Key Points from Best Practices Tables

Workload Planning & Plans. Jim Schwing, Department of Computer Science

1. Workload planning ensures the smooth function of academic programs while workload plans help faculty outline their activities for the upcoming year. Workload plans should guide faculty in developing a successful promotion, tenure, and post-tenure review dossier.

2. The Workload planning process varies among departments. One example for a small department was workload planning by consensus: what courses will be taught and when.

3. Typically, faculty loads are 36 workload units (WLU) for instruction, 6 WLU for scholarship, and 3 WLU for service; for a total of 45 WLU.

4. Workload plans and expectations should align with department standards for promotion, tenure, and post-tenure review.

5. Encourage self-evaluations since it provides an opportunity for the faculty member to identify any resources they need to fulfill expectations.

6. When filling out workload plans, faculty should not list all planned activities in the form; only those directly attributed to WLUs. The activity report is available to capture ALL faculty activities.

7. Typically, a minor change in a faculty member’s workload does not require a change in the workload plan. In some colleges, this includes swapping one course for another. However, major changes should be documented. One example is when a faculty member replaces a course with reassigned time related to scholarship.

8. Department Chairs should have access to past workload plans. These should help guide you for future planning and evaluation of past practices.

9. Faculty can access their workload plans at: http://www.cwu.edu/~avpfa/forms.html

Budgets & Spending. Scherry Sinclair and Tamara Wolford, Budget Formulation and Business Analysis. Please see the attached word document “MONEY COME FROM AND HOW DO I SPEND IT”. For state funds, what you see in a financial report is what it is. For self-generated funds, what you see available is what you set (or what a former chair allocated). Therefore, be mindful about how much funds are available in a particular project ID versus what the project ID’s upper spending limit has been set at. Forms to change signature authority, budgets, project IDs, etc. can be found at http://www.cwu.edu/~budget/

Alternatively, there is a webpage for all university forms, which can be found at http://www.cwu.edu/forms/
Self-Support Program Start-Up. Ric Byham, Office of Continuing Education. This office can assist with credit and non-credit bearing programs, the Cornerstone program, and the development of self-support programs. When proposing courses through continuing education, faculty will need to be mindful of the need to recover all costs associated with a program (salary, benefits, administrative fees, etc.). Faculty interested in proposing such a course should use the attached word document “CourseProposalForm2012”.

Budget & FMS. Dave Darda and Kari Linnell, College of the Sciences and Department of Biological Sciences. Please see the documents “Budget and Spending 2012.pdf” and “SAFARI queries for chairs.xls”. Remember: The Chair is the person responsible for the Department’s budget – no one else! Also be mindful of which project IDs are subject to the 28% administrative fee.

Personnel Letters. Linda Raubeson, Department of Biological Sciences, former member and Chair of the COTS Personnel Committee

1. Beware of cut and paste errors.
2. Explain the faculty member’s accomplishments rather than listing them.
3. Indicate how accomplishments align with the criteria. Also place the accomplishment within the context of the discipline. Why is the particular accomplishment important to the discipline?
4. Construct a logical argument that the candidate has (or has not) met (or exceeded) the criteria.
5. If there is an obvious problem, address it.
6. Not every candidate can walk on water, nor do they need to.
7. Work with your department personnel committee and the applicant to help ensure the file is complete, well organized, aligns to criteria, and uses up-to-date criteria and coversheets.
1. HR’s representative for academic affairs is Vanessa Weaver, extension 1345.
2. Chairs are responsible for faculty and staff (represented and non-represented) within the department.
3. It is important for chairs to conduct yearly reviews of both faculty and staff. For staff, professional development plans (PDP) are used. This includes goal setting at the beginning of the year, an interim review, and an end of year review where performance expectations and competencies are evaluated. The interim review is required for staff in probation or trial service and recommended for permanent staff. The goal setting process is largely collaborative. However department chairs can include certain expectations they deem important to the position (and that are within the staff member’s position description).
4. It is recommended that position descriptions be reviewed every three years.
5. The following topics were also discussed: positive time reporting, comp time, vacation, sick leave, L&I worker compensation, Family Medical Act, and long term absences.
6. Training is also available through HR. Their training calendar can be found at http://www.cwu.edu/~hr/training/calendar.shtml