Department of Accounting and Information Systems

Department Plan

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DEPARTMENT OF ACCOUNTING AND INFORMATION SYSTEMS

Department Plan

Introduction and Purpose

This document supplements and amplifies the Collective Bargaining Agreement (7/1/2000-6/30/2004) (CBA) between the Eastern Washington University (EWU) Board of Trustees and the United Faculty of Eastern (UFE). As part of the agreement, each Department is to develop a plan that is consistent with the College plan and mission (Chapter II, Section A4 of the CBA). This plan also augments EWU Policies and Procedures, augments the College of Business and Public Administration Plan and its Policy Manual, and serves as a guide for the further development of policies for personnel actions. Specific policies are also contained in the University’s Policies and Procedures, the CBA, and the College of Business and Public Administration Plan and its Policy Manual.

The purposes for the Department plan are as follows:

- Present the Department’s mission and vision as a foundation for decision making and resource allocation.
- Establish and communicate Department policies and procedures in the following areas:
  - Departmental organization
  - Governance and administration
  - Personnel matters including teaching, scholarship, and service
  - Program development, assessment, and review
- Articulate linkages among Department, College, and University goals and activities.

A major purpose of the Department of Accounting and Information Systems’ plan is to establish review procedures to evaluate how the Department helps accomplish institutional goals. The Department plan requires faculty activity plans and systematic evaluation of program activities to determine if the Department is achieving its mission. The plan outlines Departmental goals and objectives, and defines performance expectations. Criteria and standards of performance are delineated against which individuals can be assessed.

The Department plan will be kept in booklet form in the office of the Chair. Copies will be distributed to all faculty members.

Department Mission

The Department of Accounting and Information Systems of the College of Business and Public Administration at Eastern Washington University supports the University’s and the College’s mission, vision, and goals. The faculty of the Department are committed to
providing quality education programs that integrate scholarship and business practices in order to provide service to the region and nurture honest, engaged, and critical minds. The Department of Accounting and Information Systems supports the Mission of the College of Business and Public Administration, which states the College of Business and Public Administration educates individuals in both Cheney and Spokane for professional and administrative careers in the business and public sectors. To achieve this mission, the college’s professionally active faculty are committed to an education that is student-centered, relevant and applied, technologically current, collaborative and cross-disciplinary, regionally-oriented, ethically grounded, and nationally accredited.

Both the College mission and the Department of Accounting and Information Systems’ mission focus on the efforts of the faculty to achieve a student-centered learning environment. Both serve the College goal of maintaining the business program's AASCB-International accreditation. The College, Department, and University missions all emphasize the importance of a high quality faculty in achieving stated goals.

**Department Vision**

The Department of Accounting and Information Systems educates individuals so that they may make successful contributions to society throughout their careers and in their leadership roles as citizens. We provide top quality baccalaureate and graduate education. We are widely recognized for the strength of our faculty, which is comprised of nationally recognized scholars and experts dedicated to high quality teaching. Our success is built on four foundations: the quality of our students, a superior learning environment, the excellence of our faculty, and appropriate facilities and support. The Department of Accounting and Information Systems fosters an environment of educational excellence; encourages and facilitates faculty scholarly productivity; pursues continuous improvement in curriculum and faculty development; and provides service to the University, the College, and other stakeholders in the region. Educational excellence is defined as a qualified faculty presenting a relevant and contemporary curriculum to a qualified student body.

**Department Goals**

- **Curriculum Goal:** Foster an environment of educational excellence by offering a curriculum that meets AACSB-International standards for business accreditation, is current in concept and technology, and is applicable to business constituents of our region.

- **Faculty Goal:** Encourage and facilitate faculty development in teaching, scholarly productivity, professional interaction, certification and/or licensure, and service to the department, college, university and region.

- **Student Goal:** Educate individuals so that they can make successful contributions to society throughout their careers as leaders and citizens by offering a strong curriculum taught by high quality faculty who provide individualized attention to students.
Continuous Improvement Goal: Pursue continuous improvement in our faculty, our curriculum, and our students through on-going periodic assessment of faculty performance, curriculum currency, and student success.

Strategic Plan

The goals and objectives for the Department of Accounting and Information Systems and its programs will be met through developing and teaching a broad spectrum of courses, scholarly and research activities, and service to the Department, College, University, and community. The Department of Accounting and Information Systems has formulated the following action plans to ensure its progress toward achieving its objectives.

Curriculum Goal: Foster educational excellence by offering an accredited curriculum that is current in concept and technology.

Actions:
- The Department of Accounting and Information Systems faculty will offer a curriculum that provides students an understanding of perspectives that form the context of business, including:
  - Ethical and global issues;
  - The influence of political, social, legal and regulatory, environmental, and technological issues; and,
  - The impact of demographic diversity on organizations.
- The Department of Accounting and Information Systems faculty will offer a curriculum that builds upon the student's foundation knowledge in accounting, behavioral science, economics, and mathematics and statistics.
- The Department of Accounting and Information Systems faculty will be current in their fields.
- The Department of Accounting and Information Systems faculty will use current technology in their classes, as appropriate.
- The Department of Accounting and Information Systems faculty will use approaches to instruction appropriate to the curriculum, recognizing the need to include written and oral communication skills as an important characteristic.
- The Department of Accounting and Information Systems will regularly assess its curriculum to ensure its currency, relevance, and rigor.
- The Department of Accounting and Information Systems will maintain the flexibility to address new disciplines as necessary.
- The Department of Accounting and Information Systems will offer a curriculum that is responsive to the needs of business information professionals.

Faculty Goal: Encourage and facilitate faculty development in teaching, scholarly productivity, and service to the Department, college, university, and region through recruiting and retaining high quality faculty.
Actions:
- The Department of Accounting and Information Systems will recruit and retain high quality, culturally diverse faculty who have demonstrated excellence in scholarship, teaching, and service.
- The Department of Accounting and Information Systems will support and encourage scholarly activities, creative achievement, research, continuing study, professional service, and other forms of faculty enrichment.
- The Department of Accounting and Information Systems will ensure that faculty and staff have access to and training in appropriate technology.
- The Department of Accounting and Information Systems will ensure that faculty have access to appropriate library and other instructional resources.
- The Department of Accounting and Information Systems will encourage and support its faculty to take part in the governance of the College and the University.
- The Department of Accounting and Information Systems will encourage and support its faculty to provide service to the community.
- The Department of Accounting and Information Systems will encourage and support its faculty to provide service to their profession.

**Student Goal:** Educate individuals so that they may make successful contributions to society throughout their careers and in their leadership roles as citizens by offering a strong curriculum taught by high quality faculty who provide individualized attention to students.

Actions:
- The Department of Accounting and Information Systems faculty will support and attend university and college recruiting functions.
- The Department of Accounting and Information Systems faculty will offer student advising, mentoring, and counseling.
- The Department of Accounting and Information Systems faculty will be regularly available to students through scheduled office hours.
- The Department of Accounting and Information Systems faculty will encourage teaching excellence through professional development, workshops and presentations, and effective teaching evaluation.
- The Department of Accounting and Information Systems curriculum will prepare students to contribute to their organizations and the larger society.
- The Department of Accounting and Information Systems faculty will provide a learning environment that is challenging, while requiring students to take primary responsibility for their own learning so that students may grow personally and professionally throughout their careers.

**Continuous Improvement Goal:** Pursue continuous improvement in our faculty, our curriculum, and our students through on-going periodic assessment of faculty performance, curriculum currency, and student success.
Actions:
  o The Department of Accounting and Information Systems faculty will encourage innovation in our curricula and programs.
  o The Department of Accounting and Information Systems faculty will be professionally and scholarly active in their fields and translate that currency to the curriculum.
  o The Department of Accounting and Information Systems faculty will encourage evaluation of their teaching.
  o The Department of Accounting and Information Systems faculty will develop a curriculum planning process that is consistent with our mission.
  o The Department of Accounting and Information Systems faculty will implement a process of regular assessment of its faculty, curriculum, and students.
  o The Department of Accounting and Information Systems faculty will effectively evaluate the results of our assessment process for improving curricula, instruction, services, faculty currency, and student learning.

Policies and Procedures

Faculty Qualifications

Prospective tenure track faculty for the AIS Department will be required to hold an appropriate terminal degree or be ABD in the field in which the prospective faculty member is expected to teach. For example, a prospective tenure track faculty member in accounting should have either a Ph.D. or D.B.A. in accounting from an AACSB-International accredited institution. Prospective faculty may be considered with terminal degrees outside of their area of teaching, if their degree is related and their research is related to the subject they will teach.

Faculty members who are hired ABD will be required to complete their degree on a timely basis. Specific timelines will be included in any offer to prospective faculty members who are ABD. Such timelines will only be extended for good cause and when it appears to be more likely than not that the ABD faculty member will complete his/her degree in the immediate future.

Relevant professional certifications are not required but will ordinarily be considered highly desirable for tenure track faculty.

A J.D. degree will be considered terminally qualified to teach commercial law. A J.D. degree will not be considered terminally qualified to teach taxation. However, the holder of a J.D. with a business master’s degree and C.P.A. certificate will be considered terminally qualified. The holder of a J.D. and an L.L.M. in taxation will also be considered terminally qualified.

Lecturers will ordinarily be required to hold a relevant master’s degree. Relevant professional certification will be considered highly desirable but not required.
Adjunct faculty will ordinarily be required to hold a relevant master’s degree except in law. A J.D. degree will be required for adjunct faculty to instruct commercial law. When a qualified adjunct with a master’s degree in business is not available, a highly experienced person with a relevant certification may be considered. Adjunct faculty will be expected to meet the same standards of teaching effectiveness as lecturers.

Faculty Recruitment of Tenure-Track Faculty

Faculty recruitment will be driven by a combination of factors. Long-term need as demonstrated by student demand will be an important factor. The position will also be viewed from the perspective of the needs of established programs and the clear trends in the program in question. The faculty in the Department must approve new positions, but replacements do not normally require faculty authorization.

A faculty search committee with three members will be formed from tenured faculty in the discipline involved. If there are fewer than three faculty in the discipline, other tenured and non-tenured faculty in the Department will be asked to participate.

Recruiting personnel will attend appropriate national and/or regional meetings to attract qualified faculty. Early approval of new positions is critical to successfully filling them. The Chair and search committee shall advertise on national web sites, send follow-up letters after attending national conferences, etc.

Recommendations to hire (including recommended salaries) will be in consultation with the Chair, the Department Personnel Committee (DPC), and the Dean. The Chair and the DPC will consult with other faculty involved in the interview process. Only the Provost or the President has authority to make offers. Moving expenses, summer support, and like recommendations will be handled by the Chair with the consent of the Dean.

Faculty Performance Expectations and Evaluation

The Department of Accounting and Information Systems is an integral part of the graduate and undergraduate programs offered in the College of Business and Public Administration. The Department follows the College’s Personnel Policies and Procedures for Retention, Promotion, and Tenure. While the Department follows the College level personnel policies in these areas, the Department has developed policies setting forth the expectations for retention of probationary and special faculty, and promotion and tenure decisions are based on these expectations. These expectations are provided in the section of the Department plan dealing with faculty plans and evaluation.

The Department works with the College to determine faculty staffing requirements, and recruitment is made at the College level based on the staffing needs for the business program. The Department Chair is responsible for developing input factors to the College-level decision process. These input factors include requirements to staff the core business courses and the individual business majors, provide service courses to non-business students, and...
staff the MBA program. Faculty staffing requirements are determined by evaluating factors such as numbers of students who will need the courses, the maximum class size allowable for different types of courses, and the need for courses to be offered at multiple times and locations. The proportion of courses taught by tenured and tenure-track faculty, lecturers, and part-time faculty is determined at the College level in accordance with AACSB-International requirements.

Faculty Plans and Evaluation

The Department of Accounting and Information Systems requires that each faculty member develop a faculty plan that sets forth goals and expectations for performance in teaching, scholarship, and service over a three-year evaluative period, in accordance with the CBA. The CBA sets forth the requirements for timely plan development for special, new, junior, and senior faculty. The Department Plan will implement the CBA requirements. Faculty plans for faculty in the Department of Accounting and Information Systems will be developed by each individual faculty member for review by the Department Personnel Committee (DPC). The DPC will forward its recommendation for acceptance or revision of the faculty plan to the Department Chair, who will meet with the individual faculty member to discuss the DPC's recommendation. The Department Chair will forward faculty plan recommendations to the Dean and the College Personnel Committee, as appropriate.

It is expected that the faculty activity plan of probationary faculty will remain consistent throughout the probationary period. It is possible to make minor adjustments that are mutually agreed upon. Such adjustments should be based upon the third year review of progress. The purpose of keeping the plan largely unchanged over a six-year period is to promote predictability and fairness in the evaluation process.

Performance Expectations for all Faculty

Teaching is a primary activity for all faculty in the Department of Accounting and Information Systems. In accordance with the CBA (I-4), each faculty member is responsible for meeting all scheduled classes. Each faculty member is also responsible for planning, organizing, and informing students of the course content, texts, readings, assignments, attendance regulations, and methods of evaluation including grading scales. Faculty are responsible for scheduling and maintaining office hours to meet the needs of students. They are also responsible for turning in grades according to the deadline established by the registrar's office.

The College of Business and Public Administration plan states that faculty will maintain a five-hour minimum weekly schedule of office hours and that the faculty member will notify the Department Chair and secretary if the faculty member will not be able to meet any scheduled office hours.
All faculty members in the Department of Accounting and Information Systems will carry an appropriate workload, meet classes regularly, and use student evaluation forms to assess teaching effectiveness. Department of Accounting and Information Systems faculty will follow the student evaluation procedure provided in the College Plan.

All department faculty will engage in a continuing program of intellectual contributions as required by the AACSB-International and the College plan.

All Department faculty will play a role in providing service to the University, College, Department, and external community. Service to the Department includes regular and responsible participation in departmental governance.

Other areas for faculty contribution include student recruitment, curriculum development, advising, and career counseling.

In addition to these expectations for all faculty, the Department of Accounting and Information Systems has set forward additional sets of expectations for members of the faculty, as follows. All of these expectations are to be addressed in faculty plans.

**Expectations For Promotion from Assistant to Associate, with Tenure**

*Intellectual Contribution Expectation:*

The Department of Accounting and Information Systems requires that faculty, to be eligible for promotion from Assistant to Associate Professor, with tenure, achieve a certain level of intellectual contribution to their field. The Department requires the publication of five refereed journal articles prior to the granting of promotion and tenure. However, the Department allows for some degree of flexibility on the part of the candidate by establishing an expectation option that will, if satisfied, be considered to have met the publication requirement. This expectation option allows journal article equivalents to substitute for a maximum of two of the required five refereed journal article publications. The expectation option can be met as follows: The expected number of refereed journal articles for granting tenure and promotion to Associate Professor is five. The minimum acceptable number of articles for granting tenure and promotion to Associate Professor is three. In lieu of publishing the expected number of refereed journal articles (5), a candidate may elect to supplement the minimum acceptable number of refereed journal articles (3) with "journal-article equivalents" from the appended list (See Appendix 4) to equal five refereed journal articles and equivalencies.

The candidate for promotion will be the lead author in at least one of the three expected journal articles. If there are more than four authors and the candidate is not the lead author (defined by contribution), the Department Personnel Committee will determine whether the journal article meets the standard for intellectual contribution based on documentation provided by the candidate as to his/her contribution to the
article. If a student is a co-author of a journal article, the candidate must submit the article to Department Personnel Committee review. A book would not normally count as meeting the three expected journal articles, but a published book may be subject to review by the Department Personnel Committee to determine whether the book meets the requirement.

Professional practitioner presentations are encouraged as evidence of intellectual contribution but are not equivalent to journal article publications.

*Teaching Expectation:*

Candidates for promotion must document their teaching effectiveness via a portfolio that clearly demonstrates fulfillment of their faculty activity plan. The weight given to teaching effectiveness in the evaluation by the DPC and the Chair must be greater than any other individual criterion. Student evaluations must generally meet the Department’s established standards stated below for each program within the Department. Peer evaluation(s) will be given greater weight than student evaluations regarding academic content and pedagogy. Successful candidates for promotion must clearly demonstrate currency in the course pedagogy and content within their primary field(s) of expertise.

*Annual Service Expectation:*

The candidate for promotion is expected to serve on at least one College and one University council or committee. The candidate is expected to regularly take part in departmental affairs as needed. The candidate is highly encouraged to engage in service to the community and the profession.

**Expectations for Promotion from Associate with Tenure to Full Professor**

*Intellectual Contribution Expectation:*

The Department of Accounting and Information Systems requires that faculty eligible for promotion from associate to full professor offer evidence that they have maintained a certain level of intellectual contribution to their field. The Department requires the publication of five additional refereed journal articles prior to the granting of promotion to full professor. However, the Department allows for some degree of flexibility on the part of the candidate by establishing an expectation option that will, if satisfied, be considered to have met the publication requirement. This expectation option allows journal article equivalents to substitute for a maximum of three of the required four refereed journal article publications. The expectation option can be met as follows: The expected number of refereed journal articles for granting promotion to full professor is five. The minimum acceptable number of articles for granting tenure and promotion to full professor is two. In lieu of publishing the expected number of refereed journal articles (5), a candidate may elect
to supplement the minimum acceptable number of refereed journal articles (3) with "journal-article equivalents" from the appended list (see Appendix 4) to equal five refereed journal articles and equivalencies.

The candidate for promotion will be the lead author in at least one of the two *expected* journal articles. If there are more than four authors and the candidate is not the lead author (defined by contribution), the Department Personnel Committee will determine whether the journal article meets the standard for intellectual contribution based on documentation provided by the candidate as to his/her contribution to the article. If a student is a co-author of a journal article, the candidate must submit the article to Department Personnel Committee review. A published scholarly book plus one refereed journal article will meet the expectations for promotion to full professor. A published textbook plus two refereed journal articles will meet the expectations for promotion to full professor.

Professional practitioner presentations are encouraged as evidence of intellectual contribution but are not equivalent to journal article publications.

*Teaching Expectation:*

Candidates for promotion must document their teaching effectiveness via a portfolio that clearly demonstrates fulfillment of their faculty activity plan. The weight given to teaching effectiveness in the evaluation by the DPC and the Chair must be greater than any other individual criterion. Student evaluations must generally meet the Department’s established standards stated below for each program within the Department. Peer evaluation(s) will be given greater weight than student evaluations regarding academic content and pedagogy. Successful candidates for promotion must clearly demonstrate currency in the course pedagogy and content within their primary field(s) of expertise.

*Annual Service Expectation:*

Candidates for promotion to full professor are expected to serve on at least one College committee, serve on one University committee or council, and regularly take part in Departmental affairs. Candidates are also ordinarily required to engage in service to the community and their profession. The quality of service expected for this promotion is demonstrated leadership.

*Expectation of Balance:*

The faculty of the Department of Accounting and Information Systems recognize that faculty at the associate level may wish to balance their career development differently than they might at the assistant level. Faculty who wish to focus more on teaching
and service during their associate years should be offered the flexibility to achieve such a balance as long as they meet the minimum expectations for scholarly activity provided herein.

**Expectations for Associate or Full Professors Hired without Tenure**

When the Department of Accounting and Information Systems hires faculty members as associate or full professor but without tenure, special provisions are provided in the UFE Labor Management Contract (see Chapter 2, subsection G, subsection 2c). The department expects those faculty to meet the requirements specified to reach either associate or full professor within the policy listed above and to have demonstrated between the time of hire and the time of tenure continued commitment to the principles inherent in the preceding section. For promotion to associate, see section titled Expectations for Promotion from Assistant to Associate, with Tenure. In no case will promotion to full professor be granted without tenure.

**Expectations for Full Professors**

*Intellectual Contributions:*

The Department of Accounting and Information Systems expects that faculty will continue to engage in scholarly activity throughout their careers. The department is required by its accreditation to set out this expectation. The department agrees with the AACSB-International that producing intellectual contributions represents a core set of responsibilities of higher education for business. While the faculty of the Department have set out no specific number of intellectual contributions as a criterion, they do expect that the faculty plans of full professors will contain objectives for continued achievement in this area.

*Teaching:*

The faculty of the Department of Accounting and Information Systems expect that faculty at the full professor level will continue to engage in activities that will help the faculty of the Department to achieve our goals, most particularly the curriculum and student goals. Full professors may elect to focus more of their effort on the teaching role than they might have at earlier stages in their careers. Full professors are expected to provide evidence of excellence in teaching, curriculum development, and student advising. Included in the expectations for teaching at this level are mentorship roles with junior faculty.

*Service:*

The faculty of the Department of Accounting and Information Systems expects that faculty at the full professor level will take on more service activities than were expected of faculty at junior levels and that faculty at this level will have evidence of
leadership in service. Full professors will serve on at least one University committee or council and one College committee, take part in Departmental activities and governance, and be active in one or more professional organizations. Community service is encouraged as part of senior faculty plans.

Post Tenure Review

The CBA requires all faculty members to be evaluated on a regular basis. Junior faculty in the Department of Accounting and Information Systems are reviewed according to the procedures set out in the College plan. Faculty who have achieved tenure are evaluated according to the Department's post tenure review process (as stated below) and procedures set out in the College plan and the CBA. According to the CBA, departments may need faculty who can fulfill a variety of roles, and not all faculty will have the same roles in a department. The post tenure review process enables the Department to ensure that the needs of the Department are being met while allowing faculty members flexibility in determining where they wish to place emphasis in their careers, post tenure.

Post Tenure Review Process

The CBA requires that all post tenure faculty be reviewed for performance in relation to their faculty plans every three years, at a minimum. The Department Personnel Committee shall undertake the review based on materials submitted by the individual faculty member. The Department Chair shall perform a separate, simultaneous review. The materials mandated by the CBA include a current vita, description of the individual's instructional workload, evidence of teaching effectiveness, scholarship/research/creativity activity, service as defined in the Department and College plans, and other such material as the individual chooses appropriate to the Faculty Plan.

The DPC and the Department Chair will prepare separate evaluations and recommendations. The DPC and the Department Chair will meet to review the evaluations and recommendations and come to agreement where there are differences. The evaluations, recommendations, and materials will be forwarded to the Dean for review.

Based on the evaluations and recommendations of the DPC, the Department Chair, and the Dean, a new faculty plan shall be prepared by the faculty member if necessary, according to the process described above. If improvements have been suggested, they will be included in the new plan; and the plan shall include plans and processes for improvements in the specified areas of activity. The Department will be responsible for ensuring that reasonable support and assistance is available to the faculty member to enable accomplishment of the new plan. If the evaluation resulted in suggested improvements, the Department Chair will undertake a progress review in
the next academic year. If the faculty member is not making satisfactory progress toward agreed-upon goals at the time of this interim review, the Chair may inform the Dean, who then may become involved in the process. After a second review at the end of the following year, the Dean, in consultation with the Chair, determines if the situation requires further action.

**Expectations for Promotion from Lecturer to Senior Lecturer**

Promotion to senior lecturer will require an approved faculty activity plan. Satisfaction of the faculty member’s plan will be the primary basis on which to make a decision regarding promotion.

*Intellectual Contributions:*

Special faculty members are not required to engage in scholarly activity as a rule. However, appropriate intellectual contribution(s) will be considered as a significant plus for promotion to senior lecturer.

*Teaching:*

Special faculty members are expected to teach a greater number and variety of courses than are regular faculty. They will be expected to maintain a teaching portfolio and present that portfolio for evaluation for promotion. Lecturers will be reviewed for promotion to Senior Lecturer based on the quality of their teaching performance as detailed in the teaching portfolio. Demonstrated currency in the field(s) taught will be reviewed for this promotion.

*Service:*

Special faculty are not required to serve on University or College committees. However, service to the Department is expected by taking part in Departmental governance.

**Merit Evaluation**

According to the Department of Accounting and Information Systems’ individual discipline salary plans (See Appendix 3), merit awards are in recognition of achievement beyond expected normal levels of performance. The Department of Accounting and Information Systems will base merit decisions on evidence that the candidate for merit has achieved and exceeded the minimum expectations set forth in the candidate's Faculty Activity Plan, the Department Plan, the College Plan, and the CBA.

All faculty who were full time during the evaluation period are eligible for merit bonus awards. To be eligible for a merit bonus award, an individual must meet
expected normal levels of performance in teaching, intellectual contribution, and service. Consideration for merit will be by self-nomination. Candidates will submit relevant, factual information supporting their nomination as requested on the Department's Merit Evaluation form (See Appendix 5).

If merit money should become available, the Department Chair will issue a call for nominations for merit. The Department Chair and the Department Personnel Committee will undertake separate evaluations of the submitted nominations. The DPC will submit their evaluation of the applications for merit to the Department Chair.

Appendix 5 contains definitions of normal performance and excellent performance in each merit category. The CBA, the College Plan, and the Department Plan in cases of conflict supersede Appendix 5.

**Emeritus Faculty Status**

Emeritus status will be granted to retiring faculty by a majority vote of full time Department of Accounting and Information Systems faculty. The criterion to be used is achieved excellence in teaching, intellectual contributions, and service to University, College, Department, community, and profession over the candidate’s entire career in the Department of Accounting and Information Systems.

**Graduate Faculty Status**

The faculty of the Department of Accounting and Information Systems, as part of our mission, support the Masters of Business Administration program through recruiting and retaining high quality faculty who meet University and College requirements for admission to the University graduate faculty. The Dean of Graduate Studies sets the requirements for admission to graduate faculty status. The College plan details the procedures for selection and review of graduate faculty. The College MBA Committee will review the MBA program’s list of graduate faculty and make changes to that list with the concurrence of the Dean.

**Responsibilities of the Chair**

The responsibilities of the Chair are set forth in two appended documents, Duties of the Department Chair (Appendix 1) and Chair Duties/Powers as Specified in 2000-04 CBA (Appendix 2).
Faculty Development Fund Distribution

The CBA states “Faculty development funds may be used for a variety of purposes, including, but not limited to, travel to conferences, attendance at national conferences and purchase of software or equipment.” The Department of Accounting and Information Systems will disburse the travel portion of these funds according to the College professional travel policy. The balance of the funds remaining will be managed by the department chairperson for purposes of faculty development including, but not limited to, faculty instructional training and the purchase of software and hardware. When available and appropriate, other department funds may also be used for professional development purposes.

Temporary Faculty

The Department of Accounting and Information Systems hires temporary adjunct faculty from time to time to meet its scheduling needs. Adjunct faculty will have a graduate degree in the appropriate field. If adjunct faculty have significant recent and relevant work experience, this degree requirement may be waived in extraordinary circumstances. Graduate assistants may also be placed as adjunct faculty when supervised by a full-time faculty member.

Adjunct faculty will use an approved syllabus and textbook. Their courses will meet content, evaluative, and grading standards as expected of full-time faculty in the relevant discipline. Full-time faculty in the relevant discipline will review the syllabus and evaluative materials to ensure that the course is meeting the requirements of the discipline.

At the end of each quarter and prior to the beginning of the next quarter, the Department Chair and/or program coordinator will review the student evaluations of the adjunct faculty and discuss those evaluations with the adjunct faculty. If necessary the Department Chair will suggest a plan for appropriate changes to improve teaching. Adjunct faculty who receive poor student evaluations or who are determined by the relevant full time faculty to have not met the minimum standards for the course will not be retained without a plan for improvement in place prior to the beginning of the next quarter of employment.

Directed Study Guidelines

The Department of Accounting and Information Systems’ Directed Studies Guidelines are appended as Appendix 6.

Department Governance

Department Committees

Department Personnel Committee:
The Department Personnel Committee (DPC) is comprised of three members of the Department elected by the Department faculty on staggered terms of three years. All full-time faculty will be eligible to vote in DPC elections as well as lecturers who have been members of the Department for at least three years. The CBA requires that personnel decisions be made by faculty at or above the rank of the faculty being evaluated. For this reason, only faculty who have achieved the rank of Associate Professor or above are eligible to serve on the DPC. An election shall be held early in spring quarter or when needed to select a new member of the DPC. The election will be held by secret ballot. The committee shall determine the Chair of the DPC.

The duties of the DPC include review and recommendations on faculty activity plans, tenure and promotion applications, merit applications, and other matters related to personnel issues as described in the CBA and College plan.

Other Department Committees:

The Department may from time to time establish ad hoc committees to review and make recommendations on various special issues.

Curriculum Development

Curriculum development is the responsibility of the faculty in the discipline(s) in question. Curriculum will be reviewed periodically per the College policy. The Dean’s office will initiate routine reviews of courses included in the common core.

Changes at the undergraduate level must be approved by a majority vote of the faculty in the discipline (accounting, MIS, business education, decision science). These changes then move forward to the Undergraduate Program Committee for approval at the program level and, finally, move to University level committees and councils.

Department Budget Review Process

The Department of Accounting and Information Systems maintains an open budget process. Department faculty may review the monthly Department budget reports upon request to the Department Chair, or Department secretary in the absence of the Chair. The Department Chair will report to the faculty on major budget decisions and allocations.

Assessment Plans

The CBA requires that each Department develop program assessment plans that formalize outcome measurement activities. The plan must include comprehensive measures of student competency in the majors. This assessment plan is to be a part of the Department plan. The programs offered by the Department of Accounting and Information Systems are evaluated
on a regular basis by the AACSB-International accreditation review, the Northwest Association of Schools and Colleges (NASC) accreditation review, and the regular review conducted for the Higher Education Coordinating Board of the State of Washington. Procedures used for these assessments are detailed in the College plan.

Evaluation of the individual undergraduate majors offered by the Department of Accounting and Information Systems is accomplished through each of the following:

- Informal discussions with alumni and area employers to determine knowledge, skills, and abilities that should be developed in and reinforced by the academic curriculum. These discussions take place on a routine basis. Advisory boards are also used to provide assessment data and to make suggestions as to curricular content and learning activities that will incorporate personal development and other professional skills.

- Utilization of student databases and surveys to indicate where and when programs should be delivered and to assess the nature of the student inputs to the program.

- Regular review of topical coverage in the majors by faculty teaching in the area.

- Exit surveys of students in the business capstone course to determine levels of student satisfaction with program and program delivery.

- Evaluation of student performance in the business capstone course to determine levels of achievement with respect to program learning goals and objectives.

- Monitoring faculty portfolios to assess whether faculty have participated in activities designed to maintain currency in business and profession-specific knowledge.

- Monitoring student evaluations of faculty to determine whether faculty are being utilized in courses where the faculty member is most effective.

Information obtained from discussions with employers, alumni, advisory boards, and faculty teaching in similar programs at other colleges and universities will be considered in determining content of the curriculum and methods of delivering the curriculum. Information obtained from student assessment will be used to determine how to improve program delivery with respect to location, type of program, and utilization of available inputs. Information on actual student outcomes will be used to determine necessary changes in the educational process.

Review of curricular content, pedagogy, and program activities will be a continuous, ongoing process. As assessment activities reveal areas that need to be strengthened, changes in the curriculum and programs will be implemented.

The faculty of the Department of Accounting and Information Systems have developed program goals for the curricula:
Graduates of the Department of Accounting and Information Systems will:

- Demonstrate skill in computer-based technologies
- Demonstrate effective use of language, fluidity and clarity of expression, and appropriate structure in written and verbal communication
- Demonstrate mastery of knowledge gained in the major
- Understand and apply concepts, principles, procedures and theories in appropriate ways
- Demonstrate the ability to solve problems using inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments
- Identify and analyze a problem
- Gather, organize and compare information
- Analyze elements and relationships
- Clarify and judge alternatives
- Summarize a solution or select a course of action

Appendix 7 lists more specific learning objectives for all students in Department of Accounting and Information Systems programs and for students in each of our majors.
Appendix 1--Duties of the Department Chair
(Final Version October 2000: Approved by President’s Cabinet November 2000)

In conjunction with the reorganization of the collegiate and Departmental structure, a review was undertaken of the role of the Department Chair. While the Chair has always been seen as an integral part of the functioning of the university, there has not been a general statement of expectations, responsibilities, and authority. College plans have dealt with the role of the Chair with varying levels of specificity. This statement is designed to include the full range of the Chair’s duties and responsibilities to the Department, the college/school, and the university. In this statement, the Chair is viewed as an integral part of the administrative team of the university as well as closely tied to the Department faculty.

It is anticipated that this statement of the role of the Department Chair would be implemented across the university as a single statement of expectations for occupants of these positions, through incorporation in college plans or university policy.

The Role of the Department Chair

The Department Chair is the chief administrative officer of the academic Department and reports administratively to the dean of the college. The Chairs report to, and are informed and advised by, the collective expertise of their faculty. The Chair is expected to provide effective leadership to Accounting and Information Systems in the operation of the Department within college and university policies and goals. The Chair is also expected to provide leadership to the Department focused on achieving excellence in instruction and scholarship, as well as equity, and due process in Department decision-making.

Specifically, the Department Chair is expected to perform, in an effective manner, the following duties:

Leadership
1. Identify and lead the Department in accomplishing Department, college, and university goals.
2. Represent the Department to the college, the university, and the community.
3. Represent the college and the university to the Department.
4. Foster innovative teaching methods and curriculum development leading to improved student learning.
5. Develop and implement processes to encourage and support scholarship and research.
6. Support faculty, staff, and students in their responsibilities and professional development; encouraging initiative, innovation, and collegiality.
7. Administer university policies and procedures including the Collective Bargaining Agreement. Administration includes the exercise of delegated university disciplinary authority and participation in the grievance process.
8. Support fund-raising and development efforts of the college and university.
9. Establish and maintain positive, professional relationships with external constituency groups.
Communication and Inter-Intra Personal Skills
1. Be accessible to the administration, faculty, staff, and students for timely fulfillment of the Chair’s duties.
2. Establish positive, collegial working relations with all elements of the university.
3. Facilitate open communication within the university.
4. Improve alumni relationships by maintaining continuing relationships with students who have left the university.

Fiscal Accounting and Information Systems
1. Manage all Departmental budgetary matters including budget requests, salary enhancements, supply and equipment dollar allocations, expenditures, budget planning, as well as those budget responsibilities associated with grants and contracts within the Department.
2. Manage Departmental inventory and equipment. This responsibility includes periodically informing the dean as to the quality, adequacy, maintenance, repair, and replacement needs relating to Departmental equipment.

Program Accounting and Information Systems
1. Manage faculty workload in accord with Department, college and university policy and goals. This responsibility includes making student advising assignments, making instructional assignments of faculty, and scheduling academic year and summer offerings of the Department consistent with a student-centered university.
2. Develop and implement student recruitment and retention programs for the Department. This would include programs such as methods of detecting early warning signs of academic difficulties; adequate, student-oriented advising availability; programs for contacting “stop-outs” or potential stop or dropouts; creating opportunities for faculty-student contact outside of the classroom through student organizations, speakers, or social events; cooperating with career planning staff; and follow-up with alumni regarding placement or graduate school concerns.
3. Oversee the development and execution of Departmental programs and curricula.
4. Respond to requests for information from the college, the university, and the community.
5. Develop and execute the Department’s end-of-program assessment(s). This would include regular assessment of overall student satisfaction, execution of internal and external program reviews, and incorporation of assessment results into program or instructional changes.
6. Facilitate the maintenance of updated Department course transfer equivalencies. When appropriate, this will include responsibility for Departmental information required for an automated degree audit system.

Personnel Accounting and Information Systems
1. Administer and coordinate all personnel processes relating to faculty and staff evaluation in accord with relevant policies, including the preparation and oversight of all faculty plans and statements of staff expectations and evaluations.
2. Review quarterly the evaluations on all faculty from all university coursework offered by the Department.
3. Facilitate faculty and staff development, i.e. personal and professional development, service training, cross-training, and awareness of various campus services.
4. Develop and/or update print and electronic promotional materials for the Department’s academic programs.
5. Manage faculty and staff recruitment.
6. Supervise Departmental support staff, delegate staff work, and evaluate staff performance.
7. Resolve conflicts within the Department in a fair manner.

Additional Issues

Additional issues related to the position of Department Chair need to be addressed; e.g. compensation including the academic-year stipend, released/assigned time during academic year, summer compensation, and relation of stipend/released time to size/complexity of Department. These issues, since they relate to budget, will be addressed later through the budget process.
Appendix 2--Chair Duties/Powers as Specified in 2000-04 CBA

Chapter II .C.3. Evaluation of Chair's Performance. Department Chairs shall be reviewed annually. The dean will conduct that review. Faculty will evaluate the Chairs at least every two years. The Chair will be reviewed based on the duties and responsibilities assigned through the college and Departmental plans. The results of the review will be shared with the Department Chair. If needed, a plan will be developed jointly by the dean and the Chair for improvement. Based on evaluation of performance, the Chair may be removed by the dean or the Department may initiate an advisory recall vote of the Chair. The dean shall conduct the vote in the Department. The Chair may resign at any time.

Chapter II.G.2(b)(i) Changes in faculty development plans are possible where they “are mutually agreed upon by the faculty member, Department Chair, Departmental personnel committee, and dean.”

Chapter II.G.2(b)(ii) Full-time faculty on probationary status will be evaluated annually by the Department Chair and by the Departmental and/or unit personnel committee to determine reappointment during the first three years . . .”

Chapter II.G.2(b)(iii) “When a faculty member is re-appointed (following evaluation for retention) in the first three years, the Department Chair shall prepare a summary of evaluations which shall be reviewed by the unit dean. The Chair shall then provide a copy of this summary to the faculty member for discussion.”

Chapter II.G.2(b)(v) “Persons on probationary appointment shall in the spring of their third year at Eastern be subject to a cumulative evaluation by the personnel committee of the Department and/or unit . . ., and by the Department Chair independently, each of which shall forward a recommendation to the unit dean . . .”

Chapter II.K.2 There will be a regular evaluation of each dean; biennial evaluation by Department Chairs in conjunction with the provost’s annual evaluation and by college faculty at least every five years.

Chapter II.E.1(d) Emeritus tenured faculty who are eligible for retirement under subtopic 610-040 and who are recommended by the Personnel Committee of his/her employing Department, the Department Chairperson representing the faculty, the dean of his/her college, and the provost may be awarded emeritus status.

Chapter II.F.3. Faculty recruitment is primarily the responsibility of the Departments or other units involved. . . . Although the Department Chair or designee will coordinate activities, Department members, or a committee representing them, and the unit dean shall be involved in the review of credentials and interview with candidates.

Chapter II. H.4.c.(ii) Persons who receive notice of non-renewal of a probationary appointment shall, on their request, be provided by the senior vice president for academic
affairs and provost with a written statement of reasons for the decision. Unless specifically
delegated in writing by the senior vice president for academic affairs and provost, no other
person or committee is authorized to issue such a statement of reasons for the decision. The
statement need not allude to reasons of incompetence but shall be based on the
recommendation of the Department Chair, the Departmental personnel committee, the
academic dean, the college personnel committee, the senior vice president for academic
affairs and provost, and the president.

Chapter II. I. 5(b) Faculty With Less Than Any of the Above Qualifications. Faculty with
qualifications less than those listed above may be considered, provided they are nominated
by their Department Chair, their Department personnel committee, and their unit dean.

Chapter II. I.6d. Scope of Evidence. The academic units shall consider all written evidence
provided by the Department Chair, personnel committees, and other knowledgeable
individuals. The minimum list of written evidence shall include letters from the Department
Chair (except that when conflicts of interest are present, a suitable substitute will be found)
and the Department personnel committee.

Chapter II. I.6.e Student evaluations must be presented for every class taught in the most
recent four quarters. The candidates and/or their Department Chair may request the
deletion of student evaluations; request will have to be approved at the unit level and could
involve (a) very small classes, (b) courses taught outside the candidate's field, (c) courses
taught on an overload basis, or (d) extenuating circumstances (illness, etc.).

Chapter II. I.6.f. Evaluation Differences. Where there are substantial differences between
the evaluations of a Department Chair and a Department personnel committee, every effort
shall be made to reconcile the difference before the evaluations are sent forward to another
level.

Chapter II. I.6.1. Recommendations for retention, tenure, and promotion begin with the
Department Personnel Committee. This recommendation is passed to the Department Chair.
If the Chair and Department Personnel Committee are in agreement (a positive
recommendation), then one combined recommendation goes from the Department to the dean
and college personnel committee. If the Chair and the Department personnel committee are
in agreement on a negative recommendation, then no recommendation goes forward for
promotion decisions unless the faculty member involved requests a reconsideration.
Negative recommendations on tenure will go forward, but the faculty member may request
reconsideration at the Department level. Reconsideration means that the Chair and the
Department personnel committee reconsider the decision in light of additional information
and explanations given by the faculty member. Following the reconsideration, the
recommendation goes to the next highest level regardless of the decision. If there is
disagreement between Chair and the Department Personnel Committee, the Chair meets
with the Department Personnel Committee in an attempt to resolve disagreement. If there is
still disagreement, both recommendations are forwarded to the dean and college personnel
committee.
Chapter III.B.5(b). Years of Service. These are the years of full-time faculty employment at Eastern Washington University, less years for which a professional development increment was denied, plus additional years agreed to at the time of hiring by the Department Chair, the dean of the college, and the provost.

Chapter III.k.A.1. Identification and Coordination of Support Resources. Individual faculty development plans, Department plans, and college plans will identify support needs for teaching and research. Chairs of Departments and deans shall be responsible for identifying and coordinating available university resources to address needs specified in these plans.

Chapter III.k.A.2. Inventory of Support Resources. In order to assist deans and Department Chairs in meeting these responsibilities, the university shall undertake to inventory all available university resources for support and development of teaching and research.

Chapter VI. Personal Absence – All faculty absences including short term illnesses shall be reported to the Department Chair. Absences other than for short term illness requires the approval of the Chair. The faculty member and the Department Chair shall be responsible for arranging to cover or reschedule classes missed by absence.

Chapter VI. “Faculty members may request (through their Department Chair and dean) leave without pay for periods of one quarter or more . . .”

Chapter V.A.3. The university will make its best efforts to plan needed changes in educational programs so as to minimize sudden unexpected shifts of staffing of program units. In meeting changes brought about by shifts in student enrollment or program development it is frequently necessary to change the faculty allocation to a given Department or program unit. Such decisions shall be made by the senior vice president for academic affairs and provost in consultation with the deans and the Department Chairs in the units affected.

Chapter V.A. 5. If a program is considered for discontinuance, the senate shall designate a faculty committee to work with the senior vice president for academic affairs and provost, the appropriate deans and Chairs of the units concerned and the UFE to develop an institutional response. This group will report to the senate and to the president. The final responsibility for institutional action shall rest with the president.

Chapter VI. E. Procedural Steps- 1. Informal. When there is an apparent dispute between a faculty member and the dean or other immediately involved administrator, there will be an informal meeting between the parties to attempt to resolve the dispute before filing for dispute resolution. If the Department Chair is involved, an informal meeting with the Chair is encouraged before filing Level I documents.

Appendix IV. Mutual Accountability.” . . 4. that there will be regular evaluation of Department Chairs by faculty at least every two years and annually by the dean;
Appendix IV. Mutual Accountability 5. "that there will be regular evaluation of each dean, biannual evaluation by Department Chairs in conjunction with provost's evaluation, and evaluation by faculty at least every five years."
Appendix 3—Accounting and Information Systems Department Individual Discipline Salary Plans, 10/19/93

PERFORMANCE APPRAISAL AND INCENTIVE SYSTEM FOR DEPARTMENT OF ACCOUNTING AND INFORMATION SYSTEMS

ACCOUNTING PROGRAM

I. Minimum performance levels for the Accounting and Information Systems Department faculty include the categories of Teaching Effectiveness, Research and Scholarship, Professional Interaction and Development, and University and Community Service. (Activities listed under meritorious performance are also to be considered toward satisfying minimum performance levels, but may not be listed under the minimum due to the fact that such activities may lead to a merit allocation, when appropriate.)

A. Teaching Effectiveness

The following factors, when satisfied, constitute the minimum performance levels for teaching effectiveness.

1. Maintenance of course currency: revising and updating course content and materials as appropriate, working effectively with colleagues on course and curriculum improvement, and related development efforts.
2. Preparation and distribution of course syllabi for all courses taught.
3. Meeting class assignments as scheduled in accordance with University requirements, except when sick, injured or absent due to other good cause such as attending a Department approved meeting. Faculty should notify the Chair’s office in advance of all absences, except when it is not feasible to do so due to an unforeseeable emergency.
4. Cooperation with the Department Chair and flexibility in accepting teaching assignments.
5. Student advisement and regular availability to students at both the Cheney and Spokane campuses by telephone, email, and/or office contact.
6. Maintenance of adequate communication skills.
7. Faculty members must maintain an acceptable student evaluation rating. Faculty are expected to progress toward a goal of a yearly median student rating no less than 6.0 on the AIS Department 9-point scale. All courses must be evaluated. Faculty members electing not to be evaluated in any course are deemed not to have met the minimum performance standards. Faculty who teach courses out of their discipline, new or highly innovative courses, or while sick or injured may negotiate a lower standard with the Chair. (It is anticipated that the AIS Department student evaluation form will be revised within the next year.)
B. Professional Interaction and Development

The following factors, when satisfied, constitute the minimum performance level for Professional Interaction and Development.

1. Membership in at least one professional accounting or law organization (excluding honorary fraternities). (This standard will be evaluated by the Chair in the light of a special faculty member’s pay versus the unreimbursed cost of such a membership.)
2. Attendance at two professional accounting or law meetings per year. Internal meetings may count as one such meeting.

C. Research and Scholarship (Note: This section does not apply to special faculty.)

Any two of the following constitutes minimum performance.

1. Attending one workshop on a teaching, accounting, or business law topic. (This is encouraged but not required for special faculty.)
2. Being a resource person for reviewing colleagues’ papers.
3. Presenting a workshop on an accounting, business law, management information systems, or teaching topics for AIS faculty.
4. Being moderator, discussion panelist, or presenter at a professional presentation or meeting.
5. Giving speeches to professional societies such as the IMA or the WSCPA.
6. Items listed under meritorious research and scholarship below will also count toward meeting the minimum standards. However, less weight will be given to an item for merit that is "double counted."

D. University and Community Service (Note: This section does not apply to special faculty.)

Active participation in two of the following constitutes the minimum performance level of University and Community Service.

1. Member of University-wide committee(s).
2. Member of College of Business and Public Administration committee(s).
3. Member of an AIS Department committee.
4. Member of ad hoc project committee or study group.
5. Advisor and/or officer of a campus organization or a professional accounting or management information systems organization.
6. Donation of various kinds of professional accounting services to campus and/or community organizations.
7. Participation in the University’s speaker’s bureau or in any relevant organization.
8. Other service efforts that make a significant contribution to the effectiveness, morale, or goals and objectives of the AIS Department, College, or University.

II. Factors for Merit Consideration. In the AIS Department, “meritorious performance” is defined as performance exceeding the minimum requirements in one or more of the separate areas of Teaching Effectiveness, Professional Interaction and Development, Research and Scholarship, and University and Community Service that results in faculty contributions to achievement of Department goals and objectives. For some faculty, meritorious performance may consist of activities well above the minimum in one area. Other faculty may prefer to achieve meritorious performance by achieving in two or more areas in which case a less demanding level of performance is expected in each area. Department goals are an integral part of merit considerations.

The AIS Department faculty explicitly recognizes the need for a flexible approach and trade-offs among faculty interests and areas of expertise to accomplish the AIS Department’s goals through faculty performance exceeding minimum requirements. The need for specification of goals and coordination of faculty efforts to achieve these goals is also recognized. Negotiation between the AIS Department Chair and individual faculty members may be necessary to establish faculty activity expectations for accomplishment of goals and to balance faculty and Department interests.

A. Activities Constituting Meritorious Performance:

The list of criteria in part B below shall be used as a guideline in coordinating the faculty activities qualifying for meritorious performance. Such criteria shall be used in conjunction with Department goals and objectives discussed below:

1. Each academic year the AIS Department will review and/or establish Department objectives and goals for the following academic year within the framework of long-term objectives and goals. Goals will be stated as explicitly as possible. These goals will be attached to the Department Plan each year.

2. The AIS Department Chair is delegated the responsibility for coordinating the proposed faculty activities in excess of the minimum performance levels. In coordinating the effort of the AIS Department faculty toward Department goals and objectives, the Chair must recognize the need to balance faculty and Department interests.

3. On the appropriate date each year, each faculty member requesting merit will submit to the AIS Department Chair a portfolio (or detailed statement) of accomplishments for the preceding evaluation period. The portfolio will be divided into four sections: 1) teaching effectiveness, 2) professional interaction and development, 3) research and scholarship, and 4) university and community service. A
summary clearly identifying those accomplishments used to meet the minimum performance levels and those demonstrating achievement beyond expected levels of performance in each of the four areas will comprise the portfolio. The AIS Department Chair will determine whether each faculty member has met the minimum requirements and evaluate those accomplishments demonstrating excellence beyond the minimum requirements. The Dean shall evaluate the Department Chair for merit.

4. In cases involving disputes between an individual faculty member and the AIS Department Chair (either in definition of meritorious activities, fulfillment of individual expectations, or in proper recognition thereof), the AIS Department Personnel Committee shall serve in an advisor’s and mediator’s capacity. Either the faculty member involved in the dispute or the Chair may convene the DPC.

B. Meritorious Performance Activity Criteria:

1. Teaching Effectiveness
   a. Innovative curriculum development and review for new or existing courses or course segments.
   b. Experimentation with and/or employment of contemporary multimedia educational technology or pedagogy and assessment.
   c. Other items relating to instructor or student/colleague interaction as may be appropriate (as illustrations: interactive learning, outcomes assessment, writing across the curriculum, etc.).

2. Professional Interaction and Development Activities
   a. Consulting report(s).
   b. Keynote/banquet speech(es).
   c. Consulting assignments and seminars presented.
   d. Service on local, regional, or national committees of professional organizations in the individual’s area of expertise.
   e. Editor or referee for an academic or professional publication.
   f. Member of a professional accounting, business law, or management information systems organization committee or sub-committee.
   g. Other suitable professional activities not covered elsewhere.

3. Research and Scholarship
   a. National and/or refereed publications in the faculty member’s field of teaching which are to be weighted higher
      1. Journal article(s)
      2. Papers (published in refereed meeting proceedings)
      3. Textbook(s)
4. One or more chapters of a book
5. Non-textbook(s)
6. Monograph(s)

b. All other non-refereed publications which will receive less weight than a. above
   1. Article in non-refereed journal/magazines
   2. Professional speech and/or presentation of a paper at an association meeting
   3. Working paper (in published series)
   4. Case
   5. Book review
   6. Teaching notes to published cases
   7. Statistical report in local or regional publication
   8. Article published in newsletter(s)
   9. Non-refereed paper published in proceedings
   10. Non-textbook teaching materials (e.g., textbook, study guide, instructor’s manual)
   11. Discussant/panelist or paper reviewer for a professional meeting
   12. Other (e.g., if one has written a book or practice set and is in the process of finding a publisher, and is currently using reproductions of the manuscript in his/her classroom teaching.)

4. Service to the University and College of Business and Public Administration: Consideration for Meritorious Achievement will be based on service efforts over and above the minimum performance levels as discussed in Part I, Section D above.
I. Minimum performance levels for the Accounting & Information Systems Department faculty include Teaching Effectiveness, Professional Interaction and Development, Research and Scholarship, and University and Community Service.

A. Teaching Effectiveness

The following factors, when satisfied, constitute the minimum performance levels for teaching effectiveness.

1. Maintenance of course currency: revising and updating course content and materials as appropriate, working effectively with colleagues on course and curriculum improvement, and related development efforts.

2. Preparation and distribution of course syllabi for all courses taught.

3. Meeting class assignments as scheduled in accordance with University requirements, except when sick, injured or absent due to other good cause such as attending a Department approved meeting. Faculty should notify the Chair’s office in advance of all absences, except when it is not feasible to do so due to an unforeseeable emergency.

4. Cooperation with Department Chair (as well as the IS program director when one is designated) and flexibility in accepting teaching assignments.

5. Student advisement and regular availability to students at both the Cheney and Spokane campuses by telephone, email and/or office contact.

6. Maintenance of adequate communication skills.

7. Faculty members must maintain an acceptable student evaluation rating. Faculty are expected to progress toward a goal of a yearly median student rating no less than 6.0 on the AIS Department 9-point scale. All courses must be evaluated. Faculty members electing not to be evaluated in any course are deemed not to have met the minimum performance standards. Faculty who teach courses out of their discipline, new or highly innovative courses, or while sick or injured may negotiate a lower standard with the Chair. (It is anticipated that the AIS Department student evaluation form will be revised within the next year.)

B. Professional Interaction and Development

The following factors, when satisfied, constitute the minimum performance level for Professional Interaction and Development.
1. Membership in at least one professional information systems organization (excluding honorary fraternities).

2. Attendance at two information systems meetings per year (which will include workshops, informational session, et al.).

C. Research and Scholarship

Any two of the following constitutes minimum performance.

1. Attending one workshop on a teaching, or information systems topic.
2. Being a “Resource Person” for reviewing colleague’s papers.
3. Presenting a workshop on management information systems or teaching topic for management information systems and/or accounting faculty.
4. Being moderator, discussion panelist or presenter at a professional presentation or meeting.
5. Documented research in progress.
6. Giving speeches to professional societies such ACM, DSI or AITP.
7. Items listed under meritorious research and scholarship below will also count toward meeting the minimum standards. However, less weight will be given to an item for merit that is “double counted.”

D. University and Community Service

Active participation in two of the following constitutes the minimum performance level of University and Community Service.

1. Member of University-wide committee(s).
2. Member of College of Business and Public Administration committee(s).
3. Member of Department of Accounting & Information Systems committee.
4. Member of ad hoc project committee or study group.
5. Advisor and/or officer of campus organization or a professional management information systems organization.
6. Donation of various kinds of professional information systems services to campus and/or community organizations.
7. Participation in the University’s speaker’s bureau or in any relevant organizations.
8. Other service efforts that make a significant contribution to the effectiveness, morale, or goals and objectives of the AIS Department, College, or University.

II. Factors for Merit Consideration

In the AIS Department, “Meritorious Performance” is defined as performance exceeding the minimum requirements in one or more of the separate areas of
Teaching Effectiveness, Professional Interaction and Development, Research & Scholarship, and University and Community Service that results in faculty contributions to achievement of Information Systems program and/or Accounting Information Systems Department goals and objectives. For some faculty, meritorious performance may consist of activities far above the minimum in one area. Other faculty may prefer to achieve meritorious performance by achieving in two or more areas in which case a less demanding level of performance is expected in each area. Department goals are an integral part of “merit” considerations and by extension so are IS program goals.

The AIS Department faculty explicitly recognized the need for a flexible approach and trade-offs among faculty interests and areas of expertise to accomplish the AIS Department’s goals through faculty performance exceeding minimum requirements. The need for specification of goals and coordination of faculty efforts to achieve these goals is also recognized. Negotiation between the AIS Department Chair and individual faculty members may be necessary to establish faculty activity expectations for accomplishment of goals and to balance faculty and Department interest.

A. Activities Constituting Meritorious Performance:
The list of criteria in part B below shall be used as a guideline in coordinating the faculty activities qualifying for meritorious performance. Such criteria shall be used in conjunction with Department goals and objectives as discussed below:

1. Each spring quarter the Information Systems program will review and/or establish program objectives and goals for the following academic year within the framework of long-term objectives and goals. Goals will be stated as explicitly as possible. These goals will be attached to the AIS Department plan each year.

2. The AIS Department Chair is delegated the responsibility for coordinating the proposed faculty activities in excess of the minimum performance levels. In coordinating the effort of the program and Department faculty toward Department goals and objectives, the Chair must recognize the need to balance faculty and Department interests.

3. On the appropriate date each year, each faculty member requesting merit will submit to the AIS Department Chair a portfolio of accomplishments for the preceding evaluation period. The portfolio will be divided into four sections: 1) teaching effectiveness, 2) professional interaction and development, 3) research and scholarship, and 4) university and community service. A summary clearly identifying those accomplishments used to meet the minimum performance levels and those demonstrating achievement beyond expected levels of performance in each of the four areas will comprise the portfolio. The AIS Department Chair will determine whether each faculty member has met the minimum requirements and evaluate those accomplishments demonstrating excellence beyond the minimum requirements.
4. In cases involving disputes between an individual faculty member and the AIS Department Chair (either in definition of meritorious activities, fulfillment of individual expectations, or in proper recognition thereof), the AIS Department Personnel Committee shall serve in an advisory and mediator capacity. Either the faculty member involved in the dispute or the AIS Department Chair may convene the Personnel Committee.

B. Meritorious Performance Activities:

1. Teaching Effectiveness
   a. Innovative curriculum development and review for new or existing courses or course segments.
   b. Conducting or teaching related workshops
   c. Experimentation with and/or employment of contemporary multimedia education technology.
   d. Other items relating to instructor or student/colleague interaction as may be appropriate (as illustrations: interactive learning, outcomes assessment, writing across the curriculum, etc.)
   e. Attendance at teaching workshops

2. Professional Interaction and Development Activities
   a. Consulting report(s).
   b. Keynote or banquet speech(es).
   c. Professional speech and/or presentation of a paper at an association meeting.
   d. Consulting assignments and seminars presented.
   e. Service on local, regional or national committees of professional organizations in the individual’s area of expertise.
   f. Editor for academic/professional publication.
   g. Member of professional management information systems organization committee or sub-committee.
   h. Other suitable professional activities not covered elsewhere.

3. Research and Scholarship
   a. National and/or refereed publications which are to be weighted higher
      1. Article
      2. Papers
      3. Textbook
      4. One or more chapters of a book
      5. Non-textbook
      6. Monograph
   b. All other non-refereed publications
      1. Article in non-refereed journal/magazines
      2. Working paper (in published series)
3. Case
4. Book review
5. Teaching notes to published cases
6. Statistical report in local/regional publication
7. Article published in newsletter(s)
8. Non-refereed paper published in proceedings
9. Non-textbook teaching materials (e.g., textbook, study guide, instructor’s manual)
10. Discussant/panelist or paper reviewer for a professional meeting
11. Other (e.g., if one has written a book, is in process of finding publisher, and is currently using reproductions of the manuscript in his classroom teaching)
12. Documented research in progress.

4. Service to the University and College of Business and Public Administration

Consideration for Meritorious Achievement will be based on service efforts over and above the minimum performance levels as discussed in Part I, Section D of this document.
I. Minimum performance levels for the Decision Sciences faculty include the categories of teaching effectiveness, scholarly activity, and university and community service.

A. Teaching Effectiveness

The following factors, when satisfied, constitute the minimum performance levels for teaching effectiveness.

1. Maintenance of course currency: revising and updating course content and materials as appropriate, working effectively with colleagues on course and curriculum improvement, and related development efforts.
2. Preparation and distribution of course syllabi for all courses taught.
3. Meeting class assignments as scheduled in accordance with University requirements, except when sick, injured, or absent due to other good cause such as attending a Department approved meeting. Faculty should notify the Chair’s office in advance of all absences, except when it is not feasible to do so due to an unforeseeable emergency.
4. Cooperation with Department Chair and flexibility in accepting teaching assignments.
5. Student advisement and regular availability to students at both the Cheney and Spokane campuses by telephone, email, and/or office contact.
6. Maintenance of adequate communication skills.
7. Faculty members must maintain an acceptable student evaluation rating. Faculty are expected to progress toward a goal of a yearly median student rating no less than 6.0 on the AIS Department 9-point scale. All courses must be evaluated. Faculty members electing not to be evaluated in any course are deemed not to have met the minimum performance standards. Faculty who teach courses out of their discipline, new or highly innovative courses, or while sick or injured may negotiate a lower standard with the Chair. (It is anticipated that the AIS Department student evaluation form will be revised within the next year.)

B. Scholarly Activity

Any two of the following constitute minimum performance.

1. Membership in at least one professional organization (American Statistical Association, Decision Sciences Institute, etc.).
2. Publications

   a. Refereed Publications
      1. Journal article
      2. Papers (published in refereed meeting proceedings)
      3. Textbook
4. One or more chapters of a book
5. Non-textbook
6. Monograph

b. All Other Non-Refereed Publications
1. Article in non-refereed journal/magazines
2. Working paper (in published series)
3. Case
4. Book review
5. Teaching notes to published cases
6. Report in local/regional publication
7. Article published in newsletter(s)
8. Non-refereed paper published in proceedings
9. Non-textbook teaching materials (e.g., textbook, study guide, instructor’s manual)
10. Discussant/panelist or paper reviewer for a professional meeting
11. Other (e.g., if one has written a book, is in process of finding publisher, and is currently using reproductions of the manuscript in his classroom teaching)

3. Conference Presentations
   a. National
   b. Regional

4. Articles Under Review
5. Research in Progress
6. Grants and Awards

C. University and Community Service (Note: this section does not apply to special Faculty.)

Active participation in two of the following constitutes the minimum performance level of University and Community Service.

1. Member of University-wide committee(s).
2. Member of College of Business and Public Administration committee(s).
3. Member of Department of Accounting & Information Systems committee.
4. Member of ad hoc project committee, study group or task force.
5. Advisor and/or officer of campus organization or a professional accounting or management information systems organization.
6. Donation of various kinds of professional services to campus and/or community organizations.
II. **Factors for Merit Consideration**

In the AIS Department, “Meritorious Performance” is defined as performance exceeding the minimum requirements in one or more of the separate areas of Teaching Effectiveness, Scholarly Activity, and University and Community Service that results in faculty contributions to achievement of Accounting & Information Systems Department goals and objectives. For some faculty, meritorious performance may consist of activities far above the minimum in one area. Other faculty may prefer to achieve meritorious performance by achieving in two or more areas in which case a less demanding level of performance is expected in each area. Program and Departmental goals are an integral part of “merit” considerations.

The AIS Department faculty explicitly recognize the need for a flexible approach and trade-offs among faculty interests and areas of expertise to accomplish program and Departmental goals through faculty performance exceeding minimum requirements. The need for specification of goals and coordination of faculty efforts to achieve these goals is also recognized. Negotiation between the AIS Department Chair and individual faculty members may be necessary to establish faculty activity expectations for accomplishment of goals and to balance faculty and Department interest.

A. Activities Constituting Meritorious Performance:

The list of criteria in part C below shall be used as a guideline in coordinating the faculty activities qualifying for meritorious performance. Such criteria shall be used in conjunction with Department goals and objectives discussed below.

1. Each spring quarter the Decision Science program will review and/or establish program objectives and goals for the following academic year within the framework of long-term objectives and goals. Goals will be stated as explicitly as possible. These goals will be attached to the AIS Department plan each year.

2. The AIS Department Chair is delegated the responsibility for coordinating the proposed faculty activities in excess of the minimum performance levels. In coordinating the effort of the program and Department faculty toward program and Department goals and objectives, the Chair must recognize the need to balance faculty with program and Department interests.
3. On the appropriate date each year, each faculty member will submit to the AIS Department Chair a portfolio of accomplishments for the preceding evaluation period. The portfolio will be divided into three sections: 1) Teaching Effectiveness, 2) Scholarly Activity, and 3) University and Community Service. A summary clearly identifying those accomplishments used to meet the minimum performance levels and those demonstrating achievement beyond expected levels of performance in each of the three areas will comprise the portfolio. The AIS Department Chair will determine whether each faculty member has met the minimum requirements and evaluate those accomplishments demonstrating excellence beyond the minimum requirements.

4. In cases involving disputes between an individual faculty member and the AIS Department Chair (either in definition of meritorious activities, fulfillment of individual expectations, or in proper recognition thereof), the AIS Department Personnel Committee shall serve in an advisory and mediator capacity. Either the faculty member involved in the dispute or the AIS Department Chair may convene the Personnel Committee.

B. Meritorious Performance Activities:

1. Teaching Effectiveness
   a. Innovative curriculum development and review for new or existing courses or course segments.
   b. Experimentation with and/or employment of contemporary multimedia educational technology or pedagogy and assessment.
   c. Other items relating to instructor or student/colleague interaction as may be appropriate (as illustrations: interactive learning, outcomes assessment, writing across the curriculum, etc.)
   d. Participation in workshops/conferences on improving student learning or improving teaching.

2. Scholarly Activity
   a. National and/or Refereed Publications
      1. Article
      2. Papers (published in refereed meeting proceedings)
      3. Textbook
      4. One or more chapters of a book
      5. Non-text book
      6. Monograph
b. All other non-refereed publications
   1. Article in non-refereed journal/magazines
   2. Working paper (in published series)
   3. Case
   4. Book review
   5. Teaching notes to published cases
   6. Statistical report in local/regional publication
   7. Article published in newsletter(s)
   8. Non-refereed paper published in proceedings
   9. Non-textbook teaching materials (e.g., textbook, study guide, instructor’s manual)
   10. Discussant/panelist or paper reviewer for a professional meeting
   11. Other (i.e., if one has written a book, is in process of finding a publisher, and is currently using reproductions of the manuscript in his/her classroom teaching)

c. Other professional activities
   1. Consulting report(s)
   2. Keynote/banquet speech(es)
   3. Professional speech and/or presentation of a paper at a professional meeting
   4. Consulting assignments and seminars presented
   5. Service on local, regional or national committees of professional organizations in the individual’s area of expertise.
   6. Editor for academic/professional publication
   7. Member of professional decision sciences organization committee or sub-committee.
   8. Other professional activities not covered elsewhere.

3. Service to the University and College of Business and Public Administration

   Consideration for meritorious achievement will be based on service efforts over and above the minimum performance levels as discussed in Part I, Section C of this document.
I. Minimum performance levels for the Accounting & Information Systems Department faculty include Teaching Effectiveness, Professional Interaction and Development, Research and Scholarship, and University and Community Service.

A. Teaching Effectiveness

The following factors, when satisfied, constitute the minimum performance levels for teaching effectiveness.

1. Maintenance of course currency: revising and updating course content and materials as appropriate, working effectively with colleagues on course and curriculum improvement, and related development efforts.
2. Preparation and distribution of course syllabi for all courses taught.
3. Meeting all class assignments as scheduled in accordance with University requirements, except when sick, injured or when attending a Department approved meeting.
4. Cooperation with Department Chair (as well as the BUED program director when one is designated) and flexibility in accepting teaching assignments.
5. Student advisement and regular availability to students at both the Cheney and Spokane campuses by telephone, email and/or office contact.
6. Maintenance of adequate communication skills.
7. Maintenance of a yearly median student rating no less than 6.0 on the AIS Department 9-point scale. All courses must be evaluated. Faculty members electing not to be evaluated in any course are deemed not to have met the minimum performance standards. Faculty who teach courses out of their discipline, new or highly innovative courses, or while sick or injured may negotiate a lower standard with the Chair. (It is anticipated that the AIS Department student evaluation form will be revised within the next year.)

B. Professional Interaction and Development

The following factors, when satisfied, constitute the minimum performance level for Professional Interaction and Development.

1. Membership in at least one professional business education organization (excluding honorary fraternities).
2. Attendance at two business education meetings per year (which will include workshops, informational sessions, et al.)

C. Research and Scholarship

Any two of the following constitutes minimum performance.
1. Attending one workshop on a teaching, or business education topic.
2. Being a “Resource Person” for reviewing colleagues’ papers.
3. Presenting a workshop on a business education or teaching topic for business education and/or AIS faculty.
4. Being moderator, discussion panelist or presenter at a professional presentation or meeting.
5. Giving speeches to professional societies such ACTE, NBEA, or ACTE-WA.

D. University and Community Service

Active participation in two of the following constitutes the minimum performance level of University and Community Service.

1. Member of University-wide committee(s).
2. Member of College of Business and Public Administration committee(s).
3. Member of Department of Accounting & Information Systems committee.
4. Member of ad hoc project committee or study group.
5. Advisor and/or officer of campus organization or a professional business education organization.
6. Donation of various kinds of professional business education services to campus and/or community organizations.
7. Participation in the University’s speaker’s bureau or in any relevant organizations.
8. Other service efforts that make a significant contribution to the effectiveness, morale, or goals and objectives of the AIS Department, College, or University.

II. Factors for Merit Consideration

In the AIS Department, “Meritorious Performance” is defined as performance exceeding the minimum requirements in one or more of the separate areas of Teaching Effectiveness, Professional Interaction and Development, Research & Scholarship, and University and Community Service that results in faculty contributions to achievement of Business Education program and/or Accounting Information Systems Department goals and objectives. For some faculty, meritorious performance may consist of activities far above the minimum in one area. Other faculty may prefer to achieve meritorious performance by achieving in two or more areas in which case a less demanding level of performance is expected in each area. Department goals are an integral part of “merit” considerations and by extension so are BUED program goals.

The AIS Department faculty explicitly recognized the need for a flexible approach and trade-offs among faculty interests and areas of expertise to accomplish the AIS Department’s goals through faculty performance exceeding minimum requirements. The need for specification of goals and coordination of faculty efforts to achieve
these goals is also recognized. Negotiation between the AIS Department Chair and individual faculty members may be necessary to establish faculty activity expectations for accomplishment of goals and to balance faculty and Department interest.

C. Activities Constituting Meritorious Performance:

The list of criteria in part B below shall be used as a guideline in coordinating the faculty activities qualifying for meritorious performance. Such criteria shall be used in conjunction with Department goals and objectives as discussed below:

1. Each spring quarter the Business Education program will review and/or establish program objectives and goals for the following academic year within the framework of long-term objectives and goals. Goals will be stated as explicitly as possible. These goals will be attached to the AIS Department plan each year.

2. The AIS Department Chair is delegated the responsibility for coordinating the proposed faculty activities in excess of the minimum performance levels. In coordinating the effort of the program and Department faculty toward Department goals and objectives, the Chair must recognize the need to balance faculty and Department interests.

3. On the appropriate date each year, each faculty member requesting merit will submit to the AIS Department Chair a portfolio of accomplishments for the preceding evaluation period. The portfolio will be divided into four sections: 1) teaching effectiveness, 2) professional interaction and development, 3) research and scholarship, and 4) university and community service. A summary clearly identifying those accomplishments used to meet the minimum performance levels and those demonstrating achievement beyond expected levels of performance in each of the four areas will comprise the portfolio. The AIS Department Chair will determine whether each faculty member has met the minimum requirements and evaluate those accomplishments demonstrating excellence beyond the minimum requirements.

4. In cases involving disputes between an individual faculty member and the AIS Department Chair (either in definition of meritorious activities, fulfillment of individual expectations, or in proper recognition thereof), the AIS Department Personnel Committee (DPC) shall serve in an advisory and mediator capacity. Either the faculty member involved in the dispute or the AIS Department Chair may convene the DPC.

D. Meritorious Performance Activities:

1. Teaching Effectiveness
   a. Innovative curriculum development and review for new or
existing courses or course segments.
b. Conducting or teaching related workshops
c. Experimentation with and/or employment of contemporary multimedia education technology.
d. Other items relating to instructor or student/colleague interaction as may be appropriate (as illustrations; interactive learning, outcomes assessment, writing across the curriculum, etc.)
e. Attendance at teaching workshops

2. Professional Interaction and Development Activities
   a. Consulting report(s).
   b. Keynote or banquet speech(es).
   c. Professional speech and/or presentation of a paper at an association meeting.
   d. Consulting assignments and seminars presented.
   e. Service on local, regional or national committees of professional organizations in the individual’s area of expertise.
   f. Editor for academic/professional publication.
   g. Member of professional business education organization committee or sub-committee.
   h. Other suitable professional activities not covered elsewhere.

3. Research and Scholarship
   a. National and/or refereed publications in the faculty member’s field of teaching, which are to be weighted higher
      1. Article
      2. Papers
      3. Textbook
      4. One or more chapters of a book
      5. Non-textbook
      6. Monograph
   b. All other non-refereed publications
      1. Article in non-refereed journal/magazines
      2. Working paper (in published series)
      3. Case
      4. Book review
      5. Teaching notes to published cases
      6. Statistical report in local/regional publication
      7. Article published in newsletter(s)
      8. Non-refereed paper published in proceedings
      9. Non-textbook teaching materials (e.g., textbook, study guide, instructor’s manual)
      10. Discussant/panelist or paper reviewer for a professional meeting
11. Other (e.g., if one has written a book, is in process of
    finding publisher, and is currently using reproductions
    of the manuscript in his/her classroom teaching)
12. Documented research in progress.

4. Service to the University and College of Business and Public
   Administration Consideration for Meritorious Achievement will be based
   on service efforts over and above the minimum performance levels as
   discussed in Part I, Section D of this document.
Appendix 4—Scholarly Activity/Journal Article Equivalencies

<table>
<thead>
<tr>
<th>Intellectual Contribution</th>
<th>Equivalent to (# of journal articles):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Books:</strong></td>
<td></td>
</tr>
<tr>
<td>Scholarly</td>
<td>3</td>
</tr>
<tr>
<td>Textbook</td>
<td>1-2</td>
</tr>
<tr>
<td>Workbooks and teaching supplements</td>
<td>0.1 to 0.5</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td><strong>Anthology:</strong></td>
<td></td>
</tr>
<tr>
<td>Editor</td>
<td>0.5</td>
</tr>
<tr>
<td>Editor and one substantive chapter</td>
<td>1</td>
</tr>
<tr>
<td><strong>Book chapter:</strong></td>
<td></td>
</tr>
<tr>
<td>Invited</td>
<td>0.5</td>
</tr>
<tr>
<td>Refereed</td>
<td>1</td>
</tr>
<tr>
<td>Series</td>
<td>0.2 to 1* (Max. 1 per series)</td>
</tr>
<tr>
<td><strong>Conference papers:</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation only</td>
<td>0.1 to 1*</td>
</tr>
<tr>
<td>Proceedings publication (regional)</td>
<td>0.2 to 0.5*</td>
</tr>
<tr>
<td>Proceedings publication (national or international)</td>
<td>0.5 to 1**</td>
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</tr>
<tr>
<td><strong>Journal editor:</strong></td>
<td></td>
</tr>
<tr>
<td>National, International</td>
<td>0.5 to 1</td>
</tr>
<tr>
<td>Regional</td>
<td>0.5</td>
</tr>
<tr>
<td>Professional presentations to practitioners</td>
<td>0.1-1.0 *</td>
</tr>
</tbody>
</table>
Appendix 5—Merit Evaluation Form

Name______________________________________

Faculty Activity Summary, Sept. 15, 1997 through Sept. 14, 1998

I. TEACHING EFFECTIVENESS

A. Courses Taught F-97, W-S-SS-98    Enrollment    Stud. Eval.    Mean

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

• Indicate with an asterisk whether any course listed was a new one, or one you have taught for the first time.

B. Attach documentation, if any, representing peer, alumni, and/or business community feedback on 1997-98 teaching.

C. Were you involved directly in course innovation or experimentation activity, or in new approaches to enhancing the effectiveness of your teaching and instruction-related performance? Briefly identify or explain.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

II. RESEARCH AND SCHOLARSHIP

Publications, Paper Presentations, and Professional/Scholarly Activities
III. SERVICE TO ACADEMIC COMMUNITY
Committee Involvement, Special Research Service and Other Contributions to Department, School and/or University

NOTE: PLEASE USE REMAINDER OF THIS SHEET IF MORE SPACE IS NEEDED FOR COMPLETING ONE OR MORE OF THE ABOVE SECTIONS.
Appendix 6—Directed Study Guidelines

1. Only tenure track faculty are authorized to administer directed study.
2. Students desiring directed study must submit a written proposal outline prior to the first day of the quarter in which credit is to be awarded. Directed study forms must be turned in to the Registrar no later than the 10th day of class for each quarter. After that, the Chair will no longer approve directed study except in unusual circumstances.
3. The supervising faculty member will approve the outline of study. The outline will contain:
   a. A description of the project
   b. A list of objectives and learning requirements
   c. A time frame for completion of the objectives
   d. A faculty-student meeting schedule.
4. The objective of directed study is to give students the opportunity to engage in research and an integrative study of topics not normally available in scheduled classes.
5. Students should generally expect to devote three hours of work per week for every credit hour of directed study.
6. Supervising faculty should carry no more than 10 credit hours of directed studies per quarter (subject to course load).
1. Use of Pass/Fail grading is recommended.

Fall, 2001
Appendix 7: Learning Objectives for Accounting and Information Systems Department Students, and Students in Each Major Area.

All graduates of the Accounting and Information Systems Department Programs will:

• Critical thinking goal:
  • Be able to formulate a business problem, understanding how ethical, legal, political, regulatory, global, social, and environmental issues relate to the issues
  • Bring functional tools and strategies from accounting, economics, mathematics, statistics, finance, marketing, operations Accounting and Information Systems and organizational behavior to bear on problems and tasks
  • Be able to use and evaluate a variety of resources for independently initiating a completing research and projects
  • Be able to combine resources in new/unique ways to solve problems
  • Be able to plan and coordinate a project within the constraints of a deadline
  • Be able to manage functional systems for the strategic benefit of a firm
  • Be able to evaluate problem solutions
  • Be able to critically assess issues facing organizations
  • Be able to identify and set goals, strategies, and strategic direction for a business organization
  • Be able to acquire resources, and use time efficiently

• Work group skills goals:
  • Be able to designate and delegate authority and responsibility
  • Demonstrate a sense of responsibility and cooperation in a work group environment

• Communication skills goals:
  • Be able to write clearly and concisely to a variety of audiences
  • Be able to communicate verbally, give presentations, demonstrate skills related to persuasion, listening, and the consideration of other points of view, appropriate for industry.
  • Be able to read, understand, and evaluate report
Professional Accounting

Financial
Content Goal (the student will understand and be able to apply):
Financial accounting theory

Application Goals:
Students will be able to identify, measure, accumulate, analyze, prepare, interpret, and effectively communicate financial information in accordance with generally accepted accounting principles to investors and creditors (external users) for the purpose of making investing and lending decisions.

Assessment Goals:
Monitor student practice sets in financial accounting as an input measure each. Monitor outcomes in advanced auditing by evaluation of performance on the audit practice set as it relates to generally accepted accounting principles. The level of overall progress should be evaluated over the “two years” of study. Comprehensive examinations that utilize appropriate professional level questions will be used in financial accounting classes.

Financial
Content Goal (the student will understand and be able to apply):
Generally Accepted Principle of Accounting and changes thereto

Application Goals:
Develop the critical thinking skills and communication skills necessary to evaluate changes and proposed changes to gaap, i.e. determine whether changes are consistent with the conceptual framework of accounting and whether the changes meet the needs of users of accounting information.

Assessment:
Group discussions, term papers and oral presentation on current issues in the accounting profession. Proficiency as demonstrated by the ability to synthesize a variety of topics covered in previous classes and apply general concepts to new problems.

Audit I
Content Goal (the student will understand and be able to apply):
Professional standards, procedures and concepts applicable to the public accounting arena

Application Goals:
Students will demonstrate an understanding and be able to apply the AICPA’s professional standards to a variety of public accounting engagements provided, including audit and review assurance services, as well as compilations and consulting.
Assessment Goals:
Comprehensive CPA level examinations will be administered during the quarter to assess the level of knowledge of and ability to apply current professional standards and procedures to the various services offered by public accounting firms.

Audit II
Content Goal (the student will understand and be able to):
Ability to conduct a basic attest engagement.

Application Goals:
Ability to work effectively in a team environment to conduct hands-on attest engagements in accordance with generally accepted auditing standards.

Assessment Goals:
Successful participation in a team based audit simulation project through the report writing stage. Simulation will be consistent with entry level work in public accounting and will be evaluated from the standpoint of determining whether the student is prepared to perform entry-level work as a supervised junior staff auditor.

Systems
Content Goal (the student will understand and be able to apply):
Principles of accounting systems analysis and design

Application Goals:
Students must be able to analyze the system needs of a small business and design both a manual and a computerized accounting system that fulfills an organization’s needs for both internal and external reporting purposes. Internal control procedures must be designed and documented that are appropriate for current technology.

Assessment Goals:
Student practice sets including documentation will be prepared for both a manual and a computerized system that uses appropriate internal controls.

Tax
Content Goal (the student will understand and be able to apply):
Federal income tax compliance

Application Goals:
Students should be able to correctly apply federal income tax laws and regulations to accurately calculate federal income tax liabilities for individuals, corporations and partners, and to prepare returns suitable for filing on a manual or computerized return system.
Assessment Goals:  
Practice sets will be evaluated for individual, corporate and partnership information returns. A comprehensive final examination will be given and evaluated in tax courses.

Tax

Content Goal (the student will understand and be able to apply):  
Federal tax research and planning

Application Goals:  
Students must be able to analyze federal income tax issues in order to do research on business issues of moderate complexity. The results of the research must be communicated effectively to a reader that may not be familiar with the topic with appropriate authoritative citations to support the conclusions reached. The goal of the research will be the minimization of federal income taxes on a present value basis.

Assessment Goals:  
Students in one tax course will be assigned an appropriate research topic which must be analyzed for critical issues that in turn must be researched and further refined. The students must demonstrate an understanding of the critical issues and communicate effective solutions that minimize taxes.

Law

Content Goal (the student will understand and be able to apply):  
Management of issues needing legal assistance.

Application Goals:  
Students should be able to identify situations with legal issues that should be timely addressed by an attorney. The issues that are more common in business should be specifically identified in areas such as contracts and corporations.

Assessment Goals:  
Students will be assigned an appropriate research topic or case in law classes that will be evaluated quarterly by the instructor. Discussions in class will supplement assessment of critical thinking skills needed to determine legal issues requiring professional assistance.

Law

Content Goal (the student will understand and be able to apply):  
Identify and apply the relevant rule of law

Application Goals:  
Students should be able to identify and apply the basic rules of law that affects transactions that organizations and individuals commonly encounter.
Assessment Goals:
Comprehensive examinations will be used that test basic reasoning and critical thinking skills in the context of applying the correct rule of law to common situations.

Managerial

Content Goal (the student will understand and be able to apply):
Managerial accounting proficiency

Application Goals:
Students will demonstrate the ability to identify, measure, accumulate, analyze, prepare, interpret, and communicate information used by management (internal users) for planning, organizing, and controlling an organization. Students must be able to effectively utilize spreadsheet software and other applications when appropriate for efficiently performing the above functions.

Assessment Goals:
Required student assignments will be evaluated quarterly for effective use of information technology to design solutions to managerial problems and effectively communicate their solutions to the faculty as if management were receiving the communications.

Overview

Content Goal:
Department alumni will view our program quality with favor

Application Goals:
A Department Newsletter will be mailed to our Alumni on a quarterly basis. Alumni will be contacted periodically to provide input about program quality and needs from the perspective of the experience gained in the years after graduation.

Assessment Goals:
Meetings between the Dean, senior faculty and alumni as well as written input from alumni will be evaluated to determine strengths and weaknesses of the program and revisions necessary.

Overview

Content Goal (our students will be qualified to):
Sit for national certification examinations, such as Public Accounting, Management Accounting, and Internal Auditing.

Application Goals:
The majority of students completing the professional accounting program will sit for professional certification examinations in accounting.
Assessment Goals:
Monitor outcomes on professional certification examinations from the State Board of Accountancy twice per year. Evaluate overall performance every three years. (Candidates that pass in other states will not be picked up, but this should not excessively skew outcomes.) The results of the CMA and CIA examinations will be picked up on an ad hoc basis with the results being used to complete the picture given by the results of the CPA examination.

Overview

Content Goal (our faculty will be recognized as):
Master teachers.

Application Goals:
All faculty will be evaluated for teaching effectiveness by students in each section taught. Peer teaching evaluations will be performed in accordance with College policies for the purpose of aiding the College in making retention, tenure and promotion decisions.

Assessment Goals:
Written student evaluations will be administered each quarter on a basic standardized form. Evaluations remain completely confidential from faculty until grades are submitted. Student identifiers are eliminated from information passed on to the faculty. Written peer evaluations are provided for retention, tenure and promotion decisions.

Overview

Content Goal (our students will understand and be able to identify):
Ethical issues and proposed solutions

Application Goals:
Students must be able to identify ethical issues in a free enterprise environment, and apply appropriate personal values as well as professional codes of conduct.

Assessment Goals:
Assessment will take place within a wide range of courses and situations including dilemmas pertaining to ethics. Students will be expected to demonstrate development of an increased awareness of ethical issues, and then apply personal values and current professional standards to propose a “solution.”

Overview

Content Goal:
Our program outputs will meet employer needs
Application Goals:
Our graduates, in total, will demonstrate a high percentage of employee and job application success.

Assessment Goals:
The Dean and senior faculty will meet with employers and EWU placement center to determine program strengths and perceptions, and to determine how our program needs improvement from an employer’s point of view. The Business Advisory Council will also assist the Dean in regular assessments of the strengths and weaknesses of the program.
## MANAGEMENT INFORMATION SYSTEMS

**Content Goals (understand and be able to apply):**
- characteristics and capabilities of systems and technologies
- computer and networking concepts
- distributed systems
- database implementation and management
- programming languages and environments
- security and privacy management
- systems development life cycle
- project management
- feasibility analysis
- general systems theory
- business process modeling and reengineering concepts
- business process data, logic, and event modeling
- assess organizational and societal impacts of an IS

**Application Goals:**
- apply IS solutions business problems
- install and integrate purchased solutions
- develop and manage distributed systems with high-level tools and methodologies
- select and utilize appropriate methodologies
- use tools and techniques to analyze, design, and construct an information system
- assess feasibility of projects
- apply systems representations and life cycle concepts
- represent organizational processes and data using formal methods
- identify interfaces, boundaries, and components of problems
- apply solution checking and reality testing mechanisms

**Assessment Goals:**
- In respect to content goals, traditional academic assessment tools (i.e. exams, quizzes, research papers) will be used as appropriate for the outcome level desired
- In respect to application goals, hands-on assessment will look at student performance on both full-term and mini-projects.
BUSINESS EDUCATION TEACHER PREPARATION PROGRAM

All candidates for a Business Education Endorsement shall demonstrate knowledge and skills in the Career-Technical Education Common Core General Competencies listed as 1-5 in this document. In addition, the candidate shall demonstrate knowledge and skills related to Teacher Preparation Competencies for a Business Education Endorsement listed as 6-8. Competencies are listed by Knowledge (K) with subsequent Skills (S).

CAREER-TECHNICAL EDUCATION COMMON CORE

GENERAL COMPETENCY: 1—STATE LEARNING GOALS
The career-technical teacher is able to apply and integrate the state’s learning goals and essential academic learning requirements in program implementation and assessment.

K1: Learning Goals
S1.1 Relate student learning activities to the four learning goals.
S1.2 Implement instructional strategies that focus students’ achievements of benchmarks in related essential academic learning requirements and achievement of Goals 3 & 4.
S1.3 Integrate career-technical program assessment with the assessment of the related learning goals and the essential academic learning requirements.

CAREER-TECHNICAL EDUCATION COMMON CORE

GENERAL COMPETENCY: 2—LEARNING ENVIRONMENT
The career-technical teacher is able to create and sustain safe learning environments that prepare diverse students for the workplace, advanced training, and continued education.

K2.1 School
S2.1.1 Implement effective classroom management strategies which meet diverse needs of students.
S2.1.2 Establish and maintain positive student-focused learning environments.
S2.1.3 Implement classroom strategies that comply with school law and education policies.
S2.1.4 Incorporate industry or OSPI approved standards of safety and healthy practices into learning environment.
S2.1.5 Create a learning environment that simulates the workplace.
S2.1.6 Practice workplace ethics.
S2.1.7 Emulate workplace standards.
S2.1.8 Encourage appreciation of learning, invention, and risk taking.

K2.2 Family
S2.2.1 Demonstrate effective interactions with parents and/or guardians that support student learning and well being.
S2.2.2 Create an environment which clarifies relationship between work, family, and multiple life roles.

**K2.3 Community**

S2.3.1 Utilize the community as a learning environment.
S2.3.2 Provide opportunities for interaction on community concerns and issues.

**K2.4 Work**

S2.4.1 Practice workplace cultures and expectations.
S2.4.2 Use work sites as an extension of classroom to facilitate student achievement of specific industry competencies.

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**CAREER-TECHNICAL EDUCATION COMMON CORE**

**GENERAL COMPETENCY: 3—STUDENT CHARACTERISTICS AND RELATED INSTRUCTIONAL STRATEGIES**

The career-technical teacher is able to identify the diverse needs of students and implement programs and strategies that promote student competency and success.

**K3.1 Needs/Styles**

S3.1.1 Adapt the curriculum plan to recognize stages of human growth and development.
S3.1.2 Accommodate student special needs and learning styles.
S3.1.3 Plan curriculum to incorporate multiple intelligence.
S3.1.4 Foster development of student self-awareness, confidence, and character.
S3.1.5 Develop student initiative and teamwork skills.
S3.1.6 Encourage development of sound social and personal ethics.
S3.1.7 Utilize knowledge of social issues impacting student learning.
S3.1.8 Identify stages of student career development including, but not limited to post-secondary opportunities and a 13th year plan.

**K3.2 Diversity/Equity**

S3.2.1 Accept and encourage students in nontraditional career roles.
S3.2.2 Recognize and support diversity.
S3.2.3 Recognize impact of diversity and equity issues on student learning.
S3.2.4 Provide curriculum and instructional strategies which meet diverse needs of students.

**K3.3 Method Strategies Resources**

S3.3.1 Employ effective classroom management strategies.
S3.3.2 Implement effective teaching techniques that accommodate diverse learning styles.
S3.3.3 Demonstrate use of a variety of instructional strategies to implement subject area competencies.
S3.3.4 Adapt curriculum to all learning levels.
S3.3.5 Use resources and instructional techniques that incorporate current technology needs of business/industry/labor.
S3.3.6 Use instructional techniques that develop career decision making and employability skills.
S3.3.7 Provide students with opportunities to become independent learners.
S3.3.8 Facilitate student development of leadership skills, as defined in the Washington State recognized CTSO appropriate to program area.
S3.3.9 Utilize business and labor partners to infuse workplace standards and practices into curriculum.
S3.3.10 Promote and develop lifelong learning.
S3.3.11 Publicize the program content and benefits to students.
S3.3.12 Provide for entry, transition, and continuation in the educational process.

K3.4. Program Organization
S3.4.1 Develop new course proposal based on OSPI guidelines.
S3.4.2 Develop curriculum based on industry standards as approved by local advisory committee.
S3.4.3 Design and implement program scope, sequence and assessment that enable students to develop marketable competencies.
S3.4.4 Demonstrate ability to write unit and lesson plans incorporating variety of instructional strategies, and all aspects of career and technical program approval.
S3.4.5 Revise curriculum based on occupational changes.
S3.4.6 Design and implement program assessments

K3.5 Integration
S3.5.1 Provide opportunities for students to productively integrate career and academic disciplines.
S3.5.2 Provide activities to connect school experiences to workplace.
S3.5.3 Select and apply appropriate technology to teaching process.
S3.5.4 Guide students in balancing competing demands and responsibilities of work and family.

K3.6. Assessment/Evaluation
S3.6.1 Develop effective evaluation techniques which includes student, family, community, industry certifications, and teacher involvement in assessing student performance.
S3.6.2 Use variety of assessment methods including portfolios to measure student learning and development.
S3.6.3 Use student achievement and performance information to advise and involve students and families.
S3.6.4 Develop and utilize strategies and tools to assess and document student progress.
S3.6.5 Facilitate student understanding of their progress.
S3.6.6 Use assessment to monitor and improve instructions.

CAREER-TECHNICAL EDUCATION COMMON CORE

GENERAL COMPETENCY: 4—PERSONAL AND PROFESSIONAL ATTRIBUTES
The career-technical teacher models personal and professional attributes and leadership skills which reflect productive life and work roles.
### K4.1 Human Relations Demonstrate
- **S4.1.1** Positive attitude.
- **S4.1.2** Enthusiasm.
- **S4.1.3** Self-motivation.
- **S4.1.4** Ability to support change.
- **S4.1.5** Trustworthiness.
- **S4.1.6** Teamwork skills with diverse groups.
- **S4.1.7** Customer-centered focus.

### K4.2 Communication Demonstrate
- **S4.2.1** Effective listening skills.
- **S4.2.2** Effective oral presentation skills.
- **S4.2.3** Ability to read with comprehension.
- **S4.2.4** Effective writing skills, including technical writing skills.
- **S4.2.5** Ability to serve as a facilitator.

### K4.3 Student Centered Demonstrate
- **S4.4.1** Empathy and caring.
- **S4.4.2** Willingness to serve as effective mentor/advocate.
- **S4.4.3** Ability to serve as positive and appropriate role model.
- **S4.4.4** Willingness to accept and respect diversity.

### K4.4 Thinking/Problem Solving Demonstrate
- **S4.4.1** Problem solving process.
- **S4.4.2** Ability to identify and evaluate quality.
- **S4.4.3** Creative and critical thinking.

### K4.5 Workplace Competencies
- **S4.5.1** Document recent specific occupational experience.
- **S4.5.2** Demonstrate positive interaction with diverse student population.
- **S4.5.3** Model inclusive corporate citizenship practices.
- **S4.5.4** Demonstrate appropriate technology skills.
- **S4.5.5** Demonstrate workplace basic skills.

### K4.6 Organization and Management Competencies
- **S4.6.1** Demonstrate personal management and organization skills.
- **S4.6.2** Apply quality management and continuous improvement principles.

### K4.7 Lifelong Learner
- **S4.7.1** Design and implement an initial personal and professional growth plan.
- **S4.7.2** Demonstrate the role of professional organizations in professional development.
CAREER-TECHNICAL EDUCATION COMMON CORE

GENERAL COMPETENCY: 5—PARTNERSHIPS
The career-technical teacher implements and maintains collaborative partnerships with students, colleagues, community, business, industry, and families that maximize resources and promote student self-sufficiency.

K5.1 Business/Industry/Labor
S5.1.1 Maintain advisory committees that reflect occupation’s complexity.
S5.1.2 Maintain advisory committees that sustain and improve program quality.
S5.1.3 Participate in related occupational organizations.
S5.1.4 Create business partnerships to ensure program relevance.
S5.1.5 Publicize program content and benefits to business, industry, and labor.

K5.2 Family/Community
S5.2.1 Inform, involve, and collaborate with parents and/or guardians to support student success.
S5.2.2 Participate in community activities to improve curriculum and instructional practices.
S5.2.3 Publicize program content and benefits to family and community.

K5.3 Colleagues
S5.3.1 Collaborate with colleges to improve and implement innovative curriculum and instructional strategies.
S5.3.2 Participate in related professional organizations which impact program policy and resource allocation.
S5.3.3 Publicize program content and benefits to colleagues.

K5.4 Partnership Systems
S5.4.1 Recognize partnerships which enhance school-to-career preparation for all students.
S5.4.2 Publicize program content and benefits to parents.

TEACHER PREPARATION STANDARDS—BUSINESS EDUCATION
Based on Business Education National Skills Standards March 2001

BUSINESS EDUCATION COMMON CORE: 6 – INFORMATION TECHNOLOGY
The business education teacher demonstrates workplace competencies in keyboarding & digital input, information technology clusters, information systems management, information processing applications and technical communications.

Workplace Competencies
K6.1 Keyboarding & Digital Input
S6.1.1 Use touch keyboarding, voice recognition, and other methods of data/text entry and manipulation.
K6.2 Information Technology: Technical Support; Information Systems Management
S6.2.1 Describe current and emerging information technology hardware; configure, install, and upgrade hardware systems; and diagnose and repair hardware problems.
S6.2.2 Identify, select, evaluate, use, install, upgrade, and customize application software such as word processing, desktop publishing, database, spreadsheet, presentation graphics, multimedia (digital design) and imaging software, industry-and-subject-specified software, and WEB design and/or web development; diagnose and solve problems occurring from an application software’s installation and use.

K6.3 Information Technology: Network Design & Administration; Information Systems Management
S6.3.1 Identify, select, evaluate, use, install, upgrade, customize, and diagnose and solve problems with various types of operating systems, environments, and utilities.
S6.3.2 Establish and use a personal code of ethics for information systems use and management to include personal privacy and security.
S6.3.3 Design and implement security plans and procedures for information technology.

K6.4 Information Technology: Data Base Administration and Administration: Information Systems
S6.4.1 Demonstrate using database projects in development over a network to retrieve critical data, & analyze it with a spreadsheet.
S6.4.2 Plan, develop and modify file specification and a database schema. Enter, sort, manipulate, and retrieve data from databases; evaluate backup media and life cycle data storage requirements.

K6.5 Information Technology Programming & Software Engineering; Information Systems
S6.5.1 Identify contemporary programming languages and their common usage; such as, Visual Basic, C, HTML, or JAVA

K6.6 Information Technology: Enterprise Systems Analysis and Integration Information Systems
S6.6.1 Select and apply information systems across the curriculum.
S6.6.2 Use, select, evaluate, install, customize, plan, design, and diagnose and solve problems with communications and networking systems.
S6.6.3 Analyze, design, and develop information systems using appropriate tools.

K6.7 Information Technology: Digital Media Information Processing
S6.7.1 Demonstrate using programming & development tools to create and manage an interactive multimedia WEB application such as a web based or demonstrating the research capability of the Internet (general use of Internet, e-commerce, site evaluation).

K6.8 Information Technology: Web Development and Administration Information Systems
S6.8.1 Demonstrate using programming & development tools to create a web presence and
develop a cohesive web site related to e-commerce content (economics, advertising, and financial implications)

K6.9 Information Technology: Technical Writing Communications
S6.9.1 Demonstrate working knowledge of information technology selection and implementation to include teamwork, project management, project leadership, technical writing/communications and flow-charting.
S6.9.2 Assess the impact of information technology on society.
S6.9.3 Describe positions and career paths in information technology, business and administration, finance, & arts and communication.
S6.9.4 Communicate in a clear, courteous, concise and correct manner for personal and professional levels.
S6.9.5 Use technology to enhance the effectiveness of communications via digital design, telecommuting, teleconferencing and hoteling.
S6.9.6 Integrate all forms of communication in the successful pursuit of a career.
S6.9.7 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to communicate effectively with various business constituencies.
S6.9.8 Incorporate communication skills in team settings and rely on electronic communications as well as other types of communications.
S6.9.9 Identify project timelines and practice organizational skills.
S6.9.10 Encourage team building using critical thinking and decision-making skills.
S6.9.11 Apply communication strategies necessary and appropriate for effective and profitable international business relations. (NBEA International Business Standards)

BUSINESS EDUCATION COMMON CORE: 7 – BUSINESS SKILLS
The business education teacher demonstrates workplace competencies the principles of entrepreneurship, business management, accounting & computation, economics & finance, international business and business law.

Workplace Competencies:
K7.1 Entrepreneurship
S7.1.1 Identify and apply basic entrepreneurship concepts and principles.

K7.2 Business Management
S7.2.1 Identify and apply basic business management concepts and principles.

K7.3 Accounting and Computation
S7.3.1 Complete the various steps of the accounting cycle and explain the purpose of each step.
S7.3.2 Determine the value of assets, liabilities, and owner’s equity according to generally accepted accounting principles explaining when and why they are used.
S7.3.3 Prepare, interpret, and analyze financial statements using manual and computerized systems for service, merchandising, and manufacturing businesses.
S7.4.1 Identify opportunity costs and trade-off involved in making choices about how to use scarce economic resources.

S7.4.2 Use a rational decision making process as it applies to the roles of citizens, workers, and consumers.

S7.4.3 Explain the importance of productivity, and discuss how specialization, division of labor, saving, investment in capital goods and human resources, and technological change affect productivity.

S7.4.4 Explain why societies develop economic systems, identify the basic features of different economic systems, and discuss the major features of the U.S. economy.

S7.4.5 Explain the role of core economic institutions and incentives in the U.S. economy.

S7.4.6 Explain the role of exchange and money in an economic system and describe the effect of interdependence on economic activity.

S7.4.7 Describe the role of markets and prices in the U.S. economy.

S7.4.8 Analyze the role of the law of supply and demand in the U.S. economy.

S7.4.9 Manage limited personal financial resources and recognize that more of the wants and needs of members of a society can be satisfied if wise consumer decisions are made.

S7.4.10 Explain U.S. economy functions as a whole and describe macroeconomic measures of economic activity such as gross domestic product, unemployment, and inflation.

S7.4.11 Discuss the role of government in an economic system, especially the necessary and desirable role of government in the U.S. economy.

S7.4.12 Examine the importance of economic relationships among nations and discuss the role of international trade and investment and international monetary relations in the global economy.

S7.5.1 Identify and apply basic international business concepts and principles.

S7.6.1 Analyze the relationship between ethics and the law and describe the source of the law, the structure of the court system, the different classifications procedural law, and the different classifications of substantive law.

S7.6.2 Analyze the relationships among contract law, law of sales, and consumer law.

S7.6.3 Analyze the role and importance of agency law and employment law as they relate to the conduct of business in the national and international market places. Explain the legal rules that apply to personal property and real property.

S7.6.4 Analyze the functions of commercial paper, insurance, secure transactions and bankruptcy.

S7.6.5 Explain the current and emerging technologies’ impact upon such areas as property law, contract law, criminal law, tort law, international law, and evolving computer law (virus downloads, identity fraud, slamming and spamming, etc.)

S7.6.6 Explain the legal rules that apply to Internet issues.
BUSINESS EDUCATION COMMON CORE: 8 – TEACHING COMPETENCE

The business education teacher demonstrates teaching competence all areas listed in standards 1 & 2, including career development, work-based coordination; and integration of leadership development into the curriculum and management of future business leaders of America (FBLA) activities.

K8.1 Teaching Competence
S8.1.1 Demonstrate foundation knowledge of business and information technology subjects.
S8.1.2 Prepare a statement of teaching philosophy.
S8.1.3 Provide rationale for curriculum content and apply contemporary practices in curriculum and methodology.
S8.1.4 Integrate leadership development into the curriculum.
S8.1.5 Identify and describe topics, course content, scope and sequence for business courses within a pathway.
S8.1.6 Develop lesson plans that incorporate components of effective teaching.
S8.1.7 Prepare valid and reliable assessments that measure student learning of planned objectives.
S8.1.8 Select and apply valid and reliable teaching/learning materials.
S8.1.9 Determine and implement effective layout of classroom and/or lab facilities that provide learning opportunities for all.
S8.1.10 Compare and contrast various methods of determining and communicating student learning objectives.
S8.1.11 Identify and apply learning principles (psychomotor, cognitive, etc.)
S8.1.12 Develop a classroom management philosophy; determine implementation strategies and discipline techniques.
S8.1.13 Demonstrate effective instructional techniques and methods of teaching to all levels of academic abilities and talents.
S8.1.14 Identify and apply strategies (including individualized instruction) needed to instruct special populations; special needs, disabled, gifted, ethnic, and culturally diverse learners.
S8.1.15 Demonstrate competency in troubleshooting software and hardware problems in a computer lab environment.
S8.1.16 Demonstrate knowledge of or experience with related Career and Technical organizations and industry certification.
S8.1.17 Demonstrate ability to assess personal strengths and weaknesses as they relate to career exploration and development.
S8.1.18 Utilize career resources to develop an information base that includes global occupational opportunities.
S8.1.19 Relate work ethic, workplace relations, workplace diversity and workplace communication skills to career development and employability skills.
S8.1.20 Demonstrate ability to apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.
S8.1.21 Encourage teamwork and project-based learning.
S8.1.22 Develop strategies to make an effective transition from school-to-work.
S8.1.23 Relate the importance of lifelong learning to career success.
APPENDIX 8

ADVISING DOCUMENTS

For

Business Administration Core
Accounting
Management Information Systems
Business Education
Business Administration Minor