College of Business and Public Administration

COLLEGE PLAN

Approved by Faculty Vote February 14, 2002
Amended by Faculty Vote May 27, 2004
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Overview

The College of Business and Public Administration (CBPA) houses three academic departments: Accounting and Information Systems, Management, Urban Planning, Public and health Administration. The CBPA offers four undergraduate degrees – the Bachelor of Arts in Business, the Bachelor of Arts in Business Education, the Bachelor of Arts in Health Services Administration, and the Bachelor of Arts in Urban and Regional Planning – with fourteen concentrations available. At the graduate level, three degrees are offered: the Master of Business Administration, the Master of Public Administration, and the Master of Urban and Regional Planning. All graduate degrees include dual degree options, and there is a graduate certificate in Health Services Administration.

The Northwest Commission on Colleges and Universities (NWCCU) is the regional accreditation body for the university; therefore that association examines all three departmental offerings in the College. Professional accreditation is a hallmark of CBPA programs: both undergraduate and graduate business programs are accredited by the prestigious AACSB International – The Association to Advance Collegiate Schools of Business; both undergraduate and graduate planning programs are accredited by the Planning Accreditation Board (PAB) of the American Planning Association, the graduate program in Public Administration is a member of NASPAA – The National Association of Schools of Public Affairs and Administration, and the Health Services Administration program is a member of the Association of University Programs in Health Administration (AUPHA). The undergraduate business program is unique in that we offer programs in Cheney and Spokane both during the day and at night. The graduate program in Public Administration and the Health Services Administration program are offered evenings and weekends in Spokane, while Planning offers day, night, and weekend classes in Cheney and Spokane.
College of Business and Public Administration
Organization Chart

To view the College of Business and Public Administration’s Organization Chart, please go to http://www.ewu.edu/x378.xml and click on College Plan
**Introduction and Purpose**

This document supplements and amplifies the Faculty Policies and Procedures of Eastern Washington University (EWU) Board of Trustees. Each college is to develop a plan (FPP I.C.14) that is consistent with the university mission.

Purposes for a college plan can be summarized as follows:

- To present the college’s mission and vision as a foundation for decision making about priorities and resource allocation.

- To establish and communicate college policies and procedures in the following areas: college organization, governance and administration; personnel matters including teaching, scholarship and service; and program development, assessment and review.

- To articulate linkages between college goals and activities and university and departmental priorities.

Thus, a major purpose of the College of Business and Public Administration plan is to establish procedures to evaluate the extent to which the college accomplishes institutional goals. In addition, the Faculty Policies and Procedures (FPP) and the College Plan (CP) call for departmental and faculty activity plans to be established and requires systematic evaluation of program activities to determine the extent they are achieving their mission. The CP calls for elucidation of departmental and program goals and objectives, and definition of faculty performance expectations. Criteria and standards of administrative and faculty performance shall be delineated against which individuals will be assessed. The main approach to performance evaluation is a goal-based model with emphasis on assessing the degree of congruence between objectives and performance.

This plan and its related policy and procedures augment EWU Policies and Procedures and serve as a guide for the further development of policies for selected personnel actions pertinent to academic departments. Many additional specific policies are also contained in the university’s Policies and Procedures.

The college plan will be placed on the EWU CBPA web site where it will be available to all interested parties.
Mission of the University

Our Mission

Eastern Washington University is a student-centered, regionally based, comprehensive university. Its campus is located in Cheney, within the Spokane metropolitan area, with additional learning centers in the region and elsewhere in Washington State. Its mission is to prepare broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society. Eastern Washington University will achieve its mission by providing:

- An excellent student-centered learning environment;
- Professionally accomplished faculty who are strongly committed to student learning;
- High-quality integrated, interdependent programs that build upon the region’s assets and offer a broad range of choices as appropriate to the needs of the university’s students and the region; and
- Exceptional student support services, resources, and facilities.

Our Commitment

At the core of Eastern’s values is the idea of quality, characterized by a rigorous and challenging academic experience. This quality is a hallmark of EWU – in our student learning and success, in our distinctive academic programs, in the excellence of our faculty and staff and in our connections to our communities near and far.

Our mission to be a student-centered, regionally engaged university will be fulfilled best through a distinguished EWU academic experience that is integrated and interdependent. This vision informs and inspires our future.

Our Strategic Goals

An integrated academic environment fosters connections among disciplines, between faculty and students, and with campus and community. Such an integrated experience is rich in opportunities for exploration, discovery and learning. It connects the liberal arts to professional preparation. It provides diverse perspectives and prepares students to be thoughtful competent citizens able to contribute to the common good.

Based on this vision, our ongoing planning focuses on three mutually reinforcing goals:

Goal I A rigorous and engaged student learning experience
Goal II An academic community culture that supports and engages faculty throughout their careers
Goal III An institution-wide commitment to community engagement that benefits the university, the region and the world.

A complete copy of the University’s Strategic Plan can be found on the EWU web site at www.ewu.edu/x2248.xml.
History of the College of Business and Public Administration

The College of Business and Public Administration, as it is known today, had early business class offerings in 1925 through the Social Sciences Department. These classes were revived in 1941 as a major in economics and business leading toward a Bachelor of Arts degree in the Division of History and Social Studies.

In 1965 the Business Department separated from the Division of History and social Sciences to form the Division of Business and Industry with 11 full-time faculty in four departments: Accounting and Finance, Marketing and Management, Industrial Education and Technology, and Business Education and Office Administration. The first Master of Science in Business Administration was conferred in 1968.

The College became an associate member of the American Assembly of Collegiate Schools of Business (AACSB) in 1969 with 25 full-time faculty, and in 1975 the undergraduate program became accredited. The Master of Business Administration degree in the School of Business and Administration was approved by the Washington State Legislature in 1976 and accredited by AACSB in 1981 with 42 faculty. The business programs – undergraduate and graduate – have been continuously accredited since 1981 with the next re-accreditation review scheduled for AY 2006-07.

In 1994 three new programs joined the college: Urban and Regional Planning, Public Administration, and Health Services Administration, giving rise to its current name – the College of Business and Public Administration – with 50 full-time faculty. In operation since 1975, the graduate program in Public Administration is currently the only program east of the Cascade Mountains in Washington state to offer the Master of Public Administration degree.

The undergraduate program in urban and Regional Planning was created from the Geography Department in 1968, and is one of only 10 nationally accredited professional planning programs in the nation. The Master of Urban and Regional Planning (MURP) was created in 1978 and is one of four accredited programs in the Pacific Northwest. The Health Services Administration undergraduate program was created in 1984, and the graduate Health Services Administration certificate programs were created in 1988.

Currently three academic departments comprise the College of Business and Public Administration: Accounting and Information Systems; Management; and Urban Planning, Public and Health Administration.
Mission, Vision and Strategic Plan of the College

**Mission** – The College of Business and Public Administration educates individuals for management, administrative and related professional careers within existing businesses, in the development of new businesses and in the not for profit, and public sectors. Its teaching and service programs are delivered primarily in Cheney and Spokane and are responsive to regional needs. It serves students drawn primarily from within the inland northwest, with programming designed to prepare graduates for competition in regional, national and international job markets. Our offerings are primarily undergraduate but with significant emphasis on graduate programming.

**Relation to the University Mission**

The university and college mission statements are very compatible. Both use the phrase “student-centered” to describe the university and college environment for learning. Both speak of the commitment of the faculty, as professionals, to remain active in both teaching and research. Both statements refer to the need to be focused on the needs of the region.

The difference between the two mission statements point out the distinctive nature of the college’s programs when compared to those of the university as a whole. The EWU Mission Statement speaks to the educated citizens’ goals “…to attain meaningful careers” within a broad education. The CBPA offers professional degree programs and career fields within the private and public sectors of the community. The college is committed to professional accreditation for all programs. Graduate and undergraduate business are accredited by AACSB International – The Association to Advance Collegiate Schools of Business. Our Planning programs are accredited by the Planning Accreditation Board (PAB) our Public Administration program is a member of the National Association of Schools of Public Affairs and Administration (NASPAA), and the Health Services Administration program is a member of the Association of University Programs in Health Administration (AUPHA).

**Vision and Values** – The College of Business and Public Administration provides quality undergraduate and graduate education that prepares our graduates to be successful professionals or to advance in their chosen careers. Our students, faculty and staff are culturally diverse. The college promotes a climate that builds a positive awareness of ideas and perspectives related to cultural diversity. Our graduates are excellent communicators, well versed in the best practices of their chosen professions, ethically sensitive decision-makers, and prepared to use state-of-the-art technology in a global environment. Our faculty members are excellent teachers who are current in their disciplines through research and publication, and through involvement in professional practice and service to their professions and their communities.

**Indicators of Success**
1. The college is an integrated unit with a cohesive faculty, staff and student body, and mutually supporting instructional, services and research programs.
   a. College faculty, staff, and study body interact and share perspectives and information on a regular and positive basis.
   b. Instructional programs utilize available and appropriate faculty expertise within the college and the university for instructional, services and research purposes.
   c. The college has a significant presence and visibility within the regional community
      i. Serves as a source of expertise and support for the community in responding to regional needs including consultation and training, and support for economic development
      ii. Can draw on the regional community for support of the college’s programs.
   d. Decisions are made based on consistent and coherent data drawn from regular assessment of instructional programs and operations.

2. The college and its programs operate within facilities that support its instructional, research, and service/administrative operations.

3. Through the recognized quality of programs and faculty, and commitment to student achievement, the programs within the College of Business and Public Administration are able to successfully compete for students within the region, nation, and world.
   a. Students are drawn primarily from within our geographic region. Within this constraint we seek a student body which is
      i. Broadly diverse including cultural/ethnic diversity, and demographic diversity (including traditional and non-traditional age students);
      ii. Academically well qualified and prepared to enter professional programs whether they are students entering the university as first year students or as transfers from other institutions, and
      iii. Highly motivated to succeed in their studies and their careers.
   b. Enrollments/funds are appropriate to:
      i. Support multiple faculty within each program,
      ii. Support a range of curricular options, and
      iii. Generate, through university or self-support processes, funding to deliver a high quality program at every location.
   c. Graduates are:
      i. Successfully placed in positions related to their fields of study or preference
      ii. Successful in their lives and careers
      iii. Supportive of their programs, CBPA, and EWU
   d. The educational experience is:
      i. Student centered (designed and administered with a focus on student needs)
      ii. Relevant and applied in order to effectively prepare students for successful careers
iii. Designed to ensure that graduates are proficient in the use of current technologies within their areas of career preparation
iv. Sufficiently varied and available to allow students a range of options and experiences, e.g., a range of co-curricular activities, active and collaborative learning experiences.
v. Collaborative and cross-disciplinary to encourage breadth of vision and preparation in graduates and efficient use of university, college, and program resources
vi. Responsive to regional needs/demand
vii. Designed to prepare graduates for national and international employment competition
viii. Designed to prepare graduates whose careers will be ethically grounded
e. Faculty are:
   i. Effective teachers able to communicate with and motivate their students to high levels of achievement within their fields of study and careers.
   ii. Able to respond effectively to a broad range of levels of student preparation and background.
   iii. Professionally active within the expectations of their respective disciplines in areas such as
       1. Research/scholarship resulting in publication in journals
       2. Presentations to professional colleagues
       3. Applied research and service responsive to community needs and student preparation
       4. Activity as professionals within their local/regional professional communities.
f. Serve as resources for current information and continuing education for their professional communities
   i. Business faculty intellectual contributions are distributed relatively equally among teaching, practice, and discipline-based research reflecting the commitment to teaching, service to the professional community, and graduate education based on cutting-edge research and practice.
g. Instructional and service units are:
   i. Focused on their separate, instructional, and professional environments thus require differential approaches and goals
   ii. Recognized regionally and nationally as needed for successful fulfillment of their goals
       1. National accreditation is sought as appropriate to the success of the programs and their graduates
       2. Regional recognition is fostered through responsiveness to regional needs
   iii. Able to recruit and retain faculty committed to the mission and vision of the school and their programs
iv. Effective providers of service to their respective professions and communities as those services relate to the core academic and instructional missions of the units.

**Gap Analysis**

1) Integrated unit
   a) Lack of interaction given split locations
   b) Concerns for scheduling/integration within business programs and across business and public programs, e.g. MBA
   c) Concerns about shared governance processes, e.g. existing committee, task force structure
   d) Greater potential for cross-utilization of resources
   e) Insufficient visibility within community for the CBPA as a unit; varies significantly by program
      i) Highly variable by program/faculty as resources for the community
      ii) Unknown levels of community support
   f) Decisions based on data/assessment
      i) Instructional assessment processes not yet fully implemented.
      ii) Operations data not regularly collected as basis for decisions.
      iii) Information on provision of service to professions and community is not regularly collected, shared within the college and shared with the University and the community.

2) Current facilities are barely adequate for basic instructional delivery. Additional space in Cheney is needed to provide faculty office space that does not require “doubling up” for meetings with students, workspace for program support, student meeting space and storage space. General classroom modernization is needed to provide the opportunity for “state of the art” instruction. Capacity and future availability, as well as modernization issues need to be addressed at the Riverpoint campus.

3) Instructional programs
   a) Students
      i) probably little ethnic diversity – little systematic or trend data
      ii) academic preparation questioned – little quantified or trend data; issues regarding general preparation and use of undergraduate business core in preparation for upper division study
      iii) lack of specific CBPA statement on ethical behavior of students or faculty
   b) Enrollment/funds –
      i) PA; PLAN; - room for enrollment growth; faculty probably insufficient in numbers to meet accreditation guidelines
      ii) MBA - issues of growth/capacity/priority in relation to other instructional program demands/administrative support time; eligible, willing faculty to instruct;
      iii) Undergraduate business - issues of ability to serve need/demand at multiple locations
      iv) General support - insufficient operational funding for programs; research support for faculty; continuity of technology support, professional advisors.
v) Lack of faculty resources plan, e.g. composition of faculty, allocation of faculty resources, grant/contract buyout policy

c) Graduates are
   i) Lack of placement data
   ii) Lack of “success” information

d) Curricula/educational experiences
   i) Focus/balance for MBA regarding entrepreneurship programming unresolved
   ii) HSAD – curriculum revision/program issues unresolved
   iii) Sufficient range of co-curricular activities and level of participation by students of various types (e.g. traditional age/non-traditional; employed, pre-employment; Cheney/Spokane) and availability of faculty to assist?
   iv) Collaboration/cross-disciplinary options fully utilized?
   v) Sufficient international/diversity content?
   vi) Concern about adequacy of career counseling for students.

e) Faculty
   i) Effectiveness as teachers? Success at motivating students?
      (1) Respond to range of backgrounds of students
      (2) Effectiveness related to larger class sizes
   ii) Professionally active? Range/level/type
      (1) Numbers and types of intellectual contributions are probably insufficient for accreditation purposes for a number of faculty.
      (2) Lack of specific expectations for all faculty
      (3) Lack of support for sufficient assistance to “supporting” faculty

4) Instructional and service units
   a) Maintenance of accreditation – lack baseline information and plans to deal with deficiencies as identified
   b) Ability to recruit and retain faculty is questioned based on existing salaries and budget
   c) Range of support for professional communities; ability to support non-credit, non-degree oriented programming.
   d) Recruitment and retention of highly qualified faculty is compromised by non-competitive salaries.
   e) Lack of comprehensive faculty resource/replacement plans by department and discipline.

Priority Strategic Choices/Issues

Based on the mission/vision, and the “gap analysis” as well as considerations related to the “environment” within which the College operates, we recommend the following items be adopted as priority strategic issues to be addressed during the coming 12 months.

1) Diversity – determination of current status and opportunities to increase diversity, including sufficiency of content to prepare students for national and international careers, particularly as related to diversity and international content. (Diversity Task Force)
2) Enrollments/funds review – sufficiency through range of programs –
a) explore options to increase funding/resources, e.g. self-support funding for selected programs, additional University funding allocation, additional external funding/development, role of grants and contracts, re-structuring budget to address support issues.

b) Address technology support for CBPA programs given recent budget cuts

3) Curricula/educational experiences – resolve the following
   i) HSAD curriculum revision/programming decision
   ii) MBA focus/balance/entrepreneurship (MBA Committee)

4) Data based decision-making/assessment – proceed with learning program assessment cycle and completion of learning outcomes definitions for all programs (Assessment Committee; program committees)

5) Faculty issues - intellectual contributions expectations/levels/support –
   a) resolve inconsistencies in existing college/department policies relative to promotion;
   b) establish intellectual contributions expectations for business faculty relative to AACSB categories;
   c) develop mechanisms to support faculty intellectual contributions activities
   d) develop mechanisms to support faculty involvement in community service activities

6) Instructional Programs –
   a) Continue “mock business accreditation” review to generate baseline data and plans for dealing with identified deficiencies (Mock Accreditation Task Forces)
   b) Develop (by department/program) separate strategic plans addressing the following issues and their interrelationships:
      i) Faculty resource/replacement plans by discipline
      ii) Enrollment plans by major including numeric goals and strategies to reach those goals
      iii) Academic/instruction program plans including expansion/contraction/revision of credit and non-credit and summer quarter offerings, i.e. majors, minors, certificates, non-state funded programming, and program locations.
      iv) Research/professional development plans/goals, e.g. development of a focused research institute/center, collaborative/cooperative research focus for all or a portion of the unit faculty.
      v) Funding plans identifying anticipated both internal and external sources of funds
Planning Schedule -

January/February
1 determine following year resource assumptions
   Operations funding
   faculty FTEF "base" - tenured/tenure-track/lecturers
   administrative FTEF
   research assignments (estimate new FAP agreements)
     "earned"
     new faculty
   instructional FTEF credits
   adjunct budget
   set rate
   set total allocation
2 set programming priorities for next year
   programs
   locations
   times
3 allocate adjunct budget by program
4 set instructional schedule
5 review mission/success indicators/gaps
   management data for decision-making
   previous year expenditures
   anticipated next year budget
   previous year enrollments
   location
   program
   faculty member?
   program assessment data
   intellectual contributions productivity data
   environmental scan review
6 adjust mission/indicators
7 identify/prioritize gaps/issues
8 set plans (1-3 years activities to attach prioritized gaps)
   gap/solution-study
   assign to individual, standing committee, task force
   charge
   timeline

March/June
1 initial work by assignee

Sept/Oct/Nov
1 completion of work by assignee
2 report to faculty
decision/ continued work
2000-2005 Academic Objectives

The College of Business and Public Administration (CBPA) has developed the following goals, objectives and action plans. The purpose of these goals, objectives, and action plans is to help ensure that the actions taken by the personnel committees and units within the college will, 1) make positive contributions toward attaining and maintaining appropriate professional accreditation, and 2) complement the university’s mission and lead to an improvement in accountability measures identified by the university.

1. **Curriculum Goal**: The programs within the CBPA will provide quality and contemporary professional education in business, urban planning, health services, and public administration which will, where feasible, enhance enrollment growth. These programs will combine theory and practice and will be built upon the university’s general education foundation.

   **Objective 1.1**: Maintain relevant and applied education.

   **Action 1.1**: Provide continuous monitoring of program structure and curricular content with respect to: 1) compliance with accreditation standards; and 2) relevance to the profession as expressed by professional organizations, advisory boards, employers, and alumni.

   **Objective 1.2**: Enhance interdisciplinary and inter-institutional partnerships both in the college and the university which help integrate knowledge across disciplines.

   **Action 1.2**: Increase cooperation and coordination of graduate programs and establish target niche areas in graduate programs. Evaluate potential new programs on the basis of cost effectiveness and ability to enhance enrollments within the College and across the University.

   **Objective 1.3**: Provide academic programs where and when needed by students.

   **Action 1.3**: Continue to take advantage of the unique opportunities for applied learning intrinsic to the metropolitan area and the region.

2. **Faculty Goal**: The CBPA will hire and retain high quality, full-time, culturally diverse faculty who have demonstrated excellence in scholarship, teaching, and service. In addition, the college will maintain a strong faculty development program that sponsors research, scholarly activity, creative achievement, teaching excellence, and other forms of professional growth and development.

   **Objective 2.1**: Utilize faculty who are up-to-date in their disciplines, committed to teaching excellence, and have an appropriate blend of theory and practice to deliver the curriculum.
Action 2.1: Recruit and hire sufficient faculty, according to a manpower analysis plan that identifies the number and type of faculty hires necessary to meet, and hopefully exceed, minimum accreditation requirements for an appropriate faculty composition given consideration of the location of program delivery and university accountability measures such as SCH to Full-Time Student-to-Faculty Ratio, College Student-to-Faculty Ratio Goals, and minimum College FTES Productivity. Assess availability of faculty resources to assure that students can receive academic programs where and when they are needed.

Objective 2.2: Encourage teaching excellence and commitment to a student-centered learning environment by sponsoring professional development and in-service seminars, workshops, and presentations, and through effective teaching evaluation.

Action 2.2: Support faculty attendance at meetings that maintain pedagogical and technological proficiency. Develop appropriate measures for assessing and improving teaching effectiveness.

Objective 2.3: Support and encourage scholarly activities, creative achievement, research, continuing study, service to the community and region, applied research, grants, and other forms of faculty enrichment.

Action 2.3: Provide assigned time for scholarly activities and monitor the use of that time to ensure it matches with achievements, utilizing departmental assessments processes to assess activities.

Objective 2.4: Encourage linkage of faculty with professional advisory boards and practicing professionals for each program, and encourage faculty participation in professional organizations.

Action 2.4: Support faculty membership and participation in professional and academic associations and advisory groups.

3. Student Goal: The College will recruit and admit well-prepared incoming students from diverse backgrounds and provide a strong student growth and development program of academic services and co-curricular activities that will enhance students’ personal and social growth as well as their potentials for academic success.

Objective 3.1: Create a diverse community of learners by attracting students from a variety of backgrounds.

Action 3.1: Identify a program of recruitment activities and develop partnerships and alliances with a variety of entities such as high schools, community colleges, community organizations, and other units within the university for purposes of student recruitment.
**Objective 3.2:** Ensure individualized attention, caring, and guidance for every student by means of sound advising and retention programs.

**Action 3.2:** Provide students with access to competent academic and faculty advisors.

**Objective 3.3:** Ensure that students receive a foundation in ethics and responsibility so that graduates will be prepared to be good citizens individually and within organizations.

**Action 3.3:** Integrate ethics into core curriculum and major-area coursework; encourage students to engage in dialogue and activities that foster a sense of citizenship.

**Objective 3.4:** Foster student learning in relation to professional associations and development.

**Action 3.4:** Encourage student associations, honorary and professional organizations and faculty involvement with those organizations; encourage student participation in professional organizations in the community.

**Objective 3.5:** Encourage student participation in high-quality integrated, interdependent programs that build upon the region’s assets and offer a broad range of choices as appropriate to the needs of the college’s students and the region.

**Action 3.5:** Expand student involvement in internship/cooperative education and service learning experiences.

4. **Administration Goal:** The College will provide an administrative structure for the college that is (1) responsive to and supportive of the faculty, staff, and students of the college as well as the university administration and (2) practices participative management while providing effective leadership for the college.

**Objective 4.1:** Provide effective leadership for new initiatives, team efforts within and across disciplines, and quality management throughout the college.

**Action 4.1:** Develop a strategic and long-range plan for the college and review the administrative structure to ensure that critical services are provided.

**Objective 4.2:** Implement mechanisms that encourage faculty to participate in the development of college policy and programs.

**Action 4.2:** Review committee structure and identify those necessary to accomplish central functions.
5. **Support Staff Goal:** Provide a level of support resources sufficient to manage the advising, secretarial, and other support needs of the students, faculty, and community.

   **Objective 5.1:** Recruit and hire support personnel according to a staffing analysis plan that identifies the needs necessary to meet college standards for exceptional student, faculty, and community services.

   **Action 5.1:** Create a staffing analysis plan that identifies the support needs necessary to meet college standards.

   **Objective 5.2:** Provide adequate opportunities for support personnel to develop professional skills relative to their role in the college.

   **Action 5.2:** These opportunities may include professional memberships and certifications, seminars, technical classes, and other sources that may be utilized to retain quality staff.

6. **Facilities and Resources Goal:** The College will develop and expand programs and activities that increase the financial, human, and physical resources that support the mission of the college and the university.

   **Objective 6.1:** Diversify and increase the college’s financial resources through corporate and individual giving, foundation giving, grant activities, and other outreach activities such as providing continuing professional education.

   **Action 6.1:** Expand the alumni information system, develop college endowments, encourage faculty grant applications, and identify potential outreach activities.

   **Objective 6.2:** Obtain and maintain facilities that will foster a student-centered learning environment and sense of identity within the CBPA for both faculty and students.

   **Action 6.2:** Review resource availability in the CBPA locations on a regular basis to determine whether facilities can be released or need to be acquired, and where feasible, use interactive video classrooms to enhance enrollment growth and graduation rates.

   **Objective 6.3:** Expand and maintain community linkages and service programs that enhance the reputation and visibility of the college.

   **Action 6.3:** Sponsor and publicize professionally related seminars, speakers, workshops, applied research presentations, forums, and social events.
7. **Technological Goal:** The college will graduate students who are technologically proficient as enhanced by a faculty who employ advanced technology in their classrooms.

**Objective 7.1:** Deliver a technologically current curriculum by competent faculty.

**Action 7.1a:** Provide faculty development/training and access to the technological resources that are necessary to deliver a relevant, applied curriculum. Expand the use of the Internet to enhance students’ critical thinking and communication skills.

**Action 7.1b:** Create a web presence that will enhance enrollment growth.

8. **Continuous Improvement Goal:** The CPBA will ensure a process of assessment and effectively evaluate the information and results produced by the assessment process for the purpose of improving curricula, instruction, services, and to help improve the student-centered learning environment, the faculty’s commitment to student learning, and the quality, integrated nature, and interdependence of the unit’s departments and programs.

**Objective 8.1:** Support and improve student learning by 1) developing methods to articulate the goals of each department, academic program and support service; 2) developing a process for obtaining appropriate feedback on each department and program’s progress toward achieving those goals; and 3) using the feedback to improve the academic programs and services to ensure that the goals are effectively achieved and support and improve student and faculty development on an ongoing basis.

**Action 8.1:** Use multiple assessment methods to meet objectives and develop organizational systems that encourage change and risk-taking and conduct annual assessment reports for each department and program, and three year full reviews of department and program actions.
Governance and Administration of the College

The Dean’s Office

Role and Review of the Dean

The dean is the chief administrative officer of the college reporting to the provost and vice president of academic affairs. The role of the dean is to coordinate and manage day-to-day operations of the college. This position performs the following duties as delegated and required by the provost:

1. Works effectively and collaboratively with faculty and staff within the college and with other members of the university, particularly those connected with shared governance (i.e., search, program development and review, strategic and ongoing institutional planning committees) and the CBA;
2. Takes responsibility for the fiscal integrity of the college and is ultimately accountable for the management of staff, allocation of positions, and distribution of budgetary resources, and implementation of change;
3. Initiates strategic planning to improve the quality of the educational services offered by the college through development of processes that encourage improvements in academic programs and research and scholarship, including but not limited to: faculty and staff development, grants and contracts, assessment programs, internships, and scholarly opportunities for faculty and students;
4. Builds partnerships and works effectively with professional associations, advisory groups, alumni, and private and public organizations external to the university in support of college programs;
5. Participates and commits to raise external funds in support of the college mission;
6. Is an active and collaborative participant in the setting of university policy through involvement in the President’s Cabinet; and
7. Is an active and collaborative participant in setting academic policy through involvement in the deans’ meetings.

It is the responsibility of the dean to ensure the implementation of college policies such that there is a balance between equity and due process for the faculty, the promotion of excellence within the college, and the allocation of resources to meet college and university objectives.

There will be regular evaluation of each dean; biennial evaluation by department chairs in conjunction with the Chief Academic Officer’s annual evaluation and by college faculty at least every three years.

Budgetary Decisions
Major budgetary decisions for the college are collaborative with the chairs making policy and execution of such policy accomplished by the dean or his/her designee. Final budget authority rests with the dean. Departments are responsible for developing their budgeting methods. The department chair is responsible for the fiscal integrity of the department. The adherence to the college’s and a department’s budgetary limitation are the responsibility of the dean and the chair, respectively.

In recognition of differences among the disciplines within the college, various productivity measures will be evaluated when considering the distribution of resources. Data will include ratios of full-time equivalent students to full-time equivalent faculty (FTES/FTEF), dollars expended/FTES, numbers of majors, numbers of bachelors and masters degrees granted, academic year faculty workloads, external funding generated, community and regional outreach, and total tuition dollars generated by a program. The average FTES/FTEF ratio for the college should approach 1/22. Program innovation and modifications will be needed to meet this target, ultimately benefiting the college.

Another high priority of the college is to establish a modest reserve account to take care of emergency equipment repairs, unexpected benefit adjustments, classified step increases, etc. Departments have high technology equipment requirements, and it is essential funds be available to repair or replace equipment as needed. The college will work with the higher administration to establish an operational and equipment repair reserve equivalent to two percent of its budget. This reserve will be held in the dean’s office and will be a mix of one-time and base funds. Expenditures from this account will be for major issues as determined by the chairs in collaboration with the dean.

The College Council

The dean is informed and advised by the collective expertise of the college’s academic department chairs. The dean, department chairs, program directors, and college support staff shall meet on a regular basis for the purpose of advising and resolving issues of college interest. These meetings will address college issues such as:

1. college and department resource allocations,
2. department allocations for all types of faculty and support staff,
3. college department productivity,
4. the revision of existing programs or creation of new programs,
5. the coordination of the college’s core discipline courses,
6. organization of the general education core and competency courses,
7. coursework for senior capstone experiences offered by the college,
8. implementation and review of the college’s academic assessment activities and reports,
9. the implementation of internal and external program reviews,
10. the development of promotional strategies and materials,
11. the development and implementation of college enrollment goals,
12. continued enhancement of alumni relationships,
13. the nurturing of external funding,
requests and initiatives of the higher administration, and
any other matters of concern to the college and its departments.

Advisory Committees

The CBPA has three external advisory boards that assist the college in providing educational programs and activities to our stakeholders. The Dean’s Advisory Board provides input to the college entity. The Planning Advisory Council and the Business Education Professional Advisory Committee support those programs in similar manner.

The Dean’s Advisory Board

The Dean’s Advisory Board (DAB) has the following mission statement:

The DAB is a group of individuals representative of private, public, and not-for-profit organizations in the greater Spokane area. The Board lends support to the College of Business and Public Administration by providing:

- an advisory council to make recommendations and review proposals regarding new programs, academic standards, and co-curricular activities;
- assistance in securing private sector funding for enhancing the quality of the College’s programs and information services;
- support to the dean in matters involving contact with the university administration and external agencies;
- an avenue for communication, suggestions and/or needs of the business community to the dean.
- recognition to students, alumni, faculty and friends of the CBPA;
- assessment and evaluation of graduate and undergraduate program quality when requested; and
- membership financial support directly through gifts, or by bringing financial supporters to the table.

The DAB meets once per quarter to review college activities, provide input and guidance on curricular matters, and assist in external funding initiatives.

Planning Advisory Committee

The Planning Advisory Committee (PAC) is a group of individuals representative of the planning profession within the State of Washington and the region, including American Indian tribal governments. The PAC members are generally professional planners selected to provide a broad representation of the planning professional (small towns, larger cities, counties, tribal governments, West and East side, Idaho, and special topical areas including GIS, historic preservation, housing, environmental issues transportation, land use, design, and community development). Because of its special relationship with
the American Planning Association, representatives from the Washington Chapter of APA and the Inland Empire Section of APA are included as Committee members.

The Planning Advisory Committee meets at least once annually to review the activities of the department; assess curricula; receive updates on the status of the planning programs within the university, college, and department; meet with students to assess student issues; and make recommendations and reports back to the department, the college, and the university on the status and issues of planning programs. Members of the PAC are also called upon the review and comment on changes in the curricula and programs, to review and assess EWU planning, and to participate in ongoing professional accreditation processes with their comments.

Business Education Professional Advisory Committee

The Business Education Professional Advisory Committee (BEPAC) has the following purposes and objectives.

1. To provide curriculum and program assessment recommendations designed to enable EWU faculty to offer up-to-date programs at the bachelor degree level and offerings for certification-only.
3. Advise EWU faculty on state and national legislation, trends, and issues that affect business and occupational education.
4. Assist in the promotion of business education as a rewarding career.
5. Provide committee members information about trends and issues in university teacher education.
6. Assist in the promotion of the business education program.

BEPAC Assessment Plan

1. To maintain an effective Professional Advisory Committee that provides curriculum and program assessment recommendations designed to enable EWU business education faculty to offer up-to-date programs at the bachelor degree level and also offer courses leading to vocational certification for non-degrees people.
2. To offer a program and courses that are consistent with the Washington Administrative Code, the National Association of Business Teacher Education and the National Business Education Association.
3. To assess the effectiveness of the business teacher education program through evaluation of first-year graduates of the program and feedback from vocational administrators who supervise them.
4. To maintain membership on the Vocational Technical Professional Education Council, which is charged with the ongoing evaluation of vocational technical education programs.
The Department

All departments shall recognize the education of students as their principal function. Each department member should be familiar with the university’s Mission Statement and Strategy Plan, the college, and their department plan.

Specifications for Departmental Plans

The Northwest Association of Schools and Colleges (NWASC) approves university offerings and the qualifications of its faculty by their sanction. Departmental plans should pay special attention to the details of NWASC Standards II, IV and IX dealing with “Educational program and its Effectiveness,” “Faculty,” and “Institutional Integrity,” respectively.

Department plans must: (1) describe how the quality of instruction will be evaluated and establish standards for what constitutes excellence in teaching for retention, tenure and/or promotion; (2) identify what types of professional research activities and other accomplishments will be considered as evidence of superior or significant scholarship; and (3) define types and levels of superior or significant service. Evaluation procedures for the above items must be described as well as the standards of performance that must be met as a necessary condition for consideration of retention, tenure and/or promotion. Also a detail of the type of documentation that should be presented for evaluation should be developed.

In addition to coursework in the recognized core disciplines within the college, given the mission of the college and university, and the expectations of the UFE contract for college and departmental plans, each department plan will elaborate on how they intend to contribute to university general education requirements and the liberal arts enrichment of their students as well as others across campus. This college along with others has a special mission to provide primary coursework and oversight of the university’s general education offerings. Collectively we will foster and practice cooperation with our colleagues throughout the university and will take ownership and responsibility for the above offerings.

Department plans shall be developed such that they are consistent with and supportive of the university and college missions. Specific items to be included in departmental plans are listed below:

1. Departmental mission and vision statements.
2. A strategic plan to achieve departmental goals (short and long term).
3. Standards and expectations for faculty excellence in the context of the discipline and college policy.
4. Minimal standards of performance that must be met as a necessary condition for consideration of retention, tenure and/or promotion.
5. The process and timeline to be used in establishing faculty activity plans.
6. Minimal standards of performance that must be met by tenured/full professors.
7. Expected faculty teaching, scholarship and service loads.
8. The procedures for peer and student evaluation of the teaching effectiveness of all department faculty on a regular basis.
9. The evaluation process for retention, tenure and/or promotion, including how quality and quantity of teaching, professional and scholarly activities and service will be evaluated.
10. The evaluation process for tenured/full professors including how quality and quantity of teaching, professional and scholarly activities and service will be evaluated.
11. The procedures for regular and systematic evaluation of all faculty performance in order to assure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities.
12. The criteria used for recommendation of emeritus status and the process and procedure for departmental consideration and vote.
13. The procedures for the selection of a department personnel committee with a minimum of three members.
14. The expected duties and responsibilities of the chair (see Role and Review of the Department Chair, p 27 ).
15. Regular and responsible participation of faculty in decision-making.
16. The faculty member’s accessibility to students.
17. An advising plan for all majors and minors offered.
18. Faculty participation in student recruitment and career planning.
19. A faculty recruitment strategy that delineates how new positions fit the department’s mission and needs.
20. The process of curriculum development.
21. An assessment plan that formalizes outcome measurement activities for each departmental program.
22. The procedure for distribution of faculty development money.
23. A merit plan with specific criteria and procedures for evaluating faculty activity that results in the recognition of excellence.
26. The criteria used for recommendation of graduate faculty and the process and procedure for departmental consideration and vote.
27. The required terminal degree for a position within the department if not a doctorate. Departments will need to define what degree is appropriate and have approved by both the dean and the chief academic officer.

Departmental goals will be reviewed regularly; both for consistency with college and institutional goals and for program productivity. Nothing in a department plan may contradict or supersede statements in the EWU Policies and Procedures. Also, as new policies and procedures are created and old ones modified, the department’s plan will need to be updated.
Modifications of the department’s plan will require approval of its faculty as indicated by a majority vote following a thorough review of proposed changes. All departmental faculty and staff will be notified immediately in writing each time changes are made. Department plans, upon approval by the faculty of the department, are submitted to the dean for preliminary approval and forwarded to the chief academic officer or his/her designee for final approval.

**Role and Review of the Department Chair**

The appointment of new chairs in the College of Business and Public Administration will normally be 1 September.

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 and management 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:*

1. **Leadership**
   - Identify and lead the department in accomplishing department, college and university goals;
   - Represent the department to the college, the university and the community;
   - Represent the college and the university to the department;
   - Foster innovative teaching methods and curriculum development leading to improved student learning;
   - Develop and implement processes to encourage and support scholarship and research;
   - Support faculty, staff, and students in their responsibilities and professional development, encouraging initiative, innovation, and collegiality;
   - Administer university policies and procedures (administration includes the exercise of delegated university disciplinary authority and participation in the grievance process);
   - Support fund-raising and development efforts of the department, college and university; and
   - Establish and maintain positive, professional relationships with external constituency groups.

2. **Communication and Inter-/Intra-personal Skills**
   - Be accessible to other administrators, faculty, staff, and students for timely fulfillment of the chair’s duties;
• Establish positive, collegial working relations with all elements of the university;
• Facilitate open communication within the university; and
• Improve alumni relationships by maintaining continuing relationships with students who left the university.

3. Fiscal Management
• Management 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; and
• 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.

4. Program Management
• Management faculty workload in accordance with department, college and university policy and goals. This responsibility includes making student advising assignments and instructional assignments of faculty, and the scheduling of academic year and summer offerings of the department consistent with a student-centered university;
• 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 drop-outs; 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;
• Oversee the development and execution of departmental program and curricula;
• Respond to requests for information from the college, the university and the community;
• Develop and execute the department’s program assessment(s). This would include regular assessment of overall student satisfaction, executing internal and external program reviews, and incorporation of assessment results into program or instructional changes; and
• 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.

5. Personnel Management
• Administer and coordinate all personnel matters relating to faculty and staff evaluation in accordance with relevant policies, including the preparation and oversight of all faculty plans and statements of staff expectations and evaluations;
• Review quarterly evaluations on all faculty from all university coursework offered by the department;
• Facilitate faculty and staff development, i.e., personal and professional development, service training, cross-training, awareness of various campus services;
• Develop and/or update print and electronic promotional materials for the department’s academic programs;
• Manage faculty and staff recruitment;
• Supervise departmental support staff, delegate staff work, and evaluate staff performance; and
• Resolve conflicts within the department in a fair manner.

Chair and Director Compensation

The total funds available to administer the departments are determined using a weighted formula for the academic year. Academic year stipend factors embody department FTE (faculty and staff), most recent four-year average of FTES, and the individual’s base salary. The chair’s stipend is paid over a twelve month period, from July to June. The chairs are responsible for working a minimum of half-time during the summer.

Each chair is assigned administrative time based upon the size of the academic unit. The criteria for assignment include, but are not limited to:

1. the size of the academic unit;
2. the complexity of the program(s); and
3. the external/cross campus interactions and commitments.

Specific formulas for dollar distribution during the academic year consist of:

1. $100 per department FTE;
2. $1,000 for an undergraduate or graduate program ($1,500 for both);
3. Department FTES/College FTES x $10,000 (four-year averages); and
4. 1/9 of summer stipend.

The total departmental administrative stipend will be distributed between the chair and any program directors.

Evaluation of Chair’s Performance

Department chairs shall be reviewed annually. That review will be conducted by the dean. Faculty will evaluate the chairs at least every two (2) 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
Role and Review of the Faculty Member

Teaching is a primary activity for faculty in the College of Business and Public Administration (see CP Teaching).

All faculty members are expected to carry an appropriate workload, meet classes regularly and use student evaluation forms to assess teaching effectiveness. Student evaluations are to be voluntarily completed by students near the end of the course. Evaluation forms must be handed out and collected by an impartial person and promptly delivered to the chair/designee upon completion (see CP Guidelines for Student Evaluation of Teaching).

Each department will have a process that systematically and periodically reviews faculty. Likewise, multiple indices shall be used to assess teaching competence (see CP Assessment). Evaluation should lead to remediation if needed.

Pedagogical research is respected and encouraged as part of the college’s educational mission. Faculty are also expected to play an important role by providing service to the university, college, department and to the external community (see CP Service).

Other faculty contributions should include student recruitment, curriculum development, advising and career counseling (see CP Student Policies, and CP Programs and Curriculum).

Faculty personnel actions involving retention, tenure and/or promotion (see CP Foundation for Evaluation) will be preceded by rigorous evaluation of the faculty member meeting all his/her activity plan expectations (see CP Faculty Activity Plans) for a positive recommendation. Every three years each tenured/full professor will participate in a review of his or her faculty activity plan. The most important level of review and greatest responsibility with regard to faculty personnel decisions should be with the department.

Conflicts of Interest

Each department within the College of Business and Public Administration should establish procedural safeguards that address potential conflicts of interest. These procedures should, at a minimum, be as follows:

1. Concerning the chair’s evaluation of faculty and staff teaching performance, the chair, and member(s) of the department and/or the dean will/must identify any circumstances that constitute a possible conflict of interest between the chair and department member(s). Following agreement that a potential conflict may exist, a
2. Areas of potential conflict of interest might include the following: a) retention, b) promotion, c) renewal, d) discipline, e) dismissal, and f) salary and merit.

3. The department chair will adhere to the College of Business and Public Administration’s policy of teaching workload distribution regarding staff and faculty teaching assignments.

4. The department faculty and staff are referred to the CP for further policies and procedures regarding university ethics, conflicts of interest and/or grievances.

**Policy Statement on Program Outcomes Assessment**

1. The CBPA requires that all approved programs of study offered by the college present goals and objectives and have an assessment process, which shall be included in department plans. Approved programs of study include degreed programs, majors, minors, certificates, and the business core. This process shall comply with the assessment mandates of the NASC (Northwest Association of Schools and Colleges) and from our several program accrediting agencies. Each program of study is required to have an assessment plan on file with the Dean of the CBPA that describes expected student learning outcomes and the methods used to evaluate those outcomes. Designees in the programs of study are also required to file annual assessment reports that will be reviewed by a standing college assessment committee.

2. Assessment of student learning in all approved programs of study can be a beneficial tool for facilitating dialogue about the curriculum and encouraging continuous programmatic improvement throughout the college. Assessment refers to the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. Program assessment is *not* a review of faculty performance. Program Outcomes Assessment provides feedback to an academic unit on the performance and integration of its curriculum, thereby allowing informed decisions regarding continuous improvement. Assessment is, therefore, an integral part of the commitment of the CBPA to sustain and enhance academic quality and the student education experience.

3. The CBPA Assessment Task Force supports the idea that faculty are best suited to determine how to assess students’ learning outcomes and how to use assessment results for program improvement. Therefore, the Task Force further supports the idea that faculty in the approved programs of study are responsible for the design and assessment of desired outcomes. This includes non-departmentally based programs of study such as the MBA, undergraduate business core, and non-departmentally based minors. The standing college assessment committee, the CBPA Dean, and the EWU Office of Assessment work to facilitate Program Outcomes Assessment by providing information, guidelines, and financial resources to conduct effective
assessment and by coordinating assessment at the program, college, and institutional levels.

4. The CBPA Assessment Task Force recommends faculty to develop and implement Program Outcomes Assessment. The following concepts form the basis for providing feedback to academic programs regarding assessment methods and uses of results.

a. Program Outcomes Assessment is based on a process in which faculty have identified the desired student outcomes that are consistent with the goals and objectives of the academic program. Assessment focuses on evaluating student achievement of these expected learning outcomes. Assessment results must not be used for appointment, promotion, or tenure evaluations or annual appraisals of faculty or staff.

b. Program Outcomes Assessment seeks to help faculty understand and improve student learning by asking key questions such as “What should graduates of this program know or be able to do?” and “Have the graduates of our program acquired this learning?” and “How can student learning, or our curriculum, be improved?”

c. Program Outcomes Assessment should provide feedback to the academic unit and contribute to program development. Assessment should be viewed as more than collecting data for program evaluation; it should be viewed as integral to ongoing self-evaluation, development, and improvement of the program.

d. Program Outcomes Assessment must include a variety of measures that are suited to evaluate the unique learning objectives in the unit.

e. Assessment optimally includes direct and indirect measures of student learning. Direct measures include a capstone experience, senior project, portfolio assessment, standardized tests, certification and licensure exams, locally developed exams, exams blind scored by multiple scorers, juried review of student performances and projects, or external evaluation of student performance in internships. For graduate programs, direct measures also include faculty review of theses and research reports. Indirect measures include data from student surveys, alumni surveys, exit interviews, retention and transfer rates, length of time to degree, graduation rates, job placement, or program acceptance. Varying assessment measures can be used over time.

f. Program Outcomes Assessment will be systematic and ongoing. All goals and objectives must be assessed within a five-year period, but not all must be evaluated each year. The timetable for implementing assessment measures will be appropriate for the curriculum, resources of the program, and timelines established by the CBPA Assessment Task Force.
g. Each approved program of study will periodically review and evaluate the assessment measures and determine how these measures contribute to program development. Assessment measures may change over time as different concerns emerge regarding the curriculum or student learning.

h. Annual assessment reports will summarize assessment activities and resulting program changes to comply with requirements of the various accrediting agencies. The reports are to shared with all faculty in the program of study and approved by the dean of the college and the standing college assessment committee. All reports will be on file in the dean’s office.

5. In order to communicate the process and its outcomes and ensure full opportunity to participate, the standing college assessment committee shall design and conduct a college-level meeting to review assessment reports and goals for the next cycle. This will be an open meeting to which students, advisory committee members, external constituencies, and faculty and administration in the College of Business and Public Administration shall be invited.

Approved May 2003

Assessment Reporting Process
College of Business and Public Administration

Assumptions

This Assessment Reporting Process has been developed with the following assumptions in mind:

Premise 1 – Assessment Plans are now an integral part of Department Plans.
Premise 2 – Process and reports should be as simple as possible.
Premise 3 – CBPA should replicate as much as possible the processes and reports that are required at the University level.
Premise 4 – Current University process/reports will not change in foreseeable future.
Premise 5 – The office of academic assessment can be convinced to change the titles of its forms to more accurately reflect their purpose.
Premise 6 – Detail in support of assessment will be filed in the office of the dean of CBPA.
Premise 7 – A standing college-level committee will be formed to coordinate the assessment process.
Premise 8 – The faculty of the CBPA has the ultimate responsibility to prepare, evaluate, and modify assessment goals/objectives. The department chairperson has the responsibility to coordinate faculty efforts and to see that time lines are met.
Premise 9 – Policy statement on Program Outcomes Assessment is an integral part of the assessment reporting process.

**Description of Reports**

**Department/program assessment plan**

The basic document underlying the assessment process is the department plan. Current university policy and the collective bargaining agreement (July 1, 2000-June 30, 2004) require that the individual academic departments and colleges prepare assessment plans. Pages 11-10 to 11-11 of the collective bargaining agreement specifically address the preparation of assessment plans. Paragraph 4.(b)(i) on page 11-10 specifically states, “Assessment plans are part of department plans.” Paragraph 4.(b)(ii) on page 11-11 states: “a copy of the department/program assessment plan shall be filed with the college dean and the office of academic assessment.” All assessment goals/objectives are, thus, found in the department plan.

**Assessment Plan 2000 Eastern Washington University**

This report is misnamed. The form for the report would better be titled “Goal/objective to be assessed during academic year 20XX-20XY”. One report is required by the office of academic assessment for each assessment goal/objective to be assessed during the specific academic year, e.g. four goals to be assessed would require four reports (forms). One form is filed for each goal/objective to be assessed.

**Trac Dat End-of Program Assessment Report 2001 Template**

This report, too, is misnamed. The form for the report would better be titled “Assessment goal/objective assessed during academic year 20XX-20XY”. This report corresponds directly to “Goal/objective to be assessed during academic year 20XX-20XY” reports (forms) filed above. The office of academic assessment requires one form be filed for each goal/objective assessed.

**Current timeline for filing of reports**

<table>
<thead>
<tr>
<th>Department Plan</th>
<th>Varies according to collective bargaining agreement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Plan AY 02-03</td>
<td>November 15</td>
</tr>
<tr>
<td>End-of Program Assessment Report AY 01/02</td>
<td>November 15</td>
</tr>
</tbody>
</table>

**Modifications/amendments of department/assessment plans**

Amendments to department plans, if any, should be completed by December 1.
Schematic representation of reporting process follows. Appendices A and B present the forms used to submit reports required at the university.

Approved May 2003
<table>
<thead>
<tr>
<th>University level</th>
<th>Events Requiring A Report</th>
<th>College-level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy of approved department plan is filed at university level.</td>
<td>Initial determination of desired outcomes (Goals/Objectives)</td>
<td>Faculty prepares at the department level within the college</td>
</tr>
<tr>
<td>University academic assessment policy indicates that not all goals/objectives contained in the department plan need to be assessed during any one given year.</td>
<td>Determine which goals/objectives are to be assessed during a particular academic year.</td>
<td>Formal department plan is approved by department faculty, CBPA dean, and provost of academic affairs.</td>
</tr>
<tr>
<td>One form completed for each goal/objective to be assessed per university policy. See attachment for copy of form. Original form filed in office of academic assessment.</td>
<td>Assessment of selected goals/objectives [indicated and filed above] is carried out.</td>
<td>Approved department plan including assessment plans are filed in the office of the CBPA dean.</td>
</tr>
<tr>
<td>Detail required at university level is in summary form.</td>
<td>TRAC DAT End of Program Assessment Report [Standard university form]</td>
<td>Faculty in each approved program of study determines. CBPA policy states that all assessment goals appearing in the department plan must be assessed at least once during a five-year planning horizon.</td>
</tr>
<tr>
<td>One form completed for each goal/objective assessed per university policy. See attachment for copy of form. Original form filed in office of academic assessment.</td>
<td>New assessment goal. Possible elimination of a previous goal. Modification of department/program plan based on prior assessment process.</td>
<td>Copy of form filed in office of dean of CBPA to be shared with the College Assessment Committee. File with department plan and label by year. Original forwarded to office of academic assessment.</td>
</tr>
<tr>
<td>Amended plan needing approval of faculty and dean of CBPA. Amended department plan filed in dean’s office. Copy sent to Provost.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment Plan 200X
Eastern Washington University

Department: _______________  Program: __________________

Assessment Objective:

Description:

Track:

Start Date:

Assessment Method:

Assessment Evaluation:

Departmental or College Objective related to assessment objective
Department: _______________    Program: _______________

Assessment Objective:
Insert one program assessment objective that the program worked on during 2001; this should be in the assessment section of departmental plan

Date: (specify when the activity was done during 2001)

Observation: (describe what you saw in terms of student achievement of the objective – you don’t need to be precise- you can use words like “most”, “many”, “all”, “some”, or “few” to indicate how many students could do what was asked)

Observation Type: (how would you categorize what was observed: strength or weakness)

(Please turn over to page 2)
If the assessment activity was a weakness, please describe what was done to remedy it.

**Data Source:** This is where you saw students achieving the objective (i.e. in an exam, group presentation, clinical setting etc.)

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Was information from the assessment used in the program?

If yes, please explain how assessment was used.

**Notes:** Please describe your thoughts and reflections on what was observed from the assessment activity

**Follow-Up Comments:**
College Assessment Implementation

With the adoption of a College of Business and Public Administration assessment plan, the following actions will occur:

1) The Dean will appoint the College Assessment Committee (CAC)
2) The work of the College Assessment Committee will commence during Spring Quarter 2003
3) Assessment responsibilities will be assigned as follows:
4) Each department chair will be required to create assessment committees as required such that each approved program of study within the purview of their department, i.e. majors, minors, or approved certificates, shall be assessed as required by the policy.
5) The Undergraduate Business Program Committee is charged with assessment of the undergraduate business core.
6) The Graduate Program Committee is charged with assessment of the MBA Program.
7) The business program representatives on the College Assessment Committee are charged with overall assessment of the business program.
8) Initial reports on assessment of approved programs must be submitted during Fall Quarter 2003 in accord with a schedule to be developed by the CAC.

Approved May 2003
College Assessment Committee

Purpose:
The purpose for the College Assessment Committee (CAC) will be to provide ongoing assessment coordination, accountability, assimilation, and expertise for the College of Business and Public Administration. This committee will be a standing committee of the CBPA.

Responsibilities:
The committee will be responsible for the following:

1. Collect assessment reports annually from department chairs, UPC chair, and directors responsible for approved programs of study as delineated in the Policy Statement on Program Outcomes Assessment.
2. Conduct and/or coordinate assessment of college-level activities and report findings to the college. (Examples would be an alumni survey, employer focus groups, exit content exam, end-of-program student survey.)
3. Draft a yearly report from the gathered annual assessment reports and present to the college dean and faculty.
4. Design and conduct a college-wide meeting each fall to review assessment reports and focus on the next cycle. The review shall include a synthesis of outcomes and subsequent program changes.
5. Provide assessment expertise to all college programs.

Committee Structure:
The College Assessment Committee should include representatives from the following program areas:

1. Management Department
2. Accounting & Information Systems Department
3. Planning/Public Administration/Health Administration
4. Undergraduate Program Committee Chair
5. Graduate Program Committee Chair
6. Associate Dean (ex officio)

Committee appointments shall be for three years with an option to renew. These appointments will be staggered so that at least two people remain from the previous year. The committee will select the chair.

The College Assessment Committee shall begin Spring quarter, 2003. The Dean shall make initial appointments, and department chairs in collaboration with faculty shall make yearly appointments.
It shall be the responsibility of the CAC to develop the procedures necessary to carry out
the above responsibilities.

Committee Structure – College Committees

Restructuring Proposal Under Evaluation

Committee Structure – Departmental Committees

Each of the units in the Urban Planning, Public and Health Administration will have its
own curriculum committee to approve all curricular changes with its area and to be in
compliance with its particular accrediting agency.

The departments of Management and Accounting and Information Systems will combine
to provide faculty for both an Undergraduate Business Program Committee and an MBA
Committee.

Managing the Undergraduate Business Program

The responsibility for managing the undergraduate business program is shared among the
faculty teaching the courses, the faculty as members of discipline-specific groups, the
Undergraduate Program Committee, and the appropriate department chairpersons.
Business program changes will be shared with the business faculty through the Strategic
Management Team, periodic general faculty meetings, and other communication media
as appropriate.

The Undergraduate Program Committee is charged with responsibility for the following:

1. approve topical outlines for each of the courses offered in the business core and
   submit approved outlines to the Office of the Dean where a complete collection of
   outlines will be maintained;
2. periodically review the undergraduate business core and its learning outcomes and
   recommend changes as needed;
3. conduct an annual assessment of some portion of the learning outcome goals of
   the undergraduate business core, including the pedagogy actually employed, to
determine success in achieving the learning goals of the core. All learning goals
   of the undergraduate core shall be assessed over a five-year period;
4. note and communicate to the appropriate department chair any concerns about the
   coverage and pedagogy in the business core as presented in the syllabi and related
   teaching materials in relation to content required in the topical outline and
   pedagogy necessary for student success;
5. report annual assessment outcomes to the college Assessment Committee and
   participate in overall assessment activities related to the business programs; and
6. review and make recommendations as to the overall structure of the entire undergraduate business program.

Department chairs are asked to ensure that faculty, including adjuncts, assigned to teach business courses be familiar with the appropriate topical outline, teach the required content of the outline, and understand the need to incorporate the content in the outlines through varied and appropriate pedagogy.

Faculty members teaching undergraduate courses are responsible for the following:

1. maintaining consistency of course content with approved topical outlines;
2. using a variety of methods of teaching to facilitate learning by all students; and
3. supporting course content consistency and success of the core by sharing and discussing methodologies, approaches, and issues with other faculty, and by participating in the assessment of the courses and the core.

Disciplinary Faculty Committees

1. develop and approve topical outlines for each course offered in their discipline;
2. periodically review the topical outlines for their consistency with current knowledge and then recommend changes as needed;
3. note and communicate to the appropriate department chair any concerns about the coverage and pedagogy as presented in the syllabi and related teaching materials in relation to content required in the topical outline and pedagogy necessary for student success;
4. report annual assessment outcomes to the College Assessment Committee and participate in overall assessment activities related to the business programs; and
5. develop and propose needed changes or additions in courses, majors, learning outcomes, pedagogical approaches and related matters.

The MBA Committee responsibilities will include:

1. Acts as the curriculum committee for the MBA program.
2. Acts as the liaison for curricular matters between the business departments and the Graduate Committee.
3. Provides advice and counsel to the MBA director.
4. Acts as program champions and assists in advancing the program both internally and externally.
5. Provides leadership in non-curricular matters including criteria for faculty appointments, program assessment, student selection and advising, scheduling, and other matters deemed appropriate by the committee, dean, and MBA director.
6. The MBA Committee is charged in 200X-200X with benchmarking our MBA and reviewing the curriculum and proposing any needed changes.
Members will include two members from each of the business departments and the MBA director will serve as an ex-officio member.
Administrative Evaluation Policy

Each administrator – including the dean, associate dean, and department chairs – will be formally evaluated by the faculty of the College of Business and Public Administration. This evaluation will normally occur during fall quarter in conjunction with the administrator’s overall performance evaluation.

The evaluation method should include but not be limited to a systematic survey of faculty opinion. Results of the survey will be incorporated in the administrator’s evaluation by his or her supervisor.

Evaluation of CBPA Dean and CBPA Associate Dean

To access the Evaluations Forms, please click on: http://www.ewu.edu/x378.xml and go to College Plan
Voting Process

On issues requiring a college-wide vote, the following procedures will apply:

1. A forum at either the college or at each department level will be held if the issue is important enough to warrant a faculty discussion, which will be determined by the dean in consultation with the chairs and directors.
2. The time and place of the vote will be announced two weeks in advance. In cases where time is an issue, the dean may call for a vote with less than two weeks advance notice.
3. Faculty will be asked to sign their names on a list of eligible voters prior to voting.
4. Absentee ballots may be cast by making arrangements with the Dean’s Administrative Assistant prior to the vote and by signing the list of eligible voters.
5. Votes will be counted by the Administrative Assistant and the dean and announced within 48 hours of the vote. Only the final decision will be announced.

For Department Chair elections, the EWU procedure negotiated will apply.

Voting Rights

All college tenure and tenure-track faculty may vote in any college-wide election. Special faculty and administrators holding faculty rank who have held a full time appointment in the college for the previous year may vote on any issue that would be reasonably expected to affect them.
Administrative Exempt and Classified Staff

The Eastern Washington University Policies and Procedures will govern the process of recruitment and appointment.
Personnel Policies and Procedures:  
Faculty Roles and Responsibilities

Faculty

In part, this document establishes the general policies, standards, and procedures for the appointment, retention, tenure and/or promotion of faculty in the College of Business and Public Administration. A brief statement regarding each of these personnel actions follows:

1. **Appointment.** All faculty appointments and reappointments are made by the EWU Board of Trustees. The letter of appointment becomes effective when a copy is returned with the appointee’s signature. The letter shall set forth the terms of employment including, by reference or definition the duties and responsibilities of the position, the type and term of employment, the salary and the specific period of probationary status, if any. The initial rank and salary agreements accepted by the candidate will be deemed to represent the understood conditions at the time of employment and shall not be subject to subsequent review for purposes of later adjustments.

2. **Retention.** Probationary faculty will be evaluated annually for retention. Retention will be dependent primarily upon the faculty member’s progress toward tenure and/or the next highest academic rank. Retention is not a guarantee of subsequent reappointment. Special faculty positions are evaluated each year.

3. **Tenure.** The tenure decision for an assistant professor is based, in great part, on the criteria for promotion to associate professor. In the event that a faculty member is hired with an advanced rank, the judgment to grant tenure will be consistent with the standards for that rank. Evaluation for tenure is based primarily on performance as supported by evidence of excellence in teaching, superior or significant professional and scholarly activity, and superior or significant service to the department, college, university, and/or the community.

4. **Promotion.** Evaluation for promotion to any rank is based on performance as supported by evidence of excellence in teaching, superior or significant professional and scholarly activity, and superior or significant service to the department, college, university, and/or the community, and meet the qualifications for the next highest rank.

All personnel actions involving retention, tenure and/or promotion will be preceded by rigorous evaluation of the faculty member meeting all his/her activity plan expectations for a positive recommendation (see CP Faculty Activity Plans).

The dean is responsible for negotiating with the departments the standards and criteria for faculty appointment, retention, tenure and/or promotion. He/she has the responsibility for reviewing departmental plans before forwarding them to the chief academic officer for final approval. The dean has final approval of faculty plans unless such plan is intended to lead to tenure. Those decisions shall require the approval of the chief academic officer of his/her designee. The dean will consider the recommendations of the department
personnel committee, the department chair, and other appropriate sources in arriving at a recommendation for or against retention, tenure and/or promotion of a faculty member.

All faculty and others who participate in personnel evaluation are responsible for reading and complying with these policies and procedures as well as other approved statements at the college and departmental levels.

**Faculty Personnel Decision Making—General Policy**

Three basic principles guide faculty personnel decision making in the College of Business and Public Administration. They are as follows:

First, decisions should advance the goals and objectives of the department and college. Every program unit (departments, centers, colleges, schools, etc.) will prepare explicit goal statements which will be reviewed regularly, both for consistency with institutional goals and for relationship to program productivity.

Faculty represent the college’s most important and valuable resource in attempting to meet its goals. Accordingly, all faculty personnel decisions, most particularly decisions related to appointment, retention, tenure and/or promotion, should encourage excellence in teaching, professional and scholarly activities and service, and enhance the attainment of programmatic objectives.

Second, in formulating all-university policies, procedures and structures the assumption is made that the faculty member is highly professional in the faculty member’s area of expertise. Thus, it is further assumed that the faculty member is capable of making individual, as well as collective, decisions with fellow professionals concerning matters of instruction, professional conduct and conditions of professional employment, and reward.

Professional peer evaluations are central to faculty personnel decisions. While evaluative information may be sought and may be accepted from other individuals, full-time tenured faculty of the College of Business and Public Administration should vote on recommendations regarding faculty personnel matters that are forwarded to the dean and the chief academic officer.

Third, the most important level of review with regard to faculty personnel decisions is the department. Each department and discipline is somewhat unique. Because of that uniqueness, the main responsibility for implementation of these policies and procedures has been placed in the departments. Using this document of college policy as a framework, each department must set the standards and expectations for faculty excellence in the context of its discipline.

**Recruitment and Appointment**
In consultation with the appropriate department chair, the dean will establish an appropriate target salary to be recommended to the chief academic officer for hiring new faculty and will also establish the appropriate level and associated salary for all support personnel. The dean, in consultation with the provost, will determine when a department is allowed to recruit for a position. Written evaluations based on the position criteria for each person interviewed must be forwarded to the dean with the department’s recommendation for hire. No formal or informal offer or commitment may be made to a candidate without the dean’s approval.

In the College of Business and Public Administration, the guiding principle will be to hire, support and retain the best-qualified faculty. To that end, all departmental faculty recruitment activities and appointments will conform to the following policies:

1. Prior to announcing a faculty vacancy, the department must establish the major elements of the position and the criteria for evaluating candidates. These criteria should be consistent with department policies and standards for evaluating existing faculty. At a minimum, the teaching abilities and scholarly potential (at the assistant professor rank and above) should be evaluated.
2. All announcements for vacant positions should be clear concerning the rank; the length of appointment; whether the position carries eligibility for tenure; teaching, research and service expectations; and requisite experience and credentials.
3. A department that announces a search should be genuinely engaged in an open process of recruitment for that position.
4. Generally, candidates should be given at least thirty days from the appearance of the first announcement to respond.
5. The procedure for evaluating and selecting final candidates should be consistent with the announced criteria and commitment to a fair and open process. All candidates, including internal applicants, if any, must be evaluated on the basis of the same criteria as all other candidates.
6. Departments are to have final candidates teach a class or give a scholarly presentation while on campus as a part of the evaluation process.
7. Written evaluations of each of the candidates interviewed in relation to established criteria must be forwarded to the dean with the recommendation for hire. No formal or informal offer or commitment may be made to a candidate without the dean’s approval.
8. The decision about which candidate will be offered the position must be consistent with the criteria and duties stated in the original announcement. If the selection of the final candidate was based on significant changes in the criteria for the position or the duties, the department will start a new search.
9. Appointment with Tenure. Faculty may be hired with tenure at the rank of Associate Professor or Full Professor. The process for hiring with tenure must follow the hiring-in procedures as designated in the college and department plans, and it must include the full evaluation process for granting tenure by faculty of the department. Those hired in with tenure must, at least, meet the criteria and qualifications for the rank of Associate.
Departments may wish to further elaborate on these policies as appropriate in their plan.

**FAP Review and Development Plan 2004-05**

During Academic Year 2004-05 existing Faculty Activity Plans need to be reviewed, performance against them examined, and new FAP’s developed. This process will apply to all faculty with FAP’s expiring in Spring 2005 and earlier. Faculty members with promotion plans will continue under those plans. Business faculty members not preparing a new FAP will still need to complete step 1.a and 1.b below in order to provide information for accreditation purposes. Lecturers are covered by the recently adopted college plan for FAP’s for special faculty and will continue submitting annual FAP’s.

Proposed process:

1. Each faculty member prepares a statement detailing performance in relation to their existing approved FAP, together with a draft FAP for the period June 2005 through June 2008. The faculty member’s statement must include the following:
   a. listing of their area(s) of expertise
   b. detail as to their academic and/or professional experience that initially prepared them for instruction in their areas of teaching
   c. work completed during the existing FAP period (typically May 2001 through current date) related to the terms of their approved FAP. Documentation in this area must include complete information on publications, presentations, etc. Complete copies of such items need to be included only if they have not been previously supplied to the Dean’s Office.
   d. a draft FAP indicating plans for June 2005 through June 2008 including:
      1) professional development/intellectual contributions plans appropriate to area(s) of instructional responsibility, e.g. accounting, marketing, and level of instruction, i.e. undergraduate or graduate, and in accord with recently adopted College policy on intellectual contributions;
      2) instructional development efforts appropriate to instructional assignment;
      3) service functions within the department, college, University and community;

**DEADLINE: JANUARY 22, 2004**

2. Department Personnel Committee, in accord with department plans, reviews individual FAP’s and faculty member reports as well as the collective group of reports and plans and submits an evaluation of past activities and plans for future activities to the Department Chair. The DPC is charged to review individual plans to ensure that new plans encompass comparable work and contribution levels for all faculty and meet appropriate professional standards, e.g. accreditor expectations. Where a proposed FAP does not present comparable workload and contribution levels that will be noted in the report to the Chair who is expected to work with individual faculty members to achieve appropriate, comparable workload plans. (Consultation between the department chair and the DPC and individual faculty members to resolve concerns about comparability or
appropriateness of an individual FAP prior to the DPC’s submittal of its report is appropriate.)

**DEADLINE: FEBRUARY 22, 2005**

3. Department Chair reviews FAP and faculty member’s report together with the DPC evaluation and completes a separate evaluation of performance under existing plans and of plans under proposed new FAP’s. The review should include a judgment as to the fit of the overall group of FAP’s to accreditation needs. As necessary, and in accord with department plans, the chair shall meet with individual faculty members regarding the appropriateness of their individual plan and with the DPC regarding concerns about the overall group of plans. The respective department chairs will submit their evaluations and recommendations to the College Personnel Committee.

**DEADLINE: MARCH 28, 2005**

4. All materials are submitted to the College Personnel Committee. The CPC shall review the FAP’s individually and as a group in accord with the mission of the College and the goal of maintaining high quality and accredited programs, and in the interest of comparability and appropriateness of workload plans. The CPC will transmit its evaluations and recommendations to the Dean.

**DEADLINE: APRIL 25, 2005**

5. All materials are submitted to the Dean for final review and approval. The Dean shall review the FAP’s individually and as a group in accord with the mission of the College and the goal of maintaining high quality and accredited programs, and in the interest of comparability and appropriateness of workload plans. Where, in the Dean’s judgment, it is necessary to seek modifications of an FAP, the Dean will work with the respective department chair and individual faculty member to reach agreement on appropriate revisions.

**DEADLINE: MAY 27, 2005**

**Instructional Workload and FAP**

In accord with the College Plan policy on assigned time, the Faculty Activity Plan process will be utilized as the basis for instructional workload assignments. For example, the following may be used as guidelines for instructional assignments:

1. Those seeking “graduate” qualification level, and who have demonstrated performance at that level in the past, will be assigned 24 credits to 28 credits.

2. Those seeking “undergraduate” qualification level, and who have demonstrated performance at that level in the past, will be assigned 28 to 32 credits.

3. Those seeking only to “maintain” instructional qualifications may submit a plan based on educational experiences planned and will
be assigned 36 credits to 40 credits. (Maintenance of qualifications involves appropriate professional development activities but not necessarily “intellectual contributions.” In general, this approach is only available to Special Faculty.)

4. Those not securing approval of either appropriate intellectual contributions to achieve graduate or undergraduate qualification, nor “maintenance” level activities, will be assigned 40-45 credits.

5. Those seeking a level of “qualification,” and hence instructional assignment, not reflected in their past performance may request such an instructional assignment be approved, based on specific plans with reasonable possibilities of success, as determined by chair and dean.

Summary of Deadlines

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<tr>
<th>Faculty Member to DPC</th>
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<td>DPC to Department Chair</td>
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<td>Dean to Academic Affairs</td>
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Approved 11/19/04

Probationary Faculty Evaluation and Retention—General Policy

Probationary faculty members will be evaluated annually to assess their progress in relationship to the criteria stipulated in their faculty activity plan. Judgment will be used in determining how well faculty members have met established criteria. Retention is not a guarantee of subsequent reappointment or the granting of tenure; the granting of tenure does not guarantee future promotion. Evaluation in consideration of retention becomes more stringent each subsequent year of the probationary period. Probationary faculty are expected to concentrate primarily on effective teaching and on establishing a record of professional and scholarly activity in their first two years on the faculty. Each year probationary faculty members should show satisfactory progress in developing a record in teaching and in professional/scholarly activity and service that would result in the granting of tenure and promotion to associate professor. By the time of the tenure decision, probationary faculty should have established a clear record of accomplishment in all areas.

Although major service roles for institutional governance are normally the responsibility of tenured faculty, probationary faculty are expected to participate in general department responsibilities. In the latter half of the probationary period, probationary faculty can be expected to make university service contributions. It is the chair’s responsibility to ensure that any academic or administrative assignments given to a candidate do not unnecessarily interfere with the candidate’s progress in meeting expectations for teaching and scholarship.
The evaluation process should ensure that performance will be evaluated in terms of quality and that achievements are not merely enumerated. The following guidelines will be adhered to in performance reviews.

1. Evaluations are to be a continuing, constructive process with the goal of assisting faculty to reach higher levels of professional competence.
2. Emphasis will be upon the supportive function of evaluation as well as the function of providing a basis for personnel action decisions.
3. Written evaluations of faculty eligible for retention, tenure and/or promotion will be in compliance with the timetable announced by the provost and vice president of academic affairs.
4. The faculty member assumes the responsibility of maintaining the necessary documentation and making it available in the proper form on a timely basis.
5. Evaluations must include an assessment of a faculty member’s classroom performance in each class taught during the year. Exceptions may be granted only under unusual circumstances and reasons must be documented.
6. Evaluations may include any stipulated conditions for improved future performance by the individual that will be considered in subsequent evaluations.
7. After the written evaluation is prepared, the department chair and the chair of the department personnel committee will meet with the candidate to review strengths and weaknesses and to discuss progress.

Evaluations for probationary faculty will take place during the years of employment as indicated below:

1. Years One and two. Full time faculty on probationary status will be evaluated annually by the department chair and by the department personnel committee to determine reappointment during the first three (3) years of full-time service. Departmental personnel committee and department chair evaluations will take place to be in accordance with the timetable announced by the chief academic officer for probationary tenure-track appointments.

In order to be retained in probationary years one and two, evaluators must rate teaching performance at least satisfactory and establish that the individual possesses the potential for teaching excellence and is eventually capable of making superior or significant professional and scholarly contributions, as well as, superior or significant contributions of service to the university and/or the community. Excellence and superior or significant levels of performance are defined in the CP section entitled “Guidelines and Criteria for Evaluation for Tenure, Promotion, and Merit.” Judgments for retention may include, but are not limited to:

a. Student and faculty evaluations and comments.
b. Course syllabi outlines provide required information and reflect accurate, current and thorough presentation of subject matter.
c. Utilization of teaching supplements and other instructional materials that are clear and logical.
d. Documentation of additional teaching duties (e.g., master’s theses, seminars, independent studies).
e. Grading policies that are effective and fair.
f. Satisfactory performance of student recruiting, advising and/or career counseling responsibilities.
g. Contributions to ongoing curriculum and program development.
h. Professional and scholarly contributions.
i. Service to the university, profession and/or the community.
j. Effectively cooperating with individuals and groups necessary to one’s duties.
k. Maintenance of the appropriate credentials in the specific discipline.

Therefore, a new faculty member should show satisfactory progress in developing a record in teaching excellence, superior or significant professional and scholarly activity, and superior or significant service to the university and/or the community which will eventually result in the granting of tenure and promotion to associate professor. Again it is expected that probationary faculty will concentrate on effective teaching and on establishing a record of superior or significant professional and scholarly activity in his/her first two years as a faculty member.

A departmental personnel committee (DPC) recommendation for retention and a recommendation from the chair will be forwarded to the dean and eventually to the chief academic officer. Recommendations will be placed in faculty members’ files.

2. Years Three through Five. Each probationary faculty member will have a third year review of progress toward meeting the expectations specified in the faculty activity plan. Such review shall be conducted by the personnel committee of the department, and by the department chair independently, each of which shall forward a recommendation to the unit dean. It is expected that the faculty activity plan will be in effect throughout the probationary period unless modified by mutual agreement between the faculty member, department chair, departmental personnel committee and dean. It is expected that probationary faculty will continue to concentrate on effective teaching, establishing a record of professional and scholarly activity, and begin contributing to the effective operation of the shared governance system by participation on department, college and/or university committees/councils. By the time of the tenure decision, a clear record of accomplishment in teaching excellence, superior or significant professional and scholarly activity, and superior or significant service should be established. Excellence and superior or significant levels of performance are defined in the CP section entitled “Guidelines and Criteria for Evaluation for Tenure, Promotion, and Merit.”

In accordance with the timetable announced by the chief academic officer for the evaluation of individuals in their third year of tenure-credit experience, all probationary
faculty shall receive a cumulative evaluation for purposes of retention. The third year evaluation will result in one of the following recommendations:

a. continuation of probation with a three-year contract; or
b. remove from probationary status and continue as special faculty—consecutive appointments shall not exceed six years; or
c. a one-year terminal contract.

DPC recommendations, plus that of the department chair, are forwarded to the dean and then to the chief academic officer. Recommendations will be placed in the faculty member’s file.

3. Year Six. In accordance with the timetable announced by the chief academic officer for the evaluation of individuals in their sixth year of tenure-credit experience, the DPC will conduct an evaluation specifically for tenure and promotion to associate professor. Attention will be given to the candidate’s academic plan, which gives the criteria for a positive tenure recommendation. Upon completion of this evaluation, the department will choose among the recommendations of granting tenure and promotion to associate professor or the offering of a one-year terminal contract. In order to obtain tenure, evaluators must rate teaching performance as excellent, scholarly and professional activities as superior or significant, and accomplishments in service as being superior or significant. Excellence and superior or significant levels of performance are defined in the CP section entitled “Guidelines and Criteria for Evaluation for Tenure, Promotion, and Merit.”

Recommendations by the DPC and the department chair are forwarded to the CPC with their sanctions advanced to the dean. All recommendations are subject to approval by the dean, the chief academic officer, the president and ultimately the Board of Trustees.

Advising and Office Hours

Tenure and tenure-track faculty are expected to advise students who are declared majors in their department on department, college and university requirements and career opportunities in their discipline. The department chair will assign advising assignments to faculty in accordance with the department plan. However, it is the responsibility of all CBPA faculty to provide academic and career advising to students who seek their advice and counsel.

All faculty members are also responsible for meeting all scheduled classes and for holding office hours. In the CBPA, a faculty member will hold a minimum of five office hours per week. Faculty should be available more than the minimum required hours. Office hours should be scheduled in advance and publicized so that students may take advantage of them. Faculty unable to meet their scheduled office hours should contact
the department office so that students can be given appropriate notice on when the office hours will be rescheduled.

Committees and Administrative Assignments

Tenure and tenure-track faculty are also responsible for participation in the faculty governance system. In the CBPA, tenure and tenure-track faculty are all expected to serve on at least one college-wide committee or task force per year. It is anticipated that faculty will be active participants in the governance process at the department, college, and university level.

Research and Scholarly Activity

Tenure and tenure-track faculty make up the core of any program, department, and college and, therefore, hold a special responsibility to provide intellectual leadership, through their research and scholarly activities. The specific requirements for intellectual contributions required for tenure, promotion, and assigned time are articulated in the department plan and college plan. Because of the nature of the professional accreditation standards for all of the college’s programs, all faculty in the college are expected to be regularly involved in scholarly activity.

Maintenance of Qualifications for Business Faculty

Faculty teaching in the business programs at Eastern Washington University are expected to perform a range of duties including, teaching, and service, and to make intellectual contributions. This policy deals only with determining whether a faculty member is “qualified” to teach at various levels within the programs and does not speak to their overall workload expectations.

Faculty teaching in the business programs at Eastern Washington University are expected to have and to maintain appropriate qualifications. Initial qualification is determined based on academic preparation and professional experience at the time of hire. Maintenance of qualifications is based on continuing intellectual contributions by the individual faculty member after hire.

Initial qualifications for hire and requirements as to maintenance of qualifications vary as to the level of instructional assignment, i.e., undergraduate and graduate, and as to type of appointment, special faculty, tenured/tenure-track, adjunct. However, it is the intent of the programs that all faculty teaching at whatever levels, are fully qualified to do so.

Records of initial qualifications and of intellectual contributions for maintenance of qualifications shall be included in individual faculty portfolios maintained in the Dean’s Office and will include copies of intellectual contributions documenting each contribution. The overall plan for intellectual contributions for each faculty member shall be captured in the Faculty Activity Plan (FAP), as reviewed and approved according to the CBPA Plan. Requirements for maintenance of graduate, undergraduate or special
faculty qualified status are supportive of, but do not substitute for, contributions necessary to attain tenure or promotion. FAP’s directed towards tenure and/or promotion must include plans to meet the requirements for maintenance of qualification and additionally meet expectations to be considered for promotion and/or tenure.

Initial Qualifications

Academic Qualification

A faculty member is deemed to be initially academically qualified if he/she meets one of the following criteria:

1. the faculty member holds an appropriate earned doctorate related to the primary area of teaching responsibility.
2. The faculty member holds an earned doctorate not focused on the teaching area but has other appropriate and extensive experience, intellectual contributions, or self-study, appropriately documented, and related to the primary teaching field.
3. The faculty member has extensive work at the graduate level (ABD) in the primary teaching field (qualified to teach in the undergraduate program only).
4. The faculty member holds a doctorate unrelated to the primary of teaching but has extensive self-study and publications in the teaching area.

Professional Qualification

A faculty member is deemed to be initially professionally qualified if he/she meets the following criteria:

1. The faculty member holds at least a master’s degree in a discipline related to the teaching field, and;
2. Has professional experience “relevant to the teaching assignment, significant in duration and level of responsibility, and current at the time of hire.”

As with academic qualification, professional qualification may be lost if there is no evidence of required levels of intellectual contributions during the most recent five year period.

Maintaining Qualified Faculty Status

The purpose of the minimum standard for intellectual contributions is to assure that faculty teaching in the business programs are current in their disciplines and are subjecting their ideas and research to the scrutiny of peers.

Maintaining Graduate Qualified Faculty Status

The college considers the MBA its flagship program and as a result places special emphasis on a graduate curriculum staffed by our most qualified faculty.
In order to retain graduate faculty status, a faculty member must:

1. demonstrate teaching effectiveness, and
2. must average one intellectual contribution per year in each five-year period.

The intellectual contributions within this five-year period must include at least:

1. two peer reviewed journal articles, and be indicative of a substantial on-going program of research and subject matter currency;
2. three other intellectual contributions related to discipline-based research, professional practice, or teaching/pedagogy.

Maintaining Undergraduate Qualified Faculty Status as a Tenured or Tenure-Track Faculty Member

In order to retain undergraduate qualified faculty status, a tenure or tenure-track faculty member must:

1. demonstrate teaching effectiveness, and
2. must average four intellectual contributions in each five-year period.

The intellectual contributions within this five-year period must include at least:

1. one peer reviewed journal article, and be indicative of a substantial on-going program of research and subject matter currency;
2. three other intellectual contributions related to discipline-based research, professional practice, or teaching/pedagogy.

Special Faculty/Lecturers

Special faculty/lecturers are hired to provide special expertise for instruction in the business programs, and to maintain fiscal/personnel/program flexibility within the college. They are charged with focusing their efforts on teaching. The initial qualifications for teaching in the business programs apply to these faculty members. Separate maintenance of qualification requirements are appropriate given their extensive teaching assignments.

Special faculty are required to maintain currency in their respective teaching areas. Individual special faculty Activity Plans will capture their planned activities or intellectual contributions directed toward maintenance of currency. The appropriateness of any activity or contribution for maintenance of currency will depend on the teaching assignment area of the individual faculty member. Appropriate activities include the following:

1. structured training activities provided outside the CBPA,
2. active attendance/participation in appropriate professional conferences, and
3. self-study under an approved plan and with reporting on the outcomes to the department chair.

All activities must be appropriately documented with records of activities maintained in the faculty member’s file in the Dean’s office.

Intellectual contributions are also acceptable as a mechanism for maintaining currency. Such contributions must be appropriately related to the faculty member’s area of teaching responsibility or to her/his pedagogy.

In order to retain undergraduate qualified faculty status a special faculty member must:

1. demonstrate teaching effectiveness, and
2. must average three professional development activities or intellectual contributions in each five-year period.

**Intellectual Contributions**

Intellectual contributions will consist of some pre-determined combination of contributions; will be captured in the Faculty Activity Plan, and will be reviewed/approved in accord with the CBPA Plan. Specific pre-determined sets of contributions will depend upon a variety of factors such as university and college mission statements, individual areas of interest, expertise and qualifications of faculty members, financial support and release time.
Guidelines and Criteria for Evaluation
for Tenure, Promotion, and merit

For Promotion from Assistant Professor to Associate Professor

Teaching

To be recommended for tenure and promotion to Associate Professor, a faculty member is expected to have provided evidence of good teaching during the years prior to promotion. Each department plan specifies the criteria that must be met to qualify as evidence of good teaching. Teaching Effectiveness metrics include:

1. Summaries of student evaluations of the faculty member for all courses taught in the last twelve months. Additional evaluations may be supplied at the discretion of the candidate. At least one summary sheet comprised of a summary of ratings of teaching effectiveness and a summary of student comments for each class taught with the date (quarter) during which that class was taught indicated on the summary sheet. Individual student’s comments and individual student’s evaluation forms may be submitted at the discretion of the candidate.

2. Written evidence of peer evaluation of teaching effectiveness from teaching partners (e.g., letters of support from colleagues, co-faculty, department chair or director, DPC).

3. Letters of support from students and alumni. Statements of support on behalf of the candidate may be solicited by the chair of the DPC, but may not be solicited by the candidate.

4. Summaries of evaluation from other teaching experiences (workshops, seminars).

5. Documentary evidence of creativity of teaching (e.g., samples of teaching materials, audiovisual aides developed by the candidate, creative teaching methods may be supplied with letters of support from the DPC).

6. Documentary evidence of on-going development of courses, content currency, scope and diversity of teaching load. A peer review (internal or external) of candidate’s teaching materials (e.g., syllabi, new course preparations) shall be provided.

7. Documentary evidence of student advising responsibilities (average number of students advised per year; types of advising; written communications from advisees, if applicable) including advising responsibilities with regard to student’s research and practica or internships.

8. A letter from the DPC clearly evaluating the overall teaching effectiveness of the candidate should be included in any materials sent to the CPC.

Note: A course or teaching portfolio may be used to demonstrate and document effectiveness.

Research
To be recommended for tenure and promotion to Associate Professor, a faculty member is expected to have produced in the years prior to promotion at least five (5) peer reviewed journal articles or the appropriate departmentally approved equivalents. Each department plan specifies the appropriate departmentally approved equivalencies.

Service

To be recommended for tenure and promotion to Associate Professor, a faculty member is expected to have demonstrated in the years prior to promotion annual service that their department considers at least equivalent to active membership on two (2) standing committees at the department, college, or university level. Service may be demonstrated within the university, the community, or the appropriate profession. Each department plan specifies the appropriate departmentally approved equivalencies.

For Promotion from Associate Professor to Full Professor

The awarding of the rank of full professor is the recognition of the highest level of professional accomplishment. Candidates seeking this rank are expected to demonstrate consistently excellent performance as associate professors and to extend their professional involvements to leadership positions within their departments, the college, the university, the community and/or their professions. Within these general guidelines, departments of the CBPA set specific minimum requirements of performance in three areas: teaching, research, and service. Candidates must meet at least these minimum requirements in all three areas and must exceed those expectations in at least one area. The specific plan and set of activities for each candidate will be embodied in a Faculty Activity Plan/Promotion Plan which includes activities which, if accomplished, would meet the minimum expectations of all three areas of evaluation and exceed those expectations in at least one area.

Teaching

To be recommended for promotion to Full Professor, a faculty member is expected to have provided evidence of excellent teaching as delineated in the individual faculty (promotion) plan. Each department plan specifies the criteria that must be met to qualify as evidence of excellence. (See Teaching Effectiveness metrics above.)

Research

To be recommended for promotion to Full Professor, a faculty member is required to demonstrate a record of significant scholarly accomplishment in his/her professional field. That record must include appropriate external peer recognition for scholarly achievement and provide evidence predictive of continuing scholarly contributions. Departments are required to identify the specific types of professional activities and accomplishments that will be considered as evidence of research, describe how those activities will be evaluated, and to establish the minimum standard research productivity expected of candidates for promotion to full professor.
Service

To be recommended for promotion to Full Professor, a faculty member is expected to have delineated in the faculty (promotion) plan the exact service activities prior to promotion annual service that their department considers at least equivalent to active membership on two (2) standing committees at the department, college or university level. Service may be demonstrated within the university, the community, or the appropriate profession. Each department plan specifies the appropriate departmentally approved equivalencies.

Foundation for Evaluation

The following guidelines and criteria for evaluating college faculty for tenure, promotion, and merit are based upon and are to be interpreted in a manner consistent with the EWU Policies and Procedures. Each department of the college shall have adopted a Department Plan that is consistent with the university’s and the college’s plan. These plans shall then establish the basis for the development of individual faculty activity plans. These faculty activity plans shall incorporate the criteria listed below and be consistent with the department plan. Teaching must be weighted more heavily than either of the other two areas of evaluation—professional or scholarly activity, and service. For the remaining two areas, each faculty member’s plan may emphasize different criteria areas but shall strive for excellence regardless of the mix of criteria. Each faculty must have his or her plan approved by the Department Personnel Committee (DPC), Department chair, College Personnel Committee (CPC), and Dean.

Minimum Academic Professional Qualifications

Each candidate for promotion and/or tenure shall meet the minimum academic and professional qualifications prescribed in the college and department plans. It is expected that each candidate shall demonstrate that he/she has exceeded the minimum qualifications in at least one category.

Terminal Degree

Each department has the responsibility for setting the minimum requirements for a terminal degree. If the terminal degree is less than a doctorate for any level of promotion, the department shall provide evidence of the reason of such to the Dean and the College Personnel Committee (CPC).

Areas of Evaluation

For promotion and tenure evaluation all candidates will provide to the DPC and CPC a current vita, current faculty activity plan and written description of how the candidate meets or exceeds the minimum level of activity in the following areas:
1. Faculty Activity Plan
2. Academic Preparation and Experience
3. Teaching Effectiveness
4. Research and Scholarly Work
5. Service: Department, University, Community

For more detail, see “Format of Submission of Materials for Tenure/Promotion Consideration.”

Guidelines

Guidelines, criteria for evaluation, and examples of written documentation to support the candidate’s eligibility for promotion are described for each general category. All evaluations shall include consideration of the individual faculty member’s faculty activity plan and the weight of each of these sets of criteria as addressed in the plan.

Teaching Effectiveness

1. Summaries of student evaluations of the faculty member for all courses taught in the last twelve months. Additional evaluations may be supplied at the discretion of the candidate. At least one summary sheet comprised of a summary of ratings of teaching effectiveness and a summary of student comments for each class taught with the date (quarter) during which that class was taught indicated on the summary sheet. Individual student’s comments and individual student’s evaluation forms may be submitted at the discretion of the candidate.
2. Written evidence of peer evaluation of teaching effectiveness from teaching partners (e.g., letters of support from colleagues, co-faculty, department chair or director, DPC).
3. Letters of support from students and alumni. Statements of support on behalf of the candidate may be solicited by the chair of the DPC, but may not be solicited by the candidate.
4. Summaries of evaluation from other teaching experiences (workshops, seminars).
5. Documentary evidence of creativity of teaching (e.g., samples of teaching materials, audiovisual aides developed by the candidate, creative teaching methods may be supplied with letters of support from the DPC).
6. Documentary evidence of on-going development of courses, content currency, scope and diversity of teaching load. A peer review (internal or external) of candidate’s teaching materials (e.g., syllabi, new course preparations) shall be provided.
7. Documentary evidence of student advising responsibilities (average number of students advised per year; types of advising; written communications from advisees, if applicable) including advising responsibilities with regard to student’s research and practica or internships.
8. A letter from the DPC clearly evaluating the overall teaching effectiveness of the candidate should be included in any materials sent to the CPC.
Note: A course or teaching portfolio may be used to demonstrate and document effectiveness.

**Scholarly and Creative Activity**

**Publications and Professional Reports**

Documentary evidence (documentation, reports, articles, books, etc.) with comment regarding the significant of the contributions of:

1. Publications in refereed journals or written professional contributions with evidence of external peer review (e.g., professional reports prepared for agencies and institutions)
2. Authorship of chapters, texts, books or other instructional materials with evidence of external peer review
3. Editorship of text, book, or journal of academic focus
4. Authorship of abstracts or reports included in conference proceedings with evidence of peer review
5. Publications in professional journals not subject to peer review
6. Presentation at national conferences included in peer reviewed proceedings
7. Audio-visual, multi-media, or web-based publications.

**Research**

Written evidence of:

1. Funded and unfunded research activity; development of grants and research proposals or contracts
2. On-going research activity and/or end-products of research (e.g., reports, publications).

**Presentations**

Written evidence of:

1. Presentations of competitively solicited or selected materials
2. Professional presentations given to local, regional, state, national, and international audiences.

**Service**

**Service to Department, College, University**

Documentary evidence of:
1. Active membership on committees, task forces, advisory councils, or special projects
2. Leadership on committees, task forces, advisory councils, or special projects.

**Professional Service**

Documentary evidence of:

1. Active membership on committees, task forces, advisory councils, or special projects
2. Leadership in professional organizations—committee chair, component chair, or officer in local, state, national, or international organizations
3. Service to private and public agencies in a professional capacity
4. Appointment to board, committees, task forces, or accrediting agencies
5. Membership on editorial board of refereed journals or publications
6. Reviewing of refereed journals or professional literature
7. Provision of professional consultation, practice, or training.

**Community Service**

Documentary evidence of:

1. The number and scope of appointments to committees, boards, task forces, and projects/consultations
2. Leadership on committees, boards, task forces, and projects/consultation
3. Those community service activities in which your professional or academic expertise was a key contribution.

**Format for Submission of Materials**

**For Tenure/Promotion Consideration**

Candidates for tenure or promotion shall prepare a packet of materials organized using the following format:

**General Index:**

A. Explanation of Fulfillment of Faculty Activity Plan
B. Academic Preparation and Experience
C. Teaching Effectiveness
D. Research and Scholarly Work
E. Service; Department, University, Community
F. Curriculum Vita
G. Appendices

**Detail of Section** (Some items in each section are optional)
A. Explanation of Fulfillment of Faculty Activity Plan

1. Provide a copy of official activity plan for your career goals.
2. Explain how you have fulfilled your goals.

B. Academic Preparation and Related Experience

1. Give general statement of career background and how it relates to current work at EWU.
2. List degrees earned starting from most recent.
3. List academic work experience other than EWU experience.
4. List industrial and professional experience.
5. List other related experience.
6. Provide job descriptions and other related material, etc., in appendix as appropriate.

C. Teaching Effectiveness

1. State general philosophy and goals of teaching.
2. List course(s) taught.
   a. Give enrollments and student evaluation scores for each course.
   b. List special innovations or materials developed under each course.
   c. Provide latest syllabus, at a minimum, for each course, in appendix.
   d. Provide any additional information related to goals for grading, rigor, innovation, skill development, etc.
3. List special activities and awards related to teaching, such as grants received, development workshops attended or given, committee work, curriculum development, awards, etc.
4. Provide evidence of student work, lengthy development materials and other related documents in appendix, as necessary.

D. Research and Scholarly Work

1. Give general statement of research and scholarly emphasis.
2. List publications (other than conference proceedings) and state whether each is refereed. Describe publication type (book, chapter, journal, technical report, etc.). Where necessary, provide additional information in appendix about the publishing medium (for example, describe book/chapter publication by including editor’s opening comments about book; provide information of publications related to community grants; etc.).
3. List conference proceedings and presentations.
4. List any awards or special recognition for research and scholarly work.
5. Provide articles and other related material, in appendix, as appropriate.

E. Service
1. Provide general statement of service interests and goals.
2. List department, college, and university committees on which you have served.
3. List and describe community service related to work at the university.
4. List and describe consulting work related to your work at the university.
5. List continuing education programs in which you have participated.
6. List professional organizations you serve in the local community, and in what capacity you have served.
7. List awards for service related to work at the university.
8. Provide testimonials, lengthy descriptions, etc., in appendix.

F. Curriculum Vita

G. Appendices

1. List Appendices by general outline sections.
2. Provide relevant explanation for each document as necessary.
3. Provide lengthy materials in this section.

Procedures

The College of Business and Public Administration will establish an appropriate schedule for these procedures.

A. The deliberations of all mentioned committees having to do with reappointment, tenure, and promotion will operate under professional confidentiality standards. The contents of such deliberations will be made known only to those with a need to know, and then only by the committee member or members formally charged with that responsibility. All committee members will observe the principle of confidentiality. Failure of a committee member to preserve the confidentiality of personnel deliberations will be grounds for a charge of unprofessional conduct.

If a committee member perceives a violation of university regulations in confidential committee procedures, that member is relieved of the requirements of confidentiality in order to report that concern to the dean of the College of Business and Public Administration or to those to whom the committee is required to report. This variance from the principle of confidentiality is allowed for the purpose of obtaining advice regarding what response to the perceived violation may be deemed appropriate.

B. At the department level, evaluations of candidates for reappointment, tenure, and promotion will be made by a Departmental Personnel Committee (DPC) of at least three full-time tenured faculty members of the department holding a rank at or above that of the person(s) under consideration. Elections will be held each year early in Fall quarter. When necessary, small departments may include faculty members from related areas and large departments may establish more than one committee. The terms of members of the DPCs shall be three years, and terms will be set on a staggered year basis so that
normally one vacancy will need to be filled each year. The chairs of the DPCs shall be the members with seniority on the committees.

DPCs will serve in two capacities: 1) assisting in the development of faculty activity plans; and 2) evaluating, reviewing, and recommending faculty members who are under consideration for reappointment, promotion, and/or tenure.

Each DPC member is expected to vote on each recommendation under its purview. When a member chooses to recuse him/herself from deliberations regarding an individual candidate, or when a member is removed at the request of a candidate, it will be necessary for an alternate to be selected. Meeting minutes will not be taken, but there will be a written record of decisions made, supported by reasons and findings. The record of decision of the DPCs will be kept in the appropriate department files.

C. The department chair will make separate independent evaluations for reappointment, tenure, and promotion. The department chair shall then discuss all the recommendations with the candidate. Forwarding his/her recommendations to the appropriate college level.

D. At the college level, evaluations of candidates for reappointment, promotion, and tenure will be made by a College Personnel Committee (CPC) of four full-time tenured faculty members of the college holding a rank at or above that of the person(s) under consideration. The CPC will be composed of one member from each department and one member appointed by the Dean.

New appointments will be made each year early in Fall quarter. The terms of members of the CPC shall be three years, and terms will be set on a staggered year basis. The chair of the committee shall be the member with seniority on the committee.

Meeting minutes will not be taken, but there will be a written record of decisions made, supported by reasons and findings. The record of decisions will be kept in the Dean’s office files.

The CPC shall forward its recommendations to the Dean.

E. In arriving at a recommendation for or against reappointment, tenure, or promotion, the dean of the College of Business and Public Administration will consider the following:

1. The staffing needs of the department and the college, as reflected in the department and college plans;
2. Individual faculty activity plan;
3. The recommendations of the College Personnel Committee;
4. The recommendations of the department chair;
5. The recommendations of the Department Personnel Committee; and
6. Information from other sources as appropriate.
F. At any level of consideration in the process, evaluative statements and material shall be returned, through regular organizational channels, to the original preparer for amplification if:

1. there are omissions of documentation, information, or recommendations in the material submitted for review, or
2. justifications for the recommendation made are considered insufficient or internally inconsistent.

Requested amplifications shall be provided in a timely manner.

Individuals considered for reappointment, tenure, or promotion shall be notified in writing of each recommendation and, if the recommendation is negative, arrangements shall be made to discuss the recommendation and its justification before it is forwarded to the next level of review.

A candidate for reappointment, tenure, or promotion is entitled to consultation with the committees, chair, and dean involved in evaluating his/her performance. The candidate shall receive copies of all evaluations and exhibits that are to be placed in the individual’s personnel file. Efforts to resolve differences shall be a continuing part of the process.

Evaluations may include any stipulated conditions for improved future performance by the individual that will be considered in subsequent evaluations.

Merit Pay and Incentive Payments

For the purposes of annual merit pay review, each faculty member shall submit to his or her Department Chair an updated resume and a summary statement of accomplishments over the past academic year in each area of evaluation and her or his current faculty activity plan. This statement along with the faculty member’s plan and these criteria shall be used in evaluating the faculty member’s eligibility for merit and the amount of merit. For chairs and directors, the Dean may also evaluate their performance as administrators.

Criteria for Teaching in the Graduate Program

Introduction

Graduate programs are the flagship programs of the College of Business and Public Administration. We endeavor, therefore, to offer the highest quality education consistent with the accreditation standards for the program and the resources available to the college.

The designation of graduate faculty is reviewed and awarded annually to those faculty members who have met the criteria necessary to be accorded graduate faculty status. This college review is more restrictive than the three-year review cycle followed by the
Graduate Affairs Council (GAC) of the university. Each year the dean, or the dean’s
designee, will review faculty members’ materials and he/she will prepare a list of college
faculty who are deemed qualified for graduate faculty status. The graduate faculty list
will be reviewed by the department chairs and with the concurrence of the dean,
appropriate changes made. A copy of the graduate faculty list will be sent to the dean of
graduate programs, who will appoint the graduate faculty.

Criteria

1. CBPA graduate faculty must meet all requirements for graduate faculty as
specified and approved by EWU’s Graduate Affairs Council and Faculty Senate.
These criteria can be found in the GAC policy manual of September 1, 2001,
Appendix A.

2. To teach in a CBPA graduate program, faculty must also satisfy all program-
specific graduate faculty requirements. Program-specific graduate faculty
requirements will be developed in accordance with program accreditation
standards, where applicable, and will be approved by the faculty members in the
program.

EWU and Program-specific Graduate Faculty Criteria

The most recent copies of EWU and program-specific graduate faculty criteria will be
part of the College Plan.
Criteria for Teaching in the MBA Program

Introduction

The Master of Business Administration (MBA) is the flagship program of the College of Business and Public Administration. We endeavor, therefore, to offer the highest quality education consistent with the resources available to the college.

The college does not appoint a graduate faculty. Each year, however, the dean or dean’s designee will provide each chair with a list of his or her department faculty qualified to teach graduate courses. The list will be reviewed by the chair and, with the concurrence of the dean, appropriate changes made. The list of qualified faculty will provide the primary source for scheduling faculty in the MBA program. Only faculty who have graduate faculty status, as conferred by the graduate dean—following the GAC process—are permitted to teach graduate courses. Exceptions to the list will be approved by the dean or dean’s designee and the graduate dean.

The criteria developed by the MBA committee for teaching in the MBA program as elaborated below will provide the basis for developing the list of qualified faculty.

Criteria

1. “A faculty member must have an appropriate educational and/or professional experience/background.” (MBA Committee approved criteria 4/91)

Explanation: An appropriate educational background normally means a terminal degree (Ph.D. or its equivalent) in the area being taught. Relevant professional experience of significant duration and responsibility may help establish qualifications.

2. “A faculty member must have demonstrated scholarly productivity.” (MBA Committee approved criteria 4/91)

Explanation: Scholarly productivity—defined as intellectual products available for public scrutiny by academic peers and professionals—is a demonstration of professional currency. Faculty teaching in the MBA program should have a sustained record of scholarly productivity.

3. “A faculty member must display skills in effective teaching appropriate for MBA students.” (MBA Committee approved criteria 4/91)

Explanation: Effective teaching is the foundation of any educational program. Faculty teaching in the MBA program must demonstrate pedagogical competency through course design, effective delivery, and accessibility to students.
Conclusion

In determining the qualifications of a particular faculty member, the three criteria should be evaluated as a whole. For instance, a faculty member without a terminal degree and who normally would not be qualified to teach in graduate programs might compensate for this deficiency by a sustained and high level of scholarly productivity and relevant professional experience. Conversely, a faculty member with a terminal degree but absent sufficient scholarly activity and professional experience would not qualify.

Finally, it should be recognized that these criteria are intended to constitute broad guidelines rather than hard and fast decision rules. As such, there may be adjustments to the list during the academic year as individual qualifications change or are reevaluated.
Assigned Time Policy

Assigned time for research is a longstanding tradition in the College of Business and Public Administration. The purpose has been, and remains, the encouragement of the intellectual activity that is an important part of the traditional faculty role. This document describes the guidelines to be used by department in granting assigned time and the procedures for applying for assigned time.

Faculty Teaching Loads

The university’s average teaching load for tenure and tenure-track faculty is to be 36 credit hours per year.

Philosophy for Granting Research Assigned Time

Since assigned time increases the burden on other faculty, it is important that assigned time be granted only in situations where it is warranted. It also means that the opportunity for assigned time is of necessity limited. Assigned time for research will vary in proportion to a faculty member’s activity level. Assigned time is a reward for research performance. Therefore, under normal circumstances, assigned time will only be granted to faculty who have proven performance. Performance can be demonstrated either by a qualifying intellectual contribution in the preceding year, or by averaging at least one per year for the preceding three years. In no case should it be assumed that assigned time is a faculty right that will be granted every year. In some cases, a department chair may recommend assigned time for faculty who have not demonstrated the requisite level of research productivity during the prior year. The dean or his/her designee must review and approve all such requests. These circumstances should be documented as a part of the faculty member’s Faculty Activity Plan.

Since the nature of intellectual contributions can vary by discipline, the description of the types of scholarly activities acceptable for consideration for assigned time should be developed by the department and included as a part of the department plan. The scope of research considered acceptable by a department should be within the parameters of the Scholarly and Creative Activity section of the Reappointment, Tenure, and Promotion Procedures in the CBPA Policy Manual.

Since granting of assigned time places an additional burden on the other faculty, the responsibility for administering assigned time rests with the department. Faculty will make application to the department chair by January 15 for the following academic year. The previous calendar year(s) January 1 – December 31) will be the time period which will be used in determining eligibility for assigned time. Department chairs will make a recommendation to the dean on granting assigned time based on the faculty member’s prior year’s performance and the schedule needs of the programs, while insuring fair and equitable treatment of departmental faculty. The assigned time decisions will be reviewed by the dean or his/her designee to insure compliance with college standards and
to insure reasonable consistency between departments. Final approval for granting assigned time rests with the dean.

Assigned Time for Other Purposes

On occasion, the department or college will grant assigned time for reasons other than research. Normally such assigned time is granted because the faculty member has accepted an administrative assignment in lieu of some portion of their teaching duties. Any assigned time for reasons other than research should be consistent with the department and/or college plan and the faculty member’s faculty activity plan. Non-research assigned time decisions are recommended by the department chair and must be approved by the dean. Assigned time for department chairs and the MBA and MPA program directors is given by the dean or his/her designee.

Faculty Research Grant Policy

The college encourages all faculty to apply for Faculty Research Grants under the Northwest Institute for Advanced Study grant procedures from the Office of Grants and Research Development. Faculty anticipating application for a Faculty Research Grant are encouraged to work with their department chair, the Teaching and Learning Committee of the college, and faculty who have successfully completed NWAS grants to support the development of successful proposals and research activities.

Faculty Research and Grant Activities

The college encourages faculty to seek external funding for research and grant activities under the Office of Grants and Research Development. Faculty who anticipate development of grant applications should notify their department chair regarding the project early on, and coordinate work with the Office of Grant Administration. Such activities may be noted in Faculty Activity Plans, and should recognize all faculty and departmental commitments.

Under the Office of Grants and Research Development, University Administrative Guidelines for Grants are established. All grant projects must be approved by the department chair and dean within the college prior to submission. Individual faculty members or teams of faculty will be identified as Principal Investigator(s) and assume all responsibilities for all aspects of the grant or program, with support from the Office of Grants and Research Development. Grant administration regulations are established under the Office of Grants and Contracts.
Faculty Achievement Awards

The College of Business and Public Administration has established research and teaching awards to recognize excellence within the college. These awards are listed below. A description of each award and details of the nomination and application process for each award follow.

Publication and Teaching Innovation (PTI) Faculty Achievement Award
The recipient of the PTI Faculty Achievement Award will receive a certificate and an honorarium of $1,000. The recipient will be recognized at the college’s annual honors ceremony. Nominations are to be submitted to the appropriate department chair’s office.

Research Excellence Award
The recipient of the Research Excellence Award will receive a certificate and an honorarium of $1,000. In the case of multiple authorship the award will be divided at the discretion of the co-authors. Recipient(s) will receive the award at the college’s annual honors ceremony.

Teaching Excellence Award
One faculty member from each department will receive a certificate and honorarium of $1,000 as the recipient of the teaching excellence award at the college’s annual honors ceremony.

PTI Faculty Achievement Award

Eligibility

All full-time faculty are eligible for this award. A faculty member who receives the award will not be eligible the following year. To be eligible for the award, nominees must have published at least one article or book during the past year (January through December) and be nominated according to the criteria in #1 below (PTI Criterion).

PTI Criterion

- Faculty to be considered for the PTI Award must be nominated by faculty members, students, or departmental chairs. Once nominated, the faculty member will be asked to complete the documentation process for the award, and that process must be completed by the deadlines set within the college.

- To be eligible for the PTI Award, faculty must have published one article or book during the past year (January through December), and a copy of that publication must be submitted in the full application.

- The PTI Teaching Evaluation review is based upon the Format for PTI Award Evaluation” with reference to the “Full Packet of Teaching Portfolio Guidelines
Recognizing that the teaching portfolio evaluation process is still being developed, faculty are asked to develop a Summary Teaching Portfolio for major classes taught, or for the classes taught during the past year which includes a short written narrative of:

- Purpose of the class and student learning objectives;
- Approach to teaching the class (lecture, seminar, interactive) and identification of innovation within the class, special efforts or considerations;
- A copy of the syllabus;
- A copy of the class student evaluation forms;
- Applicant’s comments on the student evaluations;
- Summary and final comments on teaching within the class.

This can be a one- to two-page narrative attached to the syllabus and student class evaluations.

- An additional description of community, professional, and university service, and a description of research contributions should also be attached.

- The application must also include a Curriculum Vita.

- Deadlines:

  Nominations for PTI Award. To be completed by students, faculty, alumni, and department chairs to be submitted to the appropriate department chair. Nominations should state why the candidate is qualified for the award.

  Requests from department chairs to those faculty nominated are made to solicit Teaching Portfolio and Materials to document Teaching, Research, and Community Service as listed below.

  Review by an outside reviewer, and selection of the award winner will be coordinated through the dean’s office.

- All full-time faculty are eligible. A faculty member who receives the award will not be eligible the following year.

**Format for PTI Award Submission**

The following information details the format requested for submission of materials for PTI award evaluation. You are strongly encouraged to follow the format to increase your chances of receiving a favorable evaluation. The purpose of standardizing the format is to create a fair basis of comparison. Your application should begin with brief, concise lists and statements as described below, followed by more detailed information in the
appendix. The appendices should be organized with headings corresponding to each section in the format.

Outline of Format

1. Letter of Nomination by Peer, Student, or Administrator

2. Supporting Documentation from the Candidate
   a. Teaching Effectiveness
   b. Research and Scholarly Work
   c. Service
   d. Curriculum Vita

3. Appendices

Detail of Each Section

1. A letter of nomination (written by the nominator) stating why the candidate is qualified for the award.

2. Supporting Documentation and Appendices. Documentation under Teaching Effectiveness, Research, and Service as listed below are not specific standards for every applicant, but identify areas candidates may emphasize as their strengths in the application process.
   a. Teaching Effectiveness – this section is to document particular approaches that you tried to make your teaching effective. It should include information that details how you facilitated student learning, how you were able to transfer knowledge in a particularly effective or innovative way, how you worked on a particular teaching problem (like poor writing, computer, or math skills), how you developed rigor in a course, and/or how you showed caring and concern about student learning. Teaching evaluations are considered an important criteria of evaluation, but are not the sole method of evaluating teaching effectiveness.
      i. State general philosophy of teaching, student learning objectives, goals of teaching, student learning objectives, goals of teaching, and/or teaching problems solved during the year of the award. These may be listed for various courses or stated in a generalized format to cover all courses taught.
      ii. List courses taught for the year:
          1. Give enrollments and student evaluation scores for each course.
          2. List special innovations or materials developed under each course.
          3. Provide latest syllabus and criteria for evaluating student work (such as exams), at a minimum, for each course.
4. List any additional information related to goals for grading, rigor, innovation, course currency, skill development, office hours, etc.

5. List any testimonials provided by others. (Provide copies of peer testimonials, statement of department chair regarding acceptance of teaching assignments, and/or unsolicited student testimonials in the appendix if available).

iii. List special activities and other awards related to teaching for the year, such as: teaching grants applied for and/or received, special advising sessions, student projects and research internships, student association involvement, development workshops attended or given, committee work, curriculum development, awards, etc.

iv. Provide evidence of student work, lengthy development materials, written student evaluations, and other related documents in appendix, as necessary.

b. Research and Scholarly Work – In addition, please identify and list all research and scholarly work as below. Book publication, acceptance of an article for publication, or actual publication of an article during the year of the award is the minimal requirement to qualify for the award.

i. Give a brief general statement of research and scholarly emphasis (long term and for the year).

ii. List publications for the year and state whether each is refereed or peer-reviewed. Describe publication type (book chapter, journal, case study, etc.).

iii. List conference proceedings and presentations for the year.

iv. List any awards or special recognition of research and scholarly work for the year.

v. Provide articles and other related material, in appendix, as appropriate.

c. Service – this section applies to your service for the year of the award.

i. Provide general statement of service interests and goals.

ii. List department, college, and university committees on which you served. Briefly describe your activities as a committee member.

iii. List and describe community service related to your work at the university.

iv. List and describe consulting work related to your work at the university.

v. List continuing education programs in which you participated.

vi. List professional organizations you serve, and in what capacity you served.

vii. List awards for service related to work at the university.

viii. Provide testimonials, lengthy descriptions, etc., in appendix.
Criteria for PTI Award Evaluation

This award is to recognize full-time faculty of the college.

Criteria:

- Unusual effort devoted to ensuring the quality of the student’s classroom learning experience.
- Possession of high scholarly standards for both the rigor and currency of course content for the level of student performance with respect to these standards.
- Available measures of the faculty member’s direct impact upon and involvement with students.
- The quality of relevant information and/or nominations submitted by current and former students, including any teaching evaluation materials.
- The publication (or conditional acceptance) of one or more particularly high quality, original, and scholarly contributions by a nationally recognized journal or other professional outlet during the preceding year.
- The breadth and quality of past service to the department, college, university, or profession.
- The breadth and quality of past scholarly activity.
Research Excellence Award

Eligibility

All full-time faculty are eligible. A faculty member who receives the award will not be eligible the following year.

Procedures

Scholarly activity published or accepted from January 1, through December 31, of the prior year is eligible for consideration. Faculty will submit the scholarly activity they wish to be considered to the Dean’s office. The criteria listed below will be the basis for evaluation by the external reviewers. The decision of the external reviewers is final.

Evaluation Criterion

I. SUBSTANTIVE MATTERS
   (please circle the appropriate number; 1 = poor; 5 = excellent)

   Importance and timeliness of topic: 1 2 3 4 5

   Overall quality (including originality) of author’s analysis of topic: 1 2 3 4 5

   Thoroughness of discussion: 1 2 3 4 5

   Thoroughness of research: 1 2 3 4 5

II. READABILITY
    (please circle the appropriate number; 1 = poor; 5 = excellent)

    Style (e.g., grammar, punctuation, clarity, word choice, degree of editing needed): 1 2 3 4 5

    Organization (e.g., overall structure, transitions, “flow,” logical development of topics): 1 2 3 4 5

III. OVERALL EVALUATION
    (please circle the appropriate number; 1 = poor; 5 = excellent)

    1 2 3 4 5
Teaching Excellence Award

Eligibility

All full-time faculty in the college are eligible with the exception of last year’s recipient.

Procedures

Applications will be submitted to the department chair using the criteria listed below. Each department will utilize its own process for the evaluation of the criteria. The completed application and supporting documentation of the recipient selected by the department will be forwarded to the Dean’s office.

Format for Teaching Excellence Award

Name
Address
Present Position
College(s) Attended
Degrees

Attach supportive information in the following order. Please use a separate sheet to address #5. Please limit your application to two pages plus supporting materials.

1. Brief paragraph stating the most important aspects of the candidate’s teaching activities for the preceding year which qualify him/her for the award.
2. Recognition of teaching excellence during the preceding year by the university, students, professional societies, and the community.
3. Any materials or testimonials bearing on the scholarly standards, currency, and rigor of the candidate’s courses for the preceding year.
4. Evaluations (students or otherwise) of the candidate’s teaching impact upon students.
5. Evidence of scholarly contributions in the candidate’s field of teaching. Please indicate whether publications are refereed or non-refereed.
6. Further supportive information or letters of endorsement.

Submitted by ___________________________ Date ________________

Signature _____________________________

Evaluation Criterion

- Unusual effort devoted to ensuring the quality of the student’s classroom learning experience.
- Possession of high scholarly standards for both the rigor and currency of course content for the level of student performance with respect to these standards.
• Available measures of the faculty member’s direct impact upon and involvement with students.
• The quality of relevant information and/or nominations submitted by current and former students, including any teaching evaluation materials.
Professional Development Guidelines

Associating with one’s peers is an important aspect of continuing professional development for faculty. Faculty members are encouraged to engage in such activities, and the College of Business and Public Administration development funds will be used to enhance this process. A minimum allocation based upon the number of tenure and tenure-track faculty shall be awarded to the college. This allocation may change from year to year. All tenure and tenure-track faculty will be eligible to apply for these funds based upon college and department guidelines. Faculty development funds may be used for a variety of purposes, including but not limited to travel to meet with colleagues, attendance at national conferences and professional meetings, and the purchase of software and equipment.

The dean is responsible for an equitable distribution of travel and development funds among the College of Business and Public Administration departments. Development funds will be allocated by each department. This policy provides guidelines for that allocation, although department-specific goals may supersede a portion of this policy. It will be the responsibility of the department chairs to ensure that an equitable and reasonable allocation of the department’s development funds takes place and is consistent with the department plan. Such factors as contribution of the activity to CBPA goals and the individual department’s programs; the faculty member’s level of professional activity; the importance of the activity to the faculty member’s professional development; and the number of trips planned by this faculty member for the current year should be weighted in making fund allocations.

For purposes of funding travel, the following is a prioritized list of the most likely trips for which a faculty member may receive funding.

1. Presenting a paper at a major national conference for which the paper passes a blind review process and which results in the publication of the paper or an abstract.
2. Presenting a paper at a minor national conference or a regional conference. Refereed and published papers or abstracts are preferred.
3. Appearing as a panelist, a discussant, or chairing a session at a national or regional conference. Attendance at a conference as an officer or a professional organization.
4. Attending a national or regional conference or a professional seminar for the purposes of professional development.

Priority for funding should be given to categories 1 and 2. Once an individual is funded for any of the above, a second travel request should be given a lower priority to help encourage additional faculty to be professionally active. However, a second trip in categories 1 or 2 should be given a higher priority than a trip in categories 3 or 4. Faculty should be encouraged to combine activities and attend a conference in a dual capacity.
International meetings will normally be funded at a level no greater than a national meeting. Normally, co-authored papers should receive financing only for one of the authors. Funding requests for trips beyond the scope of this policy should be prioritized by the appropriate department head.

**Personal and Professional Leave**

Governed by EWU Policies and Procedures

**Grievance Procedure**

Governed by EWU Policies and Procedures

**Guidelines for Student Evaluation of Teaching**

It is the intent of the College of Business and Public Administration to offer the highest quality instruction to its students. As part of the process of assessing and improving instructional quality, the college adopts with this policy a requirement that all classes taught within the college are required to have student evaluations performed in accordance with the procedures specified in this policy. This policy is consistent with the College of Business and Public Administration’s Guidelines and Criteria for Evaluation for Tenure, Promotion, and Merit, which requires student evaluations for tenure, promotion, and merit.

1. Objectives of student evaluations:

   The University and College of Business and Public Administration policies indicate that student evaluations are used to assist in the evaluation of teaching effectiveness. Student evaluations are only one of several factors to be considered in evaluating teaching effectiveness. Research studies have provided conflicting results regarding what factors students actually consider important when they rate an instructor and the efficacy of student questionnaires in evaluating teaching effectiveness. Thus, the objectives of student evaluations should be to determine whether an instructor meets some minimum standard of teaching effectiveness. Comments to open-ended questions may provide the instructor with areas of improvement in cases where a significant number of comments address a single area.

2. Design of the form:

   The objective of student evaluations is to help assess overall teaching effectiveness. Each department within the CBPA may adopt its own student questionnaire subject to approval by the dean of the CBPA. Because the business program is administered across multiple departments, student evaluations for all business classes in the CBPA should include the
accompanying student questionnaire and questions. Additional questions may be included at the discretion of individual departments.

3. Courses in which student evaluations should be administered:

The College of Business and Public Administration Guidelines and Criteria for Evaluation for Tenure, Promotion, and Merit requires student evaluations for all classes, with no exception for summer school. In some instances such as very small classes, extenuating circumstances (illness, etc.) the department is allowed to waive the student evaluation requirement.

4. Administration of the evaluations:

Teaching evaluations will be performed during the final day or week of classes, or during final exam week, each quarter. Department Chairs or Program Directors will provide evaluation forms to faculty for each class. The instructor will designate a student in the class to supervise completion of the evaluations, collect them, and deposit the completed forms in the lockbox provided for collection of the completed evaluation packages. The instructor will not be present while students are filling out the evaluation forms. The designated student will sign a statement that the instructor was not present during administration of the evaluations, and will also sign across the seal of the package of completed forms prior to depositing them in the lockbox.

The Department Chair, Program Director, or their designee, will type the student comments from the completed evaluation forms for each class. These comment lists will be distributed to faculty after grades have been turned in for the quarter being evaluated. The Department Chair or Program Director will hold the originals of the evaluation forms for four quarters. The originals of the forms will then be shredded. A copy of the summaries of the evaluations will be kept on file and sent to archives according to the document archive regulations.

5. Assessment

Student evaluations administered at the end of the quarter in which the class is taken are, at best, one indication of teaching effectiveness, and should not be used in isolation. Assessment at other points should include (1) exit interviews by discipline and (2) post-graduation follow-up four to five years after graduation. This assessment should be part of the College of Business and Public Administration effort to measure achievement of program objectives and should be used to monitor both courses and instructors.

Statement on Ethics

The College of Business and Public Administration supports and requires ethical behavior on the part of all associated with the college. It expects that faculty, students, and staff will comply with university ethical policies and procedures. The college
expects that, as members and prospective members of professional communities, faculty and students will comply with the ethical policies and procedures as presented in the Professional Code of Ethics of their respective professions. As noted in our statement of “Our Vision and our Values,” we strive through our curriculum and our behavior to graduate students who will be ethically sensitive decision-makers.

Selected University Ethics Policies and Procedures and URL’s and URL’s for Professional Ethics Statements:

WAC 590-020-020 Code of Ethics
Chapter 172-120 WAC STUDENT CONDUCT CODE

EWU Policies on the Web
http://deo.ewu.edu/x2053.xml
http://www.ewu.edu/x16486.xml
http://www.ewu.edu/x2140.xml

University Policies and Procedures Manual
http://www.ewu.edu/x10518.xml

Conditions of Employment
http://www.ewu.edu.x10518.xml
(509-020) Ethical Standards
(590-040) Pre-Employment and Employment Requirements
(590-060) Conflicts of Interest
590-080 (Numbers removed 1/94)
590-090 (Numbers removed 1/94)
(590-100) Work Schedules

Faculty Policies & Procedures
http://www.ewu.edu/x2140.xml

EWU Faculty Organization Home Page
http://www.ewu.edu/x3436.xml

Academic Integrity Resource Page
http://www.ewu.edu/x12790.xml

Faculty Policies & Procedures PDF Link
http://www.ewu.edu/x1021.xml

Student Life Handbook
http://www.ewu.edu/2141.xml

Professional Organization Statements/Policies on Ethical Conduct
Association for Computing Machinery
http://www.acm.org/serving/

Public Accounting
http://www.aicpa.org/about/code/index.htm

Institute of Management Accounting

Institute of Internal Auditors

Washington Society of CPAs
http://www.wscpa.org/wscpa/p1.htm

American Society for Public Administration
http://www.aspanet.org/ethics/coe.html

American Institute of Certified Planners
http://www.planning.org/ethics/conduct.html

American College of Health Care Executives
http://www.ache.org
Programs and Curriculum

Offerings with the College of Business and Public Administration are to clearly address Standard II of the NWASC paying particular attention to 2.b, Education Program Planning and Assessment; 2.C, Undergraduate Programs; 2D, Graduate Programs; 2.g, Continuing Education and Special Learning Activities; and 2.H, Non-credit Programs and courses.

Accreditation

The Northwest Association of Schools and Colleges (NWASC) is the regional accreditation body for the university; therefore that association examines all three departmental offerings in the college. Professional accreditation is a hallmark of CBPA programs: both undergraduate and graduate business programs are accredited by the prestigious AACSB-International—The Association to Advance Collegiate Schools of Business; both undergraduate and graduate planning programs are accredited by the Planning Accreditation Board (PAB) of the American Planning Association; the graduate program in Public Administration is a member of NASPAA – The National Association of Schools of Public Affairs and Administration, and the Health Services Administration program is a member of the Association of University Programs in Health Administration (AUPHA). The undergraduate business program is unique in that we offer programs in Cheney and Spokane both during the day and at night.

The legitimacy of educational offerings within the college is established through the accreditation process. In this process external reviewers evaluate the quality of college activities to establish for those who provide support that the faculty, staff and program administrators of this unit are responsible and accountable.

Eastern Washington University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU has approved the qualifications of the faculty, the adequacy of the facilities and the competency of the administration for the teaching of liberal arts and teacher education. Approval of Eastern’s programs is also provided by the Higher Education Coordinating Board. Information relative to the accreditation and approval of individual colleges and programs may be acquired from those colleges and programs (EWU Policies and Procedures).

Reviews by the Northwest Commission on Colleges and Universities (NWCCU) usually occur at ten-year intervals. The last full evaluation of EWU by the association was in 1998. The association’s accreditation is a regional one for the university; therefore all departments of this college are examined by the association.

Program Review

The university reviews existing academic departments and complies with State of Washington Higher Education Coordinating Board (HECB) policy. In general, the evaluative criteria for program review include the following:
• quality of faculty, students, curriculum, support services, financial resources and program administration;
• the centrality of program to the university’s mission;
• assessment of the program’s effectiveness; and
• the value of the program to society, the present and projected student demand, and actual demand for graduates, and cost effectiveness of the program.

As directed by HECB policy, review encompasses all degrees offered by a particular department. The dean will normally select a program review committee of tenured faculty from within the department and the college. Recruitment of a reviewer(s) will also occur to identify an external person(s) from a peer institution to evaluate the department’s undergraduate and/or graduate programs if deemed necessary. All external reviewers will be established professionals in the relevant disciplines, with appropriate academic experience.

The following are college thresholds that will encourage program/course review:

1. Lack of graduates.
   a. Fewer Bachelors than **five** per year.
   b. Fewer Masters than **four** per year or less than a total of **15** in the last four years.
2. Lack of majors or minors (average of less than **20** per year for the last four years).
3. Lack of faculty.
   a. Bachelors program with fewer than **four** full-time equivalent faculty (FTEF).
   b. Masters program with fewer than **three** FTEF.
4. Low full-time equivalent student to FTEF ratios (less than **10**: 1).
5. Greater than five percent of sections taught had fewer than **10** students.
6. Repeated low enrollments in elective courses (fewer than **10** students).
7. Repeated low enrollments in required courses (fewer than **three** students).

**Program Discontinuance**

EWU Policies and Procedures describe the process to be followed for program discontinuance. The discontinuance of a program is a function of colleges in its regular review of departments and programs, resource allocation and strategic planning. Program review, enrollment trends or severe financial crisis may prompt program discontinuation.

1. Guiding Principles: Except in the case of severe financial crisis, probationary and tenured faculty will not be laid-off due to a department discontinuance, reconfiguration, or program reduction without the following conditions having been met:
   a. The university will set up its own procedures for program discontinuance;
b. Departments or programs will have the opportunity to revitalize or reconfigure a program to gain sufficient student or institutional interest to warrant the continuation of the program;
c. Faculty shall have the opportunity to obtain up to one (1) year’s retraining, through remunerated leaves, for other programs which have a need for additional or replacement faculty;

2. If retraining of affected faculty does not result in placement in another program, then the procedures set forth below will be implemented.

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 Chief Academic Officer in consultation with the deans and the department chairs in the units affected.

4. When the Chief Academic Officer believes that the appropriate balance of faculty within a specific department or among the various departments is so distorted that it cannot be corrected without affecting positions held by probationary and/or tenured faculty, the Chief Academic Officer shall so notify the president and the chair of the Academic Senate.

5. If a program is considered for discontinuance, the senate shall designate a faculty committee to work with the Chief Academic Officer, the appropriate deans and chairs of the units concerned 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.

**Graduate Programs**

All departments with a graduate program need to meet the expectations of NWASC Standards 2.D, 2.E and 2.F and those required by any other accrediting body for that unit.

The graduate programs offered with the College of Business and Public Administration play a crucial role in helping the university and the college attain their respective missions by graduating students with Masters Degrees meeting the educational needs of the region. *In 1999/2000, college programs generated approximately 11 percent of the total graduate full-time equivalent students (FTES) in the university’s Graduate Program.* (need new paragraph)

The college’s graduate programs, in part, offer students a chance to do research and apprentice with faculty helping them to become the next generation of problem solvers and educators.
Learning Outcomes for Bachelor of Arts in Business Administration

Graduates of the business programs offered at Eastern Washington University College of Business and Public Administration are expected to demonstrate that they:

1. Can communicate effectively in both written communications and in oral presentations. (Communication objective).
2. Are literate with respect to information technology and can acquire, evaluate, and use both quantitative and qualitative information to solve problems. (Information objective)
3. Are informed about the values, beliefs, and/or cultures of others. (Diversity objective)
4. Can integrate concepts and skills from the common body of business knowledge*, and can bring these skills as well as skills from their specific business discipline to bear upon the critical analysis of business issues and problems. (Critical thinking objective)

*The body of business knowledge includes an understanding of:
   - Ethical and legal responsibilities in organizations and society. [Business and Society]
   - Financial theories, analysis, reporting, and markets. [Finance and Accounting]
   - Creation of value through the integrated production and distribution of goods, services, and information. [Operations Management and Marketing]
   - Group and individual dynamics in organizations. [Organizational theory and behavior]
   - Statistical data analysis and management science as they support decision-making processes throughout an organization. [Statistics]
   - Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management. [Information Technology]
   - Domestic and global economic environments of organizations. [Economics]

AACSB Standards related to undergraduate learning outcomes:

13. Individual teaching faculty members:

   ... 
   Actively involve students in the learning process
   Encourage collaboration and cooperation among participants

ASSURANCE OF LEARNING STANDARDS

15. Management of Curricula:

The standard requires use of a systematic process for curriculum management but does not require any specific courses in the curriculum. Normally, the curriculum management
process will result in an undergraduate degree program that includes experiences in such general knowledge and skill areas as:

- Communication abilities.
- Ethical understanding and reasoning abilities.
- Analytic skills.
- Use of information technology.
- Multicultural and diversity understanding.
- Reflective thinking skills.

Normally the curriculum management process will result in undergraduate and master’s level general management degree programs that will include learning experiences in such management-specific knowledge and skill areas as:

- Ethical and legal responsibilities in organizations and society.
- Financial theories, analysis, reporting, and markets.
- Creation of value through the integrated production and distribution of goods, services, and information.
- Group and individual dynamics in organizations.
- Statistical data analysis and management science as they support decision-making processes throughout an organization.
- Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management.
- Domestic and global economic environments of organizations.
- Other management-specific knowledge and abilities as identified by the school.

[MANAGEMENT OF CURRICULA]

16. Bachelor’s or undergraduate level degree: Knowledge and skills. Adapting expectations to the school’s mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program.

[UNDERGRADUATE LEARNING GOALS]

17. The bachelor’s or undergraduate level degree program must provide sufficient time, content coverage, student effort, and student-faculty interaction to assure that the learning goals are accomplished. [UNDERGRADUATE EDUCATIONAL LEVEL]

Information contained in the guidance for implementation:

As an initial and critical step in its demonstration of learning, the school must develop a list of the learning goals for which it will demonstrate assurance of learning.
The school must specify learning goals for each separate degree program. Generally, such goals are anticipated for each degree, not for separate majors or concentrations within a degree.

These goals specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be different as a result of their completion of the program. Normally, four to ten learning goals will be specified for each program.

**General and Management-Specific Goals**

The core learning goals for business programs will likely include two separate kinds of learning. First, there will be goals for the general knowledge and skills acquired by students. The general knowledge and skills goals, while not management specific, relate to knowledge and abilities that graduates will carry with them into their careers. Such learning areas as communications abilities, problem-solving abilities, ethical reasoning skills, and language abilities are the types of general knowledge and abilities that schools might define as a part of these goals.

Second, there will be management-specific learning goals for students. These goals relate to expectations from learning accomplishment in areas that directly relate to management tasks and form the business portion of degree requirements. Such areas include traditional learning disciplines such as accounting, management science, marketing, human resources, and operations management, and, depending on how the school defines its mission, might include such management-specific but non-traditional areas as corporate anthropology, change management, or others. In developing learning goals, the school should give careful attention to both the general and the management-specific learning goals.

After setting the learning goals, the faculty must decide where the goals will be addressed within degree curricula. Goals may be course specific, or they may be spread throughout the curriculum, or both.

Once faculty members have decided which components of the curriculum will contain certain learning goals, they must establish monitoring mechanisms to ensure that the proper learning experiences occur.

Beyond choosing and developing the list of learning goals, faculty members must operationalize the learning goals by specifying or developing the measurements that assess learning achievement on the learning goals.
Student Policies

The NWASC Standard III, entitled “Students” expects the university to have in place a systematic program of advising and career counseling. Faculty will share in university, college and department recruiting activities and such efforts should be coordinated with the college’s Recruiter/Advisor and/or Office of Admissions. Faculty are also expected to participate in the advisement of transfer students on campus, and during formal orientation programs. Departments will consult with the appropriate personnel in Undergraduate/Graduate Affairs and Student Services and practice cooperation to effect the highest level of service possible.

The CBPA has professional advising offices in both Cheney and Spokane that provide students with assistance in progressing through the required curriculum toward graduation.

Where there exists a conflict between a departmental policy and a separate brochure regarding student policy, the section in the EWU Policies and Procedures manual shall apply. Established university policies as they relate to students can be found in the following sections of the manual:

800: Enrollment
Academic Advising 800-020
Academic Policies and Procedures 800-040
Admissions 800-060
Career Planning 800-080
Orientation 800-100
Records 800-120
Registration 800-140

820: Fiscal/Financial
Financial Aid 820-020
Scholarships 820-040
Student Employment 820-060
Student Receivables 820-080
Tuition and Fees 820-100

840: Student Life
ASEWU 840-020
Athletics 840-040
Clubs and Organizations 840-060
Conduct and Discipline (Rights, Duties and Obligations) 840-080
Counseling and Psychological Services 840-100
Dining 840-120
Disabled Student Services 840-140
Health Services 840-160
Housing and Residential Life 840-180
Placement 840-200
In addition to those listed above, EWU has an additional policy regarding student integrity with which faculty, staff and/or students should be familiar.

The Student Academic Policy defines the personal responsibility each student has when it comes to academic honesty. EWU expects academic integrity from each of its students and as such, supports faculty members in setting and maintaining standards for their students to follow. Academic integrity violations can be defined as:

1. Violations of academic integrity involve the use or attempted use of any method or technique enabling a student to misrepresent the quality or integrity of any of his or her work in the university and the program of study.

2. Violations of academic integrity with respect to examinations include but are not limited to copying from the work of another, allowing another student to copy from one’s work, using crib notes, arranging for another person to substitute in taking an examination, or giving or receiving unauthorized information prior to or during the examination.

3. Violations of academic integrity with respect to written or other types of assignment include but are not limited to: failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one’s name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by faculty members; fabrication or alteration of data; or knowingly facilitating the violation of academic integrity by another.

4. Violations of academic integrity with respect to intellectual property include but are not limited to theft, alteration, or destruction of the academic work of other members of the community, or of the educational resources, materials, or official documents of the college.

Charges of academic dishonesty are reviewed through a process that allows for student learning and impartial review. For additional information on the Student Academic Integrity Policy, see EWU’s website (Student and Campus Life/Division of Student Affairs).
Business Undergraduate Course Repeat Policy

The intent of this policy is to limit repeats of business program courses.

Purposes:

1. Improve program efficiency by providing better availability of courses to students ready to enroll and successfully complete those courses.
2. Improve program/course quality:
   a. Encourage greater commitment to course work by students
   b. Encourage individual students to make more realistic assessments of appropriate course loads and chances for success within a particular quarter or group of courses
3. Provide improved guidance to students by not encouraging excessive course repeats which suggest lesser likelihood of success in the business program.

Policy:

For fulfillment of each course requirement, the business program will consider the first three times a student completes the course; further attempts of the course will not be accepted. In accordance with EWU’s repeat policy, only the most recent of the (first) three completions will be accepted. Completion is defined as receiving a final grade in the course.

A student who has been denied admission to the business program or who has been dropped from the program based on application of this policy may seek admission into the program, or continuation, through petition to the Dean of the College of Business and Public Administration.

This policy applies to all business program core, major and minor requirements offered by the Department of Management and the Department of Accounting and Information Systems.

Process:

It is anticipated that enforcement of the policy will not be handled automatically by the Student Information System but will require review of transcripts at the time of admission to the business program and/or review of transcript/graduation forms just prior to graduation. Information as to the policy and the student’s obligation to understand and follow it will be included on program advising information and admission forms and in EWU catalog information.

When a student declares business administration as a degree program, the student will be informed of this policy by the business advisor. If a student applying for formal admission to the business program has completed a business program requirement a third time with a grade lower than a 2.0, the student will be informed by the business advisor
that the student is not admissible and that further attempts of the course will not be considered. If a student has been formally admitted to the business program and then completes a business program requirement a third time with a grade lower than 2.0, the student will be dropped from the program and informed by the business advisor that further attempts of the course will not be considered.
Ways of Recognizing Student Excellence

Education of students is a primary mission of the college, as such; recognition of student achievement and excellence is of paramount importance to building their self-confidence and pride. Recognition given to honor undergraduate and graduate students beyond grades and verbal appreciation are listed below.

Dean’s Honor List: Each quarter, undergraduate students who achieve a GPA of 3.5 or better will be named to the Dean’s Honor list and will be personally acknowledged by a letter of congratulations from the dean.

Dean’s Advisory Board Outstanding Student Leadership Award: The college selects an excellent senior each year to receive the DAB Outstanding Student Leadership Award. Graduating senior nominees have demonstrated outstanding academic achievement (GPA of 3.5 or higher) and demonstrated leadership through service to the university and/or service to the community. Awardees are given a check for $2,000 and are formally recognized at the college honors ceremony.

Dean’s Leadership Endowed Scholarship

The Dean’s Leadership Endowed Scholarship shall be administered subject to the following stipulations:

- This endowment will provide a full in-state resident undergraduate tuition scholarship to a full time student. A partial scholarship will be awarded to a part time student with whatever earnings remain until the threshold is met to award another full tuition scholarship. This cycle will continue in perpetuity.

- Applications will be submitted to the department chair. The department chair will forward three names to the dean for consideration.

- All applications must be submitted with a recommendation from a College of Business and Public Administration (CBPA) faculty member.

- The successful recipient will be able to demonstrate academic achievement, academic or community leadership, personal integrity, and community service.

- The successful recipient will be selected following the review of a one-page essay describing their history of academic achievement, leadership, personal integrity, and community service; and a personal interview with the Scholarship Committee.

- The Scholarship Committee will be comprised of three (3) members from the Dean’s Advisory Board, and two (2) faculty, one from business and one from Urban Planning, Public and Health Administration. The committee will be chaired by a DAB member.
• Eligible students must be a student in good standing at Eastern Washington

• Eligible students must have a declared major in one of the disciplines offered by the CBPA and have completed at least 120 credit hours including 30 in their declared major by the end of Winter quarter 200X.

• University maintaining a minimum 3.0 gpa and attend EWU full time during the academic year of the award.

• Recipients will be eligible for mentorship from a member of the Dean’s Advisory Board and will be encouraged to attend Dean’s Advisory Board meetings.

• Permission is given for the appropriate release of information regarding the fund, e.g., in the Annual Report published each year by the Foundation.

Departmental Awards: Departments honor their students’ excellence in a variety of ways, including scholarships, membership in honor societies, or special achievement awards. During the college’s convocation or at another ceremony departments will distinguish their outstanding graduates and present them with certificates, plaques or other awards.
External Funding

College Development

The College of Business and Public Administration continues to be a major player in the university’s constituent fund raising program, the primary focus of which is to generate major gifts. The incorporation of alumni programs in the overall development plan is designed to strengthen friendships and develop an environment conducive to fund generation. The main components of the decentralized/centralized advancement program in place at EWU are annual giving and major and planned giving, all complemented by alumni related activities. In concert with the other university development directors, and the dean establish fund raising priorities, the major gift prospect list, the cultivation and solicitation strategy and timeline. Effective development efforts will occur when a strong team works together: the dean, department chairs, faculty, staff, alumni and friends.

Each component of the fund raising program is described below to more clearly demonstrate how one depends on the other and what the goals are for the short- and long-term future of the college.

1. The university’s Annual Giving Program is a function of the central development office. Annual giving is the foundation of the giving pyramid. Annual gifts must be solicited on a yearly basis from all alumni, friends and businesses associated with the college. We must inform constituents of our needs and their role to help increase the number of contributors. Annual giving at the university is conducted through direct mail, phonathon and personal solicitation programs. Upgrades, renewals and matching gifts are all important to the effectiveness of the annual giving program. Annual giving sets the stage for major and planned giving. Goals for the annual giving program include:
   a. Continue to encourage the diligent pursuit of annual contributors and dollars through the centrally operated phonathon. Support the annual updating of alumni phone numbers and addresses, the consistently trained student callers and aggressive calling with continued emphasis on new donors, renewals and upgraded gifts to bring to the college a higher level of participation by alumni and a higher total amount for program support.
   b. Continue to encourage college faculty, staff, student and donor participation in the university’s annual scholarship reception.
   c. Continue to introduce annual giving to the college faculty and staff as part of a university-wide solicitation effort. Concentrate primarily on the number of individuals participating and not solely on the dollars raised through this faculty and staff campaign.
   d. Continue to support the annual “Partnership with Eastern” Campaign, made up of volunteers, to enhance the regional business constituents’ understanding of the great value invested in an annual giving program benefiting student scholarship programs. Help to also increase volunteer participation in the identification, cultivation and solicitation of new contributors.
2. Major and Planned Giving includes those donors who make regular, yearly contributions to our programs and have demonstrated interest based on a link with EWU. These individuals could be candidates for larger gifts in the form of outright cash gifts or planned gifts. As annual donors become good supporters and friends, some will accept the invitation to step up to a higher plane of giving. Goals for Major and Planned Giving include:
   a. Focus the efforts of the dean, chairs, advisory board and other volunteers on the identified priority needs of the college, established and adopted at the beginning of new academic year.
   b. Interact with the appropriate faculty members, chairs, dean and volunteers to continually identify prospective major gift donors. Involve various individuals in the strategic planning, cultivation, solicitation and stewardship of prospects. During each academic year, meet on an appropriate basis with each department to begin relationship building and general fund raising education.
   c. Work with the university’s central development and planned giving office to continue supporting consistent planned giving mailings.
   d. Support the professional advisory group for Planned Giving established and coordinated through the central development office. Encourage the focus of this group to opening doors for gifts primarily by educating their clients in the general area of planned gift vehicles. Additionally support utilizing their knowledge and expertise to problem solve and strategize with planned giving prospects and donors.
   e. Continue to build solid research and contact files on our major donors and prospective major givers. Concentrate individual efforts on making five personal calls each week, presenting five proposals each month and completing weekly and monthly reports along with fellow development staff to monitor activity and progress.
   f. Support the efforts of the central development office and the university to prepare a major gift campaign. Participate in the continuing sessions to train and encourage volunteer and administrative roles in the upcoming campaign. Also participate in the strengthening of the central infrastructure to support successful and ongoing development at the university.
3. As fund raising takes place with former alumni, there is also a need to friend raise, cultivate, nurture, acknowledge and recognize. We want to maintain good relationships with our constituents, keep them well informed of our activities, academic programs, achievements and needs, stimulate their interest, motivate their involvement and continually be good stewards of the gifts they make available to the college.
   a. Annually invite the departments in the college to explore mentor opportunities.
   b. Help to increase student internship opportunities for the college, working closely with the Director of the University Internship Office and the chairs of the college departments. Encourage businesses to create internships for
as many student who are interested in the experience. This offers alumni and friends of the university great opportunities to become reacquainted with specific academic areas and talented future employees for their companies.

c. Involve more volunteers in student recruitment for our college and the university in support of the college.

d. Continue to support the traditional activities unique to the university such as Homecoming, the president’s pre-game receptions, university commencement ceremonies and alumni and volunteer recognition opportunities.

It is important to continually evaluate the effectiveness of our fund raising and alumni relations’ programs in order to promote future growth and long term stability. Since the development officer is responsible for major giving, the program should be judged on the amount of money raised against college goals, as well as deferred giving accomplished as evidenced by will notifications, trusts, established gift annuity agreements entered into, life estates created, and insurance policies assigned or gifted to the EWU Foundation designated for the College of Business and Public Administration.

Membership interest of the Dean’s Advisory Board will also be used as a means of development effectiveness. Since organized friend raising and fund raising are still relatively young on our campus, the number of activities developed and maintained will be important to our visibility, as well as our public relations with the region’s communities, businesses and individuals. A young development program means establishing relationships with internal constituents and the external community. When done correctly, these linkages will reap consistent and significant rewards. Another factor that will guarantee success in a young development program is the realization that effective development requires a team effort. It takes faculty, administrators, staff, alumni, friends, businesses, foundations and a spirit of solid cooperation to make it all work. The general interest demonstrated by volunteers, friends and alumni in the academic programs of the college will have an increasingly meaningful impact on partnership building and on the eventual success of the college’s ability to raise private support.
Grants and Contracts

The College of Business and Public Administration encourages the participation of its faculty, staff and students in externally-funded grants contracts that are compatible and consistent with, and beneficial to, the university’s academic role, mission and vision. The college is committed to the free exchange and development of new ideas, information, materials and technologies, which result from grants and contracts. As evidence of this commitment, the university and college support the freedom of its faculty to vary the mix of academic duties. Grant and research development are also promoted by allowing for assigned time and flexible teaching schedules to maximize time for non-teaching activities and by making available state-of-the-art equipment and facilities for externally-funded projects.

The college’s faculty have standing track records in obtaining grants and contracts for research.

The quality of college programs and the specialized expertise of many faculty continue to attract external funding. Under this plan, the college is committed to maintaining participation in externally-funded programs and projects and to expanding this participation to the professional programs where grant and contract development has not reached its potential. To these ends, the following goals have been defined:

- to develop opportunities for undergraduate students in keeping with the junior and senior year curriculum;
- to develop opportunities for graduate students including the development of thesis projects and faculty mentorship programs;
- to foster collaborative research between faculty and students;
- to create support for undergraduate and graduate students in the form of tuition payments, salaries, stipends, scholarships or fellowships through grants and contracts;
- to develop programs and projects that integrate research and education;
- to generate released-time, overload pay, and/or summer salary for faculty to participate in externally-funded scholarship and research activities;
- to increase external funding for instructional equipment, research instrumentation and laboratory improvements;
- to expand outreach programs in the areas of community service, training, continuing education, teacher education, distance education and service to local and regional industry;
- to continue to identify opportunities and participate in research and development projects affecting business and industry;
- to seek out and secure more funding through state and local agencies and private sources in the area of applied research;
- to participate in institution-wide or inter-college programs that have a demonstrated and beneficial impact on teaching and research, as well as the generation of experiences and support for students; and
• to generate indirect cost revenues to support the administrative requirements of grants and contracts and to provide discretionary funding to the college, departments and faculty.
**Evaluation and Updating of College Plan**

The college plan will undergo change because of new developments and directions. For example, the college’s mission vision, goals and action plans will need to be periodically reviewed and changed to ensure consistency with university goals and objectives. Also, as new policies and procedures are created, old ones modified and new agreements are reached, this plan will need to be updated.

Substantive modifications of this plan will require a majority vote of the faculty of the College of Business and Public Administration following a thorough review of proposed changes. Updated documents will be distributed to all faculty and staff.