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1. INTRODUCTION

The purpose of this plan is to provide direction and guidance to the College of Social and Behavioral Sciences (CSBS) and its various departments and programs in their pursuit of the highest standards of academic excellence.

This plan describes policies and procedures that have been developed specifically for the College. These policies conform to the rules established by the EWU Policies and Procedures and the EWU/UFE Collective Bargaining Contract. Upon approval, the college plan will be distributed to all faculty and staff of the College.

These policies and procedures may be altered to reflect developments in university, CBA, college, and/or department/programs. Major changes to the college or department policies and procedures should be made no more than once per year. Changes to the College Policies and Procedures can be made as follows:

(1) Suggested changes will be submitted in written form to the Dean and department chairs.
(2) If the suggested change(s) is a minor change to content though requiring change in the form of the document (stylistic changes, clarifications, improved wording, etc.) then the changes can be made by a majority vote of the chairs.
(3) If there is a substantial change to the content of the plan, then a majority vote of the faculty in the college is required (see definition of faculty and voting eligibility in Section 5), and changes will be made once per year.
2. COLLEGE STRATEGIC PLAN

The following strategic planning goals were developed in the spring of 2007 and are linked to the overall goals of the university:

- Enrollment
- Retention
- Graduation
- Program Quality
- Learning Environment

GOAL 1: DIVERSITY IN HIRING AND PROGRAMS:

To be recognized by the university and the region as the premier unit providing a rigorous culturally diverse and international education to EWU students both through strong traditional disciplines and interdisciplinary programs thereby providing major potential to attract, retain and graduate students at the undergraduate and graduate levels.

Link to Eastern’s Strategic Goals:
I. A rigorous and engaged student learning experience
   1. Foster engaged student learning.
   2. Integrate multicultural and international perspectives into the learning experience.
   3. Provide an environment supportive of learning and teaching excellence.

Key Performance Indicator (KPI): Other: Diversity

Outcome 1
Hire faculty who can enrich the existing international, cultural and ethnic diversity of our faculty and curriculum.

Create new and strengthen existing community and university partners that help us strengthen our international and culturally diverse emphases in curricular and programmatic offerings.

Measurement:
- Increased number of faculty from underrepresented groups; increased faculty teaching international courses, increased number of new courses that have an international or culturally diverse component.
- Number of community partnerships created to strengthen our commitment to international and culturally diverse education.
Strategies for Outcome 1
- Faculty search committees will identify qualified candidates of underrepresented groups whenever possible and bring them into the hiring pool.
- The College will create opportunities for departments to make curricular or programmatic changes that encourage diversity.
- Capitalize on expertise of new hires and current faculty in Latin America, Central Asia, Southeast Asia, far East Asia, ancient Rome, Greece and Cyprus, and the Middle East to develop Centers of Excellence in the study of these regions, new certificates and minors.
- New faculty hires in international areas will develop study-abroad and field trip opportunities.
- Faculty in traditional programs will self-identify the types of community partnerships that will advance the mission of the department/program as well as the college’s commitment to diversity.
- Develop a transparent project planning process and template for all departments and programs to use. Plans that result from use of this process will be integrated into the planning and budgeting cycle of the College.

Outcome 2
Engage faculty to develop appropriate new interdisciplinary certificate programs and minors that are carefully planned, well supported, and have a high likelihood of success.

Measurement:
- Numbers of feasible new programs that support the college mission will be implemented.

Strategies for Outcome 2
Feasibility studies (including concept papers) will be reviewed for potential new programmatic areas already identified:
- Public History joint-appointment with Washington State Archives.
- Institute for Middle East/Central Asia Studies with appropriate degrees, programs or certificates.
- Three to five new certificate programs in interdisciplinary areas.
- Programs that have the potential to use the Roadmap to Redesign (R2R) model or some other innovative approach to course delivery.
- Center for Social Justice (to replace the existing Farm Safety Center).
- Applied Ph.D. in Psychology.
- BA in Psychology offered at Bellevue Community College.

Feasibility for future programs will be solicited in the spring of each academic year.
- Engage the faculty and the community as the strategic planning process unfolds.
- Encourage the faculty to develop white papers (position papers, concept papers) that will propose new programs.
- On an ongoing basis evaluate and add programs into the planning and development cycles.
• Capitalize on all of these events to leverage them for future enrollments, growth and resources.

**Outcome 3**
Identify and develop resources to ensure both the initial efforts and the sustainability of both new and existing programs.

**Measurement:**
- Sources for internal and external funding for new and existing programs will increase.

**Strategies for Outcome 3**
- Convene the College Advocates Group.
- Work with the Advocates Group to develop resources and utilize their assistance to identify and build community partners and support.
- Solidify our relationship with the State Archive by hiring joint faculty with them, running internships through them and providing classes for their employees.
- Work with Grants and Contracts to identify and develop resources.
- Work with the Development Office to identify and develop resources.
- Strengthen community partnerships already existing in programs and support the growth of new community partnerships through college-, department- and student-level engagement.

**GOAL 2: THE CURRICULUM INTEGRATION PROJECT IN CHENEY AND OTHER LOCATIONS**

Re-dedicate our efforts to support and strengthen The Curriculum Integration Project on the Cheney campus as well as at our off-campus programs. Be recognized by the university and the region for our innovative signature program that integrates a core curriculum for most social science students to broaden and deepen their understanding of social theory and methods beyond what can be achieved within any one discipline.

**Link to Eastern’s Strategic Goals:**
1. A rigorous and engaged student learning experience.
   4. Foster engaged student learning.
   5. Integrate multicultural and international perspectives into the learning experience.
   6. Provide an environment supportive of learning and teaching excellence.

**KPI:** Program Quality

**Outcome 1**
Dedicate time within the regular teaching load of existing and new faculty to deliver the CSBS courses and interdisciplinary certificate programs.
**Measurement:**

- A strategic workload and scheduling plan will be developed for CSBS classes and implemented.

**Strategies for Outcome 1**

- Conduct data analysis of existing CSBS offerings in the college that allows for routine scheduling of classes.
- The committee chairs and appropriate department chairs/program directors will implement the electronic scheduling mechanisms that have been developed.
- Plans and targets for enrollments and hiring for CSBS courses will become a regular part of the personnel and budgeting decisions.
- Insure that affected departments are equitably sharing in the responsibility for integrated CSBS offerings by implementing and revising the college policies and procedures for scheduling.
- For CSBS offerings develop a process and templates for all departments, programs and CSBS committees to use in scheduling.
- Explore and develop new offerings with the Division of International and Educational Outreach (DIEO) to achieve the appropriate economy of scale, primarily for the west side and Spokane Valley programs.
- Continue to strengthen the college relationships with DIEO in order to improve scheduling and staffing of off-campus programs.

**Outcome 2**

Develop the Theory, Methods, Statistics and Certificates working groups to their full potential.

**Measurement:**

- Results of a survey of students and faculty will gauge whether the courses and the integrated curriculum as a whole is fulfilling the mission of the program.

**Strategies for Outcome 2**

- Re-dedicate our efforts to strengthening the number and quality of certificate programs offered by the college.
- Routine reporting of data will be integrated into the decision-making and project planning processes.
- We will more fully utilize college data to analyze enrollment trends.
- Work with the Provost’s Office and Dean of Graduate and Undergraduate Studies to analyze and seek solutions to the staffing issues.
- The working groups will develop strategies to improve their ability to meet programmatic goals.

**Outcome 3**

Increase marketing and development activities to promote the Integrated Curriculum Project as a signature program for CSBS.
Measurement:
- Phase 2 of the college’s new marketing products and strategies currently under development will be complete.
- Support from private sources will steadily increase each year over the next 5 years.

Strategies for Outcome 3
- Marketing plan and promotion materials will be updated annually.
- Educate the College Advocates Group about the uniqueness of the Curriculum Integration Project so that they can take the message out to their constituencies as ambassadors.
- Direct all future marketing about the CSBS to feature our signature program.
- Work with Development to find funding for extending the work of the Curriculum Integration Project to develop a speaker’s series “Leaders from the Social and Behavioral Sciences.”
- Work intensively with the development office to find opportunities for funding the second ½ of the endowed professorship in Social Science Theory. This faculty member will play a key role in shaping the future of the Curriculum Integration Project.

GOAL 3: ENROLLMENT, RECRUITMENT AND RETENTION

Maintain, develop and grow enrollments and resources to enhance the quality of CSBS programs and retain students through graduation. This goal includes:
- Maintaining enrollments in programs operating at full capacity.
- In those programs explore how adding resources can increase capacity.
- In programs that are operating above capacity bring resources in line with output.
- Grow enrollments in programs under capacity where possible.

Link to Eastern’s Strategic Goals:
IV. Grow resources and capacity to enhance Eastern’s academic quality
   1. Plan for and manage enrollment growth.
   2. Increase student retention and degree completion rates.
   3. Obtain additional state funding.
   4. Increase non-state revenue.

KPI: Enrollment

Outcome 1
Efficient use of college resources to manage enrollment growth throughout the unit, including development of a plan to bring college resources to bear on promising programs.
Measurement:
- Resources will be increased for programs continuing to enroll more FTES beyond their faculty/student capacity.

Strategies for Outcome 1
- Develop policies to manage enrollment growth and retention.
- Reach out to High School and Community Colleges to develop new and strengthen existing targeted recruiting opportunities such as PICI.
- Re-examine the purpose of the capstone courses to assess whether they are meeting student needs.
- Continue to expand opportunities for experiential learning such as internships, service-learning and study abroad.
- Monitor college and department issues and strengths with regard to university retention challenges.
- Support and play a major role in general education reform at the university.
- In programs where resources are not sufficient, develop strategies to reallocate or add resources.
- Successfully maintain a strategic hiring plan for the College resulting in appropriate new hires and replacements.
- Pilot a college-level advising program that will place an advisor at least 50% time in the college for the following purposes: aid declared majors in completing their university requirements, freeing up faculty time for major requirement and career advising; direct students to double-major, minor and certificate opportunities within CSBS and potentially with other units in the university. Implementation will follow an assessment of the pilot program.

Outcome 2
Enhance the development, growth and success of traditional and niche programs in the college that have major potential to attract and retain students.

Measurement:
- Number of FTES enrolled in traditional and niche programs.

Strategies for Outcome 2
- Increase efforts to promote unique programs through campus activities, and promotional materials.
- Involve College Advocates Group to increase community engagement and internships for students.
- Support increased faculty efforts in raising non-state revenue in support of unique programs.
- Increase the numbers of experiential learning opportunities for our students such as internships, service learning, and study abroad opportunities.
- Involve Greater Spokane Incorporated in internship opportunities for students.
**Outcome 3**
Increased efforts to promote the College’s courses and programs through further development of promotional materials, marketing strategies and prudent use of the community connections and expertise of the College Advocates Group.

*Measurement:*
- Phase 2 of the College’s new marketing products and strategies currently under development will be complete.
- Support from private sources will steadily increase each year over the next 5 years.

**Strategies for Outcome 3**
- Make web central marketing vehicle for all college communications.
- Complete the development of informational materials for use in fund-raising, attracting new students, new faculty and promoting courses and programs.
- Continue to update and develop curriculum guides for each department and program within college to be used for development, recruitment and admissions as well as public relations purposes.
- Improve communication of accomplishments to outside constituents by moving newsletter to electronic format.
- Include in promotional materials information about potential areas of study as well as established departments and interdisciplinary programs.
- Include in promotional materials a listing promoting faculty community engagement activities and scholarship.

**GOAL 4: GREAT TEACHING AND RESEARCH WITH STUDENTS**
Support the faculty to be able to bring top rate pedagogy to the classroom and lead the university in innovative ways to involve our students as sophisticated creators of as well as benefactors of information and knowledge.

**Link to Eastern’s Strategic Goals:**
I. A rigorous and engaged student learning experience.
   7. Foster engaged student learning.
   8. Integrate multicultural and international perspectives into the learning experience.
   9. Provide an environment supportive of learning and teaching excellence.

And
II. An academic community culture that supports and engages faculty and staff throughout their careers.
   1. Encourage faculty to be “institutional difference makers.”
   2. Support and reward faculty teaching, research and service.

**KPI:** Retention
**Outcome 1**
Strengthen the college infrastructure that supports faculty/staff development and student learning including recognition programs for excellence in teaching, research and service.

Involve more faculty in undergraduate and graduate research opportunities.

**Measurement:**
- Broaden the level of faculty involvement in undergraduate and graduate research symposiums and presentations beyond those units that currently participate.
- New college policies and procedures manual and department plans will articulate clearly how faculty involvement in undergraduate and graduate research will be supported by the college.

**Strategies for Outcome 1**
- Continue to develop a college-wide faculty/staff reward and recognition system.
- Work with the offices of the President and the Vice President for Academic Affairs to explore the implementation of a new faculty rank and award (post Full Professor) to reward and honor outstanding faculty at the most senior levels. Possible titles could be “centennial professor” or “university professor”. The honor would include change in rank and a base-salary promotion raise.
- Expand opportunities for faculty to teach and advise in graduate programs.
- Develop and implement new college policies for advanced strategic planning in areas of personnel/hiring, equipment needs and course scheduling.
- Continue to target funds for faculty to take undergraduates or graduate students to research conventions to present papers.
- During budget planning cycle, set aside a minimum of $10,000 per year (ledger 1 dollars) for additional faculty professional development.

**Outcome 2**
Faculty will have input on improving technological capacity and pedagogically sound structure in our classrooms, offices, labs and buildings.

**Measurement:**
- Faculty and Dean’s office staff in CSBS will have teaching, office and research facilities that truly fit our needs and capacity.

**Strategies for Outcome 2**
- Faculty will be fully involved in the renovation of buildings. Immediate needs are in Martin Hall with Psychology and Statistics labs, a Forensics Lab, a map library in Isle Hall, and all office and classroom spaces in Patterson Hall.
- Look for development opportunities to increase the funding level for the current facilities renovations including potentially the relocation of the Anthropology museum in Patterson Hall.
• Maintain current application process for funds for travel, equipment and other resources.

**Outcome 3**
Maximize our excellent teaching potential to fully support student success in the classroom, in advising, and in experiential learning experiences.

*Measurement:*
  - Increased student retention in our majors.
  - Higher levels of satisfaction with our programs to be measured by mid-program and exit surveys and through faculty/student advising opportunities.

**Strategies for Outcome 3**
- Emphasize information literacy as a central component of integrated curriculum methods courses and other self-selected courses in the college. Work with the library to help create the infrastructure for our students to become discerning users of information.
- Ensure the appropriate faculty/student ratio for the preferred delivery method and pedagogical style of the courses offered in any particular discipline.
- Encourage faculty involvement in exploring how the R2R concept can be utilized in other courses.
- Facilitate creation of a college culture where advising and teaching are intricately linked.
- Facilitate creation of college culture where undergraduate students seek-out research opportunities with faculty.
- Facilitate creation of a college culture where community engagement is recognized as a highly regarded and encouraged activity for both students and faculty.
- Use college web site as a forum to publicize community engagement and research of faculty and students. Encourage departments and programs to do the same.

**GOAL 5: RESOURCE ALIGNMENT**

Insure that all initiatives and new resource commitments are linked to the university, college and department strategic plans including focused development efforts.

**Link to Eastern’s Strategic Goals:**
VI. Manage resources, capacity and people effectively and efficiently.
   1. Align programs with mission and academic vision.
   2. Align hiring and recruiting practices with mission and academic goals.
   3. Evaluate administrative structures for effectiveness and alignment with mission and vision.

**KPI:** Program Quality
Outcome 1
Continue to develop our planning processes to be in sync with the university planning process and the budget model.

Measurement:
- Faculty and staff will know the timelines and procedures to follow to facilitate the sustainability of existing and the development of new programs.

Strategies for Outcome 1
- Timelines and project plans will be developed as appendices to the College Policies and Procedures and the College Strategic Plan.
- Timelines and procedures will be provided to all faculty for the development of programs in the college.
- Timelines and project plans will be vetted for programmatic, fiscal and resource desirability.
- Move to a culture of implementation, review and continuous improvement.

Outcome 2
As initiatives are developed a plan will be created to work with grants and contracts for sources of external resources.

Measurement:
- The number of external grant applications will increase.

Strategies for Outcome 2
- Develop a project plan process and template for all departments and programs. This template will be integrated into the planning and budgeting cycles.
- The College will work with the faculty and academic affairs to integrate the functions of development, budget, and program development and sustainability.
- Move to a culture of implementation, review and continuous improvement.

Outcome 3
As initiatives are developed, increase levels of private source funding for the college through increased development activities.

Measurement:
- Funding from private sources will increase.

Strategies for Outcome 3
- Convene the College Advocates Group and utilize their assistance.
- Give departments and programs a sense of ownership in external fund-raising activities by rewarding them directly for their efforts.
- Move to a culture of implementation, review and continuous improvement.
3. HISTORY OF THE COLLEGE

Along with the College of Arts and Letters, the CSBS was created in an effort to reduce the size and complexity of its predecessor the College of Letters, Arts and Social Sciences. Both colleges arose during a period of rapid and profound external and internal change, a new university mission statement, and a mandate for institutional renewal. The CSBS took this mandate seriously and instituted a series of initiatives. Central to these initiatives was collegiate reorganization, departmental reconfiguration and curricular integration.

The reorganization of the College of Letters, Arts and Social Sciences into its successor colleges of Arts and Letters and Social and Behavioral Sciences was based on a compelling logic. In line with the new mission statement, it was proposed that these two new colleges be reorganized in such a way as to enhance their respective:

- Theoretical origins and research goals
- Curricular and research concentrations
- Career training, guidance and placement
- Academic foundation for graduate work
- Connections between core and applied aspects of disciplines
- Coordination of general education offerings
- Development of centers of excellence
- Meeting the goals established in the new university mission statement

For these reasons it was suggested that the reorganization of CLASS into CAL and CSBS stood a good chance of improving the university's environment, commitment, and integration and interdependence.

The reorganization of the CSBS was guided by a strategic plan, which envisioned the creation of:

- Common college core courses
- College-wide concentrations
- College-wide certificate programs
- College-wide interdisciplinary degrees
- College-wide education degrees
- College-wide coordination of General Education Core Requirements (GECR)
- College-wide student activities
- College recruitment of students
At the time, it was suggested that a reorganization of the colleges that encourages strategic planning would lead to a strengthening of the college created, a rebuilding of the social and behavioral science disciplines, and the implementation of plans that will help the college meet the goals stated in the university mission statement.

**Departmental Reconfiguration:** The reorganization of the collegiate structure carried with it the obligation to explore the possibility of reconfiguring some departments within the CSBS. Four criteria were used to determine departmental status within the college.

- Size of department-number of faculty (10 or more) and number of majors (25 or more);
- Complexity of the department-number of programs within the department and links to other programs;
- Growth trends of the department-including full-time equivalent students, majors, faculty; and
- Future plans of the department for new programs, degrees and institutes.

Using these criteria, it was recommended that the CSBS be composed of 7 departments and 4 university programs (see page 4-1 for the current configuration).

The departments were:

- Geography/Anthropology
- Communication Studies
- Economics
- Government
- History
- Psychology
- Sociology/Criminal Justice

The programs were:

- Center for American Politics
- Interdisciplinary Studies
- Military Science
- Women's Studies

The reconfiguration of departments and programs within the new CSBS was based on the provision that all units would be active participants in the three college initiatives, especially the Curriculum Integration Project. The College Curriculum Integration Project was a logical extension of collegiate reorganization and departmental reconfiguration at EWU. Supported in part by a grant for the Fund for Post-Secondary Education (FIPSE), the curriculum integration project was and continues to be a college-wide initiative to increase interest in and enhance the experience of students in the social
and behavioral sciences. Maintaining the Curriculum Integration Project is part of the college’s current strategic plan (see page 2-1).

Currently, the CSBS is composed of 7 departments (Communication Studies; Economics, Geography/Anthropology; Government; History; Psychology and Sociology/Justice Studies). Three of these departments, Communication Studies, History, and Psychology also house graduate programs.

Additionally, the CSBS has five interdisciplinary programs (Children’s Studies; International Affairs; Military Science; the School Psychology Program (shared with the College of Education and Human Development) and Women’s Studies), one center (Archaeological and Historical Services) and one shared institute with the College of Business and Public Administration (The Institute for Economic and Public Policy Analysis).
4. COLLEGE PROCEDURES

a) College Operating and Governance Procedures

i) College Mission and Vision Statements

Mission: To provide all undergraduate students with a strong liberal arts program in traditional social sciences and also provide for multicultural, communicative, interdisciplinary, and international studies. Students are enabled to make a life-long contribution to the social, political and economic development of the region, the country and the world. To provide strong theoretical and research oriented major, minor and interdisciplinary programs at both the undergraduate and graduate levels while also preparing individuals for professional success in a wide variety of career choices.

Vision: To recruit, retain and graduate students who will benefit from the rich and deep educational value of the Social Sciences and the mastery of their particular discipline. To offer enhanced quality programs including departments, interdisciplinary programs and centers that serve the dual purpose of providing a broad liberal arts education and fulfilling unique niches in the state and in the region. To hire, retain and reward the highest quality full-time faculty to maintain and improve excellence in teaching, professional activity and service to the university.

The mission and vision statements for CSBS were developed to support the overall mission and strategic plan of Eastern Washington University and are in direct line with the goals of the college as discussed further in its strategic plan (see Section 2). These statements are the foundation for the following values that define the college, and its faculty, staff and students.

Values:
- Excellence and integrity in the classroom
- Investment in our students’ educational growth and well-being
- Commitment to interdisciplinarity and foundational disciplines in Social Sciences
- Respect for the intellectual integrity of one’s own field as well as others
- Leading and collaborating in teaching, scholarship and service
- Encourage the pursuit of individual excellence

b. The Dean’s Office

i. Role and Review of the Dean

The Dean is the chief administrative officer of an academic college and reports to the Provost and Vice President for Academic Affairs. Reporting directly to the Dean are the
Associate Dean, the support staff of the college, department chairs and, if appropriate, program directors.

**Responsibilities:**

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

1) **Provide academic and administrative leadership for the specific College, School or Library:**
   a) articulate the mission of the University and promote consensus among the various constituents of the University
   b) provide effective and efficient administration of the College/School/Library and its programs including the development and implementation of plans for the future of the College/School/Library
   c) effectively and efficiently manage the financial and human resources of the College/School/Library
   d) be an active and collaborative participant in the setting of University policy through involvement in the President’s Cabinet; be an active and collaborative participant in the setting of Academic policy through involvement in the Provost’s Council
   e) improve the quality of the educational services offered by the College/School/Library through development of processes that encourage improvements in academic programs and research and scholarship; including but not limited to: faculty and staff development, grants and contracts; assessment programs, internships; and scholarly opportunities for faculty and students
   f) participate in the University governance process: serve on committees and task forces as appropriate, such as search, program development and review, and strategic and ongoing institutional planning committees
   g) maintain a personal professional development plan.

2) **Build partnerships with external constituencies: alumni, private and public organizations;**
   a) articulate and promote the University’s mission and objectives
   b) seek feedback on the success of the institution’s academic programs
   c) identify unmet educational needs
   d) participate effectively in the university fund raising activities.

**Accountabilities:**

1) meeting goals and expectations as established by the President and Vice-Presidents
2) carrying out the academic mission of the College/School/Library
3) providing effective leadership to the College and University
4) working collaboratively with other Deans in advancing the University’s academic program
5) working effectively with other constituencies in the University
6) managing the fiscal and human resources of the College in compliance with federal, state and University laws, rules, regulations, and policies
7) enhancing the quality of the academic program of the College and its faculty
8) helping recruit the best faculty
9) establishing and maintaining effective decision making and communication within the college
10) monitoring provisions of the collective bargaining agreements and university policies, and ensuring employee and administrative compliance with their provisions.

The Dean is informed and advised by the collective expertise of the departments’ chairs/directors. The Dean, Associate Dean, Department Chairs and college support staff shall meet on a regular basis for the purpose of advising and resolving issues of college interest. These meetings will address college issues such as:

- college and department resource allocations,
- department allocations for all types of faculty and support staff,
- college and department productivity,
- the revision of existing programs or creation of new programs,
- the coordination of the college’s core discipline courses,
- organization of the general education core and competency courses,
- implementation and review of the college’s academic assessment activities and reports,
- the implementation of internal and external program reviews,
- the development of promotional strategies and materials,
- the development of college and department recruiting efforts,
- the development and implementation of college enrollment goals,
- continued enhancement of alumni relationships,
- the nurturing of external funding,
- requests and initiatives of the higher administration, and
- any other matters of concern to the college and its departments and programs.

It is the responsibility of the Dean to ensure the implementation of college policies such that there is a balance between equity and due process for the faculty, the promotion of excellence within the college and the allocation of resources to meet college and university objectives.

Review of the Dean’s performance will be an annual evaluation by the Chief Academic Officer and may include input from college faculty and staff as requested.

ii. Role and Review of the Associate Dean

The Associate Dean will assist and advise the Dean on administrative matters including university and college governance, student affairs, enrollment management, curriculum, faculty teaching loads, faculty development, program review, academic assessment, course scheduling, overseeing interdisciplinary programs and other duties as assigned by the Dean. At the request of the Dean, the Associate Dean will promote the implementation of projects that enhance the programs and mission of the college. The Associate Dean will represent the Dean in his/her absence when necessary.
Review of the Associate Dean’s performance will be an annual evaluation by the Dean.

iii. Role of the Staff in the College Office

(1) Role and Review of the Senior Budget and Administrative Services Manager: The Senior Budget and Administrative Services Manager will advise and assist the Dean in all aspects of the business and financial matters of the college including: budgeting and planning; management of the college retention/promotion process; grant and contract oversight; university, college and department relations; administrative advising; and the coordination and monitoring of sensitive and confidential information. In addition, the senior budget and administrative services manager will assist in the administration of personnel practices and procedures for the college including the preparation and review of all personnel action forms. Review of the Senior Budget and Administrative Services Manager’s performance will consist of an annual evaluation by the Dean.

(2) Role and Review of the Administrative Assistant: The Administrative Assistant will provide executive level support and assist the Dean (and Associate Dean and Senior Budget and Administrative Services Manager as needed) in the administrative functions of the college, including: recruitment; records and database management; coordination of special events; development and implementation of office procedures, policies and systems; and special projects as required. The Administrative Assistant will assist department chairs, directors, faculty and staff as needed and will act as liaison between the Dean’s Office and departments and other administrative offices. Review of the Administrative Assistant’s performance will be an annual evaluation by the Dean.

(3) Role and Review of the Information Technology Systems Specialist II: The Information Technology Systems Specialist II ensures that the Social Science Lab is operational for student use and will follow established methods to consult, troubleshoot, and solve standard customer service, equipment, and technical problems on computers, telecommunication software and hardware. Review of the Information Technology Systems Specialist II will be an annual evaluation by the Associate Dean.
iv. Organizational Chart of the College Office

Sample of Job Duties:
1) Support to the Dean/Associate Dean
   a. Calendar/Meetings
   b. Recruitment Process
   c. Travel
   d. Course Announcements
   e. Other support as needed (copying, editing, typing, chair evaluation process, etc.)
2) Procurement of supplies for the office
3) Filing
4) Inventory
5) General Office tasks:
   a. Process CTFs, grade change forms
   b. Processing of mail
   c. Answering telephones
6) Assist departments with travel, recruitment, procurement, etc.
7) Special projects (commencement, receptions)
8) College event coordinator

Sample of Job Duties:
1) All budget issues
   a. Developing/monitoring
   b. Resource planning
   c. Fiscal reports
2) All personnel matters (examples):
   a. Classified Recruitment
   b. GSA Appointments
   c. Faculty Policy and Procedures in regards to retention and promotion.
   d. Preparation of retention and promotion materials for Dean
   e. PAFs
3) Overall general office management
4) Training on fiscal and personnel matters (with the exception of faculty recruitment & travel)
5) Back-up on general college matters
v. College Committees

(1) Theory, Statistics, Research Methods, and Certificate Committees

The CSBS has four standing committees to coordinate CSBS Foundational courses and Certificate development and implementation. The four committees will be composed of representatives from the CSBS Departments and Programs. Committee members will be appointed by the Associate Dean in consultation with the Department Chairs or Program Directors. The term for a committee member will usually be a three-year term and will count as service to the College.

Each committee is responsible for the continued development and assessment of the course(s) or certificates assigned to the committee. This includes the following: scheduling, developing a two-year planning schedule, selecting instructors, training instructors, developing course materials or texts, developing assessment instruments, developing additional courses, making requests for resources or equipment, developing certificates, reviewing proposed certificates, training faculty in certificate process, and monitoring the success and impact of the course(s) or certificates.

The CSBS Foundational Course Scheduling Policy is as follows:

• The Associate Dean will inform departments of the number of CSBS instructors needed each quarter based on an analysis of 10th day enrollment figures of previous quarters. This information will be shared with all the working committees in the form of a two-year cycle.
• The Associate Dean and the members of the Theory, Statistics, and Research Methods committees will determine the number of sections needed for each quarter for each CSBS class.
• The Associate Dean or his/her designee from each committee will contact the Department Chairs and Program Directors to forward the request for instructors and negotiate the assignments.
• The Theory, Statistics, and Research Methods Committees will submit their schedules to the Associate Dean on the day schedules are due from departments.
• Departments that require CSBS Foundation courses have a reasonable obligation to supply instructors for these courses. Departments that use the CSBS Foundation courses as options or electives in their majors also should supply instructors for these courses.

(2) Social Sciences Advocates Board

Beginning in fall 2006 the college established a Social Sciences Advocates Group made up of distinguished alumni and friends. The dynamic group agrees to serve the College in its continual quest for excellence by:
• Sharing information about the quality of our programs and the accomplishments of our students, faculty, and alumni with those beyond the university community;
• Increasing a sense of pride, loyalty and connectedness to the college among alumni, friends, and members of the public;
• Encouraging alumni and friends to contribute time, talent, and/or funds to support the College, its programs and – most importantly - its students;
• Educating the College about the educational demands of the region through their involvement with professions related to our major fields of study.
• Typical activities could include: (1) providing input for the development and review of the College’s strategic plan; (2) acting as a sounding board for proposed college activities; (3) assisting the Dean in seeking private gift support for areas of greatest need; and (4) assist the college in its effort to inform the public of its activities.
• Membership on the Social Science Advocates is a three-year term and no member will serve more than two consecutive terms. Meetings are held two-three times per year on the Cheney campus with additional opportunities to participate in cultural and social functions of the college throughout the year.

vi. College Web Site Management

**Web Content Manager:** The Dean of the College will appoint a College staff member as a Web Content Manager to oversee and coordinate the construction and maintenance of the web site. The Web Content Manager will report to the Dean, Associate Dean, or other administrator appointed by the Dean. The Web Content Manager will have the responsibility of directly managing the topology and content of the overall web site. While the College Web Content Manager will have complete access to all content under the topology of the college web site, the content of the individual Departments and Programs is under the control of the Departments and Programs. The Content Manager will review the content of the individual Department and Program sites, to offer suggestions and assistance to help the sites conform to the University’s content guidelines (see [http://www.ewu.edu/x5749.xml](http://www.ewu.edu/x5749.xml), Content Management System Design Guide), or possibly other problems that may cause complaints from outside the Department or Program. To insure continuity and consistency in the presentation of common college content, the College Web Content Manager will be the primary contact for links to all College content. The College will also endeavor to be responsive to whatever assistance the Departments and Programs need in the way of direct technical assistance, cooperative training and resources.

**Department and Program Management:** Each CSBS Department and Program will appoint a Department/Program Web Content Manager. The Department/Program Web Content Manager may (and is encouraged to) utilize any number of appropriately trained individuals associated with the Department/Program to create and maintain the design and content of the Department or Program’s web site. The Department/Program Web Content Manager will communicate with the College Web Content Manager on matters
that affect the operations of the college site. The Department/Program Web Content Manager also will communicate with the University Webmaster in Enterprise Systems on matters that do not affect the operation of the college web site. These issues will include staff training, authorship rights within the Department or Program; help with web components, graphics, etc. The Department/Program Web Content Manager will keep a current roster of web authors within the department or program, and the scope of their authorship rights.

**Enterprise Relations:** The Web Content Managers will adhere to content and design guidelines published by Enterprise Systems. The Web Content Managers will cooperate with Enterprise Systems in matters of training, authorship access and general operating practice.

vii. **Budgetary Decisions**

Major budgetary decisions for the College are the purview of the Dean in collaboration with the chairs making policy and execution of such policy accomplished by the Dean or his/her designee. Final budget authority rests with the Dean. Departments are responsible for developing their budgeting methods. The department chair is responsible for the fiscal integrity of the department. The College's Senior Budget and Administrative Services Manager will assist the department’s fiscal person regarding various aspects of the department’s budget when necessary. The adherence to the college’s and a department’s budgetary limitations are the responsibility of the Dean and the Chair, respectively.

**(1) Requests for General Funds from the Dean’s Office**

Although it is the responsibility of the Chair or Director to work within the confines of their budget, there may be times when additional funds are needed due to unforeseen circumstances or opportunities.

When making a request to the Dean’s Office for additional general funds (for personnel requests see Section 5), the following procedure should be followed:

a. Prepare a memo to the Dean requesting the funds
b. Describe the situation, project, opportunity or circumstances in detail that have led to this request. Include information on why this happened or needs to happen, how it meets department and college objectives, deadlines, and what the benefits are (or the problems created).
c. Explain why the department or program does not have the funds for this item.
d. If the department is covering some of the costs, include how much.
e. Clearly state how funds are being requested.
f. Make sure all other accounts have been exhausted.
Once received, the department will be notified in a timely manner as to the status of the request.

(2) **Equipment Funds:** When possible, the College will set aside one-time funds specifically designated for equipment purchases to support the college departments and programs. The total amount available and timeline will be announced by the Dean’s office no later than the end of winter quarter during the academic year.

Proposals will be reviewed and departments/programs notified as to the status of their proposals by early April. Since this is a one-time infusion of funds it is very important that all purchases are completed by early June to ensure that they occur during this fiscal year. Once approval for purchases have been given, departments/programs will need to prepare all necessary paperwork and submit to the Dean’s office for a budget number and approval signature.

Since funds are limited and the college does want to share the resources as best we can among the units, it would be helpful when you are submitting a substantial funding request that it be broken down so that, if needed, partial funding could be awarded. If you are submitting a number of proposals, please be sure to prioritize your list.

By definition, equipment is something that has some longevity and multiple uses and does not include disposable supplies.

**Examples for New or Replacement Equipment Purchases**
- Instructional equipment (but not for on-going software licenses, or faculty computer replacement)
- Research and creative works equipment
- Office furnishings
- Multiple sets of instructional tools/resources
- Upgrading or replacing printers, copiers, etc.

(3) **Faculty Travel Funds:** In the interest of supporting academic professional development through the presentation of research papers or poster sessions at conferences and other types of professional workshops, the Office of the Dean will set aside a limited amount of funds to offer a number of travel awards annually. Faculty members who have depleted or need to supplement their Professional Development Funds may apply.

Awards to a maximum of $500, per faculty member, per fiscal year, may be awarded to faculty who have been accepted to participate in the program of a professional organization’s conference or other type of professional workshop. Applications may be obtained from the Office of the Dean. Faculty may apply more than once, but priority will be given to first-time applicants.
(4) **Student Travel Funds**: In the interest of supporting student development through the presentation of research papers or poster sessions at conferences and other types of professional workshops, the Office of the Dean will set aside a limited amount of funds to offer a number of travel awards annually.

Awards to a maximum of $500, per student (or $1,000 for groups of 3 or more) may be awarded to students who have been accepted to participate in the program of a professional organization’s conference or other type of professional workshop. Applications may be obtained from the Office of the Dean. Students may apply more than once, but priority will be given to first-time applicants.

**Notification Process for Travel Funds**

The faculty member, student, advisor and/or the department chair will be notified as to the status of the application, in writing, in a timely manner after received by the Dean’s Office. Successful applicants will then proceed using University Travel Policies. Departments will be responsible for processing required travel documents for the student(s). The department chair and Dean must sign off on any travel documents (travel authorization and/or memorandum of agreement) prior to submission. The Office of the Dean will prepare a budget revision for the awarded amount and transfer to the proper department.

If during any fiscal year, the Dean determines that these funds cannot be made available, chairs and directors will be notified no later than the first chairs/directors meeting of the academic year.

c) **College Academic Departments and Programs**

i) **Departmental and Program Responsibilities**

As focal academic units within the university, departments and programs have many important responsibilities to fulfill with adequate university support. These diverse responsibilities include, but are not limited to, the following:

- To develop and improve department and program curricula through a regular cycle of assessment and revision.
- To ensure that department and program curricula reflect the current state of knowledge in the relevant academic fields.
- To offer sufficient courses on a regular basis to ensure that students can make normal progress toward degree completion.
- To offer appropriate courses in the lower-division general education curriculum and in the upper-division university requirements curriculum—courses in cultural diversity, international education, and the senior capstone.
- To offer special programs appropriate to the disciplines concerned, for example, map libraries, museums, journals or other publications.
- To offer courses in the college-wide foundation courses of theory, research methods, and statistics.
• To offer courses that may be used in the college certificate program as well as developing certificate curriculum.
• To recruit new faculty for the academic programs they offer.
• To facilitate faculty development in teaching and other professional activities.
• To hold an election for a chair every four years (or as necessary).
• To evaluate the department chair at least every two years.
• To contribute in other appropriate ways to the university, the local community and the region.
• To engage in a continuing process of academic planning in order to ensure the highest quality for their educational programs.
• To conduct learning outcomes assessments on a regular basis, incorporating the results of these assessments into the academic planning process.
• To develop and implement with appropriate assessment an advising plan that is consistent with the department’s or program’s role.
• To develop a program in order to recognize faculty achievements in teaching, professional activity and service as specified in the CBA. Awards must be based on established criteria and demonstrable evidence of activity that must be available to the Dean.

ii. Department Policies and Procedures

Each department and program will develop a policies and procedures plan (DPP) consistent with the college’s and the CBA. The department’s faculty must approve the DPP before it is submitted to the Dean of the college and chief academic officer for approval. (See definition of faculty and eligibility to vote, Section 5).

The DPP must: (1) describe how the quality of instruction will be evaluated and establish standards for what constitutes excellence in teaching for retention, tenure and/or promotion; (2) identify what types of professional research activities and other accomplishments will be considered as evidence of superior or significant scholarship; and, (3) define types and levels of superior or significant service.

Evaluation procedures for teaching, professional/scholarly activities and service must be described as well as the standards of performance that must be met as a necessary condition for consideration of retention, tenure and/or promotion. Also, a detail of the type of documentation that should be presented for evaluation should be developed. DPP shall be developed such that they are consistent with and supportive of the university and college missions. Specific items to be included are listed below:

1. Department mission and vision statement (consistent with College Policies and Procedures (CPP) and mission)
2. Definition of instructional workload, scholarship/research/creativity and service (consistent with the CBA and the CPP)
3. Standards and expectations for retention, tenure and/or promotion (consistent with or exceeds CPP)
4. Evaluation procedures for retention, tenure and/or promotion (consistent with or exceeds CPP)
5. The process and timeline to be used in establishing faculty activity plans including additional expectations to be included in faculty activity plans (outside of those described in the CBA and/or CPP)
6. Procedures for selection of department personnel committee with a minimum of three members
7. Procedures for selection of department chair (including voter eligibility)
8. Role and duties of department chair (consistent with CBA/CPP)
9. Procedure for faculty appointments with tenure
10. Procedures on attendance (i.e.: faculty reporting missing classes; making up classes).
11. The procedures for annual evaluation of all faculty performance in order to assure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities.
12. An advising plan
13. An assessment plan including student learning outcomes for each departmental program
14. The process of curriculum development
15. A plan for faculty recognition
16. A plan for the distribution of faculty development funds
17. An annual process for regular review of departmental budgeting methods, decisions and allocations.
18. External relations plan - outreach and fund raising
19. Procedures for selection of graduate faculty status
20. Procedures for recommending emeritus status
21. Regular and responsible participation of faculty in decision-making.
22. The faculty member’s accessibility to students.
23. Faculty participation in student recruitment and career planning.
24. A faculty recruitment strategy that delineates how new positions fit the department’s mission and need.
26. Faculty voting procedures for matters outside of chair election.
27. The required terminal degree for a position within the department if not a doctorate. Departments will need to define what degree is appropriate and have approved by both the Dean and the chief academic officer.

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

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

Department programs and graduate programs are housed within academic departments in the college. University programs, such as Military Science, Interdisciplinary Studies, and Women's Studies are expected to prepare and submit program plans.

Department programs, such as International Affairs, Social Science Education, Pre-Law, and Graduate Programs, such as Communications, History and Psychology, will be included in their respective DPP.

### iii. Department Strategic and Action Plans

In accordance with the CBA, departments shall develop strategic plans and goals, consistent with those of the university. It is expected that each department will formulate its own goals, decide how to use its resources and develop action plans describing strategies, resources and timelines for accomplishing its goals.

### iv. Role and Review of the Department Chair

The CBA, in part, outlines the following regarding department chairs:
1. Process for Recommendation and Appointment
2. Term
3. Evaluation of Chair's Performance
4. Administrative Assigned Time

Department chairs are responsible for representing their units in administrative matters and for managing all unit activities. The department chair is the leader of their respective units and should foster quality and accountability of the departments/programs they oversee. The chair is expected to provide effective leadership and management in the operation of the department within college and university policies and goals. The chair is also expected to provide leadership to the department focused on achieving excellence in instruction and scholarship, as well as equity, and due process in department decision-making.

Their line of administrative operation is through the college Dean, though they may also work directly with other Deans, chairs, program directors and coordinators, as appropriate.

Specifically, the department chair is expected to perform, in an effective manner, the following duties:

**Leadership**

- Identify and lead the department in accomplishing department, college, and university goals
- Represent the department to the college, the university and the community
• Represent the college and the university to the department
• Foster innovative teaching methods and curriculum development leading to improved student learning
• Develop and implement processes to encourage and support scholarship and research
• Support faculty, staff, and students in their responsibilities and professional development; encouraging initiative, innovation, and collegiality
• Administer university policies and procedures including the Collective Bargaining Agreement. Administration includes the exercise of delegated university disciplinary authority and participation in the grievance process.
• Support fund-raising and development efforts of the college and university
• Establish and maintain positive, professional relationships with external constituency groups.

**Communication and Inter-Intra Personal Skills**

• Be accessible to the administration, faculty, staff, and students for timely fulfillment of the chair’s duties.
• Establish positive, collegial working relations with all elements of the university
• Facilitate open communication within the university
• Improve alumni relationships by maintaining continuing relationships with students who have left the university

**Fiscal Management**

• Manage all departmental budgetary matters including budget requests, salary enhancements, supply and equipment dollar allocations, expenditures, budget planning, as well as those budget responsibilities associated with grants and contracts within the department
• Manage departmental inventory and equipment. This responsibility includes periodically informing the Dean as to the quality, adequacy, maintenance, repair and replacement needs relating to departmental equipment.

**Program management**

• Manage faculty workload in accord with department, college and university policy and goals. This responsibility includes making student advising assignments and instructional assignments of faculty, and the scheduling of academic year and summer offerings of the department consistent with a student-centered university.
• Develop and implement student recruitment, and retention programs for the department. This would include programs such as methods of detecting early warning signs of academic difficulties, adequate, student-oriented advising availability; programs for contacting “stop-outs” or potential stop or drop outs; creating opportunities for faculty-student contact outside of the classroom through
student organizations, speakers, or social events; cooperating with career planning staff; and follow-up with alumni regarding placement or graduate school concerns

• Oversee the development and execution of departmental programs and curricula
• Respond to requests for information from the college, the university and the community
• Develop and execute the department’s end of program assessment(s). This would include regular assessment of overall student satisfaction, and executing internal and external program reviews, and incorporation of assessment results into program or instructional changes.
• Facilitate the maintenance of updated department course transfer equivalencies. When appropriate this will include responsibility for departmental information required for an automated degree audit system.

Personnel Management

• Administer and coordinate all personnel processes relating to faculty and staff evaluation in accord with relevant policies, including the preparation and oversight of all faculty plans and statements of staff expectations, and evaluations.
• Review quarterly, evaluations on all faculty from all university coursework offered by the department.
• Facilitate faculty and staff development, i.e. personal and professional development, service training, cross-training, awareness of various campus services
• Develop and/or update print and electronic promotional materials for the department’s academic programs.
• Manage faculty and staff recruitment
• Supervise departmental support staff, delegate staff work, and evaluate staff performance
• Resolve conflicts within the department in a fair manner.

College Procedure for Chair Elections/Reappointment: All department chairs shall be nominated by election by their respective department and recommended for appointment to the Chief Academic Officer by their college Dean. Chairs should receive adequate training for their position. Professional development opportunities will be made available by the Dean.

Summer Appointments: Chairs are expected to work the equivalent of 1/9 of their base salary (a 50% summer appointment). It is expected that chairs will be on campus and available to handle administrative duties as required. Additionally, in accordance with the Collective Bargaining Agreement, chairs are expected to be available during the month of September prior to the beginning of fall quarter.

v. Role and Review of Department Program Directors

The role and review of program directors of university programs (such as Children’s Studies, Military Science, and Women’s Studies) are the same as for a department chair.
Departmental program directors are responsible for representing their program in administrative matters and for managing all program activities. The program director should foster quality and accountability for the program they oversee. Their line of administrative operation is through the department chair, though they may work directly with the Dean, Associate Dean, and other chairs, program directors and coordinators as appropriate.

Department program directors should be annually evaluated by the department chair or Dean where appropriate.
5. PERSONNEL POLICIES

a. FACULTY

i. Faculty Personnel Decision Making--General Policy

Three basic principles guide faculty personnel decision making in the College of Social and Behavioral Sciences. They are as follows:

First, decisions should advance the goals and objectives of the department and college. Faculty represent the college's most important and valuable resource in attempting to meet its goals. Accordingly, all faculty personnel decisions, most particularly decisions related to appointment, retention, tenure and/or promotion, should encourage excellence in teaching, professional and scholarly activities and service, and enhance the attainment of programmatic objectives.

Second, senior faculty should play a lead role in making faculty personnel decisions. In formulating all-university policies, procedures and structures the assumption is made that the faculty member is highly professional in the faculty member's area of expertise. Thus it is further assumed that the faculty member is capable of making individual, as well as collective, decisions with fellow professionals concerning matters of instruction, professional conduct and conditions of professional employment, and reward.

Professional peer evaluations are central to faculty personnel decisions. While evaluative information may be sought and may be accepted from other individuals, only full-time tenured faculty of the college should vote on recommendations regarding faculty personnel matters that are forwarded to the Dean and the Chief Academic Officer.

Third, the most important level of review with regard to faculty personnel decisions is the department. Each department and discipline is unique. Because of that uniqueness, the main responsibility for implementation of these policies and procedures has been placed in the departments. Using this document of college policy as a framework, each department must set the standards and expectations for faculty excellence in the context of its discipline.

ii. Faculty Recruitment and Appointment

In the CSBS, the guiding principle will be to hire, support and retain the best-qualified faculty. To that end, all faculty recruitment activities and appointments will conform to the following policies.
• Prior to announcing a faculty vacancy, the department or program must establish the major elements of the position and the criteria for evaluating candidates. These criteria should be consistent with department or program policies and standards for evaluating existing faculty. At a minimum, the teaching abilities and professional activity potential (at the assistant professor rank and above) should be evaluated.

• All announcements for vacant positions must be clear concerning rank, length of appointment, whether the position carries eligibility for tenure, teaching and research expectations, and requisite experience and credentials. A department or program that announces a search must be genuinely engaged in an open process of recruitment for that position. Interested candidates should have at least thirty (30) days from the first appearance of the announcement to submit their applications.

• The procedure for evaluating and selecting final candidates must be consistent with the announced criteria and commitment to a fair and open process. All candidates, including internal applicants if any, must be evaluated on the basis of the same criteria as all other candidates.

• Departments and programs are urged to provide an opportunity for candidates to interact with students and faculty while on campus as a part of the evaluation process. Written scores and/or evaluations of each of the candidates interviewed in relation to established criteria must be forwarded to the Dean with the recommendation for hire.

• The recommendation about which candidate will be offered the position must be consistent with the criteria and duties stated in the original announcement. A memo from the Chair to the Dean must accompany a request to hire a particular candidate and should include:
  o Name of the selected candidate
  o Qualifications/strengths/contributions to the program
  o Rank, department
  o Conditions if early tenure is negotiated
  o Conditions of reappointment based on PhD completion (if applicable)
  o Number of years of prior professional experience

• A memo from the Dean to the Provost will be submitted prior to the preparation of the Recommendation to Hire and offer letter for approval. This memo will include in addition to the above items:
  o Proposed salary (include funding justification if salary exceeds budgeted amount)
  o Moving allowance
  o Start-up funds (if applicable)
  o Other conditional terms of employment (for example: provisions for previous completed work to be counted during the tenure and/or promotion process at Eastern)

• Once these preliminary conditions have been discussed and approved, then the Recommendation for Hire paperwork and offer letter can be submitted.

• If the selection of the final candidate is based on significant changes in the criteria for the position or the duties, there must be a new search.
• Appointment with Tenure. Faculty may be hired with tenure at the rank of Associate Professor or Full Professor. The process for hiring with tenure must follow the hiring-in procedures as designated in the college and department plans, and it must include a thorough evaluation process for granting tenure by faculty of the department including at a minimum an interview with key faculty members and a review of written credentials by all faculty in the department. Those hired in with tenure must, at least, meet the criteria and qualifications for the rank of Associate Professor as indicated in the CBA.

• Joint Appointments. Faculty may be appointed in two (2) or more departments or programs subject to the conditions of the CBA.

Departments and programs may wish to further elaborate on these policies in their plans as appropriate.

All recruitment activities follow the guidelines for recruitment provided by the American Association of University Professors (CBA).

iii. Requests for faculty positions

Preparation of requests: The Dean’s office will consider critical position requests for full-time tenure track and/or full-time lecturer positions for which searches could be contemplated on an annual basis and in conjunction with the timeline developed by the Chief Academic Officer. Department Chairs and Program Directors should lead unit discussions of strategic requests within the context of conservative fiscal management and with serious attention to the most critical needs of the unit, other partnering units (if appropriate), the college and the university. As they develop their requests, Chairs and Directors will want to discuss with colleagues the impact of the potential hire on the unit’s instructional coverage, program enhancement, diversity, research activity, and external partnership development.

Criteria used: The criteria used to evaluate position requests from Chairs and Directors are congruent with the criteria set forth by the Provost and with the guiding principles of the university strategic plan and the college strategic plan. Requests for permission to hire will be reviewed in light of the strategic goals below and should address these goals in a two-to-three page summary. The most compelling requests will address more than one of the following:

• Maintain or enhance undergraduate major enrollment in core enrollment areas and in areas with clear growth potential;
• Contribute to a truly student-centered department and college;
• Maintain and enhance selective excellence in graduate education;
• Contribute to the critical general education and integrated curriculum mission of the college and strengthen liberal learning at the core;
• Create opportunities for diversifying the faculty;
• Evidence of a diverse pool of candidates;
• Create new opportunities for external funding;
• Contribute to multi-disciplinary/ multi-unit position sharing; research collaborations across disciplines, units, colleges; promote bridge building with the community and/or other institutions;
• Leverage support for position requests with existing or new funding sources.

A clear picture of enrollment trends is needed in support of the position. These enrollment data can be provided in any of the following ways:

1. For at least the past five years (if applicable), the number of FTES in the major, minor, certification program, or other unit to be served by position.

2. For at least the past five years (if applicable), the number of student credit hours (SCH) generated in the major, certification program, General Education, or other unit to be served by the position.

3. For at least the past five years (if applicable), the number of FTEF in the department, and indicate how many FTEF are assigned to the program(s) to be served by the position.

4. For at least the past five years (if applicable), the ratio FTEF to SCH in major, certification program, General Education, or other unit to be served by the position.

Other supporting materials may include: program assessment information; grant activity and identified funding opportunities; letters of support from collaborating units within the college or in other colleges.

iv. Role of the Faculty Member

Teaching is a primary activity for faculty in the College of Social and Behavioral Sciences. In accordance with the CBA, 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 are responsible for scheduling and attending office hours to meet the needs of students as identified in department plans. They are also responsible for turning in grades according to the deadline established by the registrar's office.

It is a responsibility of faculty to distribute student evaluations in all classes according to department or program procedures.

Scholarship/creative activity is expected and encouraged as part of the college's educational mission. Faculty are also expected to play an important role by providing service to the university, college, department and to the external community. Other faculty contributions should include student recruitment, curriculum development, advising and career consulting.
Academic advising in the major, certificates and minor areas of the curriculum is the sole province of the faculty. Advising is an integral part of the teaching function and academic program. In addition to major, minor and certificate requirements, the advising function also refers to course selection, internships, departmental graduation requirements and sign-off, and career consulting. Furthermore, faculty are expected to advise or refer students to appropriate advisors concerning general education and university graduation requirements. Each department and program within the College should establish an effective and equitable system of advising to meet the needs of the program, its students and faculty. The system should be a part of the DPP and reflected in its faculty activity plans.

Special faculty (lecturers, senior lecturers, visiting assistant professors) shall be used to give departments needed expertise and flexibility in meeting workload requirements, and to replace faculty on assigned time or other activities. Special faculty teaching workload is 45 credits for three quarters. Special faculty may receive assigned time for administrative duties needed by departments.

Other responsibilities of college faculty will be outlined in further detail in the department or program plans and faculty activity plans.

v. Quarterly Faculty

All faculty hired on a quarter-by-quarter contract are referred to as “quarterly faculty.” The following process is used when hiring quarterly faculty:

1. During spring quarter, each department must submit to the Dean’s office a workload form for all department faculty and a PTOL request for the following academic year.
2. In July of each year, the Dean’s office will notify each department of their approved PTOL allocation for the entire academic year based on available budget.
3. In August, departments must confirm all quarterly faculty appointments for fall quarter, providing all necessary information to the Dean’s office, including a current vita. Appropriate documents and a contract letter will be issued.
4. Mid-fall and winter quarters, departments will be notified of the balance of their allocation. At this time, departments may request additional funds based on student enrollment and department needs. Appropriate documents and a contract letter will be issued upon confirmation/approval of quarterly faculty requests.
5. As needs arise, requests for additional part-time/overload can be submitted to the Dean’s office in writing at any time during the academic year.
vi. Titles for Special Faculty/Administrative Exempt Employees

Departments or Programs in the CSBS may petition the Dean to grant a special title of "Distinguished Fellow of <department/program name>" to special faculty or distinguished administrative exempt employees who have senior status and a long-standing exemplary affiliation with the department or program. Granting of this title in itself does not alter the terms of employment already in place for the employee. Tenured/tenure-track faculty members are not eligible for this distinction. The Chair/Director and the DPC of the employee’s department/program make nominations to the Dean. The recommendation to the Dean may be presented in one letter.

vii. Eligibility to Vote in College and Department Elections

To vote on college and department issues that impact them, the regular faculty member must be employed at least half-time (0.5 FTE). Only regular faculty (tenured and tenure-track) may vote on issues relating to personnel. On other issues, each department or similar unit is permitted to establish voting rules. Likewise, voting procedures are left to the discretion of each department.

viii. Overloads

The Collective Bargaining Agreement states that “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 whose workplans have not been adjusted to accommodate the additional teaching responsibility.”

The following policy regarding overloads within the College of Social and Behavioral Sciences must be followed:

1. All overloads must have the prior approval of the Dean.
2. Overloads for faculty and chairs who have assigned time for other duties need to be carefully considered and should only be proposed under rare circumstances, not as a matter of routine.
3. The request for an overload should be presented in a short memo form and must include the following items:
   a. What the course is, including how many credits
   b. Justification on why the course must be taught as an overload
   c. An updated workload for the faculty member for the academic year including any other overloads that may have been completed
4. The request for the overload needs to be submitted and approved prior to the work being started. Departments/programs should submit memos requesting overloads as soon as possible after the need has been discovered.
5. If the department or program is experiencing extenuating circumstances which create an overload situation at a late date, the Dean’s office needs to be notified immediately.
Once an overload is approved by the Dean, it will be submitted to the Provost for final approval. If there are any problems at the Academic Affairs level, departments/programs will be notified immediately by the college office.

ix. Faculty Activity Plans

Under the provisions of the CBA, each faculty member will participate in the creation of a faculty activity plan (for new faculty members, a plan should be prepared no later than the conclusion of the first academic quarter covered by the plan). This plan will specify the criteria and evaluation procedures for retention, tenure, promotion and professional advancement. Evaluation is based on judgment of performance in three areas: teaching and performance of primary duties, professional and creative activity, and service. It is expected that the faculty activity plan will remain consistent throughout the terms described in the CBA.

The department personnel committee, the department chair, the Dean and the chief academic officer must approve all faculty activity plans. Modifications can be made to these plans and are subject to the same approval process described above.

For newly hired faculty members, provisions for counting any work that may be applicable to his/her position at Eastern (for example: work completed prior to hire) and considered during the tenure and/or promotion process must be approved by the chair, the dean and the Chief Academic Officer prior to a hiring contract being issued.

All faculty activity plans for probationary faculty, tenured faculty and senior lecturers shall be reviewed by the department personnel committee, the department chair and the Dean on an annual basis (CBA).

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

For specific requirements of the FAP, see the DPP and pages 5-8 through 5-18 of the CPP.

x. Interdisciplinary and cross-disciplinary approaches to teaching

The CSBS encourages interdisciplinary and cross-disciplinary approaches to teaching. Often this will take one of the following forms: cross-listed courses, college-wide courses (CSBS prefixes) or team-teaching.

When courses are cross-listed or CSBS prefixed, the FTES goes to the department who supplies the instructor for the course. The concurrence of the department chair is required for the assignment of instructors to cross-listed and CSBS-prefixed classes.
When a faculty member has a joint appointment, FTES will be split 50/50 between the two departments the faculty member is appointed in.

When courses are team-taught it is possible for both (all) instructors to be given full credit for the course in their workload as long as the following criteria are met: (1) A minimum of 20 students per instructor is enrolled; (2) Each instructor does no more than 2 team-taught courses a year; (3) If instructors are from 2 or more different departments, the FTES is divided among the departments involved; (4) The chairs of all departments involved concur with the course offering; and 5) the Dean has reviewed and approved.

The Dean and department chair will set targets for enrollment and the FTES/FTEF ratio for the Department. Interdisciplinary teaching assignments will not be allowed to negatively affect the department’s enrollment or FTES/FTEF ratio. This may mean the adjustments in enrollment caps for classes or the reduction of interdisciplinary assignments in the department.

xi. Faculty Recognition

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

1. Merit awards for faculty as described in the CBA.
2. Faculty Achievement Award for Teaching (university wide)
3. College faculty are eligible for the Trustees' Medal for achieving a reputation for excellence in teaching, scholarship and service.
4. The college also honors faculty achievements through department teaching awards. These honored faculty are selected by students.
5. The College will set aside funds for the purpose of faculty recognition.
6. Emeritus/Emerita status is awarded by departments to faculty members who have fully retired and meet the following criteria: (1) a record of excellence in teaching, service, and research while at the university; (2) significant contributions to the functioning of the department, college, or university; and (3) the respect of the colleagues and students with whom the candidate worked. The process for determining the recipients of Emeritus status shall be included in the department plan and shall require a majority vote of the tenured and tenure-track faculty in the department and the concurrence of the Dean of the college and approval by the provost and board of trustees.

b) Faculty Evaluation, Retention, Promotion and Tenure Policies

Faculty personnel actions involving evaluation, retention and tenure and/or promotion will be preceded by rigorous evaluation of the faculty member meeting all his/her activity plan expectations.
Probationary faculty, tenured faculty, and senior lecturers will be evaluated annually in regard to their FAP. Timelines for such reviews will be established by the Chief Academic Officer. Prior to the evaluation, the faculty member will submit to the department personnel committee a current vita; a description of his or her workload, including instructional load, scholarship/research/creative activity, and service as defined by the department and college PP; evidence of teaching effectiveness, and such additional materials as the faculty member deems relevant to the FAP (CBA).

The most important level of review and greatest responsibility with regard to faculty personnel decisions should be with the department. The department personnel committee shall be made up of a minimum of three (3) tenured faculty who, where possible, hold a rank at or above that of the person being considered (CBA). The department personnel committee’s and department chair’s evaluations and recommendations, together with the materials submitted by the faculty member, shall be forwarded to the Dean for review and approval (CBA).

Faculty members with probationary appointments and faculty members with special appointments are evaluated for retention or renewal according to different policy provisions. Faculty members with probationary appointments are evaluated on the basis of their progress toward fulfillment of their FAPs, which form the criteria for their eventual tenuring with promotion to associate professor. Faculty members with special appointments are evaluated for possible renewal depending on teaching effectiveness and program needs. Faculty members with tenure and at the associate professor level, are being evaluated on the basis of progress in regards to their FAP and promotion to full professors.

i. Retention and Renewal Policies

Retention is not a guarantee of subsequent reappointment or the granting of tenure; the granting of tenure does not guarantee future promotion. Probationary faculty are expected to concentrate primarily on demonstrating effective teaching and establishing a record of professional and scholarly activity during the probationary period, but also to make appropriate contributions of service to the department, college and university. By the time of the tenure decision, probationary faculty should have established a clear record of accomplishment in all areas. Although major service roles for institutional governance are normally the responsibility of tenured faculty, probationary faculty will be expected to participate in general department responsibilities. Particularly in the latter half of the probationary period, probationary faculty can be expected to make significant university service contributions as well. It is the chair’s responsibility to ensure that any academic or administrative assignments given to a candidate do not unnecessarily interfere with the candidate’s progress in meeting expectations for teaching and scholarship. The following guidelines will be used to guide Performance Reviews.

1. Performance Reviews (conducted annually) are to be a continuing, constructive process with the goal of assisting faculty to reach higher levels of professional competency.
2. Each department must have written policies, which specify how student and peer evaluation of teaching for all faculty will be conducted. Departments are expected to provide the faculty member with a copy of department peer review procedures.

3. The faculty member is responsible for maintaining and making available the proper documentation in the proper form on a timely basis.

4. Performance reviews must include student evaluations of a faculty member’s classroom performance in each class taught as well as appropriate peer classroom evaluations (completed, at a minimum, annually). The college P&P requires the administration of teaching/course evaluation forms to all classes taught by the faculty of the college regardless of tenure and rank or position status.

5. Performance reviews may include any stipulated conditions for improved future performance by the individual, which will be considered in subsequent evaluations.

6. The department chair and chair of the department personnel committee will discuss the results of the performance review with the candidate. The candidate must sign a certification stating that he/she has received copies of his/her review.

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

8. The written evaluation, supporting documentation including a minimum of a copy of student evaluations for one course and a copy of one peer classroom observation since the last evaluation, a letter from the Department Personnel Committee (DPC) and a letter from the Department Chair summarizing the consultation with the candidate should accompany recommendations to the Dean.

9. For retention purposes, materials submitted should document only accomplishments since the previous review (with the exception of the 3rd Year Review – see page 5-18). If the candidate deems it necessary to establish continuity of activity, mention may be made of prior accomplishments, but these should be clearly labeled as originating prior to the last review.

ii. General Standards for Promotion and Tenure Decisions

The following general standards will be considered in evaluating a candidate for promotion and/or tenure in the CSBS and the rule of predictability will apply. Predictability means that 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 (department and college) and not on criteria that are removed from the individual faculty member’s control or interest. The principle of predictability applies to all ranks.

Promotion from lecturer to senior lecturer. Promotion to senior lecturer status is awarded on the basis of department/program need and teaching effectiveness. Promotion to senior
lecturer requires the candidate to prepare a portfolio in accordance with the checklist provided by the Office of the Dean. Since special faculty duties focus mainly on teaching, close attention should be given to standards for teaching effectiveness (see page 5-12 and the DPP). Other evidence can be included. Portfolio review will follow the promotion process and be reviewed by department chair, DPC and College Personnel Committee (CPC).

Promotion from assistant professor to associate professor with tenure. Tenure is awarded concurrently with promotion to the rank of associate professor for faculty on probationary contracts. The decision to promote an assistant professor is based on the candidate fulfilling the terms of the faculty activity plan and the qualifications for promotion to associate professor as well as on considerations of program needs.

Tenure is, in part, a judgment of confidence in the future performance of a faculty member. However, it can be based only on an assessment of the quality and level of past performance over a faculty member’s entire career. A higher level of expectation exists for promotion to associate professor than for the original appointment to assistant professor. The terms of the faculty activity plans will require that the candidate demonstrate:

- evidence of excellence in teaching, curriculum development, and student advising;
- a record of continuous scholarly and/or creative accomplishment indicative of a growing reputation for contributions to the discipline or professional field and predictive of ability to achieve future recognition through appropriate external review processes; and
- significant service achievements

Recommendation for or against tenure and promotion to the rank of associate professor should be based on a history of annual evaluations of the candidate’s performance. These policies emphasize the importance of careful and conscientious effort by all concerned in making timely personnel evaluations and recommendations.

Tenuring of a faculty member hired in at the rank of associate professor or professor. As probationary faculty members, individuals hired in without tenure at a higher professorial rank will have faculty activity plans which set out the criteria for eventual tenuring.

Promotion from associate professor to professor. The rank of professor signifies the highest level of professional accomplishment and is not conferred without a thorough consideration of performance. The decision to promote an associate professor is based on the candidate meeting the terms of the promotion plan and the qualifications for promotion to professor. The candidate must demonstrate:

- excellence in teaching, curriculum development, and student advising;
- a record of significant scholarly and/or creative accomplishment in the discipline or professional field; appropriate external peer recognition for
scholarly achievement; evidence predictive of continuing contributions through research or creative work; and

• leadership in service; significant service achievements.

There is no maximum time limit for achieving this rank. Only in cases where it was negotiated and stated in the original contract will consideration be given before the faculty member has served at least four years with distinction as associate professor.

iii. College Standards for Teaching Effectiveness

The following criteria apply to all candidates for review, renewal and retention (departments may exceed these expectations as defined in their policies and procedures):

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, and Evaluation of Teaching (comprised on student and peer evaluations which 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. Evaluation of teaching must include “Documentation of teaching performance, including peer reviews of teaching performance as described in the candidates’ FAP and student evaluation of every class taught during the most recent four (4) quarters…” (CBA).

Administration of Forms: Student evaluation forms must be administered within the last two weeks of classes. Departments 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.
Evaluation Forms (CBA): Student evaluations shall be compiled through use of a standardized university assessment instrument. The UFE and the University will form a joint study committee for the purpose of identifying an appropriate instrument: Until such time, the following tool is used. In order to standardize scales, the student evaluation form will be configured as follows:

1  2  3  4  5
Very Poor Average Excellent

Departments have the option to determine the number and specific language of questions asked beyond the four standard questions now being used, which are:

1. The course as a whole was:
2. The course content was:
3. The instructor’s contribution to the course was:
4. The instructor’s effectiveness in teaching the subject matter was:

Additionally, the evaluation process must include a space for students to write comments.

(1) The candidate will follow expectations for teaching effectiveness as outlined in the Faculty Evaluation section of the DPP. At a minimum, the candidate will maintain at least a pooled average of 3.0 or more for questions 1,2,3, and 4 (of the Student Evaluation section above) for all student evaluations for each individual course (i.e. mean average for each course). If any course evaluation average is lower than 3.0, he/she must discuss his/her teaching effectiveness with the DPC Chair and/or Department Chair and select a faculty person to assist his/her with improving his/her teaching effectiveness. The candidate will also be expected to develop a written plan to improve his/her teaching methods.

(2) In addition, the candidate must maintain at least a mean score of 3.0 or more for questions 1, 2, 3 and 4 (of the Student Evaluation) for all courses taught during the academic year (i.e. academic year average). If this mean score is not met by the end of the academic year (three quarters, Fall through Spring), the Department Chair and DPC will assess his/her progress and give a written recommendation for retention.

(3) For Retention and Annual Evaluations: Complete tabulated results of the student evaluation responses to at least the four standard questions from each class taught in the most recent consecutive quarters (excluding summers) will be submitted to the DPC. 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. Tabulated results must show comparison to peers in the department or a reasonable cohort of other faculty instructors.
For Promotion: 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) should 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. 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.

(4) Only the most representative instructional materials should be submitted with a special view toward documenting innovative practices initiated by the instructor. Such material should include annotations indicating the particular relevance of each submission.

a. Evaluation Forms:

i. Summaries of student evaluations should isolate the average student responses to at least the four standard questions asked; should group together courses taught in the same quarter; and should indicate the number of responses and students enrolled. Summaries must include comparative data with peers in the department or a reasonable cohort of other faculty instructors.

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

iii. A statement documenting how student evaluations were administered, signed by the department chair or department personnel committee, must be included.

iv. The department chair and/or department personnel committee may comment on comparative averages within the department, especially for multi-sectioned courses.

b. Student Comments:

For Retention and Annual Evaluations: All comments from each class taught during the most consecutive quarters prior to the evaluation, excluding summer, must be included.

For Promotion: All comments from each class taught during the previous four quarters, excluding summer, must be included in the promotion file, and comments from each class must be presented together.

Letters from Former Students: Letters from former students may be included in the candidate’s promotion file. Unsolicited letters from current students may be included only as supplemental evidence.

c. Peer Evaluation: Peer evaluation of the teaching effectiveness, including classroom observation, of all college faculty will be performed at least annually, beginning during
the faculty member’s first year of employment. These observations must be discussed with the faculty member and a copy provided for their record.

Peer evaluations for retention, tenure and promotion decisions must include classroom peer observations, conducted according to departmental guidelines, which can include observations by peer "mentors," department faculty, unannounced visits, or other strategies intended to accurately document teaching effectiveness. Relevant observations might address:

   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.

**Promotion files** must include letters from the department chair and the department personnel committee. Letters from colleagues within the department, in other departments, other institutions both within and without the discipline, and lay persons with direct knowledge of the candidate’s classroom performance or pedagogical expertise may be included.

**Release from Teaching:** It is the policy of the College that faculty members who are on track for either tenure and promotion to Associate Professor or promotion to Full Professor must teach an average of 50% during those times periods. This allows faculty members some flexibility when pursuing research opportunities but also ensures that faculty members can meet the teaching effectiveness requirements of their faculty activity plans allowing adequate time for student and peer evaluations and observations.

**iv. College Standards for Professional and Scholarly Activity**

The following criteria apply to all candidates for review, renewal and retention (departments may exceed these expectations as defined in their policies and procedures):
Professional, scholarly and creative activity requires active engagement with one’s discipline or field. It includes the search for new knowledge, the expression of creative talent, and the application or dissemination of existing knowledge to one’s discipline and/or to issues and problems within our society. Professional and scholarly activity enables faculty members to acquire and maintain expertise within their disciplines and, where appropriate, across disciplines. It enhances their abilities to engage students both in gaining knowledge of their disciplines and in developing the skills by which that knowledge is acquired. Professional and scholarly activity takes diverse forms depending upon each faculty member and upon each discipline.

For the purpose of review, renewal and retention, scholarly and creative activity must be demonstrated in ways that can be observed and/or evaluated by appropriate peers. Each department will:

1. identify the specific types of professional activities and accomplishments that will be considered as evidence of scholarship; describe how the quality of scholarly and professional activities will be evaluated;
2. establish the standards of performance for retention, tenure and promotion.

Demonstration of scholarly and creative activity normally takes the form of specifically defined types of publications, grant activity, professional papers, and other significant professional participation.

All faculty will be expected to provide evidence of scholarly and creative activity that includes significant scholarly contribution to his/her discipline or professional field. All faculty are expected to engage in scholarship or creative achievement, the result of which is disseminated and subject to peer evaluation in a manner appropriate to the field of study.

For tenure and promotion purposes, the minimum requirements for the college are listed below. Department policies and procedures should meet or exceed these requirements as well as define expectations for tenured full professors.

A. For categories 1-5 below, a minimum of 8 activities for tenure and promotion to associate professor and a minimum of 12 activities for promotion to full professor is required in at least three different categories. Of these activities, a minimum of at least two refereed publications or a scholarly book (as deemed appropriate by the department), and presentations at 2-3 regional, national or international professional meetings is expected.

1. Refereed publication(s) as deemed appropriate by the department.
2. Presentation at regional, national or international professional meeting.
3. Submission of grant proposals for instructional improvement and/or research.

* Significant is defined by each individual department. These guidelines should be stated in the department policies and procedures.
4. Additional scholarly written work, including abstracts for journals, poster presentations and educational exhibits, book reviews, technical reports, audio/visual tapes, slide series, modules, unpublished studies, software, newsletters, recruitment materials.

5. Development and/or delivery of short courses or workshops in one's discipline.

B. In addition to significant scholarly contributions, external peer recognition of scholarly achievement and evidence predictive of continuing contributions to the profession are expected for promotion to full professor. Evidence should include significant achievements in at least 5 of the following 22 categories for tenure and/or promotion to associate professor and 8 categories for promotion to full professor.

1. Citation of published research by other researchers.
2. Editor or member of an editorial board of a professional journal.
3. Invitations to review manuscripts for professional journals or book chapters for professional texts.
4. Invitations to review grant proposals for funding agencies.
5. Invitations to review abstracts for professional society meetings.
6. Election to membership in selective professional societies.
7. Election to office in professional societies.
8. Appointment to membership on committees that utilize professional expertise.
9. Invitations to chair sessions at professional society meetings.
10. Invitations to speak at professional meetings or guest lectures at other universities.
11. Awards or letters of recognition from outside the university.
12. Awards or letters of recognition from internal constituencies.
13. Private practice and/or management, which includes assessing, implementing and evaluating new methodologies and techniques.
14. Membership on regional, state, or national professional boards.
15. Invitation to mentor or serve as consultant for professional boards, societies, or individuals.
16. Membership and significant membership activity in professional organizations.
17. Attendance at professional meetings, symposia, or workshops that indicate an effort to remain current in the discipline.
18. Description of ongoing research program with projected goals and aims.
19. Description of creative projects.
20. Description of professional leave or faculty development or grant funding activities that enhance research and scholarly capabilities.
22. Other evidence of achievement as defined by the department.

The ability of faculty members to work cooperatively and productively with colleagues within and beyond the department, college and university in scholarly and creative activities also will be considered.
v. College Standards for Service to the University and/or the Community

The following criteria apply to all candidates for review, renewal and retention (departments may exceed these expectations as defined in their policies and procedures):

Service activities fall into three general categories: university, public, and professional. Faculty members have an obligation to accept their share of responsibilities for the governance of the institution. University service includes contributions to university, college, and department committees, support to student clubs and student co-curricular activities and contributions to other university organizations, for the department, the college or the university as a whole. Public service and professional service may assume a wide variety of forms depending on the role of the individual faculty member and be assigned varying degrees of significance in the evaluation of a candidate, depending on department needs. Examples might include:

1. All committee memberships within the university governance structure (in reverse chronological order). Each entry should include dates of service, descriptive labels or phrases (standing or ad hoc, duties or role, level — university, college, senate, council, committee, subcommittee), personal role (e.g., chair), and a list of any position papers or reports written by the candidate and officially adopted. Special contributions should be itemized or described with indications (a) of the amount of effort involved and (b) of the significance of the project, task or outcome. Active participation in committee work should be given more weight than membership alone. Official department duties, including budgeting, scheduling, administrative and committee work.

2. Special assignments or individual service to the administration or to departments, such as promoting the public’s awareness of academic programs at Eastern, recruiting, public speaking.

3. Membership on or contributions to statewide higher education and inter-institutional committees. Community service (with dates and description of duty, role, and actual achievement), such as a professional representative to charitable causes or governmental units, work with commissions, or adviser to student groups on campus.

4. Activities not specifically identifiable as scholarly or creative activity, such as professional consulting, speaking engagements, service on advisory boards and committees.

Faculty members are expected to have worked cooperatively and productively with colleagues within and perhaps beyond the program or department in serving the profession, the university and the public. Exact service expectations for faculty are defined in the department’s policies and procedures.
iii. Guidelines for 3rd year Comprehensive Review of Probationary Faculty

To ensure that tenure-track faculty members receive adequate feedback on their progress toward tenure, the CSBS requires that faculty members have a mandated third-year review at the unit level (in accordance with the CBA). This review is geared toward providing the tenure-track faculty member with information relevant to progress toward meeting the expectations for productivity of the unit, College and University that will result in successful achievement of tenure.

The third-year review should cover all aspects of the faculty member’s performance that will be considered during the tenure process following the guidelines indicated in the College Policies and Procedures manual and the Promotion and Tenure guidelines of the unit in which the faculty member has an appointment. The third-year evaluation should include an assessment of strengths and weaknesses within each category.

Files submitted to the Dean must include:

- A self assessment by the candidate of his/her performance in all three areas over the past three years. This should not only include actual accomplishments but be evaluative, developmental and reflective.
- An updated vita.
- Copies of student evaluations for the past three consecutive quarters.
- Copies of annual evaluations from years one and two.
- Copies of peer evaluations of teaching completed during the three-year period.
- Copies of one or two samples of scholarships/creative activity.
- The DPC letter evaluating the candidate.
- The Department Chair letter evaluating the candidate.

The third year review is intended to be a "mid-course correction." If the review reveals areas that require strengthening, suggestions are made in writing to the candidate. Strengths similarly should be stated. Third year reviews often play a pivotal role in contested tenure cases. Fairness to the candidate requires that the review be as candid as possible about shortcomings and strengths so the candidate has an opportunity to correct his or her course before an ultimate recommendation must be made. Expectations for the coming years should be clearly laid out in the written evaluation report. A positive third-year review does not guarantee a positive tenure review.

c) General Committee Procedures to be followed in Review of Faculty Activity Plans for Retention, Tenure and/or Promotion

i. Departmental Personnel Committee Membership and Responsibilities

Department Personnel Committee. Departments will have procedures for the selection of a department personnel committee with a minimum of three members for the purpose of evaluating, reviewing, and recommending faculty members for tenure, and/or promotion.
It is strongly recommended that only tenured faculty serve on department personnel committees. If non-tenured faculty members serve on these committees, they shall abstain from voting on tenure, promotion, and retention. Otherwise, committee members should abstain from a recommendation only in very unusual circumstances such as conflict of interest or nepotism. The terms of committee members should overlap if possible. The department chair will make separate independent evaluations for tenure, promotion, and retention and discuss all the recommendations with the candidate.

Department personnel committees should be chosen during fall quarter of each academic year. No method of selection is prescribed. Department Chairs ordinarily should not serve. Conflicts of interest must be avoided; therefore, candidates for promotion and/or tenure may not evaluate other faculty who are candidates for the same rank. If the department is too small to form a suitable departmental personnel committee with these restrictions, faculty members from related areas may be invited to participate.

It is the responsibility of the department personnel committee to:

1. Schedule and prepare peer reviews of each candidate’s materials.
2. Obtain additional evidence as the committee deems necessary.
3. Ensure that candidates have assigned their accomplishments to the appropriate areas.
4. Write letters of evaluation.
5. Provide peer judgment of the candidate in each of the three areas, which should include classroom visitations to evaluate teaching effectiveness, careful examination of the candidate’s publications and other scholarly and/or creative efforts, and careful examination of the candidate’s service record. In general, the broader the professional scrutiny of the work, the more highly it is regarded; however, factors such as quality and/or quantity of work should also be considered, but, when germane to the discipline, refereed work will be considered of greater weight than non-refereed work.
6. Engage in open, frequent and candid communications with the candidate in a manner that will assist in the preparation of a complete and accurate promotion file. The file should demonstrate the candidate’s clear commitment to an active professional life and continuing professional development. Only the most representative professional activity materials (research, scholarship, and/or creative activity) should be submitted in full. Reference to additional materials should be presented in the form of annotated bibliographies where appropriate.
7. Ensure that the candidate has provided student evaluation data using a form accepted by the university and that any exceptions are explained.
8. Ensure that the candidate has provided written peer evaluations (including classroom observations).
9. Provide specific explanations as to how the candidate has fulfilled faculty activity plan expectations.
10. Return the file promptly to the candidate if the file is not organized in the order specified, rectify omissions and/or to obtain clarification of material included so that it may be passed, complete, to the CPC in a timely manner.
11. Ensure that the checklist is signed by both the candidate and the DPC chair as complete.
12. Ensure that the file also includes:
   a) the chair’s recommendation, evaluating the candidate’s accomplishments in each of the three criteria categories,
   b) the recommendation of the department personnel committee, evaluating the candidate’s accomplishments in each of the three criteria categories,
13. If there is disagreement between the chair and the department personnel committee, the chair will meet with the department personnel committee in an attempt to resolve disagreement. If there is still disagreement, then both recommendations are forwarded to the Dean and college personnel committee.
14. Chairs and/or department personnel committees should include information about the range (national, regional, local) and stature of the candidate's work, especially for professional activities.

**ii. College Personnel Committee Membership and Responsibilities**

The college personnel committee shall consist of two subcommittees of four members each to review candidates for the rank of associate professor and the rank of professor, respectively. Members serving on the subcommittee to review promotions to the rank of professor must hold the rank of professor. At least four members of the college personnel committee must, therefore, hold the rank of professor. All members of the committee will hold at least the rank of associate professor.

Files for candidates for promotion to senior lecturer may be assigned to the subcommittee with the lower workload in any given year. Candidates for tenure without concurrent promotion should be considered with the candidates for promotion at the rank they presently hold.

Elections to the college personnel committee will be conducted by the Dean. Members of department personnel committees may also serve on the college personnel committee. Departments may have no more than two members on the committee. Where a department has two members on the college committee, at least one must hold the rank of full professor. Membership on the college personnel committee will be for three years. Members will rotate on a three-year cycle with three to four members (one or two per subcommittee) being replaced each year.

The Chief Academic Officer will establish an annual schedule for personnel actions. In general, recommendations for faculty personnel actions originate from the department personnel committee, are reviewed and evaluated by the department chair, and recommendations are forwarded to the college personnel committee, which makes recommendations to the Dean.

All promotions and tenure are to be evaluated according to individual expectations for achievement set out in advance in faculty activity plans. The role of the committee is to review the evidence supplied in the promotion file by the candidate and the candidate’s
department to determine whether a given candidate has achieved the goals of his or her faculty activity plan at a level sufficiently high to warrant promotion. The following procedures should be followed by the college personnel committee.

1. The college personnel committees shall elect a chair, establish membership in the associate and full professor subcommittees and schedule meeting dates. The chair of each committee shall keep records of the committee actions, call meetings, and see that statements of each candidate’s strengths and weaknesses are written. The associate professor and full professor committees will maintain a record of all actions and/or stated consensus, which establish their procedures, methods, and decisions.

2. After the first meeting, committee members shall read the assigned files of all candidates and make a preliminary assessment of whether the candidate has exceeded, fulfilled, or not fulfilled the requirements of his or her faculty activity plan in each category. Committee members shall work privately and independently and not confer while reading the files or preparing their lists. Each member shall double-check each file and its table of contents to ensure that no evidence has been lost or overlooked. The committee may request additional information from the candidate if deemed necessary.

3. The committees shall meet a second time after each member has finished evaluating the candidates and will attempt to reach a consensus on each candidate individually. Materials should not be moved from one section of the file to another without the candidate’s consent. The committee shall meet to consider any material which has been reassigned or added using the same procedures as before.

4. In no case will the candidates be ranked competitively against one another, but only on the basis of how well each candidate has fulfilled the objectives set forth in his or her individual faculty activity plan.

5. There will be no anonymous "ballots" or other decision devices by members of the committees. All committee members must take responsibility for their evaluations of every faculty member considered in the committee’s deliberations. Where there are substantial differences among committee members, every effort shall be made to reconcile those differences before final decisions are made. Decisions shall be presented as those of the entire committee, and records of any ratings, ballots or other devices used in the process shall be destroyed.

6. If a committee cannot reach a majority decision, it shall be reported to the Dean with an explanation by the committee. The Dean may ask for further discussion. If the committee then succeeds in making a decision or if the committee determines it cannot make a decision, it shall report the outcome to the Dean.
7. When deliberations are complete, each committee shall report its recommendation in a statement that articulates how each candidate exceeded, fulfilled or failed to fulfill each aspect of the faculty activity plan, and prepare the materials to be forwarded through the Dean to the provost.

8. The committees shall schedule subsequent meetings as needed.

iii. Responsibility of the Candidate—Preparing the Promotion File

Candidates for promotion are responsible for keeping their files current and assigning each of their accomplishments to the appropriate area of evaluation. The candidate should meet with the DPC to clarify any problems of interpretation, which might arise. The candidate and the Department Personnel Committee should use the College Promotion Work Sheet to prepare and organize material presented. The candidate should organize the file according to the college’s "Checklist for Standard Format." The promotion file should contain:

1. A checklist for the standard format (signed by both the candidate and DPC Chair as complete).
2. A complete table of contents.
3. The college’s promotion worksheet.
4. A current vita.
5. The candidate’s approved faculty activity plan.
6. A philosophy statement of teaching, scholarship and service statement preceding each appropriate section in the file. The statements should provide a clear understanding of the significance of the candidate’s accomplishments in each area and should explain any unusual features. Philosophy statements should be evaluative, developmental and self-reflective.
7. A summary for each of the three criteria categories.
8. Appropriate documentation for each of the three categories.

Appropriate forms will be provided to the candidates.

iv. Evaluation by the Dean and Notification of Candidate

College personnel committee evaluations and recommendations are advisory; in arriving at a recommendation for or against tenure and/or promotion, the Dean will also consider the following:

- the recommendations of the department chair;
- the recommendations of the department personnel committee;
- the staffing requirements of the department and the college; and
- information from other sources as appropriate.

The Dean shall forward a recommendation to the provost along with:
• the college’s promotion worksheet,
• the candidate’s curriculum vitae,
• the approved faculty activity plan,
• the chair’s recommendation,
• the recommendation of the department personnel committee,
• the recommendation of the college personnel committee,
• the candidate’s philosophy statement for each of the three criteria categories, and,
• the candidate’s summary for each of the three criteria categories
• other documentation deemed appropriate based on the case

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

v. Policy Distribution and Amendments

The college policies and procedures for faculty personnel will be kept in the office of the Dean and on the web. Liberal distribution of these policies is to be the rule: each person formally involved in the promotion process will be afforded a personal copy; all faculty shall receive a copy when hired. The document will be changed only through a majority vote of the CSBS’ chairs, and all faculty will be notified each time a change is made.
6. STUDENT PROCEDURES AND POLICIES

a) Student Recruitment and Retention

In an effort to recruit and retain students, the CSBS has developed a recruitment/retention plan with the following activities:

**Integrated Marketing:** The College of Social and Behavioral Sciences recognizes that recruitment of high-school aged students as well as more non-traditional students needs to utilize an effective web presence as its hub for media and marketing. All other printed materials should then point to the web. The web presence for recruiting college students must be dynamic, user friendly, timely and informational and it must tell success stories for the college and university. The college has developed an integrated marketing plan with web development at the center in order to help address recruitment. An integrated marketing plan is critical to the development of materials with creative and consistent messages that not only attract new students and faculty but help retain them also. Targeted materials will be developed to support outreach programs and recruitment efforts at area high schools and community colleges as well as at open houses and receptions. This improved web-centered media and marketing approach will:

- Increase visibility of student groups and successes such as mock trial, debate and model UN.
- Highlight new study opportunities in areas of Middle East Studies and Public History as well as CSBS area studies, International Studies, Cultural Diversity in the US, Justice and Politics, as well as Archeology and Culture.
- Showcase our expanding opportunities for experiential learning such as internships, service-learning and study abroad.
- Use college web site as a forum to publicize community engagement and research of faculty and students. Encourage departments and programs to do the same.
- Complete the development of informational materials for use in fund-raising, attracting new students, new faculty and promoting courses and programs.
- Improve communication of accomplishments to outside constituents by providing the newsletter in an electronic format.
- Include in promotional materials a listing promoting faculty community engagement activities and scholarship.

**Curriculum guides:** CSBS developed curriculum at-a-glance guides for each unit in the college for recruitment and advising purposes in 2006. CSBS will continue to update and develop curriculum guides in fall of each year for each department and program within the college to be used for development, recruitment and admissions as well as public relations purposes.

**Dean’s letter for Admissions** The CSBS Dean will provide a personalized letter that is sent out through Admissions to applicants who have been accepted to the university.
**High School and Community College Outreach** CSBS will continue its outreach work with the PICI program (Partners in Community Involvement) at Lewis and Clark High School. Students are welcomed to Eastern in a session in October where they meet the faculty and get IDs for the library. In spring they return to work with faculty mentors to complete their community engagement based projects. The college will engage more in Spokane area Community College outreach than in the past. CSBS has been highly involved with Bellevue Community College for many years where students can complete BAs in Interdisciplinary Studies, Children’s Studies, and Psychology.

**New Study Abroad and Community Engagement activities** CSBS is committed to the idea of “opening up the world” to our students through International Studies curricula, community engagement and study abroad opportunities. Recent faculty hires reflect this commitment. New faculty hires in international areas will develop study-abroad and field trip opportunities.

- Faculty in programs will self-identify the types of community partnerships that will advance the mission of the department/program as well as the college’s commitment to diversity.
- CSBS can capitalize on expertise of new faculty hires and current faculty in the areas of Latin America, Central Asia, Southeast Asia, far East Asia, ancient Rome, Greece and Cyprus, and the Middle East to develop Centers of excellence in the study of these regions as well as new certificates and minors.

**Active Participant in recruiting events** CSBS will continue to be a leader in supporting open houses, First-Step programming, receptions, and college fairs. We are committed to more thoroughly gathering names and contact information for prospective students and parents at these events.

**CSBS offers College-level Advising** Through a successful pilot program in 2006-07 CSBS was able to offer college-level advising services to our students and faculty. College-level advising serves the following purposes: aids declared majors in completing their university requirements, freeing up faculty time for major requirement and career advising; directs students to double-major, minor and certificate opportunities within CSBS and potentially with other units in the university. The benefits of providing this service could be an attractive recruiting tool.

**b) Recognition of Student Achievement**

Education of students is a primary mission of the college, as such; recognition of student achievement and excellence is of paramount importance to building their self-confidence and pride. Recognition given to honor undergraduate and graduate students beyond grades and verbal appreciation are listed below:

- **Deans Honor List**: Each quarter, undergraduate students who achieve a GPA of 3.5 or better will be named to the Dean’s Honor List and will be personally acknowledged by a letter of congratulations from the Dean.
• Several outstanding students will be selected each year by the college to receive a university award for leadership and scholarship.

• Departments and programs will establish their own procedures for recognizing outstanding students including the selection of a senior each year to be recognized as the "Dean’s Honor Student."

• Departments may also designate outstanding graduating seniors for recognition in the commencement brochure.

c) College/Department Scholarships

Within the CSBS, numerous scholarships are available to students studying Social and Behavioral Sciences at Eastern Washington University. Students interested in these opportunities should contact the Financial Aid and Scholarship Office for the most current information. Following is a list of some of the scholarships available within the college. This list is subject to change:

**College Scholarships**

1. The Daniel and Margaret Carper Foundation Scholarship is a one-year scholarship available to a student studying Social and Behavioral Sciences at Eastern Washington University (amounts vary). The CSBS Scholarship Committee will select the student recipients from a screened list of applicants provided by the EWU scholarship office.

   Students applying for the scholarship must meet the following criteria:
   • Student must be an undergraduate attending EWU full-time, and must have completed 60 credits of university course work.
   • Student must have a cumulative grade point average of 3.00 or higher.
   • Student must have a declared major in the College of Social and Behavioral Sciences which includes majors in the following disciplines: Communication Studies, Psychology, Women’s & Gender Studies, History, Government, Economics, International Affairs, Interdisciplinary Studies, Sociology, Justice Studies (Criminal Justice), Military Science, Geography, Anthropology, Children’s Studies.
   • Student must have demonstrated financial need.
   • Preference shall be given to previous Carper scholarship recipients if they meet all other selection criteria.

2. The Daniel and Margaret Carper Foundation Orcas Island Public School Seniors and Graduates Scholarship is a one-year scholarship available to students attending Eastern Washington University. Students applying for the scholarship must meet the following criteria:
• Student must have a cumulative grade point average of 2.80 or higher from Orcas Island Public School system.
• Student must be attending full-time at Eastern Washington University.
• Student must have demonstrated financial need.
• Preference shall be given to previous Carper Scholarship recipients if they meet all other selection criteria.

3. The Chertok Scholarship (amounts and numbers of awards vary each academic year) will be given annually to the outstanding junior in the social and behavioral sciences to support the student’s senior year. The award will be made each year at the Dean’s Honors Student reception. The Department Chairs and Program Directors of the College of Social and Behavioral Sciences will make nominations to the Scholarship Selection Committee. The Scholarship Selection Committee will be coordinated by the EWU Scholarship Office and will include the Dean and Associate Dean of the College of Social and Behavioral Sciences and a member of the Chertok family (when available). Scholarship recipients must be a student at Eastern Washington University and a major in a discipline in the College of Social and Behavioral Sciences.

**Department Scholarships**

Students interested in the availability of department scholarships should check with the department and the Financial Aid and Scholarship Office for a current listing, application requirements and details. Some of the available scholarships include:

1. Aimee Pierce-Tran Study Abroad Fund
2. Eleanor and Clifton Rock Scholarship
3. History Department Faculty Scholarship Endowment
4. Jeremy Anderson Memorial Scholarship
5. Lynn Triplett Scholarship Fund
6. Nicholas T. Curtis Memorial Scholarship
7. Roloff Government Scholarship
8. Aretas and Kittiemae Dayton Memorial Scholarship
9. ROTC Scholarships
7. EXTERNAL RELATIONS

a) External Funding and College Development

Each department in the CSBS should frame, as a part of its department strategic plan, a segment addressing the issues of departmental outreach and development. While details of this aspect of the plan may vary widely from department to department, it should include goals for:

- Attracting and retaining students of the highest possible quality.

- Increasing public awareness of quality programs within the department or program by drawing attention to fine teaching and accomplishments of faculty and students, and cementing relationships with high schools by highlighting the accomplishments of both faculty and students. Providing schools and other interested not-for-profit groups in the community with resources relating to the disciplines represented in the department.

- Providing opportunities for fund-raising for departmental scholarships, special equipment and exceptional personnel needs.

The success of the university's overall fund-raising enterprise is largely contingent upon the grass-roots activities within the colleges in developing and maintaining personal relationships with students, parents, alumni and community leaders. The CSBS has the opportunity to build and strengthen its private fund-raising through its annual fund and major gift initiatives by building upon its quality programs and faculty.

In partnership with the Dean, Associate Dean and director of development, department and program faculty may be asked to lend their expertise in designing and implementing a fund-raising plan of action which will highlight the unique strengths and interests of the college and each department.

Key to the success of the college development and fund-raising plan will be coordination and planning with senior leadership of the university, directors of development of the other colleges, the EWU Foundation/Development office, the Alumni Association, the Associated Students, the Faculty Retirees Association and staff and friends of EWU. An example of an annual strategy plan of action incorporates annual giving, major gift solicitation, planned giving, community partnerships, alumni relations, student relations and special cultivation/fund-raising events.
b) Grants and Contracts

The CSBS encourages its faculty to pursue external sources of funding, consonant with the university mission and college and department policies and procedures, which foster faculty research and scholarship, develop new curriculum areas and innovative designs for their delivery, support students in their educational endeavors, and create innovative intra-departmental and inter-departmental educational programs and activities. Grant and research development are also promoted by allowing for released-time and flexible teaching schedules to allow time for non-teaching activities and by making available facilities for externally funded projects. The college is committed to maintaining a high level of participation in externally funded programs and projects and, where possible, to expanding these efforts. To this end, the following goals have been defined:

• To develop programs and projects that integrate research and education.
• To foster collaborative research between faculty and students.
• Promote external opportunities for both undergraduate and graduate students including theses projects and faculty mentorship programs.
• To create support for undergraduate and graduate students in the form of tuition payments, salaries, stipends, scholarships or fellowships through grants and contracts.
• To generate opportunities for faculty to participate in externally funded scholarship and research activities.
• To develop interdisciplinary and integrated programs in education and research to address societal problems and issues from a variety of perspectives and specialties and encourage collaboration among faculty.
• To generate indirect cost revenues to support the administrative requirements of grants and contracts and to provide discretionary funding to the college, departments and faculty.