Philosophy Department Assessment Plan
Fall 2007

Departmental Goals and Outcomes

The department will:
1. In education, encourage an understanding and appreciation of the diverse traditions, perspectives, and ideas in the disciplines of philosophy/religious studies by:
> a) offering excellent courses for majors, minors, general education students,[1] and students in other programs,
> b) demonstrating to students the value of a liberal education for thriving intellectual lives, as well as careers in the professions, business, industry, public administration, and non-profit institutions
> c) cultivating critical reasoning skills
> d) promoting knowledge and employment of moral reasoning.

2. In scholarship, explore the questions that lie at the core of the human condition — including issues of value, purpose, identity, knowledge, and faith — by:
> a) supporting faculty and student research
> b) helping faculty to share that research in a variety of settings
> c) having clear performance standards in the area of scholarship.

3. In service, educate a wider audience about the value and significance of philosophy/religious studies by:
> a) sponsoring relevant public presentations and colloquia
> b) contributing to interdisciplinary programs and university-wide forums
> c) providing scholarly service activities for local, regional, national, and international professional philosophy/religious studies communities.

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[1] Note: General education courses will be assessed as part of the general education program.

Table I. Department Goals

Department Goals and Outcomes[2]	Related University and College Goals	Methods of Assessment[3]	Who/What Assessed	When Assessed	Criterion of Achievement
1. Education	University Goals I & II: "Outstanding academic life" Goal V: "Regional and national prominence" Goal VI: "Promote intellectual inquiry and encourage civility" College SL Goal 2: "Improve students' knowledge of human cultures and diversity" SL Goal 3: "Facilitate disciplinary and interdisciplinary integrative learning" SL Goal 4: "Develop students' intellectual and practical skills" SL Goal 5: "Enhance students' civic knowledge and engagement locally and globally"	Capstone projects (senior theses)	All majors at end of capstone projects	Fall, winter, spring terms	See student learning outcomes.
		Exit survey (Appendix III)	All majors at end of capstone projects	Fall, winter, spring terms	See student learning outcomes.
		Student participation in conferences and meetings	Track student participation in regional and national conferences/meetings	Fall, winter, spring terms	Student participation in at least two regional or national conferences/ meetings per year
		Student internships	Students who participate in internships	Fall, winter, spring terms	5% of students doing discipline-related cooperative education projects
		Student participation in study abroad programs	Students who participate in study abroad programs	Fall, winter, spring terms	5% of majors participating in study-abroad programs
		Department personnel policies	All faculty	Fall, winter, spring, summer terms	Refer to Sections IIA, III, IV, V, VI and VII of the department's personnel policy (Appendix I).

[2] For full text of department goals and outcomes, see page 1 of the Assessment Plan.
[3] Department, university, and college goals do not correspond one-to-one to methods of assessment.

Table I continued. Department Goals

Department Goals and Outcomes	Related University and College Goals	Methods of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
2. Scholarship	University Goals I & II: "Outstanding academic life" Goal V: "Regional and national prominence" College SL Goal 2: "Improve students' knowledge of human cultures and diversity" SL Goal 3: "Facilitate disciplinary and interdisciplinary integrative learning" Strategic Goal 3: "Increase visibility of CAH"	Faculty and student conference presentations	Students and faculty participating in regional, national, and international conferences	Fall, winter, spring terms	Students: 20% of majors will present at SOURCE or other conferences.
		Faculty publications	Faculty	Fall, winter, spring terms	Refer to Sections IIB, III, IV, V, VI and VII of the department's Personnel Policy (Appendix I).
3. Service	University Goals I & II: "Outstanding academic life" Goal V: "Regional and national prominence"	Participation in and sponsorship of university-wide events and interdisciplinary programs	Faculty	Fall, winter, spring terms	Refer to Sections IIC, III, IV, V, VI and VII of the department's Personnel Policy (Appendix I). Department sponsors or co-sponsors on average 4 programs per year.
	College SL Goal 5: "Enhance students' civic knowledge and engagement locally and globally"	Student participation in clubs and university service	Students who participate in clubs and university service	Fall, winter, spring terms	Department-related student organizations sponsor at least one university-wide event per year.

Table II. Student Learning Outcomes

Student Learning Outcomes	Related Departmental Goals	Related College and University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
1. Students will demonstrate an understanding of the major ideas within philosophical/ religious traditions.	Goal 1 – encourage an understanding and appreciation of the diverse traditions, perspectives, and ideas in the disciplines of philosophy/ religious studies.	University: Goals I & II: "Outstanding academic life" Goal VI: "Promote intellectual inquiry and encourage civility"	Capstone projects (senior theses)	All majors at end of capstone projects.	Fall, winter, spring terms	90% of senior theses need to obtain at least "met expectations" for all criteria on the standard rubric (Appendix II)
		College SL Goal 1: "Ensure that students develop disciplinary specific competencies" SL Goal 2: "Improve students' knowledge of human cultures"	Exit survey (Appendix III)	All majors at end of capstone projects.	Fall, winter, spring terms	67% of students answering the exit survey mark "4" or higher for question #5.
		SL Goal 3: "Facilitate disciplinary and interdisciplinary integrative learning" SL Goal 5: "Enhance students' civic knowledge and engagement locally and globally"	Required coursework	All majors and minors.	Fall, winter, spring terms.	At least 85% of majors receive a C or better in required courses for the relevant specialization.

Table II continued. Student Learning Outcomes

Student Learning Outcomes	Related Departmental Goals	Related College and University Goals	Methods of Assessment	Who/What Assessed	When Assessed	Criterion of Achievement
2. Students will demonstrate the ability to advance and support a thesis, as well as analyze and critically evaluate the claims of others.	Goal 2 - explore the questions that lie at the core of the human condition — issues of value, purpose, identity, knowledge, and faith	University: Goals I & II: "Outstanding academic life" Goal VI: "Promote intellectual inquiry and encourage civility" College: SL Goal 1: "Ensure that students develop disciplinary specific competencies" SL Goal 4: "Develop students' intellectual and practical skills"	Capstone projects (senior theses)	All majors at end of capstone projects.	Fall, winter, spring terms	90% of senior theses need to obtain at least "met expectations" for all criteria on the standard rubric.

APPENDIX I

Philosophy Department Personnel Policies and
Performance Criteria

I. Preamble

The Philosophy Department offers programs in philosophy and religious studies with the purposes of expanding students' knowledge, improving their critical thinking skills, enhancing their cultural sensitivities, and promoting world citizenship. In order to achieve these goals, it is imperative to recruit and support able and dedicated faculty. The department's personnel policies and performance criteria are to serve this purpose.

II. Personnel Policies and Procedures

The policies and procedures for reappointment, tenure, promotion and post-tenure review are outlined in Article 20 of the Collective Bargaining Agreement. Included is information on the criteria, evaluation cycles, eligibility, personnel committee composition, and the general procedures.

University and college faculty performance standards for reappointment, tenure, promotion and post-tenure review are located respectively on the Associated Vice President for Faculty Affairs website and Section 8 of the CAH Handbook, which can be found on the "Faculty and Staff Resources" link on the CAH website. The CAH Handbook also contains information on procedures for compiling RTP and PTR dossiers. All faculty are expected to familiarize themselves with the information included in these documents.

The mission of the Department of Philosophy, in accordance with the mission of the College of Arts and Humanities (CAH) and the mission of Central Washington University (CWU), acknowledges that faculty members contribute to the three areas of faculty work: teaching, scholarship and service.

In all decisions regarding award of reappointment, tenure, promotion, and post-tenure review, faculty members are thus judged in relation to teaching effectiveness, research and scholarship, and professionally related public service. Effective instruction is the central element of faculty work in the CWU University Mission. Therefore, teaching effectiveness will be accorded greater weight than will scholarship and service; however, faculty scholarship informs instruction and service and as such we seek not only truly superb teachers, but also teachers who embrace the teacher-scholar model and extend their knowledge beyond the classroom as excellent professional and community servants.

All candidates for reappointment, tenure, promotion, and post-tenure review will receive in timely fashion a copy of the year's Academic Affairs Calendar, which contains the dates of pertinent deadlines. A copy of this calendar will also be posted prominently in the Philosophy Department Office.

All candidates must prepare a Professional Record containing documentation of contributions in each of the three areas of Teaching, Scholarship and Service as described below. Specific criteria for each candidacy are described in Sections III-VII; however, all candidates are required to submit tabulations or summaries of anonymous student evaluations of instruction (SEOIs),

including typed student comments. The items listed under each heading below are *ranked in approximate priority*, though the possibility of exceptional situations may be acknowledged.

A candidate may submit for consideration items which do not fit conveniently into any of the three areas. However, such items should be accompanied by a statement from the candidate explaining why they are relevant.

Categories of Evaluation

A. Teaching

As stipulated in Article 13.3.1 of the Collective Bargaining Agreement (CBA), teaching activities are outlined as follows:

classroom, studio, laboratory, continuing education, and distance delivery instruction in regular academic courses with assigned contact hours; development and coordination of special undergraduate and graduate seminars; preparation of student materials for classes; preparation of a new course or substantial revision of an older course; general advising of undergraduate students; supervision of student mentorships; supervision of graduate student theses and research/creative projects; supervision of undergraduate theses and research/creative projects; supervision of directed study through individualized courses; non-credit educational programs on-campus or elsewhere; supervision and management of teaching facilities; and other activities benefiting students' academic development.

Teaching Effectiveness shall thus be demonstrated by the quality of and effectiveness of instruction relative to departmental and college standards, as evidenced by:
- University teaching award
- Anonymous student evaluations (SEOIs) and reports of class observations by colleagues
- Written reports of colleague reviews of teaching materials, such as syllabi, textbooks, handouts, test questions, term paper assignments
- Testimonial letters from recent former students
- Documented student advising
- A new or redesigned course: learning outcomes statement, rationale, course outline, bibliography
- A first-time preparation: learning outcomes statement, rationale, course outline, bibliography
- Faculty development activity in teaching
- Other pertinent information

B. Scholarship

As stipulated in Article 13.3.2 of the CBA, scholarship activities are outlined as:

all professional activities leading to publication, performance, or formal presentation in the faculty member's field, or leading to external funding recognizing the faculty member's current or potential contribution to his/her field. Such activities include:

manuscript submission; grant proposal submission; supervision of externally funded research projects; development of patentable inventions; and other original contributions, performances, exhibitions, or concerts appropriate to the faculty member's field.

The CAH Faculty Performance Standards recognize that "Scholarship is multi-faceted and may take many forms. National practice and accreditation standards recognize a variety of scholarly activities for specific disciplines, and different ways for disseminating work outside the university." Scholarship may "include contributions in the four basic areas of discovery, integration, application and teaching (Boyer model), as appropriate to [the faculty member's] assignment."

Scholarship Effectiveness shall thus be demonstrated by production of scholarly- creative work in the following two categories, as defined by the University Performance Standards:

Category A includes discipline-recognized products that are formally peer-reviewed and disseminated outside the university, e.g.:
- refereed journal articles
- research monographs
- scholarly books and chapters
- scholarly creative works or equivalent contributions
- textbooks
- juried exhibitions and performances
- peer-reviewed external grants (for the lead principal investigator)

Category B includes formal activities that lead to or support such products or other scholarly contributions, e.g.:
- peer-reviewed conference proceedings
- proposal submissions for peer-reviewed external grants (lead principal investigator)
- serving as co-investigator or co-principal investigator on funded external peer-reviewed grants
- principal investigator on other grants and contracts
- authoring publicly available research and technical papers
- conference presentations
- peer-reviewed compositions and public performances
- peer-reviewed recorded performances (cd's, videos, etc.)
- textbook chapters
- externally published study guides
- [substantive] book reviews
- reviews of external performances and technical reviews

Recognition of scholarly accomplishments, as for example, a University research award, should likewise be included in documentation of Research and Scholarship effectiveness.

C. Service

As stipulated in Article 13.3.3 of the CBA, service activities are outlined as:

a) Public service: such as in organized, non-remunerative, educational

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and consultative activities which devolve from faculty's professional
expertise and further the interests or prestige of the University;
(b) University service: such as department chair, director, program
coordinator, or governance assignee; accreditation; program
development; work on recognized administrative, department, college,
school or university committees; and other tasks as deemed necessary
by the University.
(c) Professional service: such as on grant, journal, or accreditation review
boards, or as an ad hoc reviewer, in the faculty's area of expertise; as
an officer in a professional society; organizing and/or chairing
conferences, symposia, seminars, etc.; teaching short courses, seminars,
etc. that are not regular academic courses; editing journals, books,
special volumes of papers, etc.

Service Effectiveness shall thus be evidenced by:

- University public service award
- Evidence of holding office or committee membership in international, national or regional professional organizations
- Evidence of organizing or directing conferences of international, national or regional professional organizations
- Evidence of chairing a university committee or comparable leadership activity
- A copy of any funded grant proposal that enriches the curriculum or supports the university/community liaison
- A report of committee work at this university, both in and outside the department.
- Copies of papers presented to the university or local community
- Evidence of guest lecturing in courses
- Letters of support or appreciation from institutions and groups who have benefited from a faculty member's professional expertise
- Other pertinent information

Another item that will be taken into account in reappointment, tenure and promotion decisions is the quality of *one's collegial relationships,* since collegiality can radically affect the quality of the department's overall functioning as it strives to carry out its professional purposes effectively. Good collegiality requires that one adhere to the provisions of Article 11 of the CBA and the Mission Statement of the Department of Philosophy. It also requires that colleagues evince professional cooperativeness, such as volunteering to teach an ill colleague's classes. If asked, colleagues will visit each other's classes and review their teaching materials. If asked, they will read and comment on each other's scholarly research materials, as their time permits. They will be willing to meet and discuss department business regularly. They will be readily accessible to each other and to students. They will perform their fair share of intra-departmental service activities which are required for success in the department's common enterprise.

Procedures

All candidates will submit a Professional Record in support of their candidacy for Reappointment (R), Tenure (T), Promotion (P), and Post-Tenure Review (Post-TR), respectively. The types of materials which one must submit are listed on a coversheet provided by the College of Arts and Humanities (coversheets can be found on the CAH

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Webpage > Forms) for each type of candidacy. It is to be expected that a Professional Record submitted by a first-year candidate for reappointment would not be massive, but it should contain as many of the desired materials as possible. However, a current curriculum vitae using the CAH template (located on CAH Webpage > Forms), and materials documenting teaching effectiveness, are required for all Professional Records.

The Professional Record should be placed in a notebook, organized according to the appropriate coversheet supplied by the College of Arts and Humanities. Following the Dean's guidelines, the Professional Record should make a clear case for RTP or Post-TR, which is documented as sharply, specifically and persuasively as possible. It should include important material in keeping with the above categories, specifically all SEOIs and copies of publications are required. Letters of support should be submitted with the Professional Record rather than sent separately to the dean. An activities list of the accomplishments covering the period of review and a narrative self-statement are required. The Professional Record will remain in a secure place in the department office for review by the department chair, the personnel committee, and faculty until the deadline indicated in the year's Academic Affairs Calendar for submitting materials to the Office of the Dean. Article 20.6 of the CBA provides the general procedures for RTP and Post-TR. The candidate is advised to retain a copy of whatever items he or she has submitted.

III. Performance Criteria for Reappointment

During the probationary period prior to receiving tenure, a candidate is expected to make substantial progress each year in each of the areas of faculty work, creating a pattern of development that should continue during the years after tenure has been received. The candidate will be assigned a faculty mentor (per CAH Handbook §6) and will be expected to meet regularly with the mentor until receiving tenure. Following Article 20.2.1 of the CBA:

> Probationary tenure-track faculty shall be evaluated each year of their probationary period. Evaluation for reappointment shall occur during fall quarter except in the first year when it will occur in winter quarter, as established in the Academic Calendar.

In applying for Reappointment, the candidate will submit a Professional Record to the department, providing documentation of Teaching effectiveness, Scholarship and Service. NOTE: It is highly recommended that a new faculty member immediately upon hire prepare folders for collecting documentation in each area of faculty work to assist in the preparation of yearly Reappointment Professional Records. Moreover, the faculty member is highly encouraged to keep a copy of each year's Professional Record to assist in the Tenure and Promotion Professional Record.

The department recognizes that new faculty may vary in respect to prior experience in the three central areas of teaching, scholarship and service. The following scenario, assuming a six year probationary period, is meant to be **suggestive** of a threshold as to the **sorts** of accomplishments that a new faculty member with no prior experience would be expected to have in each year of reappointment. (For probationary periods of fewer than six years, expectations will be proportionate to the number of years.) *This scenario likewise assists a new faculty member in working toward departmental expectations in tenure and promotion, which include evidence of excellence in Teaching, in particular SEOI scores near, at or*

above the college mean; two accomplishments or equivalent in Category A of Scholarship and three accomplishments in Category B of Scholarship; and contributions to Service within the period of review, to include serving on a university committee or comparable activity, as well as participating on departmental committees as needed. This scenario also recognizes that a new faculty member will have already established or will early on establish affiliations with such professional associations as the *American Philosophical Association* or the *American Academy of Religion.*

Year One: The first year would be devoted to learning how to teach effectively in the CWU setting, concentrating on just a few courses, both introductory and advanced. One might also serve on a departmental committee and/or participate in a department, college, or university sponsored extra-curricular event. As time permits, the new faculty should try to keep abreast of developments in one's area of specialization, and, if possible, attend a professional conference to become acquainted with (potentially) new colleagues and perhaps comment on a paper.

Year Two: During the second year, one might teach one or two new preparations, begin advising undergraduates, continue service on a department committee and/or contribute to extra-curricular events, serve on a minor university committee, and, additionally, present a paper at a professional conference.

Year Three: During the third year, one might publish a book review, revise a previous year's conference paper into a peer-reviewed article for a minor journal, present a paper at a professional conference, give a guest lecture or a colloquium presentation, and work hard at broadening and deepening one's teaching repertoire, in content and/or in variety of pedagogical techniques, while continuing service contributions on departmental and university committees.

Year Four: During the fourth year, one might publish a second refereed paper in a major journal, present a paper at a professional conference, and serve on a major university committee. The faculty member might also consider applying for an internal (Summer) grant to assist in further developing his/her research portfolio.

Year Five: During the fifth year, one might publish a third refereed paper in a major journal and (if not already done) revisit one's thesis or dissertation, with a view to publishing it as a book, present a refereed paper at a professional conference, and serve on committees. In this year, preceding eligibility to apply for tenure and promotion, the faculty member should begin reflection not only on his/her past and present contributions to Teaching, Scholarship and Service, but also give serious thought to future aspirations.

Year Six: In one's sixth year, one should have a well-established repertoire in each of the three faculty work areas. In addition to continuing with productivity in each area, one might write an external grant in keeping with research interests. Also in this year, per stipulations of Article 20.3.1 of the CBA, one is eligible for Tenure and Promotion to the rank of Associate Professor.

IV. Performance Criteria for Tenure and Promotion to Associate Professor

In accordance with Article 20.7.2 of the CBA, "Reviews for tenure will result in one of the following actions: (a) Granted, with promotion to Associate Professor (b) Not granted." *Thus, tenure and promotion to the rank of Associate Professor are simultaneously granted.*

Article 20.3.1 of the CBA stipulates eligibility for Tenure and Promotion to the rank of Associate Professor:

Only tenure-track faculty who are appointed to the academic rank of assistant

professor or higher are eligible for tenure. Eligible faculty members must stand for tenure during the sixth year of full-time employment with the University. Extensions may be approved by the Provost for reasons such as major illness, extenuating circumstances, or situations which require a faculty member's extended absence from full-time service.

Furthermore, "Promotion to the rank of Associate Professor recognizes an established record of effective teaching; a demonstrated ability to lead independent, peer-reviewed scholarship to dissemination outside the university; and a substantive contribution to university, professional and/or community service" (University Faculty Performance Standard [UFPS]). The candidate will systematically assemble a Professional Record *providing evidence in support of Teaching effectiveness (as delineated above on Page 2), with SEOI expectations of scores near, at or above the college mean, and Service (as delineated above on Pages 3 and 4), to include serving on a university committee or comparable activity, as well as participating in departmental committees as needed, and also providing evidence of at least two activities or equivalent in Category A of Scholarship and three activities in Category B of Scholarship per departmental standards within the period of review. Candidates should include letters of acceptance with publication dates for scholarly activities that are forthcoming.*

The procedural guidelines for Tenure and Promotion from the department to college to university levels are specified in Article 20.6 of the CBA.

V. Performance Criteria for Promotion to Professor

Article 20.3.4 of the CBA stipulates eligibility for Promotion to the rank of Professor:

> Faculty having completed five (5) years of exemplary performance in teaching, scholarship and service as an associate professor at Central Washington University may be eligible for promotion to full professor at the University.

Furthermore, "Promotion to the rank of Professor recognizes excellent teaching that commands respect of the faculty and students; an accumulated record of superior peer-reviewed scholarship since the previous promotion; and sustained contributions to university life, and increasing service to professional organizations and the community" (University Faculty Performance Standard [UFPS]). The candidate will systematically assemble a Professional Record *providing evidence in support of Teaching effectiveness (as delineated above on Page 2), with SEOI expectations of scores near, at or above the college mean, and Service (as delineated above on Pages 3 and 4), to include serving as chair of a university committee or comparable leadership activity, and also providing evidence of at least three refereed journal articles or a suitable combination of comparable activities in Category A of Scholarship and six activities in Category B of Scholarship per departmental standards. Candidates should include letters of acceptance with publication dates for scholarly activities that are forthcoming.*

The procedural guidelines for Promotion to the rank of Professor from the department to college to university levels are specified in Article 20.6 of the CBA.

VI. Performance Criteria for Post-Tenure Review

Article 20.2.3 of the CBA stipulates that:

In the third year following the granting of tenure, faculty, including those in phased retirement, will be evaluated during the winter quarter, and every third year thereafter, as established in the Academic Calendar. Promotion in rank shall be considered the equivalent of Post-TR.

Furthermore, "Post-tenure review assures continued performance in assigned areas of faculty work at appropriate rank and consistent with the university mission and accreditation standard. Performance in the three areas of faculty work is typically expected during any three year post-tenure review cycle" (University Faculty Performance Standard [UFPS]).

For faculty at the rank of **Associate Professor**, departmental expectations are that they are progressing toward eligibility to apply for promotion to the rank of Full Professor. The faculty member will systematically assemble a Professional Record for Post-TR *providing evidence in support of Teaching effectiveness (as delineated above on Page 2), with SEOI expectations of scores near, at or above the college mean, and Service (as delineated above on Pages 3 and 4),which includes continuing service on university committees, as well as participating in departmental committees as needed, and also providing evidence of at least one activity in Category A of Scholarship and at least one activity in Category B of Scholarship per departmental standards within each three year period of review.* For those candidates who wish to apply for the rank of Full Professor in the minimum amount of time (five years), it is suggested that they provide evidence of at least two activities in Category A of Scholarship and at least three activities in Category B of Scholarship.

For faculty at the rank of **Full Professor**, departmental expectations are that they will maintain the excellence established in the three areas of faculty work. The faculty member will systematically assemble a Professional Record for Post-TR, *providing evidence in support of Teaching effectiveness (as delineated above on Page 2), with SEOI expectations of scores near, at or above the college mean, and Service (as delineated above on Pages 3 and 4), which includes continuing service on university committees, as well as participating in departmental committees as needed, and also providing evidence of at least one activity in Category A of Scholarship and at least two activities in Category B of Scholarship per departmental standards within each three year period of review.*

The procedural guidelines for Post-tenure review from the department to college to university levels are specified in Article 20.6 of the CBA.

VII. Performance Criteria for Non-Tenure-Track Faculty Review

Non-tenure-track appointments are outlined in Article 10 of the CBA.

1. Each review will pertain solely, but comprehensively, to contracted assignments.
2. The Department Chair and the Personnel Committee will review each such faculty member's performance at least once each academic year. However, reviews must occur before any decision to issue a subsequent contract.
3. The reviews **must include** an evaluation of *teaching effectiveness*--based on scrutiny of the faculty member's teaching materials, with syllabi in compliance with Academic Policy 5-9.4, including appropriate writing requirements for classes designated (W), and course content in keeping with departmental curriculum requirements. Expectations for SEOI's for non-tenure-track faculty members are for *scores near, at or above the College mean*. Class visitations (if feasible), examination of the faculty member's written self-

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studies, and other relevant review materials may also be used for evaluation. Student evaluations of all sections taught by non-tenure-track faculty must be submitted directly to the Chair. They should be administered when the faculty member is not present.

4. The reviews must include examination of documentation of *scholarship and/or service* accomplishments **if contractually pertinent**.
5. The reviews will be submitted to the Dean's office, along with relevant documentation, with a copy filed in a secure location in the departmental office. Copies of his or her written reports will be made available to each person being evaluated.
6. The department is an academic community, which includes both tenured/tenure-track and non-tenure-track faculty. All members are expected to demonstrate care for the overall well-being of the department and to maintain an appropriate level of collegiality in the department.

VIII. Department of Philosophy Personnel Committee Procedures:

Article 20.5.1 of the CBA stipulates that:

Department personnel committees will be composed of tenured and probationary faculty. The committee must include three or five tenured faculty. Only tenured faculty may vote on questions of reappointment, tenure, promotion, and post-tenure review. Voting committee members must be at or above the rank under consideration. In the case where fewer than three department members are eligible to be on the committee, the committee will include appropriate faculty from another department.

(a) The personnel committee will be elected by the tenured and tenure- track faculty within the department.
(b) The department personnel committee is responsible for evaluating the professional record and providing written recommendations to the dean.
(c) The department chair will not serve on the department personnel committee. The chair will conduct an independent evaluation and make an independent recommendation to the dean.

Furthermore:

Article 20.6.2 of the CBA stipulates the procedure for RTP and Post-TR candidates at the departmental level:

(a) Tenured and tenure-track faculty members in a candidate's department may review the Professional Record of any and all departmental faculty involved in RTP and Post-TR and may enter into the file written, signed, comments based on approved departmental criteria.
(b) The department chair and the department personnel committee will write independent evaluations and recommendations of each candidate by the deadline listed in the Academic Calendar. This documentation, and any written, signed, comments submitted to the chair or the department personnel committee by departmental faculty, will become part of the candidate's Professional Record.
(c) After the departmental review period ends, the candidate will be permitted five (5) working days to review the letters of recommendation submitted by the department personnel committee and the department chair and to submit a letter correcting any errors of fact noted in those letters.

(d) The letters for recommendation from the personnel committee and chair, along with any factual corrections submitted by the candidate, will be added to the Professional Record, which will then be submitted to the dean. Once submitted to the dean, the Professional Record will be considered the formal file for the candidate, and will be closed. No additional information or documentation may be added to the Professional Record once it has been submitted to the dean.

In addition to the above duties and procedures, the Philosophy Department personnel committee will continue to monitor the Philosophy Departmental Personnel Procedures (in keeping with the CBA), suggesting changes whenever they seem warranted and submitting any such changes to the whole department for evaluation and action.

APPENDIX II

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Department of Philosophy
Evaluation of Senior Thesis

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Student's Name: _____   Date: _____

Paper Title: _____

Evaluator: _____

Please refer to the evaluation rubric on the back of this sheet.

Student learning outcomes	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Understanding of the major ideas in the disciplines: Accuracy and relevance of historical or contextual references			
Clarity of thesis			
Defense of that thesis			
Critical evaluation of supporting material			

Comments:

Evaluation Rubric: These descriptions are intended as general guidelines.

Primary Traits	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Understanding of the major ideas in the relevant discipline	The paper demonstrates a clear grasp of the broader context and implications of the issues discussed.	The paper accurately refers to the historical or intellectual context of the issues discussed.	The paper contains serious inaccuracies or neglects the context of the issues discussed.
Clarity of thesis	The paper has a clear and appropriate thesis.	The paper's thesis is appropriate but needs to be clarified.	The paper lacks a clear and appropriate thesis.
Defense of that thesis	The thesis is defended by a well-constructed and convincing argument. Writing is clear and free of grammatical errors, interesting, and well-organized.	The author's argument could be strengthened but is fairly persuasive. Writing is fairly clear, organized, interesting, and mostly free of grammatical errors.	The paper does not support the thesis adequately. Writing is vague, contains many grammatical errors, and lacks organization.
Critical evaluation of supporting material	Original and insightful analysis of the material. The paper references important sources, uses them effectively, and cites them appropriately.	The analysis shows some independent interpretation of the material. The paper uses well-chosen sources adequately and cites them appropriately, with some mistakes in format.	The paper merely repeats someone else's ideas and interpretations, or gives a relatively superficial reading of the material. The paper does not use appropriate sources or does not cite them properly.

APPENDIX III

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Department of Philosophy
Exit Survey

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As you complete your major, we would like to know a few things about what you've learned. Please complete this form and return it to the department secretary.

1.   What is your specialization?   Philosophy   Religious Studies

2.   When you pick up a text in philosophy or religious studies (depending on your specialization), how well are you able to understand the basic concepts and situate that text in relation to other concepts and works in the tradition of philosophy or religious studies?

         Very well   Fairly well   Somewhat   Not very well

3.   How would you rate your ability to advance and defend a thesis?

         Very strong   Strong   Fair   Poor

4.   How would you rate your ability to analyze and critically evaluate the claims of others?

         Very strong   Strong   Fair   Poor

5.   Please rate your overall satisfaction with your experience in the department:

         5   4   3   2   1
         Very satisfied   Satisfied   Unsatisfied

6.   Which of your skills have improved the most, due to your work in this department?

7.   What is the most important academic experience you've had in this department?

8.   What should be done to improve the major?

9.   What do you plan on doing in the next few years?

The top part of this survey will be detached in order to maintain your anonymity. But we would like to know how to stay in touch with you, so please provide contact information for after graduation:
     Name:
     Email address (not your CWU account):
     Mailing address: