

# **Department of Computer Science**

## **Policies and Procedures**

(Revised and Adopted 12/06/2019)

## Contents

<b>1 General Faculty Expectations .....</b>	<b>2</b>
<b>2 Teaching Assessment .....</b>	<b>2</b>
2.1 Documenting and Measuring Teaching Effectiveness.....	3
2.2 Effective Teaching .....	3
2.3 Excellent Teaching.....	3
<b>3 Scholarship Assessment .....</b>	<b>4</b>
3.1 Effective Scholarship .....	5
3.2 Excellent Scholarship.....	5
<b>4 Service Assessment.....</b>	<b>5</b>
4.1 Effective Service .....	6
4.1.1 Departmental Service.....	6
4.1.2 University Service.....	6
4.1.3 Professional/Community Service.....	6
4.2 Excellent Service.....	6
<b>5 Review of Non-Tenure Track Faculty .....</b>	<b>7</b>
5.1 Review Process .....	7
5.2 Merit for Senior Lecturer .....	8
<b>6 Review of Tenure-Track/Tenured Faculty .....</b>	<b>8</b>
6.1 Minimum Teaching Expectation.....	8
6.2 Minimum Scholarship Expectation.....	9
6.3 Minimum Service Expectation.....	9
6.4 Tenure .....	10
6.5 Promotion to Full Professor .....	11
6.6 Post-Tenure Review .....	11
<b>7 Office Hours.....</b>	<b>11</b>
<b>8 Web Sites.....</b>	<b>11</b>
<b>9 Syllabi.....</b>	<b>12</b>
<b>10 Departmental Meetings .....</b>	<b>13</b>
<b>11 Voting .....</b>	<b>13</b>
<b>12 Summer Teaching .....</b>	<b>13</b>
<b>13 Non-Instructional Assignments &amp; Workloads .....</b>	<b>14</b>
<b>14 Advising.....</b>	<b>14</b>
<b>15 Individual Study .....</b>	<b>14</b>
<b>16 Cooperative Education/Internship .....</b>	<b>15</b>
<b>17 Grading .....</b>	<b>15</b>
<b>18 Final Assignments .....</b>	<b>16</b>
<b>19 Office Assignments.....</b>	<b>17</b>

## **Department of Computer Science**

The policies and procedures specific to the Computer Science Department are described below. For other information containing policies and procedures relevant to faculty, please refer to:

- Collective Bargaining Agreement (CBA)
- College of the Sciences Policy Manual (COTS)
- The CWU Policies Manual

The department's personnel policies only exist to address issues not covered by the college and university level policies. In situations of disagreements, the higher policy controls.

### **1 General Faculty Expectations**

All faculty members in the Computer Science Department must conduct themselves in a collegial, non-discriminatory and professional manner while exhibiting excellent communicative and interactive skills.

In the Department of Computer Science, specific expectations for professional conduct include the following:

- Fostering a supportive, cooperative and safe climate in the department.
- Demonstrating a reasonable willingness to compromise.
- Fostering a positive, constructive attitude.
- Showing flexibility and adaptability.
- Treating all colleagues and students with civility and respect.
- Assuming responsibility for one's own actions.
- Respecting confidentiality of faculty, staff, and students.
- Avoiding perception to students of disrespect for faculty colleagues.
- Respecting appropriate faculty-student boundaries.
- Maintaining adequate accessibility to students, staff, and faculty.
- Respecting and complying with departmental decisions.

### **2 Teaching Assessment**

The Department Chair in consultation with the department faculty assigns teaching responsibilities to faculty members in conformity with college and university policies, the CBA, and the department's mission. Within these constraints, faculty expertise, experience, balanced within and between faculty members, and individual preferences are considered by the Department Chair in making assignments to best serve the students' needs.

Each tenured and tenure-track faculty member is expected to share equally in providing academic advice to the department's students.



## **2.1 Documenting and Measuring Teaching Effectiveness**

In conformance with University Faculty Criteria Guidelines and NWCCU accreditation standards, all teaching faculty are evaluated using multiple methods. The instruments and results of evaluation are to be included in the professional record portfolio submitted for review.

All faculty, including temporary and part-time NTT faculty, shall be evaluated with respect to teaching effectiveness during the appropriate review period as regulated by the COTS Policy Manual.

Faculty should demonstrate a general trend of continued growth and improvement over the review period. Faculty will document instructional activities in an electronic dossier and include in their review file appropriate documentation of the activities.

Teaching effectiveness is to be measured on the basis of:

- A reflective statement containing thoughtful and responsive self-assessments of instruction, course design, development of appropriate instructional techniques, and professional development activities.
- Student evaluations of instruction (SEOIs) for every course with five or more students.
- Peer teaching evaluations could be direct classroom observations or review of syllabi, course materials, and assessment of student learning objectives.
- Review of syllabi, course materials, and assessment of student learning objectives conducted by the Department Personnel Committee and the Department Chair. The evaluation will include organization and clarity of presented instructional materials, methods used to assess student learning, and incorporation of a variety of teaching methods to meet student needs.

## **2.2 Effective Teaching**

The Department Personnel Committee and the Department Chair will make independent assessments of a faculty member's teaching effectiveness. To be an effective teacher, a faculty member must:

- Participate in all University, College, and Department evaluation processes.
- Document a thoughtful response to patterns of sub-standard student evaluations and/or comments.
- Document a thoughtful response to instructional concerns raised during any peer evaluations.
- Show improvement on instructional concerns raised during prior review-cycles.
- Demonstrate a pattern of effective teaching and a promise of sustained productivity in the classroom.
- Other appropriate teaching activities not enumerated here.

## **2.3 Excellent Teaching**

Excellent teaching means that a faculty member has met all criteria for effective teaching and, in addition, has demonstrated excellence by documenting further teaching successes such as:

- A sustained pattern of high SEOI scores and positive student comments.

- Consistently positive peer evaluations of instruction.
- Awards recognizing excellent teaching.
- Published pedagogical scholarship about improving students' understanding of Computer Science.
- Successful curriculum development efforts.
- Mentoring student and/or student groups (both undergraduate and graduate) in independent study and research projects.

### **3 Scholarship Assessment**

As a public comprehensive university, scholarship represents one of the core values for a tenure and tenure-track faculty. As per the CBA, university and COTS policies, a sustained scholarly output is required for reappointment, tenure, post tenure review and promotion in rank.

Two distinct products make up the scholarship component, namely Category A and B. For the delineations between Category "A" and "B" scholarship, refer to the CBA. However, some important aspects are produced below.

#### **3.1 Category A**

Peer-reviewed conference proceedings with national or international distribution. Rationale: Since the review and publication process for computer science journals is between two and three years, the only way for researchers to publish in a timely manner is to publish in conference proceedings. In computer science, the proceedings of these conferences are widely and easily accessible and referred to by all major computer science bibliographic and citation research tools. In particular, this category includes conference proceedings that meet the following requirements:

- Submitted complete papers, not just abstracts, are blind peer-reviewed by two or more independent reviewers.
- The conference has national or international distribution.
- There is a significant rejection rate at the conference.

The department also values collaborative activity within the department, with colleagues from other departments, and with professionals outside of the university. Scholarly products resulting from such collaborations, in cases where the faculty member has made substantive contributions to the authorship and intellectual merit of such products, are as valued as contributions resulting from individual effort. In this context, substantive contributions that establish the faculty member as co-PI are those that are: (1) regarded as essential to the project design and execution, and (2) include responsibility for project oversight and reporting.

#### **3.2 Category B**

- Software products – disseminated and in use outside the department.
- Editing books/conference proceedings/other publications.



- Papers and posters presented at professional conferences not otherwise covered in Category A.
- Peer-reviewed published abstracts.
- Applied research, (e.g. consulting work available for evaluation such as reports; web-based publications available for evaluation; and invited seminars and other forums).

Each faculty member must provide evidence of successful scholarship. Such evidence includes:

- A copy of all published manuscripts.
- A letter of acceptance for recently accepted manuscripts not yet been published.
- A URL for the journal site should accompany online publications.
- For funded grants, include a copy of the proposal and the funding agency's acceptance letter.

### **3.3 Effective Scholarship**

The Department of Computer Science recognizes the difficulty of quantifying the amount of scholarship required for tenure, promotion, or post-tenure review (PTR) considerations. A candidate's workload plans together with prior evaluation letters ought to be used to guide the progress and successfully document success being made in this area. Minimum expectations for the various stages of one's career is discussed later in the document.

To be deemed *effective* in the area of scholarship one must:

- Engage in scholarly activity as evidenced by Category A and Category B products in accordance with one's Workload Plan as measured by the Department Personnel Committee and the Department Chair.

### **3.4 Excellent Scholarship**

To be an excellent scholar, the faculty member must exceed the requirements of effective scholarship. In most cases, this occurs via a significantly larger number than expected of Category A and Category B accomplishments during the review period. In exceptional circumstances, a single publication of high impact (a ground-breaking paper or major book) may in considered sufficient. The Department Personnel Committee and Department Chair make the recommendation of whether a faculty members' scholarship is excellent.

## **4 Service Assessment**

According to the CBA, there are three categories of service: professional, university, and public. In addition to the activities listed in the CBA and the University Faculty Criteria guidelines the specific service requirements are to be found in Section 6.

Documentation for service work is sometimes difficult to obtain. However, if a significant number of workload units are being assigned to service outside of the university, some indication of time spent on the activity should be included.

## **4.1 Effective Service**

While there is no expectation that candidates will agree to serve on every departmental or university committee to which they are invited, effective service includes a willingness to serve on departmental and university committees within their service workload.

Effective service would include multiple commitments in at least two areas of service (Departmental, University, and Professional/Community).

### **4.1.1 Departmental Service**

Among the commonly recognized examples are:

- Faculty Senator and Alternate Faculty Senator,
- Personnel Committee,
- Curriculum Committee,
- Search Committee Membership,
- Departmental Library Representative,
- Student Mentorship,
- Faculty Advisor to the Student Chapter of the ACM,
- Other appropriate service activities not enumerated here.

### **4.1.2 University Service**

- Membership on a standing committee outside of the department;
- Examples of such committees include committees associated with the Faculty Senate or other college or university level committees.

### **4.1.3 Professional/Community Service**

- Article reviewer for scholarly journals,
- Reviewer for Conference Proceedings,
- Membership on an advisory or program committee for an external organization,
- Outreach activities for K-12 education.
- Professional educational activities (delivering lectures, tutorials etc.).

## **4.2 Excellent Service**

Excellent service extends the notion of effective service to include either leadership roles or exceeding the workload units assigned to service in the candidate's workload plan.

Examples of activities that may elevate effective service to the status of excellent service are the following:

- Serving as a Chair on standing university committee,
- Serving as an Executive Officer for a regional or national organization,
- Leading regional, national, or international student activities,
- Editor for a scholarly journal.



## **5 Review of Non-Tenure Track Faculty**

### **5.1 Review Process**

The Personnel Committee and Department Chair will review Full Time Non Tenure Track (FTNTT) faculty members on an annual basis in accordance with the CBA. At that time, each FTNTT faculty member will compile an electronic dossier with the following items:

- Syllabi from all classes taught in the period under review and sample classroom materials;
- Complete results of student evaluations (SEOs) for all classes taught in the period under review;
- A statement of the faculty member's philosophy of education as it pertains to their current workload; and
- A classroom observation from a tenure-track faculty member during the period under review.
- The Personnel Committee and Department Chair will then evaluate each file and send a report to the College Dean. This letter will be made available to the candidate one week prior to its delivery to the College Dean to allow the candidate to identify factual errors. The results of the process will be used for the purposes of rehiring and as a vehicle for improving the quality of the individual's classroom instruction.

A recommendation of reappointment of NTT faculty requires the NTT faculty member to submit a self-reflective statement that specifically addresses both positive aspects of student/peer evaluation as well as aspects of student/peer evaluation that require improvement in course content and delivery within their teaching reflection. The faculty member is expected to constructively address peer/student concerns with constructive ideas for improvement of the delivery/content and/or course structure.

Non-tenure track faculty on annual contracts are required to have an annual peer evaluation. Non-tenure-track faculty will be provided with a copy of their evaluation and may submit a written response for inclusion in the personnel file. Upon request, a non-tenure-track faculty member may meet with his/her Department Chair and/or Department Personnel committee (where applicable) to discuss any concerns regarding his/her evaluation.

A recommendation for promotion to the title of senior lecturer requires a sustained record of meeting reappointment standards over the review period (all previous review letters must be available for review by the chair and personnel committee). The NTT faculty member should demonstrate a consistently constructive response to feedback from both peers and students. The faculty member will have demonstrated a sustained commitment to the instructional mission of the Department and additionally, demonstrated the willingness to negotiate, cooperate and adapt to the department in matters regarding instruction and course content.

Ultimately, it is incumbent on the NTT candidate to demonstrate that requirements for promotion to senior lecturer have been met. Promotion must be justified in terms of the NTT candidate's contract.



## **5.2 Merit for Senior Lecturer**

Recommendation of merit for Senior Lecturers requires meeting the standards of senior lecturer. Any instructional work, scholarship, or service at the level or beyond what is required for promotion to Senior Lecturer is evidence of being meritorious. Some activities such as publication with CWU students or course development is considered for both promotion to senior lecturer and merit.

It is incumbent on the NTT candidate to demonstrate that certain activities qualify for both promotion to senior lecturer and merit. Meritorious activities must be justified in terms of the NTT candidate's contract.

## **6 Review of Tenure-Track/Tenured Faculty**

In what follows, we lay out the typical expectations for a faculty member hired to the tenure track with no credit from prior service. As noted in the most recent CBA, evaluation cycles for probationary tenure-track faculty generally are completed during the second, fourth, and sixth years of their probationary period. A third or fifth year evaluation may be requested by the Department Personnel Committee, the Department Chair, the College Personnel Committee, or the Dean if a faculty member's performance is judged to be substandard or deficient in the second or fourth year review cycle.

### **6.1 Minimum Teaching Expectation**

#### *First Year*

- Initially set goals for teaching in liaison with an academic mentor for the whole academic year. Develop and continuously refine courses that will serve the needs of the department and fit into the long-term goals of the department at both the undergraduate and graduate level. This may include the addition of new courses to the curriculum. Periodically review these goals with the academic mentor and adjust accordingly.
- Perform course evaluation that reflects departmental criteria for content, assessment and teaching consistent with departmental philosophy.
- Achieve a positive peer review of at least one class.
- Be generally available to students.
- Work with an academic mentor to develop a set of advising procedures and an understanding of departmental programs. Periodically review these procedures with the academic mentor and adjust accordingly. Second year move to independently advise students and take on an average advisee load.

#### *Second Year*

- Development and continued refinement of courses that will serve the needs of the department and fit into the long-term goals of the department especially at both the undergraduate and graduate level. This may include the addition of new courses to the curriculum.

- Course evaluation that reflects departmental criteria for content, assessment and teaching consistent with departmental philosophy.
- Peer review - positive peer review of at least one class.
- General availability to students through office hours, arranged meetings, and electronic communications.
- Independently advise students and take on an average advisee load.

### ***Third, Fourth, and Fifth Year***

1. Same as the second year minimum evaluations for teaching.
2. At least three of the following by the fifth year (viewed cumulatively).
  - Incorporate technological, instructional, or evaluative innovations.
  - Receive external teaching recognition.
  - Develop new departmental courses/program.
  - Develop/maintain interdisciplinary links and curricula.
  - Give visiting class presentations, in and outside the department.
  - Contact with other educational institutions related to teaching.
  - Other specific accomplishments as planned through the candidate's goals determined with the chair.

## **6.2 Minimum Scholarship Expectation**

### ***First Year***

- Develop a set of goals for scholarly activity with an academic mentor, based on the candidate's experience and interests, which are consistent with the goals and mission of the department. Periodically review these goals with the academic mentor and adjust accordingly.

### ***Second Year***

- Begin implementation of the proposed program of scholarly activity. Ideally, attain at least one Category A accomplishment in the second year.

### ***Third, Fourth, and Fifth Year***

- The third year should see substantial work toward a particular program outcome, perhaps as part of a larger project. It is generally expected that in addition to other accomplishments, the candidate's record will include at least one Category A or Category B accomplishment.
- The fourth and fifth years should see continued substantial work toward a particular program outcome. It is generally expected that in addition to other accomplishments, the candidate's record will include at least one Category A accomplishment.
- Review progress toward goals from the prior year, evaluate strengths and weaknesses, and develop goals for the next year based upon this evaluation.

## **6.3 Minimum Service Expectation**

Service to the department, college, university and profession is expected. In many cases, service to the professional community is also recognized by the Department of Computer Science as



strengthening one's professional portfolio. Faculty members are responsible for providing appropriate documentation of service activities.

### ***First Year***

- Develop a set of goals for service activities.
- Attend department and general university meetings.

### ***Second Year***

- Attend department and general university meetings.
- Participate in the departmental curriculum committee.
- Participate in at least one other department, college or university committee.
- Review progress toward goals from the prior year, evaluate strengths and weaknesses, and develop goals for the next year based upon this evaluation.

### ***Third, Fourth, and Fifth Year***

- Same as in second year minimum evaluations – service.
- At least two of the following by the fifth year (viewed cumulatively):
  - Participate in national / regional professional organization.
  - Serve as an advisor to avocational group(s).
  - Review for publications and or granting agencies.
  - Serve on an editorial board.
  - Other specific accomplishments as planned through the candidate's goals.

## **6.4 Tenure**

It is expected that the candidate will continue to meet the general requirements as described in their reappointment.

### **Teaching:**

At least three of the following by the fifth year (viewed cumulatively):

- Incorporate technological, instructional, or evaluative innovations.
- Receive external teaching recognition.
- Develop new departmental courses/program.
- Develop/maintain interdisciplinary links and curricula.
- Give visiting class presentations, in and outside the department.
- Contact with other educational institutions related to teaching.
- Other specific accomplishments as planned through the candidate's goals determined with the chair.

### **Scholarship:**

- The five-year record of the candidate should demonstrate substantial work in the area of scholarship with the promise of future contributions. It is generally expected that in addition to other accomplishments, the candidate's record will include at least two Category A and one Category B accomplishments.

**Service:**

- At least two of the following by the fifth year (viewed cumulatively):
- Participate in national / regional professional organization.
- Serve as an advisor to avocational group(s).
- Review for publications and or granting agencies.
- Serve on an editorial board.
- Other specific accomplishments as planned through the candidate's goals.

**6.5 Promotion to Full Professor**

For promotion to full professor, the candidate must exceed the expectations for promotion to associate professor. Full professor status requires a broad range of significant contributions in the three essential areas of teaching, scholarship and research. In addition, it is expected that the candidate will remain active in scholarship and as a rule averaging one Category A accomplishment every two years.

**6.6 Post-Tenure Review**

The department believes that it is useful for all faculty members to undergo annual review. To this end tenured faculty members will undergo an informal annual peer review after they have been tenured in the department.

There are no specific minimum standards beyond those listed above; instead, the objective is to focus on the candidate's professional development through goal setting for the future and a review of previous years' goals since the last formal evaluation. Tenured faculty members must also participate in the fifth-year evaluations (Post-Tenure Review) as described in the CBA.

Merit might be recommended when Professors have met the criteria of the CBA. Minimum standards for excellence and merit are defined in the CBA.

**7 Office Hours**

Faculty members are expected to post and be available for a minimum of three office hours per week. Office hours should be written in course syllabi, posted on office doors, and on-file with the department secretary.

Faculty are also encouraged to be available at other times, if not on a drop-in basis, then by appointment as needed.

**8 Web Sites**

Being a computer oriented discipline with students who expect to find information via the internet, faculty members are expected to maintain a CWU faculty web page linked to the department's web page. It is suggested that this web page include the following information:



- Contact information;
- Weekly schedule;
- Links to current class web pages;
- Links to a current (perhaps abbreviated) curriculum vita.

## 9 Syllabi

Individual differences in the construction of syllabi are to be expected. There are however certain mandatory requirements as per university policy CWUP 5-90-040(37) Syllabi, and are reprinted here for convenience.

### (37) Syllabi

(A) By choosing to enroll in a course, students are obliged to accept and follow the stipulations and standards of performance and conduct formulated in the syllabus. Syllabi function to ensure that instructors maintain their courses in good order and take actions against those who disrupt the learning environment. Instructors will provide each student with a written or electronic syllabus at the beginning of a course. The syllabus must contain the following information:

1. Title, time, and location of the course;
2. Name, contact information, and office hours of instructor;
3. Objectives of course, expected student learning outcomes and method of assessment;
4. Any special conditions or requirements associated with the course (e.g. hybrid instruction, field trips);
5. Required books and materials;
6. Criteria for determinance of final grade;
7. Instructor's policy on students' attendance and absence;
8. Tentative dates for major assignments and examinations;
9. Instructor's policy on late work, make-up, extra credit, and other issues unique to the class.
10. Instructor's policy on academic dishonesty. It is recommended that reference be made to CWUP 5-90-040(22) and CWUR 2-90-040(22).
11. Instructor's policy on student conduct. It is recommended that reference be made to the policy on expectations of student conduct in the Washington Administrative Code (see WAC 106-125-020). Any expectations that go beyond what is stated in WAC 106-125-020 should be included in the syllabus.
12. A statement consistent with the university's commitment to diversity, such as:  
 "CWU expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events."

13. A disability statement, such as:

Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any obstacles to learning, contact Disability Services to discuss a range of available options. Student Disability Services is located in Hogue 126. Call (509) 963-2214 or email [ds@cwu.edu](mailto:ds@cwu.edu) for more information.

## **10 Departmental Meetings**

The Chair will call department meetings as required. Generally, there should be at least one meeting per quarter. The Chair should attempt to provide ample notice of an upcoming meeting so that a convenient meeting time for all members of the department. In quarters without regular weekly meetings, any faculty member of the department may request that a department meeting be held and the Chair will arrange for such a meeting at the earliest convenient time. Any faculty member of the department may request that an item or items to be added to the agenda of a future meeting. Robert's Rules of Order govern the process of the meeting except where they differ from the procedures listed in this document.

## **11 Voting**

Decisions are made in the department with the approval of a majority vote of the full-time faculty who are present and voting. The Chair may vote on all issues.

Any full-time faculty member may propose amendments to these policies and procedures.

For the purposes of this document, full-time faculty are defined as faculty teaching a full time annual workload (45 or more WLUs).

Exceptions are applied to the following:

- Voting on amendments to the policies and procedures of the Department is confined to eligible faculty, which include tenured faculty, tenure-track faculty, and senior lecturers with annual or multi-annual contracts teaching one-half time or more in the department.
- Curricular issues which are discussed and voted on by the Department Curriculum Committee.
- Faculty evaluations which are handled by the Department Personnel Committee as described by the CBA (Section 22.5).

## **12 Summer Teaching**

The summer session provided on a self-support basis. Each summer session offering is expected to generate sufficient revenue to cover the costs associated with items such as salaries and overhead. The Department Chair will schedule one to two classes per faculty based upon their willingness, historical data, expressed student interest and department needs and resources. Summer class



scheduling will follow standard class scheduling guidelines. Given the self-support nature of summer session classes, there are no guarantees. Classes that do not draw sufficient enrollment may, in consultation with the Department Chair, the Associate Dean, and with the agreement of the faculty member, have the salary prorated or cancelled using criteria consistent with university, college policies and the CBA.

### **13 Non-Instructional Assignments & Workloads**

Faculty members will fill the positions listed below. These positions will contribute to the calculation of the service portion of a faculty member's workload.

- Faculty Senator and Alternate Faculty Senator;
- Personnel Committee;
- Curriculum Committee;
- Search Committee Membership;
- Departmental Library Representative;
- Student Mentoring;
- Faculty Advisor to the Student Professional Association;
- Other activities not explicitly enumerated here but agreed upon by departmental faculty.

### **14 Advising**

Advising is critical to the success of our programs. Indeed, the department believes that each major be advised regularly so that academic progress and potential problems will be reviewed and resolved in a timely fashion. All full-time tenured and tenure track faculty members are expected to participate in advising. Advising assignments are to be equitably distributed at the beginning of each quarter. Modifications of this allocation needs the approval of the Department Chair and affected faculty member.

### **15 Individual Study**

Individual studies courses are courses that include study of topics that are not offered as an existing course. A faculty member willing to supervise an individual study course and a student wishing to register for it should outline the study area and develop specific learning outcomes and an assessment plan. Students should have an individual study permit filled out and obtain signatures of the supervising faculty member, the Chair and the Associate Dean. Workload units for this work are assigned in accordance with the CBA.

## **16 Cooperative Education/Internship**

The department strongly urges students to include a cooperative education or internship experience as part of their academic program. Students seeking such an experience must have a faculty supervisor. These experiences are defined, and coordinated by, the supervising faculty member in consultation with the Chair and the Career Services office. Requirements for defining a cooperative education or internship experience is found in the university catalog or at the Career Services office. Workload units for faculty are assigned in accordance with the formula described in the CBA.

## **17 Grading**

As a faculty, we are aware of the issue of grade inflation. It is the position of the Department of Computer Science that in grading we are attempting to provide honest and accurate feedback to students concerning their accomplishments in our courses. The following is copied from the university catalog.

A "C" grade indicates that a student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. The grades above "C" are used for those students who have demonstrated some degree of superiority. The highest grade, "A," is reserved for those students who have excelled in every phase of the course. The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A." The "D" is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner. The "F" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.

The university catalog provides the following information relative to incomplete grades.

An "I" means the student was not able to complete the course by the end of the term, but has satisfactorily completed a sufficient portion of it and can be expected to finish without having to re-enroll in it. To earn a grade, work of the course must be completed as prescribed by the instructor on forms filed in the appropriate department office. If it is not completed within one calendar year, the "I" will convert to an "F."

All incomplete changes exceeding the one calendar year limit, including extensions, must be submitted to Registrar Services for approval.

Students may not re-register for a course in which they have received a grade of incomplete. If a student re-registers in an incomplete through his/her own initiative, and the student remains registered in the course beyond the sixth day of the quarter, no refund will be given. The action, although usually unintentional, simulates an actual course repeat in which full fees are assessed.



## 18 Final Assignments

Final examinations are outlined in university policy CWUP 5-90-040(36). For the sake of convenience, it is reprinted below.

### (36) Final Examinations

(A) Currently, the final examination week for each term spans four days from the Tuesday through the Friday immediately following the last week of instruction. The Monday following the last week of instruction is designated as a study day for students and no exams may be scheduled on that day.

Examinations on the Ellensburg campus are established according to class schedules in order to avoid, where possible, conflicts resulting from simultaneous examination periods. Examinations at the university centers are scheduled by the university centers typically at the time the class has been taught. Final exam schedules are posted to the student MyCWU schedules by the 30th day of the quarter.

1. Final exam weeks are a part of the academic year/university calendar days, as established in the catalog.
2. During final exam week, a final examination or culminating experience (i.e., an “authentic assessment” which could be, but is not limited to, formal presentations, poster sessions, writing tasks, or portfolio reviews) is expected for each course taught as dictated by the nature of the course material and/or learner outcomes.
3. Faculty and students are required to conform to the final examination schedules published by registrar services on the Ellensburg campus or determined by the university centers unless:
  - a. a faculty member's responsibilities require an alternative examination date and time.
  - b. on the Ellensburg campus, in the event that a student can demonstrate that he/she has more than two examinations scheduled on the same day or two examinations scheduled at the same time, any one of his/her instructors is authorized to excuse the student from the regularly scheduled examination and give a final examination to the student during an alternative time during finals week. In cases in which alternative arrangements cannot be made, students shall refer the matter to the department chairs in consultation with the appropriate instructor.
  - c. at the university centers, in the event that a student has two examinations scheduled at the same time, any one of their instructors is authorized to excuse the student from the regularly scheduled examination and give a final examination to the student during an alternative time during finals week, including Monday of finals week. In cases of difficulty in arriving at a solution, students shall refer the matter to the department chairs in consultation with the appropriate instructor.
4. If a faculty member is required to be away from campus due to a faculty development opportunity or leave as delineated by the Central Washington University and UFC Agreement, changes to an instructor's exam date and time must be made at the earliest possible date and approved by the department chair. Moreover, it is the responsibility of that faculty, with approval from the chair, to arrange a suitable alternative that will accommodate all students.

5. Faculty must have grades submitted by no later than 10:00 p.m. on the Tuesday after final examination week.

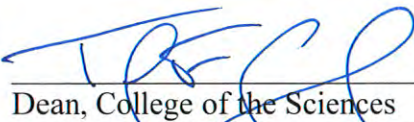
## 19 Office Assignments

Selection of offices is based upon seniority, except for the office designated for the Chair and Recruiter/Advisor.

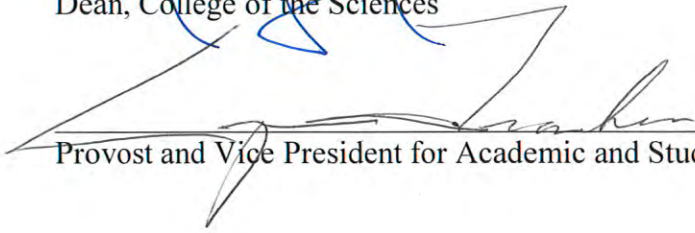
### Approvals:

Dr. Donald Darenbra Darenbra.  
Chair, Department of Computer Science

1/7/2020  
Date

  
Dean, College of the Sciences

1/7/2020  
Date

  
Provost and Vice President for Academic and Student Life

1.22.20  
Date