

April 2024

THE DEPARTMENT OF:

**Education,
Development,
Teaching, and
Learning**

Handbook 2023-2027

Adopted by ECTL faculty, 10/06/2023

INTRODUCTION

This handbook describes the organization, programs, policies and procedures of the Department of Education, Development, Teaching, and Learning at Central Washington University. It is in effect from the date of adoption until modified by a majority vote of the faculty.

Faculty is defined as *those individuals who conduct scholarship; who teach, coach, or supervise students or who engage in similar academic endeavors in which students receive credit or academic benefit; and who hold the academic rank of professor, associate professor, assistant professor, or emeritus professor; or who hold the professional designation of senior research associate, research associate, senior lecturer, lecturer, visiting professor or coach.* [CWU Faculty Code]

Only eligible faculty in a department shall vote. Eligible faculty include tenured faculty, tenure-track faculty, and senior lecturers with annual or multi-annual contracts teaching one-half time or more in that department. [CWU CBA September 1, 2023 – August 31, 2027]

MISSION STATEMENTS

Central Washington University

The mission statement of the University is available from the Office of the President.

College of Education and Professional Studies

The mission statement of the College of Education and Professional Studies is available from the Office of the Dean.

Department of EDTL

The EDTL Department is committed to ensuring graduates are prepared to be outstanding educational leaders and facilitators of learning, who demonstrate the knowledge and skill necessary to educate and work within diverse school populations.

The EDTL Department is committed to the creation of supportive and academically rich environments where children, adolescents, and adults are always engaged in active, authentic, and hands-on learning.

The EDTL Department prepares socially responsible practitioner scholars to work and learn within diverse contexts, fostering language, literacy, and learning for all.

Goals for our teacher candidates:

- (a) utilize best practices in pedagogy, instruction, and assessment,
- (b) blend standards-based instruction and creative expression,
- (c) integrate authentic materials and technology,
- (d) establish productive, inclusive, and engaging environments for learners,
- (e) promote advocacy, equity, cultural agency, and social justice.

CONSTRUCTIVIST TEACHING/LEARNING MODEL

The EDTL Department recognizes the need for a philosophical underpinning to the university's broad efforts in the preparation of educators and as such emphasizes constructivism and constructivist principles.

CODE OF ETHICS

The EDTL Department faculty believe in the worth and dignity of each human being. We recognize the supreme importance of the pursuit of truth, the devotion to excellence, and the nurture of democratic principles. Essential to these goals is our personal and collective commitment for the freedom to learn, to teach, and to help ensure an educational opportunity for all. We accept the responsibility to aspire to these principles, which may at times transcend the immediacy of personal concerns and ambitions but believe it incumbent upon each of us to promote these shared beliefs for the betterment of the profession of which we practice. In doing these things, we acknowledge and comply with the following policies and documents:

1. Central Washington University Policies. See the CWU Policy Manual.
2. Code of Professional Conduct for Education Practitioners. (Chapter -87 Washington Administrative Code)
3. Ethical Standards for Officers and Employees of Washington State Colleges and Universities. (Office of the Attorney General of Washington)

DEPARTMENT ORGANIZATION

University departments are groupings of teaching and research personnel, organized around traditional academic disciplines. As such, departments have as their primary responsibilities the instruction of students and the development and supervision of programs to facilitate and to improve instruction. Research and/or creative work by faculty members is also a matter of importance to the departments as is service to the profession, University, community, and the state. Each department has its own budget, used to support the education mission by funding instructional need for adjunct faculty, travel, supplies, student help, telephone, and equipment.

The EDTL Department functions under a system of shared decision-making and peer leadership (department chair and program coordinators). The establishment of basic policy is the responsibility of the faculty as provided under the University's Faculty Code of the University Policy Manual, and the Collective Bargaining Agreement (CBA) and is developed through a system of interrelated committees established by the department. All policies are subject to the continued review by the faculty at regularly scheduled and/or special meetings of the Department. Scheduled department meetings are determined by need.

DEPARTMENT CHAIR

Chairs are subject to the University Faculty Code of the University Policy Manual, and the Collective Bargaining Agreement (CBA) and policies and procedures established by the faculty of the department, subject to the authority of the CEPS Dean.

The University administration expects department chairs as faculty to provide departmental guidance, fostering teaching, research, public service, and leadership within their departments. In collaboration with faculty, the chair initiates departmental hiring, supports retention, and prepares/reviews the departmental budgets. Chairs are responsible for independent review of tenure and promotion Portfolios and expected to keep the faculty regularly informed with respect to personnel, budget, staffing, and related program matters through regular faculty meetings and other means as appropriate.

PROGRAMS

The faculty is organized into programs, which represent traditional areas of expertise within the field of education. Program membership is comprised of those individuals assigned to a specific area at time of hire (original letter of hire or modification as authorized by college dean).

Generally, most of a faculty member's teaching load will be conducted within one program. Programs represent significant and coherent courses of study and are established by the faculty. Faculty is responsible for their respective programs. All curriculum originations must be initiated and approved by program faculty.

The EDTL Department consists of the following programs:

- Bilingual Education/ Teaching English Language Learners
- Educating Highly Capable Learners (on hold)
- Middle Level Humanities (on hold)
- Early Childhood Education
- Elementary Education
- Literacy
- Special Education

EDTL Programs:

- Des Moines
- Ellensburg
- Moses Lake
- Pierce
- Wenatchee
- Yakima

PROGRAM COORDINATORS

The program coordinators are elected annually in the spring by the active full time TT/T faculty members within the respective program, to provide leadership for their designated program. The Department Chair cannot serve as a program coordinator. The Department Chair and program faculty should look to the program coordinator for guidance, counsel, and leadership in matters related to the program.

Specific responsibilities assigned to program coordinators include but not restricted to:

1. Coordinate curriculum and program development within the program and with other programs in accordance with the mission and goals of the ECTL department.
2. Attend ECTL program coordinator meeting or send a representative.
3. Plan/implement scheduled program meetings and maintain meeting minutes.
4. Assist the Chair/Associate Chair in development of course scheduling.
5. Assist the Chair with the hiring of NTT faculty.
6. Plan and implement special efforts or activities related to interests of individual programs.
7. Consult with program faculty and Chair in consideration of course cancellation.
8. Assist Chair with program reports as needed.
9. Assist Chair in mentoring new adjunct/quarterly/tenure-track faculty, program requirements and documentation.
10. Update and monitor for accuracy all catalog and advisement materials for the program.

Programs may elect to have Co-leads. Program coordinators in the ECTL Department will receive reassigned teaching workload, typically 3 workload units per year (1 WLU=30 hours of service), and is determined by the expected workload, in discussion with and approved by the department chair and college dean.

ELECTED POSITIONS

1. **Department Chair (or Co-Chairs) or Associate/Assistant Chair**
2. **Program Coordinators**
 - a. Bilingual Education/Teaching English Language Learners
 - b. Educating Highly Capable Learners (on hold)
 - c. Middle Level Humanities (on hold)
 - d. Early Childhood Education
 - e. Elementary Education
 - f. Literacy
 - g. Special Education
3. **Standing Committees**
 - a. Personnel Committee
 - b. Handbook Committee
 - c. Sunshine Committee
 - d. Graduate Council
 - e. Faculty Senate

STANDING COMMITTEE CHAIRS

Standing committee chairs are elected by the committee membership at the beginning of each fall quarter. They organize committee meetings to address pertinent committee business. Committee Chairs are responsible for keeping minutes of all meetings and reporting to the entire unit.

DEPARTMENT STANDING COMMITTEES

The standing committees of the department have been developed to ensure faculty input on matters of importance to the department. These committees and their elected membership are listed below:

FACULTY SENATE SENATORS (4 positions; 2 senators and 2 alternates)

Membership: The committee will be composed of the Department's two Faculty Senators and two alternates. Members will be elected as previous member's term expires based on the Faculty Senate schedule.

Role: The primary role of the Faculty Senator is to represent EDTL in departmental matters within the Central Washington University Faculty Senate and to report to the department regarding Faculty Senate matters.

PERSONNEL COMMITTEE (3 members, 3 of whom should be tenured and 1 tenured alternate. Tenured faculty from other CEPS Departments can serve when deemed necessary with consultation with the Dean. EDTL will request other education department faculty as priority).

Membership: The Personnel Committee is composed of at least three regular tenured faculty members, and a tenured alternate. The alternate will replace a tenured member when that member's materials are being reviewed for promotion, tenure, post-tenure, or performance adjustment (merit) faculty review decisions. Reviews may only evaluate members with equal status or below. Members (including the alternate) will serve three-year terms with committee members elected in staggered terms. Any EDTL full professor can serve as an additional alternate as needed and elected by the department.

Role: The role of the Personnel Committee is to make independent evaluation recommendations and to advise faculty in matters related to all departmental faculty reappointment, tenure, promotion, post-tenure, and performance adjustment (merit) faculty review and processes. The committee provides the faculty with clear and approved CEPS guidelines for evaluation decisions.

Responsibilities:

1. Complete written evaluations of faculty, independent of the chair, for reappointment using departmental/CEPS approved criteria as indicated on the Academic Calendar and outlined in the CBA.

2. Complete written evaluations of faculty, independent of the chair, for promotion, tenure, and post-tenure review using departmental/CEPS approved criteria as indicated on the Academic Calendar and outlined in the CBA. These occur during the winter quarter.
3. Complete written evaluations for performance adjustment (merit) review using departmental/CEPS approved criteria as indicated on the Academic Calendar or communicated by the provost.
4. Inform appropriate faculty members; EDTL Chair, and the Dean of the college in writing of evaluative decisions as described on Faculty 180.
5. Complete an annual review of the EDTL Faculty Handbook to update or revise, if necessary, any relevant information germane to the Personnel Committee description, role, or responsibilities.
6. Inform the EDTL faculty of any college, or university policies that impact established guidelines for EDTL faculty evaluation.
7. Compose and deliver formal letters of all decisions to the faculty under review and to the Candidates' portfolios on Faculty 180.
8. Mentor and orient new TT faculty to university expectations for review, tenure, and promotions, as needed.
9. The personnel committee will work in conjunction with faculty, and the department chair on professional development plans (PDPs).
10. Maintain meeting agenda and minutes.

Reference:

Coordinated Bargaining Agreement September 1, 2023- August 31, 2027
 Article 10.2-10.3.3: Non-tenure Track Faculty
 Article 24.1-24.5: Reappointment, Tenure, Promotion & Post-Tenure Review
 Article 24.6: Personnel Committees

HANDBOOK COMMITTEE (2 members)

Membership: The Handbook Committee is composed of two faculty members, representing different programs within EDTL. Members will serve three-year terms with committee members elected in staggered terms.

Role: The primary role of the Handbook Committee is to review and update the department handbook in consultation with the department faculty.

AD HOC COMMITTEES (members as needed)

Membership: Ad Hoc Committees will be composed of faculty members and department staff as needed to accomplish the charge(s) of the committee.

Role: The primary role of an Ad Hoc Committee is to resolve issues that are relevant to the department's operations and requirements germane to CEPS & CWU. The charge(s) for the committee and committee duration will be established before the committee membership is established.

SUNSHINE COMMITTEE (1 member)

Membership: The Sunshine Committee is composed of one faculty member and department staff. Members will serve three-year terms.

Role: The primary role of the Sunshine Committee is to organize departmental contact on behalf of faculty and staff to those who have experienced fortunate and unfortunate circumstances.

Typically, monetary donations from all departmental faculty and staff are accessible for to the committee to help provide funding for such occasions.

GRADUATE COMMITTEE (2 members)

Membership: A graduate council member must be the coordinator/ lead of a graduate program.

Role: The primary role of the graduate council is to ensure that programs provide a high-quality graduate school experience for students, to foster exceptional faculty scholarship and teaching, and to promote contributions to society through effective post baccalaureate programs.

SCHOLARSHIP COMMITTEE (1 member)

Membership: The scholarship committee is comprised of one faculty member. A member will serve 3-year terms and will be elected.

Role: The primary role of the scholarship committee is to select scholarship recipients within CEPS with the guidance of CWU’s scholarship office.

ELIGIBILITY FOR COMMITTEE MEMBERSHIP

1. Committee members must be ECTL TT/T faculty except for the Sunshine Committee.
2. Faculty members shall serve as elected members on no more than two committees, unless the department faculty agrees there is additional need.
3. Faculty members will not be assigned to or removed from a committee without their consent.
4. The department chair shall not serve on department standing/ad hoc committees.

PROCEDURES FOR ELECTING COMMITTEE MEMBERS

Procedures for election of faculty committees shall be conducted in the spring quarter of every academic year. The ECTL administrative assistants will prepare an updated list of committee vacancies for the Chair to submit to faculty for nominations/volunteers.

Voting may be by show of hands, paper, or electronic ballots submitted from known faculty e-mail addresses. All votes will be collected/tallied by Department administrative assistants. Electronically submitted ballots will be held for two weeks. A challenge to any vote will be resolved by the ECTL faculty.

Committee vacancies with incomplete terms will follow election process.

Only eligible faculty in a department shall vote. Eligible faculty include tenured faculty, tenure-track faculty, and senior lecturers with annual or multi-annual contracts teaching one-half time or more in that department. (CBA, 2023-2027)

For any given vote, the faculty member(s) with the most votes will serve on the committee. Ties will either be decided by a second vote.

POLICIES AND PROCEDURES

POLICY: EMPLOYMENT

EMPLOYMENT OF NEW TENURE-TRACK FACULTY

Employment of new faculty occurs because of (a) replacement of a current allocation or (b) new allocations. In either situation, the Chair shall review departmental staffing needs with the Program coordinators within the following guidelines:

1. First considerations shall be program needs including present and emerging needs of the department. Procedures for identifying program needs shall include but are not limited to:
 - a) Open and full discussions with faculty in the program area(s) concerned.
 - b) Surveying program needs (i.e., FTE's, student credit hours, goals, etc.).
 - c) Identifying trends.
 - d) Establishing a priority list in compliance with University, College, departmental policies, and the CBA.
2. When these needs are identified, an assessment of present faculty qualifications shall be made to determine possible reassignment of faculty. When reassignment within current faculty is not possible, the position will be filled outside the department.
3. Writing a "position advertisement" will be the responsibility of the department chair, program coordinator, and search committee chair in which the position will be assigned. Posting, screening applications and recommendations for hiring will be the responsibility of the search committee in consultation with and as approved by the Affirmative Action Office. Final hiring recommendations are submitted to the department Chair and Dean. Tenured and Tenure-track faculty have priority for being on search committees.
4. All such actions shall take place following CWU policy as outlined in the "Hiring Guidelines.

NON-TENURE-TRACK FACULTY

Unless mandated otherwise by the university, the hiring/re-hiring of Non-Tenure-Track yearly contracted faculty will be at the recommendation of the program(s) in which the faculty will be teaching and the department chair. Yearly contracted faculty assignments are focused on teaching and generally do not include service or scholarship activities. The specific conditions of each assignment will be specified in the contract in accordance with the Faculty Code and the CBA Article 10. Yearly contracted faculty's teaching and other department contributions will be reviewed by the chair and relevant program personnel, and the personnel committee in the spring.

LECTURERS

Lecturers may serve designated teaching programs for the department and perform to the teaching standards expected of regular faculty. To establish quality control, certain guidelines should be followed at three key stages: Appointment, Assignment, and Assessment.

1. Appointment:
 - a) Lecturers will be assigned if appropriately qualified T/TT faculty are not available.
 - b) Lecturer candidates must have a minimum of a master's degree and three years professional experience in the areas of which they will serve.
 - c) Lecturer candidates must go through the appropriate university search procedure in full compliance with the affirmative action guidelines.
 - d) Lecture candidates are screened, reviewed, and recommended by program coordinator(s) to the EDTL Chair for appointment.
 - e) All Lecturers appointed will be reviewed annually by the Department Personnel Committee and Chair.
 - f) Appointments will be course and quarter specific.
2. Assignment:
 - a) Lecturers will be assigned to teach only in the specified programs approved by relevant program faculty.
 - b) Lecturers will not be assigned to other non-teaching duties expected of regular faculty (ex: advise, serve on graduate committees, program development committees).
 - c) Prior to assignment, Lecturers must consult with relevant program faculty and the lead faculty for a course concerning syllabi and all other appropriate requirements.
 - d) The program coordinator will consult with the EDTL Chair/Associate Chair regarding course scheduling.
3. Assessment:
 - a) On-site visits may be made by appropriate regular faculty during the courses taught to provide first-hand observation data for feedback and assessment.
 - a) CBA Article 10.2: Non-tenure-track faculty on annual or multi-annual contracts shall be evaluated by their department chair and personnel committee at least once per academic year. Evaluations shall be based on the contracted work performed since the previous review period or date of hire, whichever is more recent. Performance of contract responsibilities which fall outside of a department will be evaluated by the appropriate supervisor and forwarded to the Dean for review. Non-tenure-track faculty are expected to submit a Professional Record including all documentation required by department, college or University criteria in advance of their review. See also CBA, Articles 10.2

POLICY: TEACHING ASSIGNMENTS & SCHEDULING

ACADEMIC YEAR EMPLOYMENT

T/TT faculty have priority to teach courses within their expertise and programs at the main campus and centers.

When more than one faculty member is qualified to teach a class, the following criteria will be used to determine priority preference.

1. Membership in unit in which the program course is aligned.
2. Expertise to teach the course.
3. Experience teaching the course.
4. Recommendation by the program to teach the course.
5. Academic rank (highest is tenured full professor, lowest is Non-Tenure-Track Lecturer).
6. Seniority with the university

SUMMER SESSION EMPLOYMENT

The following policy recommendations assume that it is necessary to protect and give immediate concerns to the integrity of each program in the ECTL Department.

1. Insofar as budget constraints allow all faculty in the ECTL Department who request summer employment and who are contracted with the Department during the previous academic year shall be assigned as needed at any campus.
2. All tenured and tenure track faculty will review schedules and have the opportunity to provide feedback prior to drafts and final submission.
3. Each final schedule will be distributed to all department faculty at time of final submission.
4. Courses not assigned in meeting the criteria stated above will be assigned according to the following criteria in rank order:
 - a) Membership in unit in which the program course is aligned.
 - b) Expertise and/or training to teach the course
 - c) Experience teaching the course.
 - d) Recommendation by the program to teach the course.
 - e) Academic rank (highest is tenured full professor, associate professor, assistant professor, senior lecturer, lecturer).
 - f) Seniority with the program.

POLICY: REDUCTION OF FORCE

EMPLOYMENT GUIDELINES IN TIMES OF FINANCIAL EMERGENCY

We believe that people are more important than institutions. It is through people that institutions survive and grow or wither and decline. We are concerned with people, their well-being, their full employment, and with retaining the faculty who we have brought to our department and the University. [see CBA Article 27. 23-27 Retrenchment]

POLICY: ASSIGNING OFFICE SPACE ON CAMPUS

The guidelines for assigning office space are as follows:

1. The Chair will inform all department faculty of the office vacancy.
2. A letter from any interested faculty member in the department requesting assignment to that office and stating reasons for the request will be sent to the Chair.
3. Should multiple requests for a vacant office be made, office space shall be assigned based on the following priorities:
 - a) Full-time teaching faculty in Black Hall. Faculty offices to be assigned according to the policy in #4 (Priority System for Assigning Office Space to Full-Time Faculty) below.
 - b) The faculty member's duties and any special needs will be considered.
 - c) Graduate assistants.
 - d) Fellowship recipients/department visiting scholars.
 - e) Appropriate workspace should be provided part-time faculty.
4. Priority System for Assigning Office Space to Full-Time Faculty:

1st Priority –Institutional and Program Need

All space on campus is institutional space and obviously the institution has first call. It is anticipated that this priority rarely will be exercised.

2nd Priority –Full Professors

The full professor with the most time at Central will have the first chance at newly available office space, the professor with the second most time will have the second chance, etc. Time at Central is herein meant to be time at Central within the rank of full professor. If two professors have equal time in rank, then overall time at Central would be the deciding factor. If two professors are still equal, the older of the two will have priority.

3rd Priority—Associate Professors

The associate professor with the most time in rank has the first choice in this priority. Time at Central is herein meant to be time at Central within the rank of associate professor. If two associate professors have equal time in rank, then overall time at Central would be the deciding factor. If two associate professors are still equal, the older of the two will have priority.

4th Priority—Assistant Professors

The assistant professor with the most time in rank has the first choice in this priority. Time at Central is herein meant to be time at Central within the rank of assistant professor. If two assistant professors have equal time in rank, then overall time at Central would be the deciding factor. If two assistant professors are still equal, the older of the two will have priority.

5th Priority—Yearly-Contracted Non-Tenure Track Faculty

Time at Central under generated contract will define priority within this category.

POLICY: CONFIDENTIAL FACULTY FILES

Please refer to the CBA Article 22.1-22.7 for a description of the use of faculty files.

POLICY: FACULTY EVALUATION AND FEEDBACK

The EDTL Department faculty evaluation and feedback process is guided by the policies established by the university and college. Such policies may be found in the Collective Bargaining Agreement between Central Washington University and United Faculty of Central (CBA Articles 24.1 -24.8.5, 2023-2027) and those disseminated from the University and the College of Education and Professional Studies

POLICY: ADVISEE LOAD

Please refer to the CBA Appendix A, Article 1.1.6 for a description of student advising expectations of faculty.

POLICY: ADMISSION TO RESTRICTED CLASSES

Only the faculty member or lecturer may approve student entry into closed or restricted classes.

COURSE BY ARRANGEMENT – individual/independent study or equivalent

1. No courses will be cancelled or offered by arrangement without first consulting with the assigned faculty member.
2. Low enrolled undergraduate and graduate courses, with minimums set by CWU Policy 2-20-030 Class Size, may either be:
 - a. Allowed to continue
 - b. Canceled
 - c. Offered as a course by arrangement
3. If offered course by arrangement:
 - a. Contingent on faculty volunteering to teach the pro-rated course
5. Course by Arrangement Process:

Information submitted before the last day of the change of schedule period.

- a. Faculty share written notification (justification) with Program coordinator(s).
- b. Program coordinator shares written justification with EDTL Chair and Administrative Assistant through email request.
- c. Upon EDTL Chair's approval, program coordinators, and respective faculty are notified via email with CC to Administrative Assistant.
- d. Administrative Assistant will notify the Registrar's office.

POLICY: COURSE AND CURRICULUM PROPOSALS

All curriculum changes and proposals will follow guidelines and forms in Curriculog. Proposals for curriculum change originate by program faculty individual/group of EDTL and will be submitted to impacted program(s) for review and recommendation. Announcement of proposed changes are made to all EDTL faculty members either via email or at a department meeting.

Substantive program changes, including the addition and deletion of required courses, require approval by the faculty in all impacted programs. Recommendations for changes require compliance with state standards and other accrediting guidelines utilized by the university,

college, and program. Program changes impacting multiple programs require the approval of the majority of faculty in those programs. A substantive change includes new courses, course additions/deletions, credit change, as well as course changes to description, pre/co-requisites, learner outcomes/assessments that alter existing course content. New course proposals, including special topics courses independent of programs *do not* require departmental approval. However, the new changes should be shared with the department.

It is the chair's responsibility to inquire about feasibility of any proposal in terms of the availability of qualified faculty, financial impact, emerging program developments, and other feasibility related considerations.

Program change proposals will flow from originator (must be the Program Coordinator of the EDTL program)

1. to members of the program for approval.
2. to Department Chair (who places proposal on agenda).
3. to EDTL Department for discussion.
4. to EDTL Department Chair for approval.
5. to Dean of CEPS.
6. to Faculty Senate Curriculum Committee/Registrar.

Signatures or lack of will not prevent a proposal from going forward, and faculty are encouraged to attend any public review.

CURRICULUM CHANGES are summarized and presented to EDTL faculty (written or oral) for discussion prior to submission to Curriculog.

Feedback, comments, or disagreement should be presented in written form to the department Chair within fourteen calendar days from the date that the proposal was presented to the faculty. If faculty do not respond within the time limit, then the proposal will be submitted to the EDTL Department Chair for approval.

POLICY: ATTENDANCE AT COMMITTEE MEETINGS

Service on departmental committees is expected and recognized workload. Persons elected or appointed to departmental committees shall be expected to attend committee meetings on a regular basis. Committee chairs shall be responsible for informing members of a meeting time, place, and agenda at least one week prior to that meeting (as possible). A committee member may be replaced in situations in which they are not able to perform their responsibilities.

POLICY: MENTORS

New faculty the first year have a formal tenured faculty mentor as assigned by the Department Chair. The second year the mentor may continue, or faculty may request a different mentor of their choice from eligible tenured faculty.

Faculty Performance Standards and Professional Record Guidelines

College of Education and Professional Studies faculty members contribute to the mission of the college in the preparation of competent professionals and enlightened leaders who, in turn, contribute to and influence their respective professions. Both the University and CEPS recognize the accomplishments of tenured and tenure-track faculty members in the areas of teaching, scholarship, and service. Faculty work is guided by the missions of the University and CEPS, professional standards in ones' expertise field, and University and specific program accreditation standards.

Additionally, Section 24.5 of the CWU/UFC 2024-2027 CBA states the “Professional Record will be the basis for evaluation at all levels of review. It is the responsibility of the individual faculty member to make sure that the Professional Record is complete at the time of submission to the dean department. Files will be locked two weeks following the date for submission to the department. The faculty member is expected to notify the chair and department personnel committee of any changes to the file after it is submitted but before it is locked. The Professional Records will contain a current CV, workload plans, performance evaluations, teaching evaluations, evaluation letters from prior evaluation periods, and any additional materials required by departments and colleges. Other material reflective of a faculty member’s teaching, scholarship/creative activity, or service may be included at the faculty member’s discretion.”

Section 24.7.2 of the CWU/UFC 2024-2027 CBA states that, “Candidates for anyone of these processes must submit an updated Professional Record to the department chair, according to the dates specified by the Academic Calendar. Updated information on the change in status of any listed item or activity may be forwarded to the chair for inclusion in the file. When preparing the file faculty are expected to consult the University documentation guidelines, which the Provost will continue to make available on the provost’s website.”

The College of Education and Professional Studies criteria for faculty performance is presented in the following sections of this document. Department criteria for faculty performance will align with the disciplinary standards for the department and with the University and CEPS criteria and standards (CBA Article 24). Department criteria may require a higher (but not lower) standard than CEPS. In the case that a department standard is higher than CEPS, these department standards become the minimum criteria by which these department faculty will be evaluated.

The CEPS Faculty Performance Standard for Reappointment, Tenure, Promotion, and Post-Tenure Review (PTR) complies with the university performance standards in that the accumulated record from the last promotion is reviewed. Refer to the CEPS 2022 Faculty Performance Standards and Professional Record Guidelines for expectations at each level of review.

CEPS Personnel Committee:

- Use the EDTL Handbook to objectively check areas of teaching, scholarship, and service
- Compare evidence to the CEPS standards and verify evidence meets CEPS standards
- Provide concurrence, when appropriate, for Reappointment, Tenure, Promotion, and Post-Tenure Review

Performance Criteria:

- The following 2022 College of Education and Professional Studies criteria for Teaching, Scholarship, and Service are the minimum Faculty Performance Standards.

TEACHING EVALUATION STANDARDS

Introduction

We believe that the Teacher-Scholar is critical to our mission, which is:

To prepare competent professional and enlightened leaders who will contribute to and influence their respective professions; professionals and leaders who will commit themselves to socially responsible citizenship in a diverse global society.

The Teacher-Scholar embraces the construct that quality teaching, curriculum development and delivery, and scholarship are inseparable and, to that end, ensures continuity, as well as the continuance of teaching excellence and knowledge creation and acquisition.

Preamble

Teaching is a noble enterprise in that we prepare students for life beyond the university. Teaching encompasses our content and engages students in investigation, problem resolution, critical thinking, information literacy, diversity of knowledge and thought, and responsible citizenship. When students learn with enthusiasm and are enticed by our teaching, the faculty member's work in discovery, integration, and application is significant and far-reaching.

Reappointment, Tenure, Promotion and Post-Tenure Review

Objective consideration of teaching will be minimally based on the following:

1. Effective and Excellent Teaching Statement
2. Syllabi that contain required elements and meet university criteria
3. Currency and Relevancy of Instructional Content
4. Student Evaluations of Instruction (SEOI), qualitative feedback only
5. Peer Observation, see Appendices A-C for observation templates
6. Academic Advising

Refer to CEPS 2022 Faculty Performance Standards and Professional Record Guidelines for a detailed accounting of the criteria and evidence required.

SCHOLARSHIP EVALUATION STANDARDS

Introduction

We believe that the Teacher/Scholar balance is adaptable to our scholarly activities and pursuits.

Preamble

Scholarship encompasses a broad range of study, has deliberate focus, and contributes in a field or related field, as well as to our students. The scholarly contribution is measurable and accessible.

Reappointment, Tenure, Promotion and Post-Tenure Review

Objective consideration of scholarship will be minimally based on the following:

1. Scholarship/Creative Activities in Category A and B. Refer to CEPS 2022 Faculty Performance Standards and Professional Record Guidelines for a detailed accounting of the criteria and evidence required at each level.

Scholarship Activities

Category A includes discipline-recognized products that are formally peer-reviewed and disseminated outside the university.

1. Refereed professional journal articles
2. Research monographs
3. Refereed scholarly book chapters
4. Book. Demonstrated contribution as a primary author counts for at least 2 Category As
5. Refereed textbooks
6. Juried exhibitions and performances
7. Published, peer-reviewed conference articles and proceedings.
8. Other peer refereed works may be considered, such as:
 - Funded large-scale (\$50,000+ monetary, national organization, and/or complexity of application), peer-reviewed external grant (e.g., NSF, NIH, DOE, ILMS, NEH, NEA) if the faculty member is the principal investigator, the co-investigator, or co-principal investigator
 - State/national adopted curricula
 - State/national adopted accreditation standards
 - Peer reviewed software applications
 - Editor of peer reviewed journal
 - Editor of a book

Category B or other categories specified by the departments, include formal activities that lead to or support Category A products or scholarly contributions.

1. Regional, national, or international non peer-reviewed conference proceedings
2. Proposal submission for large scale, peer-reviewed external grant (for the principle or co-investigator).
3. Funded smaller-scale (monetary, national organization, and/or complexity of application), peer-reviewed external grant from a major agency, (NSF, NIH, DOE, ILMS, NEH, NEA)

- that are underway, and results have proceeded to accumulate, and the faculty member is the principal investigator, the co-investigator, or co-principal investigator.
4. Other grants and contracts (for the principle or co-investigator) that are underway and results have proceeded to accumulate
 5. Publicly available research and technical papers and reports
 6. Conference presentations (international, national, regional, state)
 7. Textbook chapters
 8. Externally published study guides that have a process for external review
 9. Published book reviews
 10. Encyclopedia entries
 11. Contract reports
 12. Other works may be considered by individual departments, such as:
 - Manuscript available through National Clearinghouse (e.g., ERIC or other electronic publications that are peer-reviewed)
 - Large-scale peer-reviewed external grants that are not funded (only one accepted as a Category B per review cycle).
 - Editor of book or special issue of journal
 - Book/magazine article for juvenile audience
 - Instructional/professional software
 - Editor of published conference proceedings
 - Reviewer/discussant/chair conference symposium
 - Editorially reviewed publications
 - CEPS Symposium, SOURCE, or other university-wide research dissemination events. No more than two of these can count during any one review period.
 - Major technical reports (grant-related reports, accreditation self-studies, etc.)
 - Other peer reviewed works
 - Study guide, test banks, tutorials, instructor manuals externally published by an academic publishing company or government agency that have a documented external review process. No more than two of these can count during any one review period.

SERVICE EVALUATION STANDARDS

Introduction

Service includes faculty contributions to the public, the university, and the profession (UFC/CWU, CBA, Section 17.3.4), as well as to agencies, businesses, industries, schools, communities, and professional associations. Service activities should be consistent with the university, college, and department's missions and goals. In most cases, service should be directly related to a faculty member's teaching assignment and scholarship interests. See Appendix A of the CBA for greater detail of service expectations.

Preamble

Service focuses on the application of one's expertise. Faculty service is intended to promote collaboration and collegiality in the development of new approaches and policy, new ways to apply established approaches, and enhance the shared governance of the institution. The

hallmark of service lies in opportunities to contribute to students, colleagues, academic department, college, university, community-based groups, and professional societies and organizations.

Merits of Service

Faculty service contributes academic and professional expertise and effort to the university community, profession of scholars and to the citizenry. Samples of service include service to the department, college, university, profession, and community and involving service to/with students, colleagues, communities, and professional societies.

Reappointment, Tenure, Promotion and Post-Tenure Review

Objective consideration of service will be minimally based on the following:

1. Roles in service at program, department, college, university, professional, and community levels.
2. Individualized efforts to expand equitable academic achievement for students through advising, coaching, and mentoring in alignment with the CWU mission.
3. Major contributions and accomplishments in service roles.
4. Future service goals

Refer to CEPS 2022 Faculty Performance Standards and Professional Record Guidelines for a detailed accounting of the criteria and evidence required at each level.

Approved 4/1/224



Kurt Kirstein
Interim Provost/Vice President for Academic Affairs

APPENDIX A

Online Peer Review

[date]

[faculty name]
 [faculty title]
 [faculty department]
 Central Washington University
 Ellensburg, WA 98926

Subject: Online Course Peer Evaluation for Spring Quarter 2020

Dear [faculty name]:

Thank you for inviting me to be an observer in your online course during spring quarter 2020. Please review the summary of my observation based on the review of one online module and the overall layout of your course.

Course Name:	<i>Example - SHM 485: Safety and Health Management Capstone</i>
No. of Students:	<i>Example - 36 students enrolled and all of them had activity on Canvas</i>
Module Name:	<i>Example - M5: Professional Ethics & Codes of Conduct</i>
Module Format:	<i>Example - This module had an overview page, learning activities page, discussion board, and an assignment.</i>
Module Topic:	<i>Example - This module covered the various codes of ethics that a safety professional will be held to, as well as responsible conduct of organizational safety research.</i>

My observation was limited to one module in the course as described below.

Learning Objectives:	<i>Example - Learning objectives were not explicitly explained in the module, but there were specific topics for the module. The assignment had a specific program outcome tied to the activity.</i>
Instructional Methods Used:	<i>Example - The learning activities page had everything that the student needed to read, review, watch, respond to, or create. There were journal articles, professional codes of ethics, a related discussion board, and a paper that went into more depth about the content they explored in the discussion board.</i>
Interactivity and Discussion Climate:	<i>Example - The discussion board clearly stated that students needed to post their initial response by Wednesday and their two (2) peer responses by Sunday, with the peer responses posted over different days. The students seemed engaged and provided thoughtful and engaging peer responses. The instructor posed additional questions, responded to questions, provided clarification of important points, and interacted with at least half of the students. The instructor also provided individualized comments and suggestions when grading the discussion board using an embedded rubric.</i>
Timely Feedback on Assignments:	<i>Example - The instructor was present and active on the discussion board during the week. Grades for the discussion board and assignment were posted by Thursday of the following week, in accordance with the syllabus.</i>

I also performed a cursory review of the overall layout of the course for basic elements of online course development and design. My review was not focused on instructional design, quality assurance, or quality control, but on a student's likely experience in the online course.

Course Orientation and Syllabus:	<i>Example - There was an orientation module or page and a syllabus was posted, so that students understood the basic requirements.</i>
Announcements and Communication:	<i>Example - Announcements were used to communicate with the students. At least one announcement was provided per module. The instructor used multiple modes of communication (discussions, videos, announcements, and individual student feedback).</i>

Clear Expectations for Student Work:	<i>Example - The instructor used embedded descriptive rubrics for all assignments in the module, and the discussion prompt reiterated all of the weekly discussion requirements. The assignment included a descriptive rubric explaining the expectations.</i>
Gradebook:	<i>Example - The gradebook was used and appeared to be up-to-date.</i>
Clear Path Through Course:	<i>Example - The instructor set up the course in modules, so there was a clear path from the “Start Here First” module to the “Final Module.” Every module followed a similar format.</i>
Best Practices Used:	<i>Example - The instructor provided an Ask Your Instructor discussion board for students to pose questions. The instructor also held virtual office hours every week (per the announcements), set up Blackboard Ultra sessions for students to collaborate, and established a OneNote Class Notebook for further student collaboration opportunities. Links to the CWU Libraries, Tutoring, and Office 365 were also present in the course menu.</i>
Commendations:	<i>Example - I liked the way each module’s Learning Activities page was set up, with links to all the relevant documents or videos they were supposed to read. It seemed streamlined and simplified. The videos were relevant to the module content. The overview page was helpful to explain the reasoning for why the particular topics were being discussed and what was due for the module. There was also a note on upcoming learning activities that the student should be working on, to help them stay on top of assignments.</i>
Recommendations:	<i>Example - It would be helpful to establish learning objectives for each module. The pages were somewhat text-heavy and it might have been nice to have a short video from the instructor in each module.</i>

If you have questions about the recommendations in this peer evaluation, I welcome the opportunity to discuss it with you.

Sincerely,

[reviewer name]
 [reviewer title]
 [reviewer department]
 Central Washington University
 [reviewer email]

APPENDIX B

In Person Peer Review Form 1



Peer Observation Form
(Form 1: Classroom Performance)

Instructor Observed _____ Qtr _____ Yr _____

Course Number _____ Course Title _____

Name (print) of observer: _____ Date: _____

Observer’s Report: Perceptions and Comments
Check appropriate box

	Evaluated Element	Above Average	Average	Below Average	Evidence
1	The instructor is knowledgeable and displays a clear understanding of the course and its objectives.				
2	The instructor is prepared and provides appropriate explanations, examples, support materials, etc. for the class activities.				
3	The instructor assigns tasks/activities that are relevant and appropriate for the level of sophistication of this course and the hours of credit.				
4	The instructor is an effective communication – speaking, listening, and writing feedback.				
5	The instructor provides useful and constructive feedback.				
6	The instructor encourages student input/participation.				
7	The course appears to develop the abilities of students, as appropriate to the course content.				
8	Students are engaged and appear to understand what is expected of them.				
9	During the time observed, the instructor’s teaching appeared effective.				

APPENDIX C

In Person Peer Review Form 2



Peer Observation Form
(Form 2: Classroom Performance)

Instructor Observed _____ Qtr _____ Yr _____

Course Number _____ Course Title _____

Name (print) of observer: _____ Date: _____

Observer’s Report: Perceptions and Comments

Describe the classroom format. That is, what did you see take place (e.g., 50 minutes of lecture, 20 minutes of group work followed by 30 minutes of lecture and discussion, etc.)?

Did students appear engaged and/or participating in the class?

Did the instructor appear well organized?

Did the instructor provide clear explanations of the subject matter appropriate for the level of students?

Did the instructor provide clear objectives for the students?

List two or three aspects of this class that you thought were well done.

-
-
-

List two or three aspects that, in your opinion, would improve this class.

-
-
-

Additional Comments and summary.