

**Northwest Commission on  
Colleges and Universities**

**Year Three Self-Evaluation Report**

**Standard One: Mission, Core Themes, and Expectations**

**Standard 2: Resources and Capacity**



**EASTERN**  
**WASHINGTON UNIVERSITY**

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start something **big**

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## **Institutional Overview**

More than 100 years ago, the transportation industrialist Benjamin P. Cheney made a donation that helped the citizens of Cheney, Washington fulfill their dream of building an institute of higher learning. In 1882, the Benjamin P. Cheney Academy opened its doors to more than 200 students. Within just seven years, the academy became the State Normal School at Cheney. The school was designated as an institution “for the purpose of instruction of persons, both male and female, in the art of teaching the various branches that pertain to a good common school.” The school was a fully accredited four-year degree-granting institution, offering majors in numerous subjects, when it became Eastern Washington School of Education in 1937. The campus grew rapidly in size and program offerings and, as a reflection of these changes, in 1961, it was renamed Eastern Washington State College. As the regional needs for professionals in many fields grew, EWU added a wide range of undergraduate and graduate degree programs. In 1977, the state legislature changed the school’s status to a regional, comprehensive university and changed the name to Eastern Washington University (EWU).

EWU’s main campus is located on a 329-acre site in Cheney, with approximately 150 acres developed. In order to better serve Spokane residents, a location was opened in Spokane in 1983, the EWU Higher Education Center. In 1996, the EWU College of Business and Public Administration relocated from Cheney to the Riverpoint Campus in Spokane, a campus shared with Washington State University. In 2007, the EWU Higher Education Center was closed, and programs located there were moved to the Riverpoint campus, consolidating EWU’s offerings in Spokane at that site. In 2002, EWU opened a location on the campus of Bellevue College in Bellevue, Washington. Currently, EWU offers five degree-completion programs at the Bellevue location.

EWU is led by President Rodolfo Arévalo and his Cabinet, which includes the Vice Presidents of Academic Affairs (Provost), Advancement, Business and Finance, and Student Affairs, as well as the Chief Information Officer, the Director of Athletics, the Director of Government Relations, the Director of Athletics, the Associate to the President, the four Academic Deans, the Dean of the Library, the President of the Faculty Senate, the President of the United Faculty of Eastern, the President of the Washington Federation of State Employees, American Federation of State, County, and Municipal Employees Local 931, and the President of the Associated Students of Eastern Washington University. Units at EWU that deliver academic courses and programs are organized into the library and four colleges, each of which is led by a Dean. The programs offered at the Spokane and Bellevue locations are overseen by the Dean of the college in which the respective program resides.

Enrollment for fall 2011 is 10,591 students (headcount, state-funded). The overall ethnic diversity population of the student body is 24%. International students comprise 2.4% of the student body, and 56% of the student body is female.

EWU provides significant opportunity for its students. EWU offers five bachelor’s degrees in more than 100 fields of study, nine master’s degrees with 33 fields of study, 12 graduate certificates, an Educational Specialist degree in School Psychology, and an applied doctoral program in Physical Therapy. Students can earn baccalaureate or master’s degrees in fields such

as the health sciences, life and natural sciences, social sciences, arts and humanities, business, and education. EWU also participates in NCAA Division I athletics with more than 300 student-athletes participating on eight women's and six men's intercollegiate teams.

In this chapter, EWU presents its values, mission, vision, and strategic goals; Board of Trustees' Goals; and the core themes. Each core theme includes an overview of the theme, objectives that cover the domain of the theme, intended outcomes for each objective, associated institutional indicators that allow the University to determine whether it is accomplishing its mission, and a rationale for the inclusion of the particular set of indicators chosen.

EWU takes seriously its responsibility to provide access, opportunity, and excellence to the residents and communities it serves. This commitment is demonstrated by the student population served, which clearly mirrors the population of this region. For example, many of EWU's students come from low-income families, with approximately 81% of first-time full-time freshmen receiving financial aid in the 2010-2011 academic year. For the 2011-2012 academic year, 63% of EWU's full-time undergraduates were eligible for need-based aid. In addition, 40% of first-time freshmen received Pell Grants. Twenty-four percent of the 2011-2012 student enrollment is from under-represented groups, and about half of EWU's first-year students are first generation. A positive impact EWU has on this region is that approximately 75% of graduates reside in Washington, resulting in a more academically prepared citizenship, one whose earning capacity is increased, and one who helps build the labor pool for the region.

In response to requests to expand access to higher education opportunities in the state, EWU partners with Bellevue College, Pierce College, Clark College, South Seattle Community College, Lake Washington Institute of Technology, and North Seattle Community College to offer baccalaureate degree completion programs at these locations. EWU also offers the Master of Social Work degree program in Everett, Vancouver, and Yakima.

EWU's commitment to excellence is demonstrated in part by having 20 programmatic accreditations (<http://access.ewu.edu/Institutional-Research/EWU-Factbook/FactBook-Level-L.xml>) spread over programs located in each of the four colleges. Examples include the Bachelor of Science in Dental Hygiene program, the only such program in the state. Other examples include EWU's engineering degrees, both mechanical and electrical, and the applied doctoral program in Physical Therapy. EWU is the only public four-year regional, comprehensive university in Washington that offers the applied doctoral program in Physical Therapy and that offers engineering degrees. Of all graduates in 2010-2011, 14% graduated in STEM (science, technology, engineering, and mathematics) fields.

Finally, "EWU expands opportunities for personal transformation through excellence in learning" (EWU mission statement). The core themes contained in this report, their objectives, and their outcomes, collectively express the University's values, mission, vision, strategic goals, and the goals of the Board of Trustees. The institutional indicators describe how effectively EWU fulfills its objectives and illustrate the impacts that the university experience has on students' lives and the communities the University serves.

## **Preface**

### **Brief Update on Institutional Changes since Last Report**

The last report submitted to NWCCU by EWU was the 2011 Annual Report. This report was submitted on May 13, 2011, and the University has experienced some institutional change since then.

The Associate Vice President for Student Life/Dean of Students, Al Thompson, resigned from the position effective June 30, 2011 to take a position at another institution. Stacey Morgan-Foster, Vice President for Student Affairs, assumed the duties of this position while a search is being conducted for a new Associate Vice President for Student Life/Dean of Students. Dr. Niel Zimmerman, who was appointed Interim Dean, College of Business and Public Administration (CBPA), on July 1, 2010, continues to serve in that role until the end of winter quarter 2012 while EWU conducts a search for the Dean of the CBPA during the 2011-2012 academic year.

The Division of International and Educational Outreach (DIEO) has been reorganized effective July 1, 2011, resulting in the elimination of the position of Vice Provost for DIEO. Other reorganization within the University resulted in the creation of the Office of Undergraduate Affairs and the position of Vice Provost for Undergraduate Affairs. Dr. Colin Ormsby was appointed as Interim Vice Provost effective January 1, 2012. EWU is conducting a search for the Vice Provost for Undergraduate Affairs during the 2011-2012 academic year.

## Response to Topics Requested by the Commission

In the August 12, 2011 letter from the Commission, EWU received the following recommendation resulting from the March 1, 2011, Year One Self-Evaluation Report:

**Recommendation 1:** *The evaluation panel recommends that the University develop and assign specific designations of an acceptable level of performance for each objective indicator under each core theme. In addition, the Commission requests that the University address how it will demonstrate an acceptable threshold or extent of mission fulfillment (Standard 1.A.2 and 1.B.2).*

The Accreditation Steering Committee and institutional leadership have incorporated into Chapter One of this report EWU's response to the recommendation of the Commission.

The following list shows the changes that were made to Chapter One to respond to the recommendation.

- Revised Mission Statement (page 7);
- Revised Strategic Goals (page 8);
- Revised Board of Trustees' Goals (page 8);
- Revised "Evaluating Our Mission Fulfillment" Section (page 11);
- Assigned specific designations of an acceptable level of performance for each institutional indicator for each objective;
- Revised Outcomes for:
  - Objective 2.1, Outcome #2 (page 15); and
  - Objective 2.2, Outcome #3 (page 16);
- Revised Institutional Indicators for:
  - Objective 1.1, Outcome #1, first four indicators (page 12);
  - Objective 1.2, Outcome #2, third indicator (page 13);
  - Objective 2.1, Outcome #1, fourth indicator (page 15);
  - Objective 2.1, Outcome #2, second and fourth indicators (page 15);
  - Objective 2.2, Outcome #4, last indicator (page 16);
  - Objective 3.1, Outcome #1, second and fourth indicators (page 18);
  - Objective 3.2, Outcome #4, second indicator (page 19); and
  - Objective 3.2, Outcome #5, first indicator (page 19).

## Chapter One – Standard One: Mission, Core Themes, and Expectations

### Section I: Executive Summary of Eligibility Requirements 2 and 3

#### **Eligibility Requirement 2: Authority**

*The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

Title 28B RCW (Revised Code of Washington), Higher Education, designates Eastern Washington University as a regional university and authorizes EWU to offer undergraduate and graduate education programs including master's degrees, educational specialist degrees, and applied doctoral-level degrees in Physical Therapy. Please see Appendix A containing Title 28B RCW – 28B.35.010, 28B.35.050, 28B.35.200, 28B.35.202, 28B.35.205, and 28B.35.215.

#### **Eligibility Requirement 3: Mission and Core Themes**

*The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.*

The EWU mission recognizes EWU's commitment to instruction at a number of academic levels, success of all students regardless of their higher education goals, and service to diverse peoples and communities. It honors its normal school tradition by providing access for the citizens of eastern Washington. The Eastern Washington University Board of Trustees reviewed and approved a revised EWU mission, which was rewritten as part of the development of the EWU Strategic Plan 2012-2017, *inspiring the future*, on November 18, 2011 (<http://www.ewu.edu/inspiringthefuture.xml>).

The Board of Trustees provided significant review and endorsement of the mission statement and the strategic plan as part of the process used to develop the mission statement and the strategic plan as outlined below.

#### ***Phase 1 - Definition***

April 1-29, 2011

- Strategic Planning Committee Kick-Off
- Consultant Hired
- Clarify Roles
- Finalize Strategic Planning Goals
- Strategy Session
- Finalize Timeline
- Discussion Guides

## ***Phase 2 - Input and Engagement***

May 2-June 15, 2011

- Information Gathering
  - Focus Groups*
  - Key Informant Interviews*
  - Web Survey*
- Strategy Session
  - Data Analysis*
  - Key Findings*
  - Trends*
- Outline Framework of Plan

## ***Phase 3 - Development***

June 1-Sept. 1, 2011

- Strategy Session
  - Vision, Mission, Values, Goals Development*
- Draft of the Strategic Plan
- Discussion Guides for Feedback Sessions

## ***Phase 4 - Feedback and Finalization***

Sept.1-Nov. 18, 2011

- Information Gathering
  - Feedback Sessions*
- Strategy Session
  - Data Analysis*
  - Key Findings*
  - Trends*

## ***Phase 5 - Plan Launch and Rollout***

Nov. 18, 2011-Feb. 17, 2012

- Communication Plan
- Process Recommendations

The core themes, their objectives, and their outcomes collectively express the University's mission, strategic goals, and the goals of the Board of Trustees. The institutional indicators describe how effectively EWU fulfills its intentions and illustrate the impacts that the university experience has on students' lives and the communities the University serves.

The set of core themes for EWU align with the four goals of the EWU strategic plan 2012-2017, *inspiring the future*. The core themes were developed with wide participation and review over the period January 2010 - February 2011 and were approved by the President's Executive Committee in fall 2010. The core themes were reviewed as part of the five-phase strategic planning process described above, and they were reaffirmed by the Board of Trustees on November 18, 2011. Each core theme leads to specific objectives for the institution as a whole and for those units that contribute to its success.



EWU's purpose is to serve the educational interests of its students, and its principal programs lead to recognized degrees. EWU devotes a substantial portion of its resources to support its educational mission and the core themes. A total of 78.7% of the University operating budget (education and general – 64.7%, scholarships and fellowships – 14%) is dedicated to supporting the educational mission and the core themes (<http://web.ewu.edu/groups/budget/2011-13%20Biennial%20Budget%20Book.pdf?DID=330&Filename=2011-13%20Biennial%20Budget%20Book.pdf>).

## **Section II: Mission**

*Standard 1.A.2: The institution defines mission fulfillment in the context of its purpose, values, and characteristics. Within that definition, it articulates institutional achievements, outcomes, or expectations that represent an acceptable threshold or extent of mission fulfillment.*

### **Eastern Washington University Values**

<http://www.ewu.edu/inspiringthefuture.xml>

*EWU is dedicated to the following key values:*

- Student-Centered Learning Environment
- Quality
- Access
- Inclusiveness
- Integrity

### **Eastern Washington University Mission**

<http://www.ewu.edu/inspiringthefuture.xml>

EWU is a regional, comprehensive public university located in Cheney and Spokane, Washington, with programs offered throughout the state and online. EWU's mission:

*EWU expands opportunities for personal transformation through excellence in learning.*

Eastern Washington University achieves this mission by:

- Fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction. Students extend their learning beyond the classroom through co-curricular programs, life skills development, internship programs, volunteering, and service learning.
- Creating environments for personal transformation that enrich the lives of individuals, families, communities, and society at large.
- Expanding opportunity for all students by providing critical access to first generation students, underserved populations, place-bound students, and other students who may not have the opportunity for higher education.
- Developing faculty and staff by growing and strengthening an intellectual community and supporting professional development.

## **Eastern Washington University Vision**

[\[http://www.ewu.edu/inspiringthefuture.xml\]](http://www.ewu.edu/inspiringthefuture.xml)

*EWU envisions a future of professionally, socially and culturally engaged leaders, citizens, and communities.*

EWU is a driving force for the culture, economy, workforce, and vitality of Washington State. University graduates think critically and make meaningful contributions to both their career fields and their communities.

## **Eastern Washington University Strategic Goals**

[\[http://www.ewu.edu/About/Administration/President/Mission.xml\]](http://www.ewu.edu/About/Administration/President/Mission.xml)

An integrated academic environment fosters connections among disciplines, between faculty and students, and with campus and community. Such an integrated experience is rich in opportunities for exploration, discovery, and learning. It connects the liberal arts to professional preparation. It provides diverse perspectives and prepares students to be thoughtful, competent citizens able to contribute to the common good. Strategic goals follow.

1. To create an environment where students succeed at their highest level.
2. To build an environment that uses research to identify, anticipate, and respond to community and societal needs.
3. To increase community engagement through active participation of students, staff, and faculty with community groups, businesses, organizations, and government.
4. To continue to strengthen EWU's reputation by raising the visibility of EWU's high-quality academic programs, community engagement, and innovation.

EWU will use open communication; active participation; accountable, fiscally sound practices; and civil, inclusive methods to foster a university community that achieves its shared goals.

Most Recent Review: The EWU strategic plan 2012-2017, *inspiring the future*, was developed over an eight-month period with input from across the institution (see pages 5 and 6 for a description of the process used). It was developed to provide direction and goals for the University's operations for the five-year period from FY2013 to FY2017.

## **Board of Trustees' Goals**

[\[http://www.ewu.edu/About/Administration/BOT.xml\]](http://www.ewu.edu/About/Administration/BOT.xml)

The EWU Board of Trustees (BOT) has adopted the following goals, which inform policies and guide operations.

1. Academic Excellence and Student Success  
*The goal is to secure an institution where academic excellence and student success are ensured for all students, including those who are the first in their families to attend college.*

2. Institutional Strength and Security

*The goal is to secure for the citizens of Washington State a University that is on the leading edge in higher learning, which has the flexibility and foresight to thrive in times of adversity and budget cutbacks through innovation and organizational strength.*

3. Raising Awareness and Visibility

*The goal is to make EWU the first choice of students, faculty, community, business, and government, when looking for academic excellence and innovation.*

The BOT approved its 2011-2012 goals on September 29, 2011 (see Motion 9-01-2011 in the September 29, 2011 Board Meeting Minutes)

<http://www.ewu.edu/about/administration/bot/bot-meeting-minutes.xml>.

### **Eastern Washington University's Three Core Themes**

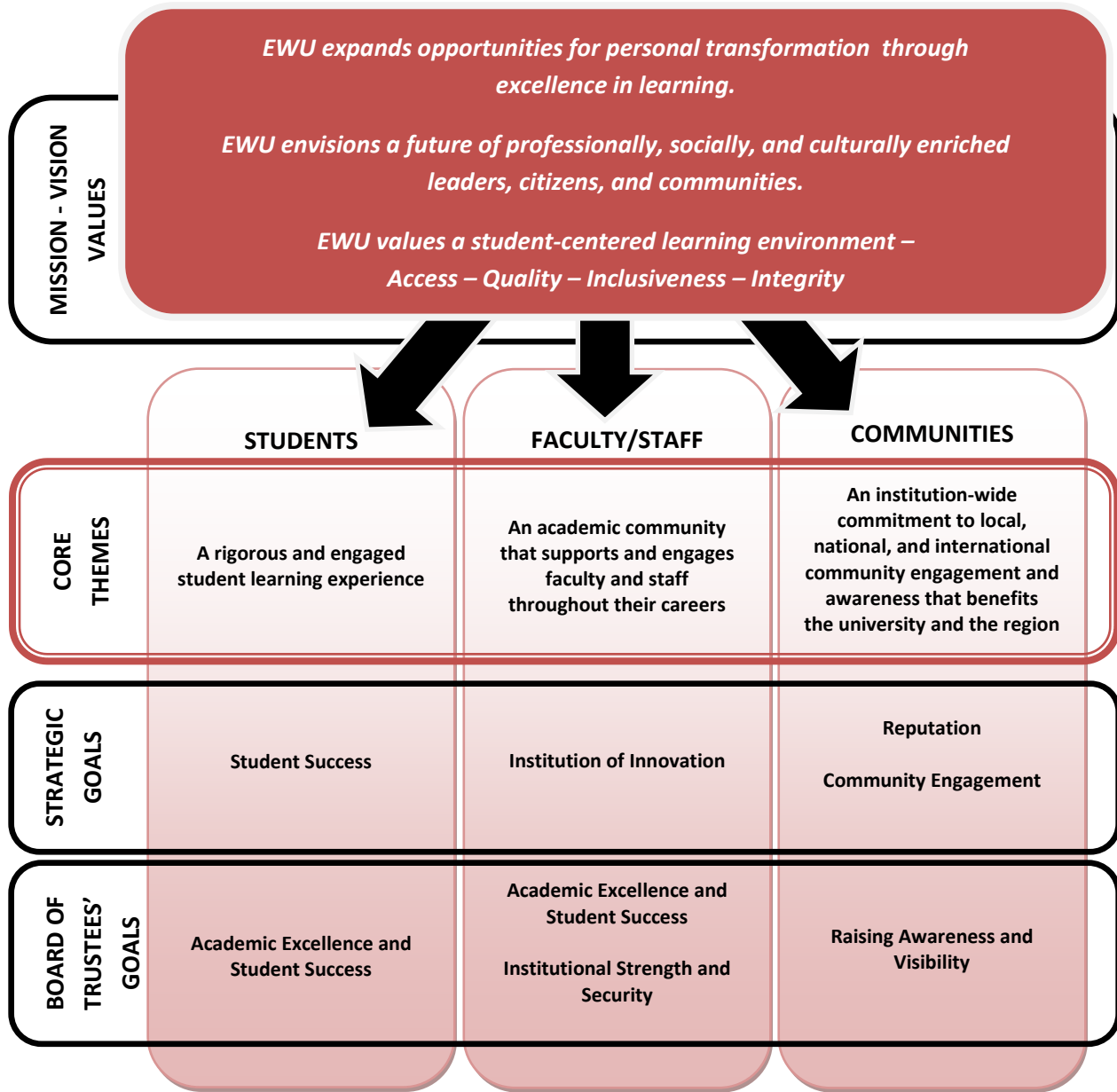
The set of core themes for EWU aligns with the mission, the four strategic goals of the EWU strategic plan, and the three goals of the EWU Board of Trustees. Core themes follow.

1. A rigorous and engaged student learning experience;
2. An academic community that supports and engages faculty and staff throughout their careers; and
3. An institution-wide commitment to local, national, and international community engagement and awareness that benefits the University and the region.

### **The Relation of EWU's Mission and Goals to its Core Themes**

The diagram on the following page shows the linkages among the core themes, strategic goals, and BOT goals.

Figure 1: Linkages among EWU Core Themes, Strategic Goals, and BOT Goals



## **Evaluating Eastern Washington University’s Mission Fulfillment**

The three core themes include indicators of productivity, reflecting, in part, the state legislature’s concern with higher education degree production in Washington. Thresholds for productivity contained in the institutional indicators have been established in discussions with the Accreditation Steering Committee (which has University-wide representation), the Academic Affairs Council (which is advisory to the Provost and Vice President for Academic Affairs and whose membership consists of the Deans; Associate Deans; Vice Provosts; the Director of Institutional Research, Demography and Assessment; the Executive Director of Global Initiatives; the Executive Associate for Academic Resources and Planning); and the President’s Executive Committee, whose membership consists of the Vice Presidents, the Associate to the President, the Director of Athletics, and the Chief Information Officer. Allocation and management of resources and, where possible, growing resources will be an integral part of EWU’s efforts to fulfill the core themes, particularly in this era of declining state investment in higher education.

To determine mission fulfillment, each core theme objective will be rated by the Accreditation Steering Committee as Excellent, Good, Fair, or Poor. An objective will be rated Excellent if the goal has been exceeded. An objective will be rated Good if the goal has been met. An acceptable extent of mission fulfillment will be attained when a majority of the objectives have been rated Excellent or Good.

### **Section III: Core Themes, Objectives, Outcomes, and Indicators**

#### **Core Theme #1**

##### **A rigorous and engaged student learning experience**

EWU Mission and Strategic Plan: Eastern Washington University partially achieves its mission by “fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction.” Students extend their learning beyond the classroom through co-curricular programs...” Strategic Plan Goal 1: To create an environment where students succeed at their highest level.

Description of Core Theme #1: Eastern Washington University’s ability to engage students effectively throughout their academic careers is a central point of the University’s mission and accountability plan. EWU offers academic programs at the baccalaureate level, master’s degrees, educational specialist degrees, and applied doctorate-level degrees. Programmatic rigor is demonstrated in part by maintaining 51 specialized accreditations. While setting a high standard for students, the institution seeks to continually identify and reinforce institutional and pedagogical practices that keep students focused and successful, not only while attending EWU but also afterward as graduates and citizens of the region, state, and nation. EWU enrolls and educates a high percentage of first-generation and Pell-eligible students. The faculty and staff take on a special responsibility to engage all students actively in ways that foster the

accomplishment of their educational goals and equip them with the skills, knowledge, and ability to succeed in their careers.

## **Objectives, Intended Outcomes, Institutional Indicators, and Rationale**

### **Objective 1.1: Persistence and progress toward educational goals**

#### Outcome #1

Increase six-year graduation rates and maintain strong graduation efficiency rates.

#### Institutional Indicators

- Retention and six-year completion rates of first-time, full-time freshmen increase by two percentage points by fall 2014 from the fall 2011 baseline;
- Retention and three-year completion rates of transfer students increase by two percentage points by fall 2014 from the fall 2011 baseline;
- Retention and six-year completion rates of under-represented students as compared with Integrated Post-Secondary Education Data System (IPEDS) peers and Washington State public regional universities increase by two percentage points by fall 2014 from the fall 2011 baseline;
- Retention and six-year completion rates of Pell-eligible students (as an indicator of low social economic status) increase by two percentage points by fall 2014 from the fall 2011 baseline; and
- Number of graduate degrees and certificates earned within six years of initial graduate enrollment increase by two percent by fall 2014 from the fall 2011 baseline.
- Percent of students completing their degree within 125% of units earned (i.e., 225 credits) will remain above 93%.

Rationale: An indicator of the University's success is the percentage of students completing degrees or academic programs. EWU is committed to increasing its six-year graduation rates in the coming years. EWU does well compared to its IPEDS peers in graduation rates and seeks to make significant improvement with data-driven decisions to help current and future students become more successful in completing their chosen degrees at EWU.

EWU also seeks to improve the efficiency of its degree production. EWU is committed to providing undergraduate students with the academic and co-curricular support they need to complete their degrees within 125% of units earned (i.e., 225 credits) and supporting graduate students such that they are well within the six-year timeframe allowed for completion.

### **Objective 1.2: Programs aligned with mission and academic vision**

#### Outcome #2

Support student achievement in rigorous and relevant academic and co-curricular programs.

### Institutional Indicators

- The continued production of graduates in high-demand majors as measured by the state of Washington and EWU remains stable or shows an increasing trend from the fall 2011 baseline;
- The percentage of students engaged in the campus community, as measured by participation in university-sponsored activities and programs to support student achievement, shows an increasing trend from the fall 2011 baseline;
- EWU will establish a baseline for the percentage of students engaged in the community as measured by internships, community service activities, and experiential learning activities by fall 2014; and
- Data collected from the assessment of program student learning outcomes (SLOs) will continue to be used for the continuous improvement of academic programs as shown through the annual assessment of these SLOs.

Rationale: EWU is committed to providing a quality education by delivering academic programs that prospective and current students wish to pursue to reach their educational and life goals. As a regional state university, EWU has a responsibility to provide both the eastern Washington region and the state with well-educated graduates ready to enter the workforce and advance in careers, particularly in high-demand fields.

As part of this regional commitment, EWU will continue to be responsive to market demand and economic indicators when developing and revising its programs. Moreover, these programs will engage students in an array of out-of-classroom learning experiences that support their integration with the workforce. To provide these desired outcomes EWU recognizes the importance of encouraging collaboration between faculty and students for increased scholarship and the promotion of student achievement. Likewise, EWU continues to encourage its students to become responsible citizens. Moreover, EWU expects its students to be engaged broadly in their own education and will increase the number of opportunities for students to participate in community activities as well as experiential learning. These efforts directly and deeply involve the entire university community in furthering student learning, while actively partnering with local communities to advance their goals.

To ensure that both academic programs and co-curricular learning opportunities are aligned with these goals, the goals of the students, and the goals of the region, EWU will continue to adjust its program array and program relevancy through program review and audit processes.

### **Objective 1.3: Supportive environments for learning and living**

#### Outcome #3

Foster enhanced learning environments and quality co-curricular support.

### Institutional Indicators

- Institutional support for academic scholarships shows an increasing trend;

- The quality and use of university facilities and physical spaces, including university-provided housing arrangements, to enhance the student learning experience show an increasing trend from the fall 2011 baseline;
- The quantity and quality of support services provided to students both for their curricular and co-curricular success show an increasing trend from the fall 2011 baseline;
- The proportion of students, faculty, and staff who have undergone the Green Dot, LGBT, or other campus climate training opportunities shows an increasing trend from the fall 2011 baseline;
- The proportion of technologically enhanced classrooms shows an increasing trend from the fall 2011 baseline; and
- The proportion of courses using Blackboard shows an increasing trend from the fall 2011 baseline.

Rationale: Although classroom instruction is at the core of students' experience at the University, their learning also occurs in a wide array of co-curricular settings. EWU realizes that to successfully achieve its mission and serve a diverse student population, it is necessary to provide learning and living environments that encourage students to explore new ideas, develop their interests, establish professional relationships, and ultimately prepare for life after graduation. To that end, EWU will provide a rich set of co-curricular learning experiences to include student transition programs, student leadership opportunities, living and learning communities, student activities, and related programs. Moreover, EWU will assess student services, activities, and support programs with a goal of ongoing improvement and effective resource and facility use. One aspect of this effort is the wise use of different means to deliver curricula to students. Realizing that students who attend EWU range in age, interests, and geographic proximity to the University's main campus, EWU will strategically employ technology in order to meet the needs of students. To that end, EWU commits to providing quality academic and student services' support to all EWU students.

## **Core Theme # 2**

### **An academic community that supports and engages faculty and staff throughout their careers**

EWU Mission and Strategic Plan: Eastern Washington University will partially achieve its mission by "developing faculty and staff by growing and strengthening an intellectual community and supporting professional development." Strategic Plan Goal 4: Continue to strengthen EWU's reputation by raising the visibility of EWU's high quality academic programs, community engagement, and innovation.

Description of Core Theme #2: Since the publication of its strategic planning document *A Commitment to Action: 2004 Report on the Learning Environment*, Eastern Washington University has been developing an integrated academic experience rich in opportunities for exploration, discovery, and learning by the entire Eastern Washington University community. Current research in post-secondary education shows a positive correlation between student success and student contact with supportive adults inside and outside the classroom. The second core theme is fundamental to creating such an environment.



EWU faculty and students engage in research and creative activities that improve the quality of life for citizens of the Inland Northwest and the state of Washington, as is appropriate to the University's role as a regional comprehensive institution. For example, in 2010, one hundred EWU faculty mentored the 350 undergraduate and graduate students who participated in the annual EWU Research and Creative Works Symposium, and more EWU students presented at the 2010 National Conference for Undergraduate Research than did students from the other Washington post-secondary institutions combined. Also in 2010, EWU received the Sterling Savings Bank Big Sky Conference Presidents' Cup, a unique award in college athletics recognizing the Big Sky Conference institution whose athletes excel in academic achievement. These activities are evidence that EWU is "fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction."

For EWU to develop an academic community that supports and engages faculty and staff throughout their careers, the institution must: (1) create a campus culture of participation and engagement that recognizes and supports faculty and staff; and (2) align hiring, recruiting, and retention practices with the mission and academic goals. These two components are the objectives for core theme #2.

### **Objectives, Intended Outcomes, Institutional Indicators, and Rationale**

#### **Objective 2.1: A campus culture of participation and engagement that recognizes and supports faculty and staff**

##### Outcome #1

Increase the number of engaged faculty, staff, and students.

##### Institutional Indicators

- Scholarly and creative output identified by faculty in Faculty Activity Plans is achieved;
- Number and percentage of students and faculty mentors participating in the Student Research and Creative Works Symposium show an increasing trend from the 2010-2011 academic year baseline;
- Number of work products developed by faculty receiving faculty grants for research and creative works remains stable or shows an increasing trend from the 2010-2011 academic year baseline; and
- Service to the department, college, University, or community identified by faculty in Faculty Activity Plans is achieved.

##### Outcome #2

Support research and creative activities with grants and contracts.

##### Institutional Indicators

- Number of grants and contract proposals submitted by the colleges shows an increasing trend from their fall 2011 baselines;
- Number of grants and contracts procured by the colleges shows an increasing trend from their fall 2011 baselines;

- Number of students employed on grants and contracts awarded to the University shows an increasing trend from the fall 2011 baseline; and
- Total grant and contract dollars procured by the University are comparable to its IPEDS peers.

Rationale: The more an institution invests itself in the success of its employees, the more the employees invest themselves in the success of the institution. Moreover, student engagement (core theme #1) depends on faculty and staff engagement. Thus, “professionally accomplished faculty who are strongly committed to student learning” are those who are supported in their disciplinary research, their commitment to creative pedagogy, and their efforts to work in service to university goals beyond the confines of discipline and department. When faculty and students partner in research, the faculty members and students benefit, and such partnerships provide a richer learning experience for both.

## **Objective 2.2: Hiring, recruiting, and retention practices aligned with mission and academic goals**

### Outcome #3

Ensure that faculty and staff reflect the cultural diversity of Washington State.

### Institutional Indicators

- Share of faculty and staff of diversity increases from the fall 2011 baseline;
- Percentage of EWU job postings placed in targeted venues to attract broad pool of applicants shows an increasing trend from the 2010-2011 academic year baseline; and
- Percentage of minority applicants for faculty and staff positions relative to the diversity of labor markets as established in the EWU Affirmative Action Plan shows an increasing trend from the 2010-2011 academic year baseline.

Rationale: In order to prepare EWU faculty and staff to contribute to a culturally diverse society, it is important for the University to reflect the diversity of the region, the state of Washington, and the nation. Use of established standards, advertising in diverse venues, and monitoring the diversity of applicant pools will provide information on the University’s commitment to this objective. To ensure that the faculty and staff are able to serve as model professionals, engaged citizens, and leaders, the University supports the development of cultural competency in faculty and staff in order to recognize and respect cultural differences.

### Outcome #4

Recruit, hire, and retain faculty and staff who are well qualified for their positions and who demonstrate the ability to meet performance expectations.

### Institutional Indicators

- Percentage of faculty position postings that include a statement of performance expectations for teaching competence and assessment of learning shows an increasing trend from the fall 2011 baseline;
- Percentage of faculty recognized for teaching effectiveness, scholarship and creative activities, and service through merit pay awards remains stable;

- Percentage of professional development opportunities for staff provided by departments remains stable; and
- Percent of faculty with terminal degrees remains stable.

Rationale: The University has identified employing “a professionally accomplished faculty who are strongly committed to student learning” as a strategy for achieving its mission. Teaching serves as the primary function of faculty at the University. Potential faculty members must be fully informed of the expectations of highly effective teaching, student learning, and engagement in their disciplines. Providing “exceptional student support services” is another strategy the University uses to achieve its mission. Hiring and retaining qualified faculty and staff who support and enhance the student learning experience supports EWU’s mission by “fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction.”

### **Core Theme #3:**

#### **An institution-wide commitment to local, national, and international community engagement and awareness that benefits the University and the region**

EWU Mission and Strategic Plan: Eastern Washington University will partially achieve its mission by “creating environments for personal transformation that enrich the lives of individuals, families, communities, and society at large.” Strategic Plan Goal 3: Increase community engagement through active participation of students, staff, and faculty with community groups, businesses, organizations, and government.

Description of Core Theme #3: EWU’s mission is to prepare students to pursue culturally enriched and economically sustainable lives beyond the institution. Outreach to and engagement with the diverse communities outside the University are essential parts of EWU’s success as a public institution of higher education.

The objectives for this core theme reflect engagement with the regional, national, and broader international communities. Engagement with the local community occurs both through community participation on EWU advisory boards and the strategic representation of faculty, staff, and students in community organizations. Engagement with national communities is reflected in EWU’s participation in national efforts such as providing educational opportunities for first-generation and underserved communities. EWU furthers this objective through internships and learning opportunities, such as undergraduate and professional research conferences, as well as encouraging faculty participation in seeking and receiving grant opportunities that involve students and respond to research interests beyond the region. Engagement of students and faculty with the international community takes place both on EWU’s campus, through visiting scholars and students, as well as on the campus of partner institutions outside of the United States when EWU students and faculty engage in travel, research, learning, and teaching abroad.

## **Objectives, Intended Outcomes, Institutional Indicators, and Rationale**

### **Objective 3.1: University engagement with and responsiveness to the needs of local and regional communities**

#### Outcome #1

Engage partners to ascertain and respond to regional needs and to increase the University's visibility.

#### Institutional Indicators:

- Advisory boards' strategic participation in the governance and direction of the colleges/departments is demonstrated in the minutes of the advisory board meetings;
- Evidence of participation of faculty, staff, and students with local boards, civic groups, professional societies, and media will be collected;
- Number of faculty and staff supported by local and regional organizations to conduct research and provide technical assistance to meet local and/or regional needs shows an increasing trend from the 2011-2012 academic year baseline; and
- An Institute for Community Engagement is planned and will be operational by fall 2012.

Rationale: A healthy relationship between the institution and communities requires a rich flow of information. Administrators and faculty who create advisory boards that include local constituents ensure that the community perspective is heard and considered in shaping the University's programs. Faculty, staff, and students who participate in a broad range of local organizations such as boards, civic groups, professional societies, and media demonstrate that EWU is responsive to local community needs and that the community is aware of EWU's presence in and support of local and regional economic, educational, social, artistic, political, and scientific health and vitality. Members of the faculty and administration respond to local and regional needs through a variety of mechanisms, including curricular change and program creation.

### **Objective 3.2: University exposure to and engagement with national and international communities**

#### Outcome #2

Promote activities within the existing international partnerships.

#### Institutional Indicators:

- Existing institutional relationships and partnerships with institutions having similar missions and focus areas are strengthened, as demonstrated by revised Memoranda of Understanding; and
- International exchanges of faculty and students with partner institutions and others show an increasing trend from the 2011-2012 academic year baseline.

Rationale: The value of international partnership is in the richness of the interactions that occur among faculty, staff, and students on the EWU campus and on the campus of partner institutions. By strategically aligning with institutions similar in mission, faculty and students are more likely to find ways to collaborate with EWU's existing international partners. These experiences will also form the basis for expansion of international partnerships that will include exchange of

scholars and students. International scholars and students on EWU's campus enrich existing programs, curricula, and campus life.

### Outcome #3

Encourage student participation in study abroad.

#### Institutional Indicator:

- The number of EWU students participating in study abroad shows an increasing trend from the 2011-2012 academic year baseline.

Rationale: An understanding of and appreciation for diverse ideas and perspectives obtained through study abroad brings a richness and depth to the student experience that cannot be easily achieved domestically. Returning from abroad, students communicate new knowledge and cultural competence to faculty, staff, and other students through both formal and informal means, positively affecting even those who have not gone abroad and enriching the entire campus community.

### Outcome #4

Increase international student enrollment at EWU.

#### Institutional Indicator:

- The proportion of international students in the student body at EWU shows an increasing trend from the 2011-2012 academic year baseline; and
- Co-curricular activities involving international students show an increasing trend from the 2011-2012 academic year baseline.

Rationale: Having international students join EWU's community is an opportunity for faculty, staff, and students to engage the international world without leaving campus. International students at EWU hail from a variety of diverse cultural backgrounds. The integration of these students and their perspectives into the EWU community, through opportunities both inside and outside the classroom, provides students, faculty, and staff the opportunity to understand other cultures better and to reflect on their own cultural perspectives and values.

### Outcome #5

Engage with national and international partners in educational, research, and teaching opportunities for faculty, staff, and students.

#### Institutional Indicators

- Affiliations with national institutions on campus are documented;
- Grant applications for national and international projects and activities show an increasing trend from the 2011-2012 academic year baseline;
- Participation in Fulbright teaching, research, and visiting scholar programs shows an increasing trend from the 2011-2012 academic year baseline; and
- Students' engagement in internships, practicums, and field experiences with national organizations shows an increasing trend from the 2011-2012 academic year baseline.

Rationale: International and national partnerships and engagement opportunities provide faculty, staff, and students with opportunities beyond their local and regional cultures and perspectives. EWU students, faculty, and staff historically have been very involved with these opportunities, and it remains important for EWU to continue that involvement and to use what has been developed to provide new opportunities to engage with and respond to broader communities in both education and research.

## Chapter Two: Resources and Capacity

### Section I: Executive Summary of Eligibility Requirements 4 through 21

#### **Eligibility Requirement 4: Operational Focus and Independence**

*The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.*

EWU is a public, comprehensive university that offers bachelor's and master's degrees, an educational specialist degree, and an applied doctorate. EWU's programs and services focus on higher education.

President Rodolfo Arévalo leads the University with guidance from the Board of Trustees (BOT). The BOT is the major policy-making body of the University, and it ensures that the policies are enforced. EWU is sufficiently independent organizationally and operationally to be held accountable for and responsible for meeting the Commission's standards and eligibility requirements.

#### **Eligibility Requirement 5: Non-Discrimination**

*The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.*

EWU's values and mission and the BOT goals support respect for all individuals. Inclusiveness is a key value for EWU: "Our diversity makes EWU a stronger community." EWU achieves its mission by, among other things, "expanding opportunity for all students by providing critical access to first-generation students, underserved populations, place-bound students, and other students who may not have the opportunity for higher education." One of the three BOT goals of 2011-2012 is "to secure an institution where academic excellence and student success are ensured for all students, including those who are the first in their families to attend college." Finally the first of EWU's core themes is "A rigorous and engaged student learning experience," which focuses on engaging all students effectively throughout their academic careers.

#### **Eligibility Requirement 6: Institutional Integrity**

*The institution establishes and adheres to ethical standards in all of its operations and relationships.*

EWU adheres to ethical standards in all of its operations and relationships. As state employees, all university employees are subject to the statute regarding ethical conduct as stipulated in Chapter 42.52 of the Washington State Administrative Code (WAC). Ongoing training regarding state ethics codes is conducted by EWU's Office of Human Resources with assistance from the State's Attorney General's Office in Spokane. Beyond the expectations of the state and university policies, ethical conduct of faculty has historically been addressed in the collective bargaining agreement (CBA) between the Board of Trustees and the United Faculty of Eastern

(UFE) through the endorsement and incorporation into the CBA of the Statement of Professional Ethics as adopted by the American Association of University Professors (AAUP: June, 1987).

Fair treatment of students is ensured by policy and procedures as described in Washington State Administrative Code 172 (<http://apps.leg.wa.gov/wac/>) and the EWU Policies and Procedures. As part of the BOT's authority and obligation, WAC 172-120-010 stipulates that regulations must be developed to "safeguard the rights, opportunities, and welfare of students..." University policy on student conduct and discipline is outlined in section 840-080 of the Policies and Procedures ([http://cfweb.ewu.edu/policy/PolicyFiles/UGS\\_840\\_080\\_020.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/UGS_840_080_020.pdf)). These policies and their procedural implementation serve as the framework for the protection of student rights as well as communicating student obligations and expectations as members of the university community. Although the ethical treatment of students is the responsibility of all staff and faculty, the Office of Student Rights and Responsibilities and the Office of the Dean of Students have primary roles in the enforcement of campus policy in this area.

### **Eligibility Requirement 7: Governing Board**

*The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.*

The Board of Trustees is ultimately responsible for the quality and integrity of the institution. The BOT establishes broad institutional policies and delegates to the chief executive officer the responsibility to implement and administer these policies.

The Board is established by and receives its authority from Chapter 28B, Revised Code of Washington (RCW). In addition, the BOT is subject to all of the general laws governing state agencies. The eight members of EWU's BOT are nominated by the Governor and approved by the Washington State Senate. BOT members have no contractual or employment relationship or personal financial interest with EWU.

### **Eligibility Requirement 8: Chief Executive Officer**

*The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.*

President Rodolfo Arévalo is the Chief Executive Officer of EWU. Dr. Arévalo was appointed by the BOT to this full-time position. The Chair of the BOT is elected from within the BOT membership, none of whom are executive officers of EWU.

### **Eligibility Requirement 9: Administration**

*In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.*



In addition to President Arévalo, EWU employs four Vice Presidents, a Chief Information Officer, and a Director of Athletics, all of whom provide effective leadership and management for EWU's six major units. Through the President's Executive Committee, these six administrators work collaboratively with the President to foster fulfillment of EWU's mission and achievement of the core themes.

**Eligibility Requirement 10: Faculty**

*Consistent with its mission and core themes, the institutions employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.*

The University employs approximately 430 full-time and 235 part-time faculty members with 97% of full-time faculty holding terminal degrees. The University expects each academic unit to recruit the most highly qualified faculty available. Typically, national searches are undertaken on all tenure-track faculty positions. Part-time and full-time faculty for on-campus, off-campus, and online programs are screened for appropriate expertise during the hiring process.

Regular evaluation of faculty is prescribed by the collective bargaining agreement (CBA). Individual expectations are outlined in Faculty Activity Plans for all tenure-track faculty members. Expectations for lecturers and senior lecturers are outlined in appointment letters. Performance review includes review by department personnel: Department Personnel Committee, Department Chair, College Personnel Committee, Dean and Provost. The review is based on each tenure-track faculty member's achievements related to his or her Faculty Activity Plan and departments', colleges', and the Library's expectations as described in their respective policies and procedures. This process produces a professionally accomplished faculty who are strongly committed to student learning.

**Eligibility Requirement 11: Educational Program**

*The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields.*

EWU has a clear mission statement that guides the development of the programs it offers. The content and rigor of the degree and certificate programs offered by EWU are consistent with the mission. Every degree and certificate program offered by EWU has identified student learning outcomes that indicate what students will be able to do after completing their programs. The outcomes for student learning apply to all EWU programs.

Degree designations at EWU are directly tied to program content and are appropriate for the field of study. The description of the intellectual skills, creative capabilities, methods of inquiry, and career preparation needed for each program are of mixed depth and detail.

### **Eligibility Requirement 12: General Education and Related Instruction**

*The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of General Education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or General Education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.*

The courses offered at EWU reflect the general education core requirements (GECRs), requirements of the majors, and personal enrichment courses. All students graduating or completing baccalaureate degrees or certificate programs of 45 quarter credits or more must demonstrate mastery of the student learning outcomes (SLOs) in the GECR courses, which represent the areas of mathematical reasoning, English composition, computer literacy, humanity and fine arts, social sciences, natural sciences, cultural and gender diversity, and international studies. EWU does not offer associate degrees.

The general education experience culminates with a “capstone course” designed to provide opportunity for students to employ their integrative and problem-solving skills both within and beyond their disciplines and to work effectively in collaborative venues on shared issues and concerns. The GECRs provide the foundation that allows the acceleration of general competencies to meet specific academic disciplinary requirements of the majors. Completion of the GECRs before many of the major requirements ensures that the necessary foundation is in place.

All bachelor's and graduate degree programs offered by EWU require a major specialization or concentration.

### **Eligibility Requirement 13: Library and Information Resources**

*Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.*

The University Libraries support the curricula and the scholarly activities of its individual members by providing access to information and promoting the knowledge about and practice of research and information literacy skills. The Libraries are a shared utility for the entire university community and consist of the John F. Kennedy Library, located at the center of the Cheney campus; the Riverpoint Campus Library, located in Spokane; and anytime/anywhere access via the web. EWU students at Bellevue College have physical access to Bellevue College Library holdings and remote access to EWU Libraries' holdings. The Libraries faculty and staff provide open access to information, reference, and instructional services and are actively involved in research and service to the University and community.

The Libraries serve the needs of EWU students, faculty, staff, and the community at physical and virtual locations with support from approximately 11 FTE faculty, 21 FTE staff, and 10 FTE student workers. The Libraries' catalog includes 1.26 million item records and provides access to more than 132 databases, 4,265 electronic books, and 48,917 electronic journals. It serves as a selective U.S. government depository with the largest collection of federal documents in Spokane County. Located on the lower level of JFK Library are two special collections – the University Archives/Special Collections and the Curriculum Center. The University Archives holds inactive university records of continuing historical and administrative importance. The archives also hold personal papers and business records of significance to this geographical region. Online access to digital versions of photographs, drawings, lithographs, maps, facsimile documents, and oral history transcripts is provided through EWU Digital Collections. The Curriculum Center holds over 22,000 children's books and K-12 materials.

#### **Eligibility Requirement 14: Physical and Technological Infrastructure**

*The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.*

EWU provides a high-quality and safe physical campus for its students, faculty, staff, and community members. Facilities' role is a key element in providing a quality instruction environment where EWU's students can succeed in their academic disciplines. In addition, the physical and technological infrastructure is pivotal in providing students with comfortable living, recreational programs, and superior academic learning spaces.

EWU's strategic plan has four goals (see page 8), and effective use of technology is a key component of all four:

- Technological proficiency is a stated goal for the education of EWU's students as the University prepares them for the highly technological world in which they will live and work;
- Faculty members are encouraged to use instructional technology to create a dynamic learning environment for students;
- Staff members depend upon information technologies to perform administrative work and to offer services to students on campus and at a distance; and
- Planners expect efficiencies and some types of cost savings as well as improved services and teaching to result from investments in technology.

EWU students, staff, and faculty have access to the technological systems, infrastructure, tools, and support necessary for students to succeed academically; for faculty to engage in scholarly pursuits; and for staff to perform their management and operational functions and support services.

#### **Eligibility Requirement 15: Academic Freedom**

*The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.*

EWU's strategic plan, mission, and values (see pages 5-11) clearly support an environment in which the campus community is free, encouraged, and expected to develop intellectually and explore disciplines from various (and possibly conflicting) perspectives. For example, the mission is carried out through "fostering excellence in learning through ... undergraduate and graduate student research and individual faculty-student interaction." The mission is also carried out in part by "developing faculty and staff by growing and strengthening an intellectual community and supporting professional development." Key values at EWU include "Inclusiveness" reflecting the focus on including diversity—including diversity of thought—and the value of "Integrity"—fostering "a culture of respect, commitment, and honesty."

#### **Eligibility Requirement 16: Admissions**

*The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.*

Admission information for undergraduate students is found on pages 18 and 19 in the 2011-2012 Graduate and Undergraduate Course Catalog. Admission information for graduate students is found on pages 30 and 31 in the 2011-2012 Graduate and Undergraduate Course Catalog. The Catalog is available at <http://www.ewu.edu/academics/catalog.xml>. Student admission information also can be found at <http://www.ewu.edu/Admissions.xml>.

EWU adheres to its student admission procedures and practices.

#### **Eligibility Requirement 17: Public Information**

*The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.*

EWU publishes in the Graduate and Undergraduate Course Catalog (<http://www.ewu.edu/academics/catalog.xml>) current and accurate information regarding EWU's mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct and rights and responsibilities of students (both contained in the Student Conduct Code); tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. Current and accurate information can also be found on the EWU website regarding EWU's core themes (<http://access.ewu.edu/provosts-office/ewu-accrreditation-home-page.xml>); admission requirements and procedures; grading policy; information on academic programs and courses; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

**Eligibility Requirement 18: Financial Resources**

*The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.*

As of June 30, 2011, the University was financially stable, increasing net assets 3.9% over the prior year. Revenues increased as well due to additional enrollment and tuition increases, while managing expenditures at a sustainable level. EWU continues to maintain an operating reserve at 10% of annual core operating budget expenditures.

The University's planning process centers on realistic revenue projections, supported by enrollment projections and tuition. In each biennial cycle, planning includes two-year revenue projections, analysis of appropriate reserves, and consideration of current and future obligations of the University. This deliberate and thoughtful planning process ensures that EWU operates within available resources each biennium. The campus-wide budgeting process is presented in more detail in Standard 2.F.2 (page 94).

**Eligibility Requirement 19: Financial Accountability**

*For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.*

The University undergoes an annual financial statement audit performed by the Washington State Auditor's Office. The internally prepared financial statements, management discussion and analysis, and notes to financial statements are available to our auditors within approximately five months after the fiscal year end. The financial report, including the independent auditor's opinion, is issued in a timely manner after completion of the audit. These reports are publicly available on EWU's website at <http://access.ewu.edu/General-Accounting.xml>. The auditors meet with the President's Executive Committee and the BOT Business and Finance Committee at the beginning of each audit to communicate the engagement work. When the audit is completed, the auditors meet again with the executive leadership and the BOT to communicate the results of the audit, including any findings or management letter comments. EWU has received an "unqualified" opinion on the financial statements and has rarely received audit findings or management letter comments.

**Eligibility Requirement 20: Disclosure**

*The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.*

EWU accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

### **Eligibility Requirement 21: Relationship with the Accreditation Commission**

*The institution accepts the Standards and related policies of the Commission and agrees to comply with these Standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.*

EWU accepts the NWCCU Standards for Accreditation and related policies of the Commission. EWU agrees to comply with these Standards and policies as currently stated or as modified in accordance with Commission policy. EWU also agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding EWU's status with the Commission to any agency or members of the public requesting such information.

## **Standard 2 – Resources and Capacity**

*By documenting the adequacy of its resources and capacity, the institution exhibits the potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures which promote effective management and operation of the institution.*

### **Section 2.A: Governance**

#### **Overview**

Eastern Washington University's system of governance facilitates the successful accomplishment of its mission and goals and promotes the periodic review and revision of the mission. The governance system includes representatives from all stakeholders, thereby ensuring that the mission is responsive to the changing needs of Washington. The University's mission, goals, and system of governance are dynamic. As a public institution, the University must implement its mission and goals within its legislatively authorized state support, tuition revenue, and state policy initiatives.

President Rodolfo Arévalo leads the University with guidance from the eight members (including one student trustee) of EWU's Board of Trustees. The Governor of the state of Washington appoints the eight trustees for six-year terms for all but the student trustee, who serves a one-year term. The President relies on assistance from both his Cabinet and his Executive Committee to govern EWU. Governance of the University is shared with EWU's Faculty Organization and Academic Senate, bodies of faculty elected by their colleagues. The President and members of the President's Executive Committee (PEC) regularly consult with the Faculty Organization through the Academic Senate and its standing committees. The Associated Students of Eastern Washington University (ASEWU) represent the interests of currently enrolled undergraduate and graduate students. ASEWU regularly communicates with the President, members of the PEC, Cabinet, Academic Senate, and BOT.

EWU considers its governance process to be strong and to be functioning well within the mission of the institution. It is expected that all members of the EWU community take into consideration the mission of the institution when planning for the future success of the institution.

**2. A.1** *The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.*

Public statute describes the authority and responsibility of the University's Board and President. EWU's enabling legislation delegates specific responsibilities to the Board of Trustees (see RCW 28B.35.100, <http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.35.100>). The University's governance system is constituent-based and is accountable to the Board of Trustees.

EWU's Policies and Procedures contain information and regulations describing the authority, responsibilities and relationships among various university constituencies. The Board of Trustees' authority is described in Policy UGS 001-020 of the EWU Policies and Procedures (<http://www.ewu.edu/About/Administration/President/Policies.xml>). Faculty, staff, and students share in the governance of the University (Policy UGS 100-020-060 and Policy UGS 840-020-020 of the EWU Policies and Procedures). Faculty, staff, or students participating in shared governance are empowered by the Board of Trustees to carry out their shared governance responsibilities to the best of their abilities without interference or fear of reprisal.

The Board of Trustees, which meets regularly throughout the year, is the major policy-making body for the University. The University President, the Provost and Vice President for Academic Affairs, the Vice President for Business and Finance, the Vice President for Student Affairs, the Vice President for Advancement, the President of the Faculty Organization, the Presidents of the Classified and Faculty Unions, and the President of ASEWU attend the meetings and regularly report to the Board. The Board fulfills its role in the governance process by setting appropriate policies and ensuring that the University enforces them.

The President is directly responsible to the Board of Trustees (UGS 001-020-040). The President is the principal administrative officer and authorized to act on behalf of the University in all matters except those requiring Board action (EWU Policy 101-01, [http://cfweb.ewu.edu/policy/PolicyFiles/EWU\\_101\\_01.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/EWU_101_01.pdf); draft revision (scheduled to go to the BOT for action on March, 23, 2012) at [http://cfweb.ewu.edu/policy/PolicyFiles/EWU\\_101\\_01\\_Draft.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/EWU_101_01_Draft.pdf) ). The President is also responsible for the daily operations of the University.

## **Board of Trustees**

The Board of Trustees is ultimately responsible for the quality and integrity of the institution. It selects a Chief Executive Officer (President), considers and approves the mission of the institution, is concerned with the provision of adequate funds, and exercises broad-based oversight to ensure compliance with institutional policies. The Board establishes broad

institutional policies and delegates to the Chief Executive Officer the responsibility to implement and administer these policies.

The University's Board of Trustees is established by and receives its authority from Chapter 28B, Revised Code of Washington. In addition, the Board is subject to all of the general laws governing state agencies. The Board is responsible for the selection of the President of the University. The eight members of EWU's Board are nominated by the Governor and approved by the Washington State Senate. The Board meets throughout the year to discharge its obligations that include setting policy, approving the mission of the institution, approving the University's capital and operating budgets, personnel matters, approval and selection of contractors, and awarding of public work contracts. In addition to Board and Committee meetings, the trustees attend university functions such as commencement and musical, theatrical, and athletic events.

*The Board's Mission, adopted on October 23, 1998:*

The Board of Trustees of Eastern Washington University will assure students, their families, and the citizens of the State of Washington that the University will provide high quality, student-centered education and service programs. Promoting excellence, the Board will further assure that the University is accountable, both academically and financially. The Board will serve as an advocate for the University, as a steward of the public trust, and as a participant in charting the future course of Washington post-secondary education.

The Board of Trustees is effectively organized, and independent oversight is ensured based on state law. The Board as a whole engages in regular self-reviews and professional development to ensure changes in functioning as needed.

The Board has the authority to establish rules and delegate responsibility to the President to implement and administer appropriate decisions and policies (UGS 001-040-020).

### **President's Cabinet**

An advisory committee to the President, the President's Cabinet is comprised of the four Vice Presidents, the Chief Information Officer, the Director of Government Relations, the Director of Athletics, the Associate to the President, the four Academic Deans, and the Dean of the Library. The President of the Faculty Organization, the President of the United Faculty of Eastern, the President of the Washington Federation of State Employees, American Federation of State, County, and Municipal Employees Local 931, and the President of the Associated Students of Eastern Washington University are also members of the President's Cabinet. The Cabinet, which meets monthly, reviews and makes recommendations on administrative policy decisions.

### **President's Executive Committee**

The President's Executive Committee (PEC), whose membership consists of the Vice Presidents, the Associate to the President, the Director of Athletics, and the Chief Information Officer, typically meets twice per month through the academic year to advise and take direction from the



President on various matters affecting the University. Each division brings matters to the PEC for deliberation.

### **Faculty Organization and Academic Senate**

The faculty role in shared governance is primarily through the Faculty Organization and Academic Senate (UGS100-020-060). The Senate, comprised of a representative selected from each academic department, meets bi-monthly and reviews and makes recommendations related to academic policies. The Senate advises the President on issues concerning the academic management of the University, and in return the President regularly consults the Senate and standing committees of the Faculty Organization on issues that directly affect the academic mission of the University.

### **Constituent Response**

Constituent input is facilitated by formal structure and by informal or ad-hoc arrangements on all major policy issues. The constitution of the Academic Senate and the collective bargaining process guarantee that the views of the faculty are considered and fully represented in the University's decision-making processes concerning any issues that directly affect faculty. The purpose of the Senate is primarily focused on decisions regarding academic issues (UGS 300-060-100) while the faculty union focus centers around the terms and conditions of work (RCW 41.76.010, <http://www.perc.wa.gov/StatComparisonComposite%20Final.htm>).

Records of the Academic Senate are available in the Faculty Organization Office, Showalter Hall, room 118. As reported by departments throughout the University, faculty members participate extensively in governance functions from department-level committees through university-level committees and task forces.

### **Associated Students of Eastern Washington University (ASEWU) Council**

The Board of Trustees recognizes the ASEWU as the representative student government. The ASEWU council constitution has been approved by the Board of Trustees and is incorporated in the EWU Policies and Procedures (UGS 840-020-080 and UGS 840-020-100). The council has orientation and training on the role of ASEWU at its annual leadership retreat and has a mentoring program that pairs council members with administrators within the University. The council has been very active and fulfills its role of representing students in the governance process. Clearly defined means are provided for student input on university policies affecting academic and/or student affairs. Students serve as members of the Academic Senate's standing and special committees that are concerned with policy that might influence academic and student affairs. ASEWU members also serve on University committees, and student representatives attend and participate in Board of Trustees' committee meetings.

When the need to fill vacant seats for students on committees arises, the President of the ASEWU is contacted. The ASEWU President then advertises for students who might be interested in committee work and nominates students for vacant committee seats. The ASEWU

conducts the nomination process for the Governor-appointed Student Trustee. The process is carried out in conjunction with Student Affairs and a member of the Board of Trustees.

## **Summary**

Recommendations from university governance bodies are subject to approval by the President (UGS 100-020-020). The PEC and President's Cabinet review and recommend action on policy decisions. The President transmits recommendations from the Academic Senate and from the ASEWU to the Board of Trustees for action (UGS 300-060-080 and UGS 840-020-060). Based on existing policy and procedure, training and educational opportunities have been created to familiarize the governing board, administrators, faculty, staff, and students with their roles and responsibilities.

**2.A.2** *In a multiple-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.*

This sub-section of Standard 2 is not applicable, as Eastern Washington University is not part of a multi-unit system. EWU is one of six four-year public institutions in Washington State. The six institutions operate independently, and each has its own governing board that operates in accordance with the Revised Code of Washington 28B (<http://apps.leg.wa.gov/RCW/default.aspx?cite=28B>).

**2.A.3** *The institution monitors its compliance with the Commission's standards for accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.*

## **Compliance with Commission's Standards for Accreditation**

The Accreditation Steering Committee (ASC), an eleven-member advisory committee to the Provost, is comprised of representatives from each major unit at EWU and is convened by the Accreditation Liaison Officer (i.e., the Vice Provost for Graduate Education, Research, Academic Planning and Evaluation). This group is charged with monitoring EWU's compliance with the Commission's standards for accreditation. The ASC coordinates EWU's responses to requests from the Commission, including obtaining broad-based input on any such responses.

EWU's Board of Trustees is familiar with the accreditation process implemented by the Northwest Commission of Colleges and Universities and of the individual department, program, and college accreditations. During accreditation cycles, the Academic Affairs' Committee and the full Board receive regular reports on the University's preparations for accreditation reviews. The Board reviewed the University's draft of its accreditation self-study before submission. The Board also reviews the final report and oversees any required responses to NWCCU.

## **Impact of Collective Bargaining Agreements, Legislative Actions, and External Mandates**

EWU faculty members are represented by the United Faculty of Eastern (UFE). Accreditation standards are always considered when negotiating bargaining agreements of represented employees. The UFE represents all full-time and regular part-time University employees who have been designated as faculty in the following ranks: Professor, Associate Professor, Assistant Professor, Librarian II/III/IV, Senior Lecturer/Senior Library Associate/Senior Clinical Associate, Lecturer/Library Associate/Clinical Associate, Faculty in Residence, and Quarterly Faculty with appointments that are 1/6 time or more in any academic year. Tenure-track faculty are primarily assigned a tripartite workload consisting of teaching/librarianship, scholarly/creative activities, and service. Approximately 465 faculty members are represented by UFE. The most recent collective bargaining agreement was implemented on October 8, 2009, and remains in effect through August 31, 2013. The full agreement may be found at: (<http://access.ewu.edu/HRRR/Labor-Relations/Contracts.xml>).

University employees who are not excluded by designation as confidential employees, as defined by RCW 41.80 (i.e., administrative exempt employees, faculty, students, and temporary employees working fewer than 350 hours in a year), are represented by the Washington Federation of State Employees (WFSE). These contracts are in compliance with all laws and policies, and EWU continues to monitor compliance with each negotiation. Approximately 550 classified and hourly employees are represented by WFSE. The most recent collective bargaining agreement may be found at: (<http://access.ewu.edu/HRRR/Labor-Relations/Contracts.xml>).

EWU will continue to comply with local, state, federal, and other external mandates (e.g., specialized accreditation requirements and NCAA rules and regulations).

*2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board – as they relate to the institution – are clearly defined, widely communicated, and broadly understood.*

The membership of the Board of Trustees is specified by statute, RCW 28B.35.100, and implemented into Board policy (UGS 001-020-020). There are eight Board members. None of the Board members is an employee of the institution, and the Trustees' terms of service are staggered to ensure continuity. Upon completion of their terms, members may be re-appointed, or a new Board member may be chosen.

Current members of the Board, their dates of appointment, dates of expired term, employment background, and home community are shown on the following page.

Table 1: Current Members of the EWU Board of Trustees

| <b>Name</b>             | <b>Original Appointment</b> | <b>Term Ends</b> | <b>Background</b>               | <b>Home Community</b> |
|-------------------------|-----------------------------|------------------|---------------------------------|-----------------------|
| Bertha Ortega, Chair    | Oct. 2002                   | Sept. 2013       | Higher Education Administration | Zillah                |
| Paul Tanaka, Vice-Chair | July 2002                   | Sept. 2017       | County Management               | Seattle               |
| Kris Mikkelsen          | March 2001                  | Sept. 2012       | Management                      | Spokane               |
| Patrick Spanner         | June 2011                   | June 2012        | Student                         | Richland              |
| Ines Zozaya-Geist       | July 2001                   | Sept. 2012       | Senior Consultant               | Kennewick             |
| Jo Ann Kauffman         | Dec. 2003                   | Sept. 2015       | Consultant                      | Spokane               |
| Mark Mays               | March 2010                  | Sept. 2015       | Psychologist/Attorney           | Spokane               |
| Robert H. Whaley        | Sept. 2011                  | Sept. 2017       | Judge (retired)                 | Spokane               |

**2.A.5** *The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.*

The Board of Trustees’ procedures are outlined in the EWU Policies and Procedures, UGS 001-020. The Board meets periodically throughout the year, both in committees and full meetings, and the Board’s agendas and minutes are public documents, which are available at <http://www.ewu.edu/About/Administration/BOT.xml>.

All meetings of the Board are governed by the state’s Open Public Meeting Act and are open to the general public except for executive sessions. The Board is required to take action only in open session (RCW 42.30.060). Executive sessions are authorized for narrowly defined purposes such as the evaluation of personnel or real estate acquisitions. The Chair of the Board serves as spokesperson but does not take action without approval from the Board.

The Board has four standing committees: Academic Affairs, Advancement, Business and Finance, and Student Affairs, and has two initiatives: diversity and statewide issues. The committees, which recommend action to the Board and report to the Board, usually meet in conjunction with regular Board meetings. The Board also meets as a committee of the whole or may hold a workshop session in order to facilitate in-depth consideration of a proposed action.

The duties and responsibilities for members of the Board of Trustees are established by RCW Chapters 28B.10 and 28B.35 and Board policy UGS 001-020-020. The ethical conduct requirements for Board members are contained in chapter 42.52 RCW. The Board publishes its organizational charts and operating procedures annually or when needed. It adopts a meeting and committee schedule on an annual basis. The Board meeting agendas and minutes are published on the University website (<http://www.ewu.edu/About/Administration/BOT.xml>).

**2.A.6** *The Board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.*

### **Policy Review and Oversight**

The University's review of its policy is an ongoing function. At its meetings, the EWU Board of Trustees regularly reviews, approves, or sunsets official University policies. The Board's role in the development of university policy is outlined in UGS 201-01 [http://cfweb.ewu.edu/policy/PolicyFiles/EWU\\_201\\_01.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/EWU_201_01.pdf). The Board also reviews and approves all new program proposals and substantive changes in the institutional policies as described in RCW 28B.35.120 (<http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.35.120>).

The Board oversees the organization of the University through its various committees and through its activities as a committee of the whole. For example, the Board oversees the academic functions of the University through the Academic Affairs' Committee. This committee reviews accreditations and degree offerings, as well as the organizational structure of the academic units. Likewise, the Board, through the Business and Finance Committee, oversees the use of campus facilities. This scope of responsibilities includes remodeling and new construction. This committee also oversees the financial policies of the University and makes recommendations to the full Board.

### **College Reorganization**

The Board provides guidance for the organizational structure and staffing of the University and has approved appropriate restructuring to serve the mission of the University.

Restructuring since the last NWCCU review has included (1) moving the Special Education programs and faculty from the Counseling, Educational, and Developmental Psychology Department (CEDP) to the Department of Education; (2) moving the remainder of CEDP into the College of Social and Behavioral Sciences and Social Work (CSBSSW); (3) combining the College of Arts and Letters and the College of Education and Human Development into one college, the College of Arts, Letters and Education (CALE); (4) combining the College of Social and Behavioral Sciences and the School of Social Work and Human Services into one college, the College of Social and Behavioral Sciences and Social Work; and (5) moving the Economics Department from CSBSSW into the College of Business and Public Administration.

### **Human Resource Management**

The Board approves all faculty and administrative appointments, promotions, and leaves of absence (UGS 570-040-040). The Board has delegated all personnel actions to the President except for the award of faculty tenure. Hiring authority for classified staff has been delegated by the Board to the appropriate Vice Presidents and Deans (UGS 570-020). As part of the annual operating budget, the Board approves university-wide staffing.

The Board meets annually in a retreat, during which time it evaluates its organization and overall performance. In addition, it sets annual goals that are used to set annual work plans. These work plans inform the work of the various units, and progress is reported throughout the year.

**2.A.7** *The Board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.*

The University's Board of Trustees is responsible for the selection of the President (CEO) of the University. President Rodolfo Arévalo was appointed President by the Board on April 1, 2006, and re-appointed on April 1, 2010.

The President is responsible for the management of the institution. Through adoption of policies, the Board delegates authority for their enforcement to the President. Every year the President and the Board develop the President's goals for the year. In June, the Board evaluates the President. The President's goals for the next year are developed based upon the Board's annual goals.

**2.A.8** *The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective manner.*

Beginning in 2000, the Board began a self-evaluation process as part of its annual retreat. That process has resulted in changes in the Board committees. In addition to reviewing their performance, the Board establishes yearly goals that are published with each of its meeting agendas. In 2004, the Board participated in an Association of Governing Boards (AGB) self-study process to evaluate its performance. As a result, the Board modified its meeting schedule and added responsibility for Board development and education to the responsibilities of the Vice Chair. Board members are able to take advantage of professional development through organizations such as the AGB.

**2.A.9** *The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.*

The University clearly defines job responsibilities through job descriptions and annual goals. Ethical standards are established in RCW 42.52 and in EWU's Policies and Procedures (EWU 901-01). Administrators are expected act in a manner consistent with these standards and receive ongoing training and professional development.

The University develops administrative job descriptions for administrators. EWU generally hires its administrators through national search processes that include a search committee consisting of faculty, staff, students, and community members (when appropriate). The University seeks qualified candidates through advertisements in local, national, and specialized publications. In addition, vacant and new positions are posted on the University's webpage. Individuals hired must have the requisite education, experience, and personality traits necessary for effective leadership.

All administrative officers are evaluated annually. The President evaluates the University's senior administrators. Each senior administrator develops annual goals tied to the President's goals, the mission, and the strategic plan. The President uses the goals developed by senior administrators to evaluate their performance. The President also requires that senior administrators annually evaluate their administrative staff.

Administrators establish timelines for decision-making processes and communicate those timelines to the campus community. For example, key personnel deadlines are posted annually on the Human Resources' website. In addition, these deadlines are available in a calendar of deadlines publication. As a part of the budget process, the Budget Office posts budget information on its website and also informs departments of their expected budget levels through e-mails and attached documents.

**2.A.10** *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex-officio member of the governing board, but may not serve as its chair.*

The President is a full-time position, contractually obligated to the University. When seeking a President, the Board establishes job requirements that include extensive administrative and leadership experience in a higher education setting. For example, prior to his appointment as President, Dr. Arévalo served as Provost at the University of Texas-Pan American, and he held numerous leadership positions at Fort Hays State University and several institutions in the California State University system.

The Chair of the Board of Trustees is elected from its voting membership and, by definition, cannot be the university President. The President is not a member of the Board; however, he serves as the Secretary to the Board.

**2.A.11** *The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.*

EWU's administrative structure can be found at <http://access.ewu.edu/HRRR/Org-Charts.xml>. It shows that a senior administrative officer leads each division. In addition, administrators who provide oversight and support for the division lead the sub-units and departments. For example, each college has a full-time Dean who is supported by faculty who serve as Associate Dean(s). The number of administrators varies by size and complexity of the college. Similarly, the faculty contract specifies the amount of administrative time devoted to academic departments, based on the overall size of the unit.

Collaboration across divisional units is encouraged through the work of the President's Executive Committee. For example, e-learning initiatives require the cooperation of three units: Academic Affairs, Student Affairs, and the Office of Information Technology. Likewise, student success efforts require close collaboration between professionals in Academic Affairs and Student Affairs. Moreover, each division is engaged in cooperative projects that span the boundaries within the respective divisions. For example, in support of EWU's Strategic



Enrollment Management initiatives, President Arévalo appointed representatives from Student Affairs, the Provost's Office, the College of Arts, Letters, and Education (CALE), the College of Business and Public Administration (CBPA), the College of Science, Health, and Engineering (CSHE), the College of Social and Behavioral Sciences and Social Work (CSBSSW), Enrollment Services, and the Office of Global Initiatives to serve on EWU's International Programs Task Force. This group was charged with research and recommendation on goals and measurement standards for:

- International student recruitment, outlook, and focused strategies.
- International student support and retention.
- Exchanges, visitor programs, and scholars in residence.
- Institutional, departmental, and faculty partnerships.
- Study abroad for domestic students, to include faculty-led programming.
- Non-state international entrepreneurial activity.
- Additional fiscal and other implications, as appropriate.

Further collaboration is evident through numerous additional activities; selected examples follow.

- The annual student orientation programs, which involve every division of the University in delivering services to support the successful transition of new students.
- Staff training such as regular advising workshops that cover general advising, program advising within the colleges, and advising for special student populations (disabled students, ethnic diversity programs, scholarship students, etc.).
- Strategic planning, which included representation from all divisions on campus and purposeful campus-wide involvement.
- Special events such as commencement, convocation, open houses, and homecoming, which are facilitated by Student Affairs with active participation from every division on campus.
- Development of interdisciplinary proposals such as the planned bachelor's degree in Public Health through the joint efforts of CALE, CSHE, and CBPA.

## **Policies and Procedures**

**2.A.12** *Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.*

Academic policies are posted to a university website with a defined process for creation and revision (<http://www.ewu.edu/about/administration/president/policies.xml>). Oversight of policy management is coordinated by the President's Office, and notices of updates, revisions, and new policy proposals are communicated regularly to the university campus through e-mail and posting to an online campus news site, *Eastern 24/7* (<http://sites.ewu.edu/Eastern247/>).

University academic policies also appear in the University Catalog, where they are indexed for reference. The Catalog is available online at <http://www.ewu.edu/academics/catalog.xml> as well as in hard copy. New faculty orientation, conducted each fall, includes an overview of key



academic policies. Academic policies are also reviewed by the Undergraduate Affairs' Council and the Graduate Affairs' Council. These two standing committees of the Academic Senate ensure that faculty are involved in the formation of academic policy. The Academic Affairs' Council also serves as a conduit for the dissemination of academic policies.

New students receive introduction to the various policies at new student orientation and learn where to seek assistance whenever needed, notably through their academic advisors. University administrators also receive information on policy revisions, updates, and reminders through e-mail, the institutional online newsletter, or previously listed online sources. Administrators further receive regular policy updates through their participation on university committees.

**2.A.13** *Policies regarding access to and use of library and information resources – regardless of format, location, and delivery method – are documented, published, and enforced.*

The Eastern Washington University Libraries operate under rules, policies, and procedures enumerated on appropriate University websites. Multiple links are provided from the EWU Libraries' site (<http://www.ewu.edu/Library.xml>) to guide users in accessing and using Library and information resources. All policies are aggregated at <http://www.ewu.edu/Library/About-Us/Library-Policies.xml>. Policies are enforced through the use of integrated library system features, online authentications to proprietary materials and/or services, automated links to the official University photo-ID (EagleCard) for circulation, fines, and fees, and library staff at physical and virtual service points.

All EWU Libraries' rules and policies are in the process of being reviewed, revised where necessary, or eliminated where obsolete. The process is directed by the Dean of Libraries with participation where appropriate and prescribed in revision/amendment policies from EWU Libraries' faculty and staff, the University Policy Administrator, and library users (students, faculty, staff, consortia members and affiliates, and/or community members). Washington Administrative Code (WAC) revision processes related to current library operations was approved by the BOT in November 2011 and will be followed by comprehensive reviews of library policies.

**2.A.14** *The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.*

EWU is an active participant in the Inter-institutional College Relations Council (ICRC), the statewide body that oversees transfer policies. Through ICRC, EWU articulation and transfer agreements are subject to regular review to ensure compliance with statewide standards. In addition, through membership in the National Association for College Admission Counseling, and the American Association of Collegiate Registrars and Admissions Officers, EWU professional staff maintain agreed-upon standards for the transfer of credit. These policies are described in the University Catalog, which is made available to all members of the university community online and in hard copy. The sections on transfer are found on page 20 in the

Admission through Graduation document, which may be accessed at <http://www.ewu.edu/Academics/Catalog.xml>.

Credential evaluators in Undergraduate Admissions determine the admissibility of transfer students. These staff members determine which credits from students' previous institutions are transferable to EWU. Eligible transfer credits are then entered into EWU's academic unit database, Student Online Academic Resource (SOAR). SOAR reflects faculty-agreed-upon transfer for general education requirements as well as for courses in majors across the University.

EWU participates in various studies to track mobility of students statewide and consistently meets or exceeds the minimum levels of access for two-year transfer students. EWU also partners in the development of programs to facilitate transfer, both through EWU's active role in statewide transfer initiatives and also through agreements with community colleges. As noted by a recent study, EWU consistently meets (or exceeds) its goal in admitting transfer students. (See the Higher Education Coordinating Board 2011 Transfer Report at <http://www.hecb.wa.gov/sites/default/files/TransferReport2011.pdf>, notably page 19, as an indication of EWU's consistent support for transfer student mobility and access.)

**2.A.15** *Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.*

The University completely revised the student conduct policy in 2009. Led by the Director of the Office of Student Rights and Responsibilities, the extensive review process culminated in BOT approval (<http://access.ewu.edu/Police/Student-Guidelines/Student-Conduct-Code.xml>). Student conduct records are maintained according to best practices.

An annual report of student discipline cases is reviewed by the Dean of Students and Vice President for Student Affairs to assess consistency, equity, and trends. This annual report is available within the Student Affairs' annual report and published on the Student Affairs' website (<http://www.ewu.edu/About/Administration/Student-Affairs/Annual-Report.xml>). The Student Code of Conduct is discussed during orientation and is available on the university website (<http://access.ewu.edu/OSRR/osrrpolicies/conductcode.xml>). The Office of Student Rights and Responsibilities also provides workshops to various student, faculty, and staff groups about community standards and maintains a website with helpful information about student conduct policies (<http://access.ewu.edu/OSRR.xml>).

EWU's policy on academic integrity, including appeal processes, is published in the University Catalog and can be found at <http://www.ewu.edu/Academics/Catalog.xml> on page 345. A summary of cases is securely maintained in the Office of Student Rights and Responsibilities. An Academic Integrity Governance Board has been established to review any controversial case or any grievance about the academic integrity process. Additionally, many programs have a separate code of ethics or standards for professional practice. For example, the policies for Counseling, Educational, and Developmental Psychology are located at <http://www.ewu.edu/CSBSSW/Programs/CEDP/CEDP-Handbooks.xml>; the policies for Public

Administration are found in the MPA Student Handbook, which is located at <http://www.ewu.edu/CBPA/Programs/Public-Administration/MPA-Student-Materials.xml>, and the policies for Occupational Therapy are contained in the Student Handbook, which is located at <http://www.ewu.edu/CSHE/Programs/Occupational-Therapy/Current-Students.xml>.

The Office of Disability Support Services (DSS) is led by a full-time manager and includes several support staff. As noted on its website, “The Office of Disability Support Services is dedicated to the coordination of appropriate and reasonable accommodations for students with disabilities.” Information on these services is found at <http://access.ewu.edu/Disability-Support-Services.xml>. DSS serves over 400 students annually. Specific student rights and responsibilities are published by DSS for students at <http://access.ewu.edu/Disability-Support-Services/SRR.xml>. Recommended language on academic integrity and disability support services for course syllabi is provided to faculty as part of the effort to communicate widely about these standards. In addition, formal presentations on these services and expectations are provided to new students through three methods: new student registration, held each summer; new student orientation, held each fall; and the University handbook and Catalog. In addition, new faculty orientation includes information about these services.

*2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.*

### **Undergraduate Admission**

Admission to the University is governed by a set of state standards jointly developed by the higher education community through the Higher Education Coordinating Board (HECB). These standards focus on a set of core course requirements, college academic distribution requirements (CADRs), minimum high school GPA, and submission of standardized test scores (either SAT or ACT). These standards can be located at <http://www.hecb.wa.gov/sites/default/files/MCAS-CADRGuidelines-Educators.pdf> and <http://www.hecb.wa.gov/sites/default/files/MCASMarch2011Revised.pdf>. Each university in Washington is allowed to admit up to 15 percent of new students who do not meet minimum standards. EWU adheres to these standards and is consistently below the 15 percent threshold of students enrolled under the exception provisions.

Table 2: Five-Year Percentage of Freshmen admitted under Exception Provisions

| <b>Freshman fall new students</b>                    | <b>2011</b> | <b>2010</b> | <b>2009</b> | <b>2008</b> | <b>2007</b> |
|--|-------------|-------------|-------------|-------------|-------------|
| # of new freshman                                    | 1513        | 1543        | 1468        | 1505        | 1334        |
| # of exceptional admits                              | 174         | 190         | 181         | 154         | 106         |
| % of total   | 11.5%       | 12.31%      | 12.33%      | 10.23%      | 7.95%       |
| Data from Higher Education Enrollment Reports (HEER) |             |             |             |             |             |

Each university is also permitted to use holistic measures to assist with determining readiness of applicants. EWU has used such an approach since 2007. EWU employs a nationally used instrument, using four questions to collect applicant responses to questions designed to provide non-cognitive indicators of college readiness (<http://www.ewu.edu/Undergrad/Apply/Insight-Resume.xml>). In keeping with best practices, EWU is presently reviewing its admission materials, including the application itself and the four narrative responses. (Any changes will be implemented for the 2013 admission cycle.)

Eastern Washington University also has developed more detailed internal admission guidelines that facilitate consistent standards among the evaluating personnel. These standards were developed through Enrollment Services and the Office of Institutional Research, Demography, and Assessment, reviewed and approved by campus executives, and intended to ensure the University's commitment to opportunity while ensuring a student's probability of success.

### **Graduate Admission**

Graduate student admission is jointly managed by a central graduate studies' office under the direction of the Vice Provost for Graduate Education, Research, Academic Planning, and Evaluation and the respective graduate degree program. EWU adheres to the minimum admission standards of a 3.0 GPA in the most recent 90 quarter- or 60 semester-graded credits as defined by the HECB (<http://www.ewu.edu/grad/application-procedures.xml>). Graduate program requirements vary and either meet or exceed minimum state requirements (<http://www.ewu.edu/Grad/Programs.xml>).

All applicants for graduate studies at EWU are required to submit an application and official transcripts from all colleges/universities attended. Other supplemental materials such as standardized test scores, a writing sample, letters of recommendation, or an interview may be required by individual graduate programs.

### **Academic Policies on Appeals and Readmission**

A clearly defined process for probation, dismissal, and petition for readmission for undergraduate students is published on the University website at <http://access.ewu.edu/Academic-Advising/Academic-Probation-Dismissal-and-Reinstatement.xml>. Faculty members develop and recommend these policies, and the administration approves them. Similarly, policies on probation, dismissal, and reinstatement for graduate students are developed by faculty, require administration's approval, and can be found in the Graduate Affairs' Council Policy Manual (<http://www.ewu.edu/Grad/Graduate-Curricula-and-Policies/Graduate-Affairs-Council.xml>). Standards for individual programs may be more stringent than the university minimum for undergraduate and graduate students. For example, standards are specifically defined for the Doctor of Physical Therapy (DPT) program in a student handbook (<http://www.ewu.edu/CSHE/Programs/Physical-Therapy/Current-Students-Accreditation-Information.xml>).

The general university policies are made known to students through orientations, their academic and program advisors, university website resources, and the University Catalog, as well as through departmental and program handbooks and documents. In addition, references to these policies are included on the Financial Aid website to help educate the campus about the relationship between satisfactory academic progress for financial aid and academic probation and dismissal policies ([http://www.ewu.edu/Admissions/Financial-Aid/FA\\_Policies.xml](http://www.ewu.edu/Admissions/Financial-Aid/FA_Policies.xml)).

General Undergraduate Academic Advising (GUAA) monitors the administration of these policies for undeclared undergraduate students. The offices of the respective college Deans monitor administration for declared undergraduate majors. Monitoring the administration of these policies for graduate students is done jointly by the respective graduate program offices and the Graduate Studies' Office. Reports are generated quarterly to identify students in academic difficulty, and these students receive official university communication and support to notify them of their situation and explain how they may repair their academic records.

**2.A.17** *The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.*

The Division of Student Affairs is committed to supporting the development and delivery of quality co-curricular programs as stated in its mission, which reads in part:

*We, in the Division of Student Affairs, support Eastern Washington University's mission by promoting and contributing to a university centered on student learning and success.*

*To accomplish this, we will*

- *lead the campus in delivering purposeful programs and services that address the holistic development of the student;...*

<http://www.ewu.edu/About/Administration/Student-Affairs/Mission.xml>

Evidence of the commitment to co-curricular programs is provided in an annual report by Student Affairs. Student Affairs oversees a wide variety of co-curricular programs, including those occurring through Greek organizations, intramurals, Health Wellness and Prevention Services, Club Sports, recreational activities, and student government (ASEWU), clubs and organizations, social entertainment (Eagle Entertainment), residential life, and counseling. There are faculty or staff advisors for all student organizations. Student Affairs' departments have professionally credentialed and experienced directors who oversee co-curricular programs consistent with industry best practices. Furthermore, clubs and organizations operate under policies promulgated through the Office of Student Involvement and Leadership. An established recognition policy ensures that all student organizations are advised of and adhere to campus regulations. Processes exist for discipline of student clubs and Greek organizations with appropriate due process and sanctions.

Many of these co-curricular programs are funded wholly or largely through the Services and Activities' fee, which is a component of tuition. The funding mechanism through the Services and Activities' fee process (as set forth in RCW 28.B.15.045) ensures that the funds are

distributed and expended according to state law and campus policy with a high level of accountability and transparency. The campus internal guidelines were newly revised in 2011 and approved by the Board of Trustees to streamline the process and improve accountability. The Services and Activities' Fee Committee provides a website with information and policies (<http://access.ewu.edu/Student-Life/SandA-Fee-Committee.xml>). The University newspaper, *The Easterner*, is accountable to the Board of Trustees, with its policy available at [http://cfweb.ewu.edu/policy/PolicyFiles/UGS\\_280\\_060.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/UGS_280_060.pdf). A publication board, external to *The Easterner*, provides consistent and professional advice and counsel to the student newspaper.

**2.A.18** *The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair and equitably applied to employees and students.*

All of the institution's policies and procedures are available on the University's policy website (<http://www.ewu.edu/About/Administration/President/Policies.xml>) and, in some cases, on the Human Resources, Rights, and Risk website (<http://access.ewu.edu/HRRR.xml>). Policies are reviewed systematically either due to law, collective bargaining agreements, or other policy changes, or on a scheduled three- to five-year review cycle. Supervisors and employees are informed and trained on these policies and the expectation of their application. The expectations for supervisors can be found at <http://access.ewu.edu/HRRR/Supervisor-Tools/Supervisor-Job-Description.xml>.

**2.A.19** *Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

All full-time employees (classified, exempt, and faculty) participate in an orientation process. The Office of Human Resources' (HR) staff meet with classified and exempt employees to review their specific employment conditions, applicable policies, and processes. Criteria for evaluation and termination are discussed during these orientations. Employees receive a copy of the appropriate collective bargaining agreement, if applicable. Human Resources provides supervisors with a department checklist to ensure that new employees receive job descriptions and confirmed performance expectations and that employees understand the policies or procedures of their respective departments.

HR staff meet with new full-time faculty to review employment information such as faculty appointments, conditions, policies, and processes. The Eastern Washington University and United Faculty of Eastern Collective Bargaining Agreement (CBA) is discussed, and faculty members are directed to a copy on the website, as well as to a calendar of personnel deadlines. Article 5 of the CBA details the procedures for retention, tenure, and promotion of faculty and can be found at <http://access.ewu.edu/HRRR/Labor-Relations/Contracts.xml>.

HR also offers a new faculty and staff policy workshop to all faculty, exempt, and classified employees to give a more detailed overview of university policy. Each college or department orients its new faculty, including quarterly faculty, to college and department policies and procedures.



**2.A.20** *The institution ensures the security and appropriate confidentiality of human resource records.*

Both hardcopy personnel files and the electronic Banner Human Resources/Payroll system are secure with limited access. The Data Custodian is responsible for the security of the human resource data and for authorizing access. The Data Custodian for the human resource data is the Director of Human Resources, Rights, and Risk. The hardcopy personnel files are maintained in a locked space with limited access. Banner includes password protection that limits access to authorized personnel. These practices ensure that access to confidential records is secure.

**2.A.21** *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.*

University communication materials accurately reflect the nature of its academic programs. Through its publications, the University details how students can complete their studies. A key publication in this regard is the University Catalog. In all its publications, the University strives to represent its programs accurately and responsibly. University leadership and the governance bodies have created policies and procedures that not only endorse integrity as a key value in EWU's mission but also provide a systematic process for community members to exercise their rights.

The Office of Institutional Research, Demography, and Assessment (OIRDA) is responsible for ensuring the accurate representation of official data in its publications. In addition to its responsibilities for producing official reports for the University's external reporting obligations to the state and federal government, this unit annually provides official data to Marketing and Communications for incorporation into university publications. The unit also regularly confers with and provides data support to the University's Media Relations Specialist for press releases/inquiries and the development of speeches made by the university President and other senior administrators.

OIRDA has paid particular attention to providing University Relations with detailed data descriptions, official data source identifiers, and dates. University Relations also receives data for publications from other units charged with the production of unit-specific data such as the Budget, Financial Aid, or Alumni Offices.

Admission materials are vetted through official university channels and coordinated by Marketing and Communications, which is part of the University Advancement Division. Every effort is made to ensure the accuracy and currency of this information through a careful drafting process. Data used in these marketing efforts are based on official reporting provided by OIRDA.

**2.A.22** *The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.*

As state employees, all employees of the University are subject to the statute regarding ethical conduct as stipulated in Chapter 42.52 of the Washington State Administrative Code (WAC). Upon their arrival at the University, during faculty and staff orientation sessions, all new employees receive information regarding the expectations for ethical conduct as state employees and the use of university resources. In addition, ongoing training regarding state ethics codes is conducted by Human Resources with assistance from the State Attorney General's Office in Spokane. For example, recent training sessions have provided detailed coverage of legislation regarding confidentiality as well as the general code pertaining to ethics for state employees.

Beyond the expectations of the state and university policies, ethical conduct of faculty has been addressed historically in the collective bargaining agreement (CBA) between the Board of Trustees and the United Faculty of Eastern (UFE) through the endorsement and incorporation into the CBA of the Statement of Professional Ethics as adopted by the American Association of University Professors (AAUP: June, 1987). In January 2004, the EWU Faculty Organization also formally endorsed and presented to the university community a Faculty Values Statement (<http://access.ewu.edu/Faculty-Organization/Faculty-Values.xml>), which concluded with the belief that ethical conduct underlies all other faculty values, should be fostered in EWU's students, and modeled in faculty speech and actions. Moreover, faculty and staff, by virtue of their ties to national organizations for their disciplines or professions, are also guided by the ethics of their respective areas of training. For example, the Office of Institutional Research, Demography, and Assessment adheres to the code of ethics developed by the Association for Institutional Research; University Advancement adheres to the ethics' standards of the Council for Advancement and Support of Education (CASE); and units in Student Affairs incorporate the ethics' standards from the Council for the Advancement of Standards in Higher Education (CAS) into their day-to-day functions.

Similarly, academic departments, particularly those with disciplinary accreditation, endorse the ethics' codes of their disciplines and hold their colleagues to these standards of behavior. They also incorporate these disciplinary ethics into the academic curriculum within their majors and expect students, as emerging members of the disciplinary community, to behave within these guidelines. University policy regarding expectations for general conduct, as well as academic integrity, is communicated to students through the Student Conduct Code. The Department Chair is a first line of response to complaints regarding faculty, staff, and student conduct. Some departments provide an additional mechanism for ensuring ethics in research and/or professional practice and the review of complaints within the department. The Physical Therapy Department has an Ethics and Professionalism Course in the second year of the DPT program, and a member of the State Licensing Board in Physical Therapy presents a component of this course. The Dental Hygiene Department has an Academic Achievement and Misconduct Committee within the department that reviews ethical breaches by students, faculty and/or staff and makes



determinations on next steps for students who fail to pass a Dental Hygiene class. In the Counseling, Educational, and Developmental Psychology Department, a faculty member and the Chair review all student research proposals before they are submitted to the Institutional Review Board.

Fair treatment of students is ensured by policy and procedures as described in Washington Administrative Code 172 (<http://apps.leg.wa.gov/wac/>) and the EWU Policies and Procedures. As part of the Board of Trustees' authority and obligation, WAC 172-120-010 stipulates regulations must be developed that "safeguard the rights, opportunities, and welfare of students." WAC 172-121 details conduct code offenses, sanctions, and disciplinary procedures. University policy on student conduct and discipline is outlined in section 840-080 of the Policies and Procedures ([http://cfweb.ewu.edu/policy/PolicyFiles/UGS\\_840\\_080\\_020.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/UGS_840_080_020.pdf)). More than merely communicating to students the obligations and expectations regarding their conduct as members of the university community, these policies and their procedural implementation serve as the framework for the protection of student rights. Although the ethical treatment of students is the responsibility of all staff and faculty, the Office of Student Rights and Responsibilities and the Office of the Dean of Students have primary roles in the enforcement of campus policy in this area.

Responses to allegations of unethical conduct occur at various levels within the university structure and are dealt with by the appropriate supervisor. Persons wishing to file complaints regarding perceived violations of state codes may also do so with the State Ethics Board. The University acknowledges that some complaints have been made with the most common incidents having occurred when university personnel have misused university resources. Outcomes have ranged from reprimands to termination from the University.

**2.A.23** *The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.*

EWU defines and prohibits conflict of interest through both the Washington State Code of Ethics and through university policy. Conflict of interest is defined for administrators in the Eastern Washington University Policies and Procedures, Policy 901-01, Ethical Conduct. Conflict of interest for faculty also is defined in the EWU Policy and Procedures, Policy 901-01, Ethical Conduct. Additional references are found in the United Faculty of Eastern contract; in the Association of American University Professors' Ethical Hiring Practices; in professional certification criteria; and in policies and procedures for managing conflict of interest for projects funded by the Public Health Service and the National Science Foundation. Conflict of interest for classified staff is defined in the Higher Education Personnel Board rules at WAC 251 and in the EWU Policies and Procedures, Policy 901-01, Ethical Conduct. Conflict of interest is defined for Board members in state law at RCW 28B.35.126: "Trustees – General Powers and Duties of Board."

Review of these expectations is conducted during campus-wide training sessions, and the full text of these requirements is available to the University and broader community via various links on the EWU website. No allegation of conflict of interest has been brought forward since the last full accreditation visit.

**2.A.24** *The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.*

The University Intellectual Property Policy, UGS 435-040, applies to all university employees. The policy applies to intellectual property consisting of potentially patentable discoveries, trade secrets, and copyrightable works that are developed using Eastern Washington University equipment, supplies, facilities, employee time, or intellectual property that relates directly to the University's business, research, or development. The policy describes exclusions from the policy, the administration of the policy, royalty income, and the management of patents.

**2.A.25** *The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.*

EWU is accredited by the Northwest Commission on Colleges and Universities, the post-secondary institutional accrediting agency for a seven-state region. EWU accurately represents the accreditation status awarded to it by the Commission. The current accreditation status of EWU is shared with current and prospective students on page 5 of the 2011-2012 EWU Undergraduate and Graduate Catalog (<http://www.ewu.edu/academics/catalog.xml>).

EWU maintains an accreditation website (<http://access.ewu.edu/Provosts-Office/EWU-Accreditation-Home-page.xml>), which contains documents pertaining to the current accreditation efforts along with the university strategic plan. All documents are available for access by all constituents of the University and the general public.

**2.A.26** *If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.*

Commercial activities at EWU are governed by state law and the Office of Financial Management. When EWU enters into contractual agreements with external entities for products or services performed on the institution's behalf, the scope of work for those products or services is stipulated in a written and approved contract that is consistent with state law and maintains the

integrity of EWU. Any agreement into which EWU enters is consistent with the mission and goals of EWU and complies with the Commission's Standards.

**2.A.27** *The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

The EWU Board of Trustees has approved a policy concerning academic freedom UGS 375-080 Academic Freedom ([http://cfweb.ewu.edu/policy/PolicyFiles/UGS\\_375\\_080.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/UGS_375_080.pdf)).

Academic freedom is also governed at EWU by "A Statement of Academic Freedom and Tenure, 1940 Statement of Principles," which is included as Appendix C in the CBA (<http://access.ewu.edu/HRRR/Labor-Relations/Contracts.xml>). Part 3 of this appendix in the CBA sets forth both the freedoms and responsibilities of research, teaching, and speaking outside the university context as a citizen. This appendix explains protection from internal pressures on academic freedom with the statement, "Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment." In addition, the appendix includes some protection from external pressures that might arise from paid external work with the statement, "The teacher is entitled to full freedom in research and in the publication of his/her other academic duties, but research for pecuniary return should be based on an understanding with the authorities of the institution." Furthermore, Chapter 2 of Policy 302-05, Ethics in Research (published on the website and available at [http://cfweb.ewu.edu/policy/PolicyFiles/EWU\\_302\\_05.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/EWU_302_05.pdf)) presents clear guidelines to avoid conflicts of interest regarding objectivity in research.

**2.A.28** *Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.*

EWU's strategic plan, mission and values, adopted in November 2011 (<http://www.ewu.edu/inspiringthefuture.xml>), supports an environment in which the campus community is free, encouraged, and expected to develop intellectually and explore disciplines from various (and possibly conflicting) perspectives. For example, the mission is carried out through "fostering excellence in learning through ... undergraduate and graduate student research and individual faculty-student interaction." The mission is also carried out in part by "developing faculty and staff by growing and strengthening an intellectual community and supporting professional development." Key values at EWU include "Inclusiveness" reflecting the focus on including diversity—including diversity of thought—and the value of "Integrity"—fostering "a culture of respect, commitment, and honesty."

In addition to the support of independent academic thought in the mission, core themes, and values, the Faculty Senate adopted The Faculty Values Statement in 2004 (<http://access.ewu.edu/Faculty-Organization/Faculty-Values.xml>). This statement includes the following in reference to academic freedom: “Faculty members should enjoy the right to express views, teach, and conduct research without fear of retribution or censure.”

*2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.*

Documents adopted by the institution and published on the website provide very specific governance of faculty ethics regarding scholarship and intellectual property. Policy 302-05, Ethics in Research (adopted in 2011; [http://cfweb.ewu.edu/policy/PolicyFiles/EWU\\_302\\_05.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/EWU_302_05.pdf)), provides guidelines regarding the behaviors required of researchers (as well as behaviors that demonstrate conflicts of interest and misconduct in research). In addition, Policy 435-04, Intellectual Property Policy (adopted 2006; [http://cfweb.ewu.edu/policy/PolicyFiles/UGS\\_435\\_040.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/UGS_435_040.pdf)), provides detailed descriptors that delineate intellectual property rights and processes. The Faculty Values Statement includes the following in reference to ethical conduct: “Underlying each of the above values is a belief in fostering ethical behavior in our students and modeling it in our own speech and actions.”

*2.A.30 The institution has clearly-defined policies, approved by its governing board, regarding oversight and management of financial resources – including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.*

The University has a well-developed process for oversight and management of financial resources. University leadership and the Board of Trustees are involved in the financial planning function and regularly review the results of operations through informal and formal financial reports.

The Board’s Business and Finance Committee serves as the primary governing Board committee to consider matters and develop and review policies pertaining to the financial, capital, physical and human resources of the University and make recommendations to the full Board of Trustees. The Business and Finance Committee also serves as the Audit Committee. The role and responsibility of the Business and Finance Committee is documented in a formal approved committee charter. Selected responsibilities relating to this standard follow.

- **Budget and appropriations.** This committee shall review all proposed requests for appropriations of state funds for the University’s operating and capital budgets before presentation to the legislature or other state authorities. (EWU’s financial planning process is further described in Standard 2.F.3, page 95.)
- **Tuition and fees.** This committee shall consider and make recommendations to the Board on all fees and charges, including charges related to auxiliary operations such as housing, dining, parking, and intercollegiate athletics.

- **Borrowing.** This committee shall consider and make recommendations to the Board concerning any borrowing required by the University.
- **Planning, development, and maintenance of facilities.** This committee shall consider matters related to physical assets of the University. This includes the selection of architects and engineers, plans and specifications, the taking of bids, and the award and execution of contracts.
- **Real property.** This committee shall consider and make recommendations concerning the acquisition, ownership, and disposition of any real property.
- **Classified and administrative exempt employees.** This Committee shall consider matters related to classified and administrative/professional employees, including workplace policies.
- **Investments.** This committee shall consider and make recommendations concerning investment policies and guidelines; monitor the performance of the Treasurer and other officers charged with the implementation of such policies; and monitor the performance of managed funds as reported by the Investment Advisory Committee.
- **Strategic planning.** This committee reviews the Business and Finance strategic plan and ensures that the Business and Finance Division actively strives to achieve strategic planning goals as established by the university plan and the division plan.

The role of the Audit Committee is contained in a formal committee charter, and selected responsibilities are included below.

The primary function of the Audit Committee is to assist the Board of Trustees in fulfilling its oversight responsibilities by reviewing the quality and integrity of financial reports and other financial information provided by University; the University's systems of internal controls regarding finance, accounting, legal compliance, and ethics that management and the Board have established; and the University's auditing, accounting, and financial reporting processes generally. Consistent with the function, the Audit Committee should encourage continuous improvement of, and should foster adherence to, the University's policies, procedures, and practices at all levels. The Audit Committee's primary duties and responsibilities related to independent audits, financial reporting, and compliance are to:

- Serve as an independent and objective party to monitor the University's financial reporting process and internal control system.
- Review and appraise the audit efforts of the University's independent accountants and internal auditing department.
- Provide an open avenue of communication among the independent accountants, financial and senior management, the internal auditing department, and the Board of Trustees.
- Review the University's annual financial statements and any submitted to the public, including any certification, report, opinion, or review rendered by the independent accountants.
- Be directly responsible for the appointment, compensation, retention, and oversight of the work of any independent auditors engaged for the purpose of preparing or issuing an audit report or performing other audit, review, or attest services for the University. Each such registered accounting firm shall report directly to the Audit Committee.

- Ensure the independent accountants' ultimate accountability to the Board of Trustees and the Audit Committee, as representatives of the University, by receiving direct reports from the accountants.
- Periodically consult with the independent accountants out of the presence of management about internal controls and the completeness and accuracy of the University's financial statements.
- In consultation with the independent accountants and the internal auditors, review the integrity of the organization's financial reporting processes, both internal and external.
- Consider the independent accountants' judgments about the quality and appropriateness of the University's accounting principles as applied in its financial reporting.
- Consider and approve, if appropriate, major changes to the University's auditing and accounting principles and practices as suggested by the independent accountants, management, or the internal auditing department.
- Review the University's financial statements, reports, and other information disseminated to the public. Assess compliance with legal requirements and engage outside consultants or counsel, when necessary.
- Review with management and legal counsel the University's system for assessing whether the University's financial statements, reports, and other financial information are required to be disseminated to the public to satisfy the appropriate requirements.

The Board provides oversight of the fundraising activities through the University Advancement Committee. See Standard 2.F.8 (page 97) for additional detail on fundraising activities.

## **Section 2.B: Human Resources**

**2.B.1.** *The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.*

As of fall 2011, EWU employed approximately 345 exempt, 520 classified, and 125 non-student hourly staff to serve the needs of the students and university. Recruitment procedures specify the selection processes, and all advertisements are made public. The University utilizes an online application, PeopleAdmin, which is a secure system for applicants to enter their application materials. All positions have job descriptions that specify the qualifications required. Based on the selection criteria, PeopleAdmin conducts the initial screen for minimum qualifications. Screening committees or managers complete the balance of the screening process and provide information and feedback to Human Resources. Once employed, exempt and classified staff receive direction on day-to-day duties and responsibilities from their supervisors.

**2.B.2.** *Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

University policies and applicable collective bargaining agreements governing administrators and staff stipulate annual evaluations, which include both written and verbal performance feedback. Evaluations are based on performance expectations and specific duties and

responsibilities defined for the assigned positions. Performance expectations identify required and specific skills and behavior standards for positions.

**2.B.3** *The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties and responsibilities.*

As per the faculty collective bargaining agreement, the University sets aside two types of funding for faculty professional development. Faculty development allocations (\$1,200 per tenured and tenure-track faculty member) are available to all probationary and tenured faculty members and are distributed in accordance with guidelines contained within individual college/library and department policies and procedures. A separate faculty development allocation (\$20,000) to support professional development for state-supported instructional special faculty is distributed annually from the Provost's Office.

Funding to support faculty professional development is also provided through the faculty summer research and development grant fund (\$250,000 annually). Grants up to a maximum of \$10,000 are awarded through a competitive, university-wide faculty review process, conducted by the Research, Service, and Scholarship Committee, a sub-committee of the Academic Senate.

For exempt and classified staff, supervisors are responsible for funding professional development from budget allocations and ensuring that staff have adequate training to enhance their professional skills and abilities.

**2.B.4** *Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its education objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.*

The University employs approximately 430 full-time and 235 part-time faculty with 97% of full-time faculty holding terminal degrees. Faculty have an average of 12.3 years of experience at EWU, and the University's current student-to-faculty ratio is 22:1.

The University expects that each academic unit will recruit the most highly qualified faculty available. Typically, national searches are undertaken on all tenure-track faculty positions. Part-time and full-time faculty for on-campus, off-campus, and online programs are screened for appropriate expertise during the hiring process. Courses taught are evaluated through peer and student evaluations.

Regular evaluation of faculty is prescribed by the collective bargaining agreement (CBA). Individual expectations are outlined in Faculty Activity Plans for all tenure-track faculty members. Expectations for lecturers and senior lecturers are outlined in appointment letters. Performance review includes review by departmental personnel: Department Personnel Committees, Chairs, College Personnel Committees, Deans, and the Provost. Reviews are based on each faculty member's achievements related to his or her Faculty Activity Plan and department and college expectations as described in the respective policies and procedures. This



process produces a professionally accomplished faculty who are strongly committed to student learning.

All programs are assessed on a routine basis to assure the integrity of each program. The Higher Education Coordinating Board requires a program review every ten years, and university policy requires a complete program review based on the appearance of any of several indicators. Many programs are accredited by discipline-based accrediting agencies. These programs require the monitoring of the faculty and the quality of the courses within the programs.

**2.B.5** *Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.*

The CBA specifies the appropriate workload level expected for full-time faculty. Each faculty member creates, with the department Chair, an annual workload plan that specifies the assignment for teaching/librarianship, scholarly/creative activity, and service applicable to the specific position. Article 7 of the CBA governs faculty responsibilities and workload. Section 7.5 – Workload speaks directly to faculty workload and management of the workload. The CBA can be found at <http://access.ewu.edu/HRRR/Labor-Relations/Contracts.xml>.

**2.B.6** *All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas of improvement are identified, the institution works with the faculty to develop and implement a plan to address identified areas of concern.*

The CBA specifies the faculty evaluation process. In addition to the workload agreement, each tenure-track faculty member has a specific Faculty Activity Plan that forms the basis for his or her evaluation. There are different schedules for evaluation dependent upon faculty members' employment status. Special faculty members are evaluated annually according to the terms in their contracts. Senior special faculty members with multi-year appointments (two or three years) are evaluated in the final year of their appointments. Tenure-track faculty members (not going up for promotion and/or tenure) are evaluated annually. Tenure-track faculty members going up for promotion and/or tenure are evaluated annually as part of the promotion packets. Tenured faculty are evaluated in the final year of their Faculty Activity Plans, the longest of which is five years in duration (CBA 7.3.2(b)) (<http://access.ewu.edu/HRRR/Labor-Relations/Contracts.xml>).

For faculty with assigned teaching, student evaluations and peer evaluations are considered, and the effectiveness is assessed. Review of teaching includes peer reviews and student evaluations (CBA 5.4.4(d)). Improvement plans, created by department Chairs and affected probationary faculty members, are developed for those faculty who do not meet the expectations of their



positions, as defined in the collective bargaining agreement. Department Chairs monitor progress in meeting improvement plan goals.

## **Section 2.C: Education Resources**

*2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly-identified student learning outcomes; and lead to collegiate-level degrees or certificates and designators consistent with program content in recognized fields of study.*

EWU has a clear mission statement that guides the development of the programs it offers. The content and rigor of the degree and certificate programs are consistent with the University's mission. Every degree and certificate program offered by EWU has identified student learning outcomes that indicate what students will be able to do after completing their programs. The standards for student learning apply to all EWU programs offered in various locations throughout the state, including online courses/programs.

The University regularly assesses the programs it offers through the Higher Education Coordinating Board (HECB) decennial review process and through disciplinary accreditations. Degree designations at EWU are directly tied to program content and are appropriate for the fields of study. The description of the intellectual skills, creative capabilities, methods of inquiry, and career preparation needed for each program are of mixed depth and detail.

EWU offers the following degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Arts in Business Administration, Bachelor of Education, Master of Arts, Master of Science, Master of Education, Master of Fine Arts, Master of Business Administration, Master of Social Work, Master of Public Administration, Master of Occupational Therapy, Master of Urban and Regional Planning, Educational Specialist, and Doctor of Physical Therapy.

Discussion around the most recent degree program addition for EWU – the Educational Specialist (Ed.S.) degree in School Psychology – was very thorough, as indicated within the proposals submitted to the Higher Education Coordinating Board and to the Northwest Commission on Colleges and Universities. Degree designators emphasize preparation for professional practice as compared to a more traditional or research-oriented focus, thus resulting in the designation of Educational Specialist (Ed.S.) in School Psychology as compared to a Master of Science in School Psychology. The proposal was fully discussed within the departments offering its courses, then vetted through EWU's Graduate Affairs' Council and the Academic Senate.

The University continues to work towards clarifying all internal requirements and parameters for various degree designators. The current practice is to rely upon historical precedent, external reviewers, and guidelines from appropriate program accrediting bodies when proposing a new degree program. Documentation of degree goals and objectives is met through the University Catalog description and submissions to the Undergraduate Affairs' Council and to the Graduate Affairs' Council, both of which require this detail. The recent analysis completed for the

Educational Specialist (Ed.S.) degree in School Psychology will contribute to more clearly understood differentiation for degree designators.

**2.C.2** *The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.*

Within each academic department of the University, faculty with teaching responsibilities have identified student learning outcomes for each degree or certificate program offered. Some departments have developed supplemental documents, and other programs have accrediting-agency-mandated publication of learning outcomes. These documents are made available to students in written form in the departmental offices. In addition, all programs articulate some form of student learning outcomes in their Catalog descriptions in the 2011-2012 EWU Graduate and Undergraduate Catalog (<http://www.ewu.edu/academics/catalog.xml>). Examples of student learning outcomes listed in the Catalog follow.

Students will:

- Have advanced skills and knowledge to create works of art in at least one medium (Studio Art, page 62).
- Gather, prepare, and analyze information necessary to make rational business decisions (General Business Option, page 77).
- Demonstrate effective oral and written communication skills, and critical thinking skills related to the field of chemistry (Chemistry/Biochemistry, page 91).
- Demonstrate an awareness of the systems, processes, and relationships between components that comprise the criminal justice system (Criminal Justice, page 130).
- Demonstrate awareness of racial, ethnic, gender, and religious dynamics in historic and contemporary political questions (International Affairs, page 219).
- Demonstrate an understanding of the interconnectedness of language, culture, history, and literature (Modern Languages and Literature, page 240).
- Apply basic principles of human occupation across the lifespan (Occupational Therapy, page 260).
- Understand the main doctrines and evaluate the arguments that underpin the ancient, modern, and contemporary periods of thought (Philosophy, page 264).

Student learning outcomes articulated in the Catalog are assessed on a predictable cycle (for both on-campus and distance-delivery programs) through the end-of-program assessment process. In this process, faculty teaching in the programs target and measure at least one of the programmatic goals each year and submit the findings to the Vice Provost for Graduate Education, Research, Academic Planning, and Evaluation in an end-of-program assessment template.

**2.C.3** *Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.*

The EWU Graduate and Undergraduate Catalog (2011-2012, page 347) states that one quarter of credit is assigned in the following ratio of hours per week devoted to the course of study:

- Lecture/Discussion: one hour in the classroom per week for each credit hour (two hours outside preparation is expected).
- Studio (art classes): minimum two hours in the classroom per week for each credit hour (one hour of outside preparation expected per credit hour).
- Laboratory: minimum two hours in the lab per week for each credit hour (one hour of outside preparation expected per credit hour).
- Independent Study: minimum of three hours of work per week for each one credit hour.

These requirements are consonant with EWU's IPEDS peer institutions, which can be found in Appendix B. EWU requires that the length of new programs be comparable to similar programs at peer institutions.

*2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.*

General undergraduate and graduate degree requirements are provided in the 2011-2012 EWU Graduate and Undergraduate Catalog on pages 24-28 and 30-37 respectively.

New and revised programs and courses are designed by departments/department curriculum committees and reviewed by the Chair of the originating department, the Chairs of supporting or related departments, the Dean of Libraries (new programs or courses), the Dean of the originating unit, a Course and Program Approval Committee, the General Education Coordinating Committee (if applicable), and the Undergraduate Affairs' Council or Graduate Affairs' Council, as appropriate. This level of review helps to ensure that degree and certificate programs have a coherent structure with the necessary course breadth, depth, sequencing, and appropriate synthesis of learning. Program review is mandated by the Higher Education Coordination Board at least once a decade, and individual departments may conduct a review on a more frequent basis.

Programs set objectives, a sample of which is measured annually for end-of-program assessment reports. Some accredited programs must meet the program-specific requirements of their respective accreditation agencies (e.g., Dental Hygiene, Electrical Engineering, Physical Therapy, and Occupational Theory: see the University Catalog, page 5, <http://www.ewu.edu/Academics/Catalog.xml>). Departmental responses to the self-study questions indicate that programs are generally based around the following: (1) the general education core, including mathematics, English, and computer literacy; (2) program core requirements with electives; (3) cultural diversity and international studies; and (4) a senior capstone course.

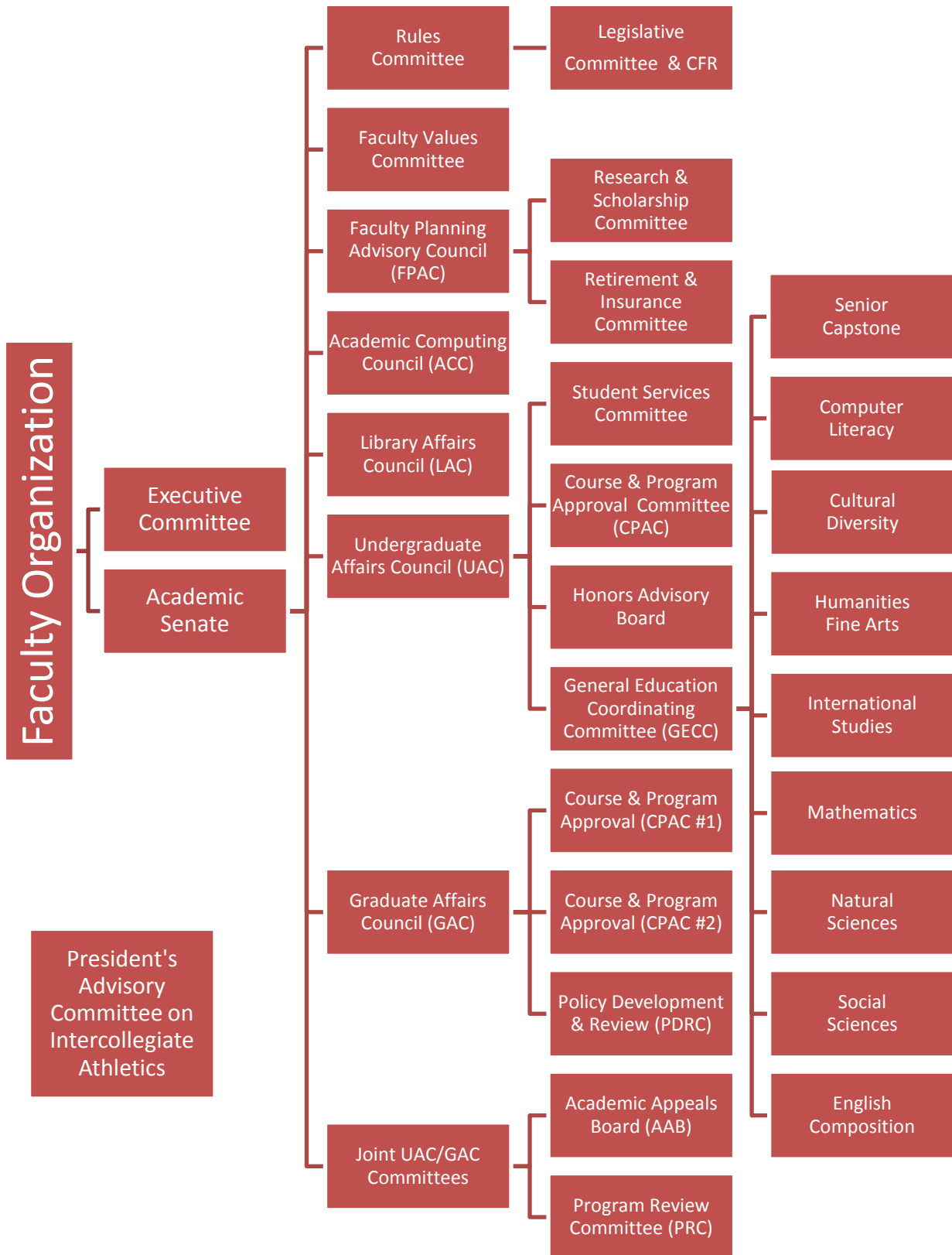
Undergraduate and graduate-level degree programs are designed in a coherent fashion that leads to student achievement of desired learning outcomes.

**2.C.5** *Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.*

The collegial model of shared governance, which was adopted by EWU in 1984, formally recognizes that the planning and development of university-wide policy is a responsibility delegated by the Board of Trustees to be shared between the administration and the faculty. The administration fulfills its part of this shared responsibility through the administrative hierarchy, which is designed to administer policy and programs through EWU's system of departments, schools, and colleges.

Descriptions of faculty governance, the Faculty Organization, and shared governance can be found at <http://access.ewu.edu/Faculty-Organization/Shared-Governance.xml>. See the following page for a chart of the Faculty Organization structure at EWU; the structure shows a clear delineation of faculty responsibility for the development of academic programs and curriculum.

Figure 2: Structure of the EWU Faculty Organization



EWU faculty exercise a major role in the design, approval, implementation, and revision of the curriculum through the Undergraduate Affairs' and Graduate Affairs' Councils.

The undergraduate Course and Program Approval Committee (CPAC) reviews and makes recommendations to the Faculty Organization's Undergraduate Affairs' Council for action on undergraduate course and program proposals. Proposals must be approved by a college or school, as indicated by the signatures of the department Chair and college Dean, and reviewed by the Records and Registration Office. The Undergraduate Affairs' Council makes recommendations to the Academic Senate, which then sends a recommendation to the Provost and Vice President for Academic Affairs. The Provost makes a recommendation to the President, who makes the final decision. CPAC responsibilities, membership, and review processes are contained in the CPC charter found at <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/CPAC.xml>.

The Graduate Affairs' Council (GAC) includes two standing Course and Program Approval Committees (CPACs), each consisting of three faculty and one graduate-student member of the full council. The CPACs share the work of reviewing graduate-level curricular proposals for revising the annual EWU Graduate and Undergraduate Catalog (<http://www.ewu.edu/Academics/Catalog.xml>). The CPACs report to the GAC and recommend action on the proposals reviewed. The GAC makes recommendations to the Academic Senate, which then sends a recommendation to the Provost and Vice President for Academic Affairs. The Provost makes a recommendation to the President, who makes the final decision.

As described in the response for Standard 2.C.2, faculty with teaching responsibilities take collective responsibility for fostering and assessing student learning outcomes and their success.

Faculty members at EWU also take an active role in the selection of new faculty. When a college obtains approval to fill a faculty position, a screening committee is formed to assist with the search. The majority of committee members are faculty, from within the hiring college, who represent the discipline being sought. The committee may assist in designing the qualifications for the position and with developing the position advertisement. The committee screens the applications, conducts telephone interviews with candidates and candidates' references, and recommends to the college Dean a list of candidates for on-campus interviews. The committee also prepares for the Dean a list of strengths and weaknesses for each of the candidates who were interviewed. This approach ensures that faculty play a major role in hiring of colleagues.

**2.C.6** *Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.*

Reference/instruction librarians at JFK Library and the Riverpoint Campus Library are assigned to work with departments to provide instruction on using library resources for classes. This instruction can take a variety of forms, from face-to-face instruction in the Library Instruction Room at JFK or Riverpoint to detailed online guides created for a specific class. Course

instructors and the Library faculty work collaboratively to determine the best delivery methods for the instruction and the content of the instruction. The complete list of library liaisons is on the web at <http://www.ewu.edu/Library/Services/Reference/Liaisons.xml>.

**2.C.7** *Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.*

Since 1979, Eastern Washington University has been awarding credit for prior learning through the Interdisciplinary Studies Portfolio Assessment Program. Students participating in this program are able to apply their career experiences toward elective credits in their Interdisciplinary Studies degree for a maximum of 45-quarter credits, equivalent to 25% of the minimum credits required for a bachelor's degree at EWU. Students prepare their career experiences for evaluation by enrolling in the ITDS 300 Portfolio Development course.

This program is designed for non-traditional students who come to EWU with professional or paraprofessional preparation and experience. Students design a 60-credit, upper-division emphasis that meets their specific goals and objectives. Specific courses are not required other than the Portfolio Development course (ITDS 201/300). The resulting portfolios are submitted to faculty members who determine the credit awards. The elective credits for prior learning experience can be applied only to the Interdisciplinary Studies degree. EWU awards credit for prior learning in portfolio assessment courses. The Catalog includes the following: "Experiential learning credit transcribed from Eastern Washington University faculty portfolio assessment." There is no duplication of credit for degree requirements in this program.

The Women's and Gender Studies' program (Bachelor of Arts) also has an experiential learning requirement of four credits. Students in this program can earn these credits through either an internship for four credits (WMST 495) or a combination of an internship for two credits and a directed study (WMST 499) for two credits. This program also has a prior learning option, in which students take the course WMST 300 Portfolio Development for 4 credits.

Students may earn up to 45 quarter-credit hours for military educational experiences. This includes credits awarded for *CLEP/DANTES* tests. Any student pursuing a bachelor of arts in Interdisciplinary Studies (prior learning option) will not be awarded more than 90-quarter-credit hours from a combination of military experience and prior learning block credit.

College credit, not to exceed 45 quarter credits, may be awarded for military service time. Veterans are encouraged to submit a photocopy or true copy of military separation, DD-214, or an equivalent document for credit evaluation.



**2.C.8** *The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.*

EWU enrolls a significant number of transfer students. Decisions concerning transfer are made by EWU staff, who ensure that the course/credit is appropriate for the respective program. Transfer credits are evaluated and accepted in multiple ways.

Eastern Washington University's transfer guide

([https://eagleapp02.ewu.edu/PROD-DAD/ewudarsxgd.p\\_lookup\\_sbgi\\_code](https://eagleapp02.ewu.edu/PROD-DAD/ewudarsxgd.p_lookup_sbgi_code)) is a tool to help students identify course equivalencies. The transfer guide is a compilation of courses that have previously transferred to EWU. It is not a comprehensive list of all work that will transfer and should be used only as a planning tool. The transfer guide is meant to help students determine what general education core requirements (GECRs) have been satisfied. Each academic department at EWU is responsible for determining the transferability of classes outside of the GECR list. In some instances, some courses have been identified with transferable equivalents. For courses that are not listed, students must contact a specific department regarding courses' transferability/equivalency.

Transfer credit is generally awarded for all work completed at an institution of higher education recognized as a college or university by a regional accrediting association. Transfer credit practices outlined by the American Association of Collegiate Registrars and Admissions Officers are generally followed. Specialized accreditation alone is not sufficient for recognition of transfer credits. Although the above principle regarding accreditation is generally followed, specific program questions are resolved by the Office of Admissions.

A maximum of 90 quarter hours of credit earned at a two-year college may be applied at admission toward the bachelor's degree at EWU; students should consult the transfer guide for information on specific course equivalencies.

Eastern Washington University participates in transfer agreements with Washington State Community Colleges, North Idaho College, Flathead Valley Community College, and Oregon Community Colleges. These institutions are sources of relatively large numbers of transfer students. The list of schools that have Direct Transfer Agreements (DTAs) with EWU can be found at <http://sites.ewu.edu/soar/transfer/>.

Students who have complete DTAs are admitted to EWU with junior standing and have satisfied lower-division general education requirements. The DTA also satisfies proficiencies in mathematics and writing, the computer literacy requirement, and the general education core requirements (GECRs).



The DTA does not automatically satisfy EWU's university graduation requirements in cultural and gender diversity, international studies, or the senior capstone project. However, in general, there are equivalencies for EWU's cultural and gender diversity and international studies requirements at each transfer institution.

Credits earned through the Running Start program in the state of Washington are treated as transfer credits because these courses are offered by two- or four-year universities as part of their regular curriculum and because high-school students enrolled in these courses are held to the same standards of performance as all other students. For purposes of admission eligibility, Running Start students must meet all freshman admission criteria and have minimum college GPAs of 2.0 or better.

Freshman students with fewer than 40 transferable credits, including credits earned through "college in the high school" programs, must meet freshman admission criteria. College in the high school courses are accepted as transfer credit if they are from a regionally accredited college or university and are consistent with EWU's general transfer credit policy.

Credit for minimum scores on Advanced Placement (AP) examinations given by the College Board is awarded upon receipt of official score reports by the Office of Admissions. The AP portion of the IB/AP/CLEP chart ([http://web.ewu.edu/groups/undergradadmiss/ib\\_ap\\_clep.pdf](http://web.ewu.edu/groups/undergradadmiss/ib_ap_clep.pdf)) shows current score requirements and corresponding credits awarded at EWU.

Eastern Washington University awards credit for Higher Level International Baccalaureate exam results of "5" or better. Acceptability of credits toward major requirements or GEGRs is determined by the appropriate department. The IB portion of the IB/AP/CLEP chart shows current score requirements and corresponding credits awarded at EWU.

Eastern Washington University also awards credit for CLEP tests. Acceptability of credits toward major requirements or general education requirements is determined by the appropriate department. The CLEP portion of the IB/AP/CLEP chart shows current score requirements and corresponding credits awarded at EWU.

## **Undergraduate Programs**

*2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.*

The courses offered at EWU reflect the general education core requirements (GECRs), requirements of the majors, and personal enrichment courses. All students graduating or completing certificate programs of 45 quarter credits or more must demonstrate mastery of the student learning outcomes (SLOs) in the GECR courses, which represent the areas of:

- Mathematical reasoning,
- English composition,
- Computer literacy,
- Humanities and fine arts,
- Social sciences,
- Natural sciences,
- Cultural and gender diversity, and
- International studies.

The general education experience culminates with a “capstone course” designed to provide opportunity for students to employ their integrative and problem-solving skills both within and beyond their disciplines and to work effectively in collaborative venues on shared issues and concerns. The GECRs are designed to prepare students for expanded “opportunities for personal transformation through excellence in learning.”

The GECRs provide the foundation that allows the acceleration of general competencies to meet specific academic disciplinary requirements of the majors. Completion of the GECRs before many of the major requirements ensures that the necessary foundation is in place.

**2.C.10** *The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution’s mission and learning outcomes for those programs.*

EWU’s general education program is designed to support the University mission. All areas of general education have identified student-learning outcomes (SLOs). All courses in an area must assess the area SLOs on a three-year cycle. The General Education Coordinating Committee (GECC) facilitates assessment, reviews the assessment, and offers suggestions.

### **General Education Student Learning Outcomes and Assessment**

General education has goals and objectives for all areas: university competencies/proficiencies (Computer literacy, English composition, mathematical reasoning); general education core requirements (humanities/fine arts, natural sciences, social sciences); and university graduation requirements (cultural/gender diversity, international studies, and senior capstone). Overarching goals for general education at EWU and general education goals and objectives can be found at <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/General-Education/Gen-Ed-Overview.xml>.

The General Education Coordinating Committee (GECC) assesses one objective from each area on a three-year cycle. The following describes EWU’s most recent three years of assessment.

## **General Education Core Requirements**

General education core requirements were assessed in AY 2008-09. All but two classes turned in assessment reports to GECC, and assessed goals and objectives follow.

### *Humanities and Fine Arts*

Goal: The humanities (in terms of letters and arts) concern the expression of basic ideas and values within cultures. Both the form and content of those expressions are important subjects. Students should become familiar with the basic forms of expression in philosophy, literature, and at least one of the arts, and they should understand the social and environmental contexts of the artists and writers.

Learning Objective 4: Students should be able to describe the context of at least one philosophical, artistic, or literary example from a non-Western civilization.

### *Natural Sciences*

Goal 2: Students will understand the methods of science and be able to display the process of science in action, including hands-on experience when appropriate.

Objective 3: Students will demonstrate their understanding of the difference between observation and inference.

### *Social Sciences*

Goal 2: Students will be able to identify the type of empirical data and/or historical information necessary to analyze theories and/or interpretations.

Objective 2: Students will be able to identify the strengths and weaknesses of selected data – and/or information – gathering techniques, and research methodologies.

## **University Graduation Requirements**

University graduation requirements were assessed in 2009-2010. GECC asked for assessment reports from all the International Studies and Cultural/Gender Diversity classes taught in winter 2010 the Senior Capstones taught in spring 2010. Reports were received from all but nine classes. Assessed goals and objectives follow.

### *Cultural and Gender Diversity*

Goal 5: For students to recognize and understand a diversity of opinions and perspectives, in written and spoken discourse, concerning the course content.

Objective 1: Students will analyze multiple perspectives on a given issue related to the course content.

### *International Studies*

Goal 4: For students to gain the skills to find, use, and critically assess information about a foreign culture, international problem, or topic.

Objective 1: Students will analyze multiple perspectives on a given issue related to the course content.

### *Senior Capstone*

Goal 3: For students to synthesize program-specific knowledge, methods, and skills.

Objective 1: Prepare a capstone project (in groups or individually) that showcases disciplinary knowledge, methods, and skills.

## **University Competencies and Proficiencies**

University competencies and proficiencies were assessed in 2010-11. Because there are only three areas, and each area is well represented on GECC, each area was allowed to pick the objective(s) to assess. Assessed goals and objectives follow.

### *Computer Literacy*

In computer literacy, five objectives were assessed: four from Goal 1 and one from Goal 2. Objectives were assessed in nine sections of fall, winter and spring CPLA 100 and 101.

Goal 1: Students will learn basic computer operations.

- Objective 1a: The student will demonstrate an ability to organize data in a spreadsheet.
- Objective 1b: The student will demonstrate an ability to perform simple analysis on spreadsheet data.
- Objective 1c: The student will create meaningful plots of data in a spreadsheet.
- Objective 1d: The student will perform what-if analysis using a spreadsheet.

Goal 2: The student will learn to use basic productivity software.

- Objective 2a: The student will use Boolean logic and wildcards for advanced searches.

### *English Composition*

In English composition, one objective from Goal 3 was assessed in ten sections of English 201 in spring 2011.

Goal 3: Students will have a sound understanding of strategies for identifying, locating, and using outside sources (e.g., articles or interviews) relevant to their projects.

Objective 2: Students will be able to form lists of sources representing diverse perspectives on a given issue and will be able to synthesize such sources objectively so that readers can understand the issue.

### *Mathematical Reasoning*

In mathematics, the italicized portions of Goal 1 and its objectives were assessed. These objectives were assessed in ten sections of MATH 115 (eight from winter 2011 and two from spring 2011) and two sections of MATH 212 from winter 2011.

Goal 1: Students will achieve mastery of specific mathematical tools applicable to problems encountered throughout the university curricula.

- Objective 5: *Students will identify the sample space and assign probabilities for the corresponding simple events for an experiment described verbally.*
- Objective 7: *Students will be able to calculate the probabilities of intersections and unions of events.*
- Objective 9: Students will use descriptive techniques to analyze a set of observations of some variable, calculate and *interpret measures of central tendency* and variation, including mean, median, and standard deviation.

**2.C.11** *The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.*

All majors and certificate programs have identified SLOs included in the university Catalog and on the program websites. The SLOs reflect the requirements of the state of Washington, professional accreditation agencies, or other governing bodies, as applicable. Matrices indicate the courses that introduce or enhance each SLO and ensure that all outcomes are included in the courses offered. Each program is required to assess SLOs on a three-year cycle. The courses in these majors and certificate programs are taught or monitored by appropriately qualified faculty.

Students entering EWU without DTA degrees, previous bachelor's degrees, or specific prior coursework that indicates their ability levels are required to take placement exams in the areas of mathematics and English and to satisfy the computer literacy requirement. If testing indicates,

students are required to take developmental courses targeting skills essential to college-level courses. In addition, the English Language Institute offers courses in English for non-native English speakers.

The Honors' Program cultivates excellence in undergraduate education by providing enhanced educational opportunities for superior students, as well as special teaching opportunities for outstanding faculty. Honors courses and activities seek to develop thorough knowledge and appreciation of the liberal arts and sciences; cultivate excellent writing, calculation, and critical thinking skills; and inspire an attitude of self-responsibility, lifelong intellectual development, and engagement with the world. Admission to the Honors' Program is based entirely on demonstrated and potential qualifications. Admissions standards are found at (<http://www.ewu.edu/Academics/Honors/Honors-Scholarships.xml>).

## **Graduate Programs**

*2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.*

In keeping with the University's mission as a regional comprehensive institution, EWU's graduate programs are focused mainly on master's degrees, with several programs' targeting professions critical to the region and the state, including business, computer science, counseling, education, health sciences, public administration, and social work. EWU also offers numerous academic programs, such as the Creative Writing and English Literature programs, that contribute directly to the regional arts and culture of the Inland Northwest. The only doctoral degree (Physical Therapy) offered by the University was approved by the state legislature after careful consideration of the needs of the region and the determination that the degree would help to meet the demand for allied health professionals.

The nature of graduate education includes attention to the values of the disciplines, research methodology, major disciplinary questions, and most current literature in the fields. Graduate students are expected to demonstrate a deep understanding of disciplinary literature, as well as to formulate their positions relative to their research, scholarship, creative expression, or appropriate professional experience. This level of sophistication is not widely expected of undergraduate students. Final comprehensive examinations, required of all graduate students, call for graduate students to discuss their particular research/practice, creative expression, or professional experience, and to respond to questions about their entire academic programs. Graduate students are also required to have some significant research activity appropriate to their field of study and to produce a document, portfolio, research report, or thesis. Comprehensive examinations must include one or more of the following: an oral examination, a written examination, a thesis defense, or a research report defense. Several program-accrediting

requirements include national testing or satisfaction of accreditation standards. These practices serve to ensure that graduate programs are consistent with the mission of the University.

Programs linked to specific disciplinary accreditations are attentive to the learning and performance of their students. Naturally, the rigor of classroom work, presentations for final comprehensive examinations, and terminal documents vary somewhat from program to program. However, while this is to be expected, attention to these areas is consistent both at the program level and through the governing councils of the University. Efforts to better differentiate and define expectations for students and for faculty advisors are ongoing and will continue as the institution considers how to implement the recently revised strategic plan (<http://www.ewu.edu/inspiringthefuture.xml>).

Internal reviews of new programs and Higher Education Coordinating Board decadal reviews require that all programs be tied to the University mission and vision. In 2011, EWU was granted authority by the state of Washington to offer the Educational Specialist (Ed.S.) degree in School Psychology, and the program then was approved by NWCCU. Throughout the approval process, EWU demonstrated the Ed.S. degree's alignment with the University's mission and the need for school psychologists in Washington State. Several of the University's graduate programs that no longer enrolled sufficient students have been consolidated or closed within the past two years. Internal and external controls effectively emphasize and require that all EWU programs be linked explicitly to the University mission and the needs of the state.

Review of the proposal for EWU's Doctorate of Physical Therapy degree was conducted with great care to ensure that the level of expectations, curricula, and available resources was significantly greater than those provided for master's and baccalaureate-level programs. Review of applicants for the DPT program has been very competitive and requires that applicants meet several specific standards before being considered for an interview. Coursework in this doctoral degree is demanding and requires three years of full-time study. Students are held to the highest academic standards. (A single grade in the didactic coursework below 2.5 is grounds for dismissal, and this standard has been rigorously followed.) The third-year clinical internship is closely supervised, includes multiple placements, and is progressive such that graduates are well prepared to enter their profession. The program is housed in a state-of-the-art facility with a cadaver lab, testing equipment, and workspace commensurate with doctoral-level education in this field.

The review of the DPT program by the American Physical Therapy Association (APTA) is ongoing and provides feedback to help ensure that the program remains at an appropriate level for doctoral education.

**2.C.13** *Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly-defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.*

Graduate program admission policies and regulations are published in the University Catalog, and can be viewed online at (<http://www.ewu.edu/academics/catalog.xml>, page 30). Links are

provided from the website for graduate studies to each of the graduate programs, where additional information is provided on specific admission and policies (<http://www.ewu.edu/grad.xml>). The minimum admission standards are set by the Higher Education Coordinating Board for all graduate program admissions, and these standards are maintained through review of applicant credentials in the Graduate Studies' Office. Documentation of the submission of specific program requirements, including standardized test scores if required, is coordinated with staff in the program.

The steps required for admission to graduate studies are described in the academic policies. The requirements for submission of standardized tests, language proficiency standards (for applicants from countries where English is not the native language), minimum GPA requirements, and exceptions to those standards are included among the academic policies.

Specific criteria for program admission are determined by faculty in the discipline and are summarized in the Catalog in the section on general requirements for graduate admission (pages 32-34) and specifically outlined in graduate programs' academic descriptions within the Catalog. These specific program criteria vary to include writing samples, letters of reference, standardized test scores, interviews, and other forms of evaluation of preparedness for graduate study.

Transcripts from all post-secondary schools attended, required test scores, letters of reference, various types of writing samples, and other required supplemental materials that contribute to a holistic review of applicants are typically required. Faculty in each discipline set specific requirements for each program. For example, applicants for the MFA in Creative Writing degree are required to submit a substantial sample of work in the genre they wish to pursue, and applicants for the M.Ed. degree are required to submit three professional recommendations, including one from a supervisor. To be eligible for admission, applicants for the master's degree in Communication Disorders are required to have completed either undergraduate degrees in that discipline or a prescribed number of pre-requisite courses. The requirements for admission to the various graduate programs are periodically reviewed and modified by faculty in the disciplines to ensure that the review process identifies appropriate candidates for admission.

Faculty teaching in graduate programs are involved in establishing both general admission criteria for graduate study as well as admission criteria to specific graduate programs through the Graduate Affairs Council (GAC). Members of the GAC, consisting of graduate faculty and graduate students, are selected through a shared governance process. Among the primary responsibilities of this council are policy development and oversight responsibilities for graduate education at EWU, including:

- Curriculum and program approval.
- General admission standards.
- Determination of degree requirements.
- Program evaluation procedures and
- Academic policies development (Academic Policy 302-21—Faculty Organization & Academic Senate, Chapter 8, Section 8.3).



The initial evaluation of graduate transfer credits is dealt with by a program advisor at the beginning of a graduate student's program. Graduate credit transfer is formally approved at application for candidacy (typically at the mid-point of graduate work) when the faculty advisor and program director must sign off on an approved set of courses for program completion. The Graduate Studies' Office reviews these applications to ensure that candidacies comply with the standards expected for any coursework: credits are no more than six years old at the time of degree completion; are from an accredited university; and are at least at the 400 level or the graduate level and either graded or taken as pass/no credit. Approval for inclusion in a graduate degree program indicates that faculty deem prior coursework as appropriate for the discipline. Coursework taken before admission to graduate studies at EWU must not exceed 12 quarter credits.

**2.C.14** *Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structure the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate program.*

Several graduate programs, including the Counseling, Education, Social Work, Physical Therapy, and Communication Disorders programs, incorporate some form of experiential learning such as internships, field experiences, or clinical practice. Discussion of these experiences is a part of required comprehensive examinations for these programs. The part of this Standard that requires learning experiences to be monitored and assessed graduate faculty advisors is explicitly met by the Academic Policy 302-21, Chapter 3, Section 3.3(c), using language closely matched to NWCCU Standard 2.C.14.

A review of EWU's graduate experiential learning opportunities shows considerable variation in the ratio of hours in internship, field experiences, and clinical practices to credits. Most of these relationships are based on programmatic accreditation standards. Faculty members in each program determine when and where internships, field placements, and clinical practices are taken, and the evaluation of those experiences varies widely, with accredited programs' typically having very specific measures for student success. Experiential learning that occurred prior to admission to EWU graduate programs cannot be applied to EWU graduate degrees.

**2.C.15** *Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.*

All graduate programs are required to have a nominating process for graduate faculty status to identify faculty who are professionally active in their disciplines, well qualified to advise graduate students, and who are, with rare exception, full-time faculty at the University. The qualifications for graduate faculty are published in Appendix A of the *Graduate Affairs Council Policy Manual*, located at <http://www.ewu.edu/Grad/Graduate-Curricula-and-Policies/Graduate-Affairs-Council.xml>, and widely distributed to Academic Deans, department Chairs, and to any faculty up for renewal of their graduate faculty status. Departmental nominees are reviewed on a regular basis, as defined in the policy, by a subcommittee of the Graduate Affairs' Council and, if approved for graduate faculty status, are confirmed by the Vice Provost for Graduate Education, Research, Academic Planning, and Evaluation. Exceptions are provided for faculty members who have special skills or abilities appropriate to limited roles in graduate education as committee members and clinical supervisors.

Internal review processes, overseen by the Graduate Affairs Council, help to assure that the proper level and experience exists in the faculty with responsibility for graduate education in each discipline at the University. Each department or program holds faculty to standards that are at least the minimum for the University and usually higher in terms of research and creative work productivity, currency in the discipline, and quality of teaching.

EWU's graduate faculty are generally of sufficiently diverse background to meet the instructional and advising needs of graduate students. In the Creative Writing program, for example, are faculty with outstanding preparation in each of the three emphasis areas. Faculty depth is sufficient in the graduate programs; however, planning is required to ensure that professional leaves and absences do not interfere with student progress. Curriculum development also requires identification of faculty with the appropriate expertise who will teach the coursework and who can be actively engaged in program goal setting and evaluation. The College of Business and Public Administration, where there are four graduate programs, sometimes shares faculty in courses with similar content to spread the teaching load and to broaden the depth of faculty available to teach. Programs with national accreditation strive to keep faculty-student ratios at levels that are set by the discipline.

Many faculty members who teach in the graduate programs are actively engaged in institutional planning and development. By way of illustration, the Graduate Affairs' Council, comprised of members of the graduate faculty who have been nominated by their peers, is charged with creating and modifying the policies and procedures that govern graduate education at EWU. These policies and procedures include admission, degree candidacy, academic standards, and comprehensive examination policies. Several members of the graduate faculty have been actively involved in the strategic planning effort that occurred at the University during the 2010-2011 and 2011-2012 academic years. Graduate faculty have helped to shape the mission and vision of the University.

The Doctor of Physical Therapy degree is the only doctoral degree program offered by the University at this time. All faculty members in this doctoral program are devoted to instruction at the Riverpoint site, where state-of-the-art physical therapy facilities exist. The faculty consist of six full-time tenured or tenure-track professors, two lecturers, and one full-time senior associate. All have been vetted through the graduate faculty standards of the University after having met

departmental standards for graduate faculty status. The program also has a number of invited professionals who provide additional instruction and work in the region.

**2.C.16** *Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.*

As a regional comprehensive university, EWU is committed to providing access to persons in a large geographic region. Credit-option courses provide expanded educational opportunities to individuals seeking specialized courses in a flexible and convenient alternative to the traditional classroom; EWU's Virtual College offers courses in twenty-five academic areas, including GEGRs, minors, majors, and certificates. Assessment of online majors, minors, certificates, and courses helps assure that continuing education programs and other special programs are compatible with EWU's mission and goals.

Credit courses in the Virtual College are the same approved courses as taught in traditional face-to-face sections. The faculty teaching the online courses are qualified in the content discipline and are often the same faculty who teach the face-to-face sections. Instructional designers work with the faculty to develop online courses.

Non-credit courses in professional advancement for corporate clients have a proven track record of delivering learning opportunities to working professionals. Experienced practitioners collaborate and present education strategies in line with client companies' corporate objectives. Courses are available for employees at all levels and are delivered on-site or at EWU's training facilities, day or evening. EWU offers two main tracks for the corporate non-credit, non-traditional professional. One track is offered at the location of the business. EWU designs programs for the corporation that requests the training. The second track makes available to the public non-credit programs that serve clients from many Spokane corporations. EWU's track record involves more than nine years of leadership and project management training.

Corporate clients past and present include FL Smidth; Avista Corporation; Goodrich, Inc.; McDermid, Mikkelson & Secrest; Spokane County Library System; Telect; Hollister Stier Laboratories; and the University of Washington Department of Surgery. Additionally, public workshops and certificate programs reach a broad target audience of clientele. The non-credit courses help to educate community members and further their ability to become or continue to be highly productive citizens.

**2.C.17** *The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.*

EWU maintains the sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. EWU faculty, representing the disciplines

and fields of work, are appropriately involved in the planning and evaluation of continuing education and special learning activities.

The credit courses offered through continuing education and special learning activities are the same approved courses taught in traditional face-to-face sections. The faculty members who teach the online courses are qualified in the content discipline and are often the same faculty who teach the face-to-face sections. Instructional designers work with the faculty to develop online courses and learning strategies.

The Study Abroad Office works with EWU students to select the best programs to meet their educational goals in an international setting. For those students with constricted time schedules, short-term programs led by EWU faculty are offered during the break between winter and spring quarters or during summer quarter. For longer international stays, two options are available. Students may enroll directly with another university with which EWU has a contract, or students may enroll through third-party programs. The latter option provides students with assistance in completing applications, arranging for housing, organizing excursions, and more.

EWU faculty members work with the Study Abroad advisor to oversee the programming for both individual and faculty-led study abroad programs. EWU faculty approve the viability and equivalence to EWU courses of courses offered by other universities as part of a study-abroad experience.

**2.C.18** *The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.*

Continuing Education Units are offered through the Office of Professional Development and Extended Programs (OPDEP). This unit operates under a strategic plan specifically developed to embed its programs within the University's mission and goals. Thus, OPDEP operates to serve similar constituencies with programming appropriate to the University. Quality control is the responsibility of the Director of OPDEP, who reviews the credentials and track records of individuals offering public forums or seminars under EWU's sponsorship. When content is closely related to an academic field of study, programs are reviewed and approved by the appropriate academic college or school.

Each continuing education course is required to provide learning objectives and evidence of students' achievement of these objectives. Course evaluation by the participants is required for each course, and the results are reviewed by the director.

**2.C.19** *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

Records of non-credit offerings are maintained by the Office of Professional Development and Extended Programs. These records include information on participation, number of students

attending, rosters, course titles, dates, times, and course evaluations. Titles, in many instances, reflect the level and nature of courses, and course-marketing materials identify the ideal participant and business industry.

## **Section 2.D: Student Support Resources**

**2.D.1** *Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.*

Of the new freshmen and transfer students that EWU historically enrolls, 50% of them are first-generation students. Engagement in activities and programs that help to integrate students into the university environment is especially critical.

A wide range of academic support programs are provided at EWU, including an academic success center that houses TRiO-funded student support services (<http://access.ewu.edu/ASC.xml>), the Ronald E. McNair Scholars' program (<http://www.ewu.edu/Academics/TRiO-McNair-Scholar-Program.xml>), a Writers' Center (<http://access.ewu.edu/Writers-Center.xml>), several computer labs, a media center (i.e., MARS lab), a math lab, and general tutoring services.

The University also has a Career Services Office (<http://www.ewu.edu/Community/Career-Services.xml>) and provides counseling and psychological services (CAPS) to students to support their development and academic success (<http://access.ewu.edu/CAPS.xml>). The Dean of Students' Office provides a direct link to students who need ombudsman assistance, and the Dean's role is focused on enhancing student learning and accountability (<http://access.ewu.edu/Student-Life/deanofstudents.xml>).

Co-curricular activities are a critical part of creating an effective learning environment for EWU students. Some 128 different clubs and organizations are active each year, ranging from service organizations (e.g., Circle K), sports (e.g., men's and women's hockey), academically affiliated clubs (e.g., History Honor Society, Phi Alpha Theta), and 22 social organizations (e.g., sororities and fraternities). The University also sponsors living learning communities in the residence halls to integrate out-of-classroom experiences with areas of academic focus, such as computing and engineering sciences, leadership, the arts, and international experiences (<http://access.ewu.edu/Housing/Residence-Hall-Overview/Living-Learning-Communities.xml>).

Regular assessment of student development programs offered through Student Affairs is conducted using tools from the Council for the Advancement of Standards. This process is ongoing and iterative, with units' now moving toward the development of student learning outcomes in 2012.

Sutton Hall houses the primary transactional student service offices on the Cheney campus, including Undergraduate Admissions, Financial Aid and Scholarships, Records and Registration, Student Financial Services (Bursar), Advising and New Student Programs, and Student Employment. These core functional offices support all locations where EWU offers programs across the state. A secondary location at the Riverpoint campus in Spokane provides services

such as registration, bill pay, and access to the Writers' Center, Disability Support Services, academic advising, academic support, health and wellness, and other programs. Evidence of the number and type of Student Affairs' programs contributing to student success are provided at <http://www.ewu.edu/About/Administration/Student-Affairs/Annual-Report.xml>.

The Graduate Studies' Office provides general support services to graduate students, including admission, advising, policy oversight for degree requirements, and graduation services. The office is located in Showalter Hall and regularly provides student services at Riverpoint (<http://www.ewu.edu/Grad.xml>).

International students benefit from a separate Office of Global Initiatives, which provides visa assistance, general advising, referral services, and programming (<http://outreach.ewu.edu/international.html>).

**2.D.2** *The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.*

The University has a fully commissioned police force of eleven members, with wide experience at the national, state, and local levels. Officers are assigned to each residence hall in Cheney, and, collectively, the University Police offer dozens of on-campus training programs, including self-defense, live shooter drills in conjunction with area agencies, and guidance on how to protect personal property. The University Police have a dedicated website at <http://access.ewu.edu/Police.xml> with comprehensive information on services, programs, policies, and reporting. These practices ensure that disclosures are in full accordance with federal and state regulations. An E2 Campus alert system is provided free of charge to all students and staff in case of campus emergency and has been deployed successfully when severe weather caused a school closure. There is a regular review of safety and any incidents at the Riverpoint campus, and liaison arrangements are established with every location where EWU programs are provided. A series of blue light emergency call stations are also located throughout campus. Students are provided with information about safety at orientation and throughout the year by the University Police, the Cheney Police Department, the campus victim's advocate, and the Health/Wellness/Prevention Services team. Clery reporting is published at <http://access.ewu.edu/Police/Annual-Safety-and-Fire-Report---Clery-Act.xml>. Regular training is provided to campus personnel about crime reporting (re Clery), campus safety, and violence prevention.

**2.D.3** *Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.*

EWU recruits and admits students who demonstrate readiness for a high quality, affordable education. Approximately 50% of all undergraduates are first-generation students, and they

aspire to be well prepared for career and personal advancement. The profile of EWU's student population can be viewed in the 2010 Cooperative Institutional Research Program (CIRP) survey profile of EWU Freshmen data (<http://access.ewu.edu/Institutional-Research/Freshman-Profile.xml>). Over 70% of EWU's undergraduates receive financial assistance, and EWU serves the largest percentage of first-time freshmen receiving Pell grants in the state. Nearly 90% of these students are Washington State residents, and the diversity of the University's overall student population continues to increase. For example, the share of students from underrepresented groups increased from 15.3% to 22.9% from the 2006 cohort to the 2010 cohort. Recruitment materials and outreach focus on cost, access, quality and EWU's commitment to teaching and learning (<http://www.ewu.edu/admissions.xml>). EWU provides access through Ability to Benefit regulations when students do not meet state established admission standards. (See the discussion at 2.A.16. beginning on page 41.)

EWU orients new undergraduate students primarily through two programs. The first program is a summer registration day called "firstSTEP," which is focused on advising for fall classes and general university requirements. It especially targets new freshman and includes general information about university student and co-curricular services. Students meet with professional advising staff to learn about academic requirements and develop a class schedule. Transfer students are provided with access both to a one-day program and also to general advising throughout the summer. Transfer students with academic majors are linked to appropriate programs or departments for advising, and General Undergraduate Academic Advising (GUAA) serves undeclared students. The second program is a new student orientation provided throughout the five days immediately preceding the start of fall classes. New student orientation is designed to inform and involve students in the campus culture, to set expectations for their success in the classroom, and to actively engage them as constructive members of the university community. Detailed information on new student programs is found at <http://access.ewu.edu/nsp/orientation.xml>.

In addition, EWU offers a two-week, residential summer bridge program immediately prior to fall term and focused on preparing academically at-risk students in mathematics, writing, and study skills. This program integrates leadership and community-building exercises to promote retention. Students who complete the summer bridge program participate in the general university orientation and benefit from a yearlong sequence of coursework, intensive advising, and career exploration. This program will be expanded in 2012.

**2.D.4** *In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.*

EWU has a longstanding policy to ensure that students are provided with ample opportunity and support to complete degree programs they have started if their programs were discontinued. Proposals for program or degree discontinuation are required to establish these provisions, and the proposals require approval of the Provost, President, and Board of Trustees (<http://access.ewu.edu/Graduate-Education/Program-Audit.xml>).



**2.D.5** *The institution publishes in a Catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:*

- a) *Institutional mission and core themes;*
- b) *Entrance requirements and procedures;*
- c) *Grading policy;*
- d) *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;*
- e) *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;*
- f) *Rules, regulations for conduct, rights, and responsibilities;*
- g) *Tuition, fees, and other program costs;*
- h) *Refund policies and procedures for students who withdraw from enrollment;*
- i) *Opportunities and requirements for financial aid; and*
- j) *Academic calendar.*

The 2011-12 University Catalog provides all of the stipulated information and embeds references, where appropriate, to other officially maintained websites. The University mission is published on the President's website (<http://www.ewu.edu/About/Administration/President/Mission.xml>) and in the University Catalog (page 2). The core themes are published on the Provost's website (<http://access.ewu.edu/Provosts-Office/EWU-Accreditation-Home-page/Core-Themes.xml>). Items b, g, and h are bookmarked in the online Catalog at <http://www.ewu.edu/Academics/Catalog.xml>. Items c, e, f, i, and j are bookmarked in the online Catalog at <http://www.ewu.edu/Academics/Catalog.xml> (found in the Index). Direct reference to each of these items is also provided in hard copy in the exhibits. Details on each of the academic programs, course sequences, time to completion, and student learning outcomes are located online at <http://www.ewu.edu/academics/catalog.xml> as well as in hardcopy. The frequency of course offerings is maintained through EagleNET, the online student information system that all students can access through their University identification numbers and secure sign-in.

**2.D.6** *Publications describing educational programs include accurate information on:*

- a) *National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*
- b) *Descriptions of unique requirements for employment and advancement in the occupation or profession.*

The EWU Catalog and University websites provide accurate information on licensure requirements for various professional programs. Incorporated into several of these programs are courses to prepare students for the steps needed to be licensed and advance in their chosen fields. An alphabetical list of these programs and links to the information provided follows.

- Accounting majors in Professional Accounting are eligible for professional certificates upon successful completion of competitive exams. Uniform CPA Exam information must



be obtained from Board of Accountancy of the state from which graduates wish to obtain licensure (pages 78-9 of the 2011-2012 Catalog)

(<http://www.ewu.edu/CBPA/Programs/Accounting/CPA.xml>).

- Communication Disorders provides information on licensure requirements (pages 101-02 of the Catalog) (<http://www.ewu.edu/academics/catalog.xml>).
- Counseling programs review the Washington State and national requirements for certification in mental health, school counseling and school psychology (pages 124-125 of the Catalog) (<http://www.ewu.edu/CSBSSW/Programs/CEDP/CEDP-Degrees/MS-APMHC.xml>).
- Dental Hygiene provides reference to the eligibility of graduates take national (Dental Hygiene National Board), regional and state licensing exams, which expand employment opportunities (<http://www.ewu.edu/CSHE/Programs/Dental-Hygiene/DH-Degrees/BS-in-Dental-Hygiene/Prospective-Students.xml>).
- Education Specialist (Ed.S.) prepares students for certification in school psychology at the state and national level (page 292 of the Catalog). This is currently a joint program offered through the Departments of Psychology and Counseling, Educational, and Developmental Psychology.  
(<http://www.ewu.edu/CSBSSW/Programs/Psychology/Psych-Degrees/EdS-School-Psych.xml>).
- Education in various areas of undergraduate and graduate study provides information on certification and state endorsement requirements (pages 147-56 of the Catalog). Undergraduate students have a required course, EDUC 200 (page 158 of the Catalog), to help prepare them for teaching and related state requirements for the profession.
- Engineering provides general information on employment and placement. A course, ENGR 412, (page 168 of the Catalog) assists students in preparation for first steps in professional licensure. Specific licensure requirements for Mechanical Engineering are provided at (<http://www.ewu.edu/CSHE/Programs/Engineering/Engineering-Degrees/BSME.xml>).
- Geography provides guidance on occupational and career opportunities (pages 190-192 of the Catalog). (<http://www.ewu.edu/academics/catalog.xml>).
- Occupational Therapy outlines the eligibility of graduates to sit for the National Board Certification Examination for the Occupational Therapist (NBCOT). State licenses are usually based on the results of the NBCOT certification exam (page 259 of the Catalog) (<http://www.ewu.edu/academics/catalog.xml>).
- Philosophy offers an Applied Ethics and Practical Philosophy Certificate that can serve as a credential for those seeking advanced ethics training to meet licensure demands (page 265 of the Catalog) (<http://www.ewu.edu/academics/catalog.xml>).
- Physical Education provides information on board certification and professional requirements in athletic training, community health, recreation, coaching and teaching. (pages 267-79 of the Catalog) (<http://www.ewu.edu/academics/catalog.xml>).
- Physical Therapy, a professional doctoral program, includes a course requirement, PHTH 536, that examines licensure issues (page 282 of the Catalog). Graduates are eligible to sit for state and national licensure examinations  
(<http://www.ewu.edu/CSHE/Programs/Physical-Therapy.xml>).

**2.D.7** *The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.*

Student hardcopy records, including transactions of schedule changes, are maintained in compliance with the state records retention schedule (<http://access.ewu.edu/Records-Retention-Management/Records-Retention-Schedules.xml>). Hardcopy student transcripts that have not been converted to scanned images are stored in a Halon fire-protected safe. Paper documents processed as part of student files are scanned and maintained in a document imaging system. The University is implementing a new document imaging solution that will significantly enhance the capacity, security, and management of records. Electronic student records are maintained through a secure student information system, Banner, and backed up to servers maintained by the University in a secure and modern facility. EWU's Information Security Policy (EWU policy 203-01, [http://cfweb.ewu.edu/policy/PolicyFiles/EWU\\_203\\_01.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/EWU_203_01.pdf)), as approved by the Board of Trustees, outlines a structure in which data custodians are responsible for oversight of the policy under the general direction of the Chief Information Officer. The University has also adopted a policy to provide retrieval of records ([http://cfweb.ewu.edu/policy/PolicyFiles/EWU\\_201\\_02.pdf](http://cfweb.ewu.edu/policy/PolicyFiles/EWU_201_02.pdf)) in the case of litigation.

The University regularly reviews and provides training on the Family Educational Rights and Privacy Act (FERPA) and procedures for maintaining privacy of student records (<http://access.ewu.edu/Records-and-Registration/Student-Records/FERPA.xml>). FERPA information is also provided to students on the Disclosure and Consumer Information webpage (<http://www.ewu.edu/Community/Disclosures.xml>), in compliance with the Higher Education Opportunity Act of 2008 (HEOA). The policy for release of information form (ROI form, <http://access.ewu.edu/Records-and-Registration/Student-Records/FERPA/Release-of-Information.xml>) is also provided on the EWU webpages.

**2.D.8** *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

A wide range of financial support is made available to students, and this information is current, comprehensive, and widely promoted. Website resources are extensive and include detailed information on how to apply, eligibility, deadlines, and types of financial aid. For example, a Financial Aid webpage contains links to financial aid resources ([http://www.ewu.edu/Admissions/Financial-Aid/FA\\_Apply/FA\\_Aid\\_Types.xml](http://www.ewu.edu/Admissions/Financial-Aid/FA_Apply/FA_Aid_Types.xml)), including the Free Application for Federal Student Aid (FAFSA) and Direct Lending, as well as state resources under a program called Washington Opportunity Pathways. Both undergraduate and graduate admission and recruitment webpages reference information on financial aid and available resources. Examples include undergraduate costs and fees (<http://www.ewu.edu/Undergrad/Costs.xml>) and graduate assistantships and tuition waivers

(<http://www.ewu.edu/Grad/Graduate-Assistantships-and-Tuition-Waivers.xml>). Detailed financial aid information is also provided to veterans and their eligible spouses and dependents (<http://access.ewu.edu/Records-and-Registration/Veterans-Services.xml>). EWU assures accountability by annual reporting on all categories of financial aid. Links to these reports are available on the web in a variety of venues, including the Financial Aid webpages, the HEOA Disclosure and Consumer Information webpage (<http://www.ewu.edu/Community/Disclosures.xml>), and the Office of Institutional Research, Demography, and Assessment Report Library (<http://access.ewu.edu/Institutional-Research/OIRDA-Report-Library.xml>), which includes the Common Data Set and the IPEDS Financial Aid Survey. Data on cost of attendance and financial aid are also available in the EWU College Portrait (<http://www.collegeportraits.org/WA/EWU/costs>) and the National Center for Educational Statistics (NCES) College Navigator (<http://nces.ed.gov/collegenavigator/?s=WA&pg=2&id=235097>).

**2.D.9** *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.*

A full program of financial aid and scholarships (<http://www.ewu.edu/Admissions/Financial-Aid.xml>) is provided to EWU students and published on the web. Repayment obligations for student loans are published on the [EWU Admissions pages](http://www.ewu.edu/Admissions/Financial-Aid/FA_Award/FA_Award_Conditions.xml) ([http://www.ewu.edu/Admissions/Financial-Aid/FA\\_Award/FA\\_Award\\_Conditions.xml](http://www.ewu.edu/Admissions/Financial-Aid/FA_Award/FA_Award_Conditions.xml)), and students are provided with loan counseling prior to borrowing and at an exit conference prior to graduation, withdrawal, or termination of studies. Policies regarding Title IV refunds and return of funds are also provided. Loan default rates are published in a variety of reports, including the Student Affairs Annual Report (<http://www.pagegangster.com/p/SuAdi/9/>).

**2.D.10** *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.*

EWU devotes considerable resources to academic advising. Undergraduate advising is provided in a three-tiered approach, which includes general advising, college-based advising, and faculty advising. Face-to-face advising is supplemented by the Student Online Academic Resource (SOAR) web-based degree auditing system, which can be used by both staff and students. Students who have not chosen a major are served by General Undergraduate Academic Advising (GUAA) (<http://access.ewu.edu/Academic-Advising.xml>). All new students are required to be advised before initial registration. Most new freshmen and transfers are served through the summer programs described in 2.D.3. All freshmen are required to be advised each quarter until completion of 45 credits, and registration “holds” help to ensure that these new students receive timely assistance from professional advisors. These policies are outlined on an advising webpage for new freshmen (<http://access.ewu.edu/Academic-Advising/New-Freshmen.xml>). During advising, new students are provided with information about degree planning, the University Catalog, and the wide variety of student support services at EWU. Advising staff are also located in the Academic Success Center, the Eastern

Advantage program, and the programs hosted by Chicano Studies, American Indian Studies, and Africana Education. Many EWU advisors are master's degree-level professionals hired for their ability to communicate advising information. They serve as referral guides, when appropriate, and are regularly evaluated. GUAA advisors are professionally engaged through membership in the National Academic Advising Association (NACADA). GUAA regularly evaluates its services by examining data on advising usage and ongoing compliance with the Council for the Advancement of Standards (CAS). Students are expected to be responsible for knowing about and acting upon good advising information. These expectations are communicated in the academic advising webpages (<http://access.ewu.edu/Academic-Advising/Resources/Connect-With-Your-Advisor.xml>) as well as through individual meetings and advising materials.

Each of the four colleges provides at least one FTE advising generalist with expertise in college programs, policies, and resources. These college-based advisors serve as a second-tier advising resource to students by providing pre-major and transitional advising. Each college provides a webpage that includes information on these advising resources: College of Science Health and Engineering (<http://www.ewu.edu/CSHE/Advising.xml>); College of Arts, Letters, and Education (<http://www.ewu.edu/CALE/Advising.xml>); College of Social and Behavioral Sciences and Social Work (<http://www.ewu.edu/CSBSSW/Advising.xml>); and College of Business and Public Administration (<http://www.ewu.edu/CBPA/Business-Advising.xml>). All college-based advisors have been selected for their professional ability to provide advising, and they are evaluated annually.

Faculty provide the third tier of advising for students who are declared in an academic program. They focus on assisting students with program completion, internships, research, and career opportunities. GUAA supports faculty by sponsoring advising forums, which are intended to engage departments and programs in the advising process. Updates on programs, requirements, advising policies, and new technology are provided.

Resources and tools for students to support informed, timely, and purposeful decision-making about their academic programs is integral to the staff and faculty advising process. These resources include the SOAR degree audit system. All students have access to this system, which incorporates transfer equivalencies and all EWU academic programs, including minors and certificates. Students using SOAR can see precisely where they stand in completion of their academic program requirements. These multiple and integrated advising services contribute to student success by informing students about academic standards and degree requirements, assisting them in the decision-making process necessary to achieve their academic goals.

**2.D.11** *Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.*

The importance of co-curricular learning is a core component of the University mission and the mission, vision, and values of the Division of Student Affairs, led by the Vice President for Student Affairs (<http://www.ewu.edu/About/Administration/Student-Affairs/Mission.xml>). An engaged student body outside the classroom is integral to the University's commitment to student achievement. The multiple activities conducted by Student Affairs are documented in

annual reports (<http://www.ewu.edu/About/Administration/Student-Affairs/Annual-Report.xml>) that help to ensure a rich learning environment for EWU students. As mentioned in 2.D.1 (page 75), some 128 different clubs and organizations are active each year, including service organizations, academically affiliated clubs, and 22 social organizations. The University also sponsors living learning communities in the residence halls to integrate out-of-classroom experiences with areas of academic focus (<http://access.ewu.edu/Housing/Residence-Hall-Overview/Living-Learning-Communities.xml>).

In addition, the Career Services Office partners directly with the colleges to provide programs that connect students with prospective employers, including co-sponsored events such as career fairs and networking activities. In 2009-10, Career Services coordinated nearly 500 internships in areas relevant to students' programs of study. Staff in the Division of Student Affairs have extensive experience in higher education, and the various division offices are led by directors who are appropriately credentialed, active in their respective professional organizations, and well informed about professional standards for their programs. EWU's co-curricular activities are consistent with EWU's core theme #3: an institution-wide commitment to local, national, and international community engagement and awareness that benefits the University and region.

**2.D.12** *If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.*

In numerous ways, auxiliary services at EWU contribute directly and regularly to a meaningful student learning experience and operate in a manner that ensures campus-wide input.

All Eastern Washington University auxiliary units are self-supporting operations. These services include the following departments: Dining Services; Housing /Residential Life; the Pence Union Building; Parking Services; EWU Apartments; EWU Bookstore; and Catering/Event Planning. Policy changes for auxiliary units are proposed and approved through the EWU policy on policy management, providing ample opportunity for campus-wide input.

The auxiliary budget process is included in the University budgeting timeline and reviewed as a part of the self-support budgeting process. As an integrated part of the larger budgeting process, expenditures for auxiliary services must support the University mission and Board of Trustees' goals. Thus, for example, rate increases for room and board are reviewed as part of the total cost of attendance at the University, and every attempt is made to make the on-campus living option as affordable as possible.

EWU has committed to increasing the quality of residential life as part of a general effort to increase retention and student success. Retention is typically improved for freshmen who live on campus compared to those who commute or live off-campus. Accordingly, residential life staffing and programs are geared to increase student involvement and success. Recognizing the importance of the residential experience to student success, the Board of Trustees has approved

moving forward with planning for a new \$25 million residence hall of 350 beds. This project will reinforce the mission of Housing and Residential Life to

- Strengthen the commitment to student success through excellence in residential life.
- Increase competitiveness and market share within the region.
- Model sustainability.
- Improve living conditions for students by providing a clean, safe, friendly environment.
- Elevate the academic engagement within the living/learning environment and
- Promote a vibrant and invigorating campus culture for all students.

Examples of direct student involvement include the ASEWU Food Services Committee, established in collaboration with Dining Services. The committee meets regularly and has implemented an online comment card to provide feedback. This feedback has led to modifications in menu selections, service times, and targeted price levels that better meet the needs of students. Committee members gain a more informed view of EWU Dining as a key support service that contributes to student satisfaction and retention. Students' direct involvement in shaping these services is a valuable out-of-classroom learning experience and provides another avenue for staff and student interaction.

Auxiliary Services has also supported EWU's mission by including representatives from the Bookstore on the Provost's Textbook Taskforce. This resulted in several recommendations to the Provost on course materials. The University Bookstore operates 50 hours per week in Cheney and 32 hours per week in Spokane for students taking programs there. The Bookstore manages a process that ensures timely availability of course materials. The EWU Bookstore has recently added a rental program for course materials and enhanced the textbook website to include cost comparisons with Amazon. The EWU Bookstore is in compliance with the Higher Education Opportunity Act, RCW 28B.10.590, and WAC 172-132, which provide for transparent pricing and textbook requirement information, unbundled textbook purchasing, and a book buy-back program to improve affordability.

Each spring, EWU coordinates a successful annual "Get Lit" festival, which brings writers from across the country and around the world to campus and the greater Spokane area. As part of the festival, the Bookstore provides the work of these authors and related materials to the campus and at the various area festival venues. This effort supports the University's mission and increases EWU's visibility in the region.

Dining Services plays an integral part of various student events, notably new student programming that includes summer registration and fall orientation. A barbeque style luncheon is the centerpiece of providing a welcoming atmosphere for new students and their parents and is complemented by food services' support throughout the four one-day summer programs that bring some 1,200 students and their families to campus. Orientation includes hot-dogs and snacks for move-in, both provided by Dining Services. Dining Services also provides a dinner as part of a letting-go transition program attended by several hundred students and their family members. This program is designed to set a reassuring tone for parents and family members. Planning for these programs is closely coordinated with Student

Affairs, and staff across campus are involved throughout the months preceding these new student programs.

Auxiliary Services helps to manage the Pence Union Building (PUB), the home of the Associated Students of Eastern Washington University, the Dean of Students' Office, the EWU Bookstore, EWU Dining Services and Eagle Express Market, a student computer lab, and the Writers' Center. In addition, the PUB has the largest multipurpose meeting space on campus. The building hours and operations within the PUB support student involvement and collaboration, and the PUB has the most daily visitors of any building on campus. A Student Union Board of Control (SUBOC) provides policy reflection and advice on operational issues within the union.

Housing and Residential Life strives to provide students with safe environments that support the academic mission of the institution. The professional staff are well credentialed, many have advanced degrees, and all have extensive training to provide students with an enriched and integrated co-curricular experience. Housing collaborates with colleagues on campus to provide a number of academic success programs in the residence halls, including tutoring, study tips, stress management, time management, and test taking strategies. Staff also reinforce residents' awareness of advising, registration deadlines, and other academic deadlines. Housing and Residential Life supports numerous hall councils and a residence hall association, all of which have a role in providing feedback on the residential experience and participating in creating meaningful programs to support student academic and personal success.

In addition, Housing and Residential Life has developed and implemented living learning communities that bring together students with similar interests to live, study, and learn from one another. Current partnerships are established with the College of Science, Health, and Engineering, the College of Social and Behavioral Sciences and Social Work, and the College of Arts, Letters, and Education, as well as with other Student Life offices to provide six living learning programs that included 100 participants in 2010-11. Living learning communities increased student opportunities to interact with faculty, to gain easy access to study groups in their living environments, and to participate in activities focused on the students' areas of interest. These activities included art walks, mini-lectures on health topics, adventure trips, "meet and greets" with Career Services staff, and computer coding contests.

Campus-wide participation in fall quarter's "Residence House Calls" is now in its ninth year at EWU. In 2011, following a dinner and program overview session sponsored by Dining Services and Housing and Residential Life, 53 staff and faculty visited each residence hall room on every floor in EWU's housing system. In this program, student residents have an opportunity to provide feedback on any aspect of their experience and get assistance with any questions or concerns they have as students. Feedback forms help to ensure that concerns are addressed and positive experiences are documented. Another featured annual program, developed by the Coordinator for Living Learning Communities and staff from the Library, is "Library Lights Out." Students stay in the Library overnight, participate in a number of activities with faculty and staff, and learn about the resources the Library provides through a scavenger hunt.



Each year, faculty, staff, and student leaders come together for a spring quarter leadership conference, presented with the support of Auxiliary Services. Workshops focus on ethical decision-making, inclusivity, group dynamics, facilitation skills, and other topics of interest, all of which are facilitated by faculty and staff on campus. Some 120 students participated in each of the last two years.

**2.D.13** *Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.*

The EWU athletic program is designed to be an integral component of the university community. The University sponsors 14 intercollegiate sports, six for men and eight for women, both as learning opportunities for its most athletically talented students and also as an enhancement to student and community life. The University is a member of the Big Sky Conference.

The Athletic Director is responsible for the management and fiscal operations of the athletic program and is under the direct supervision of the President. In addition, the Athletic Director is guided by input from the President's Advisory Committee on Intercollegiate Athletics (PACIA), a fifteen-member body consisting of faculty, staff, students, and community members. This reporting and advising structure ensures that the leadership of the Athletic program is aligned with the strategic mission of the University as well as with campus and community concerns.

National Collegiate Athletic Association (NCAA) regulations require intercollegiate athletics programs to be designed as a vital part of the educational system and student-athletes to be an integral part of the student body. The Faculty Athletic Representative (FAR) is a member of the faculty appointed by the President to represent Eastern Washington University and the faculty in relationships with the NCAA and conferences of which the University is a member. The FAR is appointed by the President and reports directly to the President. The faculty's voice and influence regarding intercollegiate athletics are channeled primarily through the FAR. The FAR plays a key role in the oversight of athletic programs, working to ensure the academic integrity of the programs and the welfare of student-athletes. The FAR ascertains the academic integrity of the programs by reviewing and reporting on the academic preparation and performance of student-athletes.

The mission of the Athletic Department is "to enhance the value, image, and visibility of Eastern Washington University." The vision of the Athletic Department is "maximizing opportunities every day." The core behaviors of the department are:

- **Support:** The Athletic Department supports the University's mission of education.
- **Integrity:** Every interaction and transaction occurs with the trust to honor and uphold the dignity of the University.



- **Respect:** We comport ourselves in a manner that displays professionalism, loyalty, and caring at all times.
- **Achievement:** We nurture and develop student-athletes, coaches, and staff in order for each individual program and area to reach its highest level of success. We measure success by developing and administering resources to help student-athletes begin to reach their potential as students, athletes, and people.
- **Tradition:** We respect what makes our University special by celebrating its history, honoring its heritage, and understanding its present, while fortifying its future.

Students who participate in athletics are held to the same academic expectations as all other EWU students, including degree requirements and acceptable academic progress. The Athletic Department is committed to competing successfully at the Division I level and the academic achievement of student-athletes. This is evidenced by the department's winning the 2009-10 Big Sky President's Cup Award ([http://www.goegs.com/genrel/releases/2010\\_Presidents\\_Cup](http://www.goegs.com/genrel/releases/2010_Presidents_Cup)). This award is given to the university with the highest combination of academic achievement of student-athletes at Big Sky institutions and performance on the athletic field of play. For the award, schools receive points based on five criteria: individual team grade point averages, graduation rates, number of all-conference performers with grade point averages above 3.0, women's all-sports trophy points, and men's all-sports trophy points. In 2009-10, EWU's athletic programs compiled the highest overall grade point average (GPA) in the league at 3.24, as thirteen of its fourteen programs registered at least a 3.10. The women's golf team led with a 3.56. A total of twenty-eight Eastern Washington All-Conference selections finished with GPAs of at least 3.0. The Eagles also fared well in the graduation success rate category (GSR), as EWU had the second-best GSR in the Big Sky Conference.

In 2008, the Athletic Department created a new strategic management plan (<http://www.goegs.com/administration/ewas-mission.html>). The plan includes goals and action items related to diversity, gender equity, staff enrichment, and the maintenance of facilities, all of which directly support the university mission and enhance the wellbeing of the EWU community.

Eastern Washington University's admission process is uniform for all students. All student athletes – both freshmen and transfer students – go through the same application and review process as all other EWU students. The Athletic Department plays no formal role in the admission decision-making process.

Student-athletes are in a unique position to gain additional resources to support their education through athletic grants-in-aid. Financial aid awards for student-athletes are processed in the same way as financial aid awards for other students. If a student completes a FAFSA, the Financial Aid Office will notify him or her of the types of financial aid available for a specific academic year (Pell grant, Plus Loans, etc.). An athletic grant-in-aid covers tuition, fees, room and board, and books. Student-athletes may only receive financial aid up to that limit. Athletic aid is entered in the same way as all other scholarships are entered into student accounts. In addition, the athletic grant-in-aid is entered on the NCAA compliance web-based software (Compliance Assistant) to ensure that student-athletes are not receiving more than the allotted

grant-in-aid amount. The grant-in-aid amount for student-athletes is the same as the amounts for all other students.

Funding from the Services and Activities Fee process that supports athletics and other co-curricular programs is governed by state law and campus policies (<http://access.ewu.edu/Student-Life/SandA-Fee-Committee.xml>).

Students participating in Club Sports and the Greek organizations have academic and behavioral standards of accountability. They are regularly reviewed for continued eligibility by advisors in the Office of Student Involvement and Leadership, as well as by relevant national organizations.

**2.D.14** *The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the verification process.*

Enrollment in Eastern Washington University's online learning courses requires all students to read and acknowledge the Online Learning Student Policy Form (<http://outreach.ewu.edu/share/files/online/OLStudentPolicyForm.pdf>). Online learning students are subject to, and must adhere to, the guidelines outlined in the Eastern Washington University Academic Integrity Policy and the Student Conduct Code. All students enrolling in EWU online learning classes on the course management system, currently Blackboard, are screened and processed by the Online Learning Office staff. Only students officially registered in online learning courses on the EWU Banner student information system are eligible to be enrolled on the Blackboard course sites. Online learning courses requiring examinations must be administered by EWU-approved proctors. The Online learning policies for the proctoring of examinations are as follows: (1) Students residing within the vicinity of the Cheney campus may schedule examinations by contacting the Online Learning Office and setting up appointments to take exams at the office; (2) Students in Spokane or at EWU at Bellevue College may schedule exams at the Student Services' offices at those locations; (3) Students at a distance are responsible for identifying and making arrangements with EWU-approved proctors; and (4) Identification must be verified at all EWU proctoring locations.

The online learning proctor request form must be submitted to the Online Learning Office no less than one week before an exam is scheduled. A packet with examinations, instructions, and passwords, if required, will be sent to the proctor upon approval. All proctors will complete and submit a proctor information form (<http://outreach.ewu.edu/share/files/online/OLProctorInformationForm.pdf>), along with a current business card, to the Online Learning Office. Instructors reserve the right to administer exams, quizzes, or other evaluation assessments at their discretion and without advance notice.

A second method of taking online learning exams is via the "LockedDown Browser" tool. This tool is a secure web browser for taking tests in Blackboard and prevents users from accessing

other programs or webpages while taking tests. Tests designed to be taken with the Respondus LockDown Browser cannot be accessed through a standard web browser. The software must be downloaded and installed on the machine a student is using to take the exam. An instructor can use this tool alone or require a proctor. The proctor process is the same for this method as previously described.

## **Section 2.E: Library and Information Resources**

**2.E.1** *Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.*

The mission of the Eastern Washington University Libraries is to stimulate and support intellectual inquiry. The University Libraries support the curricula of the University and the scholarly activities of its individual members by providing access to information and promoting the knowledge about and practice of research and information literacy skills. The Libraries are a shared utility for the entire university community and consist of the John F. Kennedy Library, located at the center of the Cheney campus; the Riverpoint Campus Library, located in Spokane; the Bellevue College Library, located in Bellevue; and anytime/anywhere access via the Web at <http://www.ewu.edu/Library.xml>. Library faculty and staff provide open access to information, reference, and instructional services, and are actively involved in research and service to the University and community.

The Libraries serve the needs of EWU students, faculty, staff, and the community at physical and virtual locations with support from approximately 11 FTE faculty, 21 FTE staff, and 10 FTE student workers. The Libraries catalog includes 1.26 million item records and provides access to more than 132 databases, 4,265 electronic books, and 48,917 electronic journals. It serves as a selective U.S. government depository with the largest collection of federal documents in Spokane County. Located on the lower level of JFK Library are two special collections – the University Archives/Special Collections and the Curriculum Center. The University Archives hold inactive university records of continuing historical and administrative importance. The archives also hold personal papers and business records of significance to this geographical region. Online access to digital versions of photographs, drawings, lithographs, maps, facsimile documents, and oral history transcripts is provided online through EWU Digital Collections. The Curriculum Center holds more than 22,000 children's books and K-12 materials.

The Libraries broaden the currency, depth, and breadth of access to collections and services through contractual, consortia, and collaborative arrangements with other libraries, institutions, and agencies. As a member of the Washington Cooperative Library Project, the EWU Libraries expand collections through resource sharing among the six Washington State-assisted baccalaureate institutions and engage in consortia arrangements to maximize access to resources. The EWU Libraries is a member of the Orbis-Cascade Alliance (OCA), which extends and expands access and services through participation and collaboration among 36 academic libraries throughout Washington and Oregon.

Students, faculty, and staff have 24/7 access to the EWU WorldCat catalog, more than 132 academic databases, more than 150 LibGuides (subject-oriented research guides), RefWorks (an online bibliographic citation manager), and tutorials on conducting library research. Students, faculty, and staff may also submit an Interlibrary Loan request, initiate contact with the Libraries for an event or display, register a complaint or suggestion, and schedule reference or instructional services at any time. Online resources are accessible to the general public up to the point where the user request requires authentication or login with a University username and password.

The JFK Library is open 81.5 hours per week during the quarter, and the Riverpoint Campus Library is open 77 hours per week. Both sites offer computer workstations and provide laptop check-outs to students, reference and research assistance, circulation and interlibrary loan services, and photocopying, printing, and scanning equipment. “Ask a Librarian” is available through walk-in, telephone, chat, e-mail, and, for more in-depth consultations, by appointment. Distance-education students have access to guides and liaison librarians to assist in accessing local libraries (e.g., contractual arrangements with Bellevue College or Shoreline Community College) and remote access to EWU resources.

The Libraries regularly partner with other university units to increase the accessibility and visibility of services that support student success, faculty research/teaching, and community engagement. The JFK Library serves as a major venue for university events such as public lectures, presentations, and activities. Over the past year, the Office of Information Technology (OIT) collaborated with the Libraries to relocate the OIT Help Desk to the JFK Library and integrate staff and services with TechEze services for walk-ins, phone calls, chat, and e-mail to resolve technology questions. The Office of Global Initiatives teamed with the Libraries to create a dedicated space in the JFK Library for visiting international scholars. The College of Arts, Letters, and Education began working with the Libraries to redefine and relocate the Writers’ Center to the JFK Library. All of these initiatives are targeted at maximizing the use of space and resources while increasing access and/or removing barriers for students and faculty to the information and services they need to be successful at EWU.

*2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.*

The Libraries is a unit within the Academic Affairs division of EWU. The Dean of Libraries reports to the Provost and Vice President for Academic Affairs. The Dean is a member of the Academic Affairs Council and the President’s Cabinet. In this capacity, the Dean is an active participant in university planning and policy discussions.

EWU Libraries’ faculty are active in the planning and governance bodies of the University and participate in a variety of policy and planning meetings within the University and between the University and outside constituents. Libraries’ faculty members elect a representative to the Faculty Senate and are also active in the United Faculty of Eastern (collective bargaining unit).

Libraries' faculty maintain liaison assignments to departments and programs to establish and maintain working relationships with department Chairs, department representatives, and/or individual faculty. Approximately 78% of collections funds are spent on core subscriptions and database licenses (designed to meet the needs of lower-division students and the most basic needs in all programs). Approximately 7% of the Libraries' collections funds are allocated to academic departments for the purchase of items and resources not included in the core collections. Libraries' liaisons share approximately 2% of collections funds for discretionary purchases. Librarians work closely with individual faculty members (<http://www.ewu.edu/Library/Services/Reference/Liaisons.xml>) and academic program directors to develop library instruction sessions and materials that teach library research skills and information literacy to students. In 2010-11, 392 instructional sessions for 8,933 students (7,649 undergraduate students and 808 graduate students) were offered.

The EWU Faculty Organization appoints members to the Libraries Affairs Council. Their charge is to advise the Libraries on its services and collections. The Dean and Libraries' Head of Collection Development serve as resources for the Libraries' Affairs' Council.

The Library Student Liaison, a Library employee, acts as a voice for the student body in library matters. This student serves as a conduit for communication between the Libraries and students to enhance the Libraries' role in the intellectual and cultural life of EWU students. The student liaison is a paid position and maintains regular office hours to market the Libraries to students in order to enhance the connection between the Libraries and student life; to plan, coordinate, and implement special events to bring students into the Libraries; to meet with leaders of student government, student clubs, and other organizations to promote the use of the Libraries and their resources; to provide a student's perspective to the Libraries' planning process; to communicate Libraries' policies to the EWU student community; to respond to student suggestions/complaints/concerns from suggestion boxes, e-mails, in-person, or social media outlets; and to gather information about student information needs via surveys, focus groups, discussion boards, etc., and share the information with Libraries leadership.

The Libraries' organizational structure is flat. Effective July 1, 2011, the Libraries are experimenting with a shared governance and decision-making model using a bi-monthly Library Forum. Organizational planning, project implementation, and the regular evaluation of policies, procedures, and operations can be addressed by any interested stakeholder within the Libraries in facilitated meetings. All Libraries employees have access to meeting agenda, documents and records, and decisions via a dedicated SharePoint site and Library Blog. When suggestions or complaints are received from users, the Libraries faculty and/or staff analyze these and suggest individual or systemic responses. External stakeholders are invited and asked to participate in the Library Forum where appropriate.

**2.E.3** *Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.*

The physical spaces in the Libraries provide a key learning environment outside the classroom. There are spaces for everything from having a conversation over a cup of coffee to collaborative workstations to quiet study areas. The virtual places of the Libraries provide 24/7 access to a wide variety of library and information resources.

The Libraries' faculty, individually and collectively, work to ensure that users know what resources are available (including how to research or find information) and how to use those resources effectively (evaluate, analyze, and synthesize information). In addition to reference services, Libraries' faculty offer in-depth, one-on-one research consultations to teach students how to find high-quality information for their research. Students can receive individualized research assistance during the librarians' office hours by appointment. These research consultations are often the result of outreach activities such as library instruction sessions given by the librarians or by referral from a University faculty member who has had a positive experience working with a Libraries liaison.

Course-integrated instruction ranges across basic tours and orientations, classroom instruction (face-to-face), distance instruction, or long-term, embedded instruction. The Libraries' faculty collaborate with University faculty to integrate information literacy into the curriculum. Libraries' faculty target key general education classes, such as English Composition, first-year experience, and others where there is a research component. The Libraries-sponsored Student Research Skills Project introduces faculty to the major principles of information literacy. A Libraries' faculty member works with a participating department to identify key courses in the curriculum for review such as introductory classes to the major, research methods classes, and capstones. University faculty, facilitated by the Libraries faculty, determine information literacy learning objectives; the research skills students must acquire; specific assignments to reinforce the research skills; assessment methods; and the Libraries' role in these processes.

The Libraries' faculty develop tutorials or special workshops when there is a demonstrated need. Most modular or self-paced library instruction is offered through web-based tutorials and guides. Web-based tutorials consist of explanations of the research process or specific information literacy concepts, and they include interactive components in the form of games or quizzes. Online guides consist of supplemental information for a particular class or basic information for a targeted group. Special topics' workshops focus on particular sources, single databases, new computerized products, or tools for a specialized topic. These workshops may include a hands-on component so that users gain specific skill competencies.

The Libraries' faculty participate in student orientation opportunities, early entry and bridge programs, and collaborative events and activities with University colleges, programs, clubs, and organizations. They also present at new faculty orientations to create awareness of the Libraries' resources and services and to begin relationships that, hopefully, lead to collaborations in the classroom.

**2.E.4** *The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.*

The Libraries use a variety of methods to conduct continuous and systematic evaluations of the quality, adequacy, use, and security of its collections and services. Data are collected on inputs and outputs, costs, use statistics, instructional and course feedback, and user preferences. The Libraries have used the LibQUAL+ protocol to gather faculty and student opinions in 2004, 2007, and 2010. The results of each survey as well as the longitudinal data provide the Libraries with a means to track, understand, and act upon users' opinions of service quality. The LibQUAL+ results are incorporated into the ongoing strategic planning processes of the Libraries to create, eliminate, or adjust services to the University.

The Libraries' faculty and staff seek, build, and maintain relationships throughout the University not only to serve but also to get input on the effectiveness of the Libraries' programs, projects, collections, and services. The Library Student Liaison, Libraries' Affairs' Council, and representation in the Faculty Senate also provide valuable feedback.

## **Section 2.F: Financial Resources**

### **Overview**

The Division of Business and Finance provides stewardship of the University's human, financial, and physical resources, all of which enhance the University's ability to achieve its mission. Successful stewardship is accomplished by providing fiscal leadership, safeguarding University assets (both financial and physical), and providing a safe, attractive, and comfortable physical environment. These services are delivered in a timely and efficient fashion to both internal and external customers. The following figures are included to provide a sense of the size of the institution and to be of assistance in reviewing this section. Additional reports or documentation are available in any level of detail that may be needed by the reviewer during the evaluation of Eastern Washington University finances.

- The University total 2011-13 biennial operating budget is \$450,276,843, of which \$68,957,000 is state-appropriated funds.
- The total 2011-13 biennial capital budget is \$94,304,000, which includes a major capital project that will upgrade the largest academic building on the Cheney campus, Patterson Hall.
- The University's primary sources of revenue are state funds and tuition. Recently, due to the economic situation in the state of Washington, the University has experienced a shift in the level of reliance on state funds with an increasing reliance on increases in tuition rates. Other sources of revenue include course fees, summer session tuition, auxiliary enterprises, scholarships and fellowships, and grants and contracts.

**2.F.1** *The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.*



The Division of Business and Finance is a valuable partner in the teaching, research, and outreach endeavors of the University, reflecting in its daily operation the University's commitment to a high-quality, student-centered learning environment. The Division helps to ensure the institution's financial viability and helps to recruit and retain students by presenting an attractive campus.

As of June 30, 2011, the University was in a stable financial position, increasing net assets 3.9% over the prior year. Revenues increased as well due to additional enrollment and tuition increases, while expenditures were managed at a sustainable level. EWU continues to maintain an operating reserve at 10% of annual core operating budget expenditures.

The University's planning process centers on realistic revenue projections supported by enrollment projections and tuition. In each biennial cycle, the planning includes two-year revenue projections, analysis of appropriate reserves, and consideration of current and future obligations of the University. This deliberate and thoughtful planning process ensures that EWU operates within available resources each biennium. The campus-wide budgeting process is presented in more detail in 2.F.2.

**2.F.2** *Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.*

The operating budget cycle for Eastern Washington University is both annual and biennial in nature. The state of Washington provides operating resources to the University through a biennial legislative appropriations process with annual supplemental appropriations in the second year of each biennium. The legislature delegates authority for resident undergraduate student tuition rates to the Board of Trustees. EWU collects tuition from the students and budgets the revenue locally. State appropriations and student tuition are the major sources of funding for EWU's operating budget. Other resources include dedicated local funds, service funds, auxiliary funds, scholarship and fellowship funds, and sponsored research funds. EWU's operating budget is budgeted on a biennial basis with annual supplemental adjustments.

The University Budget Committee (UBC) is included in deliberations concerning EWU's budget. The UBC is an advisory group consisting of representation from faculty, classified staff, exempt staff, students, and administrators. This body is advisory to the President, and all members are appointed by the President, based on recommendations from appropriate constituencies. The UBC works with the President to establish priority funding recommendations based on the University's strategic plan. The UBC reviews new budget proposals. In time of budget reversions the committee reviews budget reduction plans. In addition, the committee participates in the development of the University funding initiatives, which are submitted biennially to the Legislature. Committee members are expected to represent their constituencies while applying a university-wide perspective to the budget deliberations and recommendations. The committee is chaired by the Vice President for Business and Finance, who has no voting rights. The Budget office staffs the committee and



maintains minutes and official records of actions. The UBC typically meets monthly throughout the year. (<http://access.ewu.edu/Budget/Eastern-Budget-Resources/University-Budget-Committee.xml>)

**2.F.3** *The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.*

The University biennial budgeting process begins many months before the start of the biennium. The University biennial operating and capital budget requests are submitted during August per guidelines from the Office of Financial Management, which reports to the Governor's Office. In addition to required schedules and other financial information, the University submits decision package requests for new initiative funding. These requests are developed in alignment with the University mission and goals and are reviewed by the University Budget Committee. UBC membership consists of students, faculty, and staff representing major University budget units. The UBC plays an active role in making budget recommendations to the President.

The Governor releases a proposed budget in December. This budget is the starting point for legislative deliberations in the January session. Regular open forums and electronic communications from the President inform the campus community of budget priorities and state budget releases and allow for feedback as the University moves through the budget planning cycle.

The University internal biennial budget planning process provides opportunities for involvement and input to multiple constituents and stakeholders. Internal budget planning also begins nearly one year before the biennium starts. The Board of Trustees and the President's Executive Committee set University goals in alignment with the University mission, vision, and Strategic Plan. Priorities for the budget period are developed by the campus leadership and shared with units across the campus and the UBC. Internal unit budget planning is conducted in October and November. Each unit determines the details of its collaborative budget planning process to allow and encourage input from all who could be impacted by the budget plan. This process results in budget decisions that are aligned with the priorities of the unit and of the University.

The President's Executive Committee reviews unit budget plans for alignment with biennial strategic priorities in January and February. In addition, the UBC invites unit leaders to discuss and review unit priorities, budget requests, and reductions. After these hearings are complete, the UBC recommends biennial budgeting priorities to the President for final consideration.

Enrollment trends and issues are closely monitored during the winter months in anticipation of a spring tuition revenue projection. Recommended tuition rate increases are combined with expected enrollment levels in April to finalize the University budget for a first read and review with the Board of Trustees in May and final approval of the biennial budget from the Board in June.

After the biennial budget is implemented, a supplemental budget process begins in order to allow for necessary second-year budget adjustments. This incremental supplemental process is similar to the previously described biennial process.

The 2011-13 Biennial Operating Budget Request may be viewed at <http://access.ewu.edu/Documents/Budget/2011-13%20Operating%20Budget%20Book.pdf>.

The 2011-2013 Capital Plan and Capital Budget Request may be viewed at <http://access.ewu.edu/Documents/Budget/2001-13%20Capital%20Budget%20Request.pdf>.

The 2011-13 Budget Book may be viewed at <http://web.ewu.edu/groups/budget/2011-13%20Biennial%20Budget%20Book.pdf?DID=330&Filename=2011-13%20Biennial%20Budget%20Book.pdf>.

**2.F.4** *The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.*

The business and finance functions of the University are concerned with management of an appropriate system of accounting and financial reporting; oversight and management of the operating and capital budgets; supervision of the operation and maintenance of the physical plant; procurement of supplies and equipment; the control of inventories; contract administration; and the receipt, custody, and disbursement of funds. The accounts and reports of the University are structured in an accounting system that follows the generally accepted accounting principles for colleges and universities.

The University uses the SunGard Banner financial system, which is designed for the accurate processing of transactions through the integration of the related Banner modules that support the operating ledger. The operating ledger and general ledger transactions also reside in an operational data store that facilitates the generation of multiple levels of financial reports used for management review, tracking, and analysis of university operations, assets, and liabilities.

**2.F.5** *Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.*

Eastern Washington University uses short-term planning that integrates into the university's long-term capital planning process. The University's Capital Master Plan documents and plans for required changes in university facilities for a 10- to 20-year planning cycle ([http://access.ewu.edu/Documents/Budget/Capital\\_Budget\\_Request\\_08-14-08\\_WEB.pdf](http://access.ewu.edu/Documents/Budget/Capital_Budget_Request_08-14-08_WEB.pdf)). Specific projects that meet those long-term goals are priorities are presented to the state in a

ten-year capital planning document. This document outlines priority projects as they sequence through the funding requests for pre-planning, design, and construction. Each biennium, the University requests capital funds to meet the next step in the ten-year plan and the Capital Master Plan. This process allows for making changes to meet short-term needs and the rapidly changing education market while not losing sight of the long-term overriding goals and direction of the University.

**2.F.6** *The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations fund to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.*

EWU clearly delineates the educational and general operations from its auxiliary enterprises. The auxiliaries are financially separate in the accounting system, and many funds have an independent financial audit conducted on an annual basis. The University has the legal authority to issue revenue bonds with the debt service supported by student fees or revenues in the auxiliary units. The education and general budgets of the University do not rely on support from auxiliary enterprises as a form of budget supplementation. The general operations of the campus may charge the auxiliaries for services provided in support of auxiliary enterprises. An example of these charges is services performed for maintenance and repair of auxiliary facilities.

**2.F.7** *For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally-qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.*

The University undergoes an annual financial statement audit performed by the Washington State Auditor's Office. The internally prepared financial statements, management discussion and analysis, and notes to financial statements are available to auditors within approximately five months after the fiscal year end. The financial report, including the independent auditor's opinion is issued in a timely manner after completion of the audit. These reports are publicly available on EWU's website at <http://access.ewu.edu/General-Accounting.xml>. The auditors meet with the President's Executive Committee and the Board of Trustees' Business and Finance Committee at the beginning of each audit to communicate the engagement work. When the audit is completed, the auditors meet again with the executive leadership and the Board of Trustees to communicate the results of the audit, including any findings or management letter comments. EWU has received an "unqualified" opinion on the financial statements and has rarely received audit findings or management letter comments.

**2.F.8** *All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.*

The fundraising efforts on behalf of the University are conducted by the Eastern Washington University Foundation (EWUF). The EWUF was established in the state of Washington as a Washington nonprofit corporation in 1977. It is recognized by the Internal Revenue Service as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Service's Code of 1986.

The Foundation was formed to promote and support educational programs and services affecting faculty, staff, and students at Eastern Washington University; to identify, promote, receive, and prudently manage all private gifts from individuals, corporations, foundations, and associations to Eastern Washington University; and to invest and steward the assets entrusted to it by the University and its alumni, friends, and donors. The partnership between the Foundation and Eastern Washington University is a cooperative venture of using mutual resources to accomplish the goals and objectives of Eastern Washington University and the Foundation. This relationship and the parties' responsibilities are included in a formal memorandum of agreement

<http://www.ewu.edu/Documents/Foundation/Policy/MOAgreement-revised-EWU-Foundation-EWU-approved.6.25.09.pdf>.

The Foundation and the University are separate entities, separately governed and separately legislated. The Foundation is independent of the University, and, while its members are expected to listen to the administration of the University, independence of the Foundation is in the minds of its members, as Foundation judgment must be independent.

The governing board of the Eastern Washington University Foundation desires to maintain and follow best current principles and practices in connection with the investment, spending, and financial statement presentation of the Eastern Washington University Foundation's funds. The Eastern Washington University Foundation adheres to the standards of care and prudence articulated in the Uniform Prudent Management of Institutional Funds Act in connection with the investment and expenditure of donor-restricted endowment funds.

## **Section 2.G: Physical and Technological Infrastructure**

### **Physical Infrastructure**

*2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.*

EWU facilities provide a vital role in recruiting new students and retaining students at the Cheney Campus. The physical campus provides a high-quality and safe environment for students to learn, live, work, and play. One look at EWU's campus will reveal the pride and commitment of the staff who maintain and operate the university campus. EWU strives to provide a high-quality and safe physical campus for its students, faculty, staff, and community members. Facilities' role is a key element in providing a quality instruction environment where

EWU's students can succeed in their academic disciplines. In addition, the University's facilities play a part in providing students with comfortable living, recreational programs, and superior academic learning spaces.

**2.G.2** *The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.*

Consistent with EWU's goal of creating and sustaining a safe campus, the university Office of Environmental Health and Safety (EHS), through certified staff, reviews university departmental use of any and all hazardous or toxic material. The unit proactively provides training for the use, handling, and appropriate disposal of any potentially harmful products. EHS also writes and monitors procedures for University staff to follow when using any potentially harmful product or material. Activities associated with the handling and disposal of hazardous materials are monitored closely by local and regional regulatory agencies. EWU regularly works in close communication with these agencies to meet their requirements and respond to their concerns. In the rare case that staff are not experienced in a unique product, material, or event, EWU will contract with a professional consultant to evaluate and support the resolution of any issue.

**2.G.3** *The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.*

Calculated planning of the physical campus is critical for EWU to meet its strategic goals. This process is accomplished by a systematic planning process that focuses on University facilities and infrastructure and how they support the academic mission. The University Facilities' Master Plan ([http://wiki.ewu.edu/campusmasterplan/Main\\_Page](http://wiki.ewu.edu/campusmasterplan/Main_Page)) is a road map for future improvement and additions to the University campus. As projects are completed and new strategic goals are formulated, the plan is updated and reaffirmed. While the Facilities' Master Plan defines the course for University facilities, it is also a flexible document that allows the University to respond to market changes in the academic needs of students and faculty. For this reason, the University updates the Facilities' Master Plan on a regular basis. Currently the University is beginning one of these master plan updates in conjunction with its new university strategic plan.

Although new facilities are critical to university success, the maintenance and operation of current facilities are also important to meet University goals. When funding is diminished, the use of existing facility resources is better assigned to maximize the return on resource investment. Maintenance also keeps the quality of the buildings and grounds high throughout their lifecycle. The Facilities and Planning unit uses a computerized maintenance work order system and periodic facility surveys to document and gather information on maintenance and operations. These data allow for EWU to identify buildings and their conditions and track the deferred maintenance of facilities and building systems. With this information, available resources can be better applied to critical improvements and upgrades that extend the lifecycle of building spaces and major building systems.

**2.G.4** *Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.*

To be competitive in the academic market, the University must continually plan, update, and improve facilities where students learn and live. Currently, the University is in the process of upgrading, through a comprehensive remodel, Patterson Hall, the University's largest academic building. Upon completion, Patterson will provide state-of-the-art instructional classrooms that will be used by many of the University's colleges and departments. EWU also is planning the design and construction of a new science building that will support expanding demand for degrees in the medical and engineering fields. In addition, the University will begin construction on a new 350-bed residence hall in the near future. This will be the first new residence hall on campus in more than 40 years.

EWU's Facilities and Planning unit is committed to the effective use of natural resources and the adoption of sustainable design and construction processes within all capital projects. Major capital projects follow Leadership in Engineering and Environmental Design (LEED) criteria. With regard to energy conservation, EWU's Facilities unit is also planning and developing potential sustainable projects and improved processes and alternative strategies to reduce the University's carbon footprint and greenhouse gas emissions.

### **Convergence of EWU Mission and Information-Technology Vision**

**2.G.5** *Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.*

The mission of Eastern Washington University is "to expand opportunities for personal transformation through excellence in learning." EWU's strategic plan goals follow.

- **Student Success:** to create an environment where students succeed at their highest levels.
- **Institution of Innovation:** to build an environment that utilizes research to identify, anticipate and respond to community and societal needs.
- **Community Engagement:** to increase community engagement through active participation of students, staff, and faculty with community groups, business, organizations and government.
- **Visibility:** to continue to strengthen EWU's reputation by raising the visibility of EWU's high-quality academic programs, community engagement and innovation.

Effective use of technology is a key component of all four goals.

- Technological proficiency is a stated goal for EWU's students as the University prepares them for the highly technological world in which they will live and work.

- Faculty members are encouraged to use instructional technology to create a dynamic learning environment for students.
- Staff members depend upon information technologies to perform administrative work and to offer services to students on campus and at a distance.
- Planners expect efficiencies and some types of cost savings as well as improved services and teaching to result from investments in technology.

During the 2008-09 year, the University's information technology organization completed a comprehensive review and strategic planning process. The intent of this process was to create an effective and efficient information technology organization aligned with the Eastern Washington University vision, mission, and strategic direction. The result was the 2008 - 2011 Institution Information Technology Strategic Plan ([http://wiki.ewu.edu/oit/OIT\\_Strategic\\_Plan\\_-\\_Final](http://wiki.ewu.edu/oit/OIT_Strategic_Plan_-_Final)). The Eastern Washington University Board of Trustees approved this plan in February 2009.

In support of the University's mission and vision, early in the 2008-09 year, the Office of Information Technology (OIT) began implementation of this plan, which includes multiple strategies and actions to achieve the following goals:

**Goal 1: Provide an Effective, Efficient, and Flexible Information Technology Organization**

The Office of Information Technology will become a comprehensive, collaborative leader for innovation, implementation, maintenance, and support of information technology systems across the institution.

**Goal 2: Provide a Robust Technology Infrastructure**

The Office of Information Technology will develop and maintain a robust infrastructure that will ensure the security, availability, and integrity of the institution's information technology systems and networks.

**Goal 3: Provide Professional Customer Service and Support**

The Office of Information Technology will develop a highly effective, comprehensive, professional customer support structure.

**Goal 4: Provide Leadership in Developing and Maintaining a Strong Institutional Data and Reporting Environment**

The Office of Information Technology will work with institutional leaders in developing a secure and available system for creation, collection, recording, maintenance, and reporting of institutional data.

In June 2011, OIT successfully completed its three-year strategic plan, completing 98% of the goals, strategies, and actions stated therein. As the University completes its institutional strategic plan in the fall of 2011, OIT will refresh its own strategic plan to align with the institution's renewed mission, vision, core values, and strategic goals.



EWU students, staff, and faculty have access to the technological systems, infrastructure, tools, and support necessary to perform their management and operational functions, academic programs, and support services.

The OIT Customer Support Systems unit provides a variety of support and troubleshooting services, including a central help desk (accessible via web, walk-in, and telephone); face-to-face assistance from IT professionals; web-based FAQs (Frequently Asked Questions) and self-help materials; and computer-based instructional lessons via a campus license for professionally hosted, computer-based training (which includes lessons on hundreds of common software applications such as MS Office, web development tools, media tools, etc.). The Customer Support Systems Unit also manages the Data Center, infrastructure, and communications functions of EWU.

The OIT Information Systems unit provides support for administrative applications (e.g., SunGard Banner Enterprise Resource Planning, ERP), application administration, Business and Finance, and Enrollment Services functional support, database management, application development, decision support and business intelligence support, web development, identity management, and project management.

OIT's Academic Systems unit provides support for faculty on instructional technologies, as well as the design and development of technology-based and enhanced curriculum. Through the EWU Virtual Campus initiative, OIT will partner with Academic Affairs in significantly enhancing EWU's online presence.

***2.G.6** The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

All EWU employees have access to a variety of support and troubleshooting services, including a central help desk (accessible via web, walk-in, and telephone); in-office assistance from IT professionals, web-based FAQs and self-help materials; and computer-based instructional lessons via a campus license for professionally hosted, computer-based training (which includes lessons on hundreds of common software applications such as MS Office, web development tools, media tools, etc.).

The Academic System's unit of OIT provides support and help resources, as well as technical support services, for faculty use of eLearning tools and services. A variety of formats of support delivery includes individual consultations, an eLearning resource and methods blog site, a FAQ wiki support site, assistance via a central help desk, including in-office assistance, and workshop/development offerings. The following technologies, which support academic programs (instruction), include: the Blackboard Learning product (Learning Management System); RealNetwork's Helix streaming media server for delivery of streamed instructional content; authenticated course-related access to the iTunes University service; and a suite of test and learning activity authoring tools from Respondus Corp. EWU has purchased, and is in the process of pre-implementation for, a campus-wide lecture capture solution (Tegrity), which also provides a desktop screen capture service. EWU has also licensed a media management



system (ShareStream), which will provide instructors with a convenient “YouTube-like” solution for the management and deployment of video learning objects and content. In addition to eLearning technology tools, EWU provides instructors with instructional design and development services and technical support for faculty use of eLearning tools.

In addition, EWU’s OIT Training & Development Department provides training to EWU faculty and staff in several university-supported software applications such as Banner Student, Banner Finance, EagleNET, and Content Management System. Training and Development also provides user's guides, quick reference guides, and some self-paced online courses. Course scheduling assistance, training lab resources (<http://access.ewu.edu/OIT/Services/IT-Training.xml>), and consultative services are also provided.

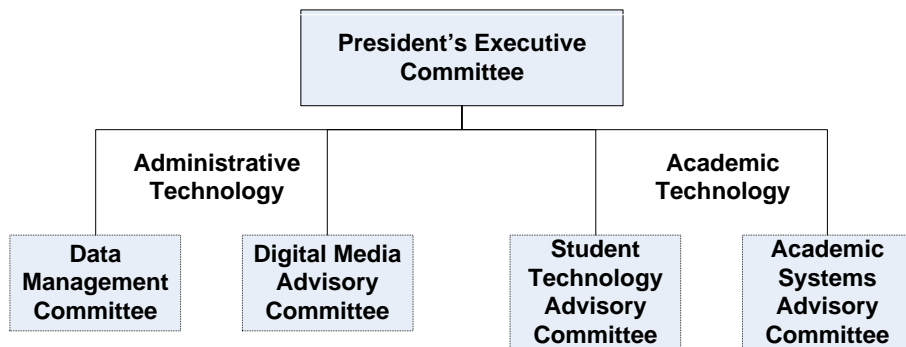
EWU is committed to providing its students with basic computer competency skills. All new freshmen and transfer students without direct transfer AA degrees must satisfy computer literacy competencies. Those students transferring with AA degrees are advised to demonstrate competency or take the courses to prepare for computer use in later courses. Some disciplines (e.g., Education) require demonstration of computer literacy regardless of an AA degree. For more information see <http://access.ewu.edu/CPLA.xml>.

**2.G.7** *Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.*

A strong governance model is key to the success of OIT at Eastern Washington University. The following governance structure provides opportunity for input.

Figure 3: Institutional Information Technology Governance Structure

***Institutional Information Technology Governance Structure***



Two advisory committees, the Academic Systems Advisory Committee (ASAC) and the Student Technology Advisory Committee (STAC), provide opportunities for faculty, staff, and students to help identify institutional technology needs and wants. The ASAC collects, communicates, and acts upon faculty technology requests and routes inputs to the Academic Senate, the Office of Information Technology, and the President and President’s Executive

Committee. The STAC and the Associated Students of Eastern Washington University (ASEWU) host an open solicitation for student technology proposals and engage students and campus service providers (labs, student bookstore, etc.) in conversations regarding current and future technology needs of EWU students.

The Data Management Committee (DMC) and Digital Media Advisory Committee (DMAC) provide the primary venues for constituencies to provide planning and input regarding administrative technology. The DMC is comprised of EWU's data custodians and is chaired by the OIT Chief Information Officer. The CMC is charged with the oversight of EWU's administrative data assets. The DMAC is co-chaired by the CIO and the Vice President for Advancement, and its membership is drawn from a broad representation of the campus community. The DMAC is responsible for developing web strategy and policy encompassing all websites that deliver content related to EWU.

**2.G.8** *The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.*

The OIT strategic plan's second goal is to provide a robust technology infrastructure. The first strategy in this goal is to implement and maintain secure, highly available, scalable institutional information technology systems. The second strategy is to implement and maintain institutional technical standards. During the last three years, OIT has developed standards for all user technology across campus, including standards for servers, desktop and laptop computers, printers and other peripherals, technology-enhanced classrooms, tablet computers, and cell phones.

Currently, all student computer labs are fully funded through the Student Technology Fee, and tenure and tenure-track faculty computers are funded through the Faculty Computer Replacement Plan. A fully funded, across-the-board replacement plan initiative has been recommended and supported by the administration. Although a fully funded computer replacement plan has yet to be realized, OIT has made significant progress towards achieving this goal. EWU has faced significant funding reductions over the past three years, which has resulted in this across-the-board replacement plan initiative's being placed on hold. This has led to a disparity of standards campus-wide, with some departments using antiquated technology. As replacements are purchased, the new computers comply with current technical standards. OIT plans to focus on this important initiative as a priority when economic conditions improve.

## Conclusion

Chapter One of the Year Three Self-Evaluation Report describes the University’s institutional purpose as defined by its mission, core themes, and associated institutional indicators. The mission recognizes EWU’s commitment to instruction at a number of academic levels, success of all students regardless of their higher education goals, and service to diverse peoples and communities. It honors the normal school, the roots of the institution, and the wider development of EWU’s baccalaureate and graduate programs. The core themes and their objectives collectively express the University’s mission, strategic goals, and the goals of the Board of Trustees. The institutional indicators describe how effectively EWU fulfills its intentions and illustrate the impacts that the University experience has on students’ lives and the communities we serve.

The three core themes include indicators of productivity. Thresholds for productivity contained in the institutional indicators have been established in discussions with the Accreditation Steering Committee, the Academic Affairs Council, and the President’s Executive Committee. A definition of mission fulfillment is articulated. Allocation and management of resources and, where possible, growing resources will continue to be an integrated part of EWU’s efforts to fulfill the core themes in this era of declining state investment in higher education.

The system of objectives, outcomes, and indicators was developed during the core theme identification process. Each core theme is associated with two or three objectives that, when achieved, will indicate successful accomplishment of the core theme. Accompanying each objective is a set of outcomes and institutional indicators. The following table summarizes these objectives:

Table 3: EWU’s Core Themes and Objectives

|  |
|--|
| <b>Objectives for Core Theme #1, a Rigorous and Engaged Student Learning Experience</b>  |
| <ol style="list-style-type: none"> <li>1. Persistence and progress toward educational goals.</li> <li>2. Programs aligned with mission and academic vision.</li> <li>3. Supportive environments for learning and living.</li> </ol>                    |
| <b>Objectives for Core Theme #2, an Academic Community that Supports and Engages Faculty and Staff Throughout their Careers</b>  |
| <ol style="list-style-type: none"> <li>1. A campus culture of participation and engagement that recognizes and supports faculty and staff.</li> <li>2. Hiring, recruiting, and retention practices aligned with mission and academic goals.</li> </ol> |
| <b>Objectives for Core Theme #3, An Institution-Wide Commitment to Local, National, and International Community Engagement and Awareness that Benefits the University and the Region</b>   |
| <ol style="list-style-type: none"> <li>1. University engagement with and responsiveness to the needs of local and regional communities.</li> <li>2. University exposure to and engagement with national and international communities.</li> </ol>      |

Chapter Two of the Year Three Self-Evaluation Report provides evidence that EWU has adequate resources and capacity to fulfill its mission, accomplish the core theme objectives, and achieve the goals of the University’s programs and services.

EWU's system of governance facilitates the successful accomplishment of its mission and goals, and promotes the periodic review and revision of the mission. The governance system includes representatives from all stakeholders, thereby ensuring that the mission is responsive to the changing needs of Washington. The University's mission, goals, and system of governance are dynamic. As a public institution, the University must implement its mission and goals within its legislatively authorized state support, tuition revenue, and state policy initiatives. EWU considers its governance process to be strong and to be functioning well within the mission of the institution. It is expected that all members of the EWU community consider the mission when planning for the future success of the institution.

EWU employs a sufficient number of qualified employees to support its functions. Administrators, faculty, and staff are evaluated on a regular basis with regard to performance of work duties and responsibilities. EWU provides faculty and staff with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their duties and responsibilities.

EWU has a clear mission statement that guides the development of the programs it offers. The content and rigor of the degree and certificate programs offered by EWU are consistent with the mission. Every degree and certificate program offered by EWU has identified SLOs that indicate what students will be able to do after completing their programs. The standards for student learning apply to all EWU programs in the various locations across the state and in programs' online components.

Each academic department in the University has identified SLOs for each degree or certificate program offered. Some departments have developed supplemental documents, and other programs have accrediting agency-mandated publication of learning outcomes. These documents are made available to students in written form in the departmental offices. In addition, all programs articulate some form of student learning outcomes in their Catalog descriptions. The courses offered at EWU reflect the general education core requirements (GECRs), requirements of the majors, and personal enrichment courses. All students graduating or completing certificate programs of 45 quarter credits or more must demonstrate mastery of the SLOs in the GECR courses.

EWU recruits and admits students who demonstrate readiness for a high quality, affordable education. Over 70% of undergraduates receive financial assistance. A wide range of financial support (e.g., financial aid, scholarships, graduate assistantships) is made available to students, and this information is current, comprehensive, and widely promoted. Website resources are extensive and include detailed information on how to apply, eligibility, deadlines, and types of financial aid.

EWU creates effective learning environments with appropriate programs and services to support student-learning needs. A wide range of academic support programs are provided at EWU, including an Academic Success Center that houses the TRiO-funded student support services, the Ronald E. McNair Scholars' Program, a Writers' Center, several computer labs, a media center, a math lab, and general tutoring services. The University has a Career Services Office and

provides counseling and psychological services (CAPS) to students to support their development and academic success.

EWU devotes considerable resources to academic advising. Undergraduate advising is provided in a three-tiered approach, which includes general advising, college-based advising, and faculty advising. Face-to-face advising is supplemented by the SOAR web-based degree auditing system, which can be used by both staff and students. Students who have not chosen a major are served by General Undergraduate Academic Advising (GUAA). All new students are required to be advised before initial registration, and most new freshmen and transfers are advised during summer programs. All freshmen are required to be advised each quarter until completion of 45 credits, and registration “holds” help to ensure that these new students receive timely assistance from professional advisors.

Each of the four colleges provides at least one FTE advising generalist with expertise in college programs, policies, and resources. These college-based advisors serve as a second-tier advising resource to students by providing pre-major and transitional advising. Each college provides a webpage that includes information on these advising resources.

The importance of co-curricular learning is a core component of the University mission and the mission, vision and values of the Division of Student Affairs. An engaged student body outside the classroom is integral to the University’s commitment to student achievement. Multiple activities conducted by Student Affairs help to ensure a rich learning environment for EWU students. Some 128 different clubs and organizations are active each year, including service organizations, academically affiliated clubs, and 22 social organizations. The University also sponsors living learning communities in the residence halls to integrate out-of-classroom experiences with areas of academic focus.

The EWU athletic program is designed to be an integral component of the University community. The University sponsors fourteen Division I intercollegiate sports, six for men and eight for women. These sports serve as learning opportunities for EWU’s most athletically talented students and also as an enhancement to student and community life. The University is a member of the Big Sky Conference.

The EWU Libraries support the curricula of the University and the scholarly activities of its individual members by providing access to information and promoting the knowledge about and practice of research and information literacy skills. The Libraries are a shared utility for the entire university community and consist of the John F. Kennedy Library, located at the center of the Cheney campus; the Riverpoint Campus Library, located in Spokane; the Bellevue College Library, located in Bellevue; and anytime/anywhere access via the web.

The physical spaces in the Libraries provide a key learning environment outside the classroom. The virtual places of the Libraries provide 24/7 access to a wide variety of library and information resources. The Libraries’ faculty, individually and collectively, work to ensure that users know what resources are available and how to use those resources effectively. In addition to reference services, Libraries’ faculty offer in-depth, one-on-one research consultations to teach

students how to find high quality information for their research. Students can receive individualized research assistance during the librarians' office hours by appointment.

The Libraries use a variety of methods to conduct continuous and systematic evaluations of the quality, adequacy, use, and security of its collections and services. Data are collected on inputs and outputs, costs, use statistics, instructional and course feedback, and user preferences. The Libraries have used the LibQUAL+ protocol to gather faculty and student opinions. The results of each survey as well as the longitudinal data provide the Libraries with a means to track, understand, and act upon users' opinions of service quality. The LibQUAL+ results are incorporated into the ongoing strategic planning processes of the Libraries to create, eliminate, or adjust services to the University.

The Division of Business and Finance helps to ensure the institution's financial viability and helps to recruit and retain students by presenting an attractive campus. As of June 30, 2011, the University was financially stable, increasing net assets 3.9% over the prior year. Revenues increased as well due to additional enrollment and tuition increases, while expenditures were managed at a sustainable level. EWU continues to maintain an operating reserve at 10% of annual core operating budget expenditures.

The University's planning process centers on realistic revenue projections supported by enrollment projections and tuition. In each biennial cycle, the planning includes two-year revenue projections, analysis of appropriate reserves, and consideration of current and future obligations of the University. This deliberate and thoughtful planning process ensures that EWU operates within available resources each biennium.

The business and finance functions of the University are concerned with management of an appropriate system of accounting and financial reporting; oversight and management of the operating and capital budgets; supervision of the operation and maintenance of the physical plant; procurement of supplies and equipment; the control of inventories; contract administration; and the receipt, custody, and disbursement of funds. The accounts and reports of the University are structured in an accounting system that follows the generally accepted accounting principles for colleges and universities.

EWU facilities provide a vital role in recruiting new students and retaining students at the Cheney Campus. The physical campus provides a high quality and safe environment for students to learn, live, work, and play. One look at EWU's campus will reveal the pride and commitment of the staff who maintain and operate the university campus.

EWU strives to provide a high-quality and safe physical campus for its students, faculty, staff, and community members. Facilities' role is a key element in providing a quality instruction environment in which EWU's students can succeed in their academic disciplines. In addition, EWU facilities play a part in providing students with comfortable living, recreational programs, and superior academic learning spaces.

Calculated planning of the physical campus is critical for EWU to meet its strategic goals. This is accomplished by a systematic planning process that focuses on the University's facilities and

infrastructure and how they support the academic mission. The University's Facilities' Master Plan is a road map for future improvement and additions to the university campus. As projects are completed and new strategic goals are formulated, the plan is updated and reaffirmed. While the Facilities' Master Plan defines the course for university facilities, it is also a flexible document that allows the University to respond to market changes in the academic needs of students and faculty. For this reason, the University updates the Facilities' Master Plan on a regular basis.

EWU's strategic plan has four goals, and effective use of technology is a key component of all four. EWU students, staff, and faculty have access to the technological systems, infrastructure, tools, and support necessary to perform their management and operational functions, academic programs, and support services. The OIT Customer Support Systems unit provides a variety of support and troubleshooting services, including a central help desk; face-to-face assistance from IT professionals; web-based FAQs; and self-help materials and computer-based instructional lessons via a campus license for professionally hosted, computer-based training. The Customer Support Systems Unit also manages the Data Center, infrastructure, and communications functions of EWU.

In conclusion, the Year Three Self-Evaluation Report provides evidence that EWU has adequate resources and capacity to fulfill its mission, accomplish its core theme objectives, and achieve the goals of the University's programs and services.

With completion of the Year Three Self-Evaluation Report, EWU is positioned to address the requirements of subsequent reports. The Year Five Self-Evaluation Report will require an analysis of each core theme, as well as an assessment of program outcomes and student learning outcomes. The Year Seven Self-Evaluation Report will require EWU to demonstrate fulfillment of the University's mission.

## Appendix A

### Revised Codes of Washington Authorizing Degree-Granting Authority for Regional Universities

#### **RCW 28B.35.010**

##### **Designation.**

The regional universities shall be located and designated as follows: At Bellingham, Western Washington University; at Cheney, Eastern Washington University; at Ellensburg, Central Washington University.

#### **RCW 28B.35.050**

##### **Primary purposes — Eligibility requirements for designation as regional university.**

The primary purposes of the regional universities shall be to offer undergraduate and graduate education programs through the master's degree, including programs of a practical and applied nature, directed to the educational and professional needs of the residents of the regions they serve; to act as receiving institutions for transferring community college students; and to provide extended occupational and complementary studies programs that continue or are otherwise integrated with the educational services of the region's community colleges.

#### **RCW 28B.35.200**

##### **Bachelor degrees authorized.**

The degree of bachelor of arts or the degree of bachelor of science and/or the degree of bachelor of arts in education may be granted to any student who has completed a four-year course of study or the equivalent thereof in Central Washington University, Eastern Washington University, or Western Washington University.

#### **RCW 28B.35.202**

##### **Educational specialist degrees — Review by higher education coordinating board.**

The board of trustees of Eastern Washington University may offer educational specialist degrees subject to review and approval by the Higher Education Coordinating Board. (Note: The Higher Education Coordinating Board was abolished by 2011 1st sp.s. c 11 § 301, effective July 1, 2012.)

#### **RCW 28B.35.205**

##### **Degrees through master's degrees authorized — Limitations — Honorary degrees.**

(1) In addition to all other powers and duties given to them by law, Central Washington University, Eastern Washington University, and Western Washington University are hereby authorized to grant any degree through the master's degree to any student who has completed a program of study and/or research in those areas which are determined by the faculty and board of



trustees of the college to be appropriate for the granting of such degree: PROVIDED, That before any degree is authorized under this section it shall be subject to the review and approval of the higher education coordinating board.

**RCW 28B.35.215**

**Doctorate level degrees in physical therapy authorized -- Review by higher education coordinating board.**

The board of trustees of Eastern Washington University may offer applied, but not research, doctorate level degrees in physical therapy subject to review and approval by the higher education coordinating board.

## Appendix B

### Eastern Washington University IPEDS Peer Institutions

Using some of your institution's characteristics, a group of comparison institutions was selected for you. Using the characteristics Carnegie Classification of Masters Colleges and Universities (larger programs), public and enrollment of a similar size, a group of comparison institutions was selected for EWU. This comparison group includes the following 32 institutions:

- California State University-East Bay (Hayward, CA)
- Central Washington University (Ellensburg, WA)
- CUNY Brooklyn College (Brooklyn, NY)
- CUNY City College (New York, NY)
- CUNY College of Staten Island (Staten Island, NY)
- CUNY John Jay College of Criminal Justice (New York, NY)
- Eastern Illinois University (Charleston, IL)
- Eastern Kentucky University (Richmond, KY)
- Kean University (Union, NJ)
- Lamar University (Beaumont, TX)
- Marshall University (Huntington, WV)
- Minnesota State University-Mankato (Mankato, MN)
- Northern Kentucky University (Highland Heights, KY)
- Saint Cloud State University (Saint Cloud, MN)
- Southeastern Louisiana University (Hammond, LA)
- Southern Illinois University Edwardsville (Edwardsville, IL)
- Stephen F. Austin State University (Nacogdoches, TX)
- University of Alaska-Anchorage (Anchorage, AK)
- University of Central Arkansas (Conway, AR)
- University of Central Missouri (Warrensburg, MO)
- University of Central Oklahoma (Edmond, OK)
- University of Nebraska at Omaha (Omaha, NE)
- University of North Carolina-Wilmington (Wilmington, NC)
- University of North Florida (Jacksonville, FL)
- University of Northern Iowa (Cedar Falls, IA)
- University of South Alabama (Mobile, AL)
- University of Wisconsin-Whitewater (Whitewater, WI)
- Valdosta State University (Valdosta, GA)
- West Chester University of Pennsylvania (West Chester, PA)
- Western Illinois University (Macomb, IL)
- Western Washington University (Bellingham, WA)
- Youngstown State University (Youngstown, OH)