

**The Department of Urban
Planning, Public and Health
Administration**

**A Unit of the College of Business and
Public Administration
Eastern Washington University**

**DEPARTMENTAL
PLAN**

March 22, 2002

General Departmental Structure

The Urban Planning, Public and Health Administration Department is comprised of a loose affiliation of three separate program areas offering separate curricula for degree programs. Each program area—Urban and Regional Planning, Public Administration, and Health Services Administration, has autonomy with regard to curriculum, budget, and decisions regarding individual programs. Scheduling is done by each program in coordination with the Department Chair. The three programs work closely together to expand cross-listings, new curricula and classes. Urban Planning and Health Services Administration coordinate recruitment at the undergraduate level, and all three programs engage in graduate program recruitment. In addition, the Department houses a number of programs funded by grants and special projects, which include: The Northwest Tribal and Alaska TTAP program, Urban & Regional Planning, the Pathways to Progress Mainstreet Program (Urban & Regional Planning), The East Central Neighborhood Project (Urban & Regional Planning), the Rural Scenic Byways Program (Urban & Regional Planning) and other research and community service initiatives. Key personnel and contacts are listed below:

Administrative Structure and Staffing

Chair of Urban Planning, Public and Health Administration Undergraduate Student Advisor Dr. Fred Hurand	fhurand@ewu.edu	358-2229
Director of the Graduate Program in Public Administration Dr. Larry Luton	lluton@ewu.edu	358-2247
Urban Planning Graduate Student Advisor Professor William Kelley	wkelly@ewu.edu	358-2226
Director, Northwest Tribal Local Technical Assistance Program Richard Rolland	rrolland@ewu.edu	359-6828
Director, Pathways to Progress Charles Dotson	CharlesDotson48@msn.com	358-5818
Secretary of Urban Planning, Masters in Public Administration and Health Services Administration Rose Morgan	rmorgan@ewu.edu	358-2230

Relation to the College Plan and Official University Policies, Procedures, and Agreements.

This Department Plan recognizes the Mission of the University, and related statements of purpose, as the guide for our University, and for all activities within the University. Furthermore, all faculty directly participated in the development of our College Mission, and in the development, review, and approval of our College Plan for the College of Business and Public Administration.

The Department Plan incorporates and expands upon the College of Business and Public Administration Plan (College Plan), and incorporates and builds upon the Collective Bargaining Agreement (CBA) between Eastern Washington University's Board of Trustees and the United Faculty of Eastern. No portion of this Department Plan shall be interpreted to be inconsistent with the CBA, the College Plan, the University's mission or the University's Policies and Procedures.

All faculty and staff of the Department of Urban Planning, Public and Health Administration, will be provided with a copy of this plan, and the Department Chair, and each Program Director, will keep a copy of this plan in their respective offices. This Plan, when adopted or amended by a majority vote of the full-time faculty within the Department, will supersede any prior Department Plan from the effective date of adoption onward.

The EWU Mission Statement

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

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

Eastern's philosophy remains guided by the conviction that the study of the liberal arts and the sciences provides the academic foundation of an educated citizenry; therefore, the Cheney campus offers students a full range of traditional courses, programs, and activities. Building upon this foundation, Eastern Washington University's degree programs prepare students for full participation in our growing and changing regional and national economies.

Eastern Washington University devotes itself to nurturing honest, engaged and critical minds on both its Cheney and Spokane campuses. Through professional programs and internships, offered in partnership with business, K-12 schools, industry, health-care providers, social services and

the performing arts community, Eastern's students enhance their talents, training, and practical experience. As a partner in the Spokane Intercollegiate Research and Technology Institute and through major involvement at the Riverpoint campus of the Joint Center for Higher Education, Eastern offers students unique opportunities through collaborative education.

College Mission

The CBPA educates individuals in both Cheney and Spokane for professional and administrative careers in the business and public sectors. To achieve this mission, the college's professionally active faculty are committed to an education that is: student centered; relevant and applied; technologically proficient; collaborative and cross-disciplinary; regionally oriented; ethically grounded; and nationally accredited.

The Urban Planning, Public and Health Administration Department Mission Statement

The Mission of the Urban Planning, Public and Health Administration Department is to facilitate and promote a student centered learning environment where students can prepare for professional education with a focus on ethical and value based problem solving and service to communities through integrated cross-disciplinary education.

To achieve this mission, the department will:

- Seek to create and maintain professionally accredited programs;
- Engage students in collaborative and cross-disciplinary perspectives;
- Support faculty to maintain high levels of active participation in the university, their profession and the community;
- Seek to develop technically proficient citizens who are also broadly educated and can contribute to collaborative decision-making.

Departmental Participation

Faculty. Faculty members within the Department and those eligible to vote on curricular issues include:

- All full-time faculty who fill tenure track positions within the disciplines of the Department;
- All term faculty who are teaching on a full-time basis within the Department.

Adjunct Faculty (Non-voting Faculty Members). Adjunct Faculty include:

- Those members of the university faculty from other programs or disciplines who teach for the Department or have cross-listed classes;
- Part-time instructors;
- Faculty/staff whose primary responsibility is program or research, but who are also Involved in teaching.

Staff. Those persons hired to serve the department/programs, or to support grants and research.

Emeritus Status. Faculty members within the Department who have worked for the Department at least eight years are eligible for emeritus status upon retirement from the University. Emeritus status shall be conferred by majority vote of the Department Faculty.

Graduate Faculty All department faculty are expected to teach graduate courses and must meet requirements of the graduate college.

Terminal degrees. Although professional degrees (MPA, MURP, MPH) are considered terminal degrees for professional practice, faculty will generally be expected to have a Ph.D., JD or Doctoral level degree. Special consideration for practicing professional appointments may be made to take advantage of candidates with extensive professional experience.

Participation. Faculty, Adjunct Faculty, Non-voting Faculty Members, Staff and representative students, are encouraged to participate fully in Departmental Meetings, and take part in deliberations and decisions. Voting on all matters related to curriculum and programs are limited to Faculty, as defined above.

Faculty Meetings. The Department Faculty will meet regularly throughout the academic year, generally once a month, and no less than once per quarter. All Department Faculty Meetings will be scheduled in advance as much as possible, and notice of regular Departmental Meetings will normally be provided electronically to all faculty one week in advance of the meeting. Special Meetings may be scheduled to address critical issues where a one week notice is not provided. Decisions at such meetings will be sent to all faculty electronically, and faculty will have the opportunity to request reconsideration of any issue by providing electronic comment to all faculty.

Department secretarial staff will take minutes of the meetings, and after review by the chair, minutes will be submitted to Faculty and Staff for approval. These minutes shall be retained in a Department File.

Administration of the Department.

Department Chair Election

Election of the Department Chair will be conducted by the Dean in accordance with College Policy at the expiration of the chair's term or upon the chair's resignation. The Collective Bargaining Agreement (CBA) requires that the chair be a tenured faculty member. All faculty members within the Department are eligible to vote in the election for Chair.

Role of the Chair

The department chair is the chief administrative officer of the academic department and reports administratively to the dean of the college. The chair reports to, and is informed and advised by,

the collective expertise of department faculty. The chair is expected to provide effective leadership and management in the operation of the department within college and university policies and goals. The chair is also expected to provide leadership to the department focused on achieving excellence in instruction and scholarship, as well as equity, and due process in department decision-making.

The responsibilities of the Chair of the Department of Urban Planning, Public and Health Administration also include those listed in the “guidelines for Chair” listed in Appendix A and Appendix B.

Academic Program Directors

Because of the diversity of programs within the Department, and the unique disciplinary and professional requirements for curricula, the administration of program areas will be generally autonomous within the Department. Each program area: planning, public administration, health services administration, will maintain full autonomy and control of curricula, program requirements and offerings, and will have separate budgetary control. There will be a director of each program area elected by the faculty who serve in that area, who shall be responsible for the academic control and budget of that program area. The Department Chair should be one of the Academic Program Directors, who is elected for a three year term. The Academic Program Directors who are not chairs shall maintain close relations and exchange information with the Department Chair, and shall meet regularly. Support for these additional program responsibilities is recognized and through distribution of departmental administrative resources related to program responsibilities

Academic program directors and the department chair are responsible for budget management and reporting.

Non-Academic Programs

Grants, research projects, centers and institutes are defined within contracts or policies of the university, and may include staff/faculty appointments and special responsibilities for faculty and staff, including project/program directors.

Strategic Planning for Programs

Each program shall develop and regularly update a strategic plan which identifies short and long term goals along with the establishment of common goals for the department across programs, which will be reviewed annually by the academic program directors and department chair.

Committees

All faculty of the Department will be expected to serve on one College Committee. In some cases, service on University Committees or related service can be substituted for this requirement with the approval of the program director and chair.

Departmental Personnel Committee

The DPC will be comprised of a minimum of three members responsible for making timely decisions in accordance with University Policy on all personnel matters brought before them pursuant to the CBA, the College Plan, and the Department Plan. Recommendations for promotion and tenure made by the DPC will be forwarded to the chair for the chair's recommendation. The recommendations of both the DPC and the chair will then be forwarded to the Dean, and if necessary, to the College Personnel Committee for their action.

Faculty members will receive timely copies of all DPC actions concerning them. If a faculty member is dissatisfied with the decision(s) of the DPC on any matter, the faculty member may ask for reconsideration of the matter and point out any information that he or she considers relevant. Requests for reconsideration must be made in writing within 15 days of receiving the written decision or other decision of the DPC.

Discipline

All departmental Chairs within the University have been delegated a wide range of disciplinary authority to be used in consultation with their Dean. Disciplinary issues are encouraged to be worked out between the chair and faculty member informally if possible. Except in unusual cases, the Department Chair will use progressive discipline measures by first issuing a verbal warning. If the verbal warning is not heeded, a written warning may be issued. Transgressions after a written warning will usually receive a written reprimand, or in serious cases, an immediate reprimand or other appropriate sanction, with the consent of the Dean.

Teaching and Performance Assessment for the Department of Urban Planning, Public and Health Administration

(This section was developed by the Teaching and Learning Committee, through the participation of Departmental Faculty London, Roberts, and Winchell, and was supported by research materials from Dr. Weigand and the Teaching and Learning Committee).

It is the intent of the Department to offer the highest quality of professional instruction to students, and to have faculty continually assess their performance to increase teaching effectiveness and professional development in accordance with Faculty Activity Plans. These Plans will be developed in conjunction with Faculty Teaching Portfolio's which will focus on detailed assessment, including faculty goals and efforts in class, combined with student assessment of each class. Faculty will develop a Teaching Portfolio, and maintain it through regular updates and reviews with a major review every three years. Faculty performance will be assessed in an annual meeting with program directors and/or the Department Chair, and undergo a formal review by the chair every three years. Teaching Portfolios will be maintained by the Department Chair.

Teaching Effectiveness.

The priority for all faculty is effective teaching, and efforts to continually improve our effectiveness in the classroom. The eight habits of effective teaching (Appendix C), describe the basis of measures and suggested documentation to be included in Teaching Portfolios to measure Effectiveness in Teaching. Appendix D provides guidelines and lists of materials which may be submitted.

Portfolio Assessment

The "Format for Submission of Materials for Tenure/Promotion Consideration document the areas which form the basis of assessment for promotion and tenure within the Department. These are:

- Academic Preparation
- Experience
- Personal Goals
- Academic Preparation and Experience
- Teaching Effectiveness
- Research and Scholarly Work
- Service: Department, University, Community
- Curriculum VITA
- Appendices

Each faculty will develop documentation in these areas, and shall be responsible for progress and successful completion of requirements in the areas of teaching effectiveness, research and

scholarly activities, and university, professional and community service, as identified in the Faculty Activity Plan.

Use of the Teaching Portfolio allows the use of student evaluations in a context of overall class objectives and development. Student evaluations will be carried out for each class following the College Policy for Conducting Student Evaluations, and the results will be used by the faculty as part of the Teaching Effectiveness Portfolio. Department student evaluation forms will follow the general form developed by the MPA program, subject to some change by programs. Evaluation forms for each program are attached, and offer detailed assessment of class and teaching effectiveness.

Policy for Promotion and Tenure

Candidates for Promotions and Tenure shall be assessed based upon their Faculty Activities Plan, along with Department, College, University, and related agreements and contracts. Each faculty shall be notified by the Department Chair of their eligibility for promotion and tenure, generally in the Fall, and shall prepare a packet of materials which can include the Portfolio listed above, but must also include the following for review within the Department and College:

- A copy of their Faculty Activity Plan;
- Description of Academic Preparation and Experience;
- Description of Teaching Effectiveness;
- Description of Scholarly Activities and Copies of Scholarly Work;
- Description of Service to the University, Professions, and Community;
- An updated Curriculum VITA;
- Other Documentation.

Promotion and tenure decisions will be based upon the faculty member's performance in meeting the requirements and accomplishments of the Faculty Activities Plan, along with all other requirements of the Department, College, University, and contract. Minimum performance levels and meritorious levels for Department Faculty are framed under Appendix D, Performance and Appraisal System, and to be defined within each Faculty Activity Plan. Guidelines for Promotion and Tenure Criteria are established within the College Plan. Promotion and Tenure materials will be reviewed by the Department Personnel Committee, which shall recommend action to the Program Director and Department Chair. The Chair shall make the recommendation to the Dean of the College.

Policy for Merit Consideration

In the Department, "Meritorious Performance" is defined as performance exceeding the minimum requirements in one or more of the separate areas of Teaching Effectiveness, Scholarly Activity, and University and Community Service. Assessment of Merit will be determined within each program area—urban & regional planning, public administration, health services administration, and submitted to the Department Chair.

Policy for Instructor/Course Evaluation

The evaluation of all courses shall be completed in conformance with College and University Policy. The Graduate Program in Public Administration established an excellent course evaluation form as part of an “Evaluation” seminar directed by Dr. Luton. This evaluation form, with minor modifications has been adopted by urban planning. The evaluation forms for each program are listed in Appendix E, F, and G. Movement toward a more standardized College or University form is anticipated, but with efforts to maintain the strengths of the current GPPA model.

Faculty Activity Plans

All term and tenure track faculty will develop faculty activity plans during their first quarter in the department in conjunction with their academic program director to be submitted for review and approval by the department personnel committee, the department chair and the dean. All faculty will develop a teaching portfolio and prepare an annual update of accomplishments to determine meeting minimal accomplishments and meritorious achievement. Complete reviews of accomplishments will be made with the academic program director and department chair on an annual basis.

Faculty Accessibility to Students

All faculty will submit office hours and class schedules by the end of the first week of each quarter to the academic program director, chair, and dean. All faculty will be available to students on a regular basis and maintain regular office hours as defined by the College Plan, CBA, and University policy.

Student Advisement & Career Development

Each program will establish guidelines for scheduling coursework and an advising plan for all degree and certificate programs to assist student planning and provide direct support to students to promote student academic success, efficient scheduling of coursework, and professional and career development, utilizing program, department, college and university resources, and linkages with professional associations. All term and tenure track faculty will advise student according to established program guidelines and needs.

Faculty Recruitment

Academic program directors and the department chair will regularly assess staffing needs and establish recruitment strategies for new positions working with the department chair. Adjunct faculty selection will be determined within each program.

Curriculum Development

Curricular changes and development will be carried out by the academic program director or department chair and reviewed by the department chair and dean guided by professional accreditation standards.

Assessment Plan

Each program will develop five year goals for program assessment, which emphasize class size, student enrollment, degree completion, and career success. Each program will seek to track career success and maintain contact information for alumni. Review of course evaluation and faculty activities will also be reported in an annual program/department assessment report.

Policy for Faculty Development

All faculty are required to provide updated activities reports, which include annual updates of classes taught the previous year, teaching effectiveness, scholarly activity and university and community service in the Fall of each academic year. All faculty shall be encouraged to advance research and scholarship through participation in academic conferences and activities, and shall be provided support as defined in the CBA, the College Plan, the University's Mission and Policies & Procedures, in accordance with each Faculty Activity Plan. Additional resources will be made available where possible in support of faculty development, and faculty are encouraged to take advantage of university, college and outside resources including faculty research grants.

Release Time

All faculty are eligible for release time and reduction of teaching load to reward scholarship and grant/research activities following guidelines established in the College Plan guidelines. Further reduction of load using outside resources is encouraged where appropriate and is subject to review of the program director & department chair.

Expectations for Promotion from Assistant to Associate, with Tenure.

The major guide for evaluation of individual faculty accomplishments and expectations for promotion shall be established within the individual's Faculty Activity Plan. In addition, the following general guidelines will apply.

Intellectual Contribution Expectation

The DUPPHA requires that to be eligible for promotion from Assistant to Associate Professor with tenure, faculty must achieve a minimum level of intellectual contribution to their field. This is considered to be the publication of five refereed journal articles or their equivalent, with a minimum of one refereed article. Equivalencies include publication of books, book chapters, grants, monographs, community service projects, and associated publication scholarship, and are listed in Appendix _. The candidate for promotion should be the lead author or receive proportional points ranking equivalent to his participation.

Teaching and Service Expectations

Candidates for promotion must document their teaching effectiveness via a portfolio that clearly demonstrates fulfillment of their faculty activity plan, and documents effective teaching. Candidates must also document service expectations, as outlined in their Faculty Activity Plans.

Expectations for Promotion from Associate to Full Professor with Tenure

The DUPPHA requires that faculty eligible for promotion from associate to full professor demonstrate that they have maintained a high level of intellectual contributions with the publication of three journal articles or their equivalents, and be the lead author in at least one of those articles.

Appendix A

Duties of the Department Chair

Final Version October 2000: Approved by President's Cabinet November 2000

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

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

The Role of the Department Chair

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

Specifically, the department chair is expected to perform, in an effective manner, the following duties:

Leadership

1. Identify and lead the department in accomplishing department, college, and university goals
2. Represent the department to the college, the university and the community
3. Represent the college and the university to the department
4. Foster innovative teaching methods and curriculum development leading to improved student learning
5. Develop and implement processes to encourage and support scholarship and research

6. Support faculty, staff, and students in their responsibilities and professional development; encouraging initiative, innovation, and collegiality
7. Administer university policies and procedures including the Collective Bargaining Agreement. Administration includes the exercise of delegated university disciplinary authority and participation in the grievance process.
8. Support fund-raising and development efforts of the college and university
9. Establish and maintain positive, professional relationships with external constituency groups.

Communication and Inter-Intra Personal Skills

- Be accessible to the administration, faculty, staff, and students for timely fulfillment of the chair's duties.
- Establish positive, collegial working relations with all elements of the university
- Facilitate open communication within the university
- Improve alumni relationships by maintaining continuing relationships with students who have left the university

Fiscal Management

- Manage all departmental budgetary matters including budget requests, salary enhancements, supply and equipment dollar allocations, expenditures, budget planning, as well as those budget responsibilities associated with grants and contracts within the department
- Manage departmental inventory and equipment. This responsibility includes periodically informing the dean as to the quality, adequacy, maintenance, repair and replacement needs relating to departmental equipment.

Program Management

10. Manage faculty workload in accord with department, college and university policy and goals. This responsibility includes making student advising assignments and instructional assignments of faculty, and the scheduling of academic year and summer offerings of the department consistent with a student-centered university.
11. Develop and implement student recruitment, and retention programs for the department. This would include programs such as methods of detecting early warning signs of academic difficulties, adequate, student-oriented advising availability; programs for contacting "stop-outs" or potential stop or drop outs; creating opportunities for faculty-student contact outside of the classroom through student organizations, speakers, or social events; cooperating with

career planning staff; and follow-up with alumni regarding placement or graduate school concerns

12. Oversee the development and execution of departmental programs and curricula
13. Respond to requests for information from the college, the university and the community
14. Develop and execute the department's end of program assessment(s). This would include regular assessment of overall student satisfaction, and executing internal and external program reviews, and incorporation of assessment results into program or instructional changes.
15. Facilitate the maintenance of updated department course transfer equivalencies. When appropriate this will include responsibility for departmental information required for an automated degree audit system.

Personnel Management

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

Additional Issues

Additional issues related to the position of department chair need to be addressed, e.g. compensation including the academic year stipend; released/assigned time during academic year; summer compensation; relation of stipend/released time to size/complexity of department. These issues, since they relate to budget, will be addressed at a later time through the budget process.

Appendix B:

Chair duties/powers as specified in 2000-04 CBA

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

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

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

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

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

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

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

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

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

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

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

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

Chapter II. I.6.f.Evaluation Differences.

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

Chapter II. I.6.1.Recommendations for retention, tenure and promotion begin with the Department Personnel Committee. This recommendation is passed to the department chair. If the chair and department personnel committee are in agreement (a positive recommendation), then one combined recommendation goes from the department to the dean and college personnel committee. If the chair and the department personnel committee are in agreement on a negative recommendation, then no recommendation goes forward for promotion decisions unless the faculty member involved requests a reconsideration. Negative recommendations on tenure will go forward but the faculty member may request a reconsideration at the department level. Reconsideration means that the chair and the department personnel committee reconsider the decision in light of additional information and explanations given by the faculty member. Following the reconsideration the recommendation goes to the next highest level regardless of the decision. If there is disagreement between chair and the department personnel committee, then the chair meets with the department personnel committee in an attempt to resolve disagreement. If there is still disagreement, then both recommendations are forwarded to the dean and college personnel committee

Chapter III.B.5(b) . Years of Service. These are the years of full-time faculty employment at Eastern Washington University, less years for which a professional development increment was denied, plus additional years agreed to at the time of hiring by the department chair, the dean of the college and the provost.

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

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

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

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

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

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

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

Appendix IV. Mutual Accountability .”. . . 4. that there will be regular evaluation of department chairs by faculty, at least every two years and annually by the dean;

Appendix IV. Mutual Accountability 5. "that there will be regular evaluation of each dean; biannual evaluation by department chairs in conjunction with provost's evaluation and evaluation by faculty at least every five years,

APPENDIX C: HABITS OF EFFECTIVE TEACHING (From College TLC, for use as a general guide)

The following document is provided for both faculty and personnel review committees as a general guide to identify items of consideration which each faculty can select from. It describes eight habits of an effective teacher. Under each habit are indicators that describe applications of that habit. The column on the right includes suggested documents that could provide evidence of teaching effectiveness for each indicator. The indicators (bulleted items) and the suggested documents are partial lists. An instructor could include additional indicators if supported by documented evidence and a rationale for their inclusion.

An effective teacher will . . .

1. Adapt to a variety of learning styles

- Use a variety of learning activities (reading, listening, hands On, speaking, thinking)
- Use a variety of methodologies (lecture, guided discovery Discussion, role play, group work, panel discussants, Think/pair/share, etc.)

Suggested

Documentation

*Syllabus, asgnmt
Lesson plan, syllabus,
peer evaluation, video
taped lesson, asgnmt*

2. Base course content on student learning objectives

- "By the end of this course, the students will be able to . . ."
- Integrate and evaluate skills and abilities (not just content) (writing, speaking, problem solving, creativity, interpersonal communication, team building skills such as negotiation and conflict resolution and role adaptation)
- Show objectives in syllabus and on each assignment

Syllabus

*Rubric, grade sheet
asgnmt*

Syllabus, asgnmt

3. Assess student learning and teaching effectiveness

- Encourage anonymous and direct feedback of course and teaching
- Require mid-quarter evaluation (oral or written). Make Obvious changes based on outcomes.
- Assess scores on exams and other graded activities (conduct item analysis, note trends over time, note a areas of weakness and analyze, etc.)
- Design exam questions to measure student learning objectives.

Syllabus, forms

*Lesson plan, forms,
Assessment summary,
Syllabus*

*Grade sheet, notes,,
teaching portfolio*

Syllabus, exams

4. Use consistent and Fair grading practices

- Use rubrics and publicize them
- Publicize evaluation standards and explain their use
- Use objective grading (i.e. last 4 digits SS#, not name)
- Return papers and tests immediately

Rubric, handout

Syllabus, student evals

Sample exam

Sample exam

5. Use relevant and timely topics and materials

- Use materials that are current
- Use examples that specifically related to course objectives
- Attend functions to update content knowledge
- Subscribe to or download publications in your field
- Use technology appropriate to course and assignments
- Attend meetings to update content knowledge

Syllabus, student evals
Lesson plan, student evals
Professional plan
Professional plan
Syllabus, portfolio
Portfolio, prof. plan

6. Demonstrate rigor in course and teaching

- Require scholarly writing with citations
- Give exams that are comprehensive, essay, and/or problems
- Integrate multiple levels in assignments and use appropriate assessment instrument to measure learning
- Require students to develop critical thinking skills
- Differentiate between substance and presentation (content versus length, how technology was used, etc.)
- Develop teaching portfolio to focus on teaching improvements

asgmt, student work
Samples, evaluations
Sample exams
Asgmt., student work, graded work, measurement instrument
Asgmt., student work, Measurement instrument, graded work
Teaching portfolio, Asgmt., graded student work
Portfolio

7. Provide opportunities for one-on-one advising or counseling

- Encourage the use of email
- Announce office times and contact numbers
- Be receptive to students needing help
- Provide student-centered service

Syllabus
Syllabus
Student evals, syllabus
Student evals, portfolio

8. Make students responsible for their learning

- Encourage students to stay organized with portfolio or notebook
- Make students responsible for gathering handouts and Assignments during their absence (encourage buddy system)
- Require student to turn work in on time (grade down) or notebook
- Give oral and/or written instructions that are clear and
- Grade on following instructions

Syllabus, asgmt.
Syllabus, asgmt.
Syllabus, asgmt.
Asgmt.
Syllabus, exams, asgmt.

APPENDIX D: PERFORMANCE APPRAISAL AND INCENTIVE SYSTEM

Department of Urban Planning, Public and Health Administration

- I. Minimum performance levels for the Department faculty include the categories of teaching effectiveness, scholarly activity, and university and community service.

A. Teaching Effectiveness

Consistent with each individual's Faculty Activity Plan, the following factors, when satisfied, constitute the minimum performance levels for teaching effectiveness.

1. Maintenance of course currency: revising and updating course content and materials as appropriate, working effectively with colleagues on course and curriculum improvement, and related development efforts.
2. Preparation and distribution of course syllabi for all courses taught.
3. Meeting class assignments as scheduled in accordance with University requirements, except when sick, injured, or absent due to other good cause such as attending a Department approved meeting. Faculty should notify the chair's office in advance of all absences, except when it is not feasible to do so due to an unforeseeable emergency.
4. Cooperation with department chair or program director and reasonable flexibility in accepting teaching assignments.
5. Student advisement and regular availability to students by telephone, email, and/or office contact.
6. Maintenance of adequate communication skills.
7. Faculty members must maintain positive student evaluation rating

B. Scholarly Activity

Consistent with each individual's Faculty Activity Plan, any of the following constitute minimum performance in accordance with each individual's Faculty Activity Plans.

1. Active membership in professional organizations
2. Publications
 - a. Refereed Publications
 1. Journal article
 2. Papers (published in refereed meeting proceedings)
 3. Textbook

4. One or more chapters of a book
5. Non-textbook
6. Monograph

b. All Other Non-Refereed Publications

1. Article in non-refereed journal/magazines
2. Working paper (in published series)
3. Case Studies (not refereed)
4. Book review
5. Teaching notes to published cases
6. Report in local/regional publication
7. Article published in newsletter(s)
8. Non-refereed paper published in proceedings
9. Textbook or non-textbook teaching materials (e.g., study guide, instructor's manual)
10. Discussant/panelist or paper reviewer for a professional meeting
11. Other

3. Conference Presentations
 - a. National/International
 - b. Regional
4. Articles Under Review
5. Research in Progress
6. Grants and Awards

C. University, Professional and Community Service

Consistent with each individual's Faculty Activity Plan, active participation in any of the following constitutes the minimum performance level of University and Community Service according to each individual's Faculty Activity Plan.

1. Member of University-wide committee(s).
2. Member of College of Business and Public Administration committee(s).
3. Member of Department Personnel Committee.
4. Member of ad hoc project committee, study group or task force.
5. Advisor and/or officer of campus organization or a professional accounting or management information systems organization.
6. Officer of assigned responsibilities for professional association;
7. Editor, book editor, or related service to professional association;
8. Participation in Community Service Projects.
9. Participation on Community or non-profit boards, committees, or commissions;

10. Other service efforts that make a significant contribution to the effectiveness, morale, or goals and objectives of the Department, College or University

II. Factors for Merit Consideration

In the Department, “Meritorious Performance” is defined as performance exceeding the minimum requirements in one or more of the separate areas of Teaching Effectiveness, Scholarly Activity, and University and Community Service. Assessment of Merit will be determined within each program area—urban planning, public administration, health services administration, and submitted to the Department Chair.

A. Process to Identify Meritorious Performance:

The faculty activities qualifying for meritorious performance are listed in Part B. The process for submission of material is listed below.

Each faculty member will submit a revised VITA, including a listing of classes taught the previous year, and copies of course evaluations, to the Program Director each year, generally by the end of Fall Quarter. It may include a portfolio or simply a letter with comments of accomplishments divided into three sections: 1) Teaching Effectiveness, 2) Scholarly Activity, and 3) University and Community Service. The Program Director, with review by the Department Chair will determine whether each faculty member has met the minimum requirements and evaluate those accomplishments demonstrating excellence beyond the minimum requirements.

B. Meritorious Performance Activities:

1. Teaching Effectiveness

- a. Innovation in curriculum and course delivery;
- b. Experimentation with or employment of contemporary multimedia educational technology. Pedagogy, or assessment;
- c. Other items relating to instructor or student/colleague interaction as may be appropriate (as illustrations: interactive learning, outcomes assessment, writing across the curriculum, etc.);
- d. Participation in workshops/conferences on improving student learning or improving teaching.

2. Scholarly Activity

a. National and/or Refereed Publications

1. Article
2. Papers (published in refereed meeting proceedings)
3. Textbook
4. One or more chapters of a book
5. Non-text book
6. Monograph

b. All other non-refereed publications

1. Article in non-refereed journal/magazines

2. Working paper (in published series)
3. Case
4. Book review
5. Teaching notes to published cases
6. Statistical report in local/regional publication
7. Article published in newsletter(s)
8. Non-refereed paper published in proceedings
9. Textbook or non-textbook teaching materials
10. Discussant/panelist or paper reviewer for a professional meeting
11. Other

3. Presentations at Academic or Professional Meetings.
4. Service to the Community, University and College of Business and Public Administration. Consideration for meritorious achievement will be based on service efforts over and above the minimum performance levels.

**APPENDIX E: INSTRUCTOR/COURSE EVALUATION FORMS
URBAN AND REGIONAL PLANNING**

URBAN PLANNING COURSE EVALUATION

PLAN

NAME OF COURSE

INSTRUCTOR NAME

QUARTER, YEAR

Thank you for taking the time to complete this evaluation. This evaluation is to be completed by each student sometime during the last two weeks of the quarter. The evaluation will be anonymous and instructors will not see the results until after grade sheets have been submitted. The originals will be shredded by the departmental secretary and the faculty will only see, a summary of the evaluations.

This course evaluation will be used by the program in its personnel and program decisions.

Instructions: Please circle the NUMBER which most accurately indicates the degree of your response to the question. (Number 3 is considered a neutral response).

PROFESSOR'S COURSE PRESENTATION

1. To what extent were the goals of the course clearly stated?
Not clear -----1-----2-----3-----4-----5-----Very clear
2. How well were the goals of the course achieved?
Not at all -----1-----2-----3-----4-----5-----Completely
3. How effective was the method of presentation?
Not effective -----1-----2-----3-----4-----5-----Very effective
4. How well does this professor relate to students?
Not very well -----1-----2-----3-----4-----5-----Very well
5. Was there appropriate direction and/or guidance on written assignments?
Inappropriate -----1-----2-----3-----4-----5-----Appropriate
6. Were tests and written work returned promptly?
Not prompt -----1-----2-----3-----4-----5-----Prompt

STUDENT PERFORMANCE REQUIRED

7. How helpful was the reading material in achieving the course objectives?
Not helpful -----1-----2-----3-----4-----5-----Very helpful
8. How appropriate was the quantity of reading material?
Inappropriate -----1-----2-----3-----4-----5-----Appropriate
9. Was the written work helpful in achieving the course objectives?
Not helpful -----1-----2-----3-----4-----5-----Very helpful

OVERALL PERCEPTION

10. How would you rate the professor's overall command of the subject matter in this course?
Poor -----1-----2-----3-----4-----5-----Excellent
11. How would you rate the course overall?
Poor -----1-----2-----3-----4-----5-----Excellent

Please circle the word which most accurately describes your response to the question

- | | | | |
|-----|---|-----|----|
| 12. | Would you recommend this course to other students? | YES | NO |
| 13. | Would you recommend this professor to other students? | YES | NO |

EXTENDED INSTRUCTOR EVALUATION

PLAN

NAME OF COURSE

INSTRUCTOR NAME

QUARTER, YEAR

The purpose of this evaluation is, in part, to provide a degree of quality assurance for the courses in the Urban Planning Department. To ensure the best possible educational experience and opportunity for the students in this program, the evaluation process should point out to the department and professor a course's strengths and weaknesses. For the evaluation to provide the best assessment of the professor and the course, it is important to give each question careful thought and be as specific as possible. To safeguard student anonymity, students can complete evaluation in groups, pairs, individually, or any combination thereof.

The summary of these evaluation forms are for the instructor's use in evaluating her or his teaching methods and effectiveness. It may be shown to other professors in the program, but will not be used for personnel evaluation purposes.

1. Were the goals of the course clearly stated and how well were they achieved?
2. Please comment on the method of presentation.
3. Please comment on the professor's ability to deal with students.
4. Please comment on the reading materials.
5. Please comment on the overall performance required of the student.
6. What are the high points or strengths of the course?
7. What were the low points or weaknesses of the course?
8. General comments. What would you suggest to improve this course?

**APPENDIX F: INSTRUCTOR/COURSE EVALUATION FORMS
GRADUATE PROGRAMS IN PUBLIC ADMINISTRATION**

GPPA COURSE EVALUATION

GPPA

NAME OF COURSE

INSTRUCTOR NAME

QUARTER, YEAR

Thank you for taking the time to complete this evaluation. This evaluation is to be completed by each student sometime during the last two weeks of the quarter. The evaluation will be anonymous and instructors will not see the results until after grade sheets have been submitted. The originals will be shredded by the departmental secretary and the faculty will only see, a summary of the evaluations.

This course evaluation will be used by the program in its personnel and program decisions.

Instructions: Please circle the NUMBER which most accurately indicates the degree of your response to the question. (Number 3 is considered a neutral response).

PROFESSOR'S COURSE PRESENTATION

1. To what extent were the goals of the course clearly stated?
Not clear -----1-----2-----3-----4-----5-----Very clear
2. How well were the goals of the course achieved?
Not at all -----1-----2-----3-----4-----5-----Completely
3. How effective was the method of presentation?
Not effective -----1-----2-----3-----4-----5-----Very effective
4. How well does this professor relate to students?
Not very well -----1-----2-----3-----4-----5-----Very well
5. Was there appropriate direction and/or guidance on written assignments?
Inappropriate -----1-----2-----3-----4-----5-----Appropriate
6. Were tests and written work returned promptly?
Not prompt -----1-----2-----3-----4-----5-----Prompt

STUDENT PERFORMANCE REQUIRED

7. How helpful was the reading material in achieving the course objectives?
Not helpful -----1-----2-----3-----4-----5-----Very helpful
8. How appropriate was the quantity of reading material?
Inappropriate -----1-----2-----3-----4-----5-----Appropriate
9. Was the written work helpful in achieving the course objectives?
Not helpful -----1-----2-----3-----4-----5-----Very helpful

OVERALL PERCEPTION

10. How would you rate the professor's overall command of the subject matter in this course?
Poor -----1-----2-----3-----4-----5-----Excellent
11. How would you rate the course overall?
Poor -----1-----2-----3-----4-----5-----Excellent

Please circle the word which most accurately describes your response to the question

- | | | | |
|-----|---|-----|----|
| 12. | Would you recommend this course to other students? | YES | NO |
| 13. | Would you recommend this professor to other students? | YES | NO |

EXTENDED INSTRUCTOR EVALUATION

GPPA

NAME OF COURSE

INSTRUCTOR NAME

QUARTER, YEAR

The purpose of this evaluation is, in part, to provide a degree of quality assurance for the courses in the Urban Planning Department. To ensure the best possible educational experience and opportunity for the students in this program, the evaluation process should point out to the department and professor a course's strengths and weaknesses. For the evaluation to provide the best assessment of the professor and the course, it is important to give each question careful thought and be as specific as possible. To safeguard student anonymity, students can complete evaluation in groups, pairs, individually, or any combination thereof.

The summary of these evaluation forms are for the instructor's use in evaluating her or his teaching methods and effectiveness. It may be shown to other professors in the program, but will not be used for personnel evaluation purposes.

1. Were the goals of the course clearly stated and how well were they achieved?
2. Please comment on the method of presentation.
3. Please comment on the professor's ability to deal with students.
4. Please comment on the reading materials.
5. Please comment on the overall performance required of the student.
6. What are the high points or strengths of the course?
7. What were the low points or weaknesses of the course?
8. General comments. What would you suggest to improve this course?

**APPENDIX G: INSTRUCTOR/COURSE EVALUATION FORMS
HEALTH SERVICES ADMINISTRATION
APPENDIX H RATING SYSTEM**

HSAD

NAME OF COURSE

INSTRUCTOR NAME

QUARTER, YEAR

Thank you for taking the time to complete this evaluation. This evaluation is to be completed by each student sometime during the last two weeks of the quarter. The evaluation will be anonymous and instructors will not see the results until after grade sheets have been submitted. The originals will be shredded by the departmental secretary and the faculty will only see, a summary of the evaluations.

This course evaluation will be used by the program in its personnel and program decisions.

Instructions: Please circle the NUMBER which most accurately indicates the degree of your response to the question. (Number 3 is considered a neutral response).

PROFESSOR'S COURSE PRESENTATION

1. To what extent were the goals of the course clearly stated?
Not clear -----1-----2-----3-----4-----5-----Very clear
2. How well were the goals of the course achieved?
Not at all -----1-----2-----3-----4-----5-----Completely
3. How effective was the method of presentation?
Not effective -----1-----2-----3-----4-----5-----Very effective
4. How well does this professor relate to students?
Not very well -----1-----2-----3-----4-----5-----Very well
5. Was there appropriate direction and/or guidance on written assignments?
Inappropriate -----1-----2-----3-----4-----5-----Appropriate
6. Were tests and written work returned promptly?
Not prompt -----1-----2-----3-----4-----5-----Prompt

STUDENT PERFORMANCE REQUIRED

7. How helpful was the reading material in achieving the course objectives?
Not helpful -----1-----2-----3-----4-----5-----Very helpful
8. How appropriate was the quantity of reading material?
Inappropriate -----1-----2-----3-----4-----5-----Appropriate
9. Was the written work helpful in achieving the course objectives?
Not helpful -----1-----2-----3-----4-----5-----Very helpful

OVERALL PERCEPTION

10. How would you rate the professor's overall command of the subject matter in this course?
Poor -----1-----2-----3-----4-----5-----Excellent
11. How would you rate the course overall?
Poor -----1-----2-----3-----4-----5-----Excellent

Please circle the word which most accurately describes your response to the question

12. Would you recommend this course to other students? YES NO

13. Would you recommend this professor to other students? YES NO

EXTENDED INSTRUCTOR EVALUATION

GPPA
NAME OF COURSE
INSTRUCTOR NAME
QUARTER, YEAR

The purpose of this evaluation is, in part, to provide a degree of quality assurance for the courses in the Urban Planning Department. To ensure the best possible educational experience and opportunity for the students in this program, the evaluation process should point out to the department and professor a course's strengths and weaknesses. For the evaluation to provide the best assessment of the professor and the course, it is important to give each question careful thought and be as specific as possible. To safeguard student anonymity, students can complete evaluation in groups, pairs, individually, or any combination thereof.

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1. Were the goals of the course clearly stated and how well were they achieved?
2. Please comment on the method of presentation.
3. Please comment on the professor's ability to deal with students.
4. Please comment on the reading materials.
6. Please comment on the overall performance required of the student.
6. What are the high points or strengths of the course?
7. What were the low points or weaknesses of the course?
7. General comments. What would you suggest to improve this course?

Department of Urban Planning, Public and Health Administration

Peer Reviewed Journal Article Equivalencies@

5 points (equivalencies to 5 refereed journals required for promotion from Assistant to Associate Professor.) 4 points (equivalencies to 4 refereed journal articles requires for promotion from Associate to Full Professor.)

Scholarly	3.0-4.0
Textbook	2.0
Other	1.0
Anthology	
Editor only	0.5
Editor and one substantive chapter	1.0
Book chapter	1.0
Published Article	
Refereed Journal Article	1.0
Editor Reviewed Journal Article	0.5-1.0
Invited Journal Article	0.5-1.0
Research Note/Commentary	0.3
Book Review	0.2
Published Monograph	0.2-0.8
Invited Paper	0.5-1.0
Editor reviewed Paper	0.5-1.0
Workbook or teaching supplement	0.1-0.5
Editor of Journal Symposium	
Editor only	0.5
Editor and substantive contributor	1.3
Series, Applied Research, Case Study	0.2-1.0
Professional/Academic Newsletters/Journals	0.1-0.3
Research Paper Presentation	
National, Int'l Conference paper#:	
Presented only	0.2-0.3
Peer Reviewed Conference	0.3-0.5
Published in Proceedings	0.3-0.8
Poster Session	0.2
Regional Conference Paper#	0.2
Presented only	0.2
Published in Proceedings	0.3-0.5
Grants or contracts	
\$500,000 or over... Approved	0.5
Funded	1.5
Less Than \$500,000... Approved	0.3
Funded	1.0
Pro bono/Community Service Research Reports	0.2-0.5

@ "Vanity" publications will not count in the equivalencies calculations.

*Subject to Department Personnel Committee judgment.

#Conference papers count as presentation or as proceedings publications, but not both. When they reach publication in some other form, that is the form that will count in these calculations.