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INTRODUCTION AND PURPOSE

This document supplements and amplifies the Collective Bargaining Agreement (7/1/00-6/30/04) between the Eastern Washington University (EWU) Board of Trustees and the United Faculty of Eastern (UFE). As part of the agreement each department is to develop a plan (see Chapter II-Section A of the Collective Bargaining Agreement) that is consistent with the university mission.

Purposes for the plan can be summarized as follows:

• To present the department's mission and vision as a foundation for decision making about priorities and resource allocation.
• To establish and communicate department policies and procedures in the following areas: department organization, governance and administration; personnel matters including teaching, scholarship and service; and program development, assessment and review.
• To articulate linkages between department goals and activities and university priorities.

Thus, a major purpose of the Department of Engineering & Design’s plan is to establish procedures to evaluate the extent to which the department accomplishes institutional goals. In addition, the department plan calls for faculty activity plans to be established and requires systematic evaluation of program activities to determine the extent they are achieving their mission. The plan outlines departmental goals and objectives, and definition of performance expectations. Criteria and standards of performance are delineated against which individuals will be assessed.

This writing also augments EWU Policies and Procedures and serves as a guide for the further development of policies for selected personnel actions. Many additional specific policies are also contained in the university's Policies and Procedures and the Collective Bargaining Agreement. Some of the pertinent sections of the Policies and Procedures and the Collective Bargaining Agreement, shown in italics, are reprinted in this document.

The department plan will be kept in booklet form in the office of the chair. Liberal distribution of the plan will be the rule.
HISTORY OF THE DEPARTMENT OF ENGINEERING & DESIGN

The name of the present Department has changed over the years from Manual Arts in 1917, to Industrial and Practical Arts, to Industrial Education and Technology, to Industrial Technology, to the current Technology. In the same period the University has been State Normal School, Eastern Washington College of Education, Eastern Washington State College and now Eastern Washington University. Both the Department and the University have changed over the years to reflect a changing role in preparing students to take their place in society. In the following paragraphs some of the people and programs are identified that have led to the Department of Technology as we know it today.

Legend has it that a lady from Glasgow taught crafts and sloyd (carving) work here before there was a Manual Arts Department. In 1917 Edward L. Dales was hired and he later served as Chairman from 1920 to 1959. The courses during these years were dominated by woods and drawing. He was joined by James S. Lane in 1924, who also served as Superintendent of Buildings and Grounds and retired in 1954. Courses during these years were taught in the Manual Arts Building which is now the completely remodeled Computer Sciences Building. A former student of these men said that "...they made good use of outdated equipment."

Loyd W. Vandeberg was brought on board in 1947 and was noted for metalworking and industrial arts teacher preparation throughout his thirty-seven years until retirement in 1984. In 1953 Orland B. Killin joined the faculty and he taught courses in such diverse areas such as boat building, lapidary, and furniture upholstery in addition to the standard woods related courses. Archie J. Hornfelt was added to the faculty in 1961 and his special interest and knowledge in the printing area led to the current graphic communications offerings. In 1966, Glen O. Fuglsby was brought in as chairman to lead the transition from a mainly teacher preparation program to one focusing on the needs of business and industry.

In the Fall of 1967 the renamed Department of Industrial Education and Technology moved into the newly constructed Cheney Hall. In that same year John E. Bruntlett, with a background in electrical engineering was hired and three years later joined by W. Dean Martin, who had mechanical engineering expertise. They are credited with the development of the current Computer Engineering and Mechanical Engineering Technology programs respectively, which were first accredited by the TAC of ABET in 1990.

The change in Department name to Industrial Technology in the 1970's and then to the current Technology in the 1980's has been paralleled by placement within the University in the Division of Fine and Applied Arts, then the Division of Business and Industry, followed by the School of Mathematical Sciences and Technology and currently the College of Mathematics, Sciences and Technology. The Department of Technology throughout all of these changes continued expanding offerings and grew from the early days with two faculty to the mid years with four and to eight full-time members in 1996.

In 1998 a BS in Technology: Applied Technology Option was added with a distance education program through Walla Walla Community College. In 2000 the BS in Technology: Technology Education Option was banked as was the BA in Organizational and Mass Communication. A
proposed School of Computing and Engineering Sciences is currently under consideration in the University. The new school will contain Technology, Computer Science, and Physics.

In 2003 the new school of Computing and Engineering Sciences was formed. In 2005 the department started an Electrical Engineering Program and change its name to Engineering and Design.
DEPARTMENT OF ENGINEERING & DESIGN MISSION, VISION AND STRATEGIC PLAN

DEPARTMENT MISSION

It is the mission of the Department of Engineering & Design to:

1) Provide quality, professionally recognized programs that prepare students for full participation in our growing and changing regional and national economies.
2) Provide the technical and creative background required for securing positions and advancing in professional careers in business and industry.
3) Provide practical laboratory experience with modern technology.
4) Promote technical and science literacy and appreciation of important world problems related to technology.

DEPARTMENT VISION

The primary purpose of Department of Engineering & Design is to prepare individuals to make successful contributions to society throughout their careers, providing a quality baccalaureate and graduate education. Students with degrees from the Department of Engineering & Design are highly valued by employers and the community.

We believe that it is a high calling to guide students in their learning and development. We believe the relationships between and among students and faculty are the cornerstones of learning. We are committed to availability, honesty, respect for the individual, personal integrity, collaboration and individual excellence. We value diversity in our student body, faculty, staff and curriculum.

Our success is based on four foundations: the quality of our students, a superior learning environment, the excellence of our faculty, and appropriate facilities and support.

Foundation 1: The quality of our students

Faculty and staff are committed to students' success and to the timely achievement of their educational goals. We serve students who represent the diversity of American society and many international communities. The contributions of all students enrich Eastern's learning environment.

Graduates possess highly developed abilities to apply knowledge and skills from their core education and disciplinary training, and they are well prepared to succeed in chosen careers or pursue further formal education. All possess the lifelong learning skills to adapt to changing societal and career needs; they write clearly, speak effectively, think critically, solve problems creatively, work cooperatively, and use technological tools proficiently.

Foundation 2: A superior learning environment
The Department of Engineering & Design strives to offer those baccalaureate programs and graduate courses degree programs that most effectively meet the needs of students and the region. We provide a learning environment that is challenging and nurturing while requiring students to take primary responsibility for their own learning. The environment is subject to continual improvement through innovation and assessment. Tutoring, mentoring, advising, and counseling provided by faculty help students to define and achieve their goals.

Classroom experiences are enhanced whenever possible by laboratory work, the opportunity to apply learned skills to practical problems, internships, and mentoring.

Foundation 3: The excellence of the faculty

Recognizing the value to students in having the opportunity to work with professors who are active in their fields, we recruit faculty who have had relevant industrial experience, as well as effective teaching skills. We encourage our faculty to work closely with our industry advisory boards, to develop close relationships with industries in the state, and to attain and maintain professional certification.

Foundation 4: Facilities and support

Faculty and staff provide an environment and support services that facilitate and enrich the academic, cultural and social lives of students and staff. Every effort is made for the learning environment to be attractive, functional and enriching. Appropriate technology is utilized for communication, access to information and course delivery.

DEPARTMENT GOALS

Goal 1: Maintain program excellence

Accreditation:
Both potential employers and students seek programs that are appropriate, rigorous, and complete in their preparation of students for rewarding positions in business and industry. Maintaining the standards necessary for accreditation, therefore, is important to the Department of Engineering & Design.

Program and Coursework Goals:
Students in all Department of Engineering & Design programs will:

Program and Coursework Goal: Technical Content
1) understand technical and industry terminology
2) understand technical and industry, processes and concepts

Program and Coursework Goal: Applied Technology
1) be able to apply learned knowledge and processes to practical problems
2) understand and practice the appropriate use of tools and materials
3) use typical industry tools, hardware and software in an efficient manner
4) use vendor's data, catalogs, codes, standards, and/or www sites in design and analysis

Program and Coursework Goal: Technical Thinking
1) analysis: bring general design strategies to bear on problems and tasks
2) synthesis: combine resources in new/unique ways to solve problems
3) organization: plan and coordinate a project within constraints of a deadline
4) management: manage systems, including materials, processes, hardware, software, data, facilities, production, procedures, and human resources.
5) evaluation: evaluate problem solutions, prototypes, and/or portfolios.
6) learning skills: be able to locate resources, use time efficiently

Program and Coursework Goal: Work Group Skills
1) group effectiveness: be able to designate authority and responsibility
2) develop a sense of responsibility and cooperation in a work group environment

Program and Coursework Goal: Communication
1) be able to write clearly and concisely to a variety of audiences; be able to write a variety of types of papers report.
2) be able to communicate verbally, give presentations, demonstrate skills related to persuasion, listening, and the consideration of other points of view, appropriate for industry.
3) be able to describe the shape of objects completely through the use of several mechanical drawing systems, such as oblique, isometric, orthographic representations or other creative methods;
4) be able to read, understand, and evaluate technical drawings and other similar media blueprints.

Goal 2: Meeting the needs of students
The Department of Engineering & Design will design programs to meet the needs of incoming students regardless of their educational or cultural background. This goal should be expanded to include students with different geographical limitations in relatively distant locations in Washington State.

Goal 3: Increase regional presence
The Department of Engineering & Design will seek to have its programs acknowledged across the state, and to have those programs available to students in other regions of the state.

Goal 4: Maintain an excellent reputation
The Department of Engineering & Design will maintain a reputation for preparing students to be successful in their careers, and in their relationship with people they work with.

Goal 5: Support the Eastern community in recruiting efforts
It is important to maximize the quantity and maintain the quality of its entering students.

Goal 6: Maximize the number of continuing students
It is important to maximize the retention rate of its continuing students.
Goal 7: Enhance campus life
The Department of Engineering & Design will have an academic and social environment that promotes a sense of community by actively involving students, student clubs, faculty and staff in department activities.
DEPARTMENT OF TECHNOLOGY STRATEGIC PLAN

Goal 1: Maintain program excellence
Strategies: • Meet requirements for continued accreditation.
• Assess all programs on a regular basis, using measurable indicators, and change the programs when evidence compels.
• Maintain an active industry advisory committee.
• Review faculty performance.
• Set minimum competencies for students in Technology programs.

Goal 2: Increase Regional Presence
Strategies: • Increase presence in and contact with high schools through active involvement in recruiting, and development of articulation agreements.
• Pursue articulation agreements with community colleges in other regions of the state. Pursue the possibility of offering EWU Technology degrees at alternate locations in the state.
• Promote faculty and student participation in professional organizations.

Goal 3: Maintain an excellent reputation
Strategies: • Seek and maintain accreditation.
• Promote internships and mentoring programs.
• Produce quality publications for recruitment and advising including the Department of Engineering & Design alumni newsletter.
• Regularly review faculty performance.

Goal 4: Support the Eastern community in recruiting efforts
Strategies: • Department faculty will support and attend recruiting functions of the admissions office.
• Increase presence in and contact with high schools through active involvement in recruiting, and hosting statewide conferences.
• Pursue articulation agreements with community colleges in other regions of the state.

Goal 5: Maximize the number of continuing students
Strategies: • Faculty advisors will work closely with students to develop efficient course planning.
• Assessment by our advisory committees, by capstone courses, by accreditation agencies, by testing, and by graduate surveys, will keep programs relevant and thus student interest high.

Goal 6: Enhance campus life
Strategies: • Support the active involvement of student clubs in department activities.
TARGET RATIOS FOR FTES/FTEF

The Department of Engineering & Design has long enjoyed a relatively low student to faculty ration (FTES/FTEF). Such a ratio benefits students in several ways: 1) classes with 14-20 students allow the possibility of interaction from all of those students during class time; 2) laboratory workstations, though limited in number, are generally available to students in a scheduled lab period; 3) an average advising load of 20 or more students per faculty member allows the student a reasonable expectation of access to the advisor at times of declaration and registration.

A major goal of the Department of Engineering & Design is to increase student enrollment. Much can and should be done to increase the number of students entering Departmental programs. On the other hand, the number of faculty in the Department of Engineering & Design is not controlled by the Department. However, it is possible to recommend a student to faculty ratio that represents an efficient use of resources while, at the same time, avoids sacrificing the quality of instruction and of advising.

A variety of factors influence possible FTES/FTEF ratios:

1. The number of students seeking a program.
   This is a factor over which some influence can be exerted. Recruitment efforts are typically two to four years in advance of any result. Such efforts include: Hosting high school competitions such as the Technology Student Association; seeking articulation agreements with community colleges and high schools; attending recruitment functions whenever available; calling prospective students; contacting high school counselors, and distributing fliers.

2. The number of faculty required to maintain accreditation.
   Currently, two faculty with specific engineering qualifications are required for Computer Engineering Technology and two are required for Mechanical Engineering Technology. These are minimum numbers that cannot decrease without sacrificing accreditation. Although not directly related to accreditation, is also difficult to maintain the quality of any unique degree program with only one faculty member to teach all or the majority of core courses.

3. The amount of laboratory equipment available for core courses.
   This is a limiting factor. The majority of courses taught in this department require a substantial investment in equipment, including computers, software, metal processing machines, plastic processing machines, materials testing equipment, robotics simulators, and so on. The university offers no systematic mechanism for acquiring equipment, nor for maintaining existing equipment. As hands-on experience is required by accreditation, and encouraged by employers of our graduates, it is an important component of the programs. This factor might be lessened by articulation agreements that allow students to receive appropriate laboratory experience at other institutions such as community colleges. This has a counter effect of reducing the number of students taking EWU courses. Also, care must be taken to insure that higher-level skills such as analysis, synthesis, evaluation, and a viewpoint emphasizing the interrelation of processes,
materials, and planning are included in the articulated courses. Also important is the fact that certain laboratories are limited in size, such as the metal machining, wood, or computer labs. If additional equipment were purchased, those labs would have to be enlarged.

4. The number of additional contact hours required by laboratory courses.
   The Department has utilized a method of extending the ratio of students to laboratory workstations in courses with limited equipment by scheduling more than one laboratory session per course. Currently this adds three to four contact hours per week to such courses as electronics, metallic processes and graphic communications. This adds significantly to faculty loads without compensation. In order to maintain quality, it is anticipated that certain courses will remain limited in the number of students enrolled.

5. The proportion of program-specific courses taught by the department.
   With four major programs and three five options, this department has an unusually high ratio of courses to faculty members, currently about 10-9 to 1. Often, faculty do not teach the same course more than once per year. Additionally, certain courses are already offered only once every other year. Efforts have been made to consolidate core courses across as many programs as possible. Also, two low-enrollment programs have been retired. The number of required courses in a particular major should not drop to a point where our graduates do not have reasonably competitive set of skills. To lessen this factor further without eliminating any of the courses remaining in the major programs, either the number of faculty must be increased, or the number of programs decreased. Increasing the number of students in our major programs should justify increasing the number of faculty.

6. The number of different courses required for a program and for accreditation.
   A major goal of the Department is to maintain program excellence. Currently, this number of courses is at a minimum acceptable level (in terms of accreditation standards) in CET and at a nearly minimum level for MET. In the Technology programs, several courses have already been consolidated in areas such as non-metallic processes and metallic processes. We consider these courses to be the minimum acceptable content required by the major program. Little can be done to reduce this factor further.

7. The number and popularity of service courses taught by the department.
   This is a factor over which some influence can be exerted. Scheduling certain classes in the evening or at the Higher Education Center relieves pressure from department labs, and, in certain cases, larger class sizes can be accommodated. Redesigning courses to make use of general student computer laboratories allows the enrollment limits to be lifted for courses such as Desktop Publishing and Electronic Publishing. The Technology and Civilization course should be promoted and the qualifications of any new faculty should include being able to teach this course.

8. The proportion of total department FTEF represented by the chair's release time.
   This is currently about 8%. This factor cannot be lessened without increasing the number of faculty. The chair's duties cannot be reduced. The chair of the Department, in a sense, has a heavier load than chairs of many larger departments because of the number of programs we offer, and the number of students majoring in Technology. The ratio of
programs to chair's time is high, and the ratio of students in major programs to chair's time is high.

9. Formation of a new school (School of Computer and Engineering Sciences – Technology, Computer Science, and Physics) and construction of a new building should attract considerable number of new students to our program. The Department would like to bring online a Clark College distance education program as well as one additional community college program in the Seattle area. Additionally, we would like to have SCC students articulate in to an on campus component of the distance education program.

The effect of these nine factors varies according to which program is being examined. It is therefore not reasonable that all programs should have the same target ratio for FTES/FTEF. After analysis, it is judged that programs have the following targets for FTES/FTEF. Note that achieving these goals will require additional laboratory workstations in each program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Target Ratio</th>
<th>Number of Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Communication</td>
<td>201</td>
<td>32</td>
</tr>
<tr>
<td>Technology</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Mechanical Engineering Technology</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Computer Engineering Technology</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Distance Education</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Software Engineering Technology</td>
<td>15</td>
<td>Shared</td>
</tr>
<tr>
<td>Electronic Engineering Technology</td>
<td>15</td>
<td>2</td>
</tr>
</tbody>
</table>

To meet these targets, it is calculated that a total of 250 FTES and 8-13 faculty are necessary. This represents a 94% increase of FTES and 6 FTEF from 1999/2000. (The increase in FTEF also addresses factor #5).
GOVERNANCE AND ADMINISTRATION OF THE DEPARTMENT

ROLE AND REVIEW OF THE DEPARTMENT CHAIR

The Collective Bargaining Agreement, in part, outlines the following regarding department chairs:

1) Process for Recommendation and Appointment
   “All department chairs shall be nominated by election by their respective departments and recommended for appointment to the provost by their college dean. Chairs should receive adequate training for their position.”

2) Term
   “Chairs will be nominated by their departments for a term which will normally be four years in length. The department recommendation moves through the university hierarchy (dean to provost), for review and recommendation, then to the board of trustees for confirmation. At any one of these levels the recommendation may be rejected and the individual and department will be supplied with reasons and evidence upon which the decision was based. A person appointed as department chair normally shall have attained tenure at Eastern Washington University. The initial date of appointment for new department chairs will be either July 1 or September 1, based on procedures established within each college.”

The term of new chairs in the Department of Engineering & Design will normally start September 1 with elections in the preceding Fall.

3) Evaluation of Chair's Performance
   The College Plan states: “Department chairs shall be reviewed annually. That review will be conducted by the dean. Faculty will evaluate the chairs at least every two years. The chair will be reviewed based on the duties and responsibilities assigned through the college and departmental plans. The results of the review will be shared with the department chair. If needed, a plan will be developed jointly by the dean and the chair for improvement. Based on evaluation of performance the chair may be removed by the dean or the department may initiate an advisory recall vote of the chair. The dean shall conduct the vote in the department. The chair may resign at any time.

   “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.”

   As stated in the College Plan, “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; ...
2. Communication and Inter-Intra Personal Skills: Be accessible to other administrators, faculty, staff, and students for timely fulfillment of the chair’s duties; ...
3. Fiscal Management: Manage all departmental budgetary matters including budget request, salary enhancements, supply and equipment dollar allocations, expenditures, budget planning, as well as those budget responsibilities associated with grants and contracts within the department; ...
4. Program Management: Manage faculty workload in accord with department, college and university policy and goals. ...
5. Personnel Management: Administer and coordinate all personnel matters relating to faculty and staff evaluation in accord with relevant policies, ...

Specific responsibilities of the department chair include:

1) Responsibility for all personnel matters including faculty and staff evaluations, and the preparation and oversight of all faculty plans and staff expectations.
2) Oversight, development, scheduling and execution of program and curricula.
3) Responsibility for the development of academic assessment activities and the execution thereof.
4) Quarterly review of all faculty evaluation forms for all offerings taught in the major, minor and other university coursework carried off by that department. The chair will establish departmental and faculty member averages for the four common questions found on all evaluation forms used by the university.
5) Oversight of faculty and staff development (i.e. personal and professional development, customer service training, cross-training, awareness of various campus services).
6) Establishment of department course equivalency evaluation and updating of transfer guides.
7) Development of appropriate promotional materials for the department both in print and through electronic media.
8) Identification of and coordination with university, college and department enrollment goals and projections.
9) Development of an enrollment management plan considering advising capacity and assignments, course availability, scheduling of academic year and summer offerings, and faculty teaching assignments. Academic planning will be according to the criterium of benefit to the student.
10) Development and implementation of retention programs such as: early warning of academic difficulties; adequate, student-oriented advising availability; contacting "stop-outs" and students considering dropping out to direct them toward offices which might be able to assist; the creation of opportunities for faculty-student contact outside of the classroom through student organizations, speakers, social events; cooperation with career planning staff and follow-up with alumni regarding placement.
11) Establishment and enforcement of policies which require that students be treated with dignity both in and out of the classroom (i.e. faculty teach and assist students who need help).
12) Regular assessment of overall student satisfaction.
13) Methods for the establishment of continuing relationships with students after graduation.
14) Responsibility for all budgetary matters including requests, salary enhancements, supply and equipment dollar allocations, expenditures, planning, as well as those budget responsibilities associated with grants and contracts within the department.
15) Responsibility for departmental inventory and regular review of equipment. The department will inform the dean periodically as to the quality, adequacy, maintenance, repair and replacement needs for equipment. Please refer to Standards 3A and 3B of the NASC.
16) Responsibility for execution and oversight of internal and external program reviews.
17) Any other responsibilities as given in the university’s Policy and Procedures manual.
18) Any other matters of concern to the department and its faculty or staff.
ROLE AND REVIEW OF ALL FACULTY MEMBERS

Teaching is a primary activity for faculty in the Department of Engineering & Design. All faculty members are expected to meet classes regularly. Faculty will be reviewed systematically and periodically. Likewise, multiple indices shall be used to assess teaching competence, including student and peer evaluations, 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 or chair designate upon completion. Evaluation should lead to remediation if needed.

Faculty are expected to update or create curricula when appropriate. Each faculty member is expected to remain professionally active in his/her field. Pedagogical research is respected and encouraged as part of the college's educational mission.

Faculty are expected to play an important role by providing service to the university, college, department and to the external community. Faculty contributions should include student recruitment, curriculum development, advising and career counseling.

Faculty personnel actions involving retention, tenure and promotion will be preceded by rigorous evaluation of the faculty member meeting the expectations outlined in her/his activity plan for a positive recommendation. Tenured-full professors will be required to have rigorous evaluation of meeting the expectations outlined in their activity plans as well. Every three years each faculty member will participate in a regular career support peer review of their activity plans.

Department Personnel Committee

The College Plan states “Each department will develop procedures for the selection of a DPC with a minimum of three members for the purpose of evaluating, reviewing and recommending faculty activity plans and faculty members for retention, tenure and/or promotion. It is recommended that only tenured faculty serve on the DPC. Committee members should abstain from a recommendation only in very unusual circumstances such as a conflict of interest.”

The Department of Engineering & Design Personnel Committee (DPC) will consist of all Department tenured faculty. A minimum of three members is required. If the DPC has only two members, the department chair will also serve on the committee. If the DPC has only one member, the department chair will serve as well as a tenured faculty member selected by the DPC and chair.
DEPARTMENT BUDGET

Annual process for regular budget review

By October 15th of each academic year, the Department Chair will present the Department budget to the faculty for review. The Department members will discuss, provide adjustments if necessary, and approve the budget by a majority vote of all departmental faculty.

Faculty Development Allocation
To support individual faculty activity plans, department plans, and college plans, a minimum faculty development allocation of $900 (2000-2001) and $1200 (2001-2002) per probationary and tenured faculty member shall continue to be allocated annually. All probationary and tenured faculty members shall be eligible to apply for these funds. Eligibility of other faculty members to apply shall be at the discretion of the department. Faculty development funds per individual will be distributed in accordance with guidelines contained within the department plan. A separate fund to support professional development for state-supported instructional special faculty of $20,000 will be distributed annually from the office of the Chief Academic Officer.

According to the Collective Bargaining Agreement: “Faculty development funds may be used for a variety of purposes, including, but not limited to, travel to collections, attendance at national conferences, purchase of software or equipment, etc.”

The amount of faculty development money to be distributed to all faculty members will be the amount specified by the CBA. For example $900 will be provided to tenured/tenure track faculty for the 2000/2001-year and $1200 for tenured/tenure track faculty for 2001/02 year.
OUTCOMES ASSESSMENT

According to the Collective Bargaining Agreement: “All academic departments and programs shall formalize proposed outcomes measurement activities in a department assessment plan. Each plan will have aspects that are unique, reflecting the individual character of the academic program concerned as well as the specific informational needs of the program faculty. Every plan shall include comprehensive measures of student competency in the major. Assessment plans are part of department plans. A copy of the department assessment plan shall be filed with the college dean and the office of academic assessment... The method of assessing departmental progress on its plan will be created by each department and included within that plan. Department plans and department assessment plans will be an integral part of the program review process.”

Outcomes assessment is the department’s means of establishing accountability or gathering credible evidence of the degree to which it is achieving its mission. Measurements of student outcomes as well as non-student outcomes (i.e. faculty productivity) will be addressed. Assessment information should be such that it can be directly related to the accreditation standards of the NASC (see Appendix A, Standard 5C); other appropriate professional accrediting organizations; the Higher Education Coordinating Board, appropriate external accrediting agencies, and internal reviews of departments for consistency with institutional goals or for low productivity.

The Department of Engineering & Design is concerned with specific degree programs. The paramount mission and related goals of the Department of Engineering & Design center around and depend on the rigorous evaluation of those programs. Assessment of programs varies as appropriate for each program, but includes accreditation, review by advisory committees, senior level assessment, graduate assessment, and employer assessment. See the extensive program assessment section below for specific details.
DEPARTMENT OF ENGINEERING & DESIGN PROGRAM ASSESSMENT PLANS

Introduction

The primary mission of the Department of Engineering & Design is to provide the technical and creative background required for securing positions and advancing in professional careers in business and industry. As designers, some graduates would provide the skills necessary to meet the needs of their clients. As technologists, other graduates would provide the interface between engineering and production operations in modern industry. Ongoing assessment, articulation, and research with business and industry have resulted in programs which address the latest trends. These efforts have consistently offered graduates excellent job placement and employment opportunities.

It is for these reasons that, in general, the assessment plan for the Department of Engineering & Design emphasizes data obtained from business and industrial sources, especially in the areas of accreditation reviews, graduate and employer surveys, and industry cooperation on advisory committees and project evaluation boards.

- The Accreditation Board for Engineering and Technology (ABET) reports and reviews both the Mechanical Engineering Technology (MET) and Computer Engineering Technology (CET) programs, including the qualifications of the faculty, the resources of the department and of the university, including laboratory facilities, and all courses within those programs, including core and supporting courses. This includes evaluating the work done by high, average, and low achievement students in each of the core courses. Most of the courses in these programs are also core courses in Technology programs, and the ABET evaluation effectively provides assessment for these programs also.

- Students in Technology programs may participate in a capstone course called Senior Project. Based on criteria supplied, the students prepare a design, fabricate a prototype, prepare a comprehensive written report, including technical drawings and specifications, and present an oral presentation. The prototype, report and presentation may be reviewed by a panel of engineers from local industries. Evaluations are given both to the students and to the department.

- The Department of Engineering & Design has for some time surveyed graduates working in the fields, as well as their supervisors. Examples of instruments used are included in the Appendices. The department maintains a computerized file on over 1100 graduates. Data collected includes, addresses, position, place and history of employment. Data collected by the surveys include suggestions for program improvement.

- The department utilizes an active advisory committee made up of representatives from local business and industry. The committee meets regularly and suggests improvements in all of the programs.
Dissemination of Results

As many commonalties in course work exist between programs, results of data collection will be distributed to all of the Department of Engineering & Design faculty. It is the responsibility of the faculty, working with the chairman, to recommend and develop changes in programs.
Assessment Plan for the Bachelor of Science in
Computer Engineering Technology
Computer Option

Objectives

The overall goal of the Computer Engineering Technology Computer Option program is to prepare students with the skills, knowledge and attitudes required to enter and progress in the work force. The program prepares the graduate to assume his/her position in the scientific field as an associate engineer, technical aid, computer scientist, or technologist. As such he/she forms part of a team of engineers, scientists and computer experts to develop and manufacture a product. Direct articulation with industry has resulted in a program which addresses the latest trends.

The ABET accredited program leading to the degree of Bachelor of Science in Computer Engineering Technology is a balanced curriculum of mathematics, science, computer hardware, and computer software. Students develop programs, design computer hardware, and perform scientific experiments using the software and hardware tools of the trade. The program includes working in our computer and electronics laboratories using such tools as oscilloscopes, software development systems, circuit development stations, and input/output devices.

After completing this program the student will:
- be able to both write and analyze computer programs.
- be able to analyze computer and electronic circuits for sufficiency.
- possess the analytical and communication skills for entry into the work force.
- be able to work successfully as a member of a design team to develop a product.
- possess the drafting skills necessary for entry into the work force.

Assessment Procedures

1) The Accreditation Board for Engineering and Technology reports and reviews the Computer Engineering Technology program, including the qualifications of the faculty, the resources of the department and of the university, including laboratory facilities, all courses within those programs, including core and supporting courses. This includes evaluating the work done by high, average, and low achievement students in each of the core courses.

2) The accreditation process also involves surveying graduates and their supervisors.

3) Students in Computer Engineering Technology programs may participate in a capstone course called a senior project. Based on criteria supplied, the students prepare a design, fabricate a prototype, prepare a comprehensive written report, including technical drawings and specifications, and present an oral presentation. The prototype, report and presentation are reviewed by a panel of engineers from local industries. Evaluations are given both to the students and to the department.
4) The department utilizes an active advisory committee made up of representatives from local business and industry. The committee meets twice yearly and suggests improvements in the program.

5) The Department undertakes an annual assessment of all programs. See Department of Technology Assessment plan.
Assessment Plan for the Bachelor of Science in Mechanical Engineering Technology, and Technology Design Option

Objectives

The primary goal of the Mechanical Engineering Technology is to provide the technical background required for securing positions and advancing in professional careers in business and industry. The program prepares the graduate to assume his/her position in the scientific field as an associate engineer, technical aid, computer scientist, or technologist. As such he/she forms part of a team of engineers, scientists and computer experts to develop and manufacture a product. Direct articulation with industry has resulted in a program which addresses the latest trends.

The ABET accredited program leading to the degree of Bachelor of Science in Mechanical Engineering Technology includes courses fundamental to mechanical engineering with an emphasis on applications.

Assessment Procedures

1) The Accreditation Board for Engineering and Technology reports and reviews the Mechanical Engineering Technology program, including the qualifications of the faculty, the resources of the department and of the university, including laboratory facilities, all courses within those programs, including core and supporting courses. This includes evaluating the work done by high, average, and low achievement students in each of the core courses.

2) The accreditation process also involves surveying graduates and their supervisors.

3) Students in Mechanical Engineering Technology programs may participate in a capstone course called a senior project. Based on criteria supplied, the students prepare a design, fabricate a prototype, prepare a comprehensive written report, including technical drawings and specifications, and present an oral presentation. The prototype, report and presentation are reviewed by a panel of engineers from local industries. Evaluations are given both to the students and to the department.

4) The department utilizes an active advisory committee made up of representatives from local business and industry. The committee meets twice yearly and suggests improvements in the program.

5) The Department undertakes an annual assessment of all programs. See Department of Technology Assessment plan.

Objectives of Technology Design Option
The primary goal of the Design Option in Technology is to provide the technical background required for securing a position and advancing in a professional career in business and industry. The program includes courses fundamental to industrial design with an emphasis on applications. Before graduation, students will attend courses in metals technology, engineering graphics, industrial design, CAD, and other applied engineering courses. They obtain employment as designers, technologists, and engineering aids.

Direct articulation with industry has resulted in a program which address the latest trends.

Assessment Procedures  (see Mechanical Engineering Technology)

The Technology Design Option is essentially a subset of the Mechanical Engineering Technology program, and thus assessment of MET by ABET is effectually an assessment of the Design Option.
Assessment Plan for the Bachelor of Science in Technology  
Construction Option, Manufacturing Option, Electronics Option, Applied Technology Option

Objectives of Construction Option

The primary goal of the Construction Option is to provide the technical background required for securing a position and advancing in a professional career in business and industry. This concentration prepares graduates to enter and progress in supervisory or management positions in the construction industry. Initial employment may be as an estimator, laboratory technician in materials testing, construction inspecting, or assisting with surveying or field engineering. Direct articulation with industry has resulted in a program which addresses the latest trends.

The Construction Option of Technology focuses on selected areas of technology, physics and math, emphasizing courses such as engineering graphics and construction estimating, and construction materials and techniques. Courses in the Construction option include materials processing, materials testing, estimating, construction materials, construction techniques, and design (form and function) enable the learner to fill a productive role in the world of construction.

Assessment Procedures

1) The Department of Engineering & Design surveys graduates working in the field, as well as their supervisors. Data collected includes, addresses, position, place and history of employment. Data collected by the surveys include suggestions for program improvement.

2) In the formal evaluation process for accreditation of MET and CET programs by ABET, the accreditation board reports and reviews the work done by high, average, and low achievement students in such core courses as Engineering Drafting, Computer Aided Design, Metals Technology, Machine Tool Technology, Quality Assurance, and Production Laboratory.

3) The department utilizes an active advisory committee made up of representatives from local business and industry. The committee meets twice yearly and suggests improvements in the program.

4) The Department undertakes an annual assessment of all programs. See Department of Technology Assessment plan.

Objectives of Manufacturing Option

The primary goal of the Manufacturing Technology program is to provide the technical background required for securing a position and advancing in a professional career in business and industry. The program equips students with the necessary skills (cognitive, psycho-motor and effective) to both enter and progress in industrial positions such as quality assurance, inventory control, production line supervision, or other process management positions. Courses support a wide variety of possible areas of emphasis in polymers and metallic engineering
materials. Skills are developed in precision measurement, machine operations, quality assurance and material science.

The Manufacturing Option focuses on selected areas of technology, science and business. Robotics, computer-aided drafting, and management are among the courses emphasized. Direct articulation with industry has resulted in a program which addresses the latest trends.

After completing this program the student will be able to:
- utilize manufacturing processes to fabricate durable and non-durable goods.
- effectively select a manufacturing process to meet a given manufacturing need.
- effectively select a manufacturing material (metallic and non-metallic) to meet a given manufacturing need.
- establish and manage critical components of a manufacturing facility (i.e., plant layout, quality control, equipment selection, flow process, etc.)
- communicate effectively within an organization by utilizing illustrative, written and verbal communication skills.

Assessment Procedures

1) The Department of Engineering & Design surveys graduates working in the field, as well as their supervisors. Data collected includes, addresses, position, place and history of employment, and suggestions for program improvement.

2) In the formal evaluation process for accreditation of MET and CET programs by ABET, the accreditation board reports and reviews the work done by high, average, and low achievement students in such core courses as Engineering Drafting, Computer Aided Design, Metals Technology, Robotics, Machine Tool Technology, Quality Assurance, and Production Laboratory.

3) The department utilizes an active advisory committee made up of representatives from local business and industry. The committee meets twice yearly and suggests improvements in the program.

4) The Department undertakes an annual assessment of all programs. See Department of Engineering & Design Assessment plan.

Objectives of Electronics Option

The primary goal of the Electronic Technology program is to provide the technical background required for securing a position and advancing in a professional career in business and industry. The program prepares the graduate to assume his/her position in the scientific field as an associate engineer, technical aid, or technologist. As such he/she forms part of a team of engineers, scientists and computer experts to develop and manufacture a product.
The Electronic Technology program provides students with the skills, knowledge and attitudes required to enter and progress in the work force. The program is a balanced curriculum of mathematics, science, computer hardware, computer software and electronic theory. Students are able to develop programs, design computer hardware, and perform scientific experiments using the software and hardware tools of the trade.

Work within the program includes working in our computer and electronics laboratories using such tools as oscilloscopes, software development systems, circuit development stations, and input/output devices.

After completing this program the student will:
- be able to analyze electronic circuits for sufficiency.
- possess the analytical and communication skills for entry into the work force.
- be able to work successfully as a member of a design team to develop a product.
- possess the troubleshooting skills necessary for entry into the work force.

Assessment Procedures

1) The Department of Engineering & Design surveys graduates working in the field, as well as their supervisors. Data collected includes, addresses, position, place and history of employment, and suggestions for program improvement.

2) In the formal evaluation process for accreditation of MET and CET programs by ABET, the accreditation board reports and reviews the work done by high, average, and low achievement students in such core courses as Engineering Drafting, Computer Aided Design, Electronics, and Robotics.

3) The department utilizes an active advisory committee made up of representatives from local business and industry. The committee meets twice yearly and suggests improvements in the program.

4) The Department undertakes an annual assessment of all programs. See Department of Engineering & Design Assessment plan.

Objectives of the Applied Technology Option

The primary goal of the Applied Technology Option is to provide the technical background required for securing a position and advancing in a professional career in business and industry. This concentration prepares graduates to enter and progress in supervisory or management positions. It is design for students who have graduated with an Associate Degree in Applied Arts and Sciences (AAAS) in Computer Technology or Civil Engineering Technology programs at Walla Walla Community College. This degree allows these students to continue their education by taking liberal arts courses, additional advanced technology courses, and supporting courses to complete a Bachelor of Science degree. The two-year Computer Technology and Civil Engineering Technology programs at WWCC are designed for students who seek employment
immediately upon completion of the AAAS. This option enhances their chances of employment or to advance in current positions.

After completing this program the student will be able to:
- establish and manage critical components of a project
- communicate effectively within an organization by utilizing illustrative, written and verbal communication skills.
- be able to work successfully as a member of a design team to develop a product.
- possess the troubleshooting skills necessary for advancement in the work force.

Assessment Procedures

1) The Department of Engineering & Design surveys graduates working in the field, as well as their supervisors. Data collected includes, addresses, position, place and history of employment, and suggestions for program improvement.

2) The department utilizes an active advisory committee made up of representatives from local business and industry. The committee meets twice yearly and suggests improvements in the program.

3) The Department undertakes an annual assessment of all programs. See Department of Technology Assessment plan.
Assessment Plan for Bachelor of Arts in Graphic Communications

Objectives of the Graphic Communications Program

The Graphic Communications program prepares graduates for opportunities in the graphic design, electronic media design, printing, publishing, advertising, and other related industries.

The Graphic Communications curriculum in the Department of Engineering & Design includes courses fundamental to design practice principles, image generation and manipulation, and image reproduction. Traditional design and visual communication production principles are complemented with industrial applications. Direct articulation with industry has resulted in a program which addresses the latest trends in industry. The program includes applied skills in computer graphics, layout and design, electronic publishing, printing technologies, and visual communication.

Assessment Procedures

1) The Department of Engineering & Design surveys graduates working in the field, as well as their supervisors. Data collected includes, addresses, position, place and history of employment, and suggestions for program improvement.

2) The department utilizes an active advisory committee made up of representatives from local business and industry. The committee meets regularly and suggests improvements in the program.

3) The Department undertakes an annual assessment of all programs. See Department of Engineering & Design Assessment plan.
PERSONNEL POLICIES

FACULTY RETENTION, TENURE AND PROMOTION

Purpose

This document establishes a uniform policy regarding promotion, retention and tenure, providing specific criteria for evaluation of candidates in the Department of Engineering & Design. See Appendix G.

The Department recognizes the education of students as its principal function. Each faculty member is expected to meet classes regularly and use student evaluation forms to assess teaching effectiveness. Teaching duties also include student advising and curriculum development to provide students with new, innovative learning experiences. Faculty members involved in special education projects are expected to pursue grant sponsorship for any necessary external funding of the projects.

In addition to teaching, each faculty member is expected to remain professionally active in his or her field. Professional activity includes consulting with industry, active participation in professional societies, research, publication of results in refereed journals and/or through presentation at professional meetings, display of work in a show/exhibition, and grant sponsorship necessary to support the Department's programs. Pedagogical research is also encouraged. Professional activity may also include text-book and review-paper writing, and the presentation of workshops for professionals.

Each faculty member is expected to contribute to the effective operation of the shared governance system by participation on department, college and university committees.

Faculty evaluations are conducted by the DPC, as set forth in the By-Laws. Information collected must include a letter of evaluation by the department chairperson. The DPC keeps records of all meetings and a summary of final recommendations, according to the By-Laws.

Evaluation

DPC evaluation will take place each spring for a faculty member on a probationary appointment, with the following minimum requirements:

(1) Year One and Year Two Evaluation: Reappointment

As stated in the CBC, “Full-time faculty on probationary status will be evaluated annually by the department chair and by the departmental and/or unit personnel committee to determine reappointment during the first three (3) years of full-time service.”

The College plan further states, “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 section entitled “Standards, Criteria and Evidence Considered for Retention, Tenure and Promotion” (CP, VII-31). 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.”

Teaching effectiveness:
(50-65% and can be set by the individual plans)

Peer evaluations from department, tenured faculty, based on classroom observation, should be positive. Student evaluation scores should average at least 2.5(out of a possible 6, where 1 is excellent and 6 is poor).

Professional Activity:
(25-35% and can be set by the individual plans)

A range of activities may be appropriate for a particular faculty member to remain professionally active in her or his field. Professional activity may include consulting with industry, active participation in professional societies, grant sponsorship necessary to support the Department's programs, and maintaining currency in one's field through research, self study, participation in seminars, and in short courses and/or workshops. Curriculum development and pedagogical research are also respected, and the submission or publication of the results in refereed journals and/or through presentation at professional meetings. Professional activity may also include textbook and review-paper writing, the presentation of workshops for professionals and community groups, and creative projects.
Other activities may also be considered professional as deemed appropriate by the chair working with the DPC. The amount and type of specific activities expected of an individual faculty member will depend on the role of that faculty member in the Department as determined by the Chair working with the DPC. In the first years of probationary appointment, an allowance may be made for the preparation of course materials for courses not previously taught. For example, the number of consultations with industry or the amount of time involved in grant-writing, or the number of articles submitted for publication, may be less than required in the third-year letter of expectations. A review in light of the requirements of the individual faculty’s activity plan will be made.

Service:
(5-10% for Assistant, 5-15% for Associate or Full and can be set by the individual plans)

A range of activities may be appropriate for a particular faculty member to provide service to the Department and to the University, including serving as a member on: departmental standing committees, college ad-hoc committees, or department representative to the faculty organization. Advising students, supervising internships, and preparing accreditation materials may also be considered as service to the Department. Community service is also recognized and encouraged.

DPC recommendation and a recommendation by the Department Chair will be sent forward to the Dean, and evaluation material placed in the faculty member's file.

(2) Third Year Evaluation: Retention

Each new 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/or unit (including appropriate participation by students in furnishing evidence used), and by the department chair independently, each of which shall forward a recommendation to the unit dean... (CBA, II-24.H(2)). 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 (CBA, II-24.H(1)).

In the spring of the third year of tenure-credit experience, all probationary faculty receive a cumulative evaluation for purposes of retention as well as a formulation of expectations for tenure and concurrent promotion to associate professor. Positive evaluations result in the issuance of a contract covering the remaining time before formal tenure evaluation, ordinarily done in spring of the sixth year of tenure-credit experience. For a positive recommendation by the department, the following minimum requirements apply:

Teaching effectiveness:
(50-65% and can be set by the individual plans)
Peer evaluations from department, tenured faculty, based on classroom observation, should be positive. Student evaluation scores should average at least 2.0 .5 (out of a possible 6, where 1 is excellent and 6 is poor), for the most recent four quarters.

Professional activity:
(25-35%is nominal for the College, but within a range and can be set by the individual plans)

A range of activities may be appropriate for a particular faculty member to be professionally active in his or her field. Professional activity may include consulting with industry, active participation in professional societies, grant sponsorship necessary to support the Department's programs, and maintaining currency in one's field through research, self study, participation in seminars, and in short courses and/or workshops. Curriculum development and pedagogical research are also respected, and the submission or publication of the results in refereed journals and/or through presentation at professional meetings. Professional activity may also include text-book and review-paper writing, and the presentation of workshops for professionals and community groups, and creative projects.

Other activities may also be considered professional as deemed appropriate by the chair working with the DPC. The amount and type of specific activities expected of an individual faculty member will depend on the role of that faculty member in the Department as determined by the Chair working with the DPC. A review in light of the individual faculty member’s Faculty Activity Plan will be made.

Service:
(5-10% for Assistant, and 5-15% for Associate or Full and can be set by the individual plans)

A range of activities may be appropriate for a particular faculty member to provide service to the Department and to the University, including serving as a member on a departmental standing committee, college ad-hoc committee, or serving as department representative to the faculty organization. Service on university-wide committees is encouraged. Advising students, supervising internships, and preparing accreditation materials may also be considered as service to the Department. Community service is also recognized and encouraged.

The third year evaluation may result in any one of the following recommendations:

1. Continuation of probation with a three-year contract
2. Removal from probationary status and continuation as a special faculty member.
3. Continuation on a one-year terminal contract.

DPC recommendations, plus those of the Department Chair, are forwarded to the Dean, and evaluation material placed in the faculty member's file.

(3) Year Six Evaluation: Promotion to Associate and Granting of Tenure
As stated in the College Plan, “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 activity 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 section entitled “Standards, Criteria and Evidenced Considered for Retention, Tenure and/or Promotion” (CP, VII-31).

“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.”

In the spring of the sixth year of tenure-credit experience the DPC will conduct an evaluation specific for tenure and concurrent promotion to associate professor. Strict attention is given to the candidate's third-year expectation letter (Faculty Activity Plan) which gives the specific criteria for a positive tenure recommendation. This letter may contain requirements unique to the individual candidate, in addition to the following general requirements:

Teaching Effectiveness:
(50-65% and can be set by the individual plans)

Peer evaluations from department, tenured faculty, based on classroom observation, should be positive. Student evaluation scores should average at least 2.5 (out of a possible 6, where 1 is excellent and 6 is poor), for the most recent four quarters.

Professional Activity:
(25-35% and can be set by the individual plans)

A range of activities may be appropriate for a particular faculty member to be professionally active in his or her field. Professional activity may include consulting with industry, active participation in professional societies, grant sponsorship necessary to support the Department's programs, and maintaining currency in one's field through research, self study, participation in seminars, and in short courses and/or workshops. Curriculum development and pedagogical research are also respected, and the submission or publication of the results in refereed journals and/or through presentation at professional meetings. Professional activity may also include text-book and review-paper writing, and the presentation of workshops for professionals and community groups, and creative projects.
Other activities may also be considered professional as deemed appropriate by the chair working with the DPC. The amount and type of specific activities expected of an individual faculty member will depend on the role of that faculty member in the Department as determined by the Chair working with the DPC. A review in light of the individual faculty member’s Faculty Activity Plan will be made.

Service:
(5-10% Assist./5-15% Assoc. or % and can be set by the individual plans)

A range of activities may be appropriate for a particular faculty member to provide service to the Department and to the University, including serving as a member of a departmental standing committee, college ad-hoc committee, or as the department representative to the faculty organization. Service on university-wide committees is encouraged. Advising students, supervising internships, and preparing accreditation materials may also be considered as service to the Department. Community service is also recognized and encouraged.

Upon completion of this evaluation the DPC will choose between the two following recommendations:

1. Grant tenure, and promote to associate professor.
2. Offer a one-year terminal contract.

Recommendations by the DPC and Department Chair are forwarded for approval by the Dean and Academic Vice President for submission to the President and Board of Trustees.

Promotion

The DPC evaluates each candidate to verify eligibility and forwards their recommendations to the College of Science, Mathematics, and Technology Promotion Committee, according to the current College of Science, Mathematics, and Technology Promotion Procedures. For the purposes of promotion, the Department recognizes the following as terminal degrees:

Ph.D. in Technology, in Technology Education or related field, Ed.D in Technology Education or related field, Masters Degree in Mechanical Engineering or related field with an engineering license, Masters Degree in Electrical Engineering or related field with an engineering license, and a MFA for specific Graphic Communication positions.

Minimum Requirements for Promotion

A. Assistant to Associate Professor

As stated in the College Plan, “Tenure is usually awarded with promotion to the rank of associate professor for faculty on probationary contracts. Because promotion is usually granted with tenure, the decision to promote an assistant professor is based on the candidate fulfilling the performance expectations in their activity plan, the
qualifications for promotion to associate professor and program needs. Tenure is in part, a judgment of confidence in the future performance of a faculty member. However, it can be based only on an assessment of the quality and level of past performance over a faculty member's entire career. A high level of expectation exists for promotion to associate professor and the candidate must demonstrate: continuous evidence of excellence in teaching, curriculum development and student advisement; and a record of superior or significant professional and scholarly accomplishment which is predictive of ability to achieve future superior or significant recognition through appropriate external review processes; and, superior or significant service achievements”.

Teaching effectiveness
(50-65% and can be set by the individual plans)

Peer evaluations from department, tenured faculty, based on classroom observation, should be positive. Student evaluation scores should average at least 2.0 (out of a possible 6, where 1 is excellent and 6 is poor), for the most recent four quarters.

Professional activity:
(25-35% and can be set by the individual plans)

A range of activities may be appropriate for a particular faculty member to professionally active in his or her field. Professional activity may include consulting with industry, active participation in professional societies, grant sponsorship necessary to support the Department's programs, and maintaining currency in one's field through research, self study, participation in seminars, and in short courses and/or workshops. Curriculum development and pedagogical research are also respected, and the submission or publication of the results in refereed journals and/or through presentation at professional meetings. Professional activity may also include text-book and review-paper writing, and the presentation of workshops for professionals and community groups, and creative projects.

Other activities may also be considered professional as deemed appropriate by the chair working with the DPC. The amount and type of specific activities expected of an individual faculty member will depend on the role of that faculty member in the Department as determined by the Chair working with the DPC.

Service:
(5-10% and can be set by the individual plans)

A range of activities may be appropriate for a particular faculty member to provide service to the Department and to the University, including serving as a member of at least one of a departmental standing committee, college ad-hoc committee, or as the department representative to the faculty organization. Service on university-wide committees is encouraged. Advising students, supervising internships, and preparing accreditation materials may also be considered as service to the Department. Community service is also recognized and encouraged.
B. Associate to Full Professor

As stated in the College Plan, “The rank of professor signifies the highest level of professional accomplishment. A higher level of expectation exists for promotion from associate to full professor than that of assistant to associate professor. The decision to promote an associate professor is based on the candidate fulfilling the performance expectations in their activity plan, the qualifications for promotion to full professor and program needs. The candidate must demonstrate: a continuous record of excellence in teaching, curriculum development and student advisement, and evidence predictive of continuing excellence in teaching; a record of superior or significant professional and scholarly contributions to the discipline or professional field, appropriate external peer recognition for professional and scholarly achievement, and evidence predictive of continuing contributions through research or creative work; and leadership in service and superior or significant service achievements, and evidence predictive of continuing service contributions.”

Teaching Effectiveness:
(50-65% and can be set by the individual plans)

Peer evaluations from department, tenured faculty, based on classroom observation, should be positive. Student evaluation scores should average at least 2.5 (out of a possible 6, where 1 is excellent and 6 is poor), for the most recent four quarters.

Professional Activity:
(25-35% and can be set by the individual plans)

A range of activities may be appropriate for a particular faculty member to professionally active in his or her field. Professional activity may include consulting with industry, active participation in professional societies, grant sponsorship necessary to support the Department's programs, and maintaining currency in one's field through research, self study, participation in seminars, and in short courses and/or workshops. Curriculum development and pedagogical research are also respected, and the submission or publication of the results in refereed journals and/or through presentation at professional meetings. Professional activity may also include text-book and review-paper writing, and the presentation of workshops for professionals and community groups, and creative projects.

Other activities may also be considered professional as deemed appropriate by the chair working with the DPC. The amount and type of specific activities expected of an individual faculty member will depend on the role of that faculty member in the Department as determined by the Chair working with the DPC.

Service:
(5-15% and can be set by the individual plans)

A range of activities may be appropriate for a particular faculty member to provide service to the Department and to the University, including serving as a member of at least one of: departmental
standing committees, college ad-hoc committees, or department representative to the faculty organization. Service on university-wide committees is encouraged. Advising students, supervising internships, and preparing accreditation materials may also be considered as service to the Department. Community service is also recognized and encouraged.

In addition to the above minimum requirements, other specific assignments unique to individuals, and as agreed to by those individuals will be given in the third year and sixth year expectations letters and become a part of the minimum requirements.
PROBATIONARY FACULTY EVALUATION AND RETENTION
GENERAL COLLEGE POLICY

The College Plan states “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 re-appointment 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. If a faculty member is identified as needing improvement in teaching effectiveness, a faculty mentor will be assigned to work with the faculty member needing help. Initial evaluations will be used constructively as guidelines for improvement. The faculty mentor will offer suggestions and act as a resource for improvement.
3) Written evaluations of faculty eligible for retention, tenure and promotion will be in compliance with the timetable announced by the chief academic officer.
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 departmental and/or unit 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/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 below in the section entitled “Standards, Criteria and Evidence Considered for Retention, Tenure and Promotion.” 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/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, the 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 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 new 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/or unit...
(including appropriate participation by students in furnishing evidence used), and by the department chair independently, each of which shall forward a recommendation to the unit dean...” (CBA, II-24.H(2)). “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.” (CBA, II-24.H(1))

According to the Collective Bargaining Agreement: “It is expected that the faculty activity plan will remain consistent throughout the probationary tenure period. It is possible to make adjustments that are mutually agreed upon by 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 below in the section entitled “Standards, Criteria and Evidence Considered for Retention, Tenure and Promotion.”

The College Plan states, “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:
• continuation of probation with a three-year contract; or
• remove from probationary status and continue as special faculty; or
• continuation on a one-year terminal contract.

Departmental personnel committee 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 departmental personnel committee will conduct an evaluation specifically for tenure and promotion to associate professor. Attention will be given to the candidate's faculty activity 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, tenure only or the offering of a one-year terminal contract. In order to obtain tenure, evaluators must rate teaching performance as excellent, scholarly/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 below in the section entitled “Standards, Criteria and Evidence Considered for Retention, Tenure and Promotion.

Recommendations by the departmental personnel committee and department chair are forwarded for approval by the dean. All recommendations are subject to approval by the dean, the chief academic officer, the president and ultimately the Board of Trustees.”
Evaluation of Tenured-Full Professors

Teaching effectiveness:
(generally, 50-65% and can be set by the individual plans)
Peer evaluations from department, tenured faculty, based on classroom observation, should be positive. Student evaluation scores should average at least 2.5(out of a possible 6, where 1 is excellent and 6 is poor).

Professional Activity:
(generally, 25-35% and can be set by the individual plans)
A range of activities may be appropriate for a particular faculty member to remain professionally active in her or his field. Professional activity may include consulting with industry, active participation in professional societies, grant sponsorship necessary to support the Department's programs, and maintaining currency in one's field through research, self study, participation in seminars, and in short courses and/or workshops. Curriculum development and pedagogical research are also respected, and the submission or publication of the results in refereed journals and/or through presentation at professional meetings is appropriate. Professional activity may also include text-book and review-paper writing, the presentation of workshops for professionals and community groups, and creative projects. Other activities may also be considered professional as deemed appropriate by the chair working with the DPC. The amount and type of specific activities expected of an individual faculty member will depend on the role of that faculty member in the Department as determined by the Chair working with the DPC.

Service:
(generally, 5-10% and can be set by the individual plans)
A range of activities may be appropriate for a particular faculty member to provide service to the Department and to the University, including serving as a member on: departmental standing committees, college ad-hoc committees, or department representative to the faculty organization. Advising students, supervising internships, and preparing accreditation materials may also be considered as service to the Department. Community service is also recognized and encouraged.

DPC recommendation and a recommendation by the Department Chair will be sent forward to the Dean, and evaluation material placed in the faculty member's file.
FACULTY ACTIVITY PLANS

Rules pertaining to faculty activity plans are outlined in CBA II B. Faculty Activity Plans.
“(a) Each faculty member shall, in consultation with the DPC and the department chair, prepare a faculty activity plan specifying areas of activity over the following three-year period.” (c) Review ... at a minimum on a three-year basis ... (i) Reviews... conducted separately by the DPC and the Department Chair based on materials submitted by the faculty member ... (ii) The materials submitted shall include a current vita, description of the instructional workload, evidence of teaching effectiveness, scholarship/research/creative activity, and service ...”

The Collective Bargaining Agreement further stipulates that:
1) “After an individual receives tenure and throughout his/her career, the individual faculty member and the department will develop a mutually agreed upon faculty activity plan. This plan will focus on the continued professional growth of the faculty member and the desired future contributions to the member's academic unit. The faculty activity plan for tenured faculty is for goal setting purposes and remains with the department with the dean receiving a copy for informational purposes only.

2) “Every three years each faculty member will participate in a regular career support peer review of their faculty activity plans The sole purpose of this review is to provide a positive and systematic procedure for faculty development in the context of the department plan. This review will consist of the member and a group of peers from the department and may include faculty members from other departments in the university at the discretion of the faculty member and department.

3) “Career-support peer review shall not be used in making promotion, disciplinary or dismissal decisions.”

General College Policies

Faculty activity plans shall identify performance expectations in three areas: (1) teaching effectiveness, (2) professional and scholarly activity, and (3) service to the university and/or the community. It is the responsibility of the department chair, in consultation with the individual faculty member and the department personnel committee, to prepare each tenured faculty member’s career plan in compliance with pertinent guidelines. Each department will detail in its plan how tenured faculty members will participate in a regular career support peer review (see Governance and Administration of the College, Departmental Responsibilities section).

Faculty Activity Plans are prepared every three years and reviewed by the Chair, DPC, CPC and Dean. The Faculty Activity Plan is used by the Department for performance evaluation and merit (See Policy for the Distribution of Merit Pay )

All faculty activity plans will be established and approved by June, 2001. Faculty activity plans will be reviewed every three years.

Department Policy
Faculty Activity Plans shall be developed in the following manner:

1) With guidelines provided by the chair, and including the goals and strategic plan of the Department and guidelines shown below, as well as the general college policies, the faculty member will prepare a draft faculty activity plan identifying performance expectations in three areas: teaching effectiveness, professional and scholarly activity, and service to the department, the university and/or the community.

2) The draft plan will then be sent to the DPC for suggested changes and comments, and copies returned to the faculty member and the chair.

3) In consultation with the chair, a final draft will be prepared by the faculty member.

4) The DPC will review the draft plan for approval, and either approve the plan or return it for further changes. The plan must finally be approved by the DPC.

Faculty activity Plans will be developed on three years intervals as noted in the CBA by the Department Personnel Committee in consultation with the faculty member and Chair. Typical faculty activity plans are noted below.

To obtain the rank of associate professor the following criteria are to be used as a guideline for writing Faculty Activity Plans. Criteria for obtaining the rank of full professor are noted by ** and for tenured full professors *** is noted in each section, as well.

Teaching (50-65) NOTE: Per the CBA and College Plan, tenured faculty may adjust their percentages for Teaching, Scholarship, and Service as needed by the Department. Therefore, as long as deviations from the listed percentages are approved by the Chair and DPC, tenured-full professors may adjust their percentages in each category as necessary. It must be noted that these adjusted percentages will be applied to the weighting for merit calculations (see Merit section).

The Department and CPC will recognize teaching as the single most important faculty responsibility. Faculty will be expected to provide qualitative and quantitative evidence of excellence in teaching in each of the following areas:

A. Student evaluations forms and comments for at least the preceding three years. These evaluations shall be summarized by category on a 6-point scale where 1=excellent and 6=very poor. Evidence of excellence in teaching shall include a mean score at or less than 2.5 (good/very good) for all faculty for courses in the major.

(Note: Items B through J are required of all faculty.)

B. Peer evaluations from one or two EWU faculty members from the Department of Engineering & Design. If there are two, at least one of these faculty members must teach primarily in the faculty’s area. The DPC selects the evaluators. The peer evaluations will involve the observation of core classes at least two times during the preceding four quarters. The
faculty evaluation should focus on his/her organization and pedagogical expertise, and communication skills, as described in the department plan. (The Department of Technology will use a pass/fail evaluation system with recommendations for improvement.)

C. Evidence of curriculum or course development.

D. Evidence of adapting teaching methods to meet changing pedagogical goals of the university and/or changing technologies in their professions.

E. Evidence of meeting general teaching expectations: keeping regular office hours, taking responsibility for assigned teaching load, completing administrative duties associated with the teaching assignment.

F. Evidence of student advisement.

G. Evidence of supervision of undergraduate directed study, internship, and/or work study students.

H. Evidence of laboratory design, set-up, maintenance, troubleshooting and procurement in support of courses.

I. Evidence of attending appropriate workshops and conferences to keep current with emerging technologies

J. Other evidence that faculty member is current in the subject she/he teaches.

Professional and Scholarly Activity (25-35 points)

The faculty will be expected to provide evidence of research and professional and scholarly activity that includes significant contributions to his/her discipline or professional field. All tenure and tenure track faculty are expected to engage in scholarship or creative achievement, the result of which is disseminated and subject to peer evaluation in a manner appropriate to his/her field. The categories are as follows:

Category A. For categories 1-6 below, a minimum of 8 total activities are expected for obtaining the associate rank with at least 3 different categories selected and at least one refereed publication deemed appropriate by the department; and submission of grant application is expected. **For obtaining the rank of full professor, 12 total activities must be selected distributed among at least 3 different categories and at least one refereed publication deemed appropriate by the department; and submission of grant application is expected. *** For tenured full professors, activities are selected in consultation with the Department Chair and DPC to insure the appropriateness of activities.

(1) Design publication and/or scholarly publication in a peer-reviewed national or international journal and/or book chapter.
(2) Additional graphic design work, including client-based projects, pro bono projects, collaborative projects, educational projects, or projects included in exhibitions, gallery and/or exhibition reviews.
(3) Presentation at regional, national or international professional meetings.
(4) Submission of grant proposals for instructional improvement and/or research.
(4) Funding of instructional improvement and/or research through grants or contracts.
(5) Additional scholarly written work, including abstracts for journals, educational exhibits, book reviews, technical reports, audio/visual tapes, slide series, modules, unpublished studies, software, newsletters, recruitment materials.
(6) Development and/or delivery of short courses or workshops in his/her discipline.

B. In addition to significant scholarly/creative contributions, external peer recognition of scholarly/creative achievement is considered as strong supporting evidence for promotion to associate professor. Evidence should include significant achievements in at least 5 of the following 21 categories for tenure and/or promotion to associate professor. **For obtaining the rank of full professor, 8 areas must be selected. *** For tenured full professors, activities are selected in consultation with the Department Chair and DPC to insure the appropriateness of activities.
(1) Citation of published research by other researchers.
(2) Editor or member of an editorial board of a professional journal.
(3) Invitations to review manuscripts for professional journals or book chapters for professional texts.
(4) Invitations to review grant proposals for funding agencies.
(5) Invitations to review abstracts for professional society meetings.
(6) Invitation to jury graphic design and/or visual art exhibitions.
(7) Election to membership in selective professional societies.
(8) Election to office in professional societies.
(9) Appointment to membership on committees that utilize professional expertise.
(10) Invitations to chair sessions at professional society meetings.
(11) Invitations to speak at professional meetings or guest lectures at other universities.
(12) Awards or letters of recognition from outside the university.
(13) Awards or letters of recognition from internal constituencies.
(14) Membership on regional, state, or national professional boards.
(15) Invitation to mentor or serve as consultant for professional boards, societies, or individuals.
(16) Membership and significant membership activity in professional organizations.
(17) Attendance at professional meetings, symposia, or workshops which indicates an effort remain current in the discipline.
(18) Description of ongoing creative and/or research programs with projected goals and aims.
(19) Description of faculty; development or grant funding activities which enhance research and scholarly capabilities.
(20) Evidence of collaborative curricular planning for future courses.
(21) Other evidence of achievement as defined by the department.

Service contributions to the department, university and/or community (5-10 for Assistant, 5 – 15 for Associate or Full). It is expected that all faculty will provide service and leadership in service to the department by serving on an equitable share of departmental committees; provide
service to the college and/or university by serving on an equitable share of college or university committees; and provide service to professional and/or community organizations.

EVALUATION PROCESS FOR DETERMINING PROGRESS ON FACULTY ACTIVITY PLANS

The process of reviewing a faculty member’s accomplishments begins with the faculty collecting and organizing evidence of completion of his/her specified activities. The faculty member places their evidence in three separate folders, teaching effectiveness, research and scholarly activities, and service. A vita and description of the instructional workload must be included with this evidence. The DPC and Chair separately review activities notifying the faculty member of omissions or FAP discrepancies. A detailed review of all three areas of faculty accomplishments is to be undertaken using the traditional EWU standards of academic rigor. A final draft is submitted to the DPC and Chair for review. The DPC and Chair document their findings in a memorandum to the Dean with a copy to the faculty member. Based on the evaluation and recommendations contained in the three-year review, each faculty member shall prepare a new faculty activity plan. For more details about the evaluation process see “Faculty Retention, Tenure and Promotion,”

FACULTY TEACHING, SCHOLARSHIP AND SERVICE LOADS

The CPC states “Teaching is a primary activity for faculty in the ... each faculty member is responsible for meeting all scheduled classes. Each faculty member is also responsible for planning, organizing and informing students of the course content, texts, readings, assignments, attendance regulations and methods of evaluation including grading scales. Faculty are responsible for scheduling and attending office hours to meet the needs of students as identified in department plans. They are also responsible for turning in grades according to the deadline established by the registrar’s office. All faculty members are expected to carry an appropriate workload, meet classes regularly and use student’s evaluation forms to assess teaching effectiveness. Student evaluations are to be voluntarily completed by students near the end of the course. Evaluations forms must be handed out and collected by an impartial person and promptly delivered to the chair/designee (Department Secretary upon completion).

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

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

Other faculty contributions should include student recruitment, curriculum development, advising and career counseling.
Faculty 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. Every three years each tenured/full professor will participate in a review of his or her faculty activity plans. The most important level of review and greatest responsibility with regard to faculty personnel decisions should be with the department.”

The Department Plan further specifies that all faculty members must use student evaluations regularly to assess their teaching effectiveness and maintain an average rating of 2.5; provide peer evaluations; maintain 5 office hours/week when EWU is in session, post office hours and provide a copy for the secretary; carry a standard 12 credit per quarter workload unless special responsibilities are agreed upon between the Department Chair and the faculty member; provide evidence of regular/continuing scholarship/research/creativity activity as described on the Faculty Activity Plan; serve on an equitable share of departmental committees and college or university committees; and undertake community service as appropriate.
POLICY FOR THE DISTRIBUTION OF MERIT PAY

For the purpose of deciding the distribution of merit pay, each faculty member will supply data, to the Department chair, on the criteria listed below based on a year period. The criteria are taken from the master list of possible activities listed in faculty activity plans by the Department of Technology. The chair will apply the point weighting system outlined below and recommend the distribution of merit pay proportionately.

In order to coordinate with the faculty activity plans, each of the three sections (Teaching, Professional Activities, and Service) will be weighted for each faculty member according to the percentages listed in their individual plans. The total money available will then be divided by the total points for all faculty, and each faculty given a percentage equal to the his/her proportion of points.

Teaching:
Overall weighting \(x(50-65\%)\)
Average of student evaluations \((3-N) \times 5 \text{ points}\)
Peer review ratings (Pass/Fail, 0 points if any Fail) \(0 \text{ or } 5 \text{ points total}\)
Advising activities for students \(N/8 \text{ points}\)
Regularly meeting courses taught (assigned time=credits) \(.333 \text{ point per credit hour}\)
  Room responsibilities
  Lab courses taught
  Directed studies and other non-regular meeting courses \(\text{total credit hours/10 pts}\)

Content Area:
Efforts to remain current and grow in an area of expertise \(1 \text{ point/conference}\)
Developing or updating courses and programs \(5 \text{ pts per new course}\)
Representing the Department in the articulation efforts \(1 \text{ point per meeting}\)

Professional Activities:
Overall weighting \(x (25-35\%)\)
Publishing articles \(2 6 \text{ points per article}\)
Submitting articles for publication \(1 3 \text{ point per article}\)
Authoring books \(8 24 \text{ points per new book}\)
Presenting a paper at a conference or workshop \(2 6 \text{ pts per presentation}\)
Submitting grant proposals \(2 6 \text{ pts per submission}\)
Presentations to a community or professional organization \(1 3 \text{ point per presentation}\)
Membership and/or service in professional organizations. \(1 3 \text{ point per membership}\)
Consulting efforts and related activities with industry \(1 3 \text{ point per contact}\)
Refereeing technical papers or grants \(1 3 \text{ point per term}\)
Serving as evaluator, reviewer, or member of accreditation team \(2 6 \text{ points per visit}\)
Teaching short courses and workshops in your discipline \(2 6 \text{ points per workshop}\)
Designing and preparing a patentable device, new product, or creative new method or project in your field \(2 6 \text{ points per device}\)

University Service:
Overall weighting \(x(5-15\%)\)
Member on college or university councils or committees \(2 6 \text{ points/year}\)
Chair on college or university councils or committees \(4 12 \text{ points/year}\)
Club advisor \(1 3 \text{ point ea}\)
Other  Must be itemized by the chair  5  10 points maximum
FACULTY EMERITUS
To be recommended for Faculty Emeritus status from the Department, a faculty member must have (1) retired from EWU, (2) been tenured in the Department of Engineering & Design Technology, (3) be approved by a majority of Department Personnel Committee, and (4) be approved by the Department Chair. Selection criteria will be (a) length of service (8 yrs minimum), (b) teaching effectiveness, (c) professional and scholarly accomplishments, and (d) service achievement.

GRADUATE FACULTY
To be recommended for a Graduate Faculty appointment, the faculty member must have demonstrated exemplary teaching, service, and/or scholarly activities and be approved by the Chair and a majority of the Faculty in the Department of Engineering & Design. Departmental faculty will not serve as first or second advisors on a masters candidate’s program.

FACULTY RECRUITMENT AND APPOINTMENT
The College Plan States:
“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 Science, Mathematics and Technology, 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 Appendix VI of the CBA and 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. 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 Professor as indicated in Chapter II.E.1(b)." (CBA, II-21.G.2(d))

The Department faculty recruitment strategy is based on the Department’s mission and goals. Prior to the announcement of a faculty vacancy, there will be agreement within the Department of how the position relates to the Department’s future needs. The department will also discuss expectations concerning the professional work of the faculty member being recruited as well as resources to be provide to help the faculty member meet Department expectations. There will also be agreement between the Department and Dean on rank, salary, and eligibility for tenure of new faculty member. Recruitment efforts will include a notice of vacancy within the Department. If this position is full-time a notice will be published in the Technology list serve, appropriate technical journals, and appropriate newspapers. If this position is part-time, a notice will be published in appropriate newspapers if necessary. The Department Chair or the Chair’s designee will coordinate new faculty recruitment.
PROGRAMS AND CURRICULA

Accreditation
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 Association of Schools and Colleges. The Northwest Association of Schools and Colleges 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.” (By-law 100-040-060)

Accreditation

The Department of Engineering & Design maintains two programs accredited by the Technology Accreditation Committee of Accrediting Board for Engineering and Technology (TAC of ABET). Those programs are Mechanical Engineering Technology, and Computer Engineering Technology. Accreditation review is considered by the Department to be directly related to program excellence and thus is paramount among the goals of the Department.

Accreditation review is a integral part of program assessment, not only for the accredited two programs, but for all the Department's programs that share core courses.

The maintenance of those accreditation requirements not under control of the Department, such as the minimum number of qualified faculty supporting the programs, will be pursued vigorously.
PROGRAM REVIEW

As stated in the College Plan, “Program review procedures for use within the College of Science, Mathematics and Technology can be found in the Appendices. Appendix A contains selected standards used by the NASC to evaluate the quality of university programs, faculty, staff and program administration. The procedure in Appendix B is employed by the university for review of existing academic departments and to comply 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,
• 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. Appendix C has the procedure to be used by the college for internal reviews of departments for consistency with institutional goals and for low productivity. 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.”
PROGRAM/COURSE DISCONTINUANCE

The CBA states, “Programs and courses with insufficient students, as identified by the following criteria and triggering mechanisms, may be required to undergo full review more frequently and possibly discontinuance. The following are 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).”

The Collective Bargaining Agreement describes a process to be followed for program discontinuance. The discontinuance of a program is a function of colleges in their regular review of departments and programs. It is also a function of the provost and board of trustees in the case of fiscal exigency or shifts in student enrollment.

1) “Except in the case of fiscal exigency, probationary and tenured faculty will not be terminated 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 re-configure 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 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 senior vice president for academic affairs and provost 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 and the president of the UFE.

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 and the UFE to develop an institutional response. This group will report to the senate and to the president. The final responsibility for institutional action shall rest with the president.”
GRADUATE PROGRAMS

The Department of Engineering & Design supports the Master of Science in Communications, as well as interdisciplinary masters degrees. Therefore, the department needs to meet the expectations of NASC Standards.

These graduate programs, in part, offer students a chance to do research and teaching apprenticeships with faculty helping them to become the next generation of technologists and designers, inventors, problem solvers and educators. Allowing research opportunities to come about for graduate students carries a special responsibility for departments with such programs requiring their faculty to seek grants and contracts to help offset costs. The Department of Engineering & Design depends on graduate students to teach a number of undergraduate courses.

Although, with a limited number of faculty, the department is not able to designate faculty assigned as a full-time graduate instructor, every effort will be made to insure the courses offered are timely, challenging, and appropriate.
GRANTS AND CONTRACTS

The Department of Engineering & Design encourages the participation of its faculty and students in externally-funded grants and contracts that are compatible and consistent with, and beneficial to, the University's academic role, mission and vision. The department 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 Department supports the freedom of its faculty to vary the mix of academic duties if possible. Grant and research development are also promoted by allowing for released-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 Department's faculty have standing track records in obtaining grants and contracts for research. Examples include mining and logging health and safety training programs and computer software.

The Department is committed to maintaining its high level of 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 developed as a result of liberal arts reform.
• To develop opportunities for graduate students including the development of theses projects and faculty mentorship programs.
• To foster collaborative research between faculty and students.
• 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 through the Spokane Intercollegiate Research and Technology Institute and The Washington Technology Center.
• To seek out and secure more funding through state and local agencies and private sources in the area of applied research.
• 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.

DISTANCE EDUCATION/OUTREACH/SPECIAL PROGRAMS
Per the College Plan, “Standard 2.G of the NWASC entitled “Continuing Education and Special Learning Activities” must be addressed by all departments within the College of Science, Mathematics and Technology that have such offerings. The provisions of this standard must be closely held, especially 2.G.1, 2.G.3, 2.G.5 and 2.G.7 (see Appendix A of the College Plan). Depending on the program(s) offered, other NWASC standards may be appropriate (e.g. 2.H, Non-credit Programs and Courses)".
STUDENT POLICIES

As per the College Plan, “The NASC 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 Office of Admissions. Faculty are also expected to participate in the advisement of transfer students on campus as well as at Transfer Centers, and during formal orientation programs. Departments will consult with the appropriate personnel in Undergraduate Affairs and Student Services and practice cooperation to effect the highest level of service possible.”

Advising Plan for all Majors and minors offered.

Introduction

The Engineering & Design Department believes that advising is a continuous process -- one that starts with the first contact we have with a prospective student, and continues throughout the life of the student. Furthermore, advising is multi-faceted, involving the whole student, for we are preparing a whole person for society. For this reason, advising may go beyond the scope of academic programs.

Advising Potential Students
Potential students come from three different sources: (a) phone contacts, (b) personal contacts, and (c) walk-in contacts.

Phone Contacts
Phone contact students are usually received by the secretary and then directed to the faculty person who is both available and most likely to have knowledge in the area of inquiry. A form is filled out by the faculty member, directing the secretary to send appropriate literature to the potential student.

Personal Contacts
Personal contact students usually are given the faculty member's business card and asked to call the Technology Department for information.

Walk-in Contacts
Walk-in potential students are usually directed to the faculty member who is both available and has knowledge in the area of inquiry.

Advising Enrolled Students

The Engineering & Design Department receives requests for student advising for four different categories of students: (a) those just entering EWU, (b) undergraduates who have not yet
declared their major, (c) those who are now advisees of other departments, and (d) those who are part of the Technology Department.

Those Just Enrolling at EWU

Because of circumstances, initial contact for students just entering EWU may be with the Chair. In other cases, they are directed to the faculty member who is both available and has knowledge in the area of inquiry. The faculty member will then make inquiry about the areas of interest and provide degree check lists to the student for those areas in which he/she is interested. These degree checklists list both technology and supporting courses required to complete the major. If the student has taken courses within the major at other institutions, the faculty member provides a preliminary evaluation of those courses in order to assist the student in choosing his/her appropriate major.

At the end of the conversation, if the faculty member ascertains that the student has made up his/her mind, the student is encouraged to declare a major advisor and is directed to the secretary who can assist the student in this effort. The student will then follow the procedure outlined by General Advising.

Advice to students is appropriate to the student. It may consist of program advice, professional advice, project advice, or other advice. When appropriate, the student may be referred to others within industry, within EWU, or within our community to satisfy the student's needs.

Undeclared Majors

Students within EWU who have not yet declared their major are directed to the faculty member who is both available and has knowledge in the area of inquiry. The faculty member will then make inquiry about the areas of interest, and provide degree check lists to the student for those areas in which he/she is interested. These degree checklists list both technology and supporting courses required to complete the major. If the student has taken courses within the major at other institutions the faculty member provides a preliminary evaluation of those courses in order to assist the student in choosing his/her appropriate major.

At the end of the conversation, if the faculty member ascertains that the student has made up his/her mind, the student is encouraged to declare a major advisor. The student is directed to proceed to the Undergraduate Academic Advising Office to obtain their file. The student returns with the file. The faculty member completes the Major Declaration Form and signs the back of the form. The student signs the form and is given a yellow copy for his/her records and is instructed to return the bottom copy (the hard copy) to Academic Advising as this is the only proof of major declaration. The faculty member gives the white copy to the secretary.

Engineering & Design Department Advisees
Technology Department advisees are assigned to a major professor within the student's major. These assignments are made based upon (a) the student's wishes, (b) the major professor's advice, and (c) the Chair's advice.

When a student declares a major professor, the secretary places a card within a card file listing the student and the professor to whom that student has been assigned. All files or file updates are then received by the secretary and sent to the major professor. The major professor maintains a file of all his/her active advisees. (Once the student graduates, the file is transferred to a central department file.)

Students are strongly encouraged to visit their major professor at least once per quarter to discuss their selected program and progress within the program.

Technology changes rapidly and our courses must keep up with these changes. Changes to Technology programs that are not yet published are posted throughout the building and are announced in appropriate Technology classes. In addition, the advisor will make these changes known when the advisee comes in for advice.

Degree checklists are always available to the students through the secretary and are posted within the building.

All faculty members will use the EWU SIS system when advising students; create student major plans; and will provide sufficient assistance for student advising.

Advising Students Who Have Graduated

The Engineering & Design Department makes a concerted effort to maintain contact with students who have graduated from our program. Many times these students come in for advice; they are directed to the professor of their choice.

Advice to students is appropriate to the student. It may consist of program advice, professional advice, project advice, or other advice. When appropriate, the student may be referred to others within industry, within EWU, or within our community to satisfy the student's needs.

Recognizing Students

The College Plan states, “Education of students is a primary mission of the department, 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:

Deans 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.
Chairs Excellence Awards: Each year, departments of the college will nominate one graduate and one undergraduate student for the Chairs’ Excellence Awards. Two students, one undergraduate and one graduate, will be selected for a $500 cash award presented at the college’s convocation. To be considered for this award, the student must have exhibited leadership through superior performance in the area of scholarship and/or service.

Mary Shields Francis B. Houston Award: The college selects several outstanding graduates each year to receive the Mary Shields Francis B. Houston 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 medallion and are formally recognized at the university commencement and college convocation ceremonies.

Departmental Awards: The department faculty awards one or more outstanding graduating senior awards each year at graduation. The criteria include grade point average and service to the Department. During the college’s convocation, the department presents the outstanding graduating seniors with certificates.”
DEVELOPMENT AND FUND RAISING

The Department of Engineering & Design will support fundraising efforts of the College of Science, Health and Engineering. The College Plans states, “The College intends to be a major player in the university’s constituent fund raising program, the primary focus of which is to generate private money. 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 advancement program in place at EWU are annual giving and major and planned giving, all complimented by alumni related activities. In concert with the other university development directors, the college development officer has established an annual phonathon program, begun to set the fund raising priorities for major gifts and initiated the process of volunteer interaction. Effective development efforts will only occur when a strong team works together; the dean, department chairs, faculty, staff, alumni and friends.”

“Each component of the fund raising program is given 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) 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 a phonathon program. 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 shall 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. Continually update the College Scholarship Calendar for donors and recipients. 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 each 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.

f. Support the efforts of the central development office and the university to prepare or 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. Goals for Alumni Relations are given below:

a. Maintain an active college advisory board of 24 volunteer members representing a broad range of business and industry as well as emeritus faculty. Schedule this board to meet formally twice a year, in the fall and spring.

b. Continue to encourage the efforts of the advisory board’s three sub-committees: Alumni and Development, Planning and Curriculum, and Nomination. Support their efforts and implement the ideas and programs determined to be valuable and feasible.

c. Examine the viability of a college West Side Round Table, the purpose of which would be to involve participants in student recruitment, fund raising and alumni activities for the college.

d. Annually invite the departments in the college to explore mentor opportunities. This would be the continuation of the college’s SPEN Program, Student Professional Exchange Network, for their students.

e. 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 students 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.

f. Involve more volunteers in student recruitment for our college and the university in support of the college staff person responsible for recruitment and advising for the eleven departments.

g. Encourage the support of the university’s Horizon’s program for the college by acquiring faculty topics and sharing the information with our advisory board. This is another natural opportunity to create more visibility and positive public relations for the college.

h. Continue to support the traditional activities unique to the university such as Homecoming, the president’s pre-game receptions, the annual Founder’s Week festivities, university commencement ceremonies and alumni and volunteer recognition opportunities. Continue to support the Washington Science Olympiad and Mathematics Olympiad, the annual college Holiday Reception and student/faculty reception at commencement.”

“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 annual and major giving, the program should be judged on the amount of money raised through the annual phonathon 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 Science, Mathematics and Technology. Additionally, each year special fund raising initiatives like the regional and state events of the Washington Science and Mathematics Olympiads and the current Dorv Breitenfeldt Endowment Challenge will be measured against their goals.

Membership interest of the college advisory board will also be used as a means of development effectiveness. Since friend raising and fund raising are somewhat new to this college, 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 new 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.”
EVALUATION AND UPDATING OF DEPARTMENT PLAN

The department plan will undergo change because of new developments and directions. For example, the department's mission, vision, goals and action plans will need to be periodically reviewed and changed. Also, as new policies and procedures are created, old ones modified and new agreements incorporated into the Collective Bargaining Agreement this plan will need to be updated.

Modification of this plan in the future will require a majority vote of the faculty of the Department of Engineering & Design following a thorough review of proposed changes. All faculty and staff will be apprised each time change is proposed. Updated documents will be distributed to all faculty and staff.
Appendix A

UNIVERSITY MISSION STATEMENT

The university’s mission statement as approved by the Board of Trustees on 10/3/98 follows: 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.
Appendix B

University Mission Statement and Operating Plan

The Mission Statement and Operating Plan was prepared for the Higher Education Coordinating Board (submitted October 15, 1998). An elaboration on elements in the Mission Statement are given below:

1. **Location in the Spokane metropolitan area** means a synergistic relationship between the university and its constituencies resulting in:
   - program offerings that reflect the distinctive needs of place-bound-students;
   - program offerings that serve the larger metropolitan area and the region; and
   - programs that are designed to take advantage of the unique opportunities for applied learning intrinsic to the metropolitan area and the region.

2. **Student-centered** means that:
   - students receive individualized attention from faculty and staff;
   - a commitment has been made to the learning dimension of the teaching/learning process; and
   - a climate of support and accessibility to university programs and services will be fostered.

3. **Faculty committed to student learning** will be preserved and strengthened through:
   - promoting faculty development in the areas of student mentoring, academic advising, and career counseling skills;
   - engaging faculty in their disciplines so that they are able to bring new knowledge to the classroom and provide opportunities for student participation in the creation and application of new knowledge;
   - ensuring that faculty provide all students in all programs with the theoretical and conceptual foundation of knowledge as well as practical and experiential learning opportunities relevant to their areas of study;
   - maintaining academic integrity within programs and curricula that balance student needs with student desires; and
   - ensuring that all students secure a broad educational foundation appropriate to higher education.

4. A **broad range of choices appropriate to the needs of the university's students and the region** consists of:
   - integrated, interdependent undergraduate programs and select graduate programs;
   - core programs located on the main campus in Cheney in addition to select complementary programs offered in Spokane and other locations;
   - flexibility in program locations, delivery modes, and scheduling to meet the needs of a broad range of students;
   - collaborative efforts in developing partnerships with business, industry, schools, government, and non-profit organizations to create expanded learning opportunities, enhanced delivery of continuing education and lifelong learning programs, and maximal placement of students in the workplace;
   - collaborative efforts with the higher education community in the region to share expertise and reduce duplication of efforts when mutually beneficial in order to maximize opportunities for students; and
   - continuous assessment and refinement of programs and curricula in responding to the ongoing needs of those served.

5. **Exceptional support services, resources, and facilities** will be enhanced through:
   - an expanded series of articulation agreements and contracts with community colleges, peer institutions, and other organizations to facilitate the smooth transfer of students into the university;
   - a seamless student services program that encompasses the full range of services from pre-admission through placement, including all aspects of meeting the needs of a diverse and changing student body;
   - a continued commitment to enhancing an educational environment conducive to a learning community;
   - a continued commitment to diversity and inclusivity, both to meet student needs and to create an educational climate that prepares students for participation in an occupationally, culturally, and politically diverse world;
   - a state-of-the-art educational experience, supported through the development and maintenance of technologically current facilities and pedagogically appropriate methods; and
   - an ongoing commitment to continuous improvement in all programs, services, and facilities.
6. **Prepared students** are literate, informed, contributing citizens whom:

- think critically,
- speak effectively,
- write clearly,
- work cooperatively,
- solve problems creatively,
- use advanced technology effectively, and
- appreciate diversity.

The university’s **Mission Statement and Operating Plan** approved by the Board of Trustees on October 3, 1998 also has the following areas of emphasis:

1. Identification of Student Audiences;
2. Review of Appropriateness of Admission/Graduation Standards as Related to the Enrollment Plan;
3. Enrollment Projections Related to Demographics and the Needs of a Comprehensive University;
4. Fit of Eastern’s Enrollment Projections with State Enrollment Levels;
5. Capital/Capacity Issues as Related to the Enrollment Plan;
6. Financial Plan Related to Projected Enrollment;
7. Programming Location/Spokane Programming; and

A complete copy of the **Mission Statement and Operating Plan** as prepared for the Higher Education Coordinating Board is available on EWU's website under ACADEMICS, Academic Organization, then Other Items of Interest. The faculty and staff of the College of Science, Mathematics & Technology are encouraged to read this document in its entirety.
Appendix D

COLLEGE MISSION, VISION AND STRATEGIC PLAN

The CBA (II-9.2(c)) declares that: *A key part of the developmental style must be continuous (annual) review of all unit goals and performance, in reference to the changed environment in which the university and its sub-units operate.* It further states that: *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* (II-10.3(b)). The goals of the College of Science, Mathematics and Technology are embodied, in part, in its *Mission Statement* given below:

*The College of Science, Mathematics and Technology educates individuals to meet today’s scientific and professional challenges, and tomorrow’s opportunities. Graduates will assume these roles with distinctiveness and compassion. Students are the focus of the college’s mission to integrate liberal arts within a scientific and technological community. The learning environment is respectful and caring. Our commitment to high quality undergraduate and graduate programs is governed by demanding standards for faculty, staff and students.*

The following *Vision Statement* expands on the college’s mission:

*The College of Science, Mathematics and Technology is widely recognized for the education and success of its students, contributions to new knowledge and the application of knowledge to society. The college is a dynamic culture dedicated to excellence through individual and collaborative accomplishments. Faculty, staff, students and alumni are actively involved in a larger community as professionals empowering the college’s mission.*

The following Strategic Plan expands on the college’s mission and vision:

With understanding of the university’s *Mission Statement and Operating Plan,* the assumptions presented here are for each department’s consideration before they establish specific goals and strategies, eventually to be incorporated in a strategic plan. These assumptions are not meant to be all-inclusive and departments should expand on these as necessary for their discipline.

1. Departments will serve as responsibility centers for general academic, professional and/or health service offerings.
2. Present and future enrollments are primarily in larger metropolitan areas. Program offerings should be close as possible to the students seeking service.
3. Departments will receive all or part of their support from state appropriations, the largest single source of income, and student tuition.
4. The resources necessary for academic programs will be largely distributed based on enrollments. In addition, resources for new initiatives will be limited favoring actions that are productive and cost effective.
5. Departments will be more pragmatic when developing and implementing curricula that prepare students for specific and rewarding careers. All degree programs will, in most cases, require the minimum number of credits for competency in the field of study without relinquishing overall quality.
6. Each department will be clear as to what business activities it will not engage and at the same time identify where it has capacity for increased enrollments.
7. Departments will identify and develop those relationships/connections with high schools, community colleges, four-year institutions and/or any other constituency necessary for sustaining future enrollments.

The following college goals and strategies/actions complement the university's Mission:

1. Interactive video classrooms will be used, where feasible, to enhance enrollment growth and graduation rates of place bound students, as well as serve on and off-campus students. Higher Education Coordinating Board approval will be needed to offer baccalaureate degrees at distance locations. Many...
of the following degree programs could be made available to students who possess the appropriate associate/arts degree with future resources, subject to availability.

- Fall 2001. Bachelors of Science in Dental Hygiene - Shoreline Community College, Seattle, WA,
- Fall 2001. Bachelors of Science in Technology (Applied Technology Option) - Clark College, Vancouver, WA,
- Fall 2002. Bachelors of Science in Dental Hygiene - Pierce College, Tacoma, WA, and
- Fall 2004. Bachelors of Science in Technology (Applied Technology Option) - Big Bend Community College, Moses Lake, WA.

2. New partnerships and alliances will be formed to recruit new students who seek completion of a four-year baccalaureate degree on campus thereby increasing enrollments and graduation rates in the college. Articulation/transfer agreements will be established by each of the departments with the following community colleges:
   - Walla Walla Community College,
   - Big Bend Community College,
   - Columbia Basin College,
   - Wenatchee Valley College,
   - Yakima Valley Community College,
   - Community Colleges of Spokane, and
   - Other CC's as appropriate to the discipline, particularly on the westside.

3. New partnerships and alliances will be formed to sustain and grow college enrollments by establishing department-to-department linkages with eastside and westside high schools. In addition, programs will be developed to educate students at off-campus locations within the Spokane area to increase enrollments and elicit future majors. Activities might include:
   - Specific cohorts of certificate programs,
   - College in the High School,
   - Running Start, and
   - Weekend College.

4. New academic campus programs will be developed that are cost effective, build enrollments within other departments of the college, as well as meet the enrollments envisioned in the programs.
   - Fall 2001. BS degree, Environmental Science,
   - Fall 2001. BS degree, Biotechnology,
   - Fall 2001. BA degree, Multimedia Design Programming,
   - Fall 2002. MS degree, Information Systems,
   - Fall 2003. DPT degree, Physical Therapy,
   - Fall 2005. MS degree, Occupational Therapy, and

Departments will compile outcome measures to establish the success of implemented strategies/actions and include the following:

1. overall revenue structure,
2. overall expenditure structure,
3. full-time equivalent students (FTES)/full-time equivalent faculty (FTEF), $/FTE,
4. student satisfaction (retention and graduation rates),
5. proportion of students graduating in two or four years, and
6. alumni satisfaction three to five years after graduation.
Appendix E, COLLEGE PERSONNEL POLICIES

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 Science, Mathematics and Technology. A brief statement regarding each of these personnel actions follows:

1. **Appointment.** All faculty appointments and reappointments are made by the 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. During their first three years of service, most special faculty positions are evaluated each year. 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.

3. **Tenure.** The tenure decision for an assistant professor is based, in great part, on the qualifications 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 (CBA, II-20.G.2(c)). 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 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 university and/or the community.

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 Faculty Activity Plans, CP, VII-24). All evaluators should be aware of Appendix V and IX of the CBA.

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 activity plans unless such plan is intended to lead to tenure. Those decisions shall require the approval of the chief academic officer or 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.

Many additional specific policies and procedures relative to appointment, retention, tenure and/or promotion are also contained in the EWU Policies and Procedures and the CBA. 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 Science, Mathematics and Technology. They are as follows:

First, decisions should advance the goals and objectives of the department and college. In addition to statements contained in the CBA, an EWU By-law states: *Every program unit (departments, centers, colleges, schools, etc.) will prepare explicit goal statements which will be reviewed regularly, both for pertinence to institutional goals and for relationship to program productivity (315-020-020 [3b]).*
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, senior faculty should play a lead role in making faculty personnel decisions. EWU By-law 315-020-020 declares that: 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, only full-time tenured faculty of the College of Science, Mathematics and Technology 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 Science, Mathematics and Technology, 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 Appendix VI of the CBA and 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. 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 Professor as indicated in Chapter II.E.1(b). (CBA, II-21.G.2(d)).

Departments may wish to further elaborate on these policies as appropriate in their plan.
Appendix F, Retention, Tenure and Promotion--General Policies

With regard to the criteria that are considered in evaluating faculty for retention, tenure and/or promotion, the CBA (II-26.J) states, in part, that:

1. **Evaluation Committees.**
   
   EWU departments and the university library shall establish departmental personnel committees for the purpose of evaluating faculty members for retention, tenure and promotion. The department personnel committee shall be made up of a minimum of three (3) tenured faculty who, where possible, hold a rank at or above that of the person being considered. Because of the widely varying sizes of the departments, no specific number of committee members is specified. Small departments may include faculty members from related areas and large departments may establish more than one committee.

2. **Evaluation Procedures.**
   
   The process for evaluating candidates for promotion and tenure at the unit level shall be established separately by the faculty of each academic unit.

3. **Promotion Schedule.**
   
   Prior to January of each year, the unit deans shall indicate the evaluation procedures for their respective units. By mid-January candidates will provide information to their department personnel committee which shall prepare the peer review of the candidate's promotion file as the first step in the review process. The process should be completed by recommendations made to the Board of Trustees as early as possible in the spring quarter.

4. **Effective Date of Promotion.**
   
   The effective date of promotions resulting from the regular promotion process is September 1 in the next academic year.

5. **Eligibility for Consideration.**
   
   a. **Candidate for Promotion/Rank Qualification.** Candidates for promotion to any of the professional ranks must have at least four (4) years in current rank at EWU and must meet the qualifications for the next higher rank as specified in the college plans and below.
   
   b. **Faculty with Less than Any of the Above Qualifications.** Faculty with qualifications less than those listed in Chapter II.J.5(a) may be considered, provided they are nominated by their department chair, their department personnel committee and their unit dean. Refusal to consider early promotion or tenure may not be appealed through the grievance procedure or other university process.
   
   c. **Presidential Rights-Promotion.** The president has the right to promote any faculty member at any time subject to approval of the Board of Trustees.

6. **Evidence Considered.**
   
   a. **Determining Evidence to be Considered.**
      
      The types of evidence considered shall be determined as a part of the departmental and college plans. However, they must be consistent with the definitions of the ranks and include the general areas specified in the sections on Qualifications for Rank and Criteria for Promotion. Teaching effectiveness must have a possible maximum higher than any other single criterion. At each level of review, reasons shall be provided in writing which are directly relevant to the position description and the measures of the individual's achievement.
   
   b. **Candidate Responsibility.**
      
      It shall be the responsibility of the candidates to provide their department chair and their department personnel committee with up-to-date information for their promotion file. They shall indicate the criteria category to which each of their accomplishments shall be assigned. The candidates may not use an accomplishment for evaluation in more than one area.
   
   c. **Department Personnel Committee Responsibility.**
      
      The department personnel committee shall assume the responsibility for preparing peer evaluations of the candidates' promotion files, obtaining additional evidence as it deems necessary, assuring that the candidates have assigned their accomplishments to the appropriate criteria category, writing the letter
of evaluation and, if the evaluation is positive, sending the completed file to the next specified level of evaluation.

d. Scope of Evidence.

The academic units shall consider all written evidence provided by the department chair, personnel committees and other knowledgeable individuals. The minimum list of written evidence shall include letters from the department chair (except that when conflicts of interest are present, a suitable substitute will be found) and the department personnel committee.

e. Student Evaluations.

Student evaluations must be presented for every class taught in the most recent four (4) quarters. The candidates and/or their department chair may request the deletion of student evaluations for some classes. Such a request will have to be approved at the unit level and could involve (a) very small classes, (b) courses taught outside the candidate's field, (c) courses taught on an overload basis or (d) extenuating circumstances (illness, etc.).

f. Evaluation Differences.

Where there are substantial differences between the evaluations of a department chair and a department personnel committee every effort shall be made to reconcile the difference before the evaluations are sent forward to another level.

7. Criteria for Promotion.

a. All individuals and committees evaluating faculty members for promotion shall employ the following criteria. Concrete evidence must be supplied for each of the four criteria.

i. Teaching effectiveness.

ii. Professional activity, research, scholarship and/or creative activity.

iii. Contributions to departments and other university matters.

iv. Academic preparation and experience.

b. Criteria Weighted. The weighting of these criteria shall be determined by the individual academic units. However, teaching effectiveness must have a possible maximum higher than any other single criterion.

Tenure and Promotion from Assistant Professor to Associate Professor

Tenure is usually awarded with promotion to the rank of associate professor for faculty on probationary contracts. Because promotion is usually granted with tenure, the decision to promote an assistant professor is based on the candidate fulfilling the performance expectations in their activity plan, the qualifications for promotion to associate professor and program needs.

Tenure is in part, a judgment of confidence in the future performance of a faculty member. However, it can be based only on an assessment of the quality and level of past performance over a faculty member's entire career. A high level of expectation exists for promotion to associate professor and the candidate must demonstrate:

- continuous evidence of excellence in teaching, curriculum development and student advisement; and
- a record of superior or significant professional and scholarly accomplishment which is predictive of ability to achieve future superior or significant recognition through appropriate external review processes; and,
- superior or significant service achievements.

Excellence and superior or significant levels of performance are defined in the following section entitled “Standards, Criteria and Evidence Considered for Retention, Tenure and/or Promotion.”

Normally, maximum weight will be placed on the candidate's performance since appointment to the College of Science, Mathematics and Technology. Only in rare cases will a faculty member be considered for promotion to associate without four years of experience at EWU at the rank of assistant professor. In the event that a faculty member is hired with an advanced rank, the tenure decision reflects the evaluators' judgment that the individual's performance is consistent with the standards for that rank.
Recommendation for or against tenure and promotion to the rank of associate professor should be anticipated in most cases by the individual based on annual evaluations. These policies emphasize the importance of careful and conscientious effort by all concerned in making timely personnel evaluations and recommendations.

**Promotion from Associate Professor to Full Professor**

The rank of professor signifies the highest level of professional accomplishment. A higher level of expectation exists for promotion from associate to full professor than that of assistant to associate professor. The decision to promote an associate professor is based on the candidate fulfilling the performance expectations in their activity plan, the qualifications for promotion to full professor and program needs. The candidate must demonstrate:

- a continuous record of excellence in teaching, curriculum development and student advisement, and evidence predictive of continuing excellence in teaching;
- a record of superior or significant professional and scholarly contributions to the discipline or professional field, appropriate external peer recognition for professional and scholarly achievement, and evidence predictive of continuing contributions through research or creative work; and
- leadership in service and superior or significant service achievements, and evidence predictive of continuing service contributions.

Excellence and superior or significant levels of performance are defined in the following section entitled “Standards, Criteria and Evidence Considered for Retention, Tenure and/or Promotion.”

There is no maximum time limit for a faculty member to achieve the rank of full professor. Normally, maximum weight will be based on an assessment of performance since the last EWU promotion or appointment to the College of Science, Mathematics and Technology.

**Standards, Criteria and Evidence Considered for Retention, Tenure and/or Promotion**

As stated above, each department must establish specific written standards, criteria and expectations for faculty excellence in the context of its discipline and college policy. The College of Science, Mathematics and Technology standards that follow will be used in preparing department and faculty activity plans.

The application of the evaluation criteria stated below in detail is understood to be a guideline. Judgment is to be used in determining how well faculty members meet the established criteria. The evaluation process should ensure that performance will be evaluated in terms of quality and that achievements are not merely enumerated. The factors given below will be considered in evaluating all candidates for retention, tenure and/or promotion in the college.

The specific examples of evidence given below are not meant to be exclusive; in fact, many things not mentioned might be highly relevant in one or another of the criteria. Conversely, not all types of evidence suggested here might or could be found in the single dossier of a particular candidate; the disciplines are simply too diverse.

The material submitted in each candidate's file should document only accomplishments since appointment to the college or the previous promotion at EWU, whichever is most recent. If the candidate deems it necessary to establish continuity, mention may be made of prior accomplishments, but these should be clearly labeled as originating prior to appointment or the last promotion.

In weighing the evidence, the CPC will take into account the candidate's plan, his/her self-evaluation in each area, and letters from the department chair and department personnel committee describing and assessing the candidate's specific duties and achievements within each area. Specific, concrete references should be considered very important. It should not be assumed that all of the evidence included in the candidate's file is equally important.

Excellence in teaching is the most important element in retention, tenure and/or promotion decisions. In all cases, a teaching score shall have a possible maximum higher than any other single criterion. Professional and scholarly activity shall normally be considered more important than service to the university and/or the community. However,
expectations for professional and scholarly activity and service may be tailored to the unique skills, interests or assignments of an individual faculty member.

At the time the candidate's activity plan is written, the department in consultation with the faculty member will determine the point distribution for the purpose of evaluating, reviewing and recommending his/her tenure and/or promotion. In all cases, there will be 100 points distributed among the following criteria to be used at the time of scoring tenure and promotion candidates:

1. Teaching effectiveness 50 to 65 points.
2. Professional and scholarly activity 25 to 35 points.
3. Service contributions to the university and/or community: 5 to 15 points.

In addition to the above points, a maximum of five additional points can be added to the cumulative score depending on the candidate's academic preparation and years of experience. One (1) point will be given for each year of professional activity or experience beyond that minimally required for promotion to the appropriate rank as outlined in By-law 330-060-140.

Standards for Teaching Effectiveness

The college faculty is committed to instruction excellence. As stated above, each department must establish standards for how the quality of instruction will be evaluated and establish standards for what constitutes excellence in teaching for retention, tenure and/or promotion. In general, effective teaching requires mastery of the subject coupled with organizational and communication skills necessary to share this knowledge with students in a manner that facilitates their learning. Effective teaching requires faculty members to continually update course subject matter and instructional techniques. Effective teaching may involve diverse pedagogical approaches and may take place in many settings; some removed from the classroom. Effective teaching may require collective as well as individual efforts in developing or revising a curriculum or carrying out cooperative instructional activities.

The evidence of teaching effectiveness should be divided into two general sub-areas: student evaluations and peer evaluations. A discussion of specific criteria follows:

1. Student Evaluations. Student evaluations should be subdivided into three types: evaluation forms, written comments by students from class, and letters from former students, if any. These three types of evidence are listed in general rank order of importance. However, the degree to which one type of evidence reinforces another should be considered more important than general rank order.
   a. Evaluation Forms (to be administered within the last two weeks of classes):
      i. Summaries of student evaluations taken in all classes of the previous four quarters must be presented in tabular form. While no standardized college form is required, the following four questions must be included: 1. The course as a whole was: . . . ? 2. The course content was: . . . ? 3. The instructor's contribution to the course was: . . . ? 4. The instructor's effectiveness in teaching the subject matter
was: . . .? The table should isolate the average student responses to questions 1, 2, 3, and 4; should group together courses taught in the same quarter; and should indicate the number of responses and students enrolled. Scores will be assigned on a scale of 1 to 6, where 1 is excellent and 6 is very poor.

ii. The reporting form (or summary printout) for each course, at the option of the candidate, may be included in the file so that the distribution of the student responses and other averages can be observed.

iii. A statement signed by the department chair and/or department personnel committee must be included, documenting the manner in which the student evaluations were administered. Each department may have a standardized statement for this purpose that is included in each of their candidates' files. In all cases, student anonymity shall be protected. The instructor shall not be present at the time the evaluations are administered, collected or collated. Evaluations will be made available to faculty members following the submittal of their grades to the registrar.

iv. The chair and/or department personnel committee might also comment on comparative averages within the department, especially for multi-sectioned courses.

b. Student Comments:
   i. It is recommended that departments provide an opportunity for students to write comments. The student comment section of the evaluation should be headed with the following sentences: "Please elaborate here on your response to any of the questions asked. Please specify which questions you are referring to by section and number. Your comments on the first four questions will be especially appreciated. General comments are also welcomed." This sheet should also include spaces for the date, course number and course title.

   ii. Student comments from each class should be stapled together, and all comments from each class taught during the previous four quarters, excluding summer unless this quarter was part of the normal full-time contract year, must be included in the promotion file.

c. Letters from Former Students. Letters from former students may be included in the candidate's promotion file. However, their solicitation is not encouraged.

2. Peer Evaluation. Evidence included in the general area of peer evaluation should be subdivided into testimonial evidence and documentary evidence. These are listed in rank order; however, the degree to which one type of evidence reinforces another should be considered more important than general rank order.

a. Testimonial Evidence. As stated in By-law 360-080-100 (4) and the CBA, each file must include letters from the department chair and the department personnel committee. It may also include letters from a variety of other professionals (e.g., colleagues within the department, colleagues in other departments, colleagues at other institutions both within and outside the discipline) and lay persons who have direct knowledge of the candidate's classroom performance or pedagogical expertise. The solicitation of such letters by the candidate should not be encouraged, but those that are volunteered should be welcomed. Insofar as possible, testimonial evidence should include commentary on a candidate's activities both inside class and outside of class that contribute to or illustrate teaching effectiveness. The following are a few of many topics that the letters might touch upon:

   i. Quality and appropriateness of material covered within courses: the level of readings, requirements, and assignments (prerequisites must be clearly considered) should be indicated. Material should be current and consistent with the description of the course and its place in the overall curriculum (e.g., general education, part of a minor in another program, supporting course for another area, etc.).

   ii. Encouragement within a discussion class of contrasting analytical approaches: if a course is discussion-oriented, then it should be organized and conducted in such a way that the pros and cons of a given issue or problem may be approached in a deliberate fashion with various opinions offered constructively.

   iii. Degree of preparation, structure, and balance within a lecture class: if a course is primarily lecture-oriented, then the lecture should be informative and well prepared with consideration given to timing, completeness, etc.

   iv. Availability and effective guidance outside of class (e.g., it might be noted that the candidate devotes time to student advising and student/project development or operates as a facilitator (he/she is
v. Development of instructional aids and class projects: classroom projects (e.g., a bona fide study conducted by the class as a whole; debates between students in different courses; or proper use of films/videos, tapes, computer software and various other teaching aids might be mentioned).

vi. Academic standards: the candidate might be cited for rigorous, demanding, critical analysis and a concern for proper and full examination of the issue in question; not tolerating slipshod scholarship; or presenting the weaknesses and strengths of multiple theoretical perspectives.

vii. Contributions to interdisciplinary and all-university instructional programs: comments might be made on the candidate's promotion and development of the liberal arts tradition or integration of course material with related disciplines.

viii. The direct help and influence of the candidate on the pedagogy of colleagues and the development of department programs.

ix. The value of the candidate's professional/scholarly specialty or versatility to the program(s) within the department.

x. Any other concrete evidence deemed to measure teaching effectiveness should be presented and evaluated.

Testimonial evidence must make specific references to whatever documentary evidence (see below) is naturally accessible to the writer of the letter. There may also be undocumented testimonial evidence (e.g., classroom visitations, interdisciplinary presentations, team teaching, etc.). These bases may be very important and should be clearly and thoroughly articulated. In assessing testimonial evidence, weight shall be placed on (1) specificity of reference; (2) observations concerning organized class activity (as contrasted with individual or informal contact with students); (3) the apparent value of the candidate's teaching role to the department's program(s) (see 2. a. viii. and ix. of this section); (4) the duration of the writer's observation of the candidate (e.g., a single classroom observation shall weigh less heavily than team teaching or a series of interdisciplinary presentations); and (5) the general concurrence of testimony. These criteria are meant to imply a rank ordering of evidence and are themselves listed in general rank order.

b. Documentary Evidence. Documentary evidence is that generated by the candidate. It may include materials directly relevant to the preparation, instruction, or evaluation of the candidate's classes and the department's program. For the purposes of the promotion file, it should not include routine instructional aids, but rather significant innovations or reorganizations (e.g., new course proposals that have been fully approved, illustrative course outlines in which the course has been substantially changed, new programs, video production, computer software, etc.).

Considering the differences among various disciplines, it is not desirable to have a college rank ordering of the types of documentary evidence. Departments may wish to do so, however.

In order to obtain tenure and/or promotion, candidates must have demonstrated teaching excellence. Sources for judgments by evaluators may include, but are not limited to:

1. Student evaluations show “good” to “excellent” in teaching performance.
2. Use of faculty member’s original research in teaching.
3. Use of a variety of successful teaching strategies.
4. Development of new coursework as related to program needs, new organization of courses and the application of new teaching and evaluation strategies.
5. Development of new coursework as related to off-campus programs, continuing education, outreach, special programs, etc. offered through a variety of instructional formats.
6. Timeliness, thoroughness and accuracy of work.
7. A continuous record of effectively cooperating with individuals and groups to discharge one’s duties.
8. Maintenance of the appropriate credentials in the discipline.

**Standards for Professional and Scholarly Activity**
Professional and scholarly activity requires active engagement with one's discipline or field. It includes the search for new knowledge, the expression of creative talent, and the application or dissemination of existing knowledge to one's discipline or to issues and problems within our society.

Professional and scholarly activity enables faculty members to acquire and maintain expertise within their disciplines and, where appropriate, across disciplines. It enhances their abilities to engage students both in gaining knowledge of their disciplines and in developing the skills by which that knowledge is acquired. Professional and scholarly activity takes diverse forms depending upon each faculty member and upon each discipline. For the purpose of retention, tenure and/or promotion, the common criterion for all faculty members is that professional and scholarly activity must be demonstrated in such a manner that it can be observed and evaluated by their peers.

As previously stated, each department plan is required to: (1) identify what specific types of professional and scholarly activities will be considered as evidence in the evaluation process; (2) describe how the quality of professional and scholarly activities will be evaluated; and (3) establish the standards of performance that must be met as a necessary condition for consideration of retention, tenure and/or promotion.

Demonstration of professional and scholarly activity normally takes the form of:

1. Written work, including publications (e.g., books, journal articles, unpublished studies, abstracts, reviews and software). Distinguish between those works that were refereed and those that were not. Comments should be made on the level of peer evaluation.
2. Oral presentations and participation at professional meetings. One should distinguish between international, national, regional and local groups; contributed or invited papers; as well as, point out organizational roles (e.g., discussion leader or chair of a session or forum).
3. Research proposals written, funded, source and amount.
4. Grants, contracts, gifts in kind and/or other forms of funded support applied for and received, source and amount.
5. Patents applied for or received.
6. Unpatented products or other creative works.
7. Consulting activities leading to the solution of theoretical or applied problems.
8. Consulting activities in a professional setting.
9. Private practice or managing a clinic which includes assessing, implementing and evaluating new methodologies and techniques.
10. Membership and participation in scholarly societies.
11. Refereeships for technical papers or grants.
12. Short courses and workshops developed or taught in one's discipline.
13. Other materials in evidence of professional and scholarly activity not specifically listed above.

In general, the broader the professional scrutiny of the work, the more highly it is regarded. However, this general principle may very well be outweighed by other factors of quality or quantity of work. In all cases however, refereed work will be considered of greater weight than non-refereed work. In all types of professional and scholarly activity, concrete indication should be made of its national, regional or local status.

In order to obtain tenure and/or promotion, evaluators must rate professional and scholarly activity as superior or significant. Sources for evaluative judgments may include, but are not limited to:

1. The quality and quantity of professional and scholarly activity.
2. Contributions to the field; extent and nature of recognition.
3. Extent and nature of participation in professional organizations.
4. Creative professional/scholarly activities related to teaching and program development.

**Standards for Service to the University and/or the Community**

Service activities can fall into three general categories; university, public and professional. University service is work for the department, the college or the university as a whole. Faculty members have an obligation to accept
their share of responsibilities for the governance of the institution. Committee membership by itself is not a primary indicator of service; active participation in the committee's work is the standard for evaluation. Examples of this type of service are university, college and departmental committees; support to student clubs and student co-curricular activities; and contributions to other university organizations.

Public service relates to the non-academic community, especially that public directly related to one's professional expertise. Examples might include contributions as a consultant in a professional setting, speaking engagements, service on advisory boards and committees, and other similar activities.

Service to the profession includes activities that contribute to an academic discipline but do not require scholarly/creative preparation and performance and, therefore, are not justifiably listed under professional and scholarly activity. Community service contributions that are not related to the public role of the university will not be considered. The following list contains suitable types of service activities:

1. All contributions in terms of service to the university and the community not more appropriately looked upon in terms of professional activity or teaching effectiveness shall be considered as evidence within this category.
2. A candidate's file should include as much specific information about the contributions as possible, and this information should be terse and well organized. For example:
   a. All committee memberships within the university governance structure should be listed in reverse chronological order. Each entry should include dates of service, descriptive labels or phrases (standing or ad hoc, duties or role, level--university, college, senate, council, committee, subcommittee), personal role (e.g., chair, member, etc.), and a list of any position papers or reports written by the candidate and if officially adopted.
   b. All statewide higher education and inter-institutional committees should be listed separately. This should include representation of the institution to any state or political group.
   c. All official departmental duties should be listed in a similar manner. These duties might include departmental budgeting, scheduling, etc.
   d. Community service should also be listed separately, with dates and description of duty, role, and actual achievement. Relevant service might include serving as a professional representative to charitable causes or governmental units, work with commissions, adviser to student groups on campus, or any official role in promoting the public's awareness of academic programs at EWU.
   e. Some candidates may have served on few committees as members but may have done much work with committees in the way of presenting reports or course and program proposals. Such work should be itemized, with a brief description and an indication of time spent.
   f. Some candidates may have performed special assignments or in some way given individual service to the administration or to their department. Such service should be adequately described, supported and recognized.
3. Although normally more weight shall be given to a candidate's contributions made at a higher hierarchical level of the university's governance structure, primary emphasis shall be given to the quantity, quality, and, above all, the specific impact of the services to the university, regardless of level. Commendatory letters testifying to a candidate's special achievements may be included in the file.

In order to obtain tenure and/or promotion, evaluators must rate a candidate's service to the university and/or the community as superior or significant. Sources for evaluative judgments may include, but are not limited to:
1. Regular participation in department, college and/or university wide committees or councils.
2. External service in the area of one's discipline requiring significant time commitment.
3. Participation in a leadership role(s) externally or at the university level.
4. Creative service activities related to teaching, program development and professional and scholarly activities.

**Other Evidence**

Teaching effectiveness, professional and scholarly activity, and service to the university and/or community are not meant to be inclusive because of the diverse disciplines found in the college. In fact, many forms of evidence not
mentioned in one of the criteria areas may be highly relevant. Conversely, a candidate's file may not contain all types of evidence suggested here.

**General Committee Procedures to be followed in Review of Faculty Activity Plans for Retention, Tenure and/or Promotion**

**Departmental and College Personnel Committee Membership**

Departmental Personnel Committee (DPC). Each department will develop procedures for the selection of a DPC with a minimum of three members for the purpose of evaluating, reviewing and recommending faculty activity plans and faculty members for retention, tenure and/or promotion. It is recommended that only tenured faculty serve on the DPC. Committee members should abstain from a recommendation only in very unusual circumstances such as a conflict of interest. The terms of committee members should overlap. The department chair will make separate independent evaluations for retention, tenure and/or promotion and, like the department personnel committee, will discuss all recommendations with the candidate.

College Personnel Committee (CPC). There shall be one eleven-member committee to consider adequacy of faculty activity plans and candidates for tenure and promotion to associate professor, and promotion to professor. The committee will be made up of tenured faculty. Each department will elect a representative to serve on the committee. At least six members of the personnel committee must hold the rank of professor. Membership on the CPC will be for three years. Members will rotate on a three-year cycle with three or four members being replaced each year. All members of the newly formed promotion committee will meet once with the previous chairperson of the CPC and the dean to review evaluation procedures used during the preceding year to promote efficiency and consistency in the process, and to discuss changes that should be considered to improve the process.

The appropriate schedule for evaluation activities will be established by the dean. In general, recommendations for faculty personnel actions originate from the DPC. After review and evaluation by the department chair, recommendations are forwarded to the CPC. The CPC, in turn, makes advisory recommendations to the dean.

The deliberations of the CPC having to do with tenure and/or promotion will be confidential. The results of such deliberations will be made known to those to whom the committee is required to report, including the faculty member being reviewed, and then only by the committee member(s) formally charged with that responsibility.

**Departmental Personnel Committee--Procedures and Responsibilities for Retention, Tenure and/or Promotion**

It is the responsibility of the DPC to prepare the peer review of each candidate's materials, to obtain additional evidence as the committee deems necessary, to ensure that candidates have assigned their accomplishments to the appropriate areas, to write letters of evaluation and to forward the completed files for consideration by the CPC. The candidate must provide the DPC with a current vita and activity plan for inclusion in the promotion file. Candidates for promotion have the responsibility for keeping their files current and assigning each of their accomplishments to the appropriate area of evaluation. Candidates should also provide the DPC a summary and self-evaluation for each of the three areas: teaching effectiveness, professional and scholarly activity, and service to the university and/or the community. These materials, if submitted, must become part of the promotion file. The statements should provide the DPC with a clear understanding of the significance of the candidate's accomplishments in each area and should explain any anomalies. Meeting with the candidate should help clarify problems of interpretation that might arise.

It is the task of the DPC to provide peer judgment of the candidate in each of the three areas. This involves classroom visitations to evaluate teaching effectiveness. It means a careful examination of the candidate's publications and other scholarly/creative efforts. The DPC should not hesitate to solicit opinions regarding the candidate from colleagues in other departments or institutions and lay persons who might be in a position to provide evaluative comments. This might be particularly helpful in assessing committee service.

In addition, DPC's should adhere to the following general guidelines:
1. Open and frequent communication with the candidate should be encouraged.

2. The DPC should ensure that the candidate has provided student evaluations for each course taught during the previous four quarters. Any exceptions must be approved and explained.

3. If there are several candidates, the DPC may wish to rank them, but should realize that these are "advisory rankings," by criterion only.

4. If there are omissions of documentation, information or recommendations in the material submitted for review, or if justifications for the recommendation made are considered insufficient or internally inconsistent, material shall be returned, through regular organizational channels, to the original preparer for amplification. Such amplification shall be provided in a timely manner.

The promotion files that leave the department shall be organized into the three categories: teaching effectiveness, professional and scholarly activity, and service to the university and/or the community. The DPC should ensure that each accomplishment is listed in only one area. Each category shall include a copy of the candidate's activity plan, department personnel committee's letter, department chair's recommendation, candidate's summary and self-evaluation, and a chronological listing of activities and accomplishments. DPCs and department chairs will write separate letters for each category or may prepare single letters divided into three sections, with appropriate material highlighted or otherwise marked for ease of review. Each file shall also include a table of contents and a statement signed by the candidate assuming responsibility for, and attesting to, the accuracy and completeness of the file.

The CBA states: The department personnel committee's recommendations regarding retention, tenure and promotion are referred to the department chair. If the chair and department personnel committee are in agreement (either a positive or a negative recommendation), then one combined recommendation proceeds from the department to the college personnel committee and the dean. If there is disagreement between chair and the department personnel committee, then the chair meets with the department personnel committee in an attempt to resolve disagreement. If there is still disagreement, then both recommendations are forwarded to the college personnel committee and the dean. The college personnel committee shall only consider recommendations regarding tenure and promotion. Retention recommendations shall be forwarded directly to the dean (II-29.K.1).

**College Personnel Committee--Procedures for Meetings and Point Assignment for Retention, Tenure and/or Promotion**

The following procedures will be used by the CPC:

1. The CPC shall elect a chair and establish a meeting schedule. The chair shall keep records of committee actions, call meetings, and see that statements of each candidate's strengths and weaknesses are written. The committee will maintain a record of all actions and/or stated consensus that establish their procedures, methods and decisions. This record will be the basis for determining committee intent in case of difference of subsequent memory or interpretation.

2. After the first meeting, committee members shall read the appropriate files of all candidates and determine a score in each area. Scores shall range from zero to 100 in each area. Committee members shall not confer while reading the files. Each member shall double-check each file and its table of contents to ensure that no evidence has been lost or overlooked.

3. The committee shall meet a second time only after each member has finished scoring the candidates and attempt to reach a consensus where significant differences exist. At the second meeting, the members shall compare their lists. Each candidate shall be considered individually in the discussion of the committee so that possible oversights in the evaluations of the candidates' files may be uncovered or corrected.

4. If there are any questions regarding the classification of materials in a candidate's file, the committee should not move the material to a different area than that to which it was assigned by the candidate without the candidate's consent. The committee shall then meet to take into consideration any material that has been reassigned, using the same procedures as before.

5. The committees may utilize, but are not bound to follow, candidate rankings supplied by departments. Such advisory rankings are to be by criteria (no overall ranking) and are to be strictly optional. Departments may provide such information if they wish, but are under no obligation to do so.
6. The point distribution assigned the evaluative criteria in the candidates activity plan will be used for scoring. If no point distribution exists in a plan, point distribution and scoring will be distributed as given in the following example:

(This example assumes 100 points to be distributed among the following criteria: teaching effectiveness--55 points; professional and scholarly activity--35 points; and service contributions to the university and/or community--10 points.) Candidate A has scores of 90 in teaching, 70 in scholarly activity and 80 in service from one member of the promotion committee. Therefore, the total performance score = 90 (.55) + 70 (.35) + 80 (.10) = 82.0. For eleven committee members, suppose the totals for a candidate are found to be 82.0, 81.0, 81.5, 79.0, 85.5, 84.0, 80.5, 80.0, 82.5, 83.0 and 83.5. Then the preliminary overall score for that candidate is the average 82.0. Candidate A is being considered for tenure and promotion to associate professor, and has eight years professional experience at EWU (four years experience minimally required for promotion). Therefore, four bonus points are awarded Candidate A for academic experience resulting in a final overall score of 86.0.

A new promotion ranking will be established each year by the CPC, determined by the process described above and with recommendations going to the dean. All committee members are free to file a minority opinion to the dean if they so desire.

7. There will be no anonymous ballots by members of the committee. All committee members must take responsibility for their evaluations of every faculty member considered in their deliberations. When there are substantial differences among committee members, every effort shall be made to reconcile those differences before the evaluation is totaled. Ratings reported for candidates shall be considered as those of the entire committee, and records of all votes taken in the process shall be destroyed. If a committee cannot reach a consensus, it shall be reported to the dean with an explanation by all members of the committee for the reason(s). The dean may ask for further discussion or, if necessary, shall appoint a member of the previous year's committee who shall read and score the file. The new reader's score for the deadlocked case shall be taken and averaged with the two scores closest to the new reader's. The committee shall then report the final score to the dean.

8. The committee shall then prepare a recommendation on tenure and/or promotion for each candidate and prepare the materials (including a statement in letter form that will indicate the main strengths and weaknesses that led to their decision) to be forwarded through the dean to the chief academic officer. Prior to forwarding candidate recommendations, the evaluation process used by the CPC will have taken into account the required qualitative and quantitative measures of performance expected of the candidate in the areas of excellence in teaching, superior or significant professional and scholarly activity, and superior or significant service to the university and/or the community. If any candidate has failed to meet the quality and quantity of anticipated accomplishments, the recommendation from the CPC to the dean will be negative. The CPC will also make clear to the dean the reason(s) for their finding(s).

9. The CPC shall schedule subsequent meetings as needed to consider possible appeals or other matters, as the chair of the committee deems appropriate. Each year the committee shall also be responsible for preparing a critique of the tenure and/or promotion procedures to be submitted to the dean.

In accordance with the CBA (II-29.K.2): The college personnel committee forwards recommendations to the dean. If there is agreement between the college personnel committee and the dean, then one combined recommendation (positive or negative) proceeds to the Chief Academic Officer. If there is disagreement, the dean and the college personnel committee shall meet in an attempt to resolve the disagreement. If there is still disagreement, then both recommendations go to the Chief Academic Officer.

As further stated in the CBA (II-29.K.3): After reviewing the complete record, the Chief Academic Officer will forward his/her recommendation to the president who will then make a recommendation to the Board of Trustees. In the event of a negative recommendation, the Board of Trustees shall take action with applicable time limits, provided the Board of Trustee's action will be subject to further review based on the results of any interim request for reconsideration, complaint or appeal to the Faculty Review Board...If the Chief Academic Officer's recommendation is negative, the faculty member will be informed in writing of the reasons.
A faculty member may file an appeal of the Chief Academic Officer's negative recommendation as outlined in the CBA, II-29.4.

**Evaluation by the Dean and Notification of Candidate**

CPC evaluations and recommendations are advisory to the dean. In arriving at a recommendation for or against tenure and/or promotion, the dean will also consider the following:

- the recommendations of the DPC;
- the recommendations of the department chair; and,
- other information as appropriate.

The dean shall forward a recommendation to the chief academic officer along with: (1) the candidate's vita and activity plan; (2) the candidate's summary and self-evaluation in each of the three areas of teaching effectiveness, professional and scholarly activity, and service to the university and/or the community; and (3) letters from the department personnel committee and the department chair evaluating the candidate's accomplishments in each of the three areas.

Only after final action upon the granting of tenure and/or promotion by the Board of Trustees will the department chair and the candidate be notified. At that time, copies of the CPC's recommendation shall be sent to the department chair and will be available for inspection by the candidate. If desired, the candidate will be informed, through the CPC chair, of his/her quantitative score in each area. If a candidate has questions in regard to his/her score in any of the three areas of evaluation, the candidate should ask the dean to reconvene the CPC committee to discuss the matter.
Appendix G

COLLEGE FACULTY ACTIVITY DEVELOPMENT/PROMOTIONAL PLANS POLICY

Each faculty member shall, in consultation with the department personnel committee (DPC) and the department chair, prepare a faculty activity plan specifying areas of activity over the following three-year period. Such plans shall have been prepared and approved no later than the conclusion of the first academic quarter of the three-year period of activity covered by the activity plan (CBA, II-11.B.(3)). Development of faculty activity plans should also consider the guidance offered in Appendix VIII of the CBA.

In accordance with EWU Policies and Procedures, retention, tenure and/or promotion decisions are to be based on program needs and the evaluation of individual performance. Evaluation is based upon an approved faculty activity plan (formerly called development or promotional plan) that comply with the criteria set forth by the CBA, EWU Policies and Procedures (see Sections 330-060-140, 360-060, 360-080), the University By-laws, College of Science, Mathematics and Technology policies and procedures contained here-in, and the requirements and qualifications appropriate for the department concerned. Faculty activity plans are forwarded to the dean and reviewed for consistency with the department/college plans. The college personnel committee may review faculty activity plans for consistency also. Where the activity plan is intended by the faculty member to lead to tenure and/or promotion the plan shall so state. Activity plans intended to lead to tenure decisions shall require the approval of the Chief Academic Officer or designee (CBA, II-11.3(b).(ii)).

All faculty personnel decisions are based on a rigorous evaluation of performance in three areas: (1) teaching effectiveness, (2) professional and scholarly activity, and (3) service to the university and/or the community. College standards for each of those areas are detailed below (see Standards, Criteria and Evidence Considered for Retention, Tenure and/or Promotion, CP, VII-31). Department plans shall clearly identify specific requirements and qualifications appropriate to their discipline for retention, tenure and/or promotion. Faculty activity plans will be prepared for individual faculty members based on these requirements and qualifications. According to the CBA, The procedure for phasing in this policy will include the opportunity for current faculty to re-negotiate their expectations for tenure and/or promotion. Those who do not wish to change their current expectations for tenure and promotion may choose not to do so (II-13.B(6)).

Each written plan will be in compliance with all pertinent and approved criteria and guidelines. The plans should define for the faculty member what specific requirements must be satisfied for a positive performance evaluation, a recommendation for retention, a recommendation for tenure and promotion to associate professor, or a recommendation for promotion to the rank of full professor. Each plan will detail faculty duties and establish quantitative and qualitative measures of the expected level of performance in the areas of excellence in teaching, superior or significant professional and scholarly activity, and superior or significant service to the university and/or the community. The categories within each area of evaluation described in the section entitled “Standards, Criteria and Evidence Considered for Retention, Tenure and/or Promotion” (CP, VII-31) should be used as a guide in the preparation of the faculty member’s plan.

A faculty member’s activity plan shall be used by all reviewing parties in assessing the candidate's eligibility for retention, tenure and/or promotion. The plan is prepared at the time stated below depending on the type of appointment, tenure status and rank of the individual:

1. Special Faculty. At the time of hiring, an activity plan for purposes of retention and promotion, if applicable, to senior lecturer or senior associate will be available for the term faculty member. These plans may be modified at the time of renewal dependent upon changing needs of the department. The contract will include a statement if tenure credit is possible upon later conversion of the position to probationary track. If the position is made tenure-track, the department may be required to conduct a search for that position. A position will not be made tenure-track unless the faculty member has the appropriate terminal degree. It is understood that a term faculty position may or may not be renewed or extended following performance review by the department. Renewal will also be dependent upon the need for services in the future and available funding for these services.
2. **Tenure-track Faculty.** Each faculty member at the time of appointment will be informed of the performance expectations and criteria for retention, tenure and/or promotion. A faculty activity plan will inform and guide the faculty member as to what requirements must be satisfied for a positive recommendation. Requirements or assignments in a faculty member’s activity plan may be tailored to the unique skills of the individual.

3. **Tenured Faculty at the Associate Professor Rank.** Upon promotion to associate professor, the tenured faculty member’s activity plan will be the department’s expectations to be fulfilled in order to obtain a positive recommendation for promotion to professor. Expectations for the rank of professor are greater than those for promotion to associate, as given in this document, and may be tailored to the unique skills or assignments of the individual faculty member.

4. **Tenured faculty at the Full Professor Rank.** Review of faculty performance in relation to one's activity plan will continue at a minimum of every three years following promotion to full professor.

The college personnel committee (CPC) and the dean will review all tenure-track and tenured/full professor faculty activity plans for compliance with university, college and departmental policies and procedures. Similarly, activity plans prepared for special faculty appointments will be reviewed by the dean. If a plan does not comply, it shall be returned to the department chair for modification. Final approval of faculty activity plans resides with the dean unless the activity plan intends to lead to tenure. In that case, the plan must be approved by the chief academic officer or his designee.
<table>
<thead>
<tr>
<th>Course:</th>
<th>Evaluator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Teacher Evaluated:</td>
</tr>
</tbody>
</table>

**Planning**
- Class well planned as evidenced by presentation and activities covered in the presentation?

**Start of Class**
- On Time? Hurried?
- Equipment setup and tested before class?

**Pace of Presentation**
- Fast enough to maintain interest?
- Slow enough for students to follow?
- Students taking notes?

**Teaching Aids**
- Visual aids effective?
- Illustrations clear?

**Coordination**
- Is the variety, length, & sequence of activities appropriate?
- Does the material and presentation show a relationship to the larger subject area?

**Student Participation**
- How many students interacted?
- How substantial was their output?

**Learning Checks**
- Questions to check for understanding?
- Waits long enough for student response?
- Clearly identifies or repeats key items?
- Class exercises appropriate?
- Quizzes? Homework problems?

**Style**
<table>
<thead>
<tr>
<th>Clear Speech Projection?</th>
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<tbody>
<tr>
<td>Style of dealing with questions?</td>
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<tr>
<td>Style of dealing with challenges to authority?</td>
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<tr>
<th>Ending</th>
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<tbody>
<tr>
<td>Summary?</td>
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<tr>
<td>Assignments clear?</td>
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<table>
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<tr>
<th>Creativity</th>
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<tr>
<th>Humor</th>
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</table>

**Suggestions for Improvement:**
Appendix I: Department of Engineering & Design Graduate Survey Form

Name: ____________________________

Present Title/Position/Company: ________________________________________________

Duties at your firm: ____________________________________________________________

Graduation Year: _______ Receive Department of Engineering & Design Newsletter? _____

Based on your experience after graduation, what subject matter/classes you would like to see expanded or included in the curriculum?
__________________________________________________________________________
__________________________________________________________________________

Based on your experience after graduation, what subject matter/classes you would like to see de-emphasized or eliminated from the curriculum?
__________________________________________________________________________
__________________________________________________________________________

Additional comments regarding the Graphic Communications Program at EWU.
__________________________________________________________________________
__________________________________________________________________________

Messages to pass along to former classmates: ________________________________
__________________________________________________________________________
__________________________________________________________________________

Interested in Graduate Degree? ______________________________________________


Appendix J: Employer/Supervisor Survey Form

Note: This information is required by the Accrediting Agency for Review by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology. Thank you for your assistance.

1. Name of Eastern Washington University Graduate:
   
2. Date Employed: ____________________________

3. Job Title of Employee: ____________________________

4. Brief Description of Job Duties: ____________________________
   
5. Are you satisfied with the graduate’s academic preparation?
   - Yes
   - No

6. Would you hire another Engineering /Technology graduate from Eastern Washington University?
   - Yes
   - No

7. Based on your observations, how could we improve our program?
   
   Company: ____________________________
   Evaluator/Supervisor’s Name: ____________________________
   Department: ____________________________

Thank you.
Appendix K: Questionnaire for Evaluation of Programs

1. In what field of Engineering/Technology were you hired after graduation?

2. How closely did the responsibilities of your position relate to your education received at Eastern Washington University?
   (Closely Related) 1 2 3 4 5 6 7 8 9 10 (Not Close at All)

3. What was your starting salary range?
   ( ) Below $20,000
   ( ) $20,000 to $25,000
   ( ) $25,000 to $30,000
   ( ) $30,000 to $35,000
   ( ) $35,000 to $40,000
   ( ) Over $40,000

4. How long has it been since your initial graduation from the Engineering /Technology program? ____________year(s)

5. Please list all employers that you have had during the period noted in Question #4.

   1) ____________________________ 2) ____________________________
   3) ____________________________ 4) ____________________________
   5) ____________________________ 6) ____________________________

6. If answer to Question #5 is more than one, what were the reasons for job changes?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7. If answer to Question #5 is more than one, what was your salary progression during each job change?

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Salary Range</th>
<th>Duration of job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job 1.</td>
<td></td>
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<tr>
<td>Job 2.</td>
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<tr>
<td>Job 3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job 4.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. What is your present salary range?

( ) Below $20,000
( ) $20,000 to $25,000
( ) $25,000 to $30,000
( ) $30,000 to $35,000
( ) $35,000 to $40,000
( ) Over $40,000

9. Do you now work in the field of Engineering/Technology, or a related field?

Yes  No

10. How many raises or promotions have you received since graduation?

_________________________________________________________________
_________________________________________________________________

11. Are you satisfied working in your current field?

Yes  No

12. Have you continued advanced study after receiving your Bachelor's degree?

Yes  No

13. What courses in your program at Eastern Washington University helped you the most?

1) _____________________________  2) _____________________________
3) _____________________________  4) _____________________________

14. What courses in your program at Eastern Washington University have you used the least?

1) _____________________________  2) _____________________________
3) _____________________________  4) _____________________________

15. In what areas do you feel Eastern Washington University should provide additional, or more intensive, study in Engineering Technology?

_________________________________________________________________
_________________________________________________________________

16. Demographics: NAME___________________________________________

(Last)  (First)

Year of Graduation_________ Phone Number ( )____ - ________
If the address is different from that on the address label, please list the correct address below.

________________________________________________________________________________________

________________________________________________________________________________________