

**Eastern Washington University  
Cheney, Washington  
Comprehensive Self-Study Report  
March 2006**

Prepared for  
NWCCU and the Evaluation Committee  
Evaluation Committee Visit: April 19-21, 2006

## Preface

Eastern Washington University completed its Fifth-Year Interim Report in spring 2003 followed by a site visit in April of that year. At about the same time, the University received approval from the Higher Education Coordinating Board and the Northwest Commission of Colleges and Universities (NWCCU) to offer its first doctoral degree program in Physical Therapy. This substantial change in degree program offering resulted in the University being required by NWCCU to undertake a comprehensive self-study report “in the academic year following graduation of the first class at a higher degree level.” For Eastern, this has meant that its regular ten-year comprehensive review cycle, normally scheduled for 2008, has been shortened to 2006.

Preparation of the comprehensive self-study report has engaged the entire Eastern community, students, faculty, and staff, over the past year and a half. Beginning in August 2004, Provost Brian Levin-Stankevich reconvened a Steering Committee, originally established to coordinate the preparation of the Fifth-Year Accreditation, to coordinate Eastern’s comprehensive self-study report. The Committee, chaired by Dr. Larry Kiser and comprised of the associate Deans and representatives of each division, has provided leadership continuity that has proven very beneficial in the preparation of this comprehensive evaluation.

The Provost, in an August 18, 2004, memorandum to department Chairs, charged the Steering Committee with “coordinating the collection of tangible evidence that would provide the foundation for the self-study report.” Subsequently, the Committee provided each department and service unit across all divisions of the University with notebooks containing a self-study questionnaire or template for responding to the NWCCU Standards and for gathering data from all departments and service units.

Throughout 2004-05, all departments and service units, including the Provost’s Office, responded to the self-study template. The Provost responded independently from the individual units with an institution-wide perspective. On June 1, 2005, the Steering Committee reviewed results with Deans and program directors and made corrections and additions. During summer and fall 2005, the Committee drafted the self-study narrative and sought feedback on the draft from the Deans’ Council, the Faculty Senate, and President’s Cabinet. The Committee continually informed the entire Eastern community about the self-study process through regular progress updates in publications such as the EWU *Provost’s Postings* and through regular reports to the Board of Trustees’ Academic Affairs Committee.

The proximity of the full review process triggered by the doctoral program at EWU to the five-year review meant that most members of the Steering Committee have remained in place for several years. The quick succession of these two self studies clarified the need for a process designed to gather data continuously between self studies rather than only in response to accreditation.

The Steering Committee, therefore, set about to design an agile, synthetic system for regular data collection. The result is a self-study template, with survey items that respond not just to the NWCCU standards, but also to goals in the Academic Strategic Plan and the Office of Financial Management Strategic plan. The template grid displays columns for each.

The grid cross-references the survey items for easy and efficient analysis, as the University conducts its self-study for accreditation and for progress on Strategic Plan goals. The grid also has the effect of reducing the burden on the University for reporting, because units respond to only one request for data rather than several requests, each with a different purpose. The wording of many of the survey items further minimizes the burden by requesting clearly limited responses, such as asking for a list of the three best examples or a list of actions taken in the last three years. The strategy behind limiting responses is to encourage departments and programs to be selective with examples rather than supply an exhaustive laundry list.

The goals of integrating the accreditation and strategic plan self studies have been achieved. EWU now has a flexible template to use for generating data on a wide array of institutional priorities. Also, the University has begun to address how the self-study process might continue after the evaluation visit in April 2006 and engage the University in annual cycles of review.

### **Eligibility for Accreditation**

The following is evidence of Eastern Washington University's compliance with the Eligibility Requirements, as outlined in NWCCU Document "Eligibility Requirements for Candidates for Accreditation and Accredited Higher Education Institutions." The evidence is listed by requirement.

### **Authority**

Washington State's Higher Education Control Board (HECB) is authorized to grant degrees to institutions of higher learning within the state, unless the institution – such as the state's public colleges and universities, including Eastern Washington University – is declared exempt. See the HECB web site at [www.hecb.wa.gov/autheval/daa/operatingcolleges.asp](http://www.hecb.wa.gov/autheval/daa/operatingcolleges.asp).

### **Mission and Goals**

Eastern Washington University's Mission and goals are available on the accompanying resource CD. The University is in the process of implementing a budget process, "Eastern Washington University Strategic Budget Allocation model," that is consistent with this mission and will enable the University to achieve its goals. (See p. xxiv for resource availability.).

### **Institutional Integrity**

Eastern Washington University's board, administrators, faculty, and staff are subject to the 1995 Washington State Law on Ethics for state agencies and institutions of higher education, the American Association of University Professors ethics standards, and professional accreditation standards.

## **Governing Board**

A Board of Trustees, comprised of eight members, is responsible for governing the University. The Board's Mission statement and membership are available on the accompanying resource CD.

## **Chief Executive Officer**

The Board of Trustees appoints the President of the University, who is responsible for executing Board policy and operational management of the University, as described in "Eastern Washington University Governance System" 100-040-100 Duties and Responsibilities of the President (see Policies and Procedures Manual on accompanying resource CD).

The president of the University shall be the principal administrative officer of the University and have general supervision of all operations and programs of the institution. The president shall carry out the rules and regulations established by the board of trustees and such other duties as set forth in Title 28B RCW. The organization of the University for its operations will be established by the president with the approval of the board of trustees. (See section 100-040-120[1]) (Formerly BL 310.10.00; New 5/71)

## **Administration**

The "Eastern Washington University Governance System" document cited above describes the administrative structure of the University, which provides administrative and support services necessary for achieving the University Mission and goals.

## **Faculty**

The document "Eastern Washington University Governance System" also describes the administrative structure for sharing responsibility for University governance between administrators and faculty. Faculty participate primarily through the Academic Senate and its structure of standing committees that coordinate curriculum and program development for the University and influence the University teaching and learning climate.

Records in the Academic Personnel Office indicate that EWU employs approximately 414 full-time instructional faculty and 210 part-time faculty with 86.2% of full-time tenure-track and tenured faculty holding a doctorate, and 95.4% holding a terminal degree. Full-time tenure-track and tenured faculty have an average of 19.2 years of teaching experience and an average of 13.8 years experience at EWU. The number of faculty relative to student enrollment results in a 24:1 student-faculty ratio.

## **Educational Program**

The University offers six undergraduate degrees, including:

1. Bachelor of Arts,

2. Bachelor of Science,
3. Bachelor of Fine Arts,
4. Bachelor of Arts in Business Administration,
5. Bachelor of Education,
6. Bachelor of Nursing.

The University also offers ten masters-level degrees, including:

1. Master of Arts,
2. Master of Science,
3. Master of Education,
4. Master of Fine Arts,
5. Master of Business Administration,
6. Master of Social Work,
7. Master of Public Administration,
8. Master of Nursing,
9. Master of Occupational Therapy,
10. Master of Urban and Regional Planning.

Recently the University graduated its first class at the doctoral level with a new degree in Doctor of Physical Therapy.

These degree programs are available to students at the main residential campus in Cheney and in Spokane at the Riverpoint Higher Education campus and the EWU Spokane Center. A few programs are also available at various sites around the state for place-bound students.

### **General Education and Related Instruction**

The typical undergraduate degree curriculum is a 45- to 90-credit major (quarter credits) built on top of a general education core of eight select courses in the Natural Sciences, Social Sciences, and Humanities/Fine Arts. The basic education program also includes courses in international studies and diversity as well as competency courses in English composition, mathematics, and computer literacy. The relationship between the general education program and the rest of the undergraduate course of study is available in the online catalog. (See p. xxiv for resource availability.).

### **Library and Learning Resources**

The University's main library, JFK Library, sits in the center of the Cheney campus. Another library, Cooperative Academic Library Service, is available to students at the Riverpoint campus in Spokane. Library holdings include about 500,000 monographs and other print holdings and 30,000 bound periodicals. Extensive resources are also available electronically and via interlibrary loan. The University offers a fiber network throughout the Cheney campus and T-1 connections for data and video transmissions in Cheney and Spokane. It also offers OC3 transports to the Internet and the state's K-20 educational network, along with a dedicated high-speed fiber connection to a regional research and education network.

## **Academic Freedom**

Eastern Washington University is committed to the practice of academic freedom, in which faculty and students freely examine and test all knowledge appropriate to disciplines or areas of study. The University governance document addresses the issue of academic freedom for faculty in subtopic 375-080: “The principle of academic freedom shall be protected and preserved by all members of the university community.” The Faculty Values Statement, January 2004, also addresses the issue, “*Academic freedom*: Faculty members should enjoy the right to express views, teach, and conduct research without fear of retribution or censure.”

The University governance document, subtopic 840-080-020, also addresses the issue of academic freedom for students. A key paragraph reads,

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus and in the larger community. Students should exercise their freedom with responsibility. (See p. xxiv for resource availability.).

## **Student Achievement**

EWU produces documents, which identify desired program outcomes, and it assesses program achievement of these outcomes. Reports are available in the Provost’s Office. The Office of Institutional Research (OIRDA) is presently implementing a Cold Fusion system on the OIRDA webpage and intends soon to publish summaries of these reports on that webpage.

## **Admissions**

The University web site describes characteristics and qualifications that applicants should have if they hope to apply for admission to EWU successfully. The characteristics and qualifications correspond to different categories of applicants, including freshmen, transfer students, former EWU students, international students, Running Start students, post-baccalaureate students, and graduate students. (See p. xxiv for resource availability.).

## **Public Information**

The University Governance System Document Subtopic 280-020-020 describes the institutional mechanism for assuring accuracy of public information about University. It reads,

“The public information officer is responsible for writing and processing all University-related news and feature material that is distributed to the media, scheduling all news conferences and coordinating all media requests. Referrals are coordinated by the public information officer. University employees are expected to adhere to the guidelines published by the public information officer. Copies may be obtained by contacting the University public information officer.”

## **Financial Resources**

The University publishes its budget, which specifies the funding base and resources. This information is available at [www.ewu.edu/x11990.xml](http://www.ewu.edu/x11990.xml). This site also provides information about state funding, which is a primary budgetary resource for the University. (See p. xxiv for resource availability.)

## **Financial Accountability**

University financial statements are audited annually by the Washington State Auditor, which is an independent auditing authority. An example of the independent auditor's report for FY 2005 is available at [websrv.ewu.edu/groups/controller/ga/FinancialReport2005.pdf](http://websrv.ewu.edu/groups/controller/ga/FinancialReport2005.pdf).

## **Institutional Effectiveness**

The University has established a full-time Office of Institutional Research, Demography, and Assessment in Academic Affairs. This office combines institutional research and demographic reporting with the assessment functions. The current academic assessment program is defined as End of Program Assessment, the General Education Core Requirement Assessment, Program Review by the State Higher Education Coordinating Board, Statewide Senior Studies of writing, information / technology literacy, critical thinking, and quantitative and symbolic reasoning, as well as specialized accreditation of select programs. The Office has an academic assessment specialist who reviews and meets with department faculty to train and assist in defining appropriate assessment activities. Departments are required to develop plans that match college goals and then faculty activity reports are developed to address department plans.

## **Operational Status**

Eastern Washington University first opened its doors to students in 1882, as a normal school. The state authorized the University to offer four-year degrees in 1937 and changed its name from Eastern Washington State College to Eastern Washington University in 1977. The state authorized EWU to offer its first doctoral degree in 2003.

## **Disclosure**

The University adheres to NWCCU guidelines for conducting a self study that responds to Standards One through Nine and for hosting the campus visit by the Evaluation Team. Those guidelines specify the kinds of information about the University that need to be made available throughout the reaccreditation process.

## **Relationship with the Accrediting Commission**

The University is accredited by NWCCU and last underwent a comprehensive self study and external evaluation in 1998. The Commission reaffirmed the University's accreditation at that time and again in 2003, after the Commission conducted an interim review.

## **Response to Commission Recommendations in 1998 Evaluation**

The University reviewed its responses to seven recommendations from the Commission's evaluation team after its 1998 site visit in an "Interim Report for Reaffirmation of Accreditation" in spring 2003. That report was submitted less than three years ago; meanwhile, the University has continued to make significant progress in all of these areas.

### **Recommendation #1: Institutional Mission and Strategic Plan**

The Commission advised the University to make the development of a mission statement and a plan for achieving its mission a top priority. The Commission wrote, "There is no more important matter for Eastern Washington University than the successful and timely completion of this task." (See resource CD for July 1998 letter to Interim President.)

The University responded immediately by developing a mission statement, which has been dispersed widely on the University web site, in numerous documents, and on laminated bookmarks. Many people outside the University have seen the mission statement. All members of the University community proper are familiar with it. It has become a foundational document for a visioning and strategic planning process that is still underway some eight years later.

The latest part of this process is the Strategic Plan. Development of the plan engaged the entire University, including students, faculty, staff, administrators, and the Board of Trustees. The resulting plan, entitled "A Commitment to Action" was published in June 2004, (see p. xxiv for resource availability). The plan identifies the following key goals:

1. A rigorous and engaged student learning experience.
2. An academic community culture that supports and engages faculty and staff throughout their careers.
3. An institution-wide commitment to community engagement that benefits our students, the University, the region, and the world.

In fall 2005, the University created a \$270,000 strategic planning pool and invited faculty, staff, and students to submit proposals for projects that will move EWU toward achieving one or more of the goals. Of 63 proposals, 15 were approved. Altogether, they directly involve four students, thirteen faculty, and four administrative staff.

In eight short years, the process of planning, acting, and assessing results has become accepted procedure across the University. The Board of Trustees engages in the process. The President's Office and Vice Presidents engage in the process. The Colleges, academic departments, and individual faculty engage in the process. All strive for cross-University consistency and for consistency with the University Mission.

### **Recommendation #2: Governance and Administration**

In 1998, the Commission noted that the arrival of a new president presented the University with an opportunity to enhance its governance and administrative structure that would distribute



authority to act on the University's Mission, Strategic Plan, and related policies. The 1998 evaluation uncovered shortcomings in this critically important area.

Since that time, the University has extensively revised its governance structure, including:

- The creation of Vice Presidential units,
- Reorganization within Student Affairs,
- Reorganization within Academic Affairs,
- Creation of new units, such as the Board of Trustees Diversity Office and the Teaching & Learning Center,
- The moving of offices between Student Affairs and Business and Finance.

The University has also instituted new task forces to address budgetary decision making, enrollment, University technology, and strategic planning, and it operates with a new collective bargaining agreement for staff and is presently negotiating a new agreement with faculty.

These governance and administrative changes have altered how the University conducts its daily business and its long-range planning. The changes have resulted in a greater degree of shared authority between the administration and faculty than previously existed and greater coherence within University governance. The relative ease with which the University has made the shift to a new president this year demonstrates the effectiveness of those changes.

### **Recommendation #3: Assessment**

The 1998 evaluation report noted the rather spotty pattern of assessment across the University and recommended that faculty and administration join together in making the pattern of effective assessment more uniform. Five years later, the University was able to report on significant progress on this recommendation. Almost all academic programs had identified learning goals and had conducted assessment of student performance relative to those goals. Today, assessment is practiced across the University in all programs.

The remaining challenge is to conduct assessment with the intention to act on the findings. Individual faculty, with encouragement from the Teaching & Learning Center, have made significant progress in recent years. Nearly 50 faculty recently reported assessment findings from Teaching with Technology projects, funded by a five-year Title III grant through the Center. The findings have encouraged these faculty to continue implementing pedagogical changes in their courses that make use of particular technologies. Some faculty have remarked how they have found this kind of assessment much more useful than assessment that is done merely to meet legislative and administrative requirements. These faculty, rather than treating assessment as an after-thought, have incorporated assessment plans into the process of redesigning their courses. The University, with leadership from the Teaching & Learning Center, is also recognizing assessment as a key element in the practice of scholarship in teaching and learning. As the University continues to expand scholarship to include teaching and learning, assessment and its guide for practice will move increasingly from the margins to the center of how faculty do business.

#### **Recommendation #4: Student Services**

Eastern Washington University Student Services today sharply contrasts with Student Services in 1998. The University immediately acted after the 1998 evaluation to revamp the organizational structure of Student Affairs, to expand services, and to enhance quality. Student Affairs has taken the lead in transforming the University into a residential institution with an array of essential services for students.

Recently, Student Affairs has begun to work deliberately at bridging Student and Academic Affairs. EWU, like most universities, has historically faced a gulf between the Student and Academic Affairs. Today, however, Student Affairs staff routinely interact with faculty in the Teaching & Learning Center's Scholars Learning Community program. They collaborate with one another on such issues as teaching cultural competency, First-Year Experience, academic service learning, and campus civility. As a result, faculty and staff are gaining insight and respect for how each other work and contribute to the educational environment.

#### **Recommendation #5: Faculty Evaluation**

The Commission was concerned after its 1998 evaluation that Eastern Washington University's faculty evaluation system was insufficiently comprehensive, especially with respect to Full Professors. The University began addressing those concerns around 2000-01. Today, all faculty are evaluated according to multiple measures every three years. Faculty Activity Plans, which faculty develop in cooperation with their Chairs and Deans, provide a basis for the evaluation process, as each faculty member is evaluated according to what each promises to accomplish in her or his Plan.

#### **Recommendation #6: Information Resources**

In 1998, the Commission found inadequate support for extending the use of technology in both academic and administrative computing and recommended that the University develop and implement a plan to improve technology support that would provide technologically current equipment for faculty on a regular basis, provide assistance to faculty for using technology in the classroom, and would increase the availability of other instructional technology. The University quickly responded and has dramatically improved the technological capacity of faculty, staff, and students.

EWU has instituted a cyclical program of faculty computer replacement that upgrades their computers every four years. The University has also instituted a program for technologically upgrading large lecture classrooms throughout the campus and for training faculty to use the equipment. In addition, it has used a Title III grant to help faculty integrate a wide variety of technologies, such as Powerpoint, ePortfolios, digital videos, Photoshop, Blackboard, digital audio, laptops, personal response systems, etc., in their courses, through systematic and collaborative course redesign. Support for faculty – as they redesign their courses to incorporate technology within sound pedagogical frameworks – has been provided by conscientious collaboration by the Teaching & Learning Center, Information Resources, Division of International and Educational Outreach, and University Graphics.

The University created the Teaching & Learning Center for faculty development that, in addition to providing pedagogical expertise and assistance, provides training in instructional technology and individualized support to faculty on a just-in-time basis. A majority of faculty have taken advantage of this service.

The University has greatly expanded technology for students by creating numerous computer labs around campus and in Spokane and by establishing a multimedia lab, which allows students to borrow electronic equipment for short periods of time. The University has created a helpdesk, which students can access 24/7, and it has created a laptop lending program for students. It has also installed a wireless networking system that reaches throughout the campus, in the central mall, student lounges, dorms, and classrooms.

The University has also vastly improved administrative technology. The University, with its current plans for gradually implementing a Banner student information system, is rapidly moving toward a paperless administrative environment. Even now, students acquire information about the University and courses online and register electronically. All students may interact with faculty and each other through the Blackboard course management system.

### **Recommendation #7 Distance Learning**

The Commission recommended that Eastern Washington University adopt policies and procedures for offering programs and courses electronically. At the time of the 1998 evaluation, the University was in the beginning throes of distance learning. Now, it has constructed an organizational structure, called the Division of International and Educational Outreach (IEO) that addresses distance learning and coordinates it with other extended learning programs. IEO has developed policies and procedures for offering distance instruction and provides the services of an instructional designer to assist faculty as they adopt online formats. The Blackboard company recently recognized one of the University's faculty, who worked with IEO and Teaching & Learning Center resources while developing an online course, as one of its top nine online courses in the nation in 2004-05.

## Executive Summary

### Standard One

Consistent with Standard One, Eastern Washington University has become a mission-driven institution in the eight years since its last comprehensive accreditation study. The drafting process began immediately following the 1998 evaluation. Long-range visioning, and strategic planning have continued ever since. It is an organic process involving the entire University through division and college-level planning, department planning, and individual faculty planning. The results guide short-term action – such as educational programming, personnel hiring, budget allocations, and annual professional activities of faculty. Recently, the University distributed \$270,000 in strategic planning pool funds to faculty, students, and staff for projects, which they designed to achieve goals in the Strategic Plan.

The Mission Statement and Strategic Plan have guided the University while it has searched for a new president this year. In the absence of a permanent president, interim administrators have been able to stay the course, despite the short-term nature of their positions. Also, Search Committee members have been able to focus on fitting candidates with the Mission and Strategic Plan. The existence of a clear Mission statement and Strategic Plan framed the search process and gave direction to candidates considering the position.

Regular, systematic evaluation is under way to monitor the University's progress toward achieving its goals. This self study, in fact, is a product of that effort. The self-study Steering Committee developed a template that combines Strategic Plan goals with the NWCCU Standards and used it to generate University data for the accreditation self study. The University will continue to use the same template in future years to generate data for monitoring progress on Strategic Plan goals. The University produced its first evaluation based on the Strategic Plan in a 2004-05 progress report to the Board of Trustees and Faculty Senate entitled, *Ideas to Action: Implementing Eastern Washington University's Academic Strategic Plan*. The report highlights attempts to create a rigorous and engaging student learning environment. (See p. xxiv for resource availability.)

### Standard Two

Eastern Washington University offers an undergraduate and graduate curriculum typical of comprehensive regional universities across the country. The curriculum covers nearly 200 fields of study leading to a variety of bachelor and masters degrees and a new doctoral degree.

Consistent with Standard Two, University faculty and administrators collaborate in the design and control of the University educational program. The self study describes the committee structure that engages faculty with administrators in this process and describes procedures. Except for the General Education Coordinating Committee, however, the committee structure does little about assessing impact on student learning. The 1998 NWCCU evaluation noted this exception and recommended the General Education assessment model for the entire University.

Educational planning and assessment, despite challenges, are underway. All University programs undergo review every ten years and report findings to the state Higher Education Coordinating Board. Programs also conduct more frequent end-of-program assessments and report those findings to Academic Affairs.

The Strategic Plan is having the effect of pressing academic departments and programs to engage in frequent authentic assessment, which can inform action. In August 2005, for example, the Board of Trustees supported an assessment team's request for a comprehensive review of all academic department planning documents for the purpose of calling attention to assessment. Many within the University community recognize that assessment is essential for nurturing a rigorous and engaging learning environment. Many are realizing that assessment should help lead to action, which results in continual curricular and pedagogical renewal.

The University regularly reviews its educational program and adjusts resource allocations from low- to high-demand areas. It strives to increase the rationality of degree designations. The current distinction between BA and BS degrees, for example, seems somewhat muddled and has resulted from historical practice rather than clear institutional intent. The University also strives to rationalize such issues as credit variation across programs for internships and practicum courses, and it engages in discussions with other state institutions to ease the transfer of academic credits among the state's colleges and universities.

### **Standard Three**

Student Affairs at Eastern Washington University today contrasts sharply from its condition at the time of the 1998 NWCCU evaluation. The Commission in 1998 found a struggling organization, but today it will find a vital, energetic organization with a strong sense of purpose. Staff participate annually in a local Quality Service Initiative (QSI) conference to review programs and to study alternatives for improving services to students.

The Division of Student Affairs includes an array of services including admissions, record-keeping, career planning, counseling, academic support, residential life, student safety, and University information. The Division communicates regularly with students about various aspects of their college education and assesses their needs through surveys and personal contact. It also engages students in University governance through such structures as the Associated Students of Eastern Washington University.

The University is implementing Banner, an enterprise-wide information system, starting with the student module that will enhance the way students, staff, and faculty access and use information. Student Affairs is heavily engaged in the effort to implement Banner and other new technologies that will ease the way for students to acquire information about the University, to review their academic and financial records, to enroll and register for courses, and to transmit information about themselves to the University. This technology will assure accuracy, currency, and security of such information.

Student Affairs has expanded services to new students. As the residential student population has increased and the proportion of first- and second-year students has increased, Student Affairs has

augmented its college-orientation programming to help students become successful in the academic environment. Student Affairs has also instituted a vigorous residential life program to serve the rapidly growing numbers living in the dorms.

The campus, as a result, is a much more active place than it was in 1998. Eight years ago the campus seemed almost empty in the afternoons and dead on weekends. Today, students move about the campus at all hours of the day and on weekends, adding new dimensions and excitement to the educational environment.

Student Affairs staff are also increasing their interaction with faculty. During recent years many staff have participated with faculty in the Teaching & Learning Center's Scholars Learning Community Program, in which the learning communities study issues related to teaching and learning. All community members function as equal partners, and all contribute to the projects that their communities undertake. A result is that faculty and Student Affairs staff gain insight about each other's contributions to the University's educational environment. The Scholars Learning Communities are an effective way to bridge the divide between Student Affairs and Academic Affairs that has long plagued colleges and universities across the country.

#### **Standard Four**

EWU employs approximately 414 full-time instructional faculty and 210 part-time faculty with 86.2% of full-time tenure-track and tenured faculty holding a doctorate, and 95.4% holding a terminal degree. Full-time tenure-track and tenured faculty have an average of 19.2 years of teaching experience and an average of 13.8 years experience at EWU.

As the University has grown in the past few years, the composition of the faculty has changed. In contrast with the 1980s and 90s, when faculty turnover was relatively small, recent years have seen large numbers of retirements and new hires. The faculty composition in some academic departments has changed completely in recent years. The effect has been to revitalize the educational environment throughout the University.

The University seeks out the most highly qualified faculty possible through national searches. It offers competitive pay packages, with adjustments for high demand areas. It offers recruits attractive career and professional development opportunities. It offers a collaborative work environment, in which they can participate directly in academic planning and curriculum development. And it offers them a fairly typical comprehensive University teaching load of about 36 quarter hours per year, with potential for applying for grants that can temporarily reduce that load or provide summer funding for research activity.

An environment of self governance sets most of the constraints and directives for faculty behavior. Faculty conduct their careers within self governing academic departments that make teaching assignments and control the curriculum. All full-time faculty participate directly in those decisions. Collectively, they decide what and how much they and their department colleagues will teach, how they will engage in scholarly work, who their departmental colleagues will be, and how one another will be professionally recognized and rewarded.

The University requires that all faculty, from adjuncts to full-professors, should be frequently evaluated from a variety of perspectives based on each faculty member's Faculty Activity Plan. Each faculty member writes that Plan with advice and consent of the Department Chair and often the Department Personnel Committee, who assure that the Plan is consistent with department goals. The Dean reviews the Plan for consistency with the College Plan, and the Provost watches for consistency with University goals. The evaluation process looks for evidence that faculty accomplish their Plans on schedule.

The rigor of the process seems to vary throughout the University, with some departments appearing to hold to higher expectations of faculty than others. Also, there seems to be variation in the treatment and evaluation of adjuncts. Overall, however, evaluation of faculty performance has improved in recent years. The administration has recently begun reviewing alternative instruments for conducting student evaluations of faculty and courses. Administrators and faculty are also in the process of considering expanding traditional definitions of scholarship possibly to include the scholarship of engagement and of teaching and learning.

The University continues to struggle to correlate faculty rewards with performance. EWU employs a traditional academic promotion structure with relatively infrequent promotion and modest financial adjustments between faculty ranks. The University also distributes special awards and recognition to select faculty each year. Merit, otherwise, has little effect on faculty pay. Increases from periodic state budget allocations generally do not consider performance but are usually distributed across the board as cost-of-living adjustments.

The University supports faculty efforts to enhance performance. It annually distributes professional development money to every regular faculty member. It annually invites faculty to compete for generous summer research grants. It provides assistance through the Grants Offices for faculty to apply for external funds. It offers EWU Foundation grants, diversity grants, and strategic planning grants. It also funds a Teaching & Learning Center, which provides grants for faculty projects in curriculum building, pedagogical development, and instructional technology, and which provides individualized consultation and assistance. The University regularly applies for external funds, such as Department of Education Title III, NSF STEM grants, and FIPSE, to support additional faculty development.

## **Standard Five**

Eastern Washington University libraries have been changing dramatically in response to budgetary pressures, technological change, growing student population, off-campus demands, and curricular revisions. Holdings have increased. The allocation of staff time has shifted. Services to faculty and students have changed. And physical space has improved. Today, more than ever, the library's presence at the center of campus symbolizes its key role in helping to stimulate the educational environment of the University.

The libraries have moved rapidly to electronic subscriptions and consortium arrangements for making materials available to students and faculty. Students and faculty can access many of these materials from home, dorm rooms, and other places far removed from the campus library building. Borrowing from the library's own collection, for example, has dropped 14 percent in

the past five or six years, as users have shifted to other ways of accessing materials. As a result, library staff are changing how they spend their time providing service.

The library houses a technology support center for students, called TechEze, which is available for walk-ins, phone calls, email, and web site searches. TechEze has grown into a primary point of contact for students as they have adjusted to the University's electronic record-keeping system, dissemination of information via the web, and increased use of instructional technology in their courses.

The libraries are part of the University's information resource structure, which also includes student computing support services. These services include a large number of computer labs across campus and in Spokane, a laptop loan program, a loan program for other electronic equipment, a multimedia lab, and a campus-wide wireless access system. Students, faculty, and staff rely heavily on all of these services.

University Information Resources (IR) also directly supports faculty. IR administers a faculty computer replacement program, which regularly upgrades faculty equipment. It maintains the University's Blackboard course management system, and it supervises classroom upgrades and training for faculty to use the upgrades. IR recently began cooperating with faculty by experimenting with a 24/7 online quizzing and testing software package, which is helping faculty shift more learning activities outside the classroom in order to concentrate class time on deeper-level learning.

Despite severe fiscal pressures, Information Resources has managed to stay reasonably current with new technologies and has been able to make internal adjustments necessary for helping the University adopt these technologies. As a result, University productivity has continued to rise.

### **Standard Six**

Eastern Washington University's stable but flexible governance structure has been a primary force behind elevating the University Mission as a guide for institutional decision-making. The Board of Trustees, President, senior administrators, faculty and students all understand the mission and University goals and seek to achieve them. The governance structure distributes decision-making authority necessary for accomplishing those goals.

The University governance system adjusts to circumstances. It adjusts to challenges created by enrollment shifts, curricular growth and change, technological change, and external environmental shifts. A new staff collective bargaining agreement (CBA), for example, is requiring administrative adjustments in order to implement CBA features that tie the distribution of financial rewards to achievement of the University Mission. Likewise, a new faculty collective bargaining agreement, which is currently being negotiated, will require administrative adjustments to recognize an expanded bargaining unit, which now includes part-time as well as full-time faculty.

Increased attention to the mission and strategic planning goals is helping the University maintain a clear sense of direction as it meets these challenges. It is staying on track even as key



administrative personnel change. The new President, who assumes office April 2006, has demonstrated that he understands and accepts the Mission Statement and Strategic Plan. He knows that he has been hired to lead the University toward achieving those goals, not necessarily to take the University in radically new directions. Interim office holders during the presidential search have been able to continue moving the University forward rather than merely running in place until permanent office holders take over.

### **Standard Seven**

The Division of Business and Finance secures and monitors University resources and plays a lead role in directing them toward achievement of University goals. The Division safeguards University assets and helps to provide a safe, attractive, and productive physical environment.

The University's financial health has continually improved since 2003, when the Commission completed its interim evaluation and reaffirmed the University's accreditation. In three years, operating funds balance increased from \$4.2 million to \$7.6 million, covered by state-funded enrollment increases and tuition increases. Moody's Investors Services has recently reaffirmed the institution's A2 bond rating.

The University operates with an annual budget within a biennial legislative appropriations process, which includes second-year supplemental appropriations. The University integrates these budgets with long-term capital planning. It borrows conservatively and has avoided significant institutional deficits within the past five years.

The future will present severe challenges if the state continues the recent pattern of funding decreased portions of University costs. The University will probably continue to exercise its authority to shift more of those costs to students through tuition and fee increases. It will also continue to seek additional public and private grants and donations. At the same time, it is experimenting with ways, such as the Roadmap to Redesign (R2R) initiative, to reduce instructional costs while increasing student engagement and learning.

### **Standard Eight**

The University strives to maintain and enhance the institution's physical facilities and to use the facilities as a means to achieve the Strategic Plan. The University strives to make the facilities safe and attractive and generally to enhance the educational and living environment.

Like most universities, EWU seems to be in a continual state of construction and renovation. The University just completed construction of a Computer Engineering Building to house the University's new undergraduate Engineering program and related disciplines, and it is currently renovating one of the campus's historical buildings for the growing School of Social Work. Both projects are addressing critical classroom, lab, and office needs for popular University programs. As those projects come to completion, the University is gearing up for new major renovation projects involving another historical building and two of the campus's large classroom and faculty office buildings.

Meanwhile, the University regularly maintains existing facilities. One need only to walk across campus to see that the University is successfully maintaining its buildings and grounds. The campus has never looked better. The University faces a challenge, however, in preventing the list of deferred maintenance projects from growing too fast and resulting in unnecessary expense, as it makes regular allocations among projects.

The Facilities and Planning Office is studying alternative ways to gather and report information about the condition of physical assets and to make effective decisions about upgrading these assets. This office will soon be installing a new computer system, which promises to improve cost accounting and reporting on new construction, renovations, and maintenance. The University expects that the new system will assist in scheduling facility upgrades and replacements and in evaluating operational allocations. It should also assist in making decisions about future capital projects.

Facilities and Planning have played a key role during recent years in enhancing the educational environment of the University. This has made the University a comfortable, attractive place to teach and learn.

### **Standard Nine**

The University tries to preach and practice integrity. Numerous documents, including the Collective Bargaining Agreement, the AAUP Statement of Professional Ethics, and Eastern's Faculty Values Statement, describe ethical conduct by faculty and ethical treatment of faculty. Likewise, a Student Conduct Code and the EWU Policy and Procedures Manual describe ethical conduct by students and ethical treatment of students. Other documents describe ethical practice in research and ethical behavior in athletics.

The University makes this information readily available to faculty and students and to the community at large in hard copy and on the University web site. It regularly reviews this information and checks it for accuracy. The University also provides special training for faculty, staff, and students to help them understand and make use of the information.

The University strives to represent itself accurately and consistently to the public. In 2001, EWU created an Office of Institutional Research, Demography, and Assessment to generate accurate current information about itself and to create a common data source from which offices throughout the University can draw when corresponding with their separate publics. EWU has also moved to a single catalog for graduate and undergraduate students, which is available in hard copy and in electronic format which is easily updated. Formerly, the University published separate catalogs for undergraduate and graduate programs, which sometimes produced glaring inconsistencies in general information about the institution.

Still, the University sometimes releases inconsistent or inaccurate information about itself. Some of the confused information results from the varied purposes – and thus, varied definitions – in the University data. People accessing the information, however, may not always be aware of such subtleties and may regard the disparities as an indication of institutional carelessness. The disparities can lead to misunderstanding within the University's public.

Eastern Washington University takes special pride in its commitment to the freedom of information and inquiry. Faculty zealously protect these freedoms in the content that they include in their courses and in their interactions with one another and with students. Controversial speakers, who recently visited campus for public presentations and who attracted some unfavorable public attention to the University, have tested this commitment. The Faculty Organization, however, unanimously expressed support for allowing these speakers on campus, despite the unfavorable community reaction. The experience inspired the Faculty Organization, in summer 2005, to take the lead in applying to the Ford Foundation's "Difficult Dialogues" grant program.