

(7) The Washington State University Intellectual Property Policy IV.F, which is included in the Faculty Manual and is a condition of the faculty members employment, provides that certain intellectual properties developed within the scope of the faculty members employment or association, or developed with substantial use of university facilities, or developed under third party funding agreements are considered to be the property of the University. For any intellectual property in which the University has an interest, the faculty member is hereby agreeing to execute promptly all assignments, waivers and other legal documents necessary to vest in the University or its assignee any and all rights to the intellectual property.

(8) Periods of appointment.

The Faculty Manual is the official guide to policy and procedure and its provisions should be considered a part of the conditions of employment. It cannot and does not foresee every possible contingency, but it should be consulted and followed where applicable as a means of resolving questions regarding the service of an employee. Future editions of the Faculty Manual, however, must apply when current, regardless of provisions in force at the time of original employment. (See Section VI, Revision of Preceding Sections.)

Sample letters of appointment are available at <http://hrs.wsu.edu/Letters>.

3. Review of Faculty

It is the policy of Washington State University to encourage the professional advancement of members of its faculty commensurate with their abilities and the effectiveness of their services. Among the encouragement to superior service, no factors are more important than the policies concerning advancement in salary and rank.

a) General Criteria

Faculty members are expected to contribute to the University through their accomplishments. Faculty members will be recognized for activities that fulfill the University's responsibilities in teaching; research, scholarship and creative activity; and service. Scopes of the three areas are outlined below.

i) Teaching

Teaching at WSU focuses on undergraduate and graduate instruction and is both formal and informal in nature. Teaching activities include, but are not limited to, the following:

- Instruction, which can be quite varied, including large enrollment lower-division courses, upper-division courses, graduate courses, Honors College courses, seminars, and classroom and distance education courses.
- Mentoring of individuals, including face-to-face guidance of undergraduate students, graduate students, postdoctoral researchers, and others in such areas as special projects, senior projects, thesis and dissertation research, performances, exhibitions, career goals, and life choices. Guiding professional and student clubs may also involve mentoring.
- Academic advising, including guidance of individual students in setting up appropriate programs of instruction while observing academic requirements. It also includes guiding groups of students such as departmental majors.
- Assessment of student learning outcomes for program assessment and curricular effectiveness, for which processes and products may be quite varied, including participation in the development of required assessment elements, mapping learning outcomes to curricula,

collection and evaluation of learning outcome data, or discussion of assessment data and program-level decision-making. Participation in these activities for UCORE may also qualify.

- Educational outreach in areas in which a faculty member is expert, including extension, external instructional activities in K-12 schools, other colleges and universities, presentation of public lectures, and lecturing at significant workshops or professional schools.

Especially for academic faculty, evaluation of teaching is a major consideration in annual review and in the tenure and promotion processes. Both quality and quantity of instructional activities are evaluated. Quantity of instruction will include, but not be limited to, consideration of class sizes, numbers of courses, course levels, whether courses require unusual levels of preparation, and development of new courses. For tenure and promotion, evaluation of the quality of instruction must be based on multiple forms of assessment, such as peer review and student end-of-course evaluations, rather than on a single form. Multiple forms of assessment are also desirable in annual reviews. Evaluation of teaching will take into account special situations, such as a faculty member undertaking more instructional activity than is normally expected or a faculty member supervising or training teaching assistants in laboratory and clinical settings. Evaluation of teaching will also take into account the levels of desirable and actual assistance provided in support of instruction, such as in the form of teaching assistants.

Recognition will be given for professional development and creativity in the art of teaching, including submitting grant applications in support of instruction, receiving grant awards or other funds in support of instruction or course design, student awards, publishing pedagogical articles, and incorporating instructional innovations in courses. Similarly, learning more about teaching, including assessment, at conferences and workshops, developing significant new courses, applying methods supported by the current pedagogical literature, assessing the quality of instruction, sharing or collaborating about improvements with WSU colleagues, mentoring other program faculty in course design, teaching or assessment, and disseminating instructional innovations and assessments at conferences and at WSU will be recognized. Faculty will receive recognition for a demonstrated record of connecting teaching practices and course design to program-level goals and learning outcomes, participating in routine activities that monitor program and curricular effectiveness through the assessment of learning outcomes, and a willingness to make adjustments in teaching or course design based on the results of those activities.

There is overlap among scholarship, teaching and service activities. For example, documented activities such as publication of pedagogical papers in peer reviewed journals by a faculty member will be recognized as part of that person's scholarly and creative accomplishments, sometimes the major part. Similarly, faculty members who obtain research grants that support and thereby make possible scholarly and creative activities of students at all levels will be recognized for contributing to teaching and learning.

Teaching is expected of all faculties. Its form and composition will vary across the colleges and units according to instructional needs and to the relative importance of teaching, research and service in particular disciplines. Individual faculty members are expected to document their teaching and instructional practices, and assessment activities in informational materials they provide for annual review and in their teaching portfolios.

ii) Research, Scholarship and Creative Activity

Faculty are expected to demonstrate original research, scholarship and creative activities that involve efforts to examine, acquire, produce, disseminate, and interpret new and existing ideas, knowledge and artistic expression. The precise nature of scholarship, scholarly activities, research and equivalent professional activities varies significantly across the disciplines; therefore, these terms must be understood in their broadest context.

Research, scholarly and creative activity results in the dissemination of new knowledge and insights through a variety of media. Measures of creative activity will depend upon the discipline

and may include, but are not limited to, journal articles; books; monographs; manuals; conference papers; participation in symposia and conferences; reviews; software programs; data bases; patents; bibliographic studies; edited works; maps; reports; involvement in films, videos, audio recordings, live theatre, opera, and radio drama; group and solo exhibitions; commissioned creative work; activities associated with creation and production of performing arts, for example, music, dance, and theater; published and performed plays and music compositions; and public lectures related to the creative research area.

In evaluation of research, scholarship and creative activity, the quality of the work, not the sheer quantity, is the primary criterion. Since peer-evaluation and interaction are an integral aspect of research, scholarly and creative activity, evidence of peer responses and review is expected. There are many manifestations of peer evaluation, including, but not limited to, publication in a peer-evaluated media; reviews, adoptions, commentaries, and citations; invitations to present papers, performances and master classes, chair conference sessions, participate in symposia, referee papers, review grant applications, or participate on review panels; editorships of journals; and membership on boards of societies. Faculty members may be recognized for seeking and receiving funding through fellowships, grants, contracts, commissions and awards as appropriate. Expectations on funding should be consistent with the costs associated with doing research in a given area and the availability of funding.

iii) Service

Service is interpreted generally as activities aligned with teaching and research that benefit and contribute to the professional, university, or private communities. In addition to teaching and research, faculty duties include a substantive service component that, along with teaching and research, is considered in annual evaluations for salary increases, tenure, and promotion decisions. Shared governance, the basic operating principle of the University, is impossible without faculty service.

The basic elements comprising service include outreach and university, college, department, professional discipline, and public service.

- Outreach and public service, which are defined as professional and scholarly activities that benefit communities and industries external to the university, include for example, but are not limited to, activities such as contributions to the welfare of a city, school, or public service group; technology transfer to further economic development, or educational outreach to the general public.
- University service includes for example, but is not limited to, activities such as serving as member or chair of university level committees and task forces involved in tenure and promotion policies, diversity and equity policies, graduate and undergraduate program policies, general education / UCORE development and assessment, university level recruitment (e.g., deans, provosts, president, etc.), organization, production, and support of University events, facilitation of visiting scholars and artists, and involvement with and support of Faculty Senate.
- College service includes for example, but is not limited to, activities such as membership or chairing of committees involved with tenure and promotion, curriculum, program and/or UCORE assessment, undergraduate and graduate programs, and college level recruitment.
- Departmental service includes for example, but is not limited to, participation or leadership in activities such as recruitment, advising student organizations, development of tenure and promotion practices and policies, graduate and undergraduate program policy development,

and curriculum development and policies, and coordinating program and/or UCORE assessment efforts/activities.

- Professional discipline service includes for example, but is not limited to, activities such as journal and grant reviewing, leadership roles in national or regional professional associations, leadership and contribution to regional and national conferences.

While service is expected and required of all faculty, its form and composition varies significantly across colleges, disciplines, and departments. Each college and unit defines the elements and requirements for service according to the traditions and dictates of their areas. The exact composition of the service requirement generally will include some configuration of the above basic elements as defined and specified at the unit level. In addition, service elements and duties will likely vary significantly with rank. For example, service for pre-tenure assistant professors may be limited to departmental and professional discipline service. Tenured associate professors may be expected to assume increased levels of service. Along with departmental and professional discipline service, tenured associates may be expected to serve at the college and university levels to some extent. Service for full professors may include substantial elements of university service and college services along with departmental and professional discipline service. This variance is illustrative only, however, and again, though service is required of all faculty, the level and composition of service must derive from needs, traditions, and conditions at college and departmental levels.

b) Specific Criteria for the Faculty Categories

The criteria listed below for the several faculty categories are intended to supplement the General Criteria listed above (III.C.3.a) with additional guidelines to evaluate a faculty member for salary increases and for possible advancement in rank. Faculty members are also evaluated according to criteria approved at the areas or unit level (cf. III.C.5.b). In addition, each faculty member is subject to evaluation for his or her contributions to the effective functioning of the department, or equivalent unit, and for adherence to high ethical and professional standards.

(1) Criteria for Academic Faculty

The general criteria cover a wide range of faculty assignments and apply to faculty located at campuses, research stations, extension centers, and other locations. The differentiation and relative weights among these criteria may not be precisely defined and may vary from unit to unit or even with regard to different faculty members. The approved criteria for the college and department or other unit are developed within the framework of these criteria but are more specific to the function of the individual unit.

The following primary criteria in addition to acceptable professional training are used in evaluating the qualification of a member of the academic faculty for possible advancement in rank and tenure:

- Teaching effectiveness in credit courses using appropriate modes and techniques.
- Teaching and leadership effectiveness in workshops, short courses and conferences.
- Effectiveness in advising and/or supervising students, undergraduate and graduate as appropriate.
- Productivity in research, scholarship or creative activity; ability to obtain external funding for teaching, research and service.
- Service to the institution and to the public.

(2) Criteria for Extension Faculty