Western University

OF HEALTH SCIENCES

College of Health Sciences
CHS-Northwest

CHS - NW FACULTY HANDBOOK

Western University of Health Sciences

Implementation and Effective Date: July 1st, 2025

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1. CHS-Northwest: Vision and Mission

1.1 Vision

The College of Health Sciences Northwest will be the Pacific Northwest leader in advancing healthcare access in rural, medically underserved, and vulnerable communities. We strive to become the region's premiere institution for basic science and community-integrated clinical research to optimize movement and to improve the human experience.

1.2 Mission

The mission of the College of Health Sciences Northwest is to follow a humanistic tradition; to cultivate scholarly enquiry, clinical excellence, and compassionate leadership in our graduates; and to train innovative, evidence-based practitioners who will enhance the health, well-being, and quality of life in all people.

1.3 Goals

- Providing health sciences students with the knowledge and skills to practice their disciplines, instilling them with the fundamental attitudes of professionalism and compassion to care for diverse patient population.
- Preparing educators and clinicians to teach and serve in the health professions.
- Providing excellent educational programs for health sciences professions students.
- Promoting and modeling excellence, cost-effectiveness, and innovation in scholarship; advancing health care research and disseminating scientific information to the public.
- Promoting understanding and appreciation of other health professionals through student and faculty participation in interprofessional education.

1.4 Humanistic Values

The College of Health Sciences Northwest (CHS-Northwest) is committed to fostering a culture of humanism and dedication to addressing health disparities. We strive to create an environment where humanism is a cornerstone of academic excellence, personal growth, and professional development. Through education, clinical training, and community engagement, we prepare humanistic and competent healthcare professionals who are equipped to serve all populations, including rural and medically underserved populations, with compassion and respect. We aim to empower our students, faculty, and staff to create meaningful change within the university and the communities we serve.

2.   CHS-Northwest Faculty Guidelines

2.1   Statement

The College of Heath Sciences Northwest (CHS-Northwest) Faculty Handbook contains expectations regarding shared governance, appointment and rank classifications, hiring, promotion, committee structure, tenure criteria, and operating procedures. The Faculty and Administration of CHS-Northwest shall govern in accordance with this handbook and in accordance with regulations, policies, and directives of Western University of Health Sciences (WesternU). Nothing in this document can conflict with the policies, procedures, or practices of WesternU. If any such conflict should arise, policies and/or provisions of the WesternU Faculty Handbook will overrule the CHS-Northwest Faculty Handbook.

2.2   Document Maintenance

CHS-Northwest Faculty Guidelines will be reviewed annually by the CHS-Northwest Faculty Affairs Committee. If University Faculty Guidelines change or are modified, a review of the CHS-Northwest Faculty Guidelines will be initiated. Substantive changes (e.g., content) and edits will be presented to the CHS-Northwest Faculty for approval. Once approved, the guidelines will be submitted to the Site Dean and thereafter submitted according to the college handbook vetting and approval process to the Provost and University Faculty Affairs Subcommittee of the Senate. Proposed annual revisions of the CHS-Northwest Faculty Guidelines will be shared with all CHS-Northwest faculty and pertinent WesternU administration. Non-substantive changes (e.g., grammar and/or format) may be made without full CHS-Northwest faculty approval. Changes to the CHS-Northwest vision and mission require a faculty vote for inclusion in these guidelines.

2.3   Document History

- May 2004: CHS Bylaws approved by Faculty
- February 2006: CHS Bylaws approved by Faculty
- May 2007: CHS Provost and BOT Approval
- April 2012: CHS Revisions
- April 2018: CHS Revisions
- April 2018: CHS Faculty Approved
- December 2020: CHS P&T updates
- January 2021: CHS Bylaws (2018) Approved by UFAC
- December 2023: CHS Revisions
- December 2023: CHS Bylaws (2022) approved by Faculty
- May 2024: CHS Revisions
- February 2025: CHS-Northwest Bylaws Created (based on previously approved CHS Bylaws)

3. Employment Policies and Procedures

For information on all the following subjects, please refer to the University Faculty Handbook 2022.

- Principles of Academic Freedom (Section I-C)
- 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)
- 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)

4.   Faculty Roles and Responsibilities

4.1   Teaching

4.1.1   Compliance
- Maintain intellectual integrity and strive for academic excellence in teaching.
- Comply with standards of applicable accrediting bodies.
- Comply with College of Health Sciences Northwest (CHS-Northwest) and University policies and training, including FERPA, copyright, password security, and Title IX training. Annual training is subject to change.

4.1.2   Course Design, Instructional Design, Learning Management Organization
- Ensure all components within the syllabus are consistent with the departmental template and include communication, behavioral, curricular, attendance expectations and grading policies.
- Provide course objectives that are clear, concise, and range in level and type of learning (e.g., Bloom's taxonomy, skill versus knowledge versus affective behaviors).
- Ensure all learning materials and resources (e.g., syllabus, office hours, assigned readings, preparatory videos or articles, asynchronous material, etc.) on Learning Management Systems are clearly organized and labeled.
- Use course textbooks that are up to date; textbooks designated as "required" must be used in the course.

4.1.3   Teaching Methodology and Content
- Ensure material is consistent with graduate student level education.
- Ensure material is consistent with the course objectives outlined in the course syllabus.
- Ensure material is consistent with contemporary, evidence-based knowledge of the topic.
- Ensure available technology is used efficiently and effectively.
- Encourage discussion and critical thinking/problem solving.
- Communicate schedule or curricular changes with students in a timely fashion.
- 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 departmental level and then forwarded to the CHS-Northwest Curriculum Committee for consideration and adoption.
- Substantive curricular changes require the approval of the CHS-NW curriculum committee and Site Dean.

4.1.4   Learning Assessments and Grades
- Align assessments (assignments, exams, presentations etc.) with course objectives.
- Adhere to departmental policies regarding examination and examination review administration.
- 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, departmental 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 departmental policies regarding practical examination and course remediation.

4.1.5 Learning Environment and Interactions
- Consistently attend to and engage students equitably.
- Provide all the necessary resources and instructions for students to be successful during class/lab.
- Follow the department-recommended ratio for class/lab to break time (50:10 minutes).
- Advise and mentor students as assigned by department.
- Maintain office hours per departmental policy (e.g., two hours/week for each course).

4.1.6 Teaching Evaluations
- Receive at least one peer teaching evaluation completed on your performance, per academic year.
- Complete at least one peer teaching evaluation, per academic year.
- Solicit student feedback through anonymous evaluations for each of your courses.

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.

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 workloads are negotiated annually with Department Chairs.

4.5.1 Teaching workload

Teaching workload includes didactic instruction, course development, preparation, laboratory classes, experiential class supervision (i.e., rotations, thesis oversight, or fieldwork), or independent study.

4.5.2 Credit Hours

For the purposes of these policies, faculty workload matches Carnegie hours. Carnegie credit hours are based on one (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 laboratory.

5.   University Shared Governance

The University Faculty Handbook 2022 provides a statement related to shared governance. For this statement and further information, please see the University Faculty Handbook.

5.1   Academic Senate

The College of Health Sciences Northwest (CHS-Northwest) has membership within the University Academic Senate. Two Senators are elected by the CHS-Northwest faculty, each serving three-year terms on a staggered basis. CHS-Northwest 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-Northwest senators. In case no faculty member runs for election, the Site Dean will appoint one CHS-Northwest senator for up to a three-year term in consultation with the Chair of the Academic Senate.

5.2   University Committees

5.2.1   Faculty Affairs Committee

CHS-Northwest is eligible to have the representation of one voting member on the University Faculty Affairs Committee.

5.2.2   Library Committee

CHS-Northwest will have the representation of one voting member on the University Library Committee.

5.2.3   Research Committee

CHS-Northwest will have the representation of one voting member on the University Research Committee.

6.   CHS-Northwest College Shared Governance

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

6.1   Faculty Membership

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

The Site 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 Performance Committees.

6.2   Voting Rights

Voting members of CHS-Northwest 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 CHS faculty in order to obtain voting rights. See the University Faculty Handbook 2022 for further details.

6.3   Faculty Assembly Meetings

6.3.1   Faculty Assembly Chair
- The Faculty Assembly Chair will coordinate Faculty Assembly meetings and will only vote on faculty issues in the case of a tie.
- Faculty members serving as Faculty Assembly Chair reserve the right to recuse themselves from serving on other CHS-Northwest 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.

6.3.2   Schedule
CHS-Northwest Faculty Assembly meetings are scheduled biannually. The meeting may be moved or cancelled at the discretion of the CHS-Northwest Faculty Assembly Chair. Retreats may be scheduled at the discretion of the Site Dean. Faculty are highly encouraged to attend. *Refer to meeting invitations from CHS-Northwest leadership.

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

6.3.4 Order of Business

Any voting Faculty members may designate an agenda item. Agenda items must be submitted to the CHS-Northwest Chairperson at least one week prior to the scheduled CHS-Northwest 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.

6.3.5 Parliamentary Procedure

Faculty meetings shall be conducted according to Robert's Rules of Order. Robert's 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.

6.3.6 Quorum

A quorum of the faculty shall consist of a simple majority (50% plus one) of faculty voting members. 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.

6.4 Introducing New Policies or Changes to Existing Policies

6.4.1 Policy Definition

A policy is a rule, guideline, or established procedure that affects any aspect of CHS-Northwest 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.

6.4.2 Procedures

- One or more voting faculty members or staff members at a director level or higher may introduce a new policy or a change to an existing policy. Non-voting faculty, staff, or students of CHS-Northwest 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-Northwest Leadership prior to submission to the Site Dean.
- Proposals must be submitted to the Site 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-Northwest 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-Northwest meeting, the faculty may vote to (1) approve the proposal, (2) reject the proposal, (3) amend the proposal and vote (4) postpone the vote for further review and reintroduction by a workgroup, (Voting on proposed policy may be conducted in person or remotely via a survey.
- Once the Parliamentarian has declared a quorum, all policy proposals shall require a simple majority for college approval.

6.4.3 Policy Implementation

- New policies or changes to existing policies approved by Faculty are submitted to the Site Dean for approval. Following college approval, the policy will be submitted to the University Academic Standards and Policy Committee for review and recommendation. If approved, it will be forwarded to the University Policy Review Core Team (PRCT) via the Director of Institutional Policy and Compliance Strategy for review and approval. Upon final approval, the college is notified, and the policy is effective immediately unless otherwise specified at the time the policy is approved.

6.5 CHS-Northwest Faculty Committees

6.5.1 Membership and Representation

- Committees must be comprised of faculty from each CHS-Northwest department.
- The Site 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.
- When the number of committee members is limited by available faculty in the required ranks (Associate Professor, etc.), the committee may work 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 college administration to fill the vacancy, and a special election may be held. If an appointed position is vacant, the Site Dean will be made aware by the Committee Chair.
- 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 Site Dean with consultation by the Department Chairs, as specified below
- Annual elections for elected positions on faculty committees will be held each year, typically 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 Faculty Affairs Committee prior to placement on the ballot for faculty committee elections.

6.6   Definitions

6.6.1   Standing Committees
Committees which exist on an ongoing basis and carry forward from one academic year to the next, indefinitely.

6.6.2   Ad hoc Committees
Committees which are temporary.

6.6.3   Joint Committees with CHS-Pomona
Some committees will have representation from both California-based CHS faculty and Oregon-based CHS faculty. Joint committees will share responsibilities. Joint committees will be evaluated on an annual basis to determine the merits of maintaining a joint committee vs. forming separate committees for each college.

6.7   Committee Policy and Procedures
- The CHS-Northwest Faculty Assembly has the authority to create or dissolve standing committees. Creation or dissolution 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 voting committee members only.
- 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-Northwest standing committees at any given time except under exceptional circumstances where other faculty are unavailable to serve. *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 regularly provided to the CHS-Northwest Faculty Assembly as requested. Committee chairs shall transfer all records to new leadership at the conclusion of their term of office.

6.8   Committee Leadership
- Committees shall consist of Chair, Vice-Chair, and at-large members.

- 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 Chair for a burdensome duration (generally no more than two years).
- 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.
- Committee members will elect a faculty member or administrative representative to serve as secretary.
- The Secretary assists with communication between the committee Chair and the committee members and is responsible for recording, maintaining, and disseminating the minutes from each committee meeting to the committee members and/or designated recipients.
- The duties of Secretary will be carried out by another committee member if the secretary is unable to attend a committee meeting.

6.9   Standing CHS-Northwest Committees

6.9.1   Curriculum Committee

Purpose
The CHS-Northwest Curriculum Committee plays a role in overseeing and shaping the curriculum and related policies for the departments and programs within the College. This committee evaluates and approves new course and program proposals and substantial changes for existing programs. The committee ensures that courses and programs align with the educational goals, accreditation requirements, licensure requirements and the best practices in health sciences education. It promotes interdisciplinary learning opportunities encouraging collaboration across department and programs within the college. The committee's function supports shared governance at a college and university level.

Membership
Committee Chair (voting member), Committee members (2–3 total, voting members), Site Dean (ex-officio, non-voting member), Senior College Operations Manager or designee (staff support, non-voting member).

Terms
Voting members are elected and members shall have staggered, three-year terms of service.

6.9.2 Faculty Affairs Committee

Purpose

The CHS-Northwest Faculty Affairs committee is responsible for the orientation of all new core and associated faculty to CHS-Northwest. The committee coordinates professional development activities and compiles resources to support core and associated faculty success in teaching, scholarship, and service. The faculty affairs committee creates, maintains, and modifies faculty assessments, striving to promote faculty success in promotion and tenure in accordance with the mission, vision and relevant department, college and university policies and practices.

Membership

Committee Chair (voting member), Committee members (2–3 core faculty, voting members), Department Chair (ex-officio, non-voting member), Academic Affairs Coordinator (staff support, non-voting member).

Terms

The committee chair is appointed by the Site Dean from available Department Associate Chair(s)/Program Associate Director(s). The remaining members are elected and shall have staggered, three-year terms of service.

6.9.3 Research Committee

Purpose

The Research and Scholarship Committee facilitates research conducted by faculty and students within the College in accordance with programmatic/department/college strategic plans and annual initiatives. It offers both formal and informal guidance to build and maintain a college infrastructure focused on ongoing inquiry, dissemination, translation, and quality improvement. The committee is responsible for integrating scholarship priorities within programs/departments based on input from college leadership/faculty and accreditation standards. It also serves as a resource for faculty and students requesting feedback and guidance on research design, methodology, statistical support, review of pilot data analysis, writing grant proposals, and/or creating peer reviewed disseminated products such as posters, presentations, and manuscripts. These services complement the resources provided by the Office of Research and Scholarship at the University.

Membership

Committee Chair (voting member), Committee members (2 total, voting members), Site Dean (ex-officio, non-voting member, Senior College Operations Manager or designee (staff support, non-voting member).

Terms

Voting members are elected and shall have staggered, three-year terms of service.

6.9.4 Student Experience Committee

Purpose

This Committee is established to enhance the overall student experience by fostering a culture of engagement, inclusivity, and belonging within the College of Health Sciences Northwest. It serves

as a recommending body to the faculty and collaborates with other committees as indicated to achieve college and program mission, goals and expected graduate outcomes. The committee facilitates faculty involvement in student activities, alumni engagement, career development, and student achievement. Ensures inclusive and equitable practices, and policies that impact student life and success.

Membership
Committee Chair (voting member), Committee members (2–3 total, voting members), Site Dean (ex-officio, non-voting member), Senior College Operations Manager or designee (staff support, non-voting member).

Terms
The Director of Student Affairs for CHS-NW is standing chair of this committee and does not rotate. Members are elected and shall have staggered, three-year terms of service.

6.9.5   Student Performance Committee

Purpose
The committee is responsible for overseeing student performance including their adherence to Academic Standards, Professional Behaviors, and Student Conduct. The student performance committee communicates with the faculty and administration about concerns related to student performance and ensures adherence to proceeding guidelines as outlined in the student and university handbooks.

Membership
Committee Chair (CHS-Northwest faculty, voting member), Committee members (3 total CHS-Northwest faculty, voting members), Department Chair (ex-officio, non-voting member), Director of Student Affairs (ex-officio, non-voting member), CHS-Northwest Staff (staff support, non-voting member).

Alternate Members
CHS-Northwest faculty (2 total) dependent on situation. Faculty in any of the following roles should recuse themselves from the vote: student's academic advisor, instructor of the course that was failed. Should this be needed, an alternate member will be asked to participate and vote on an individual student performance situation.

Terms
Voting members are elected and members shall have staggered, three-year terms of service.

6.10   Joint Committees with CHS-Pomona

6.10.1 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.

Membership
Elected CHS/CHS-Northwest faculty members, holding the rank of Associate Professor or higher and at least one appointed WesternU faculty member from outside CHS/CHS-Northwest. There will be at least four members of the committee: a chair and at least 3 additional voting members. Representation of CHS and CHS-NW is required.

If CHS and CHS-Northwest are unable to secure internal faculty members with sufficient rank to review all dossiers, then the Chair of the Promotion and Tenure Committee will consult the Academic Senate for a list of external faculty at the rank(s) required. External faculty may be asked to serve for a one-year term, with the option to renew on an annual basis.

Faculty members on the committee who are candidates for promotion and/or tenure will excuse themselves during that portion of the meeting.

Terms
Voting members are elected and members shall have staggered, three-year terms of service.

Notes
P & T Committee recommendations of matters of promotion and tenure will proceed to the Dean/Site-Dean at the candidate's corresponding location (e.g., CHS-Northwest faculty evaluated by Site Dean of CHS-Northwest) for the next stage of the process. The Dean and Site Dean will separately submit recommendation letters to the Provost, who will make the final decision.

7.   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. All faculty are members of the department and are expected to actively participate in these processes. At this time, departments under CHS-NW include only DPTE-OR. As the college expands, additional departments will be added.

7.1   Department Committees

7.1.1   Admissions, Progression, and Retention Committee

Purpose

This committee is responsible for designing, coordinating, implementing, reviewing, and revising the recruitment and admissions policies and procedures for the Department of Physical Therapy Education Oregon (DPTE-OR) program. It serves as a recommending body to the Faculty and Office of Admissions and collaborates with other committees as indicated to achieve program mission, goals, and expected graduate outcomes. The committee will ensure that all DPTE-OR policies are in accordance with university anti-discrimination, general admissions, and other pertinent policies. The committee also acts as a liaison to program leadership team to ensure collaboration, cohesiveness, and efficient distribution of efforts to meet daily space and operation needs, faculty and student support needs, curriculum and assessment needs, and fiscal stewardship in accordance with the strategic plan of the program.

Membership

Committee Chair (voting member), Additional committee members (2 total, voting members), Department Chair (ex-officio, non-voting member), Clinical Education Manager (staff support, non-voting member).

Terms

Voting members are appointed and shall have staggered, three-year terms of service.

7.1.2   Assessment Committee

Purpose

The Assessment Committee is responsible for development, implementation, revision, and maintenance of an on-going process of Comprehensive Program Assessment (CPA) in collaboration with the DPTE-OR Chair/Program Director. It serves as a recommending body of the faculty and collaborates with other committees and appropriate stakeholder groups as indicated to achieve program mission, goals and expected graduate outcomes. The Assessment Committee assimilates this input, provides preliminary analysis, and engages the program faculty and leadership team in development of recommendations and modifications as a result of this assessment process.

Membership

Committee Chair (voting member), Committee members (2–3 total, voting members), Associated Faculty/Postdoctoral Researcher (1 total, voting member), Department Chair (ex-officio, non-voting member), Academic Affairs Coordinator (staff support, non-voting member).

Terms

Voting members are appointed and shall have staggered, three-year terms of service.

7.1.3 Community Engagement Committee

Purpose

The Community Engagement Committee is responsible to promote, implement, and participate in community outreach and entrepreneurship activities. It serves as a recommending body of the faculty and collaborates with other committees and appropriate stakeholder groups as indicated to achieve program mission, goals and expected graduate outcomes. The committee encourages collective faculty to engage in ongoing community outreach to promote experiential learning, offer best practices for excellence in physical therapy education, and enrich the local community.

Membership

Committee Chair (voting member), Committee members (4 total, voting members), Department Chair (ex-officio, non-voting member), Practical applications Lab(PALs) Administrative Assistant II (staff support, non-voting member).

Terms

Voting members are appointed and shall have staggered, three-year terms of service.

7.1.4 Clinical Education Committee

Purpose

This committee is charged with the design and implementation of the clinical education component of the DPTE-OR curriculum, including but not limited to the adaptation and innovation of the clinical education curriculum to meet the needs of individual and collective students in the context of clinical education experiences. The DPTE-OR Clinical Education Committee is additionally charged with the development, maintenance, and continued growth of clinical partnerships to support student access and success during clinical education experiences. It serves as a recommending body of the faculty and collaborates with other committees and appropriate stakeholder groups as indicated to achieve program mission, goals, and expected graduate outcomes. The committee is committed to the ongoing assessment and quality improvement related to the curriculum's clinical education component in collaboration with DPTE-OR's Curriculum and Assessment committees.

Membership

Committee Chair (Director of Clinical Education, voting member), Committee members (2–3 Assistant Directors of Clinical Education, voting members), Department Chair (ex-officio, non-voting member), Clinical Education Manager (staff support, non-voting member).

Terms

Voting members are appointed and shall have staggered, three-year terms of service.

7.1.5 Curriculum Committee

Purpose

This committee acknowledges that the curriculum belongs to the collective faculty. The Committee is responsible for design, implementation, and ongoing curriculum enhancement in accordance with the curriculum assessment matrix. It serves as a recommending body to the faculty and collaborates with other committees as indicated to achieve program mission, goals, and expected graduate outcomes. The committee encourages collective faculty to engage in ongoing curriculum review to ensure that the DPTE-OR curriculum is delivering current best evidence in DPT education as the department strives for Excellence in DPT education.

Membership

Committee Chair (voting member), Committee members (4 total, voting members), Department Chair (ex-officio, non-voting member), Department of Physical Therapy Education (DPTE) Coordinator (staff support, non-voting member).

Terms

Voting members are appointed and shall have staggered, three-year terms of service.

8.   Guidelines for Faculty Appointment and Contract Renewal

8.1   Adjunct and Associated Faculty
- Associated faculty supplement the College of Health Science Northwest (CHS-Northwest) faculty team and serve in the role of subject matter experts.
- Associated faculty are not required to participate in committees or other services. When committee chairs feel an associated faculty member would provide a significant contribution to the committee, the committee may vote to invite an associated faculty member to serve on the committee.
- Associated faculty do not possess faculty voting privileges and are not eligible for promotion or tenure.
- Associated faculty may be invited to CHS-Northwest Faculty Assembly meetings, committee meetings, or faculty meetings at the discretion of the entity Chairs.
- Associated faculty may serve as the primary instructor of a course. In this role, they are responsible for developing course materials and learning assessments and are subject to the usual course and instructor evaluation processes. They must uphold the usual standards of teaching and pedagogy in alignment with all department policies and accreditation standards.
- Associated faculty will report directly to the Associate Chair of their department.
- Associated faculty terms of service are negotiated on an annual basis with the Department Chair/Associate Chair to meet specific needs of the department.
- In the case of college-level adjunct appointments, the Site Dean completes the associated faculty appointment.
- Compensation of appointed associated faculty members is determined on an individual basis in alignment with existing program and/or college budget.
- CHS-Northwest adheres to the California regulations governing Independent Contractors when engaging content experts for specific and focused engagement of short duration. This process differs from associated faculty appointment and is processed through the legal office as an Honorarium.

8.2   Regular (Core) Faculty
CHS-Northwest 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 affect the appointment, contract renewal, promotion, or tenure of a faculty member. For appointment, contract renewal, promotion, and tenure, faculty must present evidence of accomplishments that satisfy the criteria in the categories listed below:

- Teaching
- Scholarship
- Service
- Professional Development

8.3 Guidelines for Contract Renewal

- 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 CHS-Northwest are in the Appendices.
- Contract renewal requires that the faculty member achieve a cumulative average rating of "3" or "Meets Expectation" from the Department Chair, the candidate, and a peer. Recommendations on contract renewal from the Department Chair are forwarded to the CHS-Northwest Site Dean.

9. **College Guidelines and Criteria for Promotion**

9.1 **Eligibility and Initiation**
- All eligibility criteria must be complete prior to final approval of promotion. A request for promotion is initiated by the faculty member who informs the Promotion and Tenure Committee Chair of intent to submit for promotion and/or tenure by the deadline (see Section 10.8, below).
- Materials for application must be submitted through the Interfolio RPT enterprise software system or other system deployed by the University .
- Faculty having appointments in more than one college/program will be governed by the policies of the college/program 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.

9.2 **Process**
- The Joint Promotion and Tenure Committee will evaluate faculty from CHS-Pomona and CHS-NW. All faculty intending to apply for promotion should pay attention to all deadlines and should contact the 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 will provide the P & T Committee with a list of four (4) external dossier reviewers who hold a rank equal to or higher than that being sought.
- The P & T Committee will identify at least two (2) external arms-length reviewers and send them the faculty member dossier with deadlines. Once all 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 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 Site Dean.
- The Site Dean will review the recommendation to support or not to 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 Site Dean to the faculty member and to the P&T Committee Chair no later than the end of the academic year (June 30th).
- If the Site Dean does not recommend promotion and/or tenure, the Site Dean must provide the faculty member and the P&T Committee Chair with a written explanation within six weeks upon receipt of the P & T Committee's recommendation detailing the reason(s) for non-support.
- The faculty member has the right to appeal the promotion and/or tenure denial decision. The faculty member may follow the appeal process delineated in the University handbook under the Grievance Procedure, Appendix II.

9.3   Evaluation Criteria (see evaluation tools in the appendices)

Applicants will be evaluated using the criteria below, taking into account the weights of each category in the FTE agreements during the years in rank.

9.3.1   Teaching
- Instructional Design Skill
- Instructional Delivery Skills
- Content Expertise
- Course Management
- Educational Consultation

9.3.2   Scholarship
- Discovery/Investigation
- Integration/Synthesis
- Application
- Mentoring in Scholarship

9.3.3   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)

9.3.4   Professional Development
- Continuing Education
- Certification(s)/ Degree Program
- Professional Meetings
- Clinical Practice

9.4   Minimum Items to Include in Application
- Current curriculum vitae
- A personal statement (maximum of 10 pages)
- Portfolios in the areas of teaching, scholarship, and service.
- Distribution of Effort (FTE) as contained in all Annual Employment Agreements at current rank to date
- Letters of endorsement solicited by the faculty candidate (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 Assistant Professor must provide one letter from within their department and one from within their college but outside their department, whenever possible.
  - 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 P & T Committee (minimum of two (2) letters) with external reviewers who hold a rank equal to or higher than that being sought by the candidate. Note that the P&T committee will solicit a minimum of 2 additional letters from external reviewers who have not been suggested by the candidate.
- Interim review report (if available).

9.5   Criteria for Promotion to a Specific Rank

9.5.1 Assistant Professor
- Possesses a doctoral, professional, or equivalent/terminal degree in their field from an accredited institution.
- Teaching:
  - Demonstrates a minimum of three (3) years of full-time teaching experience, meeting the quality requirements of their department.
  - Of the four (4) Teaching Categories (see below), they must be rated "Excellent" in two (2) and at least "Passing" in the remaining two.
- Scholarship
  - Evidence of promise in scholarly activities.
  - To be rated "Good" in scholarship, the candidate must be an author/coauthor of one (1) peer-reviewed publication (explain impact in narrative). They must also have: one (1) 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).
- Service:
  - 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 Site Dean is recommended.

9.5.2 Associate Professor
- Fulfills requirements for Assistant Professor.
- Teaching:
  - 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 (4) Teaching Categories (see below), they must be rated "Excellent" in three (3) and at least "Passing" in the remaining one OR "Excellent" in two (2) and at least "Good" in the remaining two.
- Scholarship:
  - 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 (1) item from Scholarship Category 3 (see Scholarship Categories below), or two (2) from Category 2, or four (4) 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 (1) item from Scholarship Category 3 (see Scholarship Categories below) or two (2) 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).
- Service
  - 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 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 Site Dean is recommended.

9.5.3 Professor
- Fulfills the requirements for Associate Professor.
- Teaching:

- o Has completed a total of seven years of full-time teaching with evidence that candidate consistently provides high quality teaching in delivery, design, content, and management.
- o Of the four Teaching Categories (see below), they must be rated "Excellent" in three and at least "Good" in the remaining one.
- Scholarship:
  - o Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.
  - o 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.
  - o 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.
  - o A candidate seeking promotion to Professor on the Tenure Track must be rated Excellent by the above criteria.
  - o All publications must be in a moderate- or high-quality journal (determined by profession, field of specialty, or by the College).
- Service:
  - o Evidence of participation in external service in a leadership capacity to a professional organization or the community at large.
  - o 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.
  - o 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.
  - o Evidence of participation in internal service at the University level. The Candidate must have served as Chair of at least one committee at the University level.
- Demonstration of continued professional development with sustained record in teaching, scholarship, and service. 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.

9.6 Teaching Categories, Documents, and Specific Criteria

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:

9.6.1 Content
Educational material and content of course and lectures are appropriate to graduate level education. Course, class sessions and are reflective of course syllabus.

9.6.2 Effectiveness
The course content is designed and delivered and assessed in an appropriate manner. Course content is delivered in a manner whereby students can achieve course objectives and learning outcomes. Evidence of student understanding and achievement of course objectives at program minimum standards. Course and instructor evaluations are provided.

9.6.3 Organization
The course and 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.

9.6.4 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.

9.6.5 Supporting Documents
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, if available and applicable:

- Examples of teaching materials
    - Selection of teaching materials (i.e., PowerPoints, lab handouts, etc.)
    - 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
- Lecture/teaching invitations
- Lecture/lab/clinic teaching evaluation for all areas of accomplishment
- Copy of teaching awards
- 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 from outside of university or department/college
- Letter of support from curriculum committee regarding course performance and compliance with requested reports

Table 1: Teaching Criteria for Promotion*

Teaching Criteria	Instructor to Assistant	Assistant to Associate	Associate to Professor
- Content - Effectiveness - Organization - Pedagogy	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.

9.7 Scholarship Categories, Documents, and Specific Criteria

9.7.1 Category 1
This category is made up of BASIC contributions to scholarships. 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
- Non-peer reviewed publications (e.g. newsletters, commentaries)
- Publications as anything other than first, second, or last author in 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

9.7.2 Category 2

This category is made up of INTERMEDIATE contributions to scholarships. 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

9.7.3 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 2: 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
Good: a) Contributor to 1 peer—reviewed publication (explain impact in narrative AND b) one of the following: • 1 cited from category 3 OR • 1 cited from category 2 OR • 2 cited from category 1 **Excellent:** a) one peer reviewed publication as first author (must explain impact in narrative) AND b) one of the following: • 1 cited from category 3 OR • 1 cited from category 2	**Good:** a) 1 peer-reviewed publication as first author (must explain impact in narrative) AND b) one of the following: • 1 cited from category 3 OR • 2 cited from category 2 OR • 4 cited from category 1 **Excellent:** 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) AND b) one of the following: • 1 cited from category 3 OR • 2 cited from category 2	**Good:** a) 2 peer-reviewed publication as first author (must explain impact in narrative) AND b) one of the following: • 1 cited from category 3 OR • 2 cited from category 2 OR • 4 cited from category 1 **Excellent:** a) 4 peer reviewed publications as first, second or senior author (must explain impact in narrative) AND b) one of the following: • 1 cited from category 3 OR • 2 cited from category 2

* 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.

9.8 Service Categories, Documents, and Specific Criteria

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.

9.8.1 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.

9.8.2 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)
- Manuscript reviewer/Editor, associate Editor or Editorial Board Member for a refereed journal
- 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

9.8.3 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

10. 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 University Faculty Handbook (Section II-J).

10.1 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.

10.2 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 faculty appointed in more than one college, the college deans will decide which college carries the primary appointment for the purpose 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 non-tenured on the tenure track, non-tenured not on the tenure track, or tenured. Credit toward tenure for time served at another institution must be specified in the letter of academic appointment at the time of hire.
- At the time of application for tenure, the faculty member must be on the tenure track at the College of Health Sciences-Northwest with at least five years of full-time academic experience by July 1st of the tenure year at least four of which are in full-time service at CHS-NW. This will enable them to achieve the 6 years of service require to achieve tenure, given the processing time of the application (see below under Tenure Clock). In special circumstances, early tenure may be considered by the CHS NW Site Dean, in consultation with the Joint CHS/CHS-NW Promotion and Committee. In cases where such early tenure consideration is granted, the applicant will submit materials as specified in the handbook as part of the regular yearly promotion and tenure cycle.
- Faculty members granted tenure must hold the rank of Associate Professor or above; normally, promotion to Associate Professor is granted at the same time as tenure is conferred. However, promotion or appointment to Associate Professor or above does not include tenure automatically. Instructors and Assistant Professors are not eligible to hold tenure.

10.3 Procedures to Initiate Tenure Review

- The P&T Committee Chair will contact eligible faculty to ask them if they intend to apply for tenure in the upcoming cycle.

- Faculty will reply with their intent, which will be communicated by the P&T Chair to the Department Chair and Site Dean.
- The P&T Committee letter of evaluation to the Site Dean and the Site Dean's letter of recommendation to the Provost must be received in the Office of the Provost no later than March 1st of the year of anticipated tenure/promotion.

10.4   Tenure Clock
- Tenure may be granted according to the CHS-Northwest Faculty Guidelines and WesternU 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:
    - The time of appointment if initial appointment was tenure track OR
    - The time that the request to move to tenure track was approved by the Site Dean if initial appointment was non-tenure track.
- The 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.
- The faculty member must identify tenure versus non-tenure track within one year from faculty appointment. All materials, including those from the first year of appointment, shall be utilized in evaluation for tenure.
- Refer to the University Faculty Handbook for policies related to 'Exclusion of Time during the tenure track probationary period'.

10.5   Change of Track
- Faculty may elect to change tracks one time only. Refer to the University Faculty Handbook for details.
- A faculty member who wishes to change tracks may submit such a request in writing to the Promotion & Tenure Committee (P&T). The College P&T will then make a recommendation to the Dean. A decision will be made within 3 months of submitting the request and will be communicated by the Dean to the Provost, faculty member and the P&T Committee in writing.
- Faculty hired on the non-tenure track moving to the tenure track
    - Will start the tenure clock as of the date of hire, or as of the change of track to the tenure track.
    - A maximum of two years obtained under the non-tenure track option may be applied to the tenure track probationary period. The request to apply years served on the non-tenure track to the probationary period for tenure must be made along with the request to transfer to the tenure track.
- Faculty hired on the tenure track may move to the non-tenure track at any time prior to completion of the six (6) year tenure timeframe, which would stop the tenure clock process.

10.6 Tenure Process

- Procedures for tenure application are the same as those for promotion application (see section 9.2 above).
- Deadlines for tenure application are the same as those for promotion application (see section 10.8 below).
- Application for tenure can be concurrent with application for promotion to Associate Professor or Professor. Alternatively, application for tenure can occur as a separate event once the rank of Associate Professor (or Professor) has been achieved, provided this occurs before the end of the tenure clock.
- The applicant has the right to appeal any tenure denial decision. The applicant must follow the appeal process delineated in the University Faculty Handbook under the Grievance Procedure.

10.7 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 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.

10.8 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 cycle.

- **1 Feb**: P&T Committee Chair notifies candidate of upcoming potential P&T action (promotion or tenure) via letter.
- **1 Mar**: Candidate indicates intention to apply or not to P & T Committee with returned signed letter. Candidate submits names of 4 external reviewers (P & T committee selects 2 reviewers provided by candidate and 2 from names generated by committee).
- **1 Apr**: Candidate requests creation of package (case) in Interfolio through Office of the Provost.
- **30 Nov**: Candidate submits the dossier.

- **15 Jan**: P & T Committee deliberates.
- **1 Feb**: P & T Committee sends a letter of determination to the Site Dean and the candidate.
- **1 Mar**: The Site Dean informs the provost of recommendations for or against promotion/tenure.
- **30 Jun**: The provost informs the candidate of the recommendations for promotion/tenure prior to the end of the fiscal year.

Appendix 1: Meeting Minutes Template

CHS Northwest Faculty Assembly Agenda:

20_____ –20_____ Academic Year

Date: _____ 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 Northwest—others must be recommended by faculty and approved by the Site Dean.

	Agenda Topics	Time Allotted
#		# min

Appendix 2: CHS-Northwest 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 rationales 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 kept for your records.

Name: _____ Review Period (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-Northwest, and Western University:

Primary Instructor/Coordinator:

Dates	Course # / Name	Lab Hrs	Lecture Hrs	# of Students

Secondary Instructor/Co-Coordinator:

Dates	Course # / Name	Lab Hrs	Lecture Hrs	# of Students

Lecturer:

Dates	Course # / Name	Lab Hrs	Lecture Hrs	# of Students

Lab Assistant:

Dates	Course # / Name	Lab Hrs	Lecture Hrs	# of Students

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

_____

_____

_____

_____

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.

Year	Authors	Title	Citation	Status

Additional Publications:

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

Year	Authors	Title	Citation	Status

Presented peer-reviewed conference papers/posters:

List all contributing authors in the 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.)

Date	Authors	Title	Organization	Type of Presentation

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."

Year	Awarding agency	Nature of grant	Amount funded	Status

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: _____

Name	Position	Committee Activities	Individual Contributions	Dates of Service

College Committees: _____ Hrs. per month/year: _____

Name	Position	Committee Activities	Individual Contributions	Dates of Service

University Committees: _____ Hrs. per month/year: _____

Name	Position	Committee Activities	Individual Contributions	Dates of Service

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

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

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

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

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

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

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

Title	Organization	Date of presentation

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

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

Certification/Degree Program

Dates	Institution/Organization	Degree/certification

Professional Meetings

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

Dates	Title	Organization

Clinical Practice

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

Dates	Hrs. per month	Facility	Primary responsibility

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: _____/_____/_____

Evaluator (please print name legibly): _____

Evaluator's Signature: _____

Course, Topic of Lecture(s): _____

Time spent observing: _____

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

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

- ¡ Oriented students to the purpose of the session.
- ¡ Did **not** spend a lot of time reading to students.
- ¡ Provided examples when presenting material.
- ¡ Communicated in a way that held student interest.
- ¡ Communicated clearly (appropriate pace, no jargon, no mumbling
- ¡ Presented material in a way that did not Distract from content (e.g., look at students no fidgeting).

- ¡ Demonstrated enthusiasm toward material.
- ¡ Encouraged student participation.
- ¡ Checked for student understanding (e.g., asked questions, facilitated class reflection).
- ¡ Interacted with students in a professional manner.
- ¡ Finished material set out to cover.
- ¡ 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?					
Not Applicable [CHECK IF CHAIR]	1 Unacceptable	2	3 Meets Expectations	4	5 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.

Appeared to be competent (presented material with confidence).

Demonstrated critical analysis or problem solving within the content area and was able to evaluate students' ability to do this.

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?

1 Unacceptable	2	3 Meets Expectations	4	5 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.
Used assessment as a learning and teaching opportunity (in addition to measurement).
Returned assignments and/or grades in a timely manner.
Arranged for facilities and resources required to teach the course.
Available to students outside of class (e.g., office hours or appointments, email, telephone calls).
Acknowledged the concerns of students. Provided opportunities for students to assess their progress throughout the course (e.g., questioning, quizzes). Balanced lecture with active learning.

Based on your observation, how would you rate the faculty member's course management?					
Not Applicable *[CHECK IF PEER]*	1 Unacceptable	2	3 Meets Expectations	4	5 Outstanding

*Descriptions of the above ratings:

(1) "<u>Unacceptable</u>" 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) "<u>Meets Expectations</u>" 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) "<u>Outstanding</u>" 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-Northwest Evaluation of Service

Faculty member being evaluated: _____   Date: _____

 Evaluator (<u>print name</u> 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 (WesternU 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: _____

[1] 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 a timely manner
- Comes prepared for meetings
- Participated in special periodic activities (i.e. white coat ceremony, etc. specify below)

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

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)

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

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)

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

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):

_____

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

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):

_____

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

Comments:

_____

_____

_____

_____

E. **Miscellaneous** – other activities that enhance service activity

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

Comments (please list activities):

_____

_____

_____

_____

IF RATING A COMMITTEE CHAIR:

• Provided and followed meeting agendas • Effectively managed discussions to stay on task • Managed differences in personalities and interests across committee members • Facilitated problem solving and critical thinking on issues presented • Empowered committee members to participate in committee activities and discussion					
5 Usually exceeds expectations	4 Occasionally exceeds expectations	3 Meets expectations	2 Does not meet expectations	1 Unacceptable	NA

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

_____

_____

G. 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: _____

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

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: _____

Evaluator (print name legibly): _____

Evaluator's Signature: _____

My relationship to the person being evaluated: Self   Chair   Peer

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

_____

_____

Please comment on the faculty member's activities in each of the following <u>five</u> 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). <u>This will not adversely affect the candidate.</u>

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):

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

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:

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

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

_____

_____

_____

_____

_____