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Research, Creative Scholarship and Publication:

Department, College, and University Governance and Professional Service:

Administrative Appointments:

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Section I: MISSION AND VALUES

Mission:
We are a student-focused school of business and economics engaged in scholarly and professional activities that contribute to the well-being of society.

Values:

Engagement
The College values engagement in its approach to education, research and service. We value active faculty engagement with students. Engagement with industry advisory committees helps inform curricula and other course decisions, keeping our content relevant and preparing graduates to participate and lead in their areas of study. Faculty engagement with other academics in their fields is also encouraged. We value staff guidance and engagement with students. We also encourage and promote students with organizations in the region, gaining practical experience and a broader perspective and purpose as we value the broader community to which we belong.

Students
We believe in the values articulated by Western Washington University, especially those of a liberal arts educational foundation including student engagement with faculty and the community, the building of professional skills, an environment with diverse perspectives, and responsibility for stewardship of resources whether they be financial, human, or environmental.

We believe to accomplish our goals our faculty must be teacher-scholars, faculty with a strong disciplinary home and expertise who are also motivated to teach and innovate in their teaching. The College mainly serves traditional-age undergraduates from the state of Washington, primarily from the western part of the state. However, we welcome students from the region, nation, and world from all backgrounds.

We educate both students whose only higher education experiences have been at Western and those transferring from other institutions, especially community colleges. Our MBA program has four focus populations, each individually targeted by one of our MBA tracks, and with each we emphasize prior work experience. Our MPACC program focuses on educating WWU accounting students.

Research
The College seeks to recruit, select, hire, and develop teacher-scholars. We value scholarship that has a disciplinary focus to advance knowledge in the area and keep faculty actively engaged in current issues in the field as well as pedagogical research. We also have a supplementary expertise in and orientation toward research that informs public policy and practical application.

Innovation
The College embraces innovative forms of student learning, research, and community engagement. Opportunities to advance student learning that lead to a process of continuous improvement are highly
valued. Faculty are encouraged to experiment with new teaching formats designed to enhance student experiences. Curricula are regularly updated to better prepare students for current industry practices.

**Impact**

The College values the positive impact that our programs, research, and applied work have on the lives of our students and on the greater community. We believe that the College programs should go beyond technical expertise; we prepare our students to be critical thinking, ethical participants and leaders in their fields. Our faculty and staff are encouraged to make a difference in the broader community through service on advisory boards, volunteer work, and consulting.

**Goals:**

The College supports and works toward Western Washington University's five strategic goals within the context of business and economics education and the values stated above and illustrated in the diagram below.

**WWU's Five Strategic Goals:**

- Build upon Western's strengths to address critical needs in the State of Washington.
- Expand student access to rigorous and engaging baccalaureate and graduate education.
- Foster and promote life-long learning and success in an ever-changing world.
- Apply Western's expertise and collaborative approach to scholarship, creativity, and research in ways that strengthen communities beyond the campus.
- Serve as a model for institutional effectiveness, innovation, diversity, and sustainability.

The College also works to support their mission and values through:

- Focusing on student learning, engagement, and professional engagement
- Professional engagements between students, professionals and teacher/scholars
- Scholarly engagement that keeps learning current
- Engaged innovation in teaching, research and service
- Engagement in the well-being of society
- Having an impact on our stakeholders through these practices as exemplified below
The College of Business and Economics places a high value on the creation and acquisition of knowledge, and on its preservation, dissemination, and application. To this end, we endeavor to act with a high degree of professionalism within a congenial and supportive academic environment.
Section II: COLLEGIATE FACULTY DEVELOPMENT AND RECOGNITION

A. CBE FACULTY SUMMER RESEARCH AND TEACHING GRANT PROGRAM

College summer research and teaching grants are available to faculty to assist in their research or teaching development, usually during the summer months. Faculty applying for these grants must supply a proposal that is in accordance with the requirements of the annual call. The objective of these grants is to encourage and support academic research leading to publication in refereed journals and the development of new and innovative pedagogical techniques and strategies. In the fall quarter following the summer for which the grant was awarded, grant recipients are expected to provide a written summary of their summer work that was supported by a grant.

Grant applicants must meet one of the following two criteria: 1) They must be ineligible for a University summer research or teaching grant in a given year as a result of having received such a grant for the previous summer. 2) They must, in a given year, apply for a University summer research or teaching grant and be denied prior to applying for College summer research and teaching grants that same year.

B. DENNIS R. MURPHY RESEARCH AWARD

At least four awards are given annually to the authors of papers published or accepted for publication during the year. These papers, already accepted for publication in refereed journals, are juried with recommendations made to the dean, who makes the final decision. The awards, consisting of $1000 and a certificate, are presented each year at the fall faculty retreat.

C. DAVID MERRIFIELD RESEARCH AWARD

At least one award is given annually to the authors of a paper published or accepted for publication during the year, that meets specific criteria valued by David Merrifield and published annually in the call for submissions. The award, consisting of $1000 and a certificate, is presented each year at the fall faculty retreat.

D. ALLETTE & CAYDEN FRANKLIN EXCELLENCE IN TEACHING AWARDS

The award is made annually in recognition of a faculty member’s contribution to the art of teaching and the enhancement of student learning. Innovations in teaching are favorably
viewed in the selection committee process. The award, consisting of $2000 and a certificate, is presented each year in the fall.

E. FACULTY TEACHING ASSIGNMENTS AND COURSE RELEASES

Faculty may request variations in their teaching assignments as part of the annual review and goal setting undertaken with the department chair.

Requests for release time or special teaching schedules are evaluated by the chair in consultation with the dean. Consideration is given to the applicant’s development and to student demand. Special teaching assignments are made a year in advance to allow faculty to be fully prepared to take advantage of the opportunity.

F. COLLEGE PROFESSIONAL DEVELOPMENT LEAVE

Professional development leaves within the College include various exchange opportunities with foreign universities and leave without pay. Leave without pay may be requested to permit faculty to be involved in a variety of activities, including non-exchange visits to other universities, government agencies or businesses. Usually such leave is requested for study, scholarly or creative activity, or professional development. Each year, a number of faculty take advantage of this opportunity.

Exchange opportunities with foreign universities are individually arranged opportunities.

G. MENTORING

The Department Chair is the primary mentor for faculty. However, each non-tenured faculty member is provided with a committee, comprised of one departmental faculty person and one non-departmental faculty member, who are responsible for assisting with the development of research and teaching skills.

The support of senior faculty as mentors assists in acculturating the new faculty to the environment and goals, objectives and expectations regarding teaching and research. This process is monitored as part of the annual review. In addition, all tenured members of the College faculty are expected to offer support and encouragement to each new faculty member.
H. NEW FACULTY ORIENTATION TRAINING

Both new and experienced faculty and staff are encouraged to participate in a series of regularly scheduled new faculty orientation events that are supported by CBE faculty and staff.

I. COMPUTER SUPPORT AND EDUCATION

Personal computers and appropriate software are supplied to the faculty offices. The College is fully networked, and easy access to data sources both on and off campus are provided, including access to the University library. The College employs a full-time management information staff to assist the faculty and support staff with computer services, supplying training and assistance with new software, special statistical techniques and in other areas.

J. FACULTY PARTICIPATION IN PROFESSIONAL ACADEMIC MEETINGS AND ASSOCIATIONS

The College and departments strongly encourage and support faculty travel to conferences, academic workshops, and professional meetings. Faculty participation in these activities is an integral part of professional development, allowing them to keep abreast of new ideas in research, advances in teaching, and to develop relationships with professionals from other universities.

Criteria for Decisions Regarding Funding for Faculty Travel

Travel requests will be granted based on the importance of the travel to the mission of the college and/or department. Below are the criteria that will be considered in making this determination.

Criteria:

- Whether the faculty member is substantively on the program (i.e., presenting a paper, serving on a panel or as a discussant, chairing a session).
- Whether the faculty member is participating in a meeting as an officer of the organization or a member of an editorial board.
- The faculty member’s standing (NTT, tenure---track, tenured).
- Whether the travel contributes to the faculty member’s professional development in scholarship or teaching.
- Whether the faculty member’s previous travel led to publications, external funding, curriculum enhancement, or other significant outcomes.
Faculty who have achieved tenure are encouraged to consider seeking leadership roles in regional and national professional associations. Special support, including travel funds, is available for major involvement.

K. GRADUATE AND UNDERGRADUATE STUDENT ASSISTANTS

Faculty may request graduate student assistants to support their research effort. Graduate assistants are assigned by the MBA Program Director. Undergraduate students may be requested of the department chair and are supported by work-study funds. Graduate assistants are recipients of Graduate Assistantships or are otherwise employed for this purpose.

L. FACULTY RESEARCH COLLOQUIUM COMMITTEE

Charge/Responsibilities

The Faculty Research Colloquium Committee is responsible for arranging faculty research seminars. Each year, some of the presenters are members of our faculty while others are noted researchers from other universities. The purpose of these seminars is to provide an opportunity for College faculty to share their research interests and findings with other faculty and to obtain critique and feedback. Invited researchers from other universities help to stimulate interest as well as keep us abreast of leading research.

The Colloquium Committee will also provide rankings to the Dean on Summer RSP teaching and research grant applications originating within the college. This committee will ensure faculty receiving these grants make a presentation on their achievements during the year following receipt of the grant.

Membership Practices

The committee consists of one faculty representative from each department.

The committee meets as needed. Meeting notes shall be taken and submitted to Policy Council for informational and record-keeping purposes. This committee is a subcommittee of the CBE Policy Council and shall submit reports of its activities to Policy Council upon request.

M. THE FACULTY RETREAT

Each year the entire faculty gathers at the beginning of the academic year to evaluate the year past and to established short run goals and objectives for the upcoming year. College reports are presented, and policy issues may be debated. As appropriate, speakers may be brought in to
discuss relevant topics including research, teaching skills, new technology and various legislation or other changes that affect the education environment.

N. THE GROUP DECISION SUPPORT LAB (PH 001)

This is a networked research computer lab designed to undertake research in the area of small group decision-making and collaboration. Several faculty from within the College have participated in Lab activities for pure research and to provide assistance to regional organizations. Several research papers have been published based on the work in this area.

O. PARKS HALL COMPUTER LABS (PH 210 AND PH 047)

These fully networked facilities and their staff are dedicated to assisting students and faculty in a variety of computing activities. Students use the facilities to satisfy course requirements in computerized data management and simulation techniques, quantitative analysis using statistical software packages, and business games. The faculty applications are geared to the development and testing of courseware and software, including simulation programs and business games.

P. BEHAVIORAL RESEARCH LAB (PH 106, 107 AND 108)

This suite of rooms is designed to meet faculty needs for behavioral and focus group research. One way glass rooms and some recording equipment are installed to support research activities.

Q. EXPERIMENTAL ECONOMICS LAB (PH 220)

This small lab is equipped with computers dedicated to research in Economics.

R. SATURNA SUSTAINABLE INVESTING LAB (PH 109)

The lab accommodates 16 students at 4 group work type tables. The lab can be scheduled for individual classes or be used for specialized program access.
S. EY GLOBAL MINDSET ROOM (PH 336)

This room is set up to accommodate students who are working as tutors for other students, particularly in the Accounting field. In addition, students who provide free tax assistance to the public also use this room. Student groups such as student club officers may also use this room as long as it does not violate the privacy needs of others.

T. PARKS HALL CONFERENCE ROOM/SEMINAR ROOM (PH 031)

The room is intended for use by CBE faculty and staff for meetings and occasional CBE sponsored small functions. Other uses must be approved by the CBE Dean.

U. CBE FACULTY LOUNGE (PH 441)

The lounge is a space for faculty to meet informally, or to use the modest kitchen facilities. This room may also be used on a scheduled basis for meetings and presentations. Other uses of the lounge must be approved by the CBE Dean.

V. MOSS ADAMS PROFESSIONAL READINESS CENTER (PH 45)

Student support is the major purpose of the room. Career advising and related activities as well as related resources are the intended purposes. Pre-major advising is also centered in this space as well.

W. DISTINGUISHED RESEARCH FELLOW [IN MORATORIUM PENDING FUNDING]

One Distinguished Research Fellow may be selected each year funded at $10,000 per year. The criteria for selection include: research publications in reputable outlets, research that contributes to a community of scholars, research that has had an impact on theory, teaching, and practice, and research that has enhanced the scholarly reputation of WWU.

The Fellow is honored at a public event and featured during his/her term as a fellow (term is for three years).
X. DISTINGUISHED TEACHING FELLOW [IN MORATORIUM PENDING FUNDING]

One Distinguished Teaching Fellow may be selected each year funded at $10,000 per year. The criteria for selection include: excellence in teaching, scholarly publications on teaching and learning, curriculum development and enhancement, contributions in teaching and learning to professional societies, and service in support of the WWU teaching mission.

The Fellow is honored at a public event and featured during his/her term as a fellow (term is for three years).

Section III: UNIVERSITY FACULTY DEVELOPMENT OPPORTUNITIES

A. WWU PROFESSIONAL LEAVE WITH PAY

Faculty who are eligible may apply for up to one year of professional leave with pay. Eligibility, application procedures, and the review process are specified in the Collective Bargaining Agreement, Section 10.

B. DISTINGUISHED WWU FACULTY AWARDS PROGRAM

This university level program is designed to recognize and reward outstanding faculty who have demonstrated excellence in teaching or research. The recipients recognized at Opening Convocation each fall. The Provost establishes a committee each year to review the criteria and procedures and to solicit nominations for the awards.

C. OFFICE OF RESEARCH AND SPONSORED PROGRAMS

The Office of Research and Sponsored Programs is a University office that provides research support in the form of assistance with grant and contract applications. It also is a repository of solicitations for grant applications, and the staff is responsible for bringing opportunities to the attention of the appropriate faculty.
D. FACULTY DEVELOPMENT PROGRAM

This program awards faculty development grants four times each year to individual faculty members or groups of faculty. These grants may be used for the improvement of teaching or for seed money in helping to establish a research activity.

E. WWU FACULTY SUMMER RESEARCH AND TEACHING GRANT PROGRAM

Summer research and teaching grants are available to faculty to assist in their research or teaching development during the summer months. Faculty applying for these grants must supply a proposal that is in accordance with the requirements of the annual call. The objective of these grants is to encourage and support academic research leading to publication in refereed journals and the development of new and innovative pedagogical techniques and strategies. Grant recipients are expected to provide a seminar to the University community on the topic of their activity in the year following receipt of the grant.

F. NEW FACULTY ORIENTATION

New faculty are invited to participate in the University’s sessions held in September of each year. New faculty orientation is organized by Academic Affairs.

G. FACULTY TEACHING HANDBOOK

Both new and experienced teachers may take advantage of the Faculty Teaching Handbook which is available at http://www.wwu.edu/teachinghandbook/. This resource is particularly helpful for developing or refreshing a syllabus.

H. CENTER FOR INSTRUCTIONAL INNOVATION AND ASSESSMENT

Faculty may use the resources available from the Center for Instructional Innovation & Assessment in order to update class offerings, learn new teaching and assurance of learning skills, redesign existing courses, and design new instructional methodologies. The site with a full listing of resources available is at http://pandora.cii.wwu.edu/cii/.
Section IV: COLLEGE CENTERS

A. CENTER FOR ECONOMIC AND BUSINESS RESEARCH

This Center has a wide range of responsibilities with respect to research. They include:

- Undertaking original research designed to increase understanding of the economic activity in this region, particularly the relationship between Northwest Washington and Lower British Columbia. This includes the development of an econometric forecasting model of the region.

- Sponsoring research workshops, conferences and colloquia.

- Publication of a working paper series to disseminate faculty research output, publication of conference proceedings volumes, and publication of *The Northwest Economic Review*.

- Providing faculty with assistance in data generation and analysis, and other support services and technical assistance.

- Coordinating research projects that involve input by several faculty members.

- Providing information and assistance concerning funded research projects and research opportunities in the region.

B. THE CENTER FOR ECONOMIC AND FINANCIAL EDUCATION

This Center provides assistance to public school teachers in teaching economics. Funded by corporate support, the Center has been very successful in conducting workshops and courses in its service area. It also provides an opportunity to engage in research associated with public school economic education.

C. THE CENTER FOR INTERNATIONAL BUSINESS

This Center coordinates many of the international activities of the College, and houses the two chaired professors of international business. The Center provides support to faculty interested in international opportunities of all kinds, as well as sponsors seminars and other activities. The Center sponsors research, special seminars, and programs of interest to internationalists.
D. THE CBE CENTER FOR INNOVATION IN EDUCATION

The CBE Center for Innovation in Education's mission is to enhance learning, professional development and job placement by creating opportunities for students to interact and engage with successful professionals and participate in innovative and forward-looking initiatives.

E. THE CENTER FOR OPERATIONS RESEARCH AND MANAGEMENT SCIENCE

The Center for Operations Research and Management Science (CORMS) promotes international collaboration and networking to support OR and MS research.

The Center provides a platform for research-oriented outreach activities including the followings:

- Publishing a working paper series
- Conducting a research seminar series
- Creating new research opportunities for senior undergraduate and graduate students to get involved in faculty-guided applied research projects

Conducting international symposiums, mini-conferences, or workshops on Operations Research/Management Science
Section V: COLLEGE POLICIES

A. FACULTY CONSULTING PROCEDURES

Faculty members and administrators may be called upon to provide consulting or other professional services to the community outside of the University and its institutional programs. These activities may or may not be income-generating. Consulting should enhance the teaching, scholarship or service abilities of the faculty and can make significant contributions to the various publics served by the college.

Members of the faculty and administration will be permitted to engage in external consulting or other professional services on a reasonable basis and in compliance with the MOU with respect to these practices as stated here:

This policy is subject in all instances to the following conditions:

1. The first responsibility of the individual is to the College of Business and Economics and Western Washington University, and any outside activity must in no way interfere with the person’s normal and full-time obligations and contributions to the University.

2. Any outside involvement must not involve any conflict of interest in terms of the person’s obligations to the University or its programs and objectives.

3. An individual report must be made to the department chair and the college dean at the end of each academic year.

4. This policy applies to all full-time faculty and administrators during the academic year or other term of appointment.

5. All consulting activity must conform to applicable State and University policy and procedures, including University Policy 5400.18 “Faculty Policy on Consulting and Other Compensated Professional Activities”.

B. FACULTY ETHICS POLICY

The Faculty of the College of Business and Economics subscribes to the highest ethical standards in conformity with the Values Statement. Specifically the faculty subscribes to the Code of Faculty Ethics found in Appendix 5 of the WWU Faculty Handbook at:
http://west.wwu.edu senate/Fac%20Handbk%2009%202011/APPENDICES/APPENDIX%205%20w
The faculty also subscribe to the Washington State’s Ethics in Public Service Act, Chapter 42.52 RCS. The faculty also subscribe to FERPA guidelines and the policies with respect to responsible research which can be found at http://www.wwu.edu/policies/docs/2000-4000%20Academic%20Affairs/POL-U4520.02%20Addressing%20Responsible%20Conduct%20of%20Research.pdf.

C. CHAIR SELECTION POLICY AND PROCEDURE

Chairs of academic departments in the College of Business and Economics are selected as follows:

1. The Dean of the College of Business and Economics shall declare nominations open for Chair. Nominations shall remain open for five working days following this announcement.

2. Nomination forms shall be signed by the nominator and the nominee.

3. Nomination forms shall be submitted to the Dean’s Office.

4. The Dean may meet with nominees to discuss the position.

5. The Dean shall call a department meeting within 10 working days after nominations are closed to announce and discuss the slate of nominees.

6. The Department may solicit policy proposals from the candidates and schedule one or more meetings to hear and discuss these proposals.

7. The department shall set a date of no more than 10 days from the last discussion meeting for the submission of secret written ballots to the Dean’s Office. The selection is determined by majority vote. Eligibility to vote is covered in Section VII of the Faculty Handbook.

8. The Dean shall announce the result of the process.

D. REPRESENTATION ON UNIVERSITY GOVERNANCE BODIES

At least one tenured or tenure-track faculty member shall serve as a representative of the College on each of the following University bodies:

- University Planning and Resources Council
- Faculty Senate
- Academic Coordinating Commission

Exceptions are permitted by Policy Council.
Section VI: COLLEGE STANDING COMMITTEES

Unless otherwise specified, a renewable term of two years applies to each CBE standing committee.

A. POLICY COUNCIL

Charge/Responsibilities

The College Policy Council (PC) is charged with the following:

- Initiating and/or approving College policies and changes thereto
- Reviewing, maintaining, and proposing changes to the CBE Policies and Procedures handbook (which includes the Colleges unit evaluation plan) as needed and to ensure that it is consistent with the faculty CBA, AACSB accreditation standards, and University policies and procedures
- Participating, when timing warrants, in setting the agenda for meetings of the College faculty
- Serving as an advisory board to the Dean on matters pertaining to budgeting and planning
- Proactively seeking student input and feedback (via interaction with club leaders) on policy matters that are relevant to student interests.

Membership

The College Policy Council is comprised of the following:

- The Dean (voting, chair of PC)
- The Associate Dean (voting)
- Department Chairs (voting)
- Members of the Faculty Governance Committee (FGC) which includes one faculty member elected at large from each Department of the College (voting)
- One College staff person other than the CBE Operations Manager (voting), elected at large by College staff (The Operations Manager may vote in the election.)
- The Director of CBE Programs in Poulsbo (voting)
- The Director of the CBE Graduate Programs (voting)
- The following parties, attend when needed to facilitate information flow or participate in relevant discussions:
  - The College's University Planning and Resources Council (UPRC) Representative (nonvoting unless also serving in one of the voting roles listed here)
  - A Faculty Senator from the College, with priority given to tenured or tenure-track senators (nonvoting unless also serving in one of the voting roles listed here)
- PC may, with a two-thirds vote, additionally augment its membership by adding such CBE program directors that in its judgment should be accorded membership in PC. PC will determine the voting status of such members.
Meeting Practices and Other Information

- Minutes shall be taken and maintained by the Operations Manager.
- PC shall normally meet every two weeks during the academic year.
- PC meetings are 90 minutes.
- PC meeting agendas are set and structured as follows, and should be circulated at least 24 hours in advance:
  - 40-50 minutes for agenda changes; informational updates from Dean, Associate Dean, CBE Senator, or UPRC rep; and agenda items brought forth by the Dean and Department Chairs (set by Dean)
  - 30 minutes for agenda items brought forth by the FGC (set by FGC)
  - 10 minutes of unscheduled time (to be used at PCs discretion)
- PC meetings are open to all members of the CBE.
- The PC may not vote on issues in the same meeting in which the issue is initially presented, unless the PC votes by a two-thirds majority that such a vote is acceptable.
- The PC determines its own procedures other than those specified here.

B. FACULTY GOVERNANCE COMMITTEE

Charge/Responsibilities

The Faculty Governance Committee (FGC) is charged with representing the CBE faculty. Members of FGC consult with and respond to CBE faculty to ensure all issues of concern to CBE faculty are surfaced and brought to Policy Council (PC) for consideration and possible action. The FGC sets and manages a portion (30 minutes) of the biweekly PC meeting. At times, the FGC carries out governance-related tasks (e.g., review of certain Faculty Handbook sections) upon the request of the Dean or PC. In addition, the FGC appoints members to university bodies whose membership criteria mandate that there be college-appointed representatives, and it makes efforts to identify and endorse CBE faculty representatives for all university bodies where the opportunity for CBE representation exists.

Membership and Meeting Practices

The FGC is composed of the elected representatives of the five departments to Policy Council. The chair is elected by the committee and is the CBE representative for any university-wide meetings of college faculty governance committee leaders. FGC meeting minutes are maintained and available to CBE faculty.

The FGC meets every other week during the academic year, generally at the same time as the Dean and Chairs meeting. These are intended to be open meetings where any faculty can bring concerns to the FGC.
C. DEAN AND CHAIRS COMMITTEE (DAC)

Charges/Responsibilities

The DAC is an advisory group for the Dean, Associate Dean, Department Chairs, Graduate Program Director (as needed) and Poulsbo Program Director (as needed). This group may act informally to discuss matters that members bring to the group’s attention. More formal matters or those matters needing faculty input and/or decision making will be forwarded from the DAC to the Policy Council and/or the Faculty Governance Committee. When matters are brought to the DAC that are solely within the Dean’s responsibilities, as stated in the CBA, the DAC members may serve in an advisory capacity. In line with the Dean and Chair’s responsibilities outlined in the CBA topics may include implementation of university strategy, management of operations, budgets and scheduling, among other topics.

Because of its advisory role, minutes of the DAC are not kept. However, the topics discussed (except those having to do with confidential personnel issues) are posted in the college newsletter.

Membership and Meeting Practices

The committee includes the Dean, Associate Dean, Department Chairs, Graduate Program Director (when needed) and Poulsbo Program Director (as needed).

The DAC will normally meet on the Wednesday mornings when the Faculty Governance Committee is meeting.

D. FACULTY REVIEW COMMITTEE

Charges/Responsibilities

The Faculty Review Committee shall be responsible for reviewing performance evaluations of all faculty being considered for tenure, promotion, or who are undergoing post-tenure review. The Committee shall make recommendations to the Dean concerning any personnel action affecting the career progress of faculty members in the College of Business and Economics.

Membership and Meeting Practices

The Faculty Review Committee shall be comprised of one tenured faculty member from each department elected by voting faculty of that department.

If a member of the Faculty Review Committee is being considered for either promotion or tenure, that Committee member shall recuse himself/herself and the appropriate department shall appoint a replacement for that Promotion and Tenure cycle.

If a member of the Faculty Review Committee is being reviewed for any other personnel action, that Committee member shall recuse himself/herself for his or her particular evaluation but
shall participate in all other Committee work. The appropriate department shall appoint a replacement for this purpose.

The committee meets during the fall and spring review cycles (four times a year) and on an ad-hoc basis to discuss relevant issues.

E. ASSURANCE OF LEARNING COMMITTEE

**Charge/Responsibilities**

The purpose of the Assurance of Learning Committee is to oversee a comprehensive program of assurance of learning, including (but not limited to) relevant learning goals and objectives, timely and appropriate assessment tools and a process for recommending/implementing programmatic changes. Members of the Assurance of Learning Committee will communicate among themselves and departmental faculty members as well as with the Chair of their Department or Program. The goal of the Assurance of Learning Committee is to maintain an atmosphere of continuous improvement in which CBE students meet high, relevant, and meaningful learning goals and objectives.

**Membership and Meeting Practices**

The Assurance of Learning Committee consists of the Associate Dean of the College of Business and Economics (who serves as Chair), a representative from each of the departments appointed by the Chair of each department, and a representative of the graduate programs who may be either the Director of Graduate Programs in CBE or his/her designee.

The Assurance of Learning Committee meets as needed, with at least one meeting per quarter.

F. COLLOQUIUM COMMITTEE

**Charge/Responsibilities**

The CBE Colloquium Committee is charged with fostering the exchange of ideas and the encouragement of research and scholarly activities by providing a forum for presentations and discussion. The principal work of the Committee is to facilitate external and internal scholarly presentations.

**Membership Practices**

The committee consists of three to five volunteer faculty representatives.

The committee meets as needed. Meeting notes shall be taken and submitted to Policy Council for informational and record-keeping purposes. This committee is a subcommittee of the CBE Policy Council and shall submit reports of its activities to Policy Council upon request.
G. CURRICULUM COMMITTEE

Charge /Responsibilities

The CBE Curriculum Committee is the undergraduate curricular governing body of the College of Business and Economics and is responsible for oversight of all aspects of the curriculum, curricular policy and CBE’s academic enterprise. Through its review, the CBE Curriculum Committee ensures curricular coherence, ensures appropriate standards for student admission and progress through the curriculum, and ensures adherence to the guidelines for graduation requirements.

Membership and Meeting Practices

Curricular proposals can be initiated by any faculty member, department, or any standing committee of the College of Business and Economics. Any proposed change that affects multiple programs/departments (such as changes to the foundation/core or changes to the Business Administration degree) must receive approval from all of the affected programs/departments. Evidence of this approval, in the form of a vote by eligible faculty in the department, will be sent to the Chair of the Curriculum Committee from the Department Manager via an e-form managed by the CBE Operations Manager. Curricular actions supported by the Curriculum Committee are forwarded to the College’s Operations Manager who sends the appropriate meeting minutes to the ACC for approval.

The Curriculum Committee is comprised of one representative from each of the academic departments elected by the voting faculty of the department. The term of office is two years, with two of the members elected each year. The Committee selects a chair at the beginning of each academic year. A staff member from the Dean’s office takes minutes and coordinates department proposals.

Other Information

The faculty of CBE are responsible for curriculum. Faculty within a department, including the appropriate Department Chair, will initiate periodic reviews of their curriculum to insure that it is current and best meets the learning goals and objectives of the College and the program of study.

H. ACADEMIC TECHNOLOGY COMMITTEE

Charge/Responsibilities

The CBE Academic Technology Committee is charged with promoting the use of computing and media technologies for instructional purposes for the college. The committee shall:

1) Plan for future needs for computing and media services and facilities of the college.
2) Coordinate computing and media activities within the college, including local networks and specialized data bases.

3) Advise Policy Council regarding Academic Technology, budget requests, and priorities.

4) Review annually the effectiveness of campus wide academic technology services.

5) Recommend plans for the operation of university wide facilities, computer labs, campus networks, maintenance support.

6) Perform other duties as determined by the college.

Membership and Meeting Practices

The committee consists of the CBE Information Technology Manager and one volunteer faculty representative from each CBE department. Each department is responsible for making its own faculty representation decisions. One of the faculty representatives, elected by the members of the committee, will chair the committee.

The committee shall meet at least once per quarter. Meeting notes shall be taken and submitted to Policy Council for informational and record-keeping purposes.

Other Information

The CBE Academic Technology Committee is a subcommittee of the CBE Policy Council and shall submit reports on its activities to Policy Council upon request. It shall also report to the Academic Technology Committee (ATC; a subcommittee of the Faculty Senate) the following information:

a) Informal items related to actions specific to CBE regarding academic technology

b) New Proposals related to university wide systems and/or services for ACC review

I. MBA PROGRAM COMMITTEE

Charge and Responsibilities

The MBA Committee serves as steward of the academic policies and curriculum issues for the MBA Program in a manner consistent with broad guidelines established by both the College of Business and Economics and the Western Washington University Graduate School.

Membership and Meeting Practices

Faculty membership includes at least one representative from each CBE academic department. In some cases, a department may have multiple representatives when that department includes multiple and diverse academic subjects. Members of the MBA Operations Team including the MBA Director serve as ex officio non-voting members. The MBA Director will chair the committee and may cast a tie-breaking vote. The committee typically meets three or four times per quarter.
J. SCHOLARSHIP COMMITTEE

Charge /Responsibilities
The committee is responsible for reviewing applicants against the criteria for each scholarship, and coordinating with departments and others in the college whenever necessary. The committee chair works closely with the CBE Pre-Major advisor and the WWU Foundation to ensure that the committee has complete and accurate information on scholarship amounts and donor requirements. The committee is charged with assuring an orderly process for selecting scholarship recipients, and makes its recommendations to the dean.

Membership and Meeting Practices
The Scholarship Committee includes one member appointed by each department in the college and typically meets in late spring to finalize recipients. The members of the committee elect the chair.
Section VII: COLLEGE DECISION MAKING

The College values full and open discussion on all matters of interest to the faculty and staff. To the extent possible the College strives to make decisions by reasonable consensus. While most college decision making occurs within Policy Council, there are times when a vote of the full CBE faculty is necessary or desirable. The rules governing faculty votes are as follows:

- Only tenured and tenure-track CBE faculty constitute the voting faculty and may participate in faculty votes.
- Any issue that has been discussed and voted on by Policy Council within the previous six months is eligible to be brought to the CBE faculty for a vote.
- An eligible issue may be brought to the CBE faculty for a vote in any of the following three ways:
  - Policy Council votes (as per its usual voting procedures) to bring the issue to the CBE faculty for a vote.
  - The members of the Faculty Governance Committee by a vote of at least four out of five members call for the issue to be brought to the CBE faculty for a vote.
  - Any member of the CBE voting faculty completes the petition provided below which requires the signature of the faculty member and the signatures of nine additional members of the CBE voting faculty. When a completed petition is submitted to Policy Council, the request for a vote shall be honored without debate.
- All CBE handbook changes (except non-material adjustments, such as spelling or grammar and changes in references to CBA section #s when those #s change) shall automatically be brought to the faculty for a vote, provided the issue has first been discussed and voted on by Policy Council.
- Faculty votes shall be preceded by an all-college meeting, with all interested parties having equal opportunity to present their viewpoints.
- Although faculty votes shall typically be conducted via confidential ballot, voice votes are acceptable if at least 90% of the voting faculty is present at the time a voice vote is called for. Still, if a voice vote is called for, any member of the voting faculty may request that a confidential ballot vote be conducted instead. Such a request shall be honored without debate.
- The Dean’s office shall send at least one email notification to all voting faculty to alert them to the voting period and deadline.
- The voting period for any CBE faculty ballot vote shall include at least five working days on which fall, winter, or spring quarter CBE classes are held.
- No proxy votes are acceptable.
• Reasonable provision shall be made for absentee and off-campus voting at the determination of the Dean, in consultation with the FGC.

• A simple majority of votes cast shall decide the issue.

• The results of faculty vote (ballot or voice) supersede any prior Policy Council vote on the same issue.
CBE Petition for Calling a College Vote

This petition is one of multiple means by which CBE faculty may request an all-faculty vote on an issue (as per Section VII of the CBE Faculty Handbook). Parts 1 and 2 must be completed in accordance with the instructions below for this petition to be considered complete. The completed petition is to be submitted to Policy Council, who must then follow the procedures described in Section VII of the CBE Faculty Handbook.

Part 1: Petition Title, Background, Rationale, and Voting Language
Attach to this petition a document that provides a petition title, a description of the issue on which faculty will be called to vote, a summary of the rationale for bringing the issue to a vote, and the actual language the petitioner would like to have appear on the ballot.

Part 2: Signatures

<table>
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<th>Supporting Signatures</th>
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<td>(10 signatures are required, including the individual who initiates the petition; All those who sign must be part of the CBE voting faculty, as specified in Section VII of the CBE Faculty Handbook. Signing this petition indicates support for an all-faculty vote on the issue described in Part 1, but it does NOT indicate how those who sign will vote on the issue.)</td>
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Section VIII: CBE FACULTY QUALIFICATION

The purpose of this section is to outline college standards for maintenance of faculty qualifications. These standards are distinct from faculty evaluation criteria, which are outlined in Section IX. Consistent with AACSB (2013) standard 15, qualified faculty status is based on academic preparation, professional experience, and ongoing engagement with academic and professional activities. The four categories of qualified faculty status are:

- Scholarly Academics (SA)
- Practice Academics (PA)
- Scholarly Practitioners (SP)
- Instructional Practitioners (IP)

SA and PA qualified faculty shall have a terminal degree such as a doctorate in a field related to their teaching area. All faculty shall be considered SA qualified for the five years following completion of their doctoral degree.

SP and IP qualified faculty shall, with only rare exceptions, have completed a master’s degree and also possess meaningful professional experience.¹

Maintenance of Qualifications:

Tenured and tenure-track (T/TT) faculty are generally expected to maintain qualification as Scholarly Academics. In certain cases and with the approval of their chair and dean, a small number of T/TT faculty may instead maintain qualification as Practice Academics.

The College of Business and Economics considers two tiers of scholarly activity and one tier of professional activity in evaluating the maintenance of faculty qualifications.

These are:

¹
Primary Scholarly Activities (each activity counts as 2 points):

- Peer-reviewed academic research article published in journal with acceptance rates of 50% or less. Journal should be listed in either Cabell’s Directory of Publishing Opportunities or the Australian Business School Deans’ List of publications. Faculty contribution to article, as reported by the faculty member, should be no less than 20%.
  
  o In certain cases, a journal publication deemed to be of exceptional quality by the chair and the department may count as more than one activity.

- Peer-reviewed pedagogical article or case study published in journal with acceptance rates of 50% or less. Journal should be listed in either Cabell’s Directory of Publishing Opportunities or the Australian Business School Deans’ List of publications. Faculty contribution to article, as reported by the faculty member, should be no less than 20%.
  
  o In keeping with the mission and values of CBE, pedagogical article shall be considered equivalent to academic research.

- A Scholarly book chapter. A scholarly book containing multiple chapters written by the faculty member shall be considered two to three activities depending on the length and quality of the manuscript. Faculty contribution to chapters, as reported by the faculty member, should be no less than 20%.

- Published research or pedagogical monograph.

- Other activities expressly deemed equivalent to the items listed above by the department.

Secondary Scholarly Activities (each activity counts as 1 point):

- Peer-reviewed conference proceeding.

- Scholarly paper presented at a scholarly conference and approved by the department chair.

- Peer-reviewed academic research article published in journal with acceptance rates of greater than 50%. Journal should be listed in either Cabell’s Directory of Publishing Opportunities or the Australian Business School Deans’ List of publications.

- Peer-reviewed pedagogical article or case study published in journal with acceptance rates of greater than 50%. Journal should be listed in either Cabell’s Directory of Publishing Opportunities or the Australian Business School Deans’ List of publications.
  
  o In keeping with the mission and values of CBE, pedagogical article shall be considered equivalent to academic research.

- Textbook chapter. Textbook containing multiple chapters written by the faculty member shall be considered two to three activities depending on the length and quality of the manuscript.

- Scholarly book review published in academic journal.
- Policy report.
- Published article in trade journals.
- Significant externally-funded research project.
- Widely available software developed by faculty.
- Other activities expressly deemed equivalent to the items listed above by the department.

**Professional Activities (each activity counts as 1 point):**

- Professional work related to the teaching discipline that is material in terms of time and substance. This may count as multiple points depending on the duration of the activity.
- Relevant consulting activity that are material in terms of time and substance.
- Relevant volunteer activity that are material in terms of time and substance.
- Professional paper presented at an industry conference and approved by the department chair.
- Developing and presenting of executive education program.
- Significant participation in business professional associations and societies.
- Relevant, active service on board of directors.
- Significant professional education.
- Relevant certification.
- Relevant editorial service with relevant academic or professional publication.
- Service on editorial board or committee.
- Active participation in academic or professional association.
- Other activities expressly deemed equivalent to the items listed above by the department.

Note that no single work product may be considered as multiple activities without the consent of the Chair of the department advised by the faculty of that department.

Maintenance of SA status: All faculty members shall be deemed SA qualified for the five years following their completion of their doctoral degree. Subsequent to that five year period, faculty members must earn four points from the activities listed above during each five year review period. At least two of those points must be earned from Primary Scholarly Activities, and at least three of those points must be earned from either Primary or Secondary Scholarly Activities.

Maintenance of PA status: Faculty must have a doctoral degree or equivalent and earn four points from the activities listed above in the last five years. Note that faculty shall only be considered PA qualified if they are not SA qualified.

Maintenance of SP status: Faculty must generally hold a master’s degree or terminal degree in a field related to their teaching area and earn at least four points from the activities listed above in the last five years.
five years. At least two of those points must come from either Primary or Secondary Activities. Note that faculty shall only be considered SP qualified if they are not SA or PA qualified.

Maintenance of IP status: Faculty must hold a master’s degree or terminal degree in a field related to their teaching area and earn at least three points from the activities listed above in the last five years. Note that faculty shall only be considered IP qualified if they are not SA, PA or SP qualified.

¹ Determined by the Chair of the department advised by the faculty of that department.

² In certain cases, a publication in a journal with a higher acceptance rate may qualify, but only where there is other evidence of quality and selectivity in that journal. If the publication is in a non-business-related journal, but is associated with the overall mission and values of CBE, the points shall be determined by the chair as advised by the department.
To achieve its mission, the college faculty must be prepared and productive educators. The necessary qualifications for appointment, retention, promotion, and the granting of tenure are those established in the WWU Faculty Handbook and Collective Bargaining Agreement, augmented by the College of Business and Economics Handbook. The accepted terminal degree for tenure track appointments in all departments shall be the appropriate doctorate.

**EVALUATION CRITERIA:**

In addition to being effective educators, University faculty are expected to be experts in their field of specialization and to contribute to their respective discipline’s body of knowledge, and to participate in academic governance and professional service.

Evaluation of faculty traditionally includes assessment of the contribution in each of the following areas: (1) teaching; (2) research, creative scholarship and publication; (3) department, college, and university governance and professional service.

It is not expected that each faculty person will contribute equally in each area. It is required, however, that candidates for promotion or tenure shall achieve and maintain competence in each of the three areas, and will strive toward distinction in at least one. The same criteria are used for all evaluations.

**Teaching:**

In its various forms, teaching constitutes a central function of the College, and excellence in teaching is encouraged and rewarded. Every faculty member is expected to be an effective teacher, and no faculty member should be nominated for promotion or for tenure without documented and convincing evidence of teaching effectiveness. Excellence in teaching draws continuously upon the teacher’s competence as a scholar in the discipline. Suggested sources of information for use in the evaluation process may be found in Addendum 1 to the Faculty Evaluation Form, printed as Section X of this handbook.

**Research, Creative Scholarship and Publication:**

Research, Creative Scholarship and Publication: Scholarship is defined as inquiry undertaken to establish facts, develop principles, and/or answer or illuminate questions posed within an area of intellectual pursuit, through the collection, ordering, and dissemination of documented evidence and conclusions. Every faculty member is expected to demonstrate continuing competence and currency in this area. Scholarship with application to practice and pedagogically related research are also of value.

Research and creative scholarship are evaluated primarily in terms of publications. Books or monographs published by university presses, and books published by well-established and academically recognized commercial firms, articles in journals providing a process for review of manuscripts by selected authorities, and bulletins or reports that are similarly reviewed, naturally carry
more weight than those that do not require rigorous review for acceptance and publication. Faculty members may be asked to provide evidence about the quality of a publication for the review process for publications. In cases of multiple authorship, the degree of contribution to the study by each person should be established as clearly as possible. An impact measure such as a current Google Scholar report of citations may also provide evidence of quality.

Other scholarly activities may include papers published in proceedings or in-house journals, book reviews, professional presentations, conference sessions organized or chaired, being a discussant at professional meetings and in some cases offices held in professional organizations or scholarly societies.

**Promotion to Associate Professor and/or Tenure:** Published research in refereed journals or in books published by a recognized press (after substantial peer review) is a necessary condition for promotion to associate professor or the granting of tenure in the College. In addition, there should be evidence that the commitment to research will be sustained and substantial.

**Promotion to Professor:** The standard for promotion to professor is higher in terms of quantity and quality of scholarly activity than the standard for promotion to associate professor. Evidence would include substantial articles in refereed journals or research in books published by university presses, well-established and academically recognized commercial firms, or other scholarly production of comparable stature. It is expected that the record will demonstrate a long-term, sustained, research effort with substantial contributions to the scholarship in a faculty member’s area of specialization.

It is recognized that for the College to flourish it must help faculty members build their strengths and maintain their creative energies over a career. Faculty members’ interests may shift over the course of a career from discovery research to applied, or pedagogical research. Faculty members in the later stages of a career may be called on to devote a larger proportion of their energies to service activities and mentoring of junior faculty. A faculty member may shift more attention to teaching or to research over long periods of time.

**Department, College, and University Governance and Professional Service:**

Active participation in activities relating to College and University governance and service to the University such as committee work, administrative duties, student advising, student placement, and other activities that may promote the general College and University welfare is expected of all College of Business and Economics faculty.

In addition, there are other professional activities that represent the outreach programs and engagement activities of the College and its faculty. Emphasis is placed upon organized activities where knowledge and teaching are combined, but programs and activities of a professional nature, or service to an outside agency or community may be included. For example, teaching in seminars offered by other divisions of the University, membership on publication review boards, committee memberships or the holding of office in professional societies, and consulting or advising extra-university groups in matters of
professional expertise are all appropriate, particularly as they relate to the College’s mission and values (Section 1).

Governance, professional service activities and programs can be beneficial to all faculty members. However, it is expected that greater emphasis will be placed on this area after a person has been granted tenure. Faculty members should be prepared to present evidence of the quality and/or impact of their service activities through such things as letters from committee Chairs, evidence of committee accomplishments, and other appropriate documentation.

Administrative Appointments:
It is also recognized that some faculty members may accept time consuming administrative appointments with the College or University. Faculty members with such combined academic/administrative appointments will need to reapportion their time commitments to teaching, research and service in ways that are consistent with the expectations established at the time the administrative appointment is accepted. The diversity of administrative appointments precludes the establishment of general expectations; however, evaluations of individuals in such positions must consider the trade-off between administrative duties, service, teaching assignments and scholarly expectations.

FACULTY REVIEW PROCESS:
All faculty members of the College of Business and Economics submit a Faculty Record annually to their Department Chair, except faculty members undergoing another review and Senior Instructors who are reviewed once per appointment period. The purpose of the review of the Faculty Activity Record by the faculty member and the Department Chair is to promote professional excellence and faculty development and to provide a basis for the evaluation of performance. Such evaluation forms the basis for recommendations regarding personnel actions. The procedures for the annual review differ depending upon the personnel action for which the faculty person is eligible.

Responsibilities/Requirements of Faculty:

1. Each faculty member shall complete the Faculty Activity Record document by the established deadlines.

2. Each faculty member not undergoing other review shall have a personal interview with the department chair in conjunction with the completion of the Faculty Activity Record, no later than the end of fall quarter.

3. Each faculty member shall maintain an updated dossier by keeping their information current in the CBE faculty information system so that it is available for review.

4. Each faculty member shall ensure that current information from the dossier is contained in the central CBE faculty information system.
5. As specified in the Collective Bargaining Agreement, all tenured faculty shall participate in a timely and complete manner in probationary reviews, promotion reviews, tenure reviews and post tenure reviews unless they are on leave. Tenured faculty on leave may, but are not required to, submit an individual written assessment on the dossier and vote. Probationary (i.e. non-tenured Tenure Track faculty) faculty may examine a dossier but will not vote or provide comments on the action under consideration.

Responsibilities/Requirements of Faculty:

1. The chair shall assume primary responsibility for the development and preparation of candidates for personnel actions.

2. Each department chair shall establish procedures to assure the timely and complete review of all eligible faculty under consideration for a personnel action. Chairs have the right and responsibility to refuse to accept incomplete or late files from faculty under review.

3. The chair shall forward to the Faculty Review Committee and the Dean the names of all tenured faculty who participated in the review, along with the names of all tenured faculty who did not participate, with the reason for their non-participation.

4. All personnel actions will originate with the department.

Review Categories and Procedures:

For all types of review it is the obligation of the candidate to make the case for the action reviewed. The case should be made in a letter to the reviewers highlighting the candidate’s achievements during the review period, carefully documented by reference to the candidate’s file. The contents of the file are described in the Collective Bargaining Agreement. The application dossier must include a representative set of student teaching evaluations (both numerical responses and written comments) for the reporting period. Specifically, a representative set of student teaching evaluations must be provided with respect to the courses taught during each year of the reporting period and with respect to the different courses taught:

- For each year of the reporting period, student course evaluations must be submitted for a majority of the courses taught. For example, if a faculty member has taught six course sections during a given year, then student course evaluations for at least four course sections for that year must be included in the dossier.

- For each specific course taught during the reporting period, student course evaluations must be submitted for a majority of the sections taught over the reporting period. For example, if a faculty member has taught eleven sections of a specific course over a five-year reporting period, then student course evaluations for at least six sections of the course must be included in the dossier. In the case of a stacked course, a “section of the course” is considered to include both the undergraduate and the graduate students. For a majority of such sections taught during the
reporting period, faculty must submit evaluations from all students in the section (both undergraduate and graduate).

For all types of review it is the obligation of the reviewers to carefully evaluate the candidate’s case, documenting their evaluations by reference to the candidate’s file.

In order that chairs have ample time to check the adequacy of the files and reviews, these files and reviews must be made available to the chairs in a timely fashion. Failure by faculty members to provide adequate and timely reviews should be documented in the faculty members’ files and used in evaluations of service contribution when they are in turn reviewed.

**Internal peer evaluation:** an evaluation from any faculty member employed at Western Washington University, whether in the candidate’s department or not.

**External evaluation:** an evaluation from a person at another university, or elsewhere outside of Western Washington University.

Internal peer evaluations are not subject to disclosure to the public. They remain available only to the chair, review committees, and others making the evaluation. After the review procedure is complete, the candidate may obtain access by submitting a written request to the dean of the college.

A. Evaluation of Probationary Tenure Track Faculty

1. **Procedures:**
   The procedures for the evaluation of probationary faculty are described in detail in the *Collective Bargaining Agreement*.

B. Promotion and Tenure Review

1. **Eligibility:**
   Tenure eligibility is discussed in detail in the *Collective Bargaining Agreement*.

2. **Procedures:**
   The procedures for tenure and promotion are described in detail in the *Collective Bargaining Agreement*. Departments in the College of Business and Economics may choose to hold a meeting of those faculty eligible to participate in the review to discuss the candidate.

   The procedures for promotion to the rank of professor are described in detail in the *Collective Bargaining Agreement*.

C. Post Tenure Review

1. **Procedures:**
   The procedures for post tenure review of faculty are described in detail in the *Collective Bargaining Agreement*. The College of Business and Economics has adopted a five---year
review period for faculty.

2. Additional Considerations:
For the faculty member undergoing Post Tenure Review to be considered as meeting department standards, the faculty member must be evaluated as meeting or exceeding department standards in all three areas of Teaching, Scholarly Activities, and Service (see Collective Bargaining Agreement).

The following table summarizes the articulation between the internal evaluation scale used in the CBE review forms and the scale described in the Collective Bargaining Agreement.

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<th>WWU Evaluation Scale</th>
<th>CBE Evaluation Scale</th>
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<tr>
<td>Demonstrates exemplary performance for this category of personnel action</td>
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<tr>
<td>Is well above current college/department standards for this category of personnel action</td>
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<td>Is marginally below current college/department standards for this category of personnel action</td>
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<tr>
<td>Is well below current college/department standards for this category of personnel action</td>
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If a faculty member receives an unsatisfactory review (does not meet department standards category above) in any area he or she will work with the chair or designee to address the deficiency. Progress will be assessed in the following year and a formal review will be conducted in the second year, in accord with the Collective Bargaining Agreement. A development plan shall be prepared in consultation with the relevant department Chair, the Dean and any other colleagues that may be deemed helpful. The plan will specify what remedial actions are to be taken and how they are to be evaluated. The College and the department shall make available reasonable resources to assist the faculty member to meet the requirements and make progress according to the development plan. Failure to achieve a satisfactory evaluation of teaching in the second year or to maintain academic or professional qualifications may result in action under the Collective Bargaining Agreement.
D. Evaluation of Non-Tenure-Track Faculty

1. Eligibility:
   Non-tenure-track faculty are all those faculty employed outside the structure of tenure. Titles are described in detail in Collective Bargaining Agreement.

2. Procedures:
   The procedures for the evaluation of non-tenure-track faculty are described in detail in the Collective Bargaining Agreement.

E. Promotion to Senior Instructor

1. Eligibility:
   Instructors with a minimum of five years’ experience of 0.5 FTE or more at WWU (see the Collective Bargaining Agreement).

F. Annual Faculty Activity Record and Review

1. Eligibility:
   All tenured faculty not scheduled for post-tenure review in that academic year.

2. Procedures:
   a. The annual interview with the department chair, together with the Faculty Activity Record and the complete dossier, shall be the basis of this review. The Faculty Activity Record and the complete dossier should be available to the Chair by the first Monday in October.
   b. The Chair shall complete the appropriate section of the Faculty Activity Record and give a copy to the faculty member as well as retaining a copy in the departmental office.
   c. Each Chair shall provide to the Dean an assessment of all faculty members following their annual review.
   d. The Dean shall evaluate Chairs in their administrative roles.

G. Department Chairs, Center, Program or Regional Director Evaluations

1. Procedures:
   Individuals holding administrative assignments will be evaluated for their faculty duties and/or their administrative duties using separate processes as outlined here:

   Faculty members who are Chairs or Directors will undergo post-tenure reviews with respect to teaching, scholarly activities and research. The dossier submitted will contain information that clarifies the expectations for administrative duties (established when the faculty member took the administrative appointment), as well as the teaching, research and service expectations. In the post-tenure review process, the teaching, scholarly, and service
achievements of the faculty member holding an administrative assignment will be assessed proportionally to the position appointment.

The Dean will evaluate the administrative performance of Chairs based upon input from the department faculty. The Dean will evaluate the administrative performance of directors with input from the faculty. The evaluation of administrative performance will occur during the second year of a term of office.

H. Special Merit Evaluation

1. Eligibility:
   When special merit money is available, all members of the College faculty who are eligible according to special merit procedures set at the University level shall be reviewed for salary increase based on merit. If no eligibility criteria are set at the University level, all tenured and tenure-track faculty will be eligible.

2. Procedures:
   a. The College will follow University procedures if such procedures are specified. If procedures are not specified at the University level, the College will follow the below procedure.
   b. Each department chair shall establish procedures to assure the timely and complete review of all eligible faculty. When appropriate, this review may be a part of A, B or C above.
   c. Each department chair will forward a list of recommended faculty to the Dean, together with the proposal regarding the size of the award and a brief statement of support for each recommendation made.
   d. The Dean shall evaluate the chairs for inclusion in the merit pool.
   e. The Dean will determine the final special merit salary recommendations in consultation with the chairs and Associate Deans consistent with the College standards and resource availability.

I. Grievance and Complaint Procedures
   Grievance and complaint procedures are described in detail in the Collective Bargaining Agreement.
J. Forms for Annual Activity Record and Faculty Evaluation

FACULTY ACTIVITY RECORD

Period covered: September ___ through August ______

Name _______________________________________________

Rank ________________________________________________

Department _________________________________________

Tenure Status _________________________________________

This record is for recording information concerning the current period only. Include attachments if space is insufficient.

Each faculty member should have an updated dossier on file in the departmental office. This dossier typically contains teaching evaluations, publications, working papers, and other materials that document performance during the current and past performance periods.

A. TEACHING

1. Classes Taught

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Qtr.</th>
<th>Title</th>
<th>Hrs.</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

   Fall

   Winter

   Spring

   Summer

2. Other Teaching/Teaching Innovations
   (seminars, directed study, new courses, classroom innovations)

B. SCHOLARLY ACTIVITY

1. Publications (indicate source, date, title, etc.)

2. Manuscripts Completed

3. Presentations

4. Other Scholarly Activity
   (journals/publisher pre-publication reviews, grant proposals)
C. SERVICE

1. Service to Profession

2. Service to University, College, and Department (committees, special projects, advising, student clubs)

3. Service to Community

PERSONAL GOALS STATEMENT

A. CAREER GOALS

1. Short Term:

2. Long Term:

B. ACADEMIC ACTIVITIES PLANNED FOR THE NEXT YEAR

C. CHAIRPERSON’S COMMENTS

________________________________________________________________________

Faculty Member Date

________________________________________________________________________

Chairperson Date
FACULTY EVALUATION FORM

College of Business and Economics
Western Washington University

This form is to be used for recording peer evaluations for personnel actions within the College of Business and Economics. Please refer to the current Faculty Handbook and CBE supplementary materials for information relative to qualifications for these actions.

Faculty Member's Name, Rank, and Department of appointment:

Evaluator's Name, Rank, and Tenure Status:

Period during which Evaluator has known the faculty member:

Period which this evaluation covers:

Date of this evaluation:

__________________________

PERSONNEL ACTION UNDER CONSIDERATION

_______  Tenure and Promotion to the rank of ____________________________

_______  Tenure only

_______  Promotion to the rank of ____________________________

_______  Annual (Probationary) Review

_______  Post Tenure Review (PTR)

__________________________

Instructions for Sections I, II, III, and IV

For Sections I, II, and III complete parts A, B and C of each by placing appropriate check marks in sections A and C and by providing supporting statements in section A and B. To be considered complete section “A” must include justifications. In Section V provide your summary judgment along with any additional comments you care to provide.

Internal peer evaluation: an evaluation from any faculty member employed at Western Washington University, whether in the candidate’s department or not.
**External evaluation:** an evaluation from a person at another university, or elsewhere outside of Western Washington University.

Internal peer evaluations are not subject to disclosure to the public. They remain available only to the chair, review committees, and others making the evaluation. After the review procedure is complete, the candidate may obtain access by submitting a written request to the dean of the college or library.
I. TEACHING:

A. The following critical dimensions of teaching have been provided to help you evaluate the performance of this faculty member. Please circle the value reflecting your perception of the faculty member’s level of achievement for each dimension where NE = no evidence or other basis for judgment, 1 = well below standard, 2 = marginally below standard, 3 = satisfies standard, 4 = well above standard, and 5 = exemplary. Below each scale, please describe the evidence you used as a basis for your judgment. Your “Overall” evaluation (Part “C”) is not expected to be a simple average of these ratings, but should integrate your professional judgment regarding the relative importance of each dimension. Please refer to Addendum 1 for a description of the critical dimensions.

1. Knowledge of the subject matter
   Basis for judgment: NE 1---------2--------3--------4-------- 5

2. Provision of an effective learning environment
   Basis for judgment: NE 1---------2--------3--------4-------- 5

3. Effectiveness in classroom presentations
   Basis for judgment: NE 1---------2--------3--------4-------- 5

4. Motivation of students
   Basis for judgment: NE 1---------2--------3--------4-------- 5

5. Preparation of students for future courses
   Basis for judgment: NE 1---------2--------3--------4-------- 5

6. Evaluation of student performance
   Basis for judgment: NE 1---------2--------3--------4-------- 5

7. Earns respect of students
   Basis for judgment: NE 1---------2--------3--------4-------- 5

8. Pedagogic and curricular innovation
   Basis for judgment: NE 1---------2--------3--------4-------- 5
B. Additional information and/or comments:

C. Overall, based on all my knowledge of this faculty member regarding teaching effectiveness, I judge that he/she:

- demonstrates exemplary performance for this category of personnel action.
- is well above current college/department standards for this category of personnel action.
- satisfies the current college/department standards for this category of personnel action.
- is marginally below the current college/department standards for this category of personnel action.
- is well below the current college/department standards for this category, and needs major improvement.
- I abstain or am unable to render a judgment regarding this faculty member and action.

II. RESEARCH/SCHOLARLY ACTIVITY:

A. The following categories of research and scholarly activity have been provided to help you evaluate the performance of this faculty member. These categories may be used to evaluate a faculty member’s progress toward tenure and promotion goals as well as a faculty member’s “maintenance of qualifications” for PTR purposes. Please circle the value reflecting your perception of the faculty member’s level of achievement for each dimension where NE = no evidence, 1 = well below standard, 2 = marginally below standard, 3 = satisfies standard, 4 = well above standard, and 5 = exemplary. Below each scale, please describe the evidence you used as a basis for your judgment. It is not expected that the faculty member will have contributions in all categories listed. Your “Overall” evaluation (Part “C”) is not expected to be a simple average of these ratings, but should integrate your professional judgment regarding the relative importance of each dimension. Please refer to Addenda 1 and 2 for descriptions of the categories and evaluation factors.

1. Learning and pedagogical research

- Quality
  - NE 1----------2---------3---------4-------5

- Quantity
  - NE 1----------2---------3---------4-------5

Basis for judgment:
2. Contributions to practice/applied research:

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<thead>
<tr>
<th></th>
<th>NE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
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</table>

*Basis for judgment:*

3. Discipline-based research:

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<tr>
<th></th>
<th>NE</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</table>

*Basis for judgment:*

B. Additional information and/or comments:

C. Overall, based on all my knowledge of this faculty member regarding research, publications, and other scholarly/creative activity, I judge that he/she:

——— demonstrates exemplary performance for this category of personnel action.

——— is well above current college/department standards for this category of personnel action.

——— satisfies the current college/department standards for this category of personnel action.

——— is marginally below the current college/department standards for this category of personnel action.

——— is well below the current college/department standards for this category, and needs major improvement.

——— I abstain or am unable to render a judgment regarding this faculty member and action.
III. SERVICE:

A. The following categories of service have been provided to help you evaluate the performance of this faculty member. Please circle the value reflecting your perception of the faculty member's level of achievement for each dimension where NE = no evidence, 1 = well below standard, 2 = marginally below standard, 3 = satisfies standard, 4 = well above standard, and 5 = exemplary. Below each scale, please describe the evidence you used as a basis for your judgment. It is not expected that the faculty member will necessarily have contributions in all categories listed below. Your “Overall” evaluation (Part “C”) is not expected to be a simple average of these ratings, but should integrate your professional judgment regarding the relative importance of each dimension.

1. Service to the department
   Basis for judgment:
   NE 1—2—3—4—5

2. Service to the college
   Basis for judgment:
   NE 1—2—3—4—5

3. Service to the university
   Basis for judgment:
   NE 1—2—3—4—5

4. Service to the profession
   Basis for judgment:
   NE 1—2—3—4—5

5. Professional service to the community
   Basis for judgment:
   NE 1—2—3—4—5

B. Additional information and/or comments:

C. Overall, based on all my knowledge of this faculty member regarding service effectiveness, I judge that he/she:

    _______ demonstrates exemplary performance for this category of personnel action.
    _______ is well above current college/department standards for this category of personnel action.
    _______ satisfies the current college/department standards for this category of personnel action.
    _______ is marginally below the current college/department standards for this category of personnel action.
is well below the current college/department standards for this category, and needs major improvement.

I abstain or am unable to render a judgment regarding this faculty member and action.

IV. SUMMARY RECOMMENDATION:

Please place a check in the appropriate area based on your evaluation of this faculty member.

A. RECOMMENDATION:

I recommend for the proposed action.

I recommend for ______________________ and against ______________________.

I recommend against the proposed action.

I wish to abstain for the reason stated below.

B. ADDITIONAL COMMENTS:

____________________________________    ______________________
Signature                        Date
Section X: APPENDIX

To achieve its mission, the college faculty must be prepared and productive educators. The necessary qualifications for appointment, retention, promotion, and the granting of tenure are those established in the WWU Faculty Handbook and Collective Bargaining Agreement, augmented by the College of Business and Economics Handbook. The accepted terminal degree for tenure track appointments in all departments shall be the appropriate doctorate.

Addendum 1: Explanation of the “Critical Dimensions of Teaching” and the “Categories of Scholarly Activity”

Critical Dimensions of Teaching

Faculty members whose teaching is judged to have satisfied the standard or higher should be judged to have satisfied the standard or higher in most of the critical dimensions. The following explains each of these critical dimensions of teaching in some detail. It is expected that these will be evaluated through a combination of:

A. Classroom observation
B. Course Materials, including
   1) Syllabi
   2) Texts and other assigned readings
C. Assignments
   1) Term projects
   2) Exams
D. Student evaluations including written comments, administered through the University Testing Center or the Department as appropriate. It is expected that such evaluations will be presented from not less than four classes per year, from each of the three years preceding any personnel action. These evaluations will reflect the spectrum of courses offered by the faculty person. It is recommended that faculty obtain evaluations in all classes.
E. Discussions with students.
1. Faculty member knowledge of subject matter
   Does the faculty member stay current in their knowledge of the subject matter taught in their courses? Evidence may come from sources A through D above as well as from research materials produced by the faculty member.

2. Effective learning environment
   This dimension looks at the appropriateness and quality of materials, course structure and organization, effective learning activities, and availability to students. Evidence may come from sources A through D above.

3. Effective classroom presentations
   This dimension looks at the communication skill, enthusiasm, and classroom charisma of the faculty member. Evidence may come from sources A through D above.

4. Motivation of students
   This dimension looks at the faculty member’s classroom rapport, enthusiasm, and the willingness of the students to work (put in that extra effort). Does the faculty member provide a good role model? Evidence may come from sources A through D above as well as class attendance, drop rates over the quarter, and other indications of student engagement in their education.

5. Preparation of students for future courses
   Can the students who have passed the faculty member’s class 1) recognize and solve problems, 2) think critically, 3) use sound judgment, and 4) communicate effectively, as may be expected for that level of class. Is the acquisition of knowledge relevant and appropriate? Evidence may come from sources A through D above as well as by observing the performance of the students in later courses (Do prerequisite courses prepare students for later courses?).

6. Evaluation of student performance
   Does the faculty member use appropriate standards for grading and evaluation? Is the evaluation fair to students? Is the grade distribution appropriate for the level of class and in line with departmental/college norms? Evidence may come from sources A through D above as well as a review of grading procedures and grade distributions.

7. Respect for and appreciation of faculty member by students
   This dimension looks at whether the faculty member is liked and respected by students and whether the faculty member represents the department/CBE/WWU well. Evidence may come from sources A, C, and D above.
8. **Evidence of pedagogic/curricular innovation**

Does the faculty member incorporate new developments into courses, use new teaching technologies, participate in curriculum development, develop new courses? Evidence may come from source B above as well as from knowledge of the faculty member’s departmental participation.

**Categories of Scholarly Activity**

All faculty members (full-time, part-time, visiting, etc.) are “expected to demonstrate accomplishments that satisfy the school’s expectations for currency in their field as implied by the school’s mission and values statement (Section I). Not every faculty member must contribute in each of the three following categories. The lists below serve as examples for guidance as to types of contributions:

1. **Learning and pedagogical research** can include a mix
   a. Journal articles on teaching innovations
   b. Major editorial responsibilities for pedagogical journals
   c. Presentations to education seminars or conventions
   d. Textbooks and chapters
   e. Teaching cases
   f. New learning materials
   g. New curricula development
   h. New course creation

2. **Contributions to practice/Applied research**
   a. Articles in practitioner journals
   b. Major editorial responsibilities for practitioner journals
   c. Reports from sponsored research on practice issues
   d. Presentations at practitioner seminars or conventions
   e. Executive education course creation
   f. Documented practice software

3. **Discipline-based scholarship**
   a. Journal articles on disciplinary research or theory
   b. Books, monographs, and chapters
   c. Major editorial responsibilities for academic journals
   d. Presentations at academic conferences and seminars
   e. Reports from sponsored research
Addendum 2: Accounting Department Addendum to Section VIII: Relationship with the Profession

The relationships that the Department of Accounting maintains with the accounting profession are important to faculty, students, and the institution. Faculty are encouraged to incorporate professional activities into their teaching, scholarship, and/or service. Examples of these are listed below:

Teaching:
  • Activities that incorporate current standards and techniques into the curriculum.
  • Inviting professionals to the classroom, where appropriate.

Scholarship:
  • Activities, such as Continuing Professional Education, that maintain the faculty member’s competence.
  • Presentations at meetings of professional organizations.
  • Publications in professional journals (preferably refereed).

Service:
  • Membership in professional organizations (e.g., AICPA, IMA)
  • Active participation in professional organizations
  • Participating in student/professional activities
  • Maintaining contacts with professionals and alumni
Promotion to associate and full professor are significant milestones in the career of an academic and consist of some of the most important decisions made by the department. As a result, the department carefully considers the candidate’s record and fairly applies the following standards whenever a candidate applies for promotion and tenure. This document outlines the department’s expectations for tenure and promotion from assistant professor to associate professor, promotion from associate professor to professor, and post-tenure review.

Promotion from Assistant Professor to Associate Professor

Scholarship

Successful applicants for tenure and promotion to associate professor will demonstrate a commitment to research that is substantial and sustainable.

Substantial achievement is most clearly demonstrated by peer-reviewed publications in economics journals. Journals outside of the economics discipline are also acceptable with sufficient evidence of economics content. Publications in non-peer-reviewed outlets, policy studies from respected sources, conference presentations, and externally funded grants, while not as substantial as peer-reviewed journal publications, may also contribute positively to the tenure case. Manuscripts that have been accepted for publication or actually published are necessary for promotion. Manuscripts that have been submitted will be considered as evidence of a research program that is sustainable and ongoing. Evidence of substantial achievement may include measures of journal quality, journal reviews, letters from editors, and descriptions of the impact of publications.

The department recognizes the value of coauthored scholarship. For each coauthored work, the applicant will provide information on the nature of their contribution to the project. This should include information on both the amount and type of work done by the applicant. Applicants are encouraged to provide supporting information in the form of a letter from coauthors corroborating the applicant’s assessment of their contribution.

In order to demonstrate research success in the environment at Western Washington University, probationary faculty will have peer-reviewed publications (or manuscripts accepted for publication and in press) that include research conducted as an Assistant Professor at Western Washington University. Peer reviewed research completed prior to hiring does count positively towards promotion and tenure, but will be discounted in proportion to the time since publication.

Multiple publications are normally required for tenure and promotion. The department recognizes a quality/quantity tradeoff in research. High quality publication(s) may substitute for quantity. However, quantity without quality is not sufficient.

Sustainable scholarship is best demonstrated through an ongoing research agenda that may include papers submitted to journals, working papers, conference presentations, grant applications or projects, or other evidence of ongoing research consistent with past scholarship.
In preparing the tenure and promotion file, the burden is on the probationary faculty member to make the case that the expectations with regards to substance and sustainability outlined above have been met or exceeded.

**Teaching**

The department regards high quality teaching as serious intellectual work that is grounded in a deep knowledge of the subject matter. The ability to convey that knowledge in clear and engaging ways is a hallmark of effective teaching. The department views teaching and research as complementary: effective teachers are engaged not only in disseminating knowledge to their students, but they are also producers of knowledge.

The conduct of classes is the main aspect of teaching that will be considered for promotion and tenure, but other aspects may include mentoring students, supervising student research, and other teaching-related activities outside of the classroom. The department also values pedagogical innovations and the development of curricula.

The successful applicant’s record will demonstrate effective teaching, as reflected by command of the subject matter, the ability to communicate effectively in the classroom, and a demonstrated commitment to student learning. Evidence of teaching effectiveness will include a statement of teaching philosophy, all student evaluations for classes taught during the review period, and samples of teaching materials including syllabi and assessment items such as exams, class projects, research paper assignments, etc. In the event that some of this information is unavailable, the candidate should explain the absence of this material.

Peer evaluation is an important component of assessing teaching effectiveness. In order to facilitate this, the candidate will notify department members of days and times available for classroom visits. The candidate will endeavor to provide ample notice to the department for these visits.

**Service**

Unless otherwise specified in the letter of offer, teaching and scholarship are generally weighted far more heavily than service in a tenure and promotion decision, but basic service is required for promotion and tenure. Basic service includes attendance and contribution to departmental meetings as well as advising students. Active and growing involvement in college and university governance is encouraged and is most commonly demonstrated by committee service at the departmental, college, or university level. Additionally, service may be demonstrated through participating in professional or community activities that bring credit to the department and university. Examples of such activities include refereeing research manuscripts, organizing conference sessions, speaking before public gatherings, or serving as members of external governance groups.
**Structure of the Dossier**

The dossier will include:
1. A curriculum vitae
2. Previous annual evaluations
3. A summary of the candidate’s research program and future agenda
4. Copies of all published research papers with evidence regarding their quality and, in the case of co-authors, a description of the candidate’s contribution to the paper
5. Copies of all research work in progress
6. A statement of teaching philosophy
7. All available course evaluations
8. Samples of syllabi, class projects, and assessment tools for each class
9. A statement describing service activities

In addition, the dossier may also include:
1. External letters of support
2. Supporting letters from co-authors describing the nature of the candidate’s contribution

**Promotion from Associate Professor to Professor**

The standard for promotion to professor in terms of quantity and quality of scholarship and service is higher than that required for promotion to associate professor. With respect to teaching, the candidate must continue to demonstrate effective teaching as required for promotion to associate professor. With regards to scholarship, the candidate will demonstrate a commitment to substantial and sustainable research that is typically evidenced by refereed journal articles or other equivalent original research products. With regards to teaching, the candidate will demonstrate effective teaching, as reflected by command of the subject matter, the ability to communicate effectively in the classroom, and a commitment to student learning. The service expectations for promotion to professor are more significant than those expected of candidates moving from assistant to associate professor. Active participation in activities relating to college and university governance such as committee work and administrative duties are expected of successful applicants for promotion to professor. Other service activities of value to the department are those that benefit the economics field in general, such as refereeing, conference organizing, and editorial work. The department also values service that draws upon the candidate’s academic skills that benefit society more generally.

**Post-Tenure Review**

Each tenured faculty member is to be reviewed every five years. In the event that a faculty member successfully applies for promotion to full professor, that review will also serve as a PTR and will restart the calendar for PTR. A post tenure review entails evaluation in the three areas of teaching, scholarship, and service. The standard for successful PTR for scholarship is to demonstrate a research agenda that is advancing. The standard for successful PTR for teaching is to demonstrate competence in the classroom and a dedication to student learning. The standard for successful PTR for service is to demonstrate continued engagement in departmental, collegiate, and university life. For faculty who voluntarily reduce their faculty appointment below 1 FTE or for faculty who are serving in part time administrative
appointments, the standards used for evaluation will be adjusted correspondingly. The department reaffirms the position in the Collective Bargaining Agreement that application of the department standards for the purposes of PTR is intended to provide flexibility in the relative emphasis of teaching, scholarship, and service across the career life cycle of an individual faculty member.

Approvals:
September 29, 2016: Economics Department
February 21, 2017: Scott Young, CBE Dean
May 18, 2017: Brent Carbajal, Provost