations served by Eastern Washington University through sharing of results and implications;
- recognition of the value of the scholarship by colleagues in the field;
- dissemination to regional and national audiences through refereed and invited publications and presentations;
- coherence in the development of a scholarly agenda that is sustained and focused.

Professional Service

Faculty members in the School of Social Work and Human Services provide service to their programs, the School, and the university; to the profession, and to the larger community. Service activities involve serious intellectual work and are tied directly to the individual’s special field of expertise.
Through professional service, faculty members contribute their skills and insights to solving critical problems facing community agencies and organizations. As citizens of the university and the community, their responsibilities include the following:

- active participation in program and school committees;
- service on university-wide committees;
- attendance at school and university functions, including convocations and commencement;
- advising student professional/honor societies;
- contribution to university recruitment and retention activities;
- participation on graduate committees for students from other departments;
- service to professional organizations at state, regional, and national levels;
- engagement with the community beyond the university in ways that utilize professional expertise and interests;
- editorial, referee, or jury services for publications and/or granting agencies;
- efforts on behalf of university-related projects;
- recruiting students to the university;
- organizing professional meetings, clinics, and conferences that relate to professional expertise.

**Collegiality**

The School of Social Work and Human Services recognizes that collegiality is important to accomplishing the School’s mission. Faculty members in the School are expected to work together to achieve Program and School goals. Collegiality involves faculty members talking with one another about their work; observing and assisting one another; working together on curriculum; engaging respectfully with one another to resolve conflicts and manage differences; and cooperating in the continuous improvement of teaching, scholarship, and service. Professional collegiality contributes to productive decisions and their effective implementation, promotes a high degree of trust and support, and fosters learning by all.

**Professional Responsibilities Included In The Collective Bargaining Agreement**

The Collective Bargaining Agreement contains specific guidelines about faculty responsibilities in the areas of teaching load, summer session, and other professional responsibilities (p. I-4).

**Average Teaching Load**

“The standard average teaching workload for faculty shall be thirty-six credits per academic year to be realized as a university-wide average. Workloads for tenure and tenure-track faculty should not exceed an academic average of twelve (12) contact hours of teaching per week. The standard teaching workload may not be realized by each individual faculty member. Variances from the thirty-six (36) credit standard will be due to accreditation requirements; assigned time for administrative responsibilities, extraordinary research and service activities; instructional modes peculiar to the discipline; or appointment as Special Faculty.

Special Faculty workload will not exceed an academic year average of fifteen (15) contact hours of teaching per week. Workload consists solely of instruction. The average teaching load for special faculty will be forty-five credits not to exceed sixteen (16) contact hours of teaching per week. Special faculty is not expected to advise students, to engage in research and creative activity or to assume administrative and committee responsibilities. College and department/program plans may allow for a reduction in teaching load to enable special faculty to participate in department service activities as appropriate.

Sometimes shifts in enrollment and departmental needs necessitate some flexibility in making teaching assignments. Faculty will normally receive teaching assignments for the following academic year by May 1.

Occasionally the need occurs to engage faculty members in extension or overload teaching activities in addition to their normal duties at the university. In order to assure that these overload teaching
activities do not impinge upon or serve as a detriment to the regular duties of the faculty, extension and overload teaching should be of a non-recurring nature and should not exceed the equivalent of one (1) five credit course per quarter for faculty who have reached their maximum workload. Waivers for additional overload teaching may be granted by the dean.

Faculty who have been given assigned time for administrative activities may not receive overload for teaching without the approval of the Chief Academic Officer. Faculty members may teach up to five (5) credits per quarter of overload or extension teaching only after they have been scheduled for the normal teaching load as defined under faculty teaching load. A faculty member may not be paid overload pay for a class for which they have been given release.

Teaching Responsibilities

Each faculty member is responsible for meeting all scheduled classes. Each faculty member is also responsible for planning, organizing and informing students of the course content, texts, readings, assignments, attendance regulations, and methods of evaluation including grading scales. Faculty is responsible for scheduling and attending office hours to meet the needs of students as identified in department/program plans. They are also responsible for turning in grades according to the deadline established by the Registrar’s Office.

Advising

Tenure and tenure-track and special faculty (when included in their Faculty Development Plan) are expected to advise students.

Administrative and Committee Responsibilities

Administrative duties may be scheduled as part of a faculty member’s regular duties. Faculty are expected to participate in department, college, and university committees as defined in the departmental and individual professional development plans.

Scholarly and Service Responsibilities

Tenure and tenure-track faculty are also expected to engage in scholarly research and/or creative activity and serve on departmental, college and university committees and provide service to the community and discipline, in addition to instructional assignment. Specific activities and goals are a part of the faculty activity plan.

Summer Session

The Chief Academic Officer or designated agent shall have the authority to appoint the faculty and staff members who teach during the summer session and shall set the salary and terms of appointment subject to approval of the board within the budgetary limitations allowed proportionate to the teaching load (10 credits being a full load) and to faculty members’ academic year base salary (22% of pay). Faculty teaching in the summer session shall abide by the teaching responsibilities as defined in this contract. For further elaboration on Summer Session vis-a-vis a faculty member, please refer to the Collective Bargaining Agreement (p. I-5,6)

Personal Absence and Professional Leaves

All faculty absences, short-term illnesses, shall be reported to the program chair/director. Absences other than for short term illness requires the approval of the chair. The faculty member and the program director shall be responsible for making arrangements to cover or reschedule classes missed by absence. Additional guidelines regarding sick or professional leaves are found in the Collective Bargaining Agreement (p. IV-39-43). In the School of Social Work faculty absences are reported to the Dean.

Professional Ethics
The School affirms the *Statement on Professional Ethics* adopted by the American Association of University Professors in 1987 and the *Statement on Freedom and Responsibility* adopted in 1990 (see App. VI-72). Faculty is responsible for familiarizing themselves with the Washington State Ethics Laws (citation) and acting in accordance with its provisions.

**Probationary Faculty and Procedures for Evaluation**

Full time faculty on probationary status will be evaluated annually by both the program director and by the program and/or unit personnel committee to determine reappointment during the first three (3) years of full time service. Probationary faculty will be provided with timelines relative to retention decisions. Such evaluation will be based upon progress in meeting goals contained in the faculty’s activity plan. The annual review will likewise consider evidence from student evaluations, a review of teaching materials, products of scholarly activities, and evidence of service activities. The purpose of the annual review and evaluation is to promote and support the continuing professional development of the faculty member. It is expected that the faculty activity plan will be in effect throughout the probationary period unless modified by mutual agreement between the faculty member, program director, school personnel committee and the Dean. The annual review and evaluation may be the occasion for any revisions of the faculty’s activity plan. It is the responsibility of the faculty to provide their program director and the school personnel committee with up to date information for their annual review.

The program director prepares a report summarizing the evaluation by the individual Personnel Committees of the SSWHS Faculty Development and Standards Committee and his/her evaluation of the faculty member and sends it to the Dean with a recommendation about reappointment. After the Dean has reviewed the evaluation and sent a recommendation to the Vice President for Academic Affairs and Provost, the program director discusses the evaluation report with the faculty member. The faculty member signs the report and it is filed in his/her School personnel file.

The recommendation about reappointment is sent to the Dean of the School by mid-January for the first year of service, by mid-October for the second year, so that timely decisions can be made and if an appointment is to expire at the end of that academic year, the faculty may be notified by March 1 in the first academic year of service or December 1 in the second year in accordance with the Collective Bargaining Agreement.

After the second year of service as a probationary faculty member, the university is required to notify a faculty member by June 1 if his/her appointment is to expire at the end of the next academic year of service. Therefore, recommendations for a reappointment for probationary faculty who have completed two years of service are sent to the Dean by mid-March.

The Dean reviews the recommendations of the SSWHS Faculty Development and Standards Committee and the program director, and makes a recommendation about reappointment to the Vice President for Academic Affairs and Provost.

As part of the evaluation process, the program will provide the faculty member with an assessment of progress, a recommendation on retention and/or guidance on meeting expectations. The original evaluation will be signed by the faculty member and retained in the personnel file in the dean’s office.

All evaluations and recommendations shall be kept confidential by the members of the personnel committee, the candidate, University officials and the faculty review board involved in the evaluation. The candidate shall receive copies of the recommendation at each stage.

All written material relating to the decision, including information used in the course of the evaluation, program director and committee evaluations, and all recommendations shall be retained in the faculty’s member’s personnel file and such file will be available to the faculty member for examination. Supporting materials, including student evaluations, shall be returned to the faculty member for retention.
During the third year, the probationary faculty member will have a third year review of progress toward meeting the expectations specified in the faculty’s activity plan. Such review shall be conducted by the personnel committee of the school (including appropriate participation by students in furnishing evidence used), and by the program director independently, each of which shall forward a recommendation to the dean as to whether the faculty member should be:

- continued on probationary status for a three year period on a three year contract.
- removed from probationary status and continued as a special faculty member. Consecutive appointment shall not exceed six (6) years.
- given a one year terminal contract, notice thereof to be given by June 1 of the year preceding the terminal contract year.

The recommendation from the third year review are forwarded to the Dean by mid-March. The Dean reviews the recommendation from the committee and the director and makes a recommendation to the Chief Academic Officer.

The faculty member receives from the school committee a written progress report that includes an assessment of progress towards promotion and tenure, a recommended schedule for applying for promotion and tenure, and suggestions for continued progress. If the recommendation is for continuation of probationary status, the Dean meets with the faculty member to discuss it.

During the sixth year, the probationary faculty shall be evaluated for tenure and promotion no later than the sixth year of the probationary period, unless an extension has been granted in accordance with Section 1.(a) This evaluation will result in either granting tenure and promotion to associate professor or a one year terminal appointment contract for the following year.

For a discussion and guidelines for evaluating faculty hired in at the rank of associate or full professor please refer to Collective Bargaining Agreement, p. II-25.

**Promotion And Tenure**

The achievement of tenure and promotion in the School of Social Work and Human Services is an important milestone in a faculty member’s professional life, reflecting an active and productive agenda that includes teaching, scholarship, service, and collegiality.

The process for recruiting, mentoring, supporting, and reviewing faculty is designed to establish high but reasonable expectations, recognize and honor work in progress, and encourage the development of coherence and connection among all elements of an individual’s professional life.

Standards and procedures established at the School level support reasonable consistency in the expectations for faculty for promotion across the School. Each program establishes, in its Program Plan, specific guidelines for promotion and tenure in the program. Requirements developed by the program may differ, but they must meet or exceed School expectations. It is the responsibility of the programs to develop expectations for individual faculty members that serve to advance the university’s mission, align with School expectations, contribute to achieving program goals, and capitalize on the strengths and interests of the faculty members.

While it is our intent to describe expectations clearly, we also recognize that recommendations for tenure and promotion require reviewers to make professional judgments about the contributions and accomplishments of their colleagues. We commit ourselves to making those judgments thoughtfully, basing them on evidence presented by the candidates, to treating candidates fairly, and to maintaining high standards for faculty productivity across the School.

**Promotion To Associate Professor With Tenure**

At Eastern, the decision to award tenure is linked to promotion to associate professor. Faculty must apply for promotion to associate professor and tenure by the sixth year of employment at Eastern. The SSWHS Faculty Development and Standards Committee, the program director, and the Dean may
approve faculty to apply earlier than the sixth year, such approval being communicated in writing to the faculty member before he or she prepares the application materials provided such authorization is contained in the faculty member’s initial appointment letter.

**Faculty Activity Plans**

Program expectations are developed initially with faculty when they begin their careers at Eastern and are put in writing as individualized Faculty Activity Plans. Each faculty member shall, in consultation with the program personnel committee and the program director, prepare a faculty activity plan specifying areas of activity. Such plans shall have been prepared and approved no later than the conclusion of the first academic quarter of the review period of activity covered by the activity plan. For probationary faculty, it is expected that the faculty activity plan will be in effect through the probationary period (normally 6 years unless negotiated before hiring and specified in the offer letter). Three year plans are developed for tenured faculty.

The goal of the Faculty Activity Plan is to make the best possible use of the faculty member’s experience, expertise, and professional interests in meeting the program’s goals and responsibilities. The Faculty Activity Plan must be consistent with School expectations for quality teaching, scholarship, service, and collegiality as contained in School/Program Plans and should give guidance to the faculty member in focusing his or her professional activities during the probationary period.

The individualized Faculty Activity Plan outlines the following:

- teaching responsibilities and performance standards;
- goals for scholarship, including a description of the faculty member’s area(s) of focus;
- service activities that are appropriate to the faculty member’s expertise and interests;
- expectations for collegial activities;
- assistance and support that will be offered by the program;
- methods of evaluation;

The plan shall be consistent with the program, SSWHS and university mission and the Collective Bargaining Agreement and shall include all areas of activity and development and expected performance, e.g., quantity and quality of instructional responsibility, scholarly/research/creative activity plans; service involvement; and any other expectations as required by program or school plans.

Activity plans may allow for adjustment of planned activities among the categories of expected performance, as consistent with program, school and university mission, but shall present an overall equitable workload as the basis for evaluation and approval of the plan and as the basis for the evaluation of the faculty member’s performance in relation to the plan.

Where the activity plan is intended by the faculty member to lead to tenure and/or promotion the plan shall so state. Activity plans intended to lead to tenure shall require the approval of the Chief Academic Officer.

All faculty activity plans shall be reviewed by the Dean for consistency with program/college plans and equitable distribution of workload expectations within the program and school. At the option of the school, as expressed in the school plan, the school personnel committee may also review faculty activity plans for these same purposes.

The plan is open to change as program needs and faculty interests evolve and new opportunities emerge. The plan must include appropriate quantitative and qualitative indicators to give the candidate and future reviewers guidance in evaluating his or her accomplishments during the probationary period and at the time of review for tenure and promotion.

**School Parameters For Faculty Activity Plans**

- **Teaching**
  Teaching quality is a necessary condition for retention and promotion and should normally be given
more weight than the other categories. Candidates should be required to present multiple sources of evidence including student evaluations and collegial reviews.

- **Scholarship**

Scholarship activities result in making the outcomes public and giving professional colleagues the opportunity to review and critique the work. Candidates for promotion and tenure should normally have completed the equivalent of five substantial scholarly activities resulting in books or articles in refereed journals or comparable publications, juried presentations at national or international meetings, successful grant proposals and activities.

- **Service**

Faculty members should serve on program, school, and university committees and contribute to the work of those groups. The expectation is that they will render service based on professional interests and expertise. All faculty are also expected to provide service to external groups, agencies, or other organizations in the community.

- **Collegiality**

Faculty members are expected to work productively with colleagues in activities related to teaching, research, curriculum development, and/or service.

Standards and criteria used to evaluate faculty are outlined in the individual faculty activity plans.

**Approval of Faculty Activity Plans**

Criteria for Faculty Activity Plans will be developed by the School’s Coordinating Council. Faculty Activity Plans are to be submitted to the Dean of the SSWHS and, where appropriate, forwarded to the Provost, for acceptance or rejection. The review of a Faculty Activity Plan at the School level will be based on the plan’s consistency with the parameters outlined above.

A Faculty Activity Plan may be modified as the program’s needs evolve, as the teaching assignment changes, as the faculty member gets a clearer sense of his or her scholarly and service agendas, or as unexpected opportunities present themselves. Modifications must be agreed to by the faculty member, program director, SSWHS Faculty Development and Standards Committee, and the Dean. Changes are recorded as addenda to the Faculty Activity Plan and include approval signatures from each level of review.

**Tenure and Promotion from Assistant Professor to Associate Professor**

Candidates for promotion to associate professor must have the following qualifications:

- possession of an earned doctorate in an appropriate academic discipline;
- a record of quality teaching at Eastern Washington University;
- an active and productive scholarly agenda;
- service to the program, school, university, professional organizations;
- engagement with community agencies, or organizations that advances the group’s goals;
- collegial work in support of program, school, and university goals.

**Application and Review Process for Tenure and Promotion to Associate Professor**
Faculty apply for review for promotion to associate professor with tenure in their final year of their probationary period at Eastern Washington University. Those who are hired in at a rank of assistant, associate or full professor may be evaluated earlier than stipulated here if such evaluation is negotiated before hiring, if included in the written offer letter and if the criteria of the faculty activity plan have been met. (CBA II-20)

**Portfolio Submission**

The candidate prepares and submits a portfolio to the individual Personnel Committees of the SSWHS Faculty Development and Standards Committee. The portfolio should be thoughtfully organized and concise and should present a case for promotion based on attainment of the mutually-agreed-upon goals and expectations expressed in the Faculty Activity Plan. The portfolio must include the following components:

- a copy of the Faculty Activity Plan;
- an introduction that reviews the Faculty Activity Plan and the candidate’s accomplishments;
- a current vita;
- evidence for each of the qualifications;
- list of all courses taught at Eastern Washington University;
- results of course evaluations for all courses taught in the most recent six quarters (college evaluation forms and process must be used, other student evaluation information may also be included; all student responses for each course must be included; see Collective Bargaining Agreement for exceptions);
- an assessment report for one or more courses taught that includes a statement of tools used, a summary of students’ achievement of course goals, and information about how assessment information was used to improve teaching and enhance student learning.

Note: guidance for preparing the portfolio, including examples of evidence that may be provided for each area is included in Appendix VI.

**Review of the Portfolio**

Review of the candidate within the School occurs at three levels: School Personnel Committees; program director (at the option of individual programs) and dean. Each level makes an independent judgment after reviewing the candidate’s materials and the recommendations of the preceding level(s). In the review process, all reviewers have an obligation to demonstrate fairness and thoughtful reviews of evidence as well as a duty to maintain the high standards and expectations the programs and School hold for the faculty.

Each level of review adds to the front of the portfolio a letter presenting their recommendations and rationales so that when the portfolio reaches the Dean it includes letters from the Personnel Committee and the program director. The Dean prepares a recommendation for the Chief Academic Officer.

The Personnel Committee reviews the portfolio presented by the faculty member and makes a recommendation for or against tenure and promotion. The recommendation from the committee includes a rationale for the decision that is based on the faculty member’s Faculty Activity Plan and the evidence he or she provided.

The Personnel Committee forwards their recommendation to the program director, who reviews the candidate’s portfolio and the letter of recommendation from the Personnel Committee and makes a recommendation for or against tenure/promotion.

If the Personnel Committee and the program director are not in agreement about the recommendation, the program director meets with Personnel Committee and attempts to resolve the disagreement. If the disagreement remains, both recommendations are forwarded to the Dean.

The Personnel Committee reviews the candidate’s portfolio, the recommendations from the program director and makes a recommendation to the Dean, who reviews the portfolio and the
recommendations. If the Dean and Personnel Committee are in agreement, the recommendation is forwarded to the Chief Academic Officer. If the Dean and the Personnel Committee do not agree, they meet to attempt to resolve the disagreement. If they cannot resolve the disagreement, both recommendations go to Chief Academic Officer.

If the recommendation is negative, the faculty member may request reconsideration to the Provost. Reconsideration means that the decision is returned to the Dean and the SSWHS Faculty Development and Standards Committee to re-evaluate the decision in light of additional information or explanations given by the faculty member. Following reconsideration, the recommendation goes to the Chief Academic Officer.

**Promotion to Full Professor**

The rank of full professor is reserved for those faculty whose teaching, scholarship, and service have been exemplary over a sustained period of time at Eastern Washington University. Promotion to full professor honors significant contributions and outstanding productivity by a faculty member in the full range of professorial responsibilities. The rank of professor recognizes excellence and leadership as demonstrated in significant professional achievements.

In addition to demonstrating consistently high quality teaching, to be considered for promotion, the faculty member must show how she has contributed to student achievement, linked scholarship with teaching, mentored junior faculty, contributed to the professional development of colleagues, participated in curriculum development and assumed a leadership role in promoting quality teaching as a hallmark of the School of Social Work and Human Services.

The faculty member’s scholarly activities will have produced a body of work that has contributed to his or her discipline and is recognized as important by professional colleagues from outside Eastern Washington University. His or her record of service to the program, school and university will reflect ongoing engagement (with schools and/or public agencies) and benefits to them from the contribution of expertise and experience. The faculty member will have assumed leadership roles consistent with the university, school, and program missions and will have extra-mural funding for research and development activities.

**The Promotion Plan**

A faculty member may choose to develop, in consultation with the department/program chair/director and the SSWHS Personnel Committee, a Faculty Activity Plan that identifies activities, accomplishments, and standards for evaluation that will lead to promotion to full professor. For Faculty Activity Plans to be considered in the review process, they must be approved by the Dean. The faculty member may request periodic reviews of their progress toward achieving the goals of the plan with the program director and the SSWHS Personnel Committee.

**Qualifications for Promotion to Full Professor**

Faculty may apply for promotion to full professor in their fourth year as an associate professor at Eastern Washington University. Promotion before the fourth year may be considered with nomination by the program director, the SSWHS Personnel Committee, and the Dean.

Candidates for promotion to full professor must provide evidence that may include the following:

- a sustained record of distinguished teaching that includes contributions to student learning and scholarship, mentoring junior faculty, engaging in peer evaluations, and contributing to the improvement of teaching in the school;
- scholarship that has made a substantial contribution to the discipline and that is recognized for its quality by professional colleagues;
- leadership that is consistent with program, school, and university goals in the program and university, and in professional organizations;
- productive engagement with community agencies, or institutions;
procurement of extra mural funding to support scholarly activities;
mentorship of new faculty in developing collegial skills.

Application and Review Process for Promotion To Full Professor

The review process for full professor is similar to that for associate professor and tenure. The faculty member prepares and submits to the Personnel Committee a portfolio which presents evidence that he or she meets the requirements for promotion to full professor.

The SSWHS Personnel Committee, program director (at program's discretion) and the Dean each make independent reviews of the candidate’s materials and the recommendations made by the preceding level(s). All recommendations are forwarded to the next appropriate level.

Recommendations by the SSWHS Personnel Committee and the Dean are forwarded to the Provost, who reviews the School recommendation and makes a recommendation to the President and Board of Trustees.

Faculty Development

The expertise, dedication to working with students, scholarly accomplishments, collegiality, and commitment to ongoing professional development of the faculty in the School of Social Work and Human Services result in outstanding learning opportunities for students in School programs. Each probationary and special faculty member, in consultation with the program director; develops a Faculty Activity Plan. The School recognizes its responsibility to encourage and support faculty development activities.

Faculty Development Fund

The School annually provides an allocation to each program of $900 for each probationary, special, and tenured faculty member. The program, as part of its program plan, sets priorities for faculty development, establishes criteria for the use of faculty development resources, determines who is eligible to receive faculty development funds, and develops a plan to evaluate the efficacy of faculty development activities.

Programs may supplement faculty development funds provided by the School with other resources such as indirect or salary savings from grants, returns from self-support or continuing education programs, or fundraising activities, and are encouraged to provide faculty development support for special faculty.

General principles for the use of faculty development resources allocated by the School.

- Faculty development activities should contribute to the accomplishment of the program, School, and university mission;
- Faculty development activities should advance the individual’s faculty activity plan.

Annually the program director prepares a report to the Dean of the School describing the uses of the faculty development funds and showing how program goals and individual Faculty Activity Plans were advanced.

Special Faculty

Special faculty members in the School bring substantial expertise and diverse experience to the programs and they enliven and enrich programs. Some special faculty will spend a short time at Eastern as teachers- or practitioners-in-residence who bring the immediacy of their classroom or
clinical experiences to the professional preparation programs. Others will be faculty with a primary interest in teaching or supervising field experiences or internships and may have an extended stay in the program. Special faculty positions provide flexibility to programs in staffing courses and program activities.

Special faculty assignments carry different expectations than those of probationary or tenure positions and qualifications for special faculty appointments may differ from those probationary or tenure positions. The term of employment is normally one academic year. Special faculty in the School participate in program meetings and may serve on program and school committees. They are provided appropriate office space and equipment, are represented by the United Faculty of Eastern, and are accorded the respect and appreciation due all members of the School faculty and staff. Special faculty are eligible for merit bonuses and, at the discretion of the program may be eligible to apply for faculty development support.

The use of special faculty will be included in program and School plans. The creation of these positions must be initiated from within the department/program requesting the position and have the support of the program members, and are subject to review by the program members each year.

Appointment to special faculty positions may be accorded to individuals who are highly specialized or recognized in their profession and are fulfilling a special function for the university. These appointment must meet the qualifications established by the university as appropriate for the designation given and shall require the support of the program members.

No appointment to special faculty position shall be constructed as an appointment to the faculty rank of assistant or higher. Special faculty are not eligible for tenure. Additional guidelines and requirements are found in the Collective Bargaining Agreement, p.II-21.

**Titles**

Special faculty titles shall be limited to lecturer; senior lecturer; faculty in residence; visiting professor (or associate or assistant professor); research associate and senior research associate; clinical associate and senior clinical associate.

**Qualifications For Appointment**

When a special faculty position is created, the program specifies qualifications required to hold the position. Special faculty who teach courses or supervise field experiences or internships should normally hold a master’s or doctoral degree; visiting assistant, associate, or full professors should have the qualifications required for probationary or tenure appointments in those ranks. Degree requirement may be waived in certain circumstances.

**Faculty Activity Plans For Special Faculty**

At the time of appointment, program directors will assist in the preparation of a Faculty Activity Plan to inform the special faculty member of the programs expectations and to guide him or her in achieving retention in the program. The plan provides specific guidance to the faculty member about how his or her performance will be evaluated in making the retention decision. The Faculty Activity Plan is reviewed and approved by the SSWHS Faculty Development and Standards Committee and by the Dean.

The Faculty Activity Plan should describe responsibilities assigned and establish criteria for evaluation.

**Terms of Appointment**

Special faculty have year-to-year appointments and notice of nonrenewment is not required during the first six years of employment. Decisions about renewal will be made on the basis of the Faculty Activity Plan and on program staffing needs and available resources.
There is no limit on the number of appointments a special faculty member may receive. After six years of full-time service, appointments will provide for one full year’s notice on nonrenewment. Senior lecturers or associates will receive two year’s notice of nonrenewable.

If a special faculty is offered a probationary appointment, up to three years of his or her service as a special faculty member may be counted toward the total probationary period before application for promotion and tenure.

Work Load

Workload for special faculty will not exceed an academic year average of fifteen (15) contact hours of teaching per week. The average teaching load for special faculty will be forty five credits not to exceed sixteen (16) contact hours of teaching per week. College and department/program plans may allow for a reduction in teaching load to enable a special faculty to participate in program service activities as appropriate.

Part-Time Faculty

The Collective Bargaining Agreement defines a part-time faculty appointment as:

“one which clearly limits the contract teaching duties of the individual with the university to less than normal full-time teaching assignment for the contract period. Such part-time appointment shall not be in any way applicable to the computation of time of employment for tenure purposes (II-23).

In the School, part-time appointments include the following:

- adjunct faculty, a title typically given to individuals who are affiliated with another institution or organization and teach only one or two courses a year or who supervise;
- staff members who teach courses in one of the programs;
- graduate assistant who may teach courses under the guidance of regular faculty;
- special-qualified individuals who bring their expertise to teaching or supervision in programs offered in the School.

Part-time faculty meet the same high standards of experience and preparation as a full-time faculty in the School and their performance is monitored and evaluated carefully by program directors. Students and programs gain from the varied experiences and special expertise they bring to the classroom, and the School benefits from the flexibility offered by the availability of qualified part-time faculty.

The role of part-time faculty in each program is defined in the program plan.

SUPPORT STAFF

Administrative Exempt Employees

Administrative Exempt employees in the School of Social Work and Human Services serve a variety of roles in programs and the Dean's office. They bring professional skills and experiences to their work and are valued members of the School/university community.

Recruitment and Appointment

Administrative exempt positions are filled through recruitment processes conducted with the assistance of the Human Resources Office. Recruitment for administrative exempt positions will be consistent with the university's Equal Opportunity Policy and Affirmative Action Program.

Position Description

Each administrative exempt position in the School has a position description on file in the Dean's office.
The program director, or Dean is responsible for developing the position description and having it approved by the Dean or the Provost as appropriate. The Human Resources Office should be consulted in the process of development of the description.

The position description forms the basis for the annual evaluation and each year it is reviewed and revised if necessary. If the duties and/or responsibilities of the position have changed substantially, the position description should be rewritten and approved by the Dean or the Provost.

Career Development Plans

Each administrative exempt employee develops a Career Development Plan in consultation with his/her supervisor. The Career Development Plan should outline goals for continuing education and skill development. Funds to support career development opportunities for administrative exempt employees should be provided by the employing unit.

Career Development Plans are reviewed and approved by the Dean and are updated annually as part of the evaluation.

Evaluation

The goals of the annual evaluation of administrative exempt employees include the following:

- appraise performance for the year;
- identify strengths and areas for continued growth;
- clarify expectations and performance standard;
- review and update the position description;
- update the individual's Career Development Plan;
- provide a basis for personnel action: retention in the position; merit increases; performance improvement plans; etc.

Evaluations should include a conference with the employee and be summarized in a written performance evaluation document that is signed by the employee and the supervisor. Evaluations are submitted to the Dean for review before being forwarded to the Human Resources Office.

Compensation

Salaries are determined by the university's administrative salary plan and based upon the position description. Salaries may be increased by across-the-board increases, merit increases based on performance evaluations, or re-evaluation of the position.

Classified Employees

Classified employees provide valuable support services to the faculty, administrators, and students in the School. They are often the first contact students have with the program and their care and sensitivity in dealing with students reflects the School's commitment to serving students well. Programs and the Dean's office are committed to providing a supportive and encouraging work environment for classified staff in the School and to recognizing and honoring the contributions they make to the School.

Full-time classified employees at Eastern Washington University are covered by collective bargaining agreements that outline procedures for recruitment, appointment, evaluation, and compensation. Program directors and others who have supervisory responsibilities for classified employees are expected to be familiar with the terms of the appropriate collective bargaining agreement.

Position descriptions for all classified positions in the School are maintained in the Dean's office. Those descriptions are updated annually after the performance evaluation.

Professional Development
The supervisor develops a Professional Development Plan with each classified employee that identifies strengths and opportunities for continued improvement. Funds and/or release time should be provided to encourage and assist with ongoing skill development in job-related areas. The Dean's office holds quarterly meetings of classified staff in the School to ensure communication across units, to provide training, and to identify common problems and seek solutions.

**STUDENTS**

**Student Recruitment And Retention**

The School of Social Work and Human Services is committed to serving students by providing high quality programs in a supportive and challenging environment.

The School supports and contributes to the accomplishments of the university's enrollment management goals by actively recruiting students and developing programs and structures that support their efforts and encourage them to continue as students at Eastern.

Each program includes in its plan a strategy for recruiting and retaining students. All plans include the following elements:

- faculty involvement in recruiting activities at high schools and community colleges;
- faculty participation in transfer advising and evaluation of prior educational experiences, coordination of programs recruitment efforts with the Admissions Office to ensure congruence with university activities and priorities and consistency in message;
- ongoing training for advisors and support staff to ensure that they are knowledgeable about services available on campus, changes in academic requirements, procedures for academic appeals, opportunities for involvement in campus life, and resources to help students having difficulties;
- regular assessment of students' satisfaction with the treatment they have experienced in the program;
- provision for the assignment of advisors as soon as students declare a major or select a minor in the program;
- expectations for high quality advising including availability of advisors at times convenient to students, well-informed advisors, and accessible printed and electronic information; commitments to building course schedules that are convenient for students;
- process for early identification of students having difficulty and provision of appropriate assistance;
- attention to follow up studies of students who leave programs;
- provision of opportunities for students to interact with faculty and with one another outside of class through student organizations, special workshops, speakers, presentations, symposia, and social activities.

**Admission To Programs**

Admission to the university does not guarantee admission to specific programs in the School. Each program establishes admission criteria and procedures and communicates those clearly to students. When changes have been approved, the programs are responsible for ensuring that students receive timely and complete information about the changes.

**Advising**

Advisors in the programs are available to assist students with planning their academic programs, to review students' academic performance and suggest ways to improve, to help students identify resources when they need assistance, and to discuss career or graduate school plans. Each program includes advising in its recruitment and retention plan and ensures that students have access to a knowledgeable and interested advisor. Faculty are expected to take an active role in advising students. Programs regularly assess the effectiveness of their advising program.

**Academic Appeals Process**

40
The academic appeals process begins at the program level. Each program has, as part of its program plan, a process for reviewing concerns brought by students. A description of that process is communicated to all students in the program. At the program level, the program director makes the final decision and communicates it to the student in a timely matter. Actions taken on student appeals are communicated to the Dean of the School.

Students wishing to appeal the program's decision may request a review of the decision by the Dean of the School. The Dean, after determining that the program appeals process has been completed, reviews the situation, consults with all parties involved, and makes a judgment about the appropriate action to be taken.

The Dean may appoint a School level Academic Appeals Committee to review the case and make recommendations about actions to be taken.

Counseling And Alumni Relations

Each program makes deliberate efforts to maintain connections with former students through such activities as newsletters or contributions to School or university publications; invitations to return to campus for program, School or university-sponsored activities; personal contacts; and professional organizations. Faculty and staff participate in Alumni Association events and assist in the maintenance of the Alumni Data System by providing address changes they receive from former students to the EWU Foundation and Office of Alumni relations.

Students' Rights And Responsibilities

Faculty and staff in the School are committed to treating all students with respect and students are expected to treat faculty and staff respectfully. When problems develop, we seek solutions that are equitable and just. In situations where there is conflict, we work to protect the rights and preserve the dignity of all parties. We use mediation whenever possible to work out mutually acceptable solutions to conflicts.

Professors hold high expectations for students and for themselves. They insist upon academic honesty and evaluate student work thoughtfully and rigorously. Students have the responsibility to meet the standards of academic work established for the courses in which they are enrolled.

Professors encourage free discussion, inquiry, and expression in the classroom and in conferences with students. Students are free to offer reasoned disagreements with information or opinions presented by the professor of by their fellow students, but they are required to learn the content of courses for which they are enrolled. Students may not interfere with the learning of others or disrupt the orderly conduct of School and university business.

Faculty recognize the power differential that inevitably exists between student and professor and they apply sound judgment and professional ethics to all relationships with students. Professors take care not to exploit or harass students. They acknowledge significant assistance from students and protect their academic freedom. Professors consider information they gain about students from their work as teachers and advisors as confidential.

Students who believe they have been treated unfairly or unprofessionally should discuss their concerns with the program director. If they are not satisfied with the hearing they receive at the program level, they may meet with the Dean of the School.


Recognition Of Student Achievement

Each of the programs has an initiative to recognize outstanding achievement by students. At the School level students are honored in the following ways:

Dean's Honor List
Each quarter undergraduate students who achieve a grade point average of 3.5 or higher will be named to the Dean's Honor List and will receive a letter of commendation from the Dean of the School. Students on the honor list are regularly invited to provide information and feedback to the School about specific aspects of their experiences while students at Eastern.

Frances B. Huston Award

The School selects several outstanding graduates each year to receive the Frances B. Huston Award. Graduating senior nominees have demonstrated outstanding academic achievement and leadership through service to the university and/or community. These students receive a medallion and are recognized at the university commencement and School convocation ceremonies.

CURRICULUM AND ASSESSMENT

Curriculum Development and Renewal

The curriculum is the responsibility of the faculty in the university. At the School level, responsibility for the program curricula resides with the program faculty. The School's Coordinating Council and the Dean review all proposals for new programs and substantive changes in existing programs.

The development of new programs begins at the program level, in consultation with the program director and the Dean of the School.

Proposals for new programs must include the following elements:

- a statement of need for the program
- estimated enrollments
- estimated cost and source of funding (including library resource needs);
- curriculum design and instructional approaches;
- assessment plan;
- statement of impact on other units within the university.

Proposals for new programs come to the School's Coordinating Council for review and consideration of budget implications before they go out to university committees for review and approval.

After review by the School's Coordinating Council, the proposals are forwarded through the university curriculum approval system and with the Provost's approval a proposal for a new program is submitted to the Higher Education Coordination Board.

Programs in a professional school must be dynamic and responsive to changing needs and expectations of organizations and agencies which employ graduates of the programs. The faculty in the School commit themselves to a continuous process of curriculum review and renewal to ensure that programs reflect current research, theory, and wisdom of practice and that students receive the best possible preparation for the leadership positions they will occupy. Faculty in the School involve practicing professionals, colleagues form other disciplines, and students in the curriculum development and renewal processes.

Program assessment results stimulate and guide curriculum renewal.

Purpose of Assessment

Ongoing program renewal and improvement depends on regular and systematic assessment of the outcomes of the program and its quality, productivity, centrality to the university mission, and value to society. The assessment procedures in the School are designed to provide information to help ensure that the programs meet the highest standards of quality. The School's assessment process includes outcomes assessment and program reviews. Results of the assessment are used to inform decisions about program maintenance and
resource allocations.

All academic programs shall formalize proposed outcome activities in a department/program assessment plan. Each plan will have aspects that are unique, reflecting the individual character of the academic program concerned as well as the specific informational needs of the program faculty. Every plan shall include comprehensive measures of student’s competency in the major and/or minor. Assessment plans are part of department/program plans.

A copy of the program assessment plan shall be filed with the School dean and the office of academic assessment.

The method of assessing departmental/programmatic progress on its plan will be created by each program and included within the plan. Program plans and program assessment plans will be an integral part of the program review process.

**Outcomes Assessment**

Program faculty have the responsibility for designing outcomes assessment plans for the programs. Assessment plans for each program may include the following elements:

1. expected learning outcomes for the program;
2. sources of evidence about student attainment of the outcomes:
   a. student performance data
   b. student satisfaction data
   c. employment data
   d. employer satisfaction data
   e. alumni satisfaction data
3. procedures to be used to collect evidence about the attainment of the outcomes;
4. process for analysis and interpretation of the data;
5. plans for using results to improve programs.

Assessment plans are approved by the program faculty, program director, and the Dean.

**Accreditation**

The School is committed to meeting national standards of quality established for professional programs or units. Currently, the following programs/units hold national accreditation:

<table>
<thead>
<tr>
<th>Program/Unit</th>
<th>Accreditation</th>
<th>Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Social Work</td>
<td>Council On Social Work Education</td>
<td>2008</td>
</tr>
</tbody>
</table>

Self-study reports are prepared by program/unit faculty and reviewed by the Dean before submission to the accrediting agency. The Dean, program director, and faculty use the reports of accreditation reviews to improve program quality.

The School participates in the self-study process required for accreditation of the university by the Northwest Association of Schools and Colleges.

**Maintenance of Programs**

All programs are subject to regular reviews about their quality, productivity, centrality to the university mission, and value to society. If programs have low enrollments, higher-than-average cost/revenue ratios, or low numbers of graduates, an intensive review of the program will be undertaken by a committee appointed by the Dean. The committee will include faculty from the program, faculty form other programs in the School, and external reviewers with expertise in the program area. The committee will collect data to enable them to make a recommendation to the Dean about continuance of the program based on their assessment of its quality, productivity, centrality to the university mission, and value to society. The Dean, in consultation with the School's Coordinating Council, will determine whether to continue the program.
Discontinuance of Programs

If a decision is made at the School level to discontinue a program, the process follows the guiding in the Collective Bargaining Agreement (p. V-44).

The discontinuance of a program is a function of the university in its regular review of departments and programs, resource allocation and strategic planning. Program review, enrollment trends or severe financial crisis may prompt program discontinuance.

1. Guiding Principles

Except in the case of severe financial crisis, probationary and tenured faculty will not be terminated due to a department discontinuance, reconfiguration, or program reduction without the following conditions having been met:

a. The University will set up its own procedures for program discontinuance.

b. Departments or programs will have the opportunity to revitalize or reconfigure a program to gain sufficient student or institutional interest to warrant the continuation of the program;

c. Faculty shall have the opportunity to obtain up to one-year's retraining, through remunerated leaves, for other programs which have a need for additional or replacement faculty.

Please refer to Collective Bargaining Agreement (p. V-44) additional discussion on program discontinuance.
Appendix I
American Association of University Professors
Statement on Professional Ethics
Adopted June 1987

- Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge and they practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

- As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic freedom.

- As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objectives in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

- As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulation do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

- As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.
Appendix II

Statement of Academic Freedom and Tenure,
1940 Statement of Principles

The following Statement of Academic Freedom and Tenure has been adopted as a basic guideline for University policies by action of the Board of Trustees. In the event of any inconsistencies between the Statement and the terms of this Agreement, the Agreement shall prevail.

1. **Purpose.** The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement on procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends on the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

2. **Tenure.** Tenure is a means to certain ends; specifically:
   (a) Freedom of teaching and research and of extra mural activities and
   (b) A sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security; hence, tenure; are indispensable to success of an institution in fulfilling its obligations to its students and to society.

3. **Academic Freedom.**
   (a) The teacher is entitled to full freedom in research and in the publication of his/her other academic duties, but research for pecuniary return should be based on an understanding with the authorities of the institution.
   (b) The teacher is entitled to freedom in the classroom in discussing the subject, but he/she should be careful not to introduce into his/her teaching controversial matter, which has no relation to his/her subject. Limitation of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
   (c) The college or University teacher is a citizen, a member of a learned profession, and an officer of an education institution. When his/her special position in the community imposes special obligations. As a person of learning and an educational officer, he/she should remember that the public may judge his/her profession and his/her institution by his/her utterances. Hence, he/she should be at all times accurate, should exercise appropriate restraint, should show respect for the opinions of others and should make every effort to indicate that he/she is not an institutional spokesperson.

4. **Academic Tenure.**
   (a) The 1940 Statement on Academic Freedom and Tenure has been adopted as a guideline for faculty polices and procedures at EWU. As such, its general intent shall be followed in defining rights, duties and obligations of faculty members except that; beginning with the faculty appointed after March 1, 1974; only full-time service for tenure consideration.
   (b) After the expiration of a probationary period, teacher or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, under extraordinary circumstances because of financial exigencies.
   (c) In the interpretation of this principle it is understood that the following represents acceptable academic practice:
(i) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(ii) Beginning with appointment to the rank of Assistant Professor or a higher rank, the probationary period should not exceed seven (7) years, including within this period full-time service in all institutions of higher education but subject to the provision that when, after a term of probationary service of more that three (3) years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his/her new appointment is for a probationary period of not more than four (4) years even though thereby the person’s total probationary period in the academic profession is extended beyond the normal maximum of seven (7) years. Notice should be given at least one (1) year prior to the expiration of the probationary period of the teacher is not to be continued in service after the expiration of that period.

(iii) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(iv) Termination for cause of a continuous appointment or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the government board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him/her and should have the opportunity to be heard in his/her own defense by all bodies that pass judgment on the case. He/she should be permitted to have with him/her and advisor of his/her own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his/her own or other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for a year form the date of notification of dismissal whether or not they are continued in their duties at the institution.

(v) Termination of a continuous appointment because of severe financial crisis should be demonstrably bona fide.

5. **Interpretations**

   (a) At the conference of representatives of the American Association of University Professors and of the Association of American Colleges on November 7-8, 1940, the Following interpretations of the 1940 Statement of Principles on Academic Freedom and Tenure were agreed on:

   (i) That its operation should not be retroactive.

   (ii) That all tenure claims of teachers appointed prior to the endorsement should be determined in accordance with the principles set forth in the 1925 Conference Statement on Academic Freedom and Tenure.

   (iii) The administration of a college or university feels that a teacher has not observed the admonitions of subdivision (c) of subsection (3) and believes that the extra mural utterances of the teacher have been such as to raise grave doubts concerning his/her fitness of his/her position, it may proceed to file charges under subdivision (d) of subsection (4). In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility, and the United Faculty of Eastern is free to make an investigation.
Appendix III
The Ethics of Recruitment and Faculty Appointment

Jointly adopted by the American Association of University Professors in June 1993.

- **Prologue**
  
The standards which follow are intended to apply to the recruitment and appointment of faculty members in most colleges and universities. These standards are directed to administrators and faculty members in the belief that they will promote the identification and selection of qualified candidates through a process which promotes candor and effective communication among those who are engaged in recruitment. The standards are offered not as rules to serve every situation, but with the expectation that they will provide a foundation for appropriate practices. The spirit of openness and shared responsibility which these standards are intended to convey are consistent with affirmative action as well as other guiding principles in the recruitment of faculty.

- **The Announcement of a Faculty Position.**
  
  - Prior to the announcement of a faculty vacancy, there should be agreement among all responsible parties on each major element of the position (e.g., rank, salary, and eligibility for tenure), how the position relates to the department’s (or equivalent unit’s) likely needs for the future, the expectation concerning the professional work of the faculty member(s) being recruited, and the resources that will be provided to help the faculty member(s) meet those expectations.
  
  - An institution that announces a search should be genuinely engaged in an open process of recruitment for that position. Descriptions of vacant positions should be published and distributed as widely as possible to reach all potential candidates. The procedure established for reviewing applications and for selecting final candidates should be consistent with the institution’s announced criteria and commitment to a fair and open search.
  
  - All announcements for faculty positions should be clear concerning rank, the length of the appointment, whether the position is with tenure or carries eligibility for tenure, whether the availability of the position is contingent upon funding or other conditions, teaching and research expectations, and requisite experience and credentials. Criteria and procedures for reappointment, promotion and tenure at the institution, as well as other relevant information, should be made available to all interested candidates upon request.
  
  - Interested candidates should have at least thirty (30) days from the first appearance of the announcement to submit their applications.

- **Confidentiality, Interviews, and the Final Decision.**
  
  - Institutions should respect the confidentiality of candidates for faculty positions. The institution may contact references, including persons who are not identified by the candidate, but it should exercise discretion when doing so. An institution should not make public names of candidates without having given the candidates the opportunity to withdraw from the search.
  
  - Those who participate in the interview should avoid any discriminatory treatment of candidates. All communications with the candidates concerning the position should be consistent with the information stated in the announcement for the position.
  
  - Candidates for faculty positions should disclose in a timely fashion conditions that might materially bear upon the institution’s decision to offer the appointment (for example, requirements for research funds, unusual moving costs, a delayed starting date, or the intention to retain an affiliation at the institution with the candidate is currently associated).
• If candidates request information about the progress of the search and the status of their candidacy, they should be given the information.

• The institution’s decision about which candidate will be offered the position should be consistent with the criteria for the position and the duties as stated in the announcement of the vacancy. If the selection of the final candidates will be based on significant changes in the criteria for the position or the duties as stated in the original announcement, the institution should start a new search.

• **The Offer and Acceptance.**

  • The institution may wish to provide informal notification to the successful candidate of its intention to offer and appointment, but the formal offer itself should be an unequivocal letter offering appointment signed by the responsible institutional officer. “Oral offers” and “oral acceptances” should not be considered binding, but communications between the successful candidate and those representing the institution should be frank and accurate, for significant decisions are likely to be based on these exchanges. The written offer of appointment should be given to the candidate within ten (10) days of the institution’s having conveyed an intention to make the offer; a candidate should be informed promptly if the offer is not to be forthcoming within ten (10) days.

  • The terms of an offer to an individual should be consistent with the announcement of the position. Each of the following should be stated clearly in the letter offering an appointment: (i) the initial rank; (ii) the length of the appointment; (iii) conditions of renewal; (iv) the salary and benefits; (v) the duties of the position; (vi) as applicable, whether the appointment is with tenure, the amount of credit toward tenure for prior service, and the maximum length of the probationary period; (vii) as applicable, the institution’s “startup” commitments for the appointment (for example, equipment and laboratory space); (viii) the date when the appointment begins and the date when the candidate is expected to report; (ix) the date by which the candidate’s response to the offer is expected, which should not be less that two (2) weeks from the receipt of the offer; and (x) details of institutional policies and regulations that bear upon the appointment. Specific information on other relevant matters also should be conveyed in writing to the prospective appointee.

  • An offer of appointment to a faculty member serving at another institution should be made no later than May 1, consistent with the faculty member’s obligation to resign, in order to accept other employment, no later than May 15. It is recognized that, in special cases, it might be appropriate to make an offer after May 1, but in such cases there should be an agreement by all concerned parties.

  • The acceptance of a position is a candidate’s written affirmative and unconditional response sent by the candidate to the institution no later than the date stated in the offer of appointment. If the candidate wishes to accept the offer contingent upon conditions, those conditions should be specified and communicated promptly in writing to the institution which is offering the position.

  • If the candidate intends to retain an affiliation with his or her current institution, that circumstance should be brought promptly to the attention of the current institution and the recruiting institution.

  • Individuals who accepted an appointment should arrive at the institution in sufficient time to prepare for their duties and to participate in orientation programs.
Appendix IV
Department and Faculty Activity Plans

Department And Faculty Plans.

Departments consider and formulate their goals and make decisions about how to use their resources to accomplish these goals. This department plan, upon approval by the faculty of the department, is submitted to the dean for preliminary approval and forwarded to the Chief Academic Officer for final approval. Department plans shall be congruent with the respective college plan, upon approval by the members of the college, is forwarded to the Chief Academic Officer for final approval.

(a) Role of Departments. The faculty member’s responsibilities (teaching, research, and service) will be determined based on departmental needs and planning. This department plan will be used for recruitment and hiring as well as determining expectations for retention, tenure, and promotion. A faculty activity plan (previously called letter of expectations) will be prepared for faculty members in the first year of hire to inform and guide them to achieve retention, tenure, and/or promotion. Faculty activity plans will be prepared for all probationary faculty and special faculty appointment. Career development plans will be prepared for all tenured faculty regardless of status in rank and years.

Although teaching will remain the primary function of faculty members at Eastern Washington University, departments may need faculty who can fulfill a variety of roles and not all faculty will have the same roles in a department. In developing a faculty activity plan, the department, and the individual can list the faculty member’s areas of strength, areas of possible improvement, personal achievement goals, departmental functions, and methods of evaluation. This approach is consistent with the list of commitments for the four-year institutions as stated in the HECB’s Institutional Productivity Initiatives: Faculty Workload Study, 1994. The relevant sections are quoted below:

Ensure that the primary mission of each institution is construction, which is consistent with how faculty currently allocate their time as captured by the Faculty Workload Study. In addition, each institution will pursue an appropriate balance of research/scholarly activities and public service consistent with its mission.

Hold the academic department accountable for faculty workload assignments and for ensuring that undergraduate student learning needs are met. This accountability must recognize the differences among departments.

Further, there may also be differences among faculty, some of who may give more effort to teaching in one term while others give more effort to research and service.

The reward system (including tenure, promotion, and post-tenure reviews) should place greater emphasis and value on undergraduate teaching.

With these guidelines, a department can develop individual faculty activity plans in which faculty members would perform different roles, have different goals, and be evaluated on these relevant factors. Yet all of these individual roles and goals would contribute to the department’s stated goals and its primary instructional mission. The faculty activity plans are forwarded to the dean and college/university library personnel committee for acceptance or rejection. Each college/university library may require its own set of criteria for faculty activity plans. All retention, tenure, and promotion recommendations are formulated at the department level based on faculty activity plans.
Appendix V
Northwest Association of Schools and Colleges
Policy of Faculty Evaluations

Policy on Faculty Evaluation

As stated in Standard Four, the effectiveness and quality of an institution’s total educational program depend upon the presence of a competent faculty. Further it is the institution’s obligation, in consultation with the faculty, to evaluate the performance of its faculty members and to provide for their development on a continuing basis.

Standard Four also calls for faculty members to be safeguarded in their exercise of academic freedom. The protection of academic freedom does not lessen the need for performance evaluation of temporary or permanent members of the faculty to ensure, on a continuing basis, the effectiveness and quality of those individuals responsible for the academic program. This ongoing evaluation may take several forms, in accordance with the size, complexity, and mission of the institution, including, for example, annual merit salary evaluations of a significant nature, promotions, and/or tenure reviews, periodic post-tenure reviews, or reviews conducted in response to some institutional need. The requirement of this policy is that every faculty member at every institution be subject to some type of substantive performance evaluation and review at least every third year.

In establishing a program of continuing faculty evaluation and in supporting a program of faculty development, institutions shall meet the following requirements:

- Institutions should develop in a collegial fashion and implement internal plans and procedures that specify the process and criteria by which faculty members are evaluated on a continuing basis.
- Collegial participation in faculty performance evaluation is critical in order to bring subject matter and pedagogical knowledge substantively into the assessment process. Nonetheless, it is the obligation of the administration to ensure quality and effectiveness of the educational program through the evaluation of faculty performance. At a minimum, an institution’s evaluation plans must include administrative access to all primary or raw evaluation data.
- Multiple indices should be utilized by the administration and faculty in the continuing evaluation of faculty performance. Each of these data sources is to be related to the role of the faculty member in carrying out the mission of the institution. Some examples include:
  (a) The evaluation of teaching through student, peer, and administrative assessment.
  (b) The evaluation of the quality of scholarly performance and/or research productivity as reflect in peer judgments about publication and success in securing external funding.
  (c) The evaluation of service to the profession, school, and community.
- Where deficiencies in a faculty member’s performance is to be accomplished in a manner consistent with its accredited status.
Appendix VI
Design for the Promotion and Tenure Portfolio

The candidate is responsible for preparing a promotion and tenure portfolio that includes the elements below and presents them in the order listed:

- an introduction to the portfolio that reviews the candidate’s Faculty Activity Plan and his or her accomplishments related to it;
- a copy of the Faculty Activity Plan;
- a copy of the candidate’s current vita;
- evidence that the candidate has met the expectations outlined in the Faculty Activity Plan (included below are examples and recommendations for types of evidence that must/may be provided for teaching, scholarship, service and collegiality);
- appendices with additional exhibits may be included.

Examples of Evidence for Teaching, Scholarship, Service and Collegiality

Candidates for promotion have the responsibility of presenting the most convincing evidence they can assemble to support their application for promotion. The items required of all applicants are marked with an asterisk. The others are examples only and are not meant to prescribe that every item be included in the materials submitted for review. A candidate may determine that materials other than those suggested here will be more helpful to the committees and may include them instead. Candidates should only present relevant information and organize it to be convincing to the reviewers.

Teaching

- *list of all courses taught at Eastern Washington University;
- *results of course evaluations for all courses taught in the most recent six quarters (college evaluation forms and process must be used, other student evaluation information may also be included; all student responses for each course must be included; see Collective Bargaining Agreement for exceptions);
- *a statement describing teaching philosophy, goals, and approaches;
- *an assessment report for one or more courses taught that includes a statement of tools used, a summary of students' achievement of course goals, and information about how assessment information was used to improve teaching and enhance student learning;
- reports of activities that focused on improving teaching and maintaining currency in the discipline;
- student evaluations that include items about active engagement, organization of course and class, fairness in evaluation and grading, etc.;
- course syllabi that reflect solid grounding in the field;
- sample course examinations or projects that require students to demonstrate critical thinking, understanding, skill in applying knowledge;
- sample lesson plans that show course goals and planned activities;
- student work samples or examinations that provide evidence of student attainment of course objectives;
- examples of modifications of courses and/or activities based on evaluation results;
- description of instructional approaches utilized for a particular course and the rationale for selecting them;
- list of advisees and evaluation data about effectiveness of advising;
- reports from faculty colleagues and department chair of observations of classes;
- external reviews of course materials, teaching portfolio, etc. by faculty in the discipline (reviewers to be selected jointly by faculty member and chair of department);
- descriptions of honors or awards of excellence in teaching;
- letters from students that provide relevant evaluations of teaching.

Scholarship

- copies of articles, book chapters, monographs, book reviews;
• title pages and abstracts of books published;
• copies of reviews, commentaries, letters in response to publications;
• grant applications submitted with award letters if funded;
• instructional software or videos that have been externally reviewed and accepted for publication;
• copies of papers presented at regional, national conferences;
• copies of unpublished research reports;
• documentation of participation in scholarly presentations at conferences (panels, respondent, session chair, etc.).
• reports of projects or activities that involved collegial work;

**Service**

• reports of committee service;
• letters from officers of organizations describing service;
• reports of work done with/for schools and community organizations;
• letters from editors or granting agencies regarding service;
• programs from professional meetings organized.
• letters from colleagues that describe and evaluate the faculty member's collegial activities;
• evaluations by department chairs that speak to collegial activities.