

Article 6: **PROFESSIONAL RESPONSIBILITIES**

6.1 General Responsibilities.

- 6.1.1 Social Contract. All faculty members are obliged to abide by the Social Contract (WAC 174-121-010) and the Statement of Professional Ethics as adopted by the AAUP in 1987, as set forth in Appendix B.
- 6.1.2 FERPA. All faculty members are obliged to adhere to the conditions established by the Family Educational Rights and Privacy Act (FERPA) as set forth in Appendix E.
- 6.1.3 Reflection. All faculty members are expected to write a self-evaluation at the end of each year including self-assessment in relation to the appropriate responsibilities outlined in this Article especially teaching well, meeting commitments, professional development, and service.
- 6.1.4 Service. All faculty members are expected to uphold the value of shared governance (see Article 2) by participating in College affairs. Examples of service to the College include completing governance assignments deemed important by the Faculty Agenda Committee and College administration, and contributing to the College community and the wider community in ways that advance or positively enhance the mission of the College.
- 6.1.5 Professional Development. All faculty members are expected to demonstrate continued professional development such as new learning gained through teaching, conferences, workshops, or other activities including independent creative or scholarly work.
- 6.1.6 Portfolio. All faculty members are responsible for maintaining an organized portfolio documenting that they are meeting the responsibilities identified in this Article. For faculty members on a term appointment, the portfolio must include all materials since the first year on term contract. For faculty members on a continuing appointment, the portfolio must include all materials since the last review. For adjunct faculty, the portfolio must include all materials since the last review. The portfolio must include:
- (a) A current *curriculum vitae*.
 - (b) All annual self-evaluations addressing the faculty member's responsibilities.
 - (c) All deans' evaluations of the faculty member and all reappointment letters.
 - (d) All evaluations by the faculty member of other College faculty members with whom the faculty member has taught at Evergreen and all evaluations of the faculty member by these faculty.
 - (e) All credit-generating evaluations the faculty member has written of students and, for each of those students, the student's self-evaluation and, if received, the

student's evaluation of the faculty member. (It is expected that a majority of the possible student evaluations of faculty will be present in the portfolio.)

- (f) All program, course, or contract syllabi, covenants, and descriptions connected with the faculty member's teaching at the College.
- (g) Comments and evaluations from other College faculty members, staff or students describing the faculty member's participation in College affairs.
- (h) All written reports of findings and accomplishments resulting from professional leave (see Sections 16.2.9 and 16.5.1.(f)).
- (i) Any other material that the faculty member wishes to include.

6.2 Additional Responsibilities of Faculty Members Who Award Credit.

6.2.1 Teaching Well. A faculty member is expected to teach well as judged by peers, students, the deans, and the Provost. Teaching well includes:

- (a) Demonstrating command of the curricular material and the means for helping students learn it.
- (b) When teaching in teams, meeting team teaching requirements: co-planning the program curriculum, weekly participation in a faculty seminar on the intellectual content of the program (or an alternative plan approved by the deans), and attendance at all program activities required by the teaching team.
- (c) Contributing to the learning environment: designing and executing parts of a program's curriculum; demonstrating subject matter expertise; offering interdisciplinary approaches to material; counseling and advising students; facilitating a stimulating and challenging atmosphere; offering innovative work in seminars, lectures, labs, workshops and field work; sponsoring individual contracts and internships effectively; and being available to meet with students outside of class, in set office hours or by appointment.
- (d) Fostering students' intellectual and cognitive development.
- (e) Fostering students' abilities to communicate well.
- (f) Displaying intellectual vitality.

6.2.2 Meeting Commitments. A faculty member is expected to meet commitments to students, colleagues, staff, and the College, as judged by peers, students, the deans, and the Provost. These commitments include:

- (a) Developing catalog copy, a syllabus/covenant for each offering in a timely manner and submitting these materials to the deans' area by stated deadlines. For

full time faculty, submitting an Individual Studies entry to the Curriculum Management Database.

- (b) When teaching in teams, providing information needed for student evaluations to teaching partners in time to enable timely submission.
- (c) When teaching in teams, writing an evaluation of teaching colleagues at the end of each program. Collegial evaluations must address how well a colleague has met his/her responsibilities as outlined in this Article and must be exchanged with each team member before the beginning of the next academic year or sooner if needed for a faculty review.
- (d) Attending the Academic Fair for each quarter in which a faculty member is teaching (unless he/she is on leave).
- (e) Meeting student evaluation responsibilities and timelines. Faculty members teaching alone are responsible for the evaluation of each student registered in each of his or her offerings. Faculty members who team-teach must designate which registered students each member of the team is responsible to evaluate quarterly. For each student, the faculty member must complete one of the following actions: (1) an official evaluation that complies with college policy and includes award of credit, (2) an official report of no credit, or (3) an official report of incomplete status. If none of these options has been completed within two (2) weeks following the end of the last quarter in which a student is registered, the evaluation is considered overdue.
 - (f) Full time faculty participating in the Academic Statement Initiative. Fulltime regular and adjunct faculty members (other than those assigned to the Library, graduate programs and reservation-based program) are required to participate in the following activities:
 1. Participate in Orientation activities during fall, winter or spring quarter that include attending or viewing the all-campus convocation, leading new student seminar (s) and facilitating a writing exercise;
 2. Conduct in-program development and documentation of academic statements during fall quarter;
 3. Participate in All-Campus Mentoring Days during either winter or spring quarters; and
 4. Steward academic statements during spring quarter.
 - (g) Part time regular and adjunct faculty participating in the Academic Statement Initiative. Part time faculty who teach in a half time program or greater will participate in the Orientation Week activities (as stated in 6.2.2(f)) in the quarter contracted. The EWS

dean and convener may develop and implement a EWS-specific alternative schedule to the all-campus mentoring day sessions that better meets the needs of EWS students and EWS part time faculty.

6.3 Additional Responsibilities of Regular Faculty Members. In addition to those responsibilities described in Sections 6.1 and 6.2, all regular faculty members are responsible for:

- 6.3.1 Participating actively in the development, implementation, and assessment of the College-wide curriculum through planning groups established for this purpose, (Curricular Area Teams, Path of Study Groups, graduate programs, Tacoma, reservation-based and other branch programs, or others that may form in the future).
 - (a) Starting in Fall 2018, faculty will reorganize the current Planning Units into Curricular Area Teams for the Olympia daytime curriculum and all regular Olympia daytime undergraduate faculty members will commit to a Curricular Area Team comprised of Path of Study Groups forming around a shared vision. The faculty must make a commitment to teach in at least one of the Path of Study Groups that make up the Curricular Area Team.
 - (b) All regular Olympia daytime undergraduate faculty members must make at least a minor commitment to an approved Path of Study Group, by teaching in the Path of Study curriculum 25% fulltime equivalent (FTE) over each five-year period. Faculty may make minor commitments to 2 different Paths of Study, but just one major commitment (50% FTE). Faculty must indicate their level of commitment when they commit to a Path of Study. Evening and Weekend Studies (EWS) regular faculty members make their path of study commitment to the EWS curriculum and may also affiliate with Path of Study Groups in the Olympia day curriculum; Faculty hired to the undergraduate Tacoma Program make their Path of Study commitment to the Tacoma curriculum.
 - (c) Faculty members will participate in the development of a covenant defining the Curricular Area Team’s shared vision and curricular goals, including faculty commitments to the emergent interdisciplinary curriculum, repeating curriculum, and Paths of Study curriculum, as defined by Path of Study Groups within the team. Team members sign the covenant and commit to planning work, active participation, accountability to colleagues, including regular attendance at meetings. Team members review covenants yearly and revise as needed;
 - (d) All regular faculty members will develop and annually update five-year teaching plans in coordination with their colleagues in Path of Study Groups, Curricular Area Teams, and inter-area teaching partners. These plans will include commitments to teach in paths of study programs and/or courses, to teach first year students and to teach broadly across the curriculum (see 6.3.5).
- 6.3.2 Contributing to the processes for faculty hiring including serving on faculty hiring committees.

- 6.3.3 Contributing to the evaluation of other faculty members including serving on faculty review panels as described in Articles 9 and 11.
- 6.3.4 Meeting team teaching requirements. Regular faculty members (other than library faculty members, and faculty members teaching in graduate and reservation-based programs) must teach with at least five (5) faculty members during every fifteen (15) quarters (excluding summer quarters) three of whom are different teaching partners. These requirements may be waived for a particular faculty member through the waiver process (6.3.6).
- 6.3.5 Teaching students at varying points in their educational development.
 - (a) Regular faculty members teaching in the full-time, daytime, undergraduate curriculum on the Olympia campus are expected to divide their teaching between beginning and more advanced students. In a given four (4)-year teaching cycle, faculty are expected to teach in at least the equivalent of one (1) year-long program designed primarily for first-year students, or two (2) year-long programs designed primarily for lower division students, or three (3) year-long programs designed as all-level. Faculty may request a waiver from this expectation (6.3.6).
 - (b) In addition to their responsibilities within the graduate programs, regular faculty members teaching in graduate programs are expected to team-teach in the undergraduate curriculum on a regular basis. Graduate programs should encourage rotation into graduate programs by faculty members who teach primarily in the undergraduate program.

6.3.6 Waivers.

- (a) Definitions. Regular faculty members may apply for waivers from team teaching requirements (6.3.3) and/or from expectations for teaching at all levels of the curriculum (6.3.4). An approved waiver allows a faculty member to retain eligibility for professional development opportunities (15.1) for the current year.
- (b) Criteria for Waivers. In most cases, faculty members are expected to do long- term planning that will allow them to meet their team teaching requirements and expectations for teaching at all levels of the curriculum. If, however, unique circumstances have resulted in a faculty member prioritizing other curricular commitments, such as those to foundational, repeating, or advanced programs, or to a particular student group (e.g., underrepresented students, incarcerated youth [Gateways Program], veterans, ESL/international students), they may apply to the curriculum deans for a one-year waiver.
- (c) Process.
 - 1. Faculty will submit a waiver request for the current year no later than October 15 to the curriculum deans. The waiver request will include a rationale for the waiver and an indication of future teaching plans extending two full years into the future.

2. While reviewing the waiver request, the curriculum dean(s) will meet with the appropriate Curricular Area Team Leader and Paths of Study Conveners and possibly other faculty groups in a particular field of study.
3. The curriculum dean(s) will send a written response to the faculty member who has requested the waiver no later than November 15.
4. Waivers only apply to the current year. In exceptional cases, up to two waivers may be approved in any five-year period.

Article 8: **SCOPE OF FACULTY WORK**

- 8.1 Faculty member workload includes a combination of teaching, advising, research or creative endeavors, and service to planning groups, the College, the professions, and the community. Distribution of time in each of these workload areas may vary year to year. It is the responsibility of each individual faculty member to achieve a balance of these workload areas.
- 8.2 In addition to teaching and other responsibilities described in Articles 6 and 7, faculty work includes but is not limited to the following:
 - 8.2.1 Rotating into administrative roles including serving as an Academic Dean.
 - 8.2.2 Rotating to serve as a Director. Directors are appointed by the Provost for the graduate programs and the Reservation-Based program. Directors are given variable amounts of teaching load reduction. They are evaluated annually on the basis of their job description for administrative responsibilities.
 - 8.2.3 Rotating to serve as an Academic Advisor. One member of the faculty may rotate to serve as a full-time Academic Advisor each academic year.
 - 8.2.4 Serving as Academic Program Coordinator. Academic Program Coordinators are selected by each program team to serve as the principal liaison between the academic program and the administrative offices of the College. Faculty members teaching alone serve as Academic Program Coordinator for their program or course. Responsibilities include:
 - (a) Coordinating planning sessions and faculty seminars for the faculty team;
 - (b) Completing and submitting catalog copy;
 - (c) Completing and submitting program budget requests;
 - (d) Submitting covenants and syllabi by the end of the second week of each quarter;
 - (e) Monitoring student enrollment and action-needed lists, maintaining accurate records of the faculty responsible for each student evaluation, and

communicating promptly about these issues to the office of Registration and Records or through the online record system whichever is indicated.

- (f) Monitoring and authorizing budgetary expenditures for the academic program.
- 8.2.5 Serving as chairpersons of committees and Disappearing Task Forces (DTFs).
Chairpersons of committees and DTFs are appointed by the organizing body forming the group or selected by the members of the committee or DTF in consultation with the Agenda Committee. Duties of the Chairperson will vary with the nature of the group, but often include: calling meetings; facilitating meetings; organizing work; presenting periodic updates to the Agenda Committee, faculty meeting, and/or organizing body; and creating and presenting a final report.
- 8.2.6 Serving as a Curricular Area Team Leader. Faculty members of each Curricular Area Team will nominate candidate(s) from among the fulltime continuing faculty for Team Leader to the Provost for appointment through an application process to two year terms.. Appointments may be renewed, twice for up to six years of service. Team leaders work collaboratively with and are accountable to both the curriculum deans and the members of their Curricular Area Team and will write an annual self evaluation to be shared with Team members, the curriculum deans, and Provost. The curriculum deans will evaluate Team Leaders annually for their leadership work based on meeting the responsibilities outlined below.
- a) Curricular Area Team Leaders will have half-time release from teaching for their leadership work, They will remain eligible for professional leave and travel as members of the faculty and accrue sabbatical at the standard faculty rate. Team leaders are doing faculty leadership work and remain in the bargaining unit.
 - b) Curricular Area Team Leaders have the following responsibilities:
 - (1) Meet regularly with the curriculum deans and other Curricular Area Team Leaders and Paths of Study Conveners to craft a comprehensive, coordinated, well-designed, interdisciplinary curriculum, including Paths of Study, Curricular Area offerings, and broadly interdivisional emergent programs, that are visible to the students.
 - (2) Coordinate the curriculum in collaboration with Path of Study Group Conveners and affiliated faculty. Lead Curricular Area Teams of at least 3 Paths of Study Groups and 20 regular Olympia Daytime undergraduate faculty in interdisciplinary planning and discussions about shared pedagogical methods, college-wide issues and initiatives, and strategies for achieving equity and inclusive excellence. Leaders will coordinate the development of a Team Covenant, updated each year.
 - (3) Lead Paths of Study Conveners and the undergraduate faculty to establish and maintain clear and coherent interdisciplinary paths of study to include regular foundational and advanced academic offerings with consistent learning objectives, established high impact practices, and capstone

opportunities. In collaboration with Paths of Study Conveners, Team leaders will coordinate a five-year curriculum plan for the curricular area, updated each year.

- (4) Work with conveners, staff, and faculty to ensure paths of study are maintained and supported; review annual updates to the Path of Study curriculum and faculty five-year teaching plans; identify faculty to fill gaps in the path of study curriculum, and advise the deans in consultation with Curricular Area Teams about hiring adjunct and permanent positions necessary to support Paths of Study;
 - (5) Review academic program proposals as they are developed; follow up with faculty regarding their proposals and offer feedback for revision as needed; review and approve annual Paths of Study reports submitted by conveners; make recommendations regarding summer school, study abroad, and visitor requests; review and advise the curriculum deans about individual faculty waivers from team teaching requirements and/or from expectations for teaching at all levels of the curriculum as appropriate (see CBA 6.3.6)
 - (6) Work in collaboration with Path of Study Group Conveners, deans, and staff in the Deans Area, Marketing, Admissions, and Institutional Research to develop content for the website and catalog articulating the curricular organization including paths of study; serve as the principal point of contact for students with questions and concerns about paths of study; engage in outreach to prospective students; and adjust paths of study offerings and plans in response to information reflecting student interests and needs.
 - (7) Support adjunct faculty members teaching in Paths of Study Curriculum by providing formative feedback, and mentorship (Leaders do not make decisions regarding hiring or continued employment of adjunct faculty members); fulfill other duties such as serving on institutional committees and DTFs, serving as liaisons to support external partnerships, and participating in opportunities for external professional development. (The team leaders, deans and Provost will collaboratively determine participation in these opportunities.)
- (b) Summer work required of Curriculum Area Team Leaders will be compensated as described in Article 29.4.2

8.2.7 Serving as Path of Study Group Convener. Conveners are nominated by the members of each Path of Study Group and forwarded to the Agenda Committee for governance assignment.

- (a) The Convener position is a governance assignment and will not be compensated with release time.
- (b) A Convener leads the Path of Study Group to develop a five-year curriculum plan and coordinate individual faculty teaching plans. Conveners serve as

principal points of contact with Curricular Area Team Leaders and the curriculum deans regarding the teaching commitments and five-year teaching plans of faculty members in their Path of Study Group.

- (c) Conveners receive a \$500 stipend at the end of each fall quarter for an approved annual Path of Study report with an updated Path of Study curriculum and teaching plans and commitments for faculty in the Path of Study group. Conveners forward updated paths of study reports to the Curricular Area Team Leaders and the curriculum deans for approval.
- (d) Summer work required of Path of Study Conveners will be compensated as described in Article 29.4.2

8.3 Additional Commitments for Regular Full Time Faculty Teaching in Graduate Programs.

Regular faculty members who teach in a graduate program are expected to fulfill the applicable responsibilities stated in articles 6.1 - 6.3 for their assigned program. Graduate faculty member workload includes a combination of teaching, advising, research or creative endeavors, and service to the College, the professions, and the community. Distribution of time in each of these workload areas may vary year to year. It is the responsibility of faculty members to achieve a balance of these workload areas. Additional shared graduate program faculty commitments are:

- 8.3.1 Master of Environmental Studies. Serve as thesis advisor and sponsor of individual learning contracts and internships. Committee participation for admissions, evaluating and ranking candidates for grants and/or scholarships, student concerns, alumni relations, internship coordination, graduation planning, student activities support and community/public service.
- 8.3.2 Master of Public Administration. Serve as sponsor of individual learning contracts and internships. Serve on governance committees and/or projects that involve: admissions; policy review; community outreach; program evaluation and review; student advising and counseling; sponsorship of student and alumni groups; internship sponsor relationships; liaison to advisory boards; program representation to regional and national professional organizations; and other activities as needed.
- 8.3.3 Master in Teaching. Serve as master paper supervisor. Committee participation for admissions, program accreditation (including data gathering, entry and evaluation), graduation planning, advisory board and community/public service.

8.4 Scope of Faculty Work for Fulltime Adjunct Faculty Teaching in Graduate Programs. In addition to the responsibilities stated in articles 6.1 and 6.2, full time adjunct faculty members who teach in a graduate program are also responsible for meeting the commitments stated in articles 8.3.1 – 8.3.3.