



Western  
University  
OF HEALTH SCIENCES

---

College of  
Health Sciences

# CHS FACULTY HANDBOOK

Western University of Health Sciences

## **Table of Contents**

<b>1</b>	<b>College of Health Sciences: Vision and Mission .....</b>	<b>4</b>
1.1	Vision .....	4
1.2	Mission .....	4
<b>2</b>	<b>CHS Faculty Guidelines.....</b>	<b>4</b>
2.1	Statement.....	4
2.2	Document Maintenance .....	4
2.3	Document History .....	5
<b>3</b>	<b>Employment Policies and Procedures .....</b>	<b>5</b>
<b>4</b>	<b>Faculty Roles and Responsibilities .....</b>	<b>5</b>
4.1	Teaching .....	5
4.2	Service .....	7
4.3	Scholarly Activity.....	7
4.4	Professional Development.....	7
4.5	Workload Policy .....	7
<b>5</b>	<b>Shared Governance.....</b>	<b>8</b>
5.1	College Shared Governance .....	8
5.2	College Meetings.....	9
5.2.1	Schedule .....	9
5.2.2	Minutes .....	9
5.2.3	Order of Business .....	9
5.2.4	Parliamentary Procedure .....	9
5.2.5	Quorum .....	10
5.3	Introducing New Policies or Changes to Existing Policy.....	10
5.3.1	Policy Implementation .....	11
5.4	Department Shared Governance.....	11
5.5	Faculty Membership.....	11
5.5.1	Membership .....	11
5.5.2	Voting Rights.....	11
5.6	University Shared Governance.....	11
<b>6</b>	<b>CHS Faculty Committees .....</b>	<b>12</b>
6.1	Definitions .....	12
6.2	Committee Membership, Terms, and Representation.....	12
6.3	Committee Policy and Procedures .....	13

<b>6.4</b>	<b>Committee Leadership .....</b>	<b>14</b>
<b>6.5</b>	<b>Standing Committees .....</b>	<b>15</b>
6.5.1	Ballot.....	15
6.5.2	Curriculum and Assessment .....	15
6.5.3	Faculty Guidelines & Bylaws .....	15
6.5.4	Student Performance Committee .....	16
6.5.5	Promotion and Tenure .....	16
6.5.6	Admissions .....	17
6.5.7	Awards/Scholarship .....	17
<b>7</b>	<b>Promotion and Tenure .....</b>	<b>17</b>
	<i>College policies, guidelines and criteria for promotion, tenure and post-tenure review as well as procedures used for the interim and final reviews toward the faculty recommendation for promotion and/or tenure are conducted in accordance with the policies of Western University of Health Sciences, as described in the University Faculty Handbook. ....</i>	<b>17</b>
<b>7.1</b>	<b>College Guidelines and Criteria for Appointment, Contract Renewal, Promotion and Tenure</b>	<b>17</b>
7.1.1	Adjunct Faculty Appointments .....	17
7.1.2	Faculty Appointments.....	18
<b>7.2</b>	<b>Promotion and Tenure Timeline and Deadlines .....</b>	<b>21</b>
<b>7.3</b>	<b>College Guidelines and Criteria for Promotion.....</b>	<b>24</b>
<b>7.4</b>	<b>College Guidelines and Criteria for Tenure .....</b>	<b>34</b>
	Appendix 1: Meeting Minutes Template .....	<b>37</b>
	Appendix 2: CHS Substantive Change Form .....	<b>38</b>
	Appendix 3: Faculty Evaluation of Activity Form.....	<b>39</b>
	Appendix 4: Evaluation of Teaching Form.....	<b>46</b>
	Appendix 5: Evaluation of Service Form .....	<b>54</b>
	Appendix 6: Evaluation of Scholarship Form .....	<b>59</b>

## **1 College of Health Sciences: Vision and Mission**

### **1.1 Vision**

WesternU College of Health Sciences will attract, attain, and graduate students seeking to serve as compassionate, resilient and equity focused health professional teams who will contribute to community both locally and global to enhance evidence-based patient-centered care. Empowering healers towards achieving an equitable and healthier society.

### **1.2 Mission**

To achieve an optimal community of educators and health professionals, WesternU College of Health Sciences provides an environment that stimulates and produces grounded and empowered changemakers to serve the health demands of a diverse population. Our educators and health professionals listen, refine, and innovate to the changing needs of our students and community. Giving emphasis to the role of helping to educate and train future healthcare professionals in our community and beyond.

## **2 CHS Faculty Guidelines**

### **2.1 Statement**

The purpose of these guidelines is to provide a written record of the consensus of the Faculty and Administration of CHS regarding its shared governance and responsibilities, appointment and rank classifications, hiring, promotion, committee structure, tenure criteria, and other operating procedures. The Faculty and Administration of the CHS shall govern the College in accordance with this document and in accordance with regulations, policies, and directives of Western University of Health Sciences. Nothing in this document shall conflict with policies, procedures, or practices of Western University of Health Sciences. If any such conflict should arise, policies and/or provisions of the WesternU Faculty Handbook shall prevail.

- CHS faculty are members of the following degree programs:
  - Master of Science in Medical Science
  - Physician Assistant (also known as Physician Associate)
  - Physical Therapy – California
  - Master of Science in Health Science

### **2.2 Document Maintenance**

CHS Faculty Guidelines will be reviewed on a biannual basis (e.g., November and May) by the CHS Faculty Guidelines and Bylaws Committee. If University Faculty Guidelines change or are modified, a review of the CHS Faculty Guidelines should be initiated. Substantive changes (e.g., content) and edits will be presented to the CHS Faculty for approval. Once approved, the guidelines will be submitted to the Dean, Provost, and University Faculty Affairs. Any new or revised copy of the Guidelines shall be provided to the Dean, the Provost, the University Faculty Affairs, and other parties as deemed necessary. Non-substantive

changes (e.g., grammar and/or format) may be made without full CHS faculty approval. Changes to the CHS vision and mission would not require a faculty vote for inclusion in these guidelines, but changes would move forward as the guidelines are updated.

### **2.3 Document History**

- Bylaws approved by Faculty May 2004
- Bylaws approved by Faculty February 15, 2006
- Provost and BOT Approval May 2007
- Revisions April 2012
- Revisions April 2018
- Faculty Approved April 27, 2018
- P&T updates December 10, 2020
- Bylaws (2018) Approved by UFAC on January 26, 2021
- Revisions December 2023
- Bylaws (2022) approved by Faculty December 21, 2023
- Revisions May 2024

## **3 Employment Policies and Procedures**

For information on all the following subjects, please refer to the University Faculty Handbook.

- Appointment of faculty (Section II-A), classification of employment (Section II-B), terms of employment (Section II-C), compensation and benefits (Section II-D), vacation (Section II-E), and sick leave policies (Section II-F), leave of absence (Section II-G), resignation (Section II-H), retirement (Section II-I), dismissal (Section II-J), and personnel files (Section II-K).
- Professional development funds, including specific timeframes that must be met to qualify for reimbursement (Section II-D-3).
- Grievance procedures (Appendix II).
- Principles of Academic Freedom (Section I-C)

## **4 Faculty Roles and Responsibilities**

### **4.1 Teaching**

- Maintain intellectual integrity and strive for academic excellence in teaching.
- Comply with standards of applicable accrediting bodies.
- Comply with CHS and University policies and training, including FERPA, copyright, password security, and sexual harassment training. Annual training is subject to change.
- Design course syllabi using a WesternU approved template, which includes communication, behavioral, curricular, attendance expectations and grading policies.

- Review course syllabi with students prior to commencement of the course.
- Adhere to course syllabi.
- Communicate schedule or curricular changes with students and/or academic coordinator via Learning Management Systems (LMS) (Elentra) and/or email in a timely fashion.
- Create learning assignments that align with course objectives. Textbooks that are required must be used in the course.
- Remain abreast of changes in textbooks. Communicate with the Department Chair to update and approve new editions in time for the University bookstore to supply the correct edition. Textbooks are WesternU property and must be returned when no longer teaching.
- Communicate with guest lecturers and facilitate contractual agreements for instruction as directed and in alignment with the course objectives. Honorariums may be paid at the Dean or Program Director's discretion. Arrangements for payment must be made in advance of offering payment to the guest presenter.
- Ensure the integrity of exams by providing oversight of exam delivery (whether online or in person). This may include securing exam proctors and communicating examination protocols for both proctors and students. Proctors may address student concerns pertaining to exam format but not exam content.
- Provide grades and/or feedback on assignments no later than 10 business days after the assignment is due.
- Disseminate final course grades to the student, academic coordinators, Department Chair, and/or registrar no later than 10 business days post course completion. The course instructor is expected to maintain up to date records of course grades.
- Follow program policies regarding remediation.
- Advise and mentor students as assigned and needed by students and/or programs.
- Respond to formative and summative feedback by making minor or major curricular course revisions. Minor curricular changes may be managed by program faculty. Major curricular changes, as defined by WASC Senior College and University Commission (WSCUC) and the accrediting bodies, should be approved at the program level and then forwarded to the CHS Curriculum and Assessment Committee for consideration and adoption. Substantive curricular changes require the Dean's approval. See the Curriculum and Assessment Committee for details.
- Participate in Interprofessional Education as assigned.
- Create a safe space to facilitate discussions about diversity, equity, inclusion and belonging and their value to the community at large.

#### 4.2 Service

Faculty are expected to take on service roles within the University, college, program, profession, and community domains.

#### 4.3 Scholarly Activity

Full-time faculty members are required to implement activities of scholarship for the advancement of practice, research, continuing professional development, publication, curricular advancement, scholarly presentation, and/or professional service.

#### 4.4 Professional Development

Faculty are expected to maintain current and contemporary knowledge in their area of expertise. For faculty with active professional licenses, continuing education units per their regulatory bodies are expected. Ongoing development in education and teaching is expected of all faculty.

#### 4.5 Workload Policy

- Workload is inclusive of teaching, scholarship, research activities, service, administration, and/or clinical/professional practice. Workload may include “other” areas per individual faculty contracts.
- Teaching workload is inclusive of didactic instruction, course development, preparation, laboratory classes, experiential class supervision (i.e.: rotations, thesis oversight, or fieldwork), or independent study.
- Workload may vary based on faculty member roles and responsibilities as outlined by the faculty contract, however, with a minimum requirement needed in the following categories:
  - Teaching
  - Service
  - Scholarship
- Faculty should have a minimum teaching workload consisting of instructing/co-instructing at least 2 courses and a maximum of 300 total teaching contact hours per academic year.
- The minimum standards set forth by this document aim to be inclusive for all faculty while recognizing common ground for all CHS faculty.
- Please refer to the Department Chairs for specific departmental workload policies.
- Faculty in administrative roles may negotiate contracts with the Dean and/or Department Chair.
- Workload credit hour range exceptions may exist for faculty exceeding minimum requirements in other categories.

- Teaching workload may vary based on type of courses taught (laboratory vs lecture) or other responsibilities.
- Credit Hours
  - For the purposes of these policies, faculty workload matches Carnegie hours. Carnegie credit hours are based on (1) credit hour equaling 15 hours of lecture. Per Carnegie hours, there is no workload distinction between in-person and online instruction.
  - Credit hours are defined as 1:15 class and online; 1:30 lab.
    - The Carnegie credit hours are time-based references used for measuring post-secondary educational attainment. Carnegie credit hours were designed for undergraduate institutions but may be used in graduate institutions with upper limits in mind.
- Guidelines:
  - Primary lecture/lab instructor - one hour of instruction is equivalent to one contact hour.
  - Lab/Clinical Skill Assistant - one hour of lab assistance by faculty is equivalent to one contact hour.
  - Faculty members are expected to assist in a variety of practicum/clinical skill courses.
  - One semester unit is defined as 15 lecture hours or 30 lab hours.
  - The total teaching contact hours may be adjusted and added to course preparation time in the case of a new course, a new co-instructor, etc.
  - Course preparation time for new, modified, or established courses will be allotted using the following guideline:
    - Primary Instructor – up to three hours of preparation for each hour of the same topic lecture or lab.
    - Co-instructor – up to 2 hours for each hour of the same topic lecture or lab.
    - Skills/Lab assistant faculty – one hour for each hour of the same topic of lecture or lab.

## 5 Shared Governance

### 5.1 College Shared Governance

Shared governance is the responsibility of all faculty members. All faculty members are expected to actively participate in CHS faculty meetings, retreats, and other college-wide or departmental events.



## 5.2 College Meetings

### 5.2.1 *Schedule*

- College of Health Science Faculty Assembly meetings are scheduled once per month, typically occurring every 4th Wednesday\*, except for months with major holidays (Thanksgiving, Christmas, etc.). During the holiday months, the meeting may be moved or cancelled at the discretion of the CHS Faculty Assembly Chair.
- Dean working meetings occur once per month, typically occurring every 4th Thursday\*, except for months with major holidays (Thanksgiving, Christmas, etc.). During the holiday months, the meeting may be moved or cancelled at the discretion of the Dean.
- Retreats may be scheduled at the discretion of the Dean. Faculty are highly encouraged to attend.

\* Refer to meeting invites from CHS leadership

### 5.2.2 *Minutes*

- Minutes will be taken by the Vice Chair, or designated note taker, using the CHS committee meeting minutes template (Please see Appendix 'Meeting Minutes Template').
- Minutes and agendas will be saved in a shared file accessible to the CHS Faculty.

### 5.2.3 *Order of Business*

- Any voting Faculty members may designate an agenda item. Agenda items must be submitted to the CHS Chairperson at least one week prior to the scheduled CHS meeting. It is acknowledged that new business may arise during the meeting and ad hoc agenda items may be included if appropriate.
- A final agenda for each Faculty Assembly meeting shall be set by the Chairperson of the Assembly or their designee and shall be distributed to all Faculty at least 24 hours prior to the meeting.
- Faculty are expected to review the previous meeting minutes and the new meeting agenda prior to the meeting.

### 5.2.4 *Parliamentary Procedure*

- Faculty meetings shall be conducted according to Roberts' Rules of Order.
- Roberts' Rules of Order serve as the authority for the meeting unless suspended by the following procedure.
  - For the rules to be suspended, a quorum must be present and two-thirds majority of the quorum must vote for the suspension.

#### 5.2.5 Quorum

- A quorum of the faculty shall consist of a simple majority (50% plus one) of voting members of the faculty.
- Unless otherwise specified in the guidelines, motions at Faculty meetings will pass with a simple majority of the members present, including motions conducted in executive sessions, electronic, or mail ballot.

### 5.3 Introducing New Policies or Changes to Existing Policy

- Policy Definition:  
A policy is a rule, guideline, or established procedure that affects any aspect of CHS that lies within the purview of the faculty. Policies address such issues as faculty governance, student academic performance, admissions, curriculum, and promotion and tenure of faculty.
- Procedures:
  - One or more voting faculty members may introduce a new policy or a change to an existing policy. Non-voting Faculty, staff, or students of CHS may introduce a new policy or a change to an existing policy if a voting member sponsors the proposal.
  - Policy proposals must be submitted to CHS Leadership prior to submission to the Dean.
  - Proposals must be submitted to the Dean's office in writing and include a clear statement of the policy, the rationale for the policy, and the name(s) of the individual(s) or committee introducing the policy, including the sponsor of the policy if necessary.
  - The policy proposal will be added, as new business, to the agenda of the next regularly scheduled CHS Faculty Assembly meeting.
  - Alternatively, the proposal may be deemed emergent by the Presiding Officer. In this case, the Presiding Officer that deemed the proposal emergent may call an emergency faculty meeting within no fewer than three working days. The proposal, including an explanation of the need for emergency action, must be distributed to all faculty members at least one working day prior to the meeting.
  - Following discussion at the CHS meeting, the faculty may vote to (1) approve the policy, (2) table the proposal until the next regularly scheduled faculty meeting, (3) amend the proposed policy and table the vote on the amended motion until the next regularly scheduled faculty meeting, (4) reject the proposal, (5) vote during the current meeting.
  - Once the Parliamentarian has declared a quorum, all policy proposals shall require a simple majority for approval.

#### *5.3.1 Policy Implementation*

- New policies or changes to existing policies approved by Faculty are submitted by the Dean to University administration for approval.
- Following approval, the policy will be submitted to the University Academic Standards and Policy Committee for review and recommendation.
- Upon approval, the policy is effective immediately unless otherwise specified at the time the policy is approved.

#### 5.4 Department Shared Governance

- Departments may meet to review academic and student progress, conduct faculty searches, assess, or update curricula, program outcomes, quality improvement or other department specific activities.
- Faculty are expected to actively participate in these processes.

#### 5.5 Faculty Membership

##### *5.5.1 Membership*

Faculty membership within the College of Health Sciences includes all full and part time (> 0.5 FTE) faculty members with the academic rank of Professor, Associate Professor, Assistant Professor, or Instructor.

##### *5.5.2 Voting Rights*

- Voting members of CHS include any faculty member employed at least 50% full time work and whose administrative academic duties are less than 50% of their contractual time. Any other individual who does not meet the above criteria must be recommended by the faculty. See the University Faculty Handbook for further details.

#### 5.6 University Shared Governance

- The University Faculty Handbook provides a statement related to shared governance. For this statement and further information, please see the University Faculty Handbook.
- The CHS has membership within the Academic Senate. Two Senators are elected by the CHS faculty.
  - No two Senators from the same Health Profession or campus will serve at the same time on the Academic Senate.
- CHS will also elect one alternate member to the Academic Senate who will serve for a three-year term. The alternate will attend meetings and serve in the absence of one of the CHS senators.
- In case no faculty member runs for election, the Dean will appoint one for up to a three-year term in consultation with the Chair of the Academic Senate.

## **6 CHS Faculty Committees**

### **6.1 Definitions**

- CHS standing committees are defined as those committees which occur on an ongoing basis and carry forward from one academic year to the next indefinitely.
- CHS ad hoc committees are defined as those committees which are temporary.

### **6.2 Committee Membership, Terms, and Representation**

- All CHS members with faculty appointments of 0.5 and above are eligible for service on committees. Faculty with administrative appointments of Department Chair or higher may not serve on the Promotion and Tenure Committee.
- The Associate/Assistant Dean may serve as an ex officio, non-voting member, of all standing committees if it is warranted except for Promotion and Tenure and Student Progress Committees.
- Faculty Assembly Chair will coordinate Faculty Assembly meetings and vote on faculty issues only in case of a tie.
  - Faculty members serving as Faculty Assembly Chair reserve the right to recuse themselves from serving on other CHS committees.
  - Faculty Assembly Chairs will be self-nominated and voted upon by the faculty at the annual Faculty election.
  - A Faculty Assembly Vice-Chair will be elected by a majority of faculty and will move into the Chair position the following year.
  - Immediate Past Faculty Assembly Chairs will continue to serve in an advisory capacity and ex-officio.
- Service on a single committee by a faculty member shall be on rotating and staggered terms for continuity and succession planning.
- Committee members shall have staggered three-year terms of service.
- The committee chair, vice-chair, and secretary's terms of service may be limited to one year in that position within that committee. Exceptions may be made for appointed positions.
- Committees must be comprised of faculty from at least three CHS departments. It is not necessary for all departments to be represented on all committees since it would not be feasible for smaller departments to appoint members for all committees.
- Committees may not exceed more than two (2) members from a single department. Each committee will be compromised of:
  - Ballot Committee: 3 appointed; 3-year term
  - Curriculum and Assessment: 5 elected; 3-year term
  - Faculty Guidelines and Bylaws: 3 appointed, 3-year term

- Student Performance Committee: 7 elected, 3-year term
- Promotion and Tenure: 4 elected; 3-year term
- When the number of committee members is limited by available faculty in the required ranks (Associate Professor, etc.), the committee may be subject to working with fewer members and may choose to invite additional faculty as *ad-hoc* members as needed.
- Committees may choose to have additional members serve on a committee as needed. In the event of a vacancy in a committee, each committee will work with the Ballot Committee to fill the vacancy, and a special election may be held. If an appointed position is vacant, the Dean will be made aware by the Committee Chair and shall make the appointment.
- In the event of a resignation or leave of absence of a member of the Committee, a new election will be held within one month of the vacancy to fill the vacancy on the Committee for the remainder of the unexpired term. This may be at the discretion of the Committee.
- Committee members shall be elected by the faculty or appointed by the Dean with consultation by the Department Chairs.
- Annual elections for faculty committee members will be held each year in the month of May. Faculty may self-identify as a candidate or be nominated by a faculty member. Nominated faculty members must submit written consent to the Ballot Committee prior to placement on the ballot for faculty committee elections.

### **6.3 Committee Policy and Procedures**

- CHS Faculty Assembly has the authority to add or delete standing committees. Addition or deletion of a standing committee requires an amendment to the faculty guidelines.
- Committee meeting attendance by non-members (such as students and faculty members in other colleges on campus) is subject to approval by the committee. Approval by the committee requires a unanimous vote of committee members. Voting on committee issues is restricted to committee members only.
- Faculty members may only serve as Chair for one committee at any given time. Exceptions may be made with agreement of the faculty member.
- Faculty members may not serve on the same committee for consecutive terms unless there are no other qualified candidates (e.g., faculty rank). A previous committee member may be re-elected to the same committee if there are no other qualified candidates.
- Faculty members are required to be out of office at least one year before committee self-nomination or appointment can re-occur to the same committee unless an exception is granted due to the absence of enough qualified candidates.
- Faculty who are elected or appointed to serve on committees are expected to attend and actively participate in scheduled committee meetings.

- Faculty members may not be appointed or elected to serve on more than two CHS standing committees at any given time. Ex officio membership on committees is excluded from these stipulations.
- Each committee is responsible for maintaining up-to-date records and minutes. Committee updates shall be provided to the CHS Faculty Assembly as requested. Committee chairs shall transfer all records to new leadership at the conclusion of their term of office.

#### 6.4 Committee Leadership

- Committees shall consist of Chair, Vice-Chair, Secretary, and at-large members.
- Chair and Vice Chair:
  - By succession, Committee Chairs were Vice-Chairs during the prior academic year. Incoming committee Chairs shall assume the role by July 1 of the new academic year.
  - If the previous Vice-Chair is absent or no longer a part of the committee, a Chair shall be selected by the committee before June 30.
  - Vice-Chairs shall be selected by the committee before August 30. The vice-chair shall represent a department other than that of the committee chair when possible. Exceptions may be made based on committee vote.
  - Committee Chairs shall rotate to ensure that no one individual serves as a Chair for longer than one year. Committee chair terms of service is one year.
  - Committee Chairs are responsible for calling and presiding over meetings. The Vice-Chair or another member appointed by the Chair may preside over the meeting if the Chair is unable.
- Secretary:
  - Committee members will elect a faculty member to serve as secretary.
  - The secretary is responsible for recording, maintaining, and disseminating the minutes from each committee meeting to the committee members and/or designated recipients.
    - For committees managing student performance, a non-voting member or CHS administrative representative may record minutes (e.g. Student Progress Committee).
  - The Secretary assists with communication between the committee Chair and the committee members.
  - The duties of Secretary will be carried out by another committee member if the Secretary is unable to attend a committee meeting.

## 6.5 Standing Committees

### 6.5.1 *Ballot*

- Purpose:
  - Create and distribute to faculty the nomination form. Receive, record, and tally all votes.
  - Prepare and distribute a college ballot for elections to be held during June or as needed throughout the year.
  - Report to the faculty the election results.
- Note: The committee will maintain and update a current CHS committee roster and disseminate to college faculty members.

### 6.5.2 *Curriculum and Assessment*

- Purpose:
  - To identify substantive curricular changes and support the proposal of academic content revisions submitted by the degree programs to the chair/dean/executive vice dean.
    - Substantive changes include but are not limited to changes in unit value of the degree, major revisions of courses, change of the name of a degree, or changes in the requirements for degree completion. Other considerations for submission include additional resources needed that are inherent to the change such as additional faculty, equipment, and instructional space.
  - To recommend best practices in keeping with the standards of the CHS culture and strategic initiatives.
  - Areas for submission include but are not limited to course management, curriculum design, teaching, assessment of learning, program review, etc.
  - To maintain forms/templates for submissions to the Committee.
- Note: Ex Officio members will include appropriate persons from the CHS leadership teams concerning academic affairs and assessment. The Committee may also invite advisors with specific content expertise as needed.

### 6.5.3 *Faculty Guidelines & Bylaws*

- Purpose:
  - The committee is responsible for reviewing and recommending changes in the CHS Faculty Guidelines to the CHS faculty, as well as, the University Handbook Committee in compliance with policy and procedures for revisions of the University Faculty Handbook.

- Note: The CHS Dean or Executive Vice-Dean reserves the right to appoint a CHS faculty member to this committee. A representative from the office of the CHS Dean and the Department Chairs may serve as ex-officio members.

#### *6.5.4 Student Performance Committee*

- Purpose:
  - To uphold Standards of Professional Conduct and investigate allegations and/or violation(s) of professional conduct per the University Catalog.
  - Periodic review of the academic achievement and performance of students pursuing degrees in the CHS.
  - Monitor and recommend removal from probation to the Dean when the conditions of probation have been met.
  - Review faculty recommendations for students (remediation, dismissal, probation, etc.) and assess for appropriate process, providing a recommendation to the Dean.
  - Recommend to the faculty, the awarding of respective degrees upon satisfactory completion of all requirements for graduation as stated in the CHS catalog.
- Committee membership:
  - The Student Performance Committee (SPC) shall consist of voting members and may also include non-voting, ex-officio members. The Chair and Vice-Chair of the Committee shall be appointed by the CHS Dean, or Dean's designee, and are voting members. The Committee will meet at the request of the Chair/Vice-Chair.

#### *6.5.5 Promotion and Tenure*

- Purpose:
  - To recommend faculty for promotion and tenure, serve as an advisory committee to the Dean, and conduct peer-review activities, in accordance with standards and guidelines established by the College and the University. The Committee is responsible for maintaining the College's guidelines and standards for promotion and tenure.
- Committee membership:
  - Elected CHS faculty members, holding the rank of Associate Professor or higher and at least one appointed WesternU faculty member from outside CHS.
  - If there are insufficient CHS faculty or CHS faculty do not meet these requirements, the Dean shall appoint additional faculty member(s) from outside the college to serve on the committee. Non-CHS faculty may be granted the option to serve for a one-year term, with the option to renew on an annual basis.
- Note: Faculty members on the committee who are candidates for promotion and/or tenure should excuse themselves for the entire cycle.



### Department Committees

- The following list of CHS department committees is not exhaustive and may change over time.

#### *6.5.6 Admissions*

- Purpose:
  - Apply the admission requirements adopted by the faculty in evaluating student applications for admission to the CHS academic departments.
  - Regular review of admission requirements and the development and implementation of an effective student recruitment program.
  - Committee Members: All voting faculty members of each department.
    - The committee Chair shall be determined by the Department Chairs or Associate Chairs as warranted.
    - Students, practitioners, and other stakeholders may serve as non-voting members.
    - The CHS Director of Admissions is responsible for coordinating admissions for the CHS programs and shall serve as ex officio, non-voting member, of the Admissions Committee.

#### *6.5.7 Awards/Scholarship*

- Purpose:
  - Coordination of applications and selection of recipients of student awards based on scholarly achievements and other criteria set by the University Awards Committee.
  - Committee Membership: All voting faculty members of each department. The Chair shall be determined by the Department Chairs or Associate Chairs.

## **7 Promotion and Tenure**

College policies, guidelines and criteria for promotion, tenure and post-tenure review as well as procedures used for the interim and final reviews toward the faculty recommendation for promotion and/or tenure are conducted in accordance with the policies of Western University of Health Sciences, as described in the University Faculty Handbook.

### 7.1 College Guidelines and Criteria for Appointment, Contract Renewal, Promotion and Tenure

#### *7.1.1 Adjunct Faculty Appointments*

Adjunct faculty members supplement the CHS faculty team and serve in the role of subject matter expert. They are not eligible for committee and other services and do not possess faculty voting privileges. (Adjunct faculty members may be invited to CHS Faculty Assembly meetings individual Committee meetings or Faculty meetings as appropriate at the discretion of the entity Chairs on a case-by-case basis). Adjuncts are not afforded the usual rights of faculty and are not eligible for promotion or tenure. Adjunct faculty may serve as the primary instructor of a course and are

responsible for the development of course materials and learning assessments. In the teaching role, they are subject to the usual course and instructor evaluation processes and must uphold the usual standards of teaching and pedagogy in alignment with all Department policies and accreditation standards. Adjunct terms of service are negotiated on a per-semester basis to meet specific needs of the College and/or degree programs. Department Chairs, in collaboration with program faculty, determine the program needs to be met by Adjunct appointments. Thereafter, Department Chairs complete the Adjunct Appointment in alignment with the Western University of Health Sciences criteria. In the case of College level adjunct appointments, the Dean or the Dean's designee completes the appointment. Compensation of appointed Adjunct faculty members is on an individual basis in alignment with existing Program and/or College budget. CHS adheres to the California regulations governing Independent Contractors when engaging content experts for specific and focused engagement of short duration, which differs from Adjunct appointment.

#### *7.1.2 Faculty Appointments*

The purpose of this section is to specify the College's guidelines as they apply to Appointment, Contract Renewal, Promotion, and Tenure of the faculty with primary appointments within the CHS. This section adapts the Western University of Health Sciences criteria to the needs and circumstances unique to the CHS, where permitted by Western University of Health Sciences policy. The guidelines for contract renewal can be found in the University Faculty Handbook.

The CHS complies with the Western University of Health Sciences policies in assuring that, gender, sexual orientation, race, color, religion, age, disability, or national origin will in no way negatively affect the appointment, contract renewal, promotion, or tenure of a faculty member. For appointment, contract renewal, promotion, and tenure, faculty must satisfy the criteria listed below:

- Teaching
- Scholarship
- Service
- Professional Development

Contract renewal requires that the faculty member must also achieve a cumulative average rating of "Meets Expectation" from all input sources over all categories as determined by the Department Chair, the candidate, and a peer. The evaluation tool utilized to document achievement in each of these areas is completed in preparation for review by the Department Chair. Recommendations from the Department Chair are then forwarded to the Dean of CHS.

All faculty will be reviewed annually by their Department Chair. The annual review will cover all areas related to promotion and/or tenure. The Department Chair together with the faculty member will identify areas of improvement and set goals towards successful promotion and/or tenure. The current evaluation tools utilized by the College of Health Sciences are in the Appendices.

- Eligibility and Initiation for Promotion:
  - All eligibility criteria must be complete prior to final approval of promotion. A request for promotion is initiated by the faculty member or the faculty member's immediate supervisor (e.g., Department Chair) who forwards the request to the Office of the Dean and the Promotion and Tenure Committee Chair.
  - The Dean may also solicit input from the appropriate Department Chair regarding the promotion request if the request is faculty-generated.
  - Faculty having appointments in more than one program will be governed by the policy of the College in which the primary appointment is held. Faculty with appointments across multiple colleges will be held accountable to the standards set forth in the University Faculty Handbook.
- Promotion Process:
  - The P & T Committee will evaluate faculty from CHS-Pomona and CHS-NW. All faculty intending to apply for promotion or tenure should pay attention to all deadlines and should contact the Promotion and Tenure Committee (P & T Committee) Chair if there are any questions about deadlines or procedures. All faculty have the right to request an interim review of their dossier by the current P & T Committee; the latter will provide feedback and recommendations.
  - The faculty member seeking promotion and/or tenure will provide the P & T Committee a list of 4 external dossier reviewers who hold a rank equal to or higher than that being sought. At least two of these will be included by the committee in the external reviewers solicited for input.
  - The P & T Committee will itself identify at least 2 external arms-length reviewers to align with UFH 22 and send them the faculty member CV and personal statement deadlines. Once the external reviewers have submitted their feedback (review comments and analysis), the P & T Committee will review the feedback and make a recommendation. If external reviewers do not complete their review by the deadline, additional reviewers will be sought. Faculty seeking promotion and/or tenure will not be penalized for any delay due to reviewers.
  - The P & T Committee will forward its recommendation on promotion and/or tenure to the Dean of the appropriate campus. The letter and dossiers of CHS-California are reviewed by the CHS California Dean. CHS-NW faculty candidates for promotion and tenure will be reviewed by the Dean for CHS-NW.
  - The Deans will review the recommendation to support or not support the promotion and/or tenure. This recommendation is sent to the Provost, who renders the final decision. Review and approval or disapproval occurs at each administrative level, and a decision must be communicated by the Dean to the faculty member no later than the end of the academic year (June 30th).

- If the Dean does not recommend promotion and/or tenure, the faculty member must be provided with a written explanation within six weeks upon receipt of the Promotion and Tenure Committee's recommendation detailing the reason(s) for non-support. This must be followed by a written statement to the faculty and the Promotion and Tenure Committee explaining the reason(s) for the refusal to recommend promotion and/or tenure.
- The faculty member has the right to appeal the promotion/tenure denial decision. The faculty member may follow the appeal process delineated in the University handbook under the Grievance Procedure, Appendix II.
- Evaluation Criteria for Contract Renewal, Promotion and Tenure (see evaluation tools in the Appendices for definitions of terms):
  - Teaching
    - Instructional Design Skill
    - Instructional Delivery Skills
    - Content Expertise
    - Course Management
    - Educational Consultation
  - Scholarship
    - Discovery/Investigation
    - Integration/Synthesis
    - Application
    - Mentoring
  - Service
    - Internal Service - Departmental Activity
    - Internal Service - College Activity
    - Internal Service - Western University of Health Sciences Activity
    - External Service - Professional Service Activity
    - External Service - Community Service/Consultation (related to professional role)
  - Professional Development
    - Continuing Education
    - Certification(s)/ Degree Program
    - Professional Meetings
    - Clinical Practice

The final review dossier, at a minimum, will consist of:

- Current curriculum vitae
- A personal statement (a maximum of 10 pages)

- Portfolios in the areas of teaching, scholarship, and service. Service includes clinical, administrative, professional, Department, College, WesternU, Community Service/Consultation
- Distribution of Effort (FTE) as contained in all Annual Employment Agreements to date
- Letters of endorsement solicited by the faculty candidate (at minimum of two (2) letters) with reviewers holding the rank that is being sought by the candidate (or holding a higher rank)
  - Candidates seeking the rank of Instructor must provide two letters from within their department.
  - Candidates seeking the rank of Assistant Professor must provide one letter from within their department and one from within their college but outside their department.
  - Candidates seeking the rank of Associate Professor must provide one letter from within their college and one from within the university but outside their college.
  - Candidates seeking the rank of Professor must provide one letter from within university and one from outside the university.
- Letters of review solicited by the CHS Promotion and Tenure Committee (at minimum of four (4) letters) from external reviewers holding the rank that is being sought by the candidate (or holding a higher rank).
- Interim review report (if applicable).

## 7.2 Promotion and Tenure Timeline and Deadlines

Timelines and deadlines are based on the July 1 to June 30 academic year. Dates below are based on receiving promotion / tenure on or before June 30. Failure to meet any of the deadlines below will result in the application being dismissed by the P&T committee; faculty will be invited to reapply in the following academic year.

1 February: CHS Faculty Assembly notifies candidate of upcoming potential P&T action via letter

1 March: Candidate must declare action via signed letter. Candidate indicates intention to P&T committee with returned signed letter.

1 April: Candidate requests creation of package (case) in Interfolio through office of Provost

30 September: Candidate Submits names of 4 external reviewers (P&T committee selects 2 reviewers provided by candidate and 2 from names generated by committee).

30 November: Candidate submits the dossier.

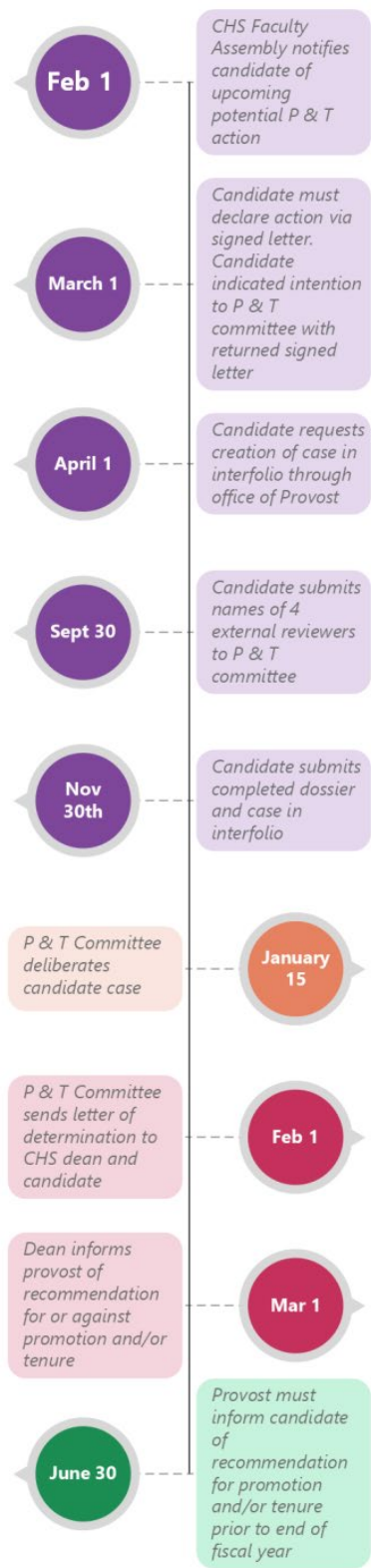
15 January: Committee Deliberates

1 February: P&T committee sends letter of determination to the dean and the candidate.

1 March: The dean informs the provost of recommendations for or against promotion or tenure.

30 June: The provost must inform the candidate of the recommendations for P&T prior to the end of the fiscal year.

Figure 1. CHS Promotion and Tenure Timeline



### 7.3 College Guidelines and Criteria for Promotion

Below are the ranks and associated criteria for promotion and appointment (Please refer to Table 1, Table 2, and Table 3 for visual display of the ranks and criteria for promotion):

- Instructor:
  - Possesses certification or licensure in appropriate profession with educational background, degree and/or professional experience sufficient to demonstrate mastery of the subject matter to be taught.
  - Two or more years of full-time clinical or classroom teaching preferred
  - Expected to show promise in at least two areas of: teaching, service, and scholarship.
- Department Chair support is recommended.
- Assistant Professor:
  - Fulfills the requirements for Instructor.
  - Possesses a doctoral, professional, or equivalent/terminal degree in their field from an accredited institution.
  - Demonstrates a minimum of three (3) years of full-time teaching experience, meeting the quality requirements of their department. Of the four Teaching Categories (see below), they must be rated “Excellent” in two and at least “Passing” in the remaining two.
  - Evidence of promise in scholarly activities. To be rated “Good” in scholarship, the candidate must be an author/coauthor of one peer-reviewed publication (explain impact in narrative). They must also have: one item from Scholarship Category 3 (see Scholarship Categories below), or one from Category 2, or two from Category 1. To be rated “Excellent” in scholarship, the candidate must be the first author of one peer-reviewed publication (explain impact in narrative). They must also have: one item from Scholarship Category 3 (see Scholarship Categories below) or one from Category 2. All publications must be in a moderate- or high-quality journal (determined by profession, field of specialty, or by the College of Health Science).
  - Evidence of promise in internal and external service.
  - Demonstration of and trending towards positive professional growth/service. Expected to maintain good performance in teaching, service, and scholarship.
- Support from Department Chair and Dean or Vice-Dean is recommended Associate Professor:
  - Fulfills the requirements for Assistant Professor.
  - Has completed a total of five (5) years of full-time teaching with evidence of having met expectations for quality teaching in delivery, design, content, and management. Of the four Teaching Categories (see below), they must be rated “Excellent” in three



and at least “Passing” in the remaining one OR “Excellent” in two and at least “Good” in the remaining two.

- Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan. To be rated “Good” in scholarship, the candidate must be the first author of one peer-reviewed publication (explain impact in narrative). They must also have: one item from Scholarship Category 3 (see Scholarship Categories below), or two from Category 2, or four from Category 1. To be rated “Excellent” in scholarship, the candidate must be the first author of one peer-reviewed publication and must be the first, second, or senior author of one additional peer-reviewed publication (explain impact in narrative). They must also have: one item from Scholarship Category 3 (see Scholarship Categories below) or two from Category 2. A candidate seeking promotion to Associate Professor on the Tenure Track must be rated Excellent by the above criteria. All publications must be in a moderate- or high-quality journal (determined by profession, field of specialty, or by the College of Health Science).
- Evidence of participation in external service to a professional organization or the community at large. To be rated “Good” in service, they must be a member of one college/university committee. They must also have: one item from Service Category 2 (see Service Categories below), or two from Category 1. To be rated “Excellent” in service, they must chair one college/university committee. They must also have: one item from Service Category 3 (see Service Categories below), or two from Category 2.
- Evidence of participation in internal service at the College level, or higher. The Candidate must have served as Chair of at least one (1) committee at the program, College, or University level.
- The Candidate must possess a regional reputation and peer recognition as an authority in her/his field.
- Demonstration of and trending towards positive professional growth/service. Expected to maintain good performance in service. For non-tenure track, expected to also maintain good performance in scholarship and excellent performance in teaching. For tenure track, expected to also maintain good performance in teaching and excellent performance in scholarship.
- Support from Department Chair and Dean or Vice-Dean is recommended.
- Professor:
  - Fulfills the requirements for Associate Professor.
  - Has completed a total of seven (7) years with evidence that Candidate consistently provides high quality teaching in delivery, design, content, and management. Of the four Teaching Categories (see below), they must be rated “Excellent” in three and at least “Good” in the remaining one.

- Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan. To be rated “Good” in scholarship, the candidate must be the first author of two peer-reviewed publications (explain impact in narrative). They must also have: one item from Scholarship Category 3 (see Scholarship Categories below), or two from Category 2, or four from Category 1. To be rated “Excellent” in scholarship, the candidate must be the first, second, or senior author of four peer-reviewed publications (explain impact in narrative). They must also have: one item from Scholarship Category 3 (see Scholarship Categories below) or two from Category 2. A candidate seeking promotion to Professor on the Tenure Track must be rated Excellent by the above criteria. All publications must be in a moderate- or high-quality journal (determined by profession, field of specialty, or by the College of Health Science).
- Evidence of participation in external service in a leadership capacity to a professional organization or the community at large. To be rated “Good” in service, they must chair one college/university committee. They must also have: two items from Service Category 2 (see Service Categories below), or four from Category 1. To be rated “Excellent” in service, they must chair one university, state, or national committee. They must also have: one item from Service Category 3 (see Service Categories below), or three from Category 2.
- Evidence of participation in internal service at the University level. The Candidate must have served as Chair of at least one (1) committee at the University level.
- Demonstration of continued professional development with sustained record in teaching, scholarship, and service. National and/or international recognition for excellence in one or more of these 3 areas. For non-tenure track, expected to maintain excellent performance in teaching and excellent performance in one of either scholarship or service (with good performance in the other). For tenure track, expected to maintain excellent performance in scholarship and excellent performance in one of either teaching or service (with good performance in the other).
- The Candidate must possess a national reputation and peer recognition as an authority in her/his field.

Listed below are the different categories for evaluation with associated examples of criteria to meet the standard. This list is not exhaustive; applicants may consult with the P&T Committee regarding the importance of specific activities.

#### SCHOLARSHIP CATEGORIES

**Category 1: This category is made up of BASIC contributions to scholarship. They show promise for contributing to the field. Examples of these contributions include the following.**

- Scientific presentations, papers, or posters that have peer-reviewed abstracts

- Case-reports or teaching case reports that are published in peer-reviewed journals
- Publications as any author in non-refereed peer-reviewed journals
- Publications as anything other than first, second, or last author in refereed peer-reviewed journals
- Participation in clinical trial by collecting data for analysis
- Submission for internal funding or external non-competitive/competitive funding for research efforts
- Recipient of small amount of funding (i.e., travel grant)
- Book chapter editor
- Peer reviewer for Poster/Podium presentation at State or National conference
- Minor contribution (i.e., as second author) of a book, book chapter, monograph, etc. which is reviewed by an editor and adds to the body of professional knowledge
- Participation by invitation in research accomplishments at another academic institution, which go beyond data collection
- Participation by invitation in forums such as major symposia or colloquia

**Category 2: This category is made up of INTERMEDIATE contributions to scholarship. They show success in contributing to the field. Examples of these contributions include the following.**

- Publications as first, second or last author in refereed peer-reviewed journals, or demonstration of significant contribution as a senior contributing author on a paper with significant impact on the field.
- Serving as a moderator of scientific sessions at national or international meetings
- Submission for competitive external funding for research efforts as a principal or co-principal investigator
- Manuscript reviewer/Editor, associate Editor or Editorial Board Member for a refereed journal
- Participation in mentorship of junior faculty or graduate students with research/scholarly accomplishments
- Models of patient care, public health policy, or clinical best practices that are peer reviewed and published
- Internal funding or external non-competitive/competitive funding (e.g., corporate, foundation) as principal investigator for research efforts
- Major contribution (i.e., as first author) of a book, book chapter, monograph, etc. which is reviewed by an editor and adds to the body of professional knowledge
- Consultant for funded research project through nationally competitive mechanisms (e.g., National Science Foundation, Robert Wood Johnson Fellowship, or National Institutes of Health) for research accomplishments

- Recipient of awards for research accomplishments

**Category 3: This category is made up of STRONG contributions to scholarship. They show leadership in contributing to the field. Examples of these contributions include the following.**

- Being an editor or primary author of a multi-author book or author of a textbook
- Giving an invited research talk at another institution or being the keynote speaker at a symposium or conference
- Research mentoring of mid-level or senior faculty
- Service as external examiner / reader on a graduate thesis / dissertation outside of your own university
- Participating as an external reviewer or board member of a graduate program, university department/program, or research facility
- Service as associate editor or editor of a major scientific journal in your field
- Proposing and/or chairing a symposium at a conference in your field
- First authorship on a seminal, highly-cited publication in your field
- Principal investigator in developing a transformative technique / protocol in your field
- Evidence of funding received as principal investigator through nationally competitive mechanisms (e.g., National Science Foundation, Robert Wood Johnson Fellowship, or National Institutes of Health) for research accomplishments; this may be as principal or co-investigator of an individual project or a multi-center clinical trial

Table 1: Items from Above Scholarship Categories Needed to Receive Grade of "Good" or "Excellent" in Consideration of Promotion for Non-Tenure-Track Faculty\*

Instructor to Assistant	Assistant to Associate	Associate to Professor
<p><b>Good:</b></p> <p>a) Contributor to 1 peer—reviewed publication (explain impact in narrative)</p> <p>AND</p> <p>b) one of the following:</p> <ul style="list-style-type: none"> <li>• 1 cited from category 3 OR</li> <li>• 1 cited from category 2 OR</li> <li>• 2 cited from category 1</li> </ul> <p><b>Excellent:</b></p> <p>a) one peer reviewed publication as first author (must explain impact in narrative)</p> <p>AND</p> <p>b) one of the following:</p> <ul style="list-style-type: none"> <li>• 1 cited from category 3 OR</li> <li>• 1 cited from category 2</li> </ul>	<p><b>Good:</b></p> <p>a) 1 peer-reviewed publication as first author (must explain impact in narrative)</p> <p>AND</p> <p>b) one of the following:</p> <ul style="list-style-type: none"> <li>• 1 cited from category 3 OR</li> <li>• 2 cited from category 2 OR</li> <li>• 4 cited from category 1</li> </ul> <p><b>Excellent:</b></p> <p>a) one peer reviewed publication as first author and a minimum of 1 additional peer reviewed publications as first, second or senior author (must explain impact in narrative)</p> <p>AND</p> <p>b) one of the following:</p> <ul style="list-style-type: none"> <li>• 1 cited from category 3 OR</li> <li>• 2 cited from category 2</li> </ul>	<p><b>Good:</b></p> <p>a) 2 peer-reviewed publication as first author (must explain impact in narrative)</p> <p>AND</p> <p>b) one of the following:</p> <ul style="list-style-type: none"> <li>• 1 cited from category 3 OR</li> <li>• 2 cited from category 2 OR</li> <li>• 4 cited from category 1</li> </ul> <p><b>Excellent:</b></p> <p>a) 4 peer reviewed publications as first, second or senior author (must explain impact in narrative)</p> <p>AND</p> <p>b) one of the following:</p> <ul style="list-style-type: none"> <li>• 1 cited from category 3 OR</li> <li>• 2 cited from category 2</li> </ul>

\* For tenure-track faculty, a grade of "Excellent" is required for promotion. Publications must be in a moderate or high-quality journal as determined by profession, field of specialty, or by the College of Health Science.

## TEACHING CATEGORIES AND DOCUMENTS

Teaching accomplishments should reflect all activities that have an educational component, including, but not limited to, lecture sessions, laboratories, clinical precepting, and continuing education. Teaching categories to be evaluated are the following:

- **CONTENT** -Educational material and content of course and lectures are appropriate to graduate level education, course, class sessions and are reflective of course syllabus.
- **EFFECTIVENESS**-The course content is designed and delivered and assessed in an appropriate manner. Course content is delivered in a manner where students can achieve course objectives and learning outcomes. Evidence of student understanding and achievement of course objectives at program minimum standards is provided. Course and instructor evaluations are provided.
- **ORGANIZATION**- The course or learning materials are organized in a logical or pre-determined manner to allow for student understanding, to fit within or alongside related material and to fit within the scope of the lesson or course.
- **PEDAGOGY**- Instructional design and delivery follow a purposeful student-centered method designed to facilitate learning at an appropriate level. Learning objectives/outcomes, instructional events and assessments are in alignment.

The quality of teaching will be determined by utilizing the required and supporting documents that the candidate provides, as well as other documents deemed necessary for review by the candidate and rated by the appropriately adopted teaching rubric. Required supporting documents (as pertains to job accomplishments):

- Examples of teaching materials (required for every accomplishment performed)
  - Selection of teaching materials (i.e., PowerPoints, lab handouts, etc.) supporting teaching accomplishments
  - Selection of syllabi
  - Selection of assessment materials (i.e., exams, quizzes, project instructions, etc.)
  - Materials created for teaching accomplishments, including clinical teaching
- Letter from clinical supervisor, if available and applicable to teaching
- Lecture/teaching invitations, if available
- Lecture/lab/clinic teaching evaluation for all areas of accomplishment
- Copy of teaching awards, if available
- Continuing education evaluations
- Certificates of attendance of teaching development sessions (i.e., CETL, University training, TQM, teaching conferences, etc.)
- Annual faculty self-assessment
- Annual faculty review by supervisor, including review of all teaching activities

- Annual student evaluations by course

Optional supporting documents:

- Letters of support from peers
- Letters of support from mentor or mentee
- Letters of support from current or previous students
- Additional teaching evaluations (i.e., outside of university or department/college)
- Letter of support from curriculum committee regarding course performance and compliance with requested reports

**Table 2: Teaching Criteria for Promotion\***

Teaching Criteria	Instructor to Assistant	Assistant to Associate	Associate to Professor
<ul style="list-style-type: none"> <li>• Content</li> <li>• Effectiveness</li> <li>• Organization</li> <li>• Pedagogy</li> </ul>	Two criteria with scores of 4 or 5 overall, two with a score of 1 or above	Three criteria with scores of 4 or 5 overall, remaining one with a score of 1 or above OR Two criteria with scores of 4 or 5 overall, remaining two with scores of 2 or above	Three criteria with scores of 4 or 5 overall, remaining one with a score of 2 or above

\*Note that the criteria are the same for non tenure-track and tenure-track faculty. Please see Evaluating of Teaching Forms in the Appendices for the 1-5 point grading scales.

### SERVICE CATEGORIES

Service accomplishments in this area include involvement in the institution and community. This list is not exhaustive; applicants may consult with the P&T Committee regarding the importance of specific activities.

**Category 1: These are BASIC service accomplishments.**

- Attendance at faculty meetings and retreats
- Active participation on university or college committees
- Obtaining or maintenance of Board Certification or equivalent in related professional associations
- Membership in national organizations

- Membership on planning/section committees
- Presentations or providing educational services to the community
- Faculty Advisor for student organizations
- Other involvement for student organizations (i.e., guest lecture, board review)
- Reviewer of publications (not peer-reviewed) on specialty subjects, such as research, teaching, residencies, clinical teaching, etc.

**Category 2: These are INTERMEDIATE service accomplishments.**

- Leadership role in the College or University, such as Chair of a committee
- Leadership role, officer, or committee member in a regional, state, national, or international professional organization
- Leadership role in professional associations
- Leadership role in humanitarian services
- Advisory or Board member role in community based 501c(3) organization
- Membership or leadership position on advisory or editorial boards of journals, or professional societies
- Reviewer for granting agencies (NIH, NEI, or similar national and international organizations)
- Providing service mentorship to students and fellow faculty
- Work on National examinations or other qualifying examinations for specialty
- Recipient of awards for service activities
- Evidence of significant contributions of service to the College, University and/or community
- Community Service Grants for specific projects that provide service to community or profession

**Category 3: These are HIGH-LEVEL service accomplishments.**

- Served as Chair, President, or other designation on a significant state, national, or international professional organization
- Exceptional awards for service



Table 3: Service Items from Above Service Categories Required to Receive a Grade of "Good" or "Excellent" in Consideration of Promotion* <b>Instructor to Assistant</b>	<b>Assistant to Associate</b>	<b>Associate to Professor</b>
<p><b>Excellent:</b> a) Evidence of participation in service to the Department, College and/or University, as assessed in peer and supervisor evaluations.</p>	<p><b>Good:</b> a) Membership on 1 college/university committee</p> <p>AND</p> <p>b) one of the following:</p> <ul style="list-style-type: none"> <li>• 1 item from category 2 OR</li> <li>• 2 items from category 1</li> </ul> <p><b>Excellent:</b> Leadership position (Chair) on 1 college/university committee</p> <p>AND</p> <p>b) one of the following:</p> <ul style="list-style-type: none"> <li>• 1 item from category 3 OR</li> <li>• 2 items from category 2</li> </ul>	<p><b>Good:</b> a) Leadership position (Chair) on 1 college/university committee</p> <p>AND</p> <p>b) one of the following:</p> <ul style="list-style-type: none"> <li>• 2 items from category 2 OR</li> <li>• 4 items from category 1</li> </ul> <p><b>Excellent:</b> Leadership position (Chair) on 1 university, state or national committee</p> <p>AND</p> <p>b) one of the following:</p> <ul style="list-style-type: none"> <li>• 1 item from category 3 OR</li> <li>• 3 items from category 2</li> </ul>

\*Note that the criteria are the same for non tenure-track and tenure-track faculty.

#### 7.4 College Guidelines and Criteria for Tenure

Tenure, which is recognition of professional growth and development of a faculty member, is an institutional commitment to the academic development of the individual by the University which provides a pledge of continuous academic appointment. A full-time faculty member may be subject to discontinuance for reasons stated in the Western University Faculty Handbook (Section II-J).

##### Objectives:

- The award of tenure provides recognition of the faculty member's professional growth and development that has reached an appropriately high level, and which has occurred during a period of service to the University.
- The availability of tenure is designed to attract and retain faculty of the highest quality for the academic programs of the institution.

##### Eligibility Criteria:

- Faculty having appointments in more than one program will be governed by the policy of the program of the primary appointment. In the case of dual appointments, the College in which the individual is on a tenure track will, upon recommendation of the Dean of that College, be designated by the Executive Vice President of Academic Affairs at the time of the dual appointment. This designation process does not award tenure or guarantee the future award of tenure.
- Full-time academic appointment is required for tenure. Upon initial appointment or promotion, the faculty member shall be notified immediately in writing specifying if the appointment is renewable or tenured.
- At the time of application, the faculty member must be on a tenured academic track in the CHS with at least six years of full-time academic experience, at least four of which are in full-time service at the Western University of Health Sciences. In special circumstances early tenure may be considered.
- The faculty member must have the rank of Associate Professor or above; however, promotion or appointment to Associate Professor or above does not include tenure automatically. Instructors and Assistant Professors are not eligible for tenure.
- For faculty hired pre-July 1, 2018, please refer to the Western University Faculty Handbook Appendix V for guidelines of tenure.

##### Procedure to Initiate Tenure:

- All eligibility criteria must be complete prior to final approval of tenure. A request for tenure is initiated by the faculty member or the faculty member's immediate supervisor (e.g., Department Chair) who forwards the request to the Office of the Dean by June 1.

- The request for consideration (or reconsideration) must be submitted by the Dean to the Promotion and Tenure Committee Chair by July 1.
- The Dean may also solicit input from the appropriate Department Chair regarding the tenure request.

#### Tenure Track Clock:

Tenure may be requested according to the CHS Faculty Guidelines and University Handbook for those faculty members at the ranks of Associate Professor or Professor only. “Tenure clock” is the time frame to achieve tenure and is defined as six (6) years from 1. the time of appointment if initial appointment was tenure track OR 2. the time that the request to move to tenure track was approved by the Dean if initial appointment was non tenure track. The Promotion and Tenure (P & T) Committee tenure progress review will be completed by the end of year four (4) to provide pre-tenure guidance to the faculty member. The faculty member should also be aware of the timing and deadlines for rank advancement and/or tenure.

- Faculty initially appointed at Assistant Professor Rank
  - The faculty may identify tenure versus non-tenure track at either the time of appointment or within one (1) year from appointment. The tenure clock will terminate in six (6) years from appointment. All Assistant Professor rank materials, including those of the first year, shall be utilized in evaluation for tenure.
- Change of track
  - Change of track may occur at any time once the tenure clock begins. Faculty may elect to change tracks one time only. Refer to University Faculty Handbook Section II-M-3c for details.
  - New faculty hired on the non-tenure track moving to the tenure track will start the tenure clock as of the date of hire and/or promotion to the rank of Assistant Professor rank or higher.
  - New faculty hired on the tenure track may move at any time, prior to completion of the six (6) year tenure timeframe, to the non-tenure track, which would stop the tenure clock process.

#### Tenure Process:

- The Promotion and Tenure Committee (P & T Committee) will notify the faculty member of deadlines. The P & T Committee will provide faculty with an interim review of their dossier and provide feedback and recommendations.

- The faculty member will provide the P & T Committee a list of 4 external dossier reviewers that hold the same rank or higher than what the faculty member is currently pursuing.
- The P & T Committee will identify 2 external reviewers; send the reviewers the faculty member dossier with deadlines, and review comments and analysis from the external reviewers.
- The P & T Committee will forward only its recommendation on promotion and/or tenure to the Dean.
- The Dean will review the recommendation and render a recommendation to support or not support the promotion and/or tenure. This recommendation is sent to the Provost, who renders the final decision. Review and approval or disapproval occurs at each administrative level, and a decision must be communicated by the Dean to the faculty member no later than the end of the academic year (June 30th.).
- If the Dean does not recommend promotion and/or tenure, the faculty member must be provided with a written explanation within six weeks upon receipt of the Promotion and Tenure Committee's recommendation detailing the reason(s) for non-support must be followed by a written statement to the faculty and the Promotion and Tenure Committee explaining the reason(s) for the refusal to recommend promotion and/or tenure.
- The faculty member has the right to appeal the promotion denial decision. The faculty member may follow the appeal process delineated in the University Handbook under the Grievance Procedure, Appendix II.

#### Review of Tenured Faculty:

- The pledge of continuous academic appointment provided by the award of tenure carries with it the expectation of continued professional growth and development of the faculty member for the duration of his/her academic career, as demonstrated by appropriate review of the faculty member's academic activities.
- Tenured faculty are provided with annual or other periodic reviews of their continued professional growth and development through the existing method of evaluation. Criteria and procedures for this evaluation are provided by the department of their primary appointment. The results of this evaluation aid the Department Chair in commending and counseling tenured faculty regarding their continued professional growth and development as well as assessing merit salary increases.
- Post-tenure review will occur every six years in compliance with standards outlined in the University Faculty Handbook 2022.

- The department of primary appointment is responsible for providing detailed procedures relating to assessments and remediation of unsatisfactory performance by tenured faculty.

### Appendix 1: Meeting Minutes Template

CHS Faculty Assembly Agenda:

**20##-20## Academic Year**

**Date: MONTH ##, 20##    Time: ##:## – ##:##**

ZOOM Information: *(If necessary; please include Meeting ID, Passcode, and link.)*

Attendees*						
#	NAME	ATT		#	NAME	ATT

\*Members of the Faculty include individuals with the academic rank of professor, associate professor, assistant professor, and instructor, who hold full-time or part-time appointments in the College of Health Sciences (others must be recommended by faculty and approved by the Dean).

	Agenda Topics	Time Allotted
#		# min

## Appendix 2: CHS Substantive Change Form

Program Chair/designee:	
Department/Degree Program:	
Date of submission:	

### Goal Statement of the Proposed Changes:

*(The goal statement is a broad narrative of the overall purpose of the proposed change. The statement should be as inclusive as possible and serves to provide the reader context for all the information that will follow and inform them of the intended outcome of the end product, such as a change in courses or a substantive change in the curriculum of the program).*

### Specific Goals Include:

- Goal # 1:
- Goal # 2:
- Goal # 3:

### Rationale for the Proposed Changes:

*(The rationale statement focuses the reader on the finer points of the necessity of the proposed changes. The statement may need to include a list of rationale that are applicable to the proposal as a whole). For example:*

- to align with accreditation requirements (provide rationale and data to support)
- to become more efficient and lower the cost of program delivery (provide rationale and data to support)
- to improve alignment of teaching to adult learners (provide rationale and data to support)

Current Curriculum	Proposed Change(s) to Curriculum	Accreditation Requirement Y/N and Indicate if WSCUC &/or Prof. Change	Impact of the change	Resources Needed	Expected Timeline for Implementation

### Appendix 3: Faculty Evaluation of Activity Form

**DIRECTIONS: Activity form** – This is YOUR blueprint. Work from your curriculum vitae (CV) first to fill in the required information. This document can be found in the electronic program established by WesternU. You may cut and paste elements from your CV into the Activity Form. Please DO NOT simply WRITE “refer to CV”, or “see CV” (this is not an acceptable response).

This document provides a standardized format for everyone being reviewed by the Promotion and Tenure Committee and provides comparable elements in a standard order and format regardless of individual variations of CV and dossier.

In preparing your materials, you will need to first have a meeting with your chair to discuss “Goals” and “Weighting Values” for each of four areas (teaching, scholarship, service and professional development).

**You will be deciding in concert with your department chair your goals, priorities, and weighting for each of the subject areas. This is an opportunity to identify accomplishments as well as areas for development.**

**You are expected to arrange an internal and or external peer endorsement for any or all of the four categories (teaching, research, scholarly activity, service and professional development). Plan to make time before and after your evaluation with the peer/s you have chosen to discuss the evaluation process and to receive feedback. This is especially important if your peer is from outside the University or College. The idea behind these forms is FACULTY DEVELOPMENT, i.e., to continually improve. Copies of all evaluation forms should be included in the dossier you submit, but originals should always be retained for your records.**

Name \_\_\_\_\_ Review Period \_\_\_\_ (put year you are going up for P&T) \_\_\_\_

Department \_\_\_\_\_ Date \_\_\_\_\_

#### **A. Faculty development**

Please append a copy of your “Goals”, developed in consultation with your department chair, for the review period in question. Please address briefly your progress toward completing these goals, availability of resources and training toward that end, and any impediments or changes you have encountered in attempting realization of these goals.

Goal:

Comment:

**B. Teaching**

Assigned weight: \_\_\_\_

Responsibilities in department, CHS, and Western University:

**Primary Instructor/Coordinator:**

<u>Dates</u>	<u>Course # / Name</u>	<u>Lab Hrs</u>	<u>Lecture Hrs</u>	<u># of Students</u>

**Secondary Instructor/Co-Coordinator:**

<u>Dates</u>	<u>Course # / Name</u>	<u>Lab Hrs</u>	<u>Lecture Hrs</u>	<u># of Students</u>

**Lecturer:**

<u>Dates</u>	<u>Course # / Name</u>	<u>Lab Hrs</u>	<u>Lecture Hrs</u>	<u># of Students</u>

**Lab Assistant:**

<u>Dates</u>	<u>Course # / Name</u>	<u>Lab Hrs</u>	<u>Lecture Hrs</u>	<u># of Students</u>

**Miscellaneous** (e.g., panel member, pod coordinator, mentoring research projects, senior seminar, projects, student advisement, special circumstances, teaching outside Western University):



**Comments:** (related to “Teaching” activity)

**C. Scholarly Activities:**

**Assigned weight:** \_\_

In the left margin, please indicate the category of scholarship (D=discovery; I=integration, A=application; T=teaching) under which each listed item belongs (see “Evaluation of Scholarship” form).

**Publications:**

List all **peer-reviewed** publications in professional journals, proceedings, textbooks, etc. during this review period. Include published abstracts. **Give full bibliographic citations.** Indicate status (published, submitted, in preparation). Arrange in chronological order starting with the most recent; add pages if necessary.

<u>Year</u>	<u>Authors</u>	<u>Title</u>	<u>Citation</u>	<u>Status</u>

**Additional Publications:**

List publications that were not subject to the peer-review process.

<u>Year</u>	<u>Authors</u>	<u>Title</u>	<u>Citation</u>	<u>Status</u>

**Presented peer-reviewed conference papers/posters:**

List all contributing authors in order in which they appear in citation.

Other presentations:

(e.g., conference educational presentations, con-ed courses/workshops, seminars, in-services, poster, lecture, roundtable discussion, panel discussion, CME or CEU, etc.)

<u>Date</u>	<u>Authors</u>	<u>Title</u>	<u>Organization</u>	<u>Type of Presentation</u>

**Grants:**

Please list those for which you had **primary** authorship only. Please list all and indicate status as “funded”, “submitted but denied”, “submitted”, “in preparation”.

<u>Year</u>	<u>Awarding agency</u>	<u>Nature of grant</u>	<u>Amount funded</u>	<u>Status</u>

**Miscellaneous:**

(e.g., Grants to which you contributed but were not the primary author; or any other scholarly activity not previously described. Please specify your contribution.)

**Comments:**

(related to “Scholarly Activities”):

**D. Internal and External Professional Service:**

**Assigned weight:** \_\_\_\_\_

**Department Committees:**

Hrs per month/year \_\_\_\_\_

<u>Name</u>	<u>Position</u>	<u>Committee Activities</u>	<u>Individual Contributions</u>	<u>Dates of Service</u>

**College Committees:** Hrs per month/year \_\_\_\_

<u>Name</u>	<u>Position</u>	<u>Committee Activities</u>	<u>Individual Contributions</u>	<u>Dates of Service</u>

**University Committees:** Hrs. per month/year \_\_\_\_\_

<u>Name</u>	<u>Position</u>	<u>Committee Activities</u>	<u>Individual Contributions</u>	<u>Dates of Service</u>

**Special Assignments** (e.g., task forces, special appointments, accreditation activities):

<u>Type</u>	<u>Position/role</u>	<u>Activities</u>	<u>Hrs. per month/yr</u>	<u>Dates of Service</u>

**Community Service/Consultation** (related to profession, e.g., advisory boards, public organizations, guest lectures or speeches, clinical practice):

<u>Type</u>	<u>Position/role</u>	<u>Activities</u>	<u>Hrs. per month/yr</u>	<u>Dates of Service</u>

**Professional Organizations** (include memberships, offices, task forces, etc):

<u>Type</u>	<u>Position/role</u>	<u>Activities</u>	<u>Hrs. per month/yr</u>	<u>Dates of Service</u>

**Presentations at professional meetings** (only those which have a significant **service**, rather than research, component):

<u>Title</u>	<u>Organization</u>	<u>Date of presentation</u>

**Miscellaneous** (e.g., Club advisement, Commencement, White Coat ceremony): Include dates of service.

**Comments:** (related to “University and Community Service” activities)

#### E. Professional Development

Assigned weight: \_\_

##### **Continuing Education Courses**

<u>Dates</u>	<u>Total hours</u>	<u>Title of course</u>	<u>Instructor or sponsoring organization</u>	<u># CEUs/CMEs</u>

##### **Certification/Degree Program**

<u>Dates</u>	<u>Institution/Organization</u>	<u>Degree/certification</u>

##### **Professional Meetings**

(Please list only those applicable to the category of professional development.)

<u>Dates</u>	<u>Title</u>	<u>Organization</u>

**Clinical Practice**

(Describe below duration & frequency of your time spent in clinical practice.)

<u>Dates</u>	<u>Hrs per month</u>	<u>Facility</u>	<u>Primary responsibility</u>

**Miscellaneous:**

(Describe other activities that enhance your professional development, e.g., public speaking course.)

**Comments:** (related to “Professional Development” activities):

#### Appendix 4: Evaluation of Teaching Form

Directions: This form is to be filled out by faculty member (self), your chair and at least one peer. Faculty being assessed completes all portions as self-assessment. Chair fills out all but the “Delivery” section. Peer fills out all but “Course Management” section. At the time of review, the faculty member collects completed Evaluation of Teaching forms from peer and chair and turns these in along with the self-completed form to Promotion and Tenure Committee Chair.

Faculty member being evaluated: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/ 20\_\_\_\_

Evaluator (please print name legibly): \_\_\_\_\_

Evaluator’s Signature: \_\_\_\_\_

Course, Topic of Lecture(s): \_\_\_\_\_ Time spent observing: \_\_\_\_\_ hours

\_\_\_\_\_

\_\_\_\_\_

My relationship to the person being evaluated:      ☐ Self      ☐ Chair      ☐ Peer è (see below)

If peer, in what capacity do you know this faculty member (faculty colleague, other organization colleague, please name organization)? \_\_\_\_\_

---

---

Directions to evaluators:

Please rate the candidate across the each of the appropriate categories (as directed above) on the 5-point scale provided (1=unacceptable, 2, 3=meets expectations, 4, 5=outstanding). A specific definition of what constitutes 1, 3 and 5 appears with each category (Delivery, Design, Expertise, and Management). Scores in each category will be included in the computation of the candidate’s final rating. If you were not able to observe or evaluate a category, check “Not Applicable” (NA). Checking this will not adversely affect the candidate.

---

---

The lists of behaviors included under each category are intended to help you track your observations and/or to trigger thoughts about other observed behaviors. However, please provide comments in the section provided to support and explain each rating and elaborate on the specific behaviors observed; include area(s) of strength, and area(s) to strengthen. Constructive and specific suggestions are encouraged to help the faculty member develop ideas and consider alternative ways of presenting course material.

#### I. Evaluation of Instructional Design

If faculty member meets expectations or is rated “Meets Expectations” in this category (Instructional Design), designate 3 points. If the faculty member exceeded a “Meets

Expectations” performance, designate a rating of 4 or 5, and elaborate on the rationale for this rating in the “OVERALL COMMENTS” below. If the faculty member failed to meet expectations, designate a rating of 1 or 2, and elaborate on what more is expected as the rationale for the lower rating in the “COMMENTS” below

***\*Note: the ratings for each category will be used by the faculty member and the Promotion and Tenure Committee to assist with identifying strengths and areas for improvement.***

**Directions: PLEASE READ BEFORE FILLING OUT THIS FORM.** The following list of behaviors is not all-inclusive, and some may not apply. The list is provided to help you complete the form. Note that some of the statements are not applicable or necessary in all situations, and some may not come up at the time of your particular observation. Please check all that apply and elaborate in the “comments section, as applicable. Please use the comment section to describe behaviors observed but not listed.

**Note:** Faculty member being observed is expected to provide a copy of the syllabus to the evaluator.

- |   |  |
|---|--|
| i The sequencing of material was appropriate  | i Information was tied to other lectures.  |
| i The syllabus included course expectations, guidelines, assignments, schedule, learning objectives and policies. | i Time was allotted for questions and checking for student understanding (e.g., asked questions, gave quizzes).                        |
| i Course content was appropriate for allotted time.   | i Instructional media was used to facilitate learning.   |
| i Clinical/practical relevance and application of material was presented.   | i Balanced lecture with active learning strategies (group or pair activities with reflection/discussion).                              |
| i Provided students adequate first exposure to the material and/or clinical skills.                               | i Provided feedback on student participation in practical or lab project to keep students on track.                                    |
| i Supervised student visits to clinical site to observe treatment of real patients.                               | i Encouraged students to take responsibility for their own learning (e.g., refer students to source material for factual information). |
| i Considered needs of varied learning styles.   | i Appropriate amount was planned for class.  |

Based on your observation, how would you rate the faculty member's instructional design?				
i	i	i	i	i
1	2	3	4	5
Unacceptable*		Meets Expectations		Outstanding *

**\*Descriptions of the above ratings:**

**(1) "Unacceptable"** Material presented appeared to be inappropriate, too complex, or difficult, needing further explanation and break-down for the level of the course; lacked important connecting information between topics; examinations did not appear to reflect course objectives.

**(3) "Meets Expectations"** Covers material in manageable units, uses a variety of methods as appropriate, builds concepts from knowledge to application level of learning, evaluation methods reflect appropriate level and content, amount of material is appropriate for time allotted, material meets professional standards, addresses needs of multiple learning styles.

**(5) "Outstanding"** Syllabi, objectives, handouts, other supportive materials, and examinations are appropriately designed using media and other forms of instructional technology to elicit maximal instructional impact.

**Comments and Suggestions (include at least one area of strength and one area to strengthen):**



## II. Evaluation of Instructional Delivery

**Chair - does not complete this section, please mark "NA" below.**

**Directions:** The following list of behaviors is not all-inclusive and some may not apply. The list is provided to help you complete the form. Note that some of the statements are not applicable or necessary in all situations, and some may not come up at the time of your observation. Please check all that apply comments section, as applicable. Please use the comment section to describe behaviors observed but not listed.

- |   |   |
|---|---|
| i Oriented students to the purpose of the session.  | i Demonstrated enthusiasm toward material.  |
| i Did <b>not</b> spend a lot of time reading to students.   | i Encouraged student participation.   |
| i Provided examples when presenting material.   | i Checked for student understanding (e.g., asked questions, facilitated class reflection).                              |
| i Communicated in a way that held student interest.   | i Interacted with students in a professional manner.  |
| i Communicated clearly (appropriate pace, no jargon, no mumbling)                                       | i Finished material set out to cover.   |
| i Presented material in a way that did not Distract from content (e.g., look at students no fidgeting). | i The instructor was flexible and able to detour from plan when appropriate (e.g., took advantage of teachable moments) |

Based on your observation, how would you rate the faculty member's instructional delivery?					
i	i	i	i	i	i
<u>Not Applicable</u>	1	2	3	4	5
<b>[ CHECK IF CHAIR]</b>	Unacceptable*		Meets Expectations		Outstanding*

**\*Descriptions of the above ratings:**

**(1) "Unacceptable"** Transitions are inadequate to make the material flow smoothly; word choices are limited and include slang or jargon; the presenter's tone of voice or other mannerisms may create alienation from the audience (eye contact is limited, tends to look at the floor, mumble, speak inaudibly, use inconsistent tone, fidget, or read most or all of the material); mannerisms are distracting; lacks enthusiasm; responses to audience questions are undeveloped or unclear.

**(3) "Meets Expectations"** Ideas usually flow smoothly, but additional clarity and smoother transitions may be needed; language choices make an effective point; the presenter generally appears poised – however, effective use of volume, eye contact, vocal control, etc., may not be consistent; some hesitancy or excessive dependency on notes may be observed; responses to audience questions are generally relevant, but little elaboration may be offered

**(5) "Outstanding"** Advanced verbal and non-verbal interactions to communicate the material (comfortable use of presentation tools such as Power Point (PP), overheads, handouts, other AV tools); gets the attention of the audience; makes smooth transitions; language choices are vivid and precise; material is developed for an oral rather than a written presentation; the delivery is natural and confident – posture, eye contact, gestures, facial expressions, volume, pace, etc., indicate confidence and a willingness to communicate with the students; limited use of filler words (clear articulation and pronunciation are used); responses to audience questions are focused and relevant.

**Comments and Suggestions (include at least one area of strength and one area to strengthen):**

### III. Evaluation of Content Expertise

**Directions:** The following list of behaviors is not all-inclusive, and some may not apply. The list is provided to help you complete the form. Note that some of the statements are not applicable or necessary in all situations, and some may not come up at the time of your particular observation. Please check all that apply comments section, as applicable. Please use the comment section to describe behaviors observed but not listed.

- i Appeared to be competent (presented material with confidence).
- i Demonstrated critical analysis or problem solving within the content area, and was able to evaluate students' ability to do this.
- i Provided support and evidence for statements, comparisons, and conclusions (e.g., research studies, well developed cases).

Based on your observation, how would you rate the faculty member's content expertise?

i	i	i	i	i
1	2	3	4	5
Unacceptable*		Meets Expectations		Outstanding *

**\*Descriptions of the above ratings:**

**(1) "Unacceptable"** Little (if any) connection is made between the ideas presented and the audience's background; content is flawed, inaccurate, or misinterpreted; does not seem to have command of the material; some biased or unclear language is used, ideas are not focused or developed, and the main purpose is not clear; inaccurate, generalized, or inappropriate supporting material is used.

**(3) "Meets Expectations"** Ideas are appropriate for the audience, occasion, or setting; content is accurate; material is relevant to audience interests or setting; the main idea is evident but more organizational structure may be needed; materials used for support have originality or adequate development.

**(5) "Outstanding"** Content is concise and accurate; topic selection and examples are interesting and relevant for the audience and the occasion; ideas are clearly organized, developed, and supported to achieve a purpose-the purpose is clear; main points are well organized and connected; supporting material is logical and relevant.

**Comments and Suggestions (include at least one area of strength and one area to strengthen):**

**IV. Evaluation of Course Management**

**Peers do not complete this section, mark "NA" below.**

**Directions:** The following list of behaviors is not all-inclusive, and some may not apply. The list is provided to help you complete the form. Note that some of the statements are not applicable or necessary in all situations, and some may not come up at the time of your particular observation. Please check all that apply comments section, as applicable. Please use the comment section to describe behaviors observed but not listed.

- i Used assessment as a learning and teaching opportunity (in addition to measurement).
- i Returned assignments and/or grades in a timely manner.
- i Arranged for facilities and resources required to teach the course.
- i Available to students outside of class (e.g., office hours or appointments, email, telephone calls).
- i Acknowledged the concerns of students.

- i Provided opportunities for students to assess their progress throughout the course (e.g., questioning, quizzes).
- i Balanced lecture with active learning.

Based on your observation, how would you rate the faculty member's course management?

i	i	i	i	i	i
Not Applicable	1	2	3	4	5
<b>[CHECK IF PEER]</b>	Unacceptable*		Meets Expectations		Outstanding *

**\*Descriptions of the above ratings:**

**(1) "Unacceptable"** Lacking managerial skills including, but not limited to: excessive time to complete and post grades following an evaluation; office hours not published or not adhered to; not accessible for questions consultation, or assistance outside of class; generally, does not follow-through with arrangements for facilities and/or resources required in the teaching of the course.

**(3) "Meets Expectations"** Demonstrates effective managerial skills including, but not limited to, timely completion of drop/add and incomplete grade forms; maintains published office hours; recognizes legitimate student concerns; usually provides feedback on student progress in a reasonable amount of time; generally, makes arrangements for facilities and resources required in the teaching of a course.

**(5) "Outstanding"** Accessible beyond office hours if needed; consistently provides feedback within a time frame that allows subject to improve performance prior to further evaluation; secures outside funding, materials, or other resources to enhance course.

**Comments and Suggestions (include at least one area of strength and one area to strengthen):**

**Comments Overall** (optional): (Please complete this section after completing the categories above.)

### Appendix 5: Evaluation of Service Form

My relationship to the person being evaluated (please circle):      SELF      PEER      CHAIR

#### **CHS Evaluation of Service**

Faculty member being evaluated: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/ 20\_\_\_\_

Evaluator (print name legibly):

\_\_\_\_\_

Evaluator's Signature:

\_\_\_\_\_

My relationship to the person being evaluated (Please circle one): Self      Chair      Peer

*If peer*, in what capacity do you know this faculty member (WUHS faculty colleague, other organization colleague, please name organization)? Committee Chairs are preferred for input on internal service.

\_\_\_\_\_

---

---

#### **Directions: PLEASE READ BEFORE FILLING OUT THIS FORM.**

The bulleted list of behaviors under each of the five areas (Internal: Departmental, College, University; and External: Professional Activity, Community) is provided to help you complete the form. Note that some of the statements are not applicable or necessary in all situations, and some may not be relevant. Please check all that apply and use the "Comments" section to elaborate on each of the behaviors marked.

An average of 4 hours per month should be performed internally (to the department, college, or university) in order to receive an overall rating of "3" or higher. *A rating of "3" or higher cannot be assigned if this minimum is not met.* No minimum has been set for external service.

**Total hourly service commitment per month:**

\_\_\_\_\_

<sup>1</sup> Peer should be chair of committee on which candidate serves or member of committee if candidate is chair of that committee.

#### **A. Internal Service - Departmental**

The following descriptors may be used to trigger other examples of criteria:

- Participated constructively in meetings
- Outside of meeting time, contributed to tasks effectively
- Lead on special activity/project
- Member of working group (identify) \_\_\_\_\_
- Collaborated with other faculty members to achieve goals in timely manner.

- Comes prepared for meetings
- Participated in special periodic activities (i.e. white coat ceremony, etc. specify below)

<b>5</b> <b>Usually exceeds expectations</b>	<b>4</b> <b>Occasionally exceeds expectations</b>	<b>3</b> <b>Meets expectations</b>	<b>2</b> <b>Does not meet expectations</b>	<b>1</b> <b>Unacceptable</b>	<b>NA</b>
---	--	---------------------------------------	---	---------------------------------	-----------

**Comments** (related to “Departmental Activity”):

#### **B. Internal Service - College:**

**The following descriptors may be used to trigger other examples of criteria:**

- Participated constructively in meetings
- Outside of meeting time, contributed to tasks effectively
- Lead on special activity/project
- Member of working group (identify)\_
- Collaborated with other faculty members to achieve goals in timely manner.
- Comes prepared for meetings
- Participated in special periodic activities (i.e. white coat ceremony, etc. specify below)

<b>5</b> <b>Usually exceeds expectations</b>	<b>4</b> <b>Occasionally exceeds expectations</b>	<b>3</b> <b>Meets expectations</b>	<b>2</b> <b>Does not meet expectations</b>	<b>1</b> <b>Unacceptable</b>	<b>NA</b>
---	--	---------------------------------------	---	---------------------------------	-----------

**Comments** (related to “College Activity”):

#### **C. Internal Service - Western University of Health Sciences Activity**

**The following descriptors may be used to trigger other examples of criteria for service:**

- Participated constructively in meetings
- Outside of meeting time, contributed to tasks effectively
- Lead on special activity/project
- Member of working group (identify)\_
- Collaborated with other faculty members to achieve goals in timely manner.
- Comes prepared for meetings
- Participated in special periodic activities (i.e. white coat ceremony, etc. specify below)

<b>5</b> <b>Usually exceeds expectations</b>	<b>4</b> <b>Occasionally exceeds expectations</b>	<b>3</b> <b>Meets expectations</b>	<b>2</b> <b>Does not meet expectations</b>	<b>1</b> <b>Unacceptable</b>	<b>NA</b>
---	--	---------------------------------------	---	---------------------------------	-----------

**Comments** (related to “Western University of Health Sciences Activity”):

#### **D. External Service – Professional Service Activity**

The following descriptors may be used to trigger other examples of criteria for service: **Note: Please note organization or activity, if applicable. There is no minimum or required level of activity for this category.**

- Held an office in an external, professionally related organization (specify)\_\_\_\_\_
- Made connections with others to potentially benefit the institution
- Made connections with others interested in attending or working for Western University.
- Participated substantively in external professionally-related organization (specify) \_\_

<b>5</b> <b>Usually exceeds expectations</b>	<b>4</b> <b>Occasionally exceeds expectations</b>	<b>3</b> <b>Meets expectations</b>	<b>2</b> <b>Does not meet expectations</b>	<b>1</b> <b>Unacceptable</b>	<b>NA</b>
---	--	---------------------------------------	---	---------------------------------	-----------

**Comments** (related to “Professional Service Activity”):

#### **E. External Service -- Community Service/Consultation**

The following descriptors may be used to trigger other examples of criteria for service: ***Note: organizations must be related to professional development goals, teaching or research. There is no minimum requirement or expectation in this category.***

- Helped organization improve health service activities to community (specify):\_\_\_\_\_
- Helped organization educate affiliates in health care issues or practice (specify):\_\_\_\_\_



<b>5</b> <b>Usually exceeds expectations</b>	<b>4</b> <b>Occasionally exceeds expectations</b>	<b>3</b> <b>Meets expectations</b>	<b>2</b> <b>Does not meet expectations</b>	<b>1</b> <b>Unacceptable</b>	<b>NA</b>
---	--	---------------------------------------	---	---------------------------------	-----------

**Comments:**

**F. Miscellaneous -- other activities that enhance service activity)**

<b>5</b> <b>Usually exceeds expectations</b>	<b>4</b> <b>Occasionally exceeds expectations</b>	<b>3</b> <b>Meets expectations</b>	<b>2</b> <b>Does not meet expectations</b>	<b>1</b> <b>Unacceptable</b>	<b>NA</b>
---	--	---------------------------------------	---	---------------------------------	-----------

**Comments** (please list activities):

**IF RATING A COMMITTEE CHAIR:**

<ul style="list-style-type: none"> <li>• <b>Provided and followed meeting agendas</b></li> <li>• <b>Effectively managed discussions to stay on task</b></li> <li>• <b>Managed differences in personalities and interests across committee members</b></li> <li>• <b>Facilitated problem solving and critical thinking on issues presented</b></li> <li>• <b>Empowered committee members to participate in committee activities and discussion</b></li> </ul>					
<b>5</b> <b>Usually exceeds expectations</b>	<b>4</b> <b>Occasionally exceeds expectations</b>	<b>3</b> <b>Meets expectations</b>	<b>2</b> <b>Does not meet expectations</b>	<b>1</b> <b>Unacceptable</b>	<b>NA</b>

**Comments** (related to rating a "Committee Chair"):

**C. ASSIGN AN OVERALL RATING FOR SERVICE**

Please complete if you are Self or Chair; or if you are a Peer who has evaluated the faculty member on more than one of the previous 6 areas. Note that this total score calculation does not have to directly relate to the ratings (1-5) you assigned by category. The category ratings will be used by the faculty member and FEC in identifying areas of strength and areas to strengthen.

If faculty member demonstrates adequate service in at least 1 category, designate an overall rating of “3”.

**If this rating does not fit with your final assessment of the candidate’s performance, please rate up or down subjectively. Please support final score with comments on the basis for your decision.**

**Overall rating:** \_\_\_\_\_

<b>5</b> <b>Usually exceeds</b> <b>expectations</b>	<b>4</b> <b>Occasionally</b> <b>exceeds</b> <b>expectations</b>	<b>3</b> <b>Meets</b> <b>expectations</b>	<b>2</b> <b>Does not</b> <b>meet</b> <b>expectations</b>	<b>1</b> <b>Unacceptable</b>	<b>NA</b>
---	--	---	---	---------------------------------	-----------

**General Comments** (related to basis supporting “OVERALL RATING”). Please provide if rating above or below a “3”.

### Appendix 6: Evaluation of Scholarship Form

**Directions:** This form is to be filled out by faculty member (self), your chair, and at least one peer. At the time of review, the faculty member collects completed Evaluation of Scholarship forms from peer and chair and turns these in along with the self-completed form to FEC Chair.

Faculty member being evaluated: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/ 20

Evaluator (print name legibly):

Evaluator's Signature: \_\_\_\_\_

My relationship to the person being evaluated: Self    Chair    Peer **see below**)

*If peer*, in what capacity do you know this faculty member (WUHS faculty colleague, other organization colleague, please name organization)? \_\_\_\_\_

---

---

Please comment on the faculty member's activities in each of the following five categories (Discovery/Investigation, Integration/Synthesis, Application, Teaching, Miscellaneous) in the "Comments" section below each category. The bulleted behaviors for each category are listed as a guideline to track your observations &/or to trigger other examples of observed behaviors. If you do not know or were not in a position to observe or evaluate a particular category, please write "Not Applicable" (NA). This will not adversely affect the candidate.

At the end of the form, please rate the candidate, considering the five categories in combination, using a rating based upon a scale from 1 to 5. A rating of three (3) on this scale will be considered the minimum acceptable score. **One "work-in progress" in any category meets the minimum requirement for scholarship.** You may adjust the rating up or down, however, please substantiate adjustments to your rating with comments.

Less than a score of 3 in the category of “Scholarship” will not, by itself, necessarily result in less than an overall acceptable rating. This form is designed to identify areas in which the faculty member is progressing as expected, those in which the faculty member excels, and those in which the faculty member needs to direct more attention.

Constructive and specific suggestions are encouraged, including areas of strength and areas to strengthen.

**Directions: PLEASE READ BEFORE FILLING OUT THIS FORM.**

*The following bulleted lists of behaviors under each of the five sub-categories listed (Discovery/Investigation, Integration/Synthesis, Application, Teaching, Miscellaneous) are not all-inclusive and some may not apply. The lists are provided to help you complete the form. Note that some of the statements are not applicable, relevant, or necessary in all situations. Please check all that apply and utilize the comment section to elaborate on each of the behaviors marked. In the appropriate “Comments” section, please describe the role of the faculty member being evaluated in any scholarly endeavor listed. The faculty member need not be a first author for a scholarly behavior to be listed. Also, please list any scholarly endeavors that are in progress, and any proposals/manuscripts for publications, presentations, or grants that were submitted but denied. This will help demonstrate that the faculty member was engaged in scholarly activity, and perhaps suggestions for enhancing the opportunities for presentation, publication, and grant acquisition can be identified. (please provide citations of completed works)*

**Please mark “N/A” if no activity applies for that section.**

**A. Discovery/Investigation:**

- Presented or disseminated results of research to peer-reviewed publication or forum
- Grant application to fund original research

5 Usually exceeds expectations	4 Occasionally exceeds expectations	3 Meets expectations	2 Does not meet expectations	1 Unacceptable	NA
--------------------------------------	--	----------------------------	---------------------------------------	-------------------	----

**Comments:** (related to “Discovery/Investigation”)

**B. Integration/synthesis:**

- Presented a literature review or meta-analysis in a peer-reviewed forum (i.e. conference, workshop)
- Published a book chapter or journal article summarizing the research of multiple authors
- Conducted a continuing education course for professionals (which, for PT

faculty, must be evidence-based)

- Served as a reviewer for a journal, conference, or other peer-reviewed forum

5 Usually exceeds expectations	4 Occasionally exceeds expectations	3 Meets expectations	2 Does not meet expectations	1 Unacceptable	NA
--------------------------------------	--	----------------------------	---------------------------------------	-------------------	----

**Comments:** (related to “Integration/synthesis”)

**C. Application:**

- Grant application to fund clinical research
- Conducted clinical research, including case studies

5 Usually exceeds expectations	4 Occasionally exceeds expectations	3 Meets expectations	2 Does not meet expectations	1 Unacceptable	NA
--------------------------------------	--	----------------------------	---------------------------------------	-------------------	----

**Comments:** (related to “Application”)

**D. Teaching**

- Evaluated student learning across varied teaching modes
- Evaluated student learning across other independent variables
- Engaged in innovative classroom assessment or research
- Grant application to fund teaching research or activity

5 Usually exceeds expectations	4 Occasionally exceeds expectations	3 Meets expectations	2 Does not meet expectations	1 Unacceptable	NA
--------------------------------------	--	----------------------------	---------------------------------------	-------------------	----

**Comments:** (related to “Teaching”)

- E. Miscellaneous:** (please specify; include involvement in scholarly activities for which the faculty member did not receive credit for authorship, such as consultation, or if an acknowledgment was noted)

<b>5</b> <b>Usually exceeds</b> <b>expectations</b>	<b>4</b> <b>Occasionally</b> <b>exceeds</b> <b>expectations</b>	<b>3</b> <b>Meets</b> <b>expectations</b>	<b>2</b> <b>Does not</b> <b>meet</b> <b>expectations</b>	<b>1</b> <b>Unacceptable</b>	<b>NA</b>
---	--	---	---	---------------------------------	-----------

**Comments:** (related to “Miscellaneous”)

**\*ASSIGN AN OVERALL RATING FOR SCHOLARSHIP**

\*Please complete if you are Self or Chair; or if you are a Peer who has evaluated the faculty member on more than one of the previous 5 areas. Note that this total score calculation does not have to directly relate to the ratings (1-5) you assigned by category. The category ratings will be used by the faculty member and FEC in identifying areas of strength and areas to strengthen.

If the faculty member met the minimum requirement (a work in progress in at least one of the categories listed above), designate a rating of “3”. If the faculty member exceeded the minimum requirement, designate a rating of 4 or 5, and elaborate on the rationale for this rating in the “General Comments” below. If the faculty member failed to meet the minimum requirement, designate a rating of 1 or 2, and elaborate on the rationale in the “Overall Comments” below. **If this rating does not fit with your final assessment of the candidate’s performance, please rate up or down subjectively. Please support final score with comments on the basis for your decision.**

**Overall rating:**

<b>5</b> <b>Usually exceeds</b> <b>expectations</b>	<b>4</b> <b>Occasionally</b> <b>exceeds</b> <b>expectations</b>	<b>3</b> <b>Meets</b> <b>expectations</b>	<b>2</b> <b>Does not</b> <b>meet</b> <b>expectations</b>	<b>1</b> <b>Unacceptable</b>	<b>NA</b>
---	--	---	---	---------------------------------	-----------

**General Comments** (related to basis supporting “OVERALL RATING”). Please provide if rating above or below a “3”.