



COLLEGE OF BUSINESS AND ECONOMICS

HANDBOOK

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College of Business and Economics at Western Washington University

Section I: MISSION AND VALUES

Mission:

We are a student-centered community of scholars and professionals dedicated to providing students with the foundation necessary to have a lifelong positive impact on business and 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:

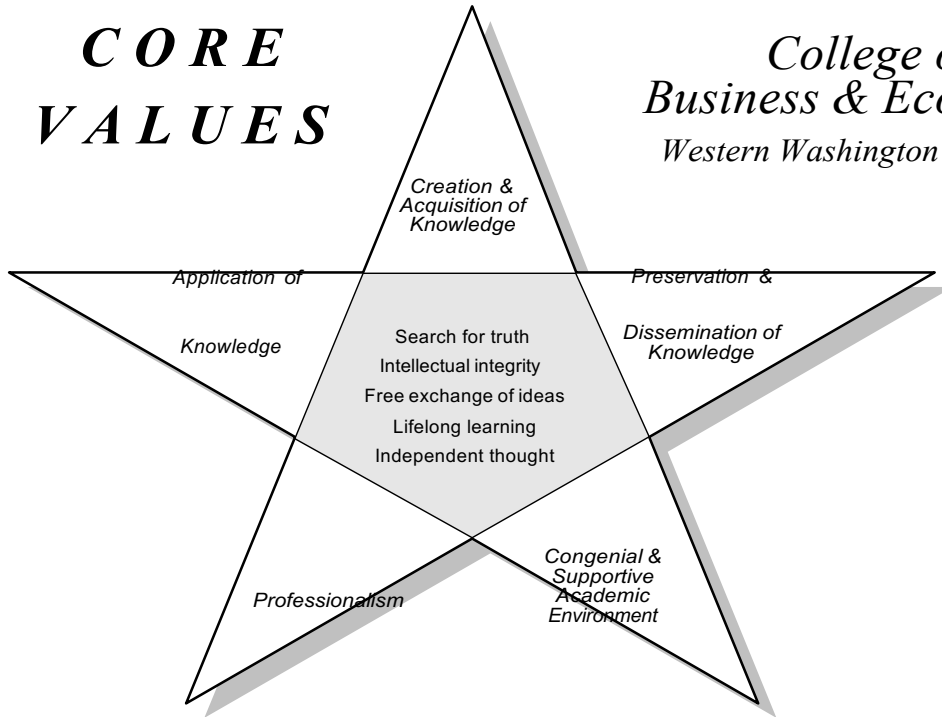
- Build upon Western's strengths to address critical needs in the State of Washington.
- Expand student access to rigorous and engaging baccalaureate and graduate education.
- Foster and promote life-long learning and success in an ever-changing world.
- Apply Western's expertise and collaborative approach 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

CORE VALUES

*College of
Business & Economics
Western Washington University*



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 (see Appendix, Addendum 4).

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 purpose of the CBE Faculty Travel Policy is to allocate limited travel resources in a way that promotes faculty research and development as efficiently as possible. This policy covers general travel funded by the UFWW faculty contract and by RSP monies allocated to the college for faculty travel. Other travel for recruitment, the college's various centers, accreditation, grant-funded travel, or university programs residing outside of CBE are not covered by this policy.

The goal of this policy is to encourage travel for professional development purposes. CBE has done an excellent job allocating travel funds in the past. It is FGC's intent to implement this policy only when forecasted travel requests significantly exceed the college travel budget. Absent a travel budget shortfall, FGC encourages faculty and chairs to continue with their current travel procedures.

In the event that forecasted travel requests exceed the travel budget; the college will approve travel using the general criteria that travel must be related to individual faculty development as a scholar or teacher. Department chairs are asked to forward only travel requests for approval that meet this criteria. Further criteria to be used when travel requests significantly exceed the travel budget, from most to least important, are:

1. Travel to a conference in order to present a research paper;
2. Travel for professional development directly related to a research project; a course currently offered; or a new course approved by the CBE Curriculum Committee;
3. Travel to a conference as a discussant, session chair, or conference officer.
4. Travel for individuals who have yet to travel in a fiscal year;
5. Travel for other professional development;
6. Total trip cost to CBE.

Implementation of this policy is done at the department chair level, overseen by the associate dean. Department chairs are expected to advise faculty members on the appropriateness of their travel requests, to inform faculty of the above criteria, and to deny travel to events that have a poor reputation or lack sufficient content with regards to faculty development opportunity. Department chairs will advise the associate dean on the merits of the faculty travel requests.

In cases where projected travel requests exceed the travel budget, the associate dean will approve or deny travel requests based upon the criteria outlined above and in consideration of the department chairs advice. The associate dean will provide the FGC with quarterly reports on CBE faculty travel and FGC will consult with the associate dean regarding the implementation of this policy when needed.

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. 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.

M. 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.

N. PARKS HALL COMPUTER LABS (PH 210A, 210B, 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.

O. 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.

P. EXPERIMENTAL ECONOMICS LAB (PH 220)

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

Q. 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.

R. 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.

S. 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

T. 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.

U. 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.

V. 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 their term as a fellow (term is for three years).

W. 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 their 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.wvu.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 [CIIA | Center for Instructional Innovation and Assessment](#)

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 professional 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 [University Policy & Procedures](#) with respect to these practices as stated here:

[POL U5400.18 – Faculty Policy on Consulting and Other Compensated Professional Activities](#)

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.

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:

- WWU Faculty Handbook (<https://policy.wvu.edu>),
- Washington State's Ethics in Public Service Act, Chapter 42.52 RCS, and
- FERPA guidelines and the policies with respect to responsible research (<https://policy.wvu.edu/POL-U4520.02-Addressing-Responsible-Conduct-of-Research.pdf>)

C. CHAIR SELECTION POLICY AND PROCEDURE

Chairs of academic departments in the College of Business and Economics are elected to a three-year* term 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 CBE Handbook.
8. The Dean shall announce the result of the process.

** A Chair's term may be set to period of less than three-years. A reduction in the Chair's term must be passed by a majority vote of the eligible faculty and before step 7.*

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 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 CBE 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, an FGC Representative*, Graduate Program Director (when needed) and Poulsbo Program Director (as needed).

**The FGC Representative may be excused when sensitive personnel matters are under discussion.*

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, that is consistent with AACSB accreditation standards. Responsibilities of the committee include (but not limited to): review and revise learning goals and objectives for all programs based on current AACSB standards, develop timely and appropriate assessment tools to assess students' competencies, communicate assessment results to relevant college units, and recommend curriculum and programmatic changes. 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 competency goals.

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 their designee. To ensure continuity of work performed by the committee, a member of the committee can be invited by the Dean to serve as co-chair of the committee. This co-chair position carries a renewable three-year term.

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

F. 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.

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. All additions, changes, or deletions to the undergraduate curriculum must be approved by the CBE Curriculum Committee before moving on to the university-level approval process. Through this 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.

The Committee also is responsible for maintaining data on the curricula of peer institutions. Peer institution data should be reviewed on a biannual data.

Membership and Meeting Practices

Curricular proposals can be proposed by any faculty member, department, or any standing committee of the College of Business and Economics. If a CBE department proposes a change that affects their own department, the CBE department must provide documented evidence that all eligible tenure and tenure-track faculty in that department have voted (or had the chance to vote) on whether or not they approve of the changes. The CBE department must approve the change by a majority vote in order for the proposal to move forward.

Additionally, if a CBE department proposes a change (the "proposing department") that affects another department (the "affected department"), discussion between the departments is encouraged. The proposing department must provide documentation of the response of all affected departments at one of two levels if the proposal is to be considered by the CBE Curriculum Committee.

- **Level One: Adding a Course offered by Another CBE Department**

If the proposing CBE department wants to **add** a course offered by the affected CBE department(s), the affected CBE department(s) must approve the change by a majority vote in order for the proposal to move forward. The proposing CBE department must provide documented evidence from the affected CBE department(s) that all eligible tenure and tenure-track faculty in the affected department have voted (or had the chance to vote) on whether or not they approve of the changes.

- **Level Two: All Other Proposals**

For all other proposals, including modifying a course, dropping a course, or adding a course outside of CBE, the proposing CBE department must provide evidence that the chair of the affected department(s) (both within CBE and outside CBE) has been notified and has responded that they have received the notification of the proposal. In case there is no acknowledgement from the affected department's chair after two weeks and two communication attempts by the proposing department, the proposal can move forward.

For affected departments (both within CBE and outside CBE), evidence of voting or notification and acknowledgement, as specified above, will be entered into the appropriate "Comments" box (under "Collegial Communication/Impact on Resources") in the Curriculog form by the Department Manager(s).

Once a proposal is eligible for consideration by the CBE Curriculum Committee, its approval or disapproval is determined by a majority vote of the committee. 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. By the second week of spring quarter, each department whose position is expiring at the end of the current year shall be notified of such by the Dean's office. The affected departments shall hold the necessary vote and inform the Dean's office of the results by the end of the sixth week of spring quarter. The Committee selects a chair at the beginning of each academic year. The co-chair of the Assurance of Learning Committee who is a faculty member, ex officio, will be invited to serve on the Curriculum Committee as a non-voting member. Meetings take place at 4:00 on Wednesdays as needed throughout the academic year; specific meeting dates are announced by the chair at least one week in advance. 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 ensure 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) Coordinate with WWU's Academic Technology and User Services (ATUS) and the Center for Instructional Innovation and Assessment (CIIA) to research and promote best practices for online teaching and use of technology in classrooms.
- 7) 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 with 2-year terms of service and no term limits for representatives. In some cases, a department may have multiple representatives when that department includes multiple and diverse academic subjects. The co-chair of the Assurance of Learning Committee who is a faculty member, ex officio, will be invited to serve on the MBA Program Committee as a non-voting member. 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. Representatives from the MBA Student Association will be invited to attend one meeting per quarter to provide feedback regarding the program or specific topics as needed. 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.

K. ACCESSIBILITY, EQUITY, INCLUSION, AND DIVERSITY (AEID) COMMITTEE

Charge/Responsibilities

In recognizing that there is a moral imperative for the CBE and the business community at large to become more equitable, inclusive, culturally competent, antiracist, socially just, and ultimately more diverse (see Appendix XX for definitions of these terms), the CBE AEID Committee aims to honor the lived experience of CBE's BIPOC (Black, Indigenous, and People of

Color) students and other stakeholders as well as those of any and all historically marginalized, oppressed, and underrepresented groups. The committee's role is to engage members of the CBE community in ongoing examination of the state of CBE's culture and shepherd the college through the process of making essential changes to any norms, policies, systems, structures, practices, and behaviors that result in inequity, exclusion, social injustices, and consequently a lack of diversity. More specifically, the committee shall:

- 1) Review CBE AEID-related deficiencies and opportunities, and implement trainings, events, and programs to strengthen CBE culture in these respects.
- 2) Provide consultation and expertise to CBE leadership and all other CBE community members regarding AEID, antiracist, and social justice implications of existing and proposed policies and practices within the College.
- 3) Research, develop, propose, and advocate for new AEID, antiracist, and social justice-oriented policies and initiatives within the CBE, including but not limited to those pertaining to:
 - the curriculum (e.g. content, pedagogy, research/internship experiences);
 - the attraction, hiring, and retention of diverse faculty, staff, student, volunteer (e.g., guest speakers, advisory board members), and other CBE stakeholder populations;
 - the fostering of related knowledge and skills in all members of the College.
- 4) Establish, revise, and regularly review metrics that capture our effectiveness as a college in creating a more equitable and inclusive culture.

AEID Committee Membership and Meeting Practices

The committee consists of CBE faculty (tenure track and non-tenure track) and staff members and three CBE students. All members are voting members. Each department shall have at least one faculty representative on the committee and the CBE staff shall have at least one representative; faculty and staff members shall self-nominate, and each constituent group may develop its own process for ensuring representation. Non-tenure-track faculty members shall be compensated as specified in the CBA, with either university-level funding or in consultation with the CBE Dean's Office, or a combination. AEID Committee work shall be recognized as a legitimate use of staff members' time. To ensure the centering of representative issues, the committee will seek out diverse perspectives through involvement of members of other CBE stakeholder groups and other groups on Western's campus.

The student members of the committee shall be two CBE Student Advocates (determined by the Student Advocates) and one CBE senator (determined by the CBE senators). There shall be five CBE student advocates who are CBE student employees hired and supervised by the committee for a term of one academic year. Meeting attendance counts toward their hours. Annual funding for CBE Student Advocates shall be provided by the CBE Dean's Office.

Committee members are not required to be experts in or experienced with AEID work, but they must be committed to the committee's charge, have an interest in AEID, cultural competence, antiracism, and/or social justice work, and also regularly pursue ongoing self-education and professional development with regard to AEID, cultural competency, antiracism, and/or social justice knowledge and competency. Members must also serve on at least one AEID

subcommittee. (Subcommittees will be formed or disbanded as needed at the discretion of the full committee.) The committee welcomes any and all members who accept and intend to meet these expectations.

The term of service for faculty and staff members is two years, with approximately half of the terms expiring each year. The term of service for students is one year. There are no term limits for any members.

Two of the committee's faculty or staff members shall chair the committee. A co-chair term is 2 years. For continuity, the committee will elect one co-chair each year such that there is one newly elected co-chair in a given year and one returning co-chair. There are no term limits for co-chairs.

The committee shall typically meet at least five times per quarter during the academic year. Meeting notes shall be taken and submitted to Policy Council for informational and record-keeping purposes.

L. STRATEGIC PLANNING COMMITTEE

Charge/Responsibilities

The purpose of the Strategic Planning Committee is to manage, monitor, and revise as necessary the CBE Strategic Plan. Members of the Strategic Planning Committee will review quarterly the progress towards achievement of strategic priorities and consider a complete revision every three years, beginning in 2025.

Membership and Meeting Practices:

The Strategic Planning Committee consists of the Dean, the Associate Dean of the College of Business and Economics, an elected faculty member from each department, an elected staff representative, one of the CBE Student Senators, a member of the AEDI Committee, and a representative of the graduate programs who may be either the Director of Graduate Programs or his/her designee. Three CBE Advisory Board members will serve ex officio.

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 College is necessary or desirable. The rules governing College votes are as follows:

1. Items eligible for College votes include issues under the purview of the Policy Council (outlined in Section VI A) and college-level academic programs not under the jurisdiction of a specific department.
2. The individuals eligible to participate in a College vote (tenured/tenure-track faculty, non-tenure track faculty, and CBE staff) vary depending on the issue being voted upon. Eligibility is specified below, with the intent of permitting groups to vote on matters that directly affect them. (In this section of the CBE Handbook, subsequent references to non-tenure track faculty pertain to individuals designated as senior instructors or those scheduled to teach at least three sections in the academic year, including summer, in which the College vote is occurring. Subsequent references to staff pertain to permanent non-student staff who work at least 0.5 FTE or higher at the time the vote is occurring.)
 - CBE faculty (tenured/tenure-track and non-tenure-track) and CBE staff may vote on the following:
 - CBE Handbook sections I, IV, VI (subsections A, H, I, K, L), and VII (except as noted below)
 - Any decisions brought to the College for a vote other than the CBE Handbook sections or other matters noted below
 - Only CBE faculty (tenured/tenure-track and non-tenure-track) may vote on the following:
 - CBE Handbook sections II, III, V (subsections A, B, and D), VI (subsections B, C, E, F, G, J), VIII
 - Revisions to section VII that change voting eligibility/rules pertaining to curricular or curriculum-related matters
 - Program/course curricular or curriculum-related matters, including modality
 - Only tenured/tenure-track CBE faculty may vote on the following:
 - CBE Handbook sections V (subsection C), VI (subsection D), IX, and X
 - Revisions to section VII that change voting eligibility/rules pertaining to tenure, promotion, and tenure-track faculty review matters
 - Tenure, promotion, and tenure-track faculty review matters
 - Any voting prohibitions specified in the United Faculty of Western Washington University (UFWW) Collective Bargaining Agreement (CBA) take precedence over voting eligibility described above.
 - The CBE dean and associate dean(s), Emeritus faculty, and all student employees are not eligible to vote on College matters.
3. Individuals who are on leave and who would otherwise be part of the group of eligible voters for a particular issue as outlined above will be given the option to participate in the decision-making process if they so choose (unless prohibited by their specific type of leave). Because those on leave are not expected to participate in university activities, by default, they will not be considered members of the eligible voting group during the time that they are on leave. However, at the time that the pertinent materials on a particular issue are sent to the group of eligible voters, those on leave who would otherwise be part of that eligible voting group will also receive the materials and will explicitly be given an opportunity to opt in to the decision-making process at that time. If an individual on leave would like to opt in as a member of the eligible voting group and participate in

the decision-making process, they will be given five full working days from the time the materials are sent out to notify the Dean's Office of this choice.

4. Because there are workload implications for the enfranchisement of non-tenure-track faculty, it is recommended that annual contracts for voting-eligible CBE non-tenure-track faculty members incorporate an additional four hours of compensation for this increased workload at a rate commensurate with other supplemental NTT compensation.

College Decision-Making Procedure

The following procedure reflects the College values of full and open discussion and the development of reasonable consensus where possible.

1. An eligible issue may be brought forward by a committee, a group, or an individual for a college-wide vote wither by bringing the proposal to:
 - a. the Policy Council
 - b. the Faculty Governance Committee (FGC), or
 - c. the Policy Council by petition.
2. In Case a or Case b, Policy Council or FGC, respectively, vote on whether to move the proposal forward for a college-wide review, discussion, and vote. Policy Council votes on whether to move the proposal forward using its usual voting procedures, while a vote of at least four of the five members is required for FGC to move the proposal forward. In Case c, any member of the eligible voting group (as outlined in Section VII of the CBE Handbook) may complete the CBE Petition for Calling a College Vote form below. (Instructions for doing so are included on the form). Such a petition is honored by Policy Council without debate, and the proposal is automatically moved forward. If a proposal is moved forward for a college-wide review, discussion, and vote through any of the three channels specified above, revisions made to the initial proposal during the following procedure do not need to be brought to Policy Council, FGC, or Policy Council by petition again.
3. If the proposal is moved forward through any of the three channels specified above, the Dean's Office sends the proposal to all voting members of the College for review and informal discussion and indicates the date and time at which an all-college meeting will be held to formally discuss the proposal.
4. After no less than five full working days of the proposal being sent to all voting members of the College, formal discussion of the proposal occurs at an all-college meeting, with all interested parties having equal opportunity to present their viewpoints.
5. After the all-college meeting, a comment period of no less than four full working days takes place. Feedback is collected by the proposing committee/group/individual. After this comment period, the proposing committee/group/individual may choose to address the concerns raised by the college members at the all-college meeting and during the comment period and submit a revised proposal. They may also decide to instead continue the process with the original proposal (i.e. move to a vote).
6. If a revised proposal is submitted, another comment period of no less than four full working days takes place, again resulting in a decision by the proposing committee/group/individual to continue the process with the revised proposal (i.e. move to a vote) or in a decision to further revise the proposal.
7. With each new revision, the Dean's Office sends the new revision to the eligible voting group and a review/comment period of no less than four full working days occurs. To aid in the review of each

revision, the proposing committee/group/individual will include a cover page that outlines the most recent changes to the document. Non-material corrections (such as to spelling or to grammar or changes that reflect revised CBA section numbers) that do not change the proposal in any substantive way do not require a review period.

8. Once the proposing committee/group/individual decides to move forward with a vote on a particular version of the proposal, a confidential college-wide vote takes place on the final version of the proposal.

The following additional rules apply for all-college votes:

- Prior to the opening of an all-college vote, the Dean's office shall send at least on email notification to all eligible voters to alert them to the voting period and deadline. The voting period for any CBE ballot vote shall include at least five full working days on which fall, winter, or spring quarter CBE classes are held.
- A simple majority of votes cast shall decide the issue as long as a quorum has participated in the vote. For the purposes of an all-college vote, a quorum is 40% of the eligible voters for the issue under consideration (outlined in Section VII of the CBE Handbook). If participation is less than the quorum of eligible voters, but the number of "yes" votes exceeds 50% or that quorum, the measure will pass. If it does not, the voting period will be extended by an additional five working days to allow for additional participation. Should neither voting participation reach quorum level nor the number of "yes" votes exceed 50% of quorum after five additional working days, the measure will not pass. A numerical example follows below for additional clarity. Following standard parliamentary procedure, abstentions constitute participation towards meeting a quorum but are not included as votes cast. Since an abstention is a decision by someone who is present when a vote is taken (part of the quorum) to not cast a vote (not part of the votes cast), in the context of online voting, an abstention occurs when someone participates by opening the ballot and chooses the "abstain" option on the ballot.
 - Example: Suppose there are 80 eligible voters for a particular issue. As long as 30 (80 x 40%) or more voters participate, a simple majority of the votes cast will determine the outcome. If fewer than 32 voters participate, but there are at least 17 (50% of the quorum + 1) "yes" votes, the measure will pass. If not, the voting period will be extended an additional five working days. If voter participation neither reaches 32 nor the number of "yes" votes reaches 17 after the extension of the voting period, the measure will not pass.
- All CBE Handbook changes (except non-material adjustments, such as to spelling or grammar or changes that reflect revised CBE section numbers) must be brought to the College for a vote via one of the three methods outlined in the procedure above.
- The results of a college vote supersede any prior Policy Council vote on the same issue.
- Proposers are expected to adhere to the required timelines indicated in the above procedure and should plan accordingly. The required timelines may be suspended only for emergency purposes when contract, accreditation, or other situations deemed as emergencies by Policy Council require it. While the timelines may be shortened for emergency purposes only, the procedure itself must be followed regardless.

CBE Petition for Calling a College Vote

This petition is one of multiple means by which members of the CBE may request an all-college vote on an issue (as per Section VII of the CBE 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 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 upon which a college vote would be called, 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

Supporting Signatures <i>(10 signatures are required, including the individual who initiates the petition; All those who sign must be part of the eligible CBE voters for the issue under consideration, as specified in Section VII of the CBE Handbook. Signing this petition indicates support for an all-college vote on the issue described in Part 1, but it does NOT indicate how those who sign will vote on the issue.)</i>	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.

Section VIII: CBE Faculty Qualification

For the purpose of maintaining AACSB accreditation only, the Dean's office shall form a periodic task force charged with the review and updating of college standards used to designate faculty into the AACSB categories of Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (PA), and Instructional Practitioner (IP). This task force shall consist of the dean, associate dean, and faculty representatives from each department in the college. The maintenance of these standards and the assignment of instructors into these categories is a normal part of AACSB reporting process, required for continued accreditation, that is the responsibility of the Dean's office. An individual faculty member's designation into one of these categories (or lack of designation) shall not be disclosed except as a necessary part of the AACSB reporting and reaccreditation process. Neither these standards nor the subsequent designation of a faculty member into one of these categories shall have any bearing on the faculty evaluation process, which is addressed separately in this CBE Handbook.

Section IX: CBE EVALUATION PLAN: PRINCIPLES USED FOR APPOINTMENT, PROMOTION, GRANTING OF TENURE AND CONTINUOUS EVALUATION OF FACULTY

To achieve its mission, the college faculty must be prepared and productive scholars and 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 CBE Handbook.

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. 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. Suggested sources of information for use in the evaluation process may be found in Section X of this CBE 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 books (published by a recognized press) 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.

Promotion to Professor: It is expected that the candidate's record will demonstrate a long-term, sustained, research effort with substantial contributions to 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.

[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:

College of Business and Economics follows the faculty review process outlined in Section 7 of the Collective Bargaining Agreement.

In addition, each faculty member shall ensure that current information from the dossier is contained in the central CBE faculty information system.

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*.

CBA Evaluation Scale	CBE Evaluation Scale
Exceeds Department Standards	Demonstrates exemplary performance for this category of personnel action.
	Is above current college/department standards for this category of personnel action.
Meets Department Standards	Satisfies the current college/department standards for this category of personnel action.
Does Not Meet Department Standards	Is marginally below current college/department standards for this category of personnel action.
	Is well below current college/department standards for this category, and needs major improvement.

FACULTY REVIEW FORM:

Please complete this peer evaluation for a personnel action within your department. Refer to the Faculty Review Process above for specific information on evaluation criteria.

Name of faculty member being evaluated: _____

Beginning date of evaluation period (mm/yyyy): _____

Evaluator's name: _____

Evaluator's rank:

Assistant professor _____

Associate professor _____

Professor _____

Personnel action under consideration (check all that apply)

Annual Probationary Review _____

Tenure Promotion to rank of Associate Professor _____

Promotion to rank of Professor _____

Post Tenure Review (PTR) _____

Teaching

	Not applicable	Well below standard	Marginally below standard	Satisfies standard	Well above standard	Exemplary
Knowledge of subject matter						
Provision of an effective learning environment						
Effectiveness in classroom presentations						
Evaluation of student performance						
Provides intellectual challenge						
Develops student enthusiasm for subject						

Teaching: basis for judgement (required):

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

demonstrates exemplary performance_____

is above current college/department standards _____

satisfies the current college/department standards _____

is marginally below the college/department standards _____

is well below the current college/department standards _____

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

Research/Scholarly Activity

The following three categories of research and scholarly activity have been provided to help you evaluate the faculty member's performance. It is not expected that the faculty member will have contributions in all categories. Please refer to the CBE Handbook Appendices 1 and 2 for descriptions of categories and evaluation factors.

	Not applicable	Well below standard	Marginally below standard	Satisfies standard	Well above standard	Exemplary
Discipline based research: quality						
Discipline based research: quantity						
Learning and pedagogical research: quality						
Learning and pedagogical research: quantity						
Contributions to practice: quality						
Contributions to practice: quantity						

Research: basis for judgement and additional comments (required)

Overall, based upon all my knowledge of this faculty member regarding research/scholarly activity, I judge that he/she/they:

demonstrates exemplary performance _____

is above current college/department standards _____

satisfies the current college/department standards _____

is marginally below the college/department standards _____

is well below the current college/department standards _____

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

Service

The following categories of service have been provided to help you evaluate the faculty member's performance. It is not expected that the faculty member will necessarily have contributions in all categories.

	Not applicable	Well below standard	Marginally below standard	Satisfies standard	Well above standard	Exemplary
Service to the department						
Service to the college						
Service to the university						
Service to the profession						
Service to the community						

Service: basis for judgement and additional comments (required)

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

demonstrates exemplary performance _____

is above current college/department standards _____

satisfies the current college/department standards _____

is marginally below the college/department standards _____

is well below the current college/department standards _____

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

Summary Recommendations:

I recommend the proposed action(s) _____

I recommend against the proposed action(s) _____

I recommend for tenure only _____

I recommend for promotion only _____

I wish to abstain for the reason stated below _____

Additional Comments:

SENIOR INSTRUCTOR MERIT REVIEW PROCESS:

Overview

Senior instructors will be evaluated for a merit award according to the duties outlined in their letter of offer and following the process outlined in the Collective Bargaining Agreement (CBA). In most cases the primary and only duty of a senior instructor is teaching. In some cases, however, a senior instructor's duties may involve research and/or service. Only duties included in the letter(s) of offer during the review period will be considered in the evaluation of merit.

Preparation of Dossier

Senior instructors will prepare a dossier of materials in support of their assigned duties. The dossier should include the salary-redacted letter(s) of offer (provided by the college), a statement of teaching philosophy, course materials (such as syllabi, assignments, term projects, quizzes, examinations, and any other relevant assessment materials), and student evaluations. If the letter(s) of offer specifies duties in the areas of service and/or research, the dossier should include a summary statement of activities in the relevant area along with any appropriate supporting documentation.

Review Committee

As provided for in the CBA, merit reviews will be conducted by a committee comprised of three Department faculty, one of whom may be a senior instructor. As noted in the CBA: "For those senior instructors teaching in multiple departments, the review will be conducted in the department where the majority of teaching occurred." (Section 8.1.4 of 2023-27 CBA).

Evaluation Components

Teaching: Teaching will be evaluated as being exemplary, above standard, satisfies standard, marginally below standard, or well below standard with respect to the following dimensions: knowledge of subject matter, provision of an effective learning environment, effectiveness in classroom presentation, evaluation of student performance, provides intellectual challenge, and develops enthusiasm for the subject. Addendum 1 in Section X of this CBE Handbook gives additional detail on these dimensions of teaching effectiveness.

Research: If included in one or more of the senior instructor's letters of offer during the review period, then research will be evaluated as being exemplary, above standard, satisfies standard, marginally below standard, or well below standard. Research could be discipline-based research, learning and pedagogical research, and/or contributions to practice as appropriate and as outlined in the letter(s) of offer. Addendum 1 in Section X of this CBE Handbook gives additional detail on these categories of scholarly activity.

Service: If included in one or more of the senior instructor's letters of offer during the review period, then service will be evaluated as being exemplary, above standard, satisfies standard, marginally below standard, or well below standard. Service could be to the department, college, university, profession, and/or community as appropriate and as outlined in the letter(s) of offer.

Criteria for Positive Recommendation for Merit

Scenario #1 – Work Responsibilities are 100% Teaching: In cases where a senior instructor's sole duty is teaching, achieving a rating of above standard or exemplary in two or more of the six dimensions of

teaching effectiveness, along with a rating of satisfies standard in the remaining dimensions, will be considered a positive vote for merit.

Scenario #2 – Work Responsibilities include Significant Research or Service: If the overall proportion of research or service work that a senior instructor has been contracted to do during the review period had been substantial – defined as 25% or more of the senior instructor’s workload during the review period – then an above standard or exemplary performance rating in the research or service area will be considered a positive recommendation for merit provided that the senior instructor is judged to, at a minimum, satisfy the standard in all other areas and dimensions under review.

Scenario #3 – Work Responsibilities include Limited Research or Service: If a senior instructor has been contracted to do research and/or service during the review period and the service and research components of a senior instructor’s overall workload are each below 25%, then the senior instructor will need to achieve a rating of above standard or exemplary in two or more of the six dimensions of teaching effectiveness provided that the senior instructor’s research and/or service (as outlined in the letter(s) of offer) is judged to, at a minimum, satisfy the standard for those categories.

Please complete this peer evaluation for the Senior Instructor merit review. Refer to the CBE Handbook for specific information on evaluation criteria.

Name of faculty member being evaluated: _____

Beginning date of evaluation period (mm/yyyy): _____

Evaluator's name: _____

Evaluator's rank:

Senior Instructor _____

Assistant Professor _____

Associate Professor _____

Professor _____

1. Teaching

	Well below standard	Marginally below standard	Satisfies standard	Above standard	Exemplary
Knowledge of subject matter					
Provision of an effective learning environment					
Effectiveness in presentation of class materials					
Evaluation of student performance					
Provides intellectual challenge					
Develops student enthusiasm for subject					

Teaching: basis for judgement (required):

2. Research/Scholarly Activity (review only if part of Senior Instructor's contracted duties)

Research can fall into three possible categories: discipline based research, learning and pedagogical research, and contributions to practice. It is not expected that the faculty member will have contributions in all categories. Please refer to the CBE Handbook Appendices 1 and 2 for descriptions of categories and evaluation factors. The research review for a Senior Instructor will only address the research area(s) specified in the letter(s) of offer for the review period.

Research: basis for judgement and additional comments (required)

Based upon all my knowledge of this faculty member regarding research/scholarly activity, I judge that he/she/they:

- demonstrates exemplary performance _____
- is above current college/department standards _____
- satisfies the current college/department standards _____
- is marginally below the college/department standards _____
- is well below the current college/department standards _____

3. Service (review only if part of Senior Instructor’s contracted duties)

Service can occur in a variety of areas such as service to the department, college, university, profession, and/or community. It is not expected that the faculty member will have contributions in all categories. The service review for a Senior Instructor will address the service area(s) specified in the letter(s) of offer for the review period.

Service: basis for judgement and additional comments (required)

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

- demonstrates exemplary performance _____
- is above current college/department standards _____
- satisfies the current college/department standards _____
- is marginally below the college/department standards _____
- is well below the current college/department standards _____

Section X: APPENDIX

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

Critical Dimensions of Teaching

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 faculty obtain evaluations in all sections of all courses.
- E. Discussions with students.

1. Faculty member of knowledge of subject matter

Faculty members are expected to stay current in their knowledge of the subject matter taught in their courses. Evidence may come from sources A through E above as well as scholarly activities including research, consulting, and engagement with business and professional organizations.

2. Provision of an effective learning environment

This dimension looks at the clarity of course goals, appropriateness and quality of materials, course structure and organization, effectiveness of learning activities, awareness of student comprehension, availability to students, prompt response to homework/tests and curricular and/or pedagogic innovations. Evidence may come from sources A through E above as well as other evidence provided in the faculty member’s dossier.

3. Effectiveness in classroom presentations

This dimension looks at the instructor’s communication skills, enthusiasm, effective use of class time, starting class on time, answers to student questions, and use of examples. Evidence may come from sources A through E above.

4. Evaluation of student performance

Faculty members are expected to use fair and appropriate standards for grading and evaluation. Course grade distributions are expected to be appropriate for the level and type of course and in line with departmental/college norms. Evidence may come from sources A through E above as well as a review of grading procedures and grade distributions.

5. Provisions of intellectual challenge

Courses should provide students with relevant knowledge and appropriate intellectual challenge for the level and type of course. Evidence may come from sources A through E above.

6. Development of student enthusiasm for subject and satisfaction with course

This dimension looks at the faculty member's ability to create enthusiasm for the subject and achieve student satisfaction with the course overall. Evidence may come from sources A through E above.

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. Discipline-based research

- 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

2. Learning and pedagogical research

- 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

3. 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
- g. Knowledge dissemination through social and other media

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

Addendum 3: Economics Department Standards for Faculty Evaluation (09/29/2016)

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.

Addendum 4: Modified Teaching Schedule

This policy's purpose is to provide guidelines in advancing modified teaching schedules for CBE tenured/tenure-track faculty while remaining cognizant of resource constraints, the faculty's responsibilities for research and service, and fairness to all faculty to pursue a modified teaching schedule.

It is generally understood that a fulltime CBE tenured/tenure-track faculty member teaches six sections during the regular academic year and two sections during any one quarter.

Nonetheless, tenured/tenure-track faculty are allowed to teach a *modified teaching schedule (MTS)*, which is a teaching schedule other than the *traditional teaching schedule* of 2-2-2. Course buyouts are included in the definition of a *MTS*.

A *MTS* is generally negotiated among the faculty applicant and their department chair. In such negotiations the following items will be considered:

1. In no circumstance may a faculty member teach more than four in-load sections in a quarter.
2. The faculty member's research and service responsibilities and requirements are not reduced from a *MTS* unless those responsibilities are "bought-out".
3. A course buy-out reduces the faculty member's salary at 1/12th of their annual salary.
 - a. If a faculty member buys out two courses in a quarter, consideration must be given to the faculty member's ability to meet their research and service responsibilities. If the faculty member's research and service responsibilities are negatively affected, then leave without pay may be more appropriate.
4. A department vote for on a *MTS* request may be desired when the department faculty are negatively affected.
5. If more than one faculty member requests a *MTS* and the multiple requests cannot be honored, the decision of who receives the *MTS* should consider the impacts on faculty member's research or teaching, the department, and the college. All other impacts being equal, the faculty applicant who has not had the most recent *MTS* will be given preference.
6. A faculty applicant for a *MTS* should provide their department chair a written request along with their justification by January 31 of the AY preceding the affected AY. If a *MTS* involves a faculty member being away from campus, the request shall include an explanation of how the faculty member will continue to meet their service and research expectations during the *MTS*.
7. When a faculty member believes the *MTS* policy has not been followed and they have been negatively or unfairly affected, the faculty shall submit their position to the FGC who shall forward it to the Dean for a final determination.
8. All laws and policies of the state, university, and college, including the Collective Bargaining Agreement, shall be followed.

Approvals:

September 29, 2016: Economics Department

February 21, 2017: Scott Young, CBE Dean

May 18, 2017: Brent Carbajal, Provost