

**College of Health Sciences
Faculty Guidelines**

Western University of Health Sciences

2022

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SECTION I
Instructional Procedures and Information
College of Health Sciences (CHS)

A. Department Chairs

1. The Department of Health Sciences Chair reports to the Dean of CHS and is responsible for the day-to-day administration of the Health Science Education program.
2. The Department of Physician Assistant Education Chair reports to the Dean of CHS and is responsible for the day-to-day coordination and administration of the Physician Assistant Education program.
3. The Department of Physical Therapy Education Chair reports to the Dean of CHS and is responsible for the coordination and administration of the Doctor of Physical Therapy program.

B. Responsibilities of Department Chairs

1. To coordinate course offerings in order to ensure that students can accomplish the curriculum within a reasonable period of time.
2. To monitor the progression of students through the curriculum.
3. To maintain the overall quality of program content.
4. To plan and implement program development in a manner that satisfies the appropriate accreditation standards; update program specific parts of the University Catalog.
5. To collect and report to the Registrar the course grades for each student.
6. To act upon requests for variances from established program guidelines.
7. To adequately perform the essential functions of the Chair as outlined in the administrative contract.

C. Guidelines for Conducting Classes/Examinations

1. It is the responsibility of the faculty member to maintain intellectual integrity and to strive for academic excellence in his/her teaching.
2. At the beginning of a course, the faculty member must provide students with a syllabus indicating class schedule, course objectives, related assignments, and methods of evaluation.
3. The textbooks that students are required to purchase must be utilized as an integral part of the course; otherwise they should not be required.
4. The faculty member should make clear to all students the material to be covered on tests and, when appropriate, the emphasis to be placed on facts, integration, analysis, and evaluation.
5. Tests administered in the classroom should be designed for completion within the time period allocated. In addition, measures should be taken to assure that during tests an atmosphere conducive to the highest standards of honesty is maintained. Students should be given the opportunity to compare their test answers with the official key.
6. All assigned work performed by the students in a course should be seriously considered and evaluated. All graded course work and final course grades should be turned into the Department Chair within ten working days of the completion of the course.

7. In cases where student grades are posted publicly, it is necessary to insure privacy of students. This precludes use of students' names, initials, social security or locker numbers for purpose of identification.
8. Faculty members should be aware of student's attendance and report repeated absences to the department chair.
9. Students are required to be present for all scheduled examinations. If a student is tardy for an examination, the instructor will decide whether sufficient time is available to complete the examination. If the student is so late that the instructor determines that there is not sufficient time available to complete the examination within the remaining time available, then the tardy student will not be permitted to take the examination at that time, and the tardy will be treated as an absence. If the instructor determines that the tardiness or absence was unavoidable, the student may be permitted to take a make-up examination. The instructor will determine the nature of the make-up examination. Students should be directed to take the make-up examination as soon after the scheduled examination as possible. The time and place will be at the discretion of the instructor.
10. The instructor will be responsible for administering make-up and remedial examinations, providing or suggesting other means of remediation.
 - a. A make-up examination maybe provided to a student when they have a valid excuse for missing an examination.
11. The faculty member shall maintain up-to-date records of the grades of each student enrolled in his/her classes. Students should be provided with opportunities for reviewing their grades, and for guidance toward improvement.
12. Faculty members shall prepare a syllabus and develop course material available on file for review by the program Chair.
13. Faculty members will respond to student emails or calls within 48 hours or two business days

D. The Role of the Instructor:

1. During the course, the instructor shall perform the following functions:
 - a. Introduce the course to the class including explanation of the class sequence, rationale of the sequence, and role of the instructor and examination schedule.
 - b. Keep informed of schedule changes and relay information to the class.
 - c. Remind visiting instructors of the time allotted for the class and introduce him/her to the class.
 - d. Develop and implement the course syllabus.
 - e. Respond to student emails or calls within 48 hours or two business days.
2. The instructor shall perform the following functions in the evaluation of the students:
 - a. Prepare the examination and answer sheet.
 - b. Administer and monitor examinations:
 - 1) Separate members of the class sufficiently to ensure the integrity of the examination. Proctoring of examinations is expected and is the responsibility of the course instructor. When proctoring, an individual should be alert and diligent and not preoccupied with other activities.
 - 2) Proctors should only answer questions concerning format (e.g. organization of exam; answer to include best or all appropriate answers). Responses to any questions should be disseminated to the entire class.

- c. Grade and analyze the examination within ten working days.
 - 1) If the examination is a final examination, the instructor should, at that time, determine all the letter grades. The instructor will report the grade distribution to the specific Department Chair who will then forward it to the Registrar for distribution to the students.
 - 2) When evaluation of students comprises methods other than examinations, including essays, special projects, directed field experience and/or independent study, the faculty member shall follow guidelines specific to individual departments within the CHS for reporting grades.

E. Office Hours

1. Faculty members will schedule a minimum of two hours per week and notify students of these hours and include information in syllabus. Students can also contact faculty to make a scheduled appointment to meet.
2. In cases of difficulty or hardship, special provision should be given to arranging time outside the normal hours of accessibility.

F. Examination Policy

1. At the discretion of the faculty member, different assessment tools may be used to evaluate student performance. The type of assessment tools utilized will be listed on the course syllabus. An addendum to the syllabus will be distributed when changes are made.
2. The examination material should be updated as deemed appropriate by the Instructor. The items presented should reflect the course material.
3. In order for a student to take any examination at other than the scheduled time, the student must have an excused absence issued by the instructor.
4. The test questions and key should be available for students to view after all students have taken the exam and following the guidelines of the department
5. It is recommended that students not be allowed to keep exams so that a valid bank of questions can be developed for future use. Students shall not record or copy the exam in any fashion using camera, cell phones, etc.
6. The specific Department Chair must approve requests for variance from these guidelines.

G. Standards of Satisfactory Progress

Refer to the appropriate sections in either the University or program specific Student Handbook, for items pertaining to:

1. Unsatisfactory Grade (U)
2. In Progress Grade (IP)
3. Credit Courses (Cr/NCr)
4. Promotion
5. Probation
6. Remediation
7. Dismissal
8. Appeal Process
9. Leave of Absence

H. Grading Procedures and Credit

Please refer to the University Catalog degree program subsections.

I. Academic Advisement System

At the beginning of each academic year, each faculty member will be assigned an appropriate number of students by the Department Chair. An academic mentor's function, with respect to his/her assigned students, is:

1. To develop and maintain a knowledge of College policies and curriculum requirements.
2. To communicate to students the times and places where he/she will be available to meet with them.
3. To advise students who are on probation to cease non-scholastic activities as described in the student handbook.
4. To advise students regarding academic progress and graduation requirements.
5. To exercise prudence in advising students regarding personal matters.
6. To direct students to other sources of advisement or counseling when appropriate.
7. To meet with students at a mutually agreed time, at a minimum frequency and during periods of time during the curriculum as determined by the faculty member or Department Chair.
8. To advise students of any academic or behavioral deficiencies that arises.
9. To initiate contact with students who require assistance regarding academic or unprofessional conduct.

J. Faculty Attendance and Absences

1. The faculty member is responsible for meeting his/her classes according to the published schedule.
2. Whenever any change is anticipated in scheduled meeting time or place, the faculty member should provide notice as soon as possible to members of the class.
3. In foreseen absences, the instructor should endeavor to have his/her classes covered by another faculty member or to make arrangements for these classes to be involved in meaningful activities for which his/her presence is not necessary.
4. If a faculty member cannot meet a class for any unforeseen reason, the Department Chair should be notified as soon as reasonably possible.
5. Faculty members are expected to attend scheduled faculty meetings and elected or appointed committee meetings.

SECTION II

Guidelines and Criteria for Appointment, Contract Renewal, Promotion and Tenure - College of Health Sciences

I. College Guidelines and Criteria for Appointment, Contract Renewal, Promotion and Tenure

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

The CHS is in compliance with the Western University of Health Sciences Affirmative Action Policy in assuring that, gender, sexual preference, race, color, religion, age, disability or national origin will in no way interfere with the appointment, contract renewal, promotion or tenure of a faculty member.

For appointment, contract renewal, promotion and tenure, faculty must satisfy the criteria listed below:

- (1) Teaching
- (2) Scholarship
- (3) Service
- (4) Professional Development

A. Contract Renewal is Subject to the following Guidelines:

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

1. All the faculty will be reviewed and evaluated on an annual basis by their Department Chair.

The current evaluation tools utilized by the College of Health Sciences is attached as Appendix II

B. Eligibility and Initiation for Promotion:

1. All eligibility criteria must be complete prior to final approval of promotion. A request for promotion is initiated by the faculty member or the faculty member's immediate supervisor (e.g. Department Chair) who forwards the request to the Office of the Dean and the Promotion and Tenure Committee Chair.
2. The Dean may also solicit input from the appropriate Department Chair regarding the promotion request if the request is faculty-generated.

3. Faculty having appointments in more than one program will be governed by the policy of the College in which the primary appointment is held. Faculty with appointments across multiple colleges will be held accountable to the standards set forth in the University Faculty Handbook.

C. Promotion Process:

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

D. Evaluation Criteria for Contract Renewal, Promotion and Tenure (see evaluation tools under Appendix B for definitions of terms)

1. Teaching

- a. Instructional Design Skill
- b. Instructional Delivery Skills
- c. Content Expertise
- d. Course Management
- e. Educational Consultation

2. Scholarship

- a. Discovery/Investigation
- b. Integration/Synthesis
- c. Application
- d. Teaching

3. Service

- a. Internal Service - Departmental Activity
- b. Internal Service - College Activity
- c. Internal Service - Western University of Health Sciences Activity
- d. External Service - Professional Service Activity
- e. External Service - Community Service/Consultation (related to professional role)

4. Professional Development

- a. Continuing Education
- b. Certification(s)/ Degree Program
- c. Professional Meetings
- d. Clinical Practice

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

- a. Current curriculum vitae
- b. A personal statement (a maximum of 10 pages)
- c. Portfolios in the areas of: teaching, scholarship, and service, including clinical, administrative, professional, Department, College, WesternU, Community Service/Consultation
- d. Distribution of Effort (FTE) as contained in all Annual Employment Agreements to date
- e. Letters of endorsement from the faculty candidate (at minimum of two (2) letters) with reviewers holding a rank that is being sought by the candidate or higher
- f. Letters of endorsement solicited by the CHS Promotion and Tenure Committee (at minimum of two (2) letters) with reviewers holding a rank that is being sought by the candidate or higher
- f. Interim review report (if applicable).

II. College Guidelines and Criteria for Promotion

A. Guidelines for Faculty Promotion for the Department of Health Sciences Education

1. Non-Tenure Track:

a. Instructor:

Candidate for Instructor meets the following criteria:

- 1) Possesses master's degree or higher from an accredited institution. The Candidate for Instructor may possess certification or licensure in appropriate profession with educational background, degree and/or professional experience sufficient to demonstrate mastery of the subject matter to be taught.
- 2) Prefer two or more years of full-time clinical or classroom teaching.
- 3) The Candidate for Instructor will provide the Department Chair with 2 letters of endorsement.

- 4) For *promotion* to *Assistant Professor*, Department Chair support is recommended.

b. Assistant Professor:

Candidate for Assistant Professor meets the following criteria:

- 1) Fulfills the requirements for Instructor.
- 2) Possesses a master's or doctoral degree from an accredited institution.
- 3) Demonstrates a minimum of three (3) years of full-time teaching with evidence of quality of teaching and participation in scholarly activities.
- 4) Evidence of participation in internal service at a program/department level, or higher. May also participate in external service to an organization in the community at large.
- 5) The Candidate for Assistant Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the department and one from within the college.
- 6) For *promotion* to Associate Professor, Department Chair support is recommended.

c) Associate Professor:

Candidate for Associate Professor meets the following criteria:

- 1) Fulfills the requirements for Assistant Professor.
- 2) Possesses a master's or doctoral degree from an accredited institution.
- 3) Has completed a total of five (5) years with evidence of having met expectations for quality teaching in delivery, design, content and management.
- 4) Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.
- 5) Evidence of participation in external service in a leadership capacity to a professional organization or the community at large.
- 6) Evidence of participation in internal service at the College level, or higher. The Candidate must have served as Chair of at least one (1) committee at the program, College or University level.
- 7) The Candidate must possess a regional reputation and be acknowledged by his/her peers to be an authority in her/her field.
- 8) The Candidate for Associate Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the college and one from within the university.
- 9) For *promotion* to Professor, Department Chair support is recommended.

d. Professor:

Candidate for Professor meets the following criteria:

- 1) Fulfills the requirements for Associate Professor.
- 2) Possesses a doctoral degree from an accredited institution.
- 3) Has completed a total of seven (7) years with evidence that Candidate consistently exceeds expectations for quality teaching in delivery, design, content and management.
- 4) Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.
- 5) Evidence of participation in external service in a leadership capacity to a professional organization or the community at large.
- 6) Evidence of participation in internal service at the University level. The Candidate must have served as Chair of at least one (1) committee at the University level.
- 7) The Candidate must possess a national reputation and be acknowledged by his/her peers to be an authority in her/her field.
- 8) The Candidate for Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the university and one from outside the university.

2. Tenure Track:

a. Instructor – Tenure track is only available for faculty in the rank of Assistant Professor and higher.

b. Assistant Professor:

Candidate for Assistant Professor meets the following criteria:

- 1) Fulfills the requirements for Instructor.
- 2) Possesses a master's or doctoral degree from an accredited institution.
- 3) Demonstrates a minimum of three (3) years of full-time teaching with evidence of quality of teaching and participation in scholarly activities.
- 4) Evidence of participation in internal service at a program/department level, or higher. May also participate in external service to an organization in the community at large.
- 5) The Candidate for Assistant Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the department and one from within the college.
- 6) For *promotion* to Associate Professor, Department Chair support is recommended.

c. Associate Professor:

Candidate for Associate Professor meets the following criteria:

- 1) Fulfills the requirements for Assistant Professor.
- 2) Possesses a master's or doctoral degree from an accredited institution.

- 3) Has completed a total of five (5) years with evidence of having met expectations for quality teaching in delivery, design, content, and management.
- 4) Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.
- 5) Evidence of participation in external service in a leadership capacity to a professional organization or the community at large.
- 6) Evidence of participation in internal service at the College level, or higher. The Candidate must have served as Chair of at least one (1) committee at the program, College or University level.
- 7) The Candidate must possess a regional reputation and be acknowledged by his/her peers to be an authority in her/her field.
- 8) The Candidate for Associate Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement: one from within the college and one from within the university.
- 9) For *promotion* to Professor, Department Chair support is recommended.

d. Professor:

Candidate for Professor meets the following criteria:

- 1) Fulfills the requirements for Associate Professor.
- 2) Possesses a doctoral degree from an accredited institution.
- 3) Evidence that Candidate consistently exceeds expectations for quality teaching in delivery, design, content, and management.
- 4) Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.
- 5) Evidence of participation in external service in a leadership capacity to a professional organization or the community at large.
- 6) Evidence of participation in internal service at the University level. The Candidate must have served as Chair of at least one (1) committee at the University level.
- 7) The Candidate must possess a national reputation and be acknowledged by his/her peers to be an authority in her/her field.
- 8) The Candidate for Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the university and one from outside the university.

B. Guidelines for Faculty Promotion for the Department of Physician Assistant Education

1. Non-Tenure Track:

a. Instructor:

Candidate for Instructor meets the following criteria:

- 1) Possesses a master's degree or higher from an accredited institution. The Candidate for Instructor may possess certification or licensure in

appropriate profession with educational background, degree and/or professional experience sufficient to demonstrate mastery of the subject matter to be taught.

- 2) Prefer two or more years of full-time clinical or classroom teaching.
- 3) The Candidate for Instructor will provide the Department Chair with 2 letters of endorsement.
- 4) For *promotion* to Assistant Professor, Department Chair support is recommended.

b. Assistant Professor:

Candidate for Assistant Professor meets the following criteria:

- 1) Fulfills the requirements for Instructor.
- 2) Possesses a master's degree or higher from an accredited institution.
- 3) Demonstrates a minimum of three (3) years of full-time teaching with evidence of quality of teaching and participation in scholarly activities.
- 4) Evidence of participation in internal service at a program/department level, or higher. May also participate in external service to an organization in the community at large.
- 5) The Candidate for Assistant Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the department and one from within the college.
- 6) For *promotion* to Associate Professor, Department Chair support is recommended.

c) Associate Professor:

Candidate for Associate Professor meets the following criteria:

- 1) Fulfills the requirements for Assistant Professor.
- 2) Possesses a master's degree or higher from an accredited institution.
- 3) Has completed a total of five (5) years with evidence of having met expectations for quality teaching in delivery, design, content and management.
- 4) Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.
- 5) Evidence of participation in external service in a leadership capacity to a professional organization or the community at large.
- 6) Evidence of participation in internal service at the College level, or higher. The Candidate must have served as Chair of at least one (1) committee at the program, College or University level.
- 7) The Candidate must possess a regional reputation and be acknowledged by his/her peers to be an authority in her/his field.
- 8) The Candidate for Associate Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the college and one from within the university.

9) For *promotion* to Professor, Department Chair support is recommended.

d. Professor:

Candidate for Professor meets the following criteria:

- 1) Fulfills the requirements for Associate Professor.
- 2) Possesses a doctoral degree from an accredited institution.
- 3) Has completed a total of seven (7) years with evidence that Candidate consistently exceeds expectations for quality teaching in delivery, design, content and management.
- 4) Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.
- 5) Evidence of participation in external service in a leadership capacity to a professional organization or the community at large.
- 6) Evidence of participation in internal service at the University level. The Candidate must have served as Chair of at least one (1) committee at the University level.
- 7) The Candidate must possess a national reputation and be acknowledged by his/her peers to be an authority in her/his field.
- 8) The Candidate for Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the university and one from outside the university.

C. Guidelines for Faculty Promotion for the Department of Physician Assistant Education – Tenure Track

1. Tenure Track:

a. Instructor – Tenure track is only available for faculty in the rank of Assistant Professor and higher.

b. Assistant Professor:

Candidate for Assistant Professor meets the following criteria:

- 1) Fulfills the requirements for Instructor.
- 2) Possesses a master's degree or higher from an accredited institution.
- 3) Demonstrates a minimum of three (3) years of full-time teaching with evidence of quality of teaching and participation in scholarly activities.
- 4) Evidence of participation in internal service at a program/department level, or higher. May also participate in external service to an organization in the community at large.
- 5) The Candidate for Assistant Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the department and one from within the college.
- 6) For *promotion* to Associate Professor, Department Chair support is recommended.

c. Associate Professor:

Candidate for Associate Professor meets the following criteria:

- 1) Fulfills the requirements for Assistant Professor.
- 2) Possesses a master's degree or higher from an accredited institution.
- 3) Has completed a total of five (5) years with evidence of having met expectations for quality teaching in delivery, design, content and management.
- 4) Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.
- 5) Evidence of participation in external service in a leadership capacity to a professional organization or the community at large.
- 6) Evidence of participation in internal service at the College level, or higher. The Candidate must have served as Chair of at least one (1) committee at the program, College or University level.
- 7) The Candidate must possess a regional reputation and be acknowledged by his/her peers to be an authority in her/her field.
- 8) The Candidate for Associate Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the college and one from within the university.
- 9) For *promotion* to Professor, Department Chair support is recommended.

d. Professor:

Candidate for Professor meets the following criteria:

- 1) Fulfills the requirements for Associate Professor.
- 2) Possesses a doctoral degree from an accredited institution.
- 3) Evidence that Candidate consistently exceeds expectations for quality teaching in delivery, design, content and management.
- 4) Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.
- 5) Evidence of participation in external service in a leadership capacity to a professional organization or the community at large.
- 6) Evidence of participation in internal service at the University level. The Candidate must have served as Chair of at least one (1) committee at the University level.
- 7) The Candidate must possess a national reputation and be acknowledged by his/her peers to be an authority in her/her field.
- 8) The Candidate for Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the university and one from outside the university.

D. Guidelines for Faculty Promotion for the Department of Physical Therapy Education Non-Tenure Track

1. Non-Tenure Track:

a. Instructor:

Candidate for Instructor meets the following criteria:

- 1) Possesses a doctoral degree or higher from an accredited institution. The Candidate for Instructor may possess certification or licensure in appropriate profession with educational background, degree and/or professional experience sufficient to demonstrate mastery of the subject matter to be taught.
- 2) Prefer two or more years of full-time clinical or classroom teaching.
- 3) The Candidate for *appointment* to Instructor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement from within the department.
- 4) For *promotion* to Assistant Professor, Department Chair support is recommended.

b. Assistant Professor:

Candidate for Assistant Professor meets the following criteria:

- 1) Fulfills the requirements for Instructor.
- 2) Possesses a doctoral degree or higher from an accredited institution.
- 3) Demonstrates a minimum of three (3) years of full-time teaching with evidence of quality of teaching and participation in scholarly activities.
- 4) Evidence of participation in internal service at a program/department level, or higher. May also participate in external service to an organization in the community at large.
- 5) The Candidate for Assistant Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the department and one from within the college.
- 6) For *promotion* to Associate Professor, Department Chair support is recommended.

c) Associate Professor:

Candidate for Associate Professor meets the following criteria:

- 1) Fulfills the requirements for Assistant Professor.
- 2) Possesses a doctoral degree or higher from an accredited institution.
- 3) Has completed a total of five (5) years with evidence of having met expectations for quality teaching in delivery, design, content and management.
- 4) Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.

- 5) Evidence of participation in external service in a leadership capacity to a professional organization or the community at large.
- 6) Evidence of participation in internal service at the College level, or higher. The Candidate must have served as Chair of at least one (1) committee at the program, College or University level.
- 7) The Candidate must possess a regional reputation and be acknowledged by his/her peers to be an authority in her/her field.
- 8) The Candidate for Associate Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the college and one from within the university.
- 9) For *promotion* to Professor, Department Chair support is recommended.

d. Professor:

Candidate for Professor meets the following criteria:

- 1) Fulfills the requirements for Associate Professor.
- 2) Possesses an academic doctoral degree (PhD, EdD, DSc) from an accredited institution.
- 3) Has completed a total of seven (7) years with evidence that Candidate consistently exceeds expectations for quality teaching in delivery, design, content and management.
- 4) Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.
- 5) Evidence of participation in external service in a leadership capacity to a professional organization or the community at large.
- 6) Evidence of participation in internal service at the University level. The Candidate must have served as Chair of at least one (1) committee at the University level.
- 7) The Candidate must possess a national reputation and be acknowledged by his/her peers to be an authority in her/her field.
- 8) The Candidate for Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the university and one from outside the university.

E. Guidelines for Faculty Promotion for the Department of Physical Therapy Education Tenure Track

1. Tenure Track

a. Instructor – Tenure track is only available for faculty in the rank of Assistant Professor and higher.

b. Assistant Professor:

Candidate for Assistant Professor meets the following criteria:

- 1) Fulfills the requirements for Instructor.

- 2) Possesses a doctoral degree or higher from an accredited institution.
- 3) Demonstrates a minimum of three (3) years of full-time teaching with evidence of quality of teaching and participation in scholarly activities.
- 4) Evidence of participation in internal service at a program/department level, or higher. May also participate in external service to an organization in the community at large.
- 5) The Candidate for Assistant Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the department and one from within the college.
- 6) For *promotion* to Associate Professor, Department Chair support is recommended.

c. Associate Professor:

Candidate for Associate Professor meets the following criteria:

- 1) Fulfills the requirements for Assistant Professor.
- 2) Possesses a doctoral degree or higher from an accredited institution.
- 3) Has completed a total of five (5) years with evidence of having met expectations for quality teaching in delivery, design, content and management.
- 4) Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.
- 5) Evidence of participation in external service in a leadership capacity to a professional organization or the community at large.
- 6) Evidence of participation in internal service at the College level, or higher. The Candidate must have served as Chair of at least one (1) committee at the program, College or University level.
- 7) The Candidate must possess a regional reputation and be acknowledged by his/her peers to be an authority in her/her field.
- 8) The Candidate for Associate Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the college and one from within the university.
- 9) For *promotion* to Professor, Department Chair support is recommended.

d. Professor:

Candidate for Professor meets the following criteria:

- 1) Fulfills the requirements for Associate Professor.
- 2) Possesses an academic doctoral degree (PhD, EdD, DSc) from an accredited institution.
- 3) Evidence that Candidate consistently exceeds expectations for quality teaching in delivery, design, content and management.
- 4) Participates in scholarly activities within scope of academic role and responsibilities as outlined in faculty development plan.
- 5) Evidence of participation in external service in a leadership capacity to a

- professional organization or the community at large.
- 6) Evidence of participation in internal service at the University level. The Candidate must have served as Chair of at least one (1) committee at the University level.
 - 7) The Candidate must possess a national reputation and be acknowledged by his/her peers to be an authority in her/her field.
 - 8) The Candidate for Professor will provide the P & T Committee with a list of 2 to 4 external dossier reviewers that hold the same rank or higher than what the Candidate is seeking. In addition, the Candidate will provide the P & T Committee with 2 letters of endorsement; one from within the university and one from outside the university.

III. College Guidelines and Criteria for Tenure

A. Definition:

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

B. Objectives:

- a) 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.
- b) The availability of tenure is designed to attract and retain faculty of the highest quality for the academic programs of the institution.

C. Eligibility Criteria:

Faculty having appointments in more than one program will be governed by the policy of the program of the primary appointment. In the case of dual appointments, the College in which the individual is on a tenure track will, upon recommendation of the Dean of that College, be designated by the Executive Vice President of Academic Affairs at the time of the dual appointment. This designation process does not award tenure or guarantee the future award of tenure.

1. Full-time academic appointment is required for tenure. Upon initial appointment or promotion, the faculty member shall be notified immediately in writing specifying if the appointment is renewable or tenured.
2. At the time of application, the faculty member must be on a tenured academic track in the CHS with at least six years of full-time academic experience, at least four of which is in full-time service at the Western University of Health Sciences. In special circumstances early tenure maybe considered.
3. The faculty member must have the rank of Associate Professor or above; however, promotion or appointment to Associate Professor or above does not include tenure automatically. Faculty members with other academic ranks are not eligible for tenure.

4. For faculty hired pre-1998, please refer to the Western University Faculty Handbook for guidelines of tenure.
5. For faculty hired pre-July 1, 2018, please refer to the Western University Faculty Handbook for guidelines of tenure.

D. Procedure to Initiate Tenure:

1. All eligibility criteria must be complete prior to final approval of tenure. A request for tenure is initiated by the faculty member or the faculty member's immediate supervisor (e.g. Department Chair) who forwards the request to the Office of the Dean by June 1.
2. The request for consideration (or reconsideration) must be submitted by the Dean to the Promotion and Tenure Committee Chair by July 1.
3. The Dean may also solicit input from the appropriate Department Chair regarding the tenure request.

E. Tenure Track Clock

Tenure may be requested according to the CHS Faculty Guidelines and University Handbook for those faculty members at the ranks of Associate Professor or Professor only. The time frame to achieve tenure is six (6) years and termed "tenure clock". The Promotion and Tenure (P & T) Committee tenure progress review will be completed by the end of year four (4) to provide pre-tenure guidance to the faculty member. The faculty member should also be aware of the timing and deadlines for rank advancement and/or tenure.

1. **Faculty initially appointed at Instructor Rank (hired before July 1, 2006)**
The faculty member must identify tenure versus non-tenure track upon promotion to Assistant Professor. The tenure clock starts at promotion to Assistant Professor and terminates in six (6) years. None of the Instructor rank materials (including but not limited to development of teaching materials, course evaluations of teaching, publications or other scholarly activities) shall be utilized in evaluation for tenure.
2. **Faculty initially appointed at Assistant Professor Rank (hired after July 1, 2006)**
The faculty may identify tenure versus non-tenure track at either the time of appointment or within one (1) year from appointment. The tenure clock will terminate in six (6) years from appointment. All Assistant Professor rank materials, including those of the first year, shall be utilized in evaluation for tenure.
3. **Change of track**
Change of track may occur at any time once the tenure clock begins. Faculty may elect to change tracks one time only. Faculty on the non-tenure track moving to the tenure track will start the tenure clock as of the date of promotion to appointment at the Assistant Professor rank or higher. Refer to University Faculty Handbook 2019 Section M. III. C. for details.
 - a. New faculty hired on the non-tenure track moving to the tenure track will start the tenure clock as of the date of hire and/or promotion to the rank of Assistant Professor rank or higher.

b. New faculty hired on the tenure track may move at any time, prior to completion of the six (6) year tenure timeframe, to the non-tenure track, which would stop the tenure clock process.

F. Tenure Process:

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

G. Review of Tenured Faculty:

1. 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.
2. Tenured faculty are provided with annual or other periodic reviews of their continued professional growth and development through the existing method of evaluation. Criteria and procedures for this evaluation are provided by the department of their primary appointment. The results of this evaluation aid the Department Chair in commending and counseling tenured faculty regarding their continued professional growth and development as well as assessing merit salary increases.
3. The department of primary appointment is responsible for providing detailed procedures relating to assessments and remediation of unsatisfactory performance by tenured faculty.

SECTION III

Workload Statement College of Health Sciences (CHS)

Faculty in CHS represents many different disciplines. Assignments for individual faculty members are unique and represent a wide variety of work environments. It is the intent of the Faculty Workload Guidelines to provide individual faculty members, within this diverse faculty, assistance in negotiating workloads and equivalents specific to their professional goals. The document is not intended to be all inclusive, but rather, reflects a framework for determining workloads for each individual within the entire faculty.

Workload is defined in terms of TEACHING, SCHOLARSHIP, SERVICE, and PROFESSIONAL DEVELOPMENT. Other activities are defined in terms of workload equivalencies.

Defining the faculty member's responsibility regarding different degrees of emphasis in the four areas are identified in the Promotion and Tenure Committee's policies for CHS.

A. Workload Statement for the Department of Health Sciences Education

The MSHS faculty workload guidelines are intended to reflect the variety of assignments an individual faculty member in the Department of Health Sciences could reasonably be expected to perform.

This statement is not intended to be inclusive. Rather, it is intended to provide guidelines for determining workloads for faculty who have vastly different assignments. Faculty will individually negotiate their teaching workload with the Department Chair in consideration of the faculty member's current areas of emphasis among teaching, scholarly activities, service, and professional development.

Guidelines:

- a. A full-time teaching assignment includes teaching three (3) classes per year with an overall teaching commitment that should not exceed 320 contact hours.
- b. A year is considered to be twelve (12) months, three (3) semesters, or forty-eight (48) weeks.
- c. Teaching equivalents are as follows:
 - a) Classroom instruction 1:1.0 (includes faculty development presentations).
 - b) Chairing special projects/theses 1:2.0.
 - c) Practicum/directed field 1:2.5 (i.e. 2.5 hours of practicum or 3.0 hours of advising equals 1 hour of classroom instruction).
 - d) Independent study 1:2.5.
- d. Appropriate release time for academic administrative duties to be negotiated with the Dean of CHS.

B. Workload Statement for the Department of Physician Assistant Education

Faculty will individually negotiate their teaching workload with the Department Chair in consideration of the faculty member's current areas of emphasis among teaching, scholarly activities, service, and professional development, and the needs of the MS-PA curriculum.

The Department of Physician Assistant Education academic year encompasses three semesters of instruction. Teaching workload is defined as the combination of teaching contact hours and course preparation time. Faculty with full-time appointment will not exceed 310 total teaching contact hours per academic year.

Guidelines:

1. Primary lecture/lab instructor - one hour of instruction is equivalent to one contact hour.
2. Lab/Clinical Skill Assistant - one hour of lab assistance by faculty is equivalent to one contact hour.
3. Faculty members are responsible to be the primary educator for at least six semester units of instruction and to coordinate at least three units of instruction.
4. Faculty members are expected to assist in a variety of practicum/clinical skill courses, e.g., Senior Seminar (I, II, III), Physical Assessment, Clinical Skills, Differential Diagnosis, etc.
5. The clinical coordinators with academic appointments will be assigned up to six semester unit values per year for clinical coordination activities.
6. One semester unit is defined as 15 lecture hours or 30 lab hours.

The total teaching contact hours may be adjusted and added to course preparation time in the case of a new course, a new co-instructor, etc.

Course preparation time for new, modified, or established courses will be allotted using the following guideline:

1. Primary Instructor – up to three hours of preparation for each hour of the same topic lecture or lab.
2. Co-instructor – up to 2 hours for each hour of the same topic lecture or lab.
3. Skills/Lab assistant faculty – one hour for each hour of the same topic of lecture or lab.

C. Workload Statement for the Department of Physical Therapy Education

Faculty will individually negotiate their teaching workload with the Department Chair in consideration of the faculty member's current areas of emphasis among teaching, scholarly activities, service, and professional development, and the needs of the DPT curriculum.

The Department of Physical Therapy Education academic year encompasses three trimesters of instruction. Teaching workload is defined as the combination of teaching contact hours and course preparation time. Faculty with full-time appointment will not exceed a total teaching workload of 270 teaching contact hours per academic year.

Guidelines:

1. Primary instructor for lecture or lab session - 1 hour for each hour of contact.
2. Secondary instructor for lecture or lab - 1 hour for each hour of contact (e.g., a faculty member is the lab assistant).

The total of teaching contact hours may be adjusted and added to course preparation time in the case of a new course, co-teaching, etc.

Course preparation time (not applicable beyond the initial allotment when the same topic is given more than one time; i.e., multiple lab sections) for new, modified, or established courses will be allotted using the following guidelines:

- a) Primary instructor - up to 3 hours for each hour of the same topic of lecture or lab contact.
- b) Co-instructor - up to 2 hours for each hour of the same topic of lecture or lab contact.
- c) Secondary instructor (e.g. lab assistant) - 1 hour for each hour of the same topic of lecture or lab contact.

Course units are calculated using an 18-week semester with one unit equal to 15 contact hours of lecture and/or 30 contact hours of lab.

**APPENDIX A
FACULTY BYLAWS**

**COLLEGE OF HEALTH SCIENCES
WESTERN UNIVERSITY OF HEALTH SCIENCES**

**APPENDIX A
FACULTY BYLAWS
COLLEGE OF HEALTH SCIENCES
WESTERN UNIVERSITY OF HEALTH SCIENCES**

Preamble

The purpose of this document is to provide a written record of the procedures of self-governance of the College of Health Sciences. No information in this document shall conflict with the policies, procedures or practices of Western University of Health Sciences or the University's *Faculty Handbook*. If any such conflict should arise, the University policies and/or provisions of the University's *Faculty Handbook* shall prevail.

I. Governance of the College of Health Sciences (CHS)

The Faculty of the CHS shall govern the College in accordance with this document and in concert with the regulations, policies, and directives of Western University of Health Sciences.

II. Membership, Responsibilities and Voting Rights of the Faculty

A. Membership

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 departments of Health Sciences, Physician Assistant, and/or Physical Therapy (others must be recommended by faculty and approved by the Dean).

B. Responsibilities of the Faculty

The Faculty of the CHS shall be responsible for establishing policies and procedures for the governance of the College, and individual programs; developing, implementing and evaluating the academic curriculum for each program of the College; developing admission requirements; making discipline recommendations for student violations of the standards of professional conduct or unprofessional, unethical or uncivil behavior adversely affecting the programs or College; determining requirements for graduation and recommendation of candidates; establishing faculty research; providing service to the Department, College and University.

C. Voting Rights

A voting member is any faculty member, employed at least 50 % of full-time work, and who performs administrative academic duties less than 50% of his/her contractual time. Any other individual who holds a faculty title, but does not meet the above criteria, must be recommended by faculty.

III. Officers of the College of Health Sciences

A. Presiding Officer

The Dean shall serve as Presiding Officer of the CHS to coordinate the activities of the College faculty meetings. In his/her absence or inability to preside, this function shall be exercised by the Associate Dean. In his/her absence, one of the Department Chairs or other voting faculty member designated by the Dean/Associate Dean will preside.

B. Parliamentarian (appointed)

The Parliamentarian shall be a voting member of the Faculty and is appointed by the Dean/Associate Dean in July. He/she shall rule on all questions of parliamentary procedure. The term will be one year.

IV. College of Health Sciences Faculty Meetings

A. Frequency

Meetings of the Faculty shall be held on a regularly scheduled basis, at least two times per year. In addition, meetings may be held upon the call of the Presiding Officer, or upon the written call of two or more voting members of the Faculty. All mini-retreats shall be on an “as needed” basis.

B. Notification of College of Health Sciences Meetings

In July, the presiding officer will send all faculty members a calendar of meetings for the year. A reminder notice of any faculty meetings will be sent five (5) days prior to the meeting.

C. Quorum

A quorum of the Faculty shall consist of the least possible majority of voting members. These members may vote by one of three ways: (1) physical attendance (2) telephone (3) electronic link. In the case where the total number of voting members on the Faculty is an even number, a quorum shall consist of one-half that number plus one; in the case where the total number of voting members is an odd number, a quorum shall consist of one-half that number plus one-half. Faculty members may exercise their vote via written proxy vote.

D. Order of Business

A call for agenda items will go out 30 days prior to meeting and items will be accepted up to three (3) days prior to the meeting. An agenda for each faculty meeting shall be set by the Presiding Officer or his/her designee and shall be distributed with the meeting notice at least two days in advance of the meeting. The agenda shall provide for the following items of business, as appropriate: approval of minutes; general announcements/information; program reports; committee reports and recommendations (other than those already presented to the faculty by electronic means); completion of items of old or unfinished business; and introduction of new business items.

E. Introduction of New Business

Any member of the voting faculty may place an item of new business on the agenda by contacting a member of the Executive Leadership Team. If the agenda item has as its purpose to create, amend or rescind College policy, a written statement in support of the proposal shall be required as provided for in Section V-B. When possible and appropriate, business items to be presented should be presented for discussion at a department faculty meeting prior to introduction at a CHS faculty meeting.

F. Parliamentary Procedure

Faculty meetings shall be conducted according to parliamentary procedures. The current edition of *Roberts' Rules of Order* shall serve as the authority for such procedures.

G. Duration of Faculty Meetings

All faculty meetings will start promptly at 12:10 pm (unless stated otherwise in the agenda) and will not extend beyond 12:50 pm. If the meeting is anticipated to last more than 40 minutes, the faculty will be notified in advance of setting the agenda, or a separate meeting will be called.

V. Adoption of Policies Governing the College of Health Sciences

A. Definition

A policy is a rule, guideline or established procedure that affects any aspect of the CHS that lies within the purview of the Faculty as a whole. Policies address issues related to faculty governance, student academic performance and standards, and promotion and tenure of faculty.

B. Policy Approval Process

One or more voting faculty members may introduce a proposed new policy, or a proposed change in an existing policy. Non-voting faculty, staff or students of the CHS may also introduce policy proposals provided that one member of the voting faculty agrees to sponsor the proposal.

Any policy proposal must be submitted to all Department Chairs (prior to submission to the Dean) in writing and must include a clear statement of the proposed policy, the rationale for the proposal, and the name(s) of the individual(s) or committee introducing the policy. If non-voting faculty, staff, or students propose the policy, the name of the faculty sponsor must be included in the policy proposal. A policy proposal and its rationale will be added to the agenda under new business and then discussed at the next regularly scheduled CHS faculty meeting. Following discussion, the Faculty may vote to (1) approve the policy, (2) table the proposal until the next regularly-scheduled faculty meeting, (3) amend the proposed policy and table the vote on the amended motion until the next regularly-scheduled faculty meeting, (4) reject the proposal, (5) vote during the current meeting. The Presiding Officer may deem a proposed policy emergent in nature. When such a proposal is received and deemed emergent, the Presiding Officer will call for an emergency faculty meeting within no less than three working days. The proposal shall be distributed to all faculty members at least one working day prior to the meeting with an explanation of the need for emergency action.

Once the Parliamentarian has declared a quorum, all policy proposals shall require a simple majority for approval.

C. Policy Implementation

Policy approved by the Faculty is submitted by the Dean to University administration for approval. Following such approval, the policy will be submitted to the University Academic Standards and Policy Committee for review and recommendation. Upon approval, the policy will become effective immediately for implementation, unless otherwise specified at the time the policy is approved.

VI. Faculty Committees (General Provisions)

A. Authority to Establish Committees

The Faculty shall have the authority to establish standing committees and to designate their title, function, membership, and term. Such standing committees must be specifically provided for in these by-laws (see Article VII); any addition or deletion to this list requires an amendment to these by-laws. Standing committees will serve from July 1 through June 30 of the next year. The Dean may also establish *ad hoc* committees as deemed necessary or as recommended by the Faculty.

B. Committee Membership

Committee members shall be elected by the Faculty or appointed by the Dean with consultation from the Department Chairs. Except as otherwise provided in Article VII, the Faculty shall affirm at a regularly scheduled meeting the membership of each standing committee appointed by the Dean/Associate Dean. Annual elections for faculty committee members will be held in May. Faculty must self-identify to be considered for membership on College Committees and/or if nominated by a faculty member, must submit written consent to serve, to the Ballot Committee, prior to the election.

C. Committee Chairs

Each standing committee shall elect from among its members a chair, co-chair (if needed), and secretary unless otherwise provided in Article VII. The chair shall be responsible for calling committee meetings and presiding at the meetings. If the chair is unable to attend a meeting, he/she will request that the co-chair or another committee member preside at that meeting.

D. Ex Officio Member

Except as provided in Article VII, the Dean/Associate Dean shall serve as an *ex officio*, non-voting member of all standing committees, except for the Promotion and Tenure Committee and the Student Progress Committee.

E. Right of Faculty to Attend Committee Meetings

Meetings of the following standing committees are open to all voting faculty members of each CHS Department:

Department Committees

Admissions
Awards/Scholarship

College of Health Sciences Committees

Assessment and Curriculum
Bylaws
Guidelines
Promotion and Tenure (by invitation only)
Student Progress Committee (by invitation only)
Student Conduct Committee (by invitation only)
Ballot Committee

Attendance by non-members (such as students and faculty members in other colleges on campus) will be subject to approval by the individual committee. Only Committee members shall be allowed to vote.

F. Operating Procedures

Each committee shall establish its own operating procedures. These will be available to the Faculty for review and comment and submitted to the Dean for approval.

VII. Standing Committees (Terms of Office July 1 – June 30 of Academic Year)

Standing committees shall consist of members appointed by the Dean and/or members elected by the Faculty. If the vacancy is an emergency or occurs because of faculty workload or faculty resignation, the Dean will appoint a replacement that will be temporary or will remain in effect until the next election. This policy does not apply to the Promotion and Tenure Committee.

A. CHS Committees

1. Assessment and Curriculum Committee (5 Elected, 3 years)

This Committee shall consist of one elected voting CHS member from each department, in addition to the Assistant Dean of Assessment. The committee will be chaired by a department chair on an annual rotation basis. The functions of this Committee shall be to review and approve recommendations concerning curriculum, academic content revisions, requirements for the professional degree, and matters related to improvement in teaching. If a program needs to make substantive curriculum changes, they will be bound by the Curriculum Changes, Substantive Change policy. All such recommendations shall be submitted to the Dean for approval

2. Bylaws (3 Appointed, 3 years)

This Committee shall consist of three appointed faculty members. Appointments will be staggered to allow for committee membership to change while maintaining continuity. If able, an adjunct faculty member from the Department of Health Sciences will serve. The Associate Dean of the CHS with the Department Chairs,

serve as ex-officio members. The function of the committee is to review the Bylaws annually and make recommendations to the faculty-at- large.

3. Faculty Guidelines – (3 Appointed, 3 years)

This Committee shall consist of three appointed faculty members. The committee is responsible for reviewing and recommending changes in the CHS Faculty Guidelines to the CHS faculty, as well, as the University Handbook Committee in compliance with policy and procedures for revisions of the University Faculty Handbook.

4. Promotion and Tenure Committee (3 Elected, 3 years)

This Committee shall consist of three elected faculty members from the CHS holding the rank of Associate Professor or higher. If unable to locate CHS faculty that meet these requirements, the Chair of P&T or the committee should solicit an eligible faculty from outside the college. 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. The Promotion and Tenure Committee serves as an advisory committee to the Dean and conducts peer-review activities, in accordance with standards and guidelines established by the College and the University, for the purpose of recommending faculty for promotion and/or tenure. The Committee shall also be responsible for maintaining the College's guidelines and standards for promotion and tenure. Each member shall be elected for a term of three years and shall not serve more than two terms consecutively; terms shall be staggered in order to ensure that one or two new members are elected each year. The Chair of the Committee shall be elected annually by members of the Committee. A Co-Chair may be selected if necessary. Faculty members on the committee who are candidates for promotion and/or tenure would excuse themselves during that portion of the meeting.

5. Ballot Committee (3 Appointed, 3 years)

This committee shall be appointed by the Associate Dean and will consist of three faculty members from CHS. The term of appointment shall be three years. The responsibilities will include creating the nomination form; sending out the nomination form or electronic voting system to faculty; receiving, recording and tallying all votes. The committee will prepare a college ballot for elections to be held during the month of April. The results will be reported to the faculty by the Ballot Committee. The committee will maintain and update a current CHS committee roster and disseminate to college faculty members.

6. Student Progress Committee (5 Elected, 3 years)

This Committee (SPC) shall consist of: five elected full-time faculty members and as ex-officio non-voting members, the Department Chairs, and the Dean of Student Affairs/designee shall serve. The chair of the committee is elected by its members and the committee meets at the call of the chair. Term of membership is three years with staggered terms.

The SPC committee is charged with the following responsibilities:

- a) The SPC periodically reviews the academic achievement and the performance of students who are pursuing degrees in the CHS.
- b) SPC monitors and recommends removal from probation to the Dean when the conditions of probation have been met.
- c) The SPC also has the responsibility of recommending to the Faculty as a whole the awarding of the respective degrees of the CHS upon satisfactory completion of all requirements for graduation as stated in the CHS catalog.

7. Student Conduct Committee (3 Elected, 3 years)

The committee is charged to set the Standards of Professional Conduct and to investigate the violation(s) of professional conduct.

Western University of Health Sciences expects all students to adhere to its standards of professional conduct as published in the University Catalog. Any allegation(s) that a student has violated these standards may be referred to the Student Conduct Committee for investigation.

The CHS Student Conduct Committee (SCC) shall consist of three elected full-time CHS faculty members, the Assistant Dean of Student Affairs or designee and the University legal counsel. The Chair of the committee is appointed by the Dean and the committee meets at the call of the Chair. Term of membership is three years. The CHS SCC considers violations of the Standards of Professional Conduct when requested either by the CHS Dean or by a student.

B. Department Committees

1. Admissions Committee (Appointed)

This Committee shall consist of all voting faculty of each department. The chairmanship shall be determined by the Department Chairs. Students, practitioners and other stakeholders may serve as non-voting members. The CHS Director of Admissions is responsible for coordinating admissions for the CHS programs and shall serve as *ex officio*, non-voting member of the Admissions Committee. The Committee shall apply the admission requirements adopted by the Faculty in evaluating student applications for admission to the CHS academic departments. The Committee shall also be responsible for the regular review of admission requirements and the development and implementation of an effective student recruitment program.

2. Awards/Scholarship Committee (Appointed)

This Committee shall consist of all voting faculty members of each department. The chairmanship shall be determined by the Department Chairs. It shall be responsible for the selection of recipients of student awards based on scholarly achievements and other criteria set by the University Awards Committee.

VIII. Dean's Council (Membership is determined by the Dean)

Members of the Dean's Executive Leadership Team shall consist of the CHS Department Chairs, Associate Dean and the Assistant Dean of Assessment and Collaborations. The Dean's Executive Leadership Team shall be responsible for the strategic planning activities of the College and act as an advisory body to the Dean on college matters.

IX. Suspension of Rules

At any meeting of the Faculty, the rules of order governing the conduct of the meeting may be suspended by two-thirds majority of the Faculty, assuming that a quorum is present.

X. Amendments to these Bylaws

These bylaws may be amended at any meeting of the Faculty when a quorum is present, by a two-thirds majority vote, provided that a written notice of the proposed amendment and a statement of the purpose and effect of the proposed amendment are distributed to each member of the Faculty at least seven days prior to the meeting at which the amendment will be considered, or provided that the motion was originally presented at a previous faculty meeting.

XI. Review of Bylaws

These bylaws will be reviewed by the faculty annually at a regularly scheduled fall meeting.

Bylaws approved by the Faculty on May 2004

Bylaws approved by the Faculty on February 15, 2006.

Bylaws approved by the Faculty April 27, 2018.

APPENDIX B

INSTRUCTIONS on CONTRACT RENEWAL, PROMOTION AND TENURE

APPENDIX B

I. INSTRUCTIONS on CONTRACT RENEWAL, PROMOTION AND TENURE

Western University of Health Sciences
College of Health Sciences
Promotion and Tenure Committee
General Instructions

Dear Faculty Member,

The following instructions are provided to serve as general guidelines for completing the Faculty Evaluation forms required for your review for contract renewal, promotion, or tenure. Faculty seeking promotion and/or tenure need to digitally submit a completed dossier through the established University electronic submission process no later than one week following the Winter break. CHS Promotion and Tenure chair shall advise faculty seeking promotion and/or tenure in the process and deadlines required.

Form Location: Instructions and requirements can be found in the electronic submission program established by WesternU. In this program you will find the following:

- I. Faculty Evaluation of Activity Form**
- II. Evaluation of Teaching Form**
- III. Evaluation of Service Form**
- IV. Evaluation of Scholarship Form**

1. *Procedure:* For further clarification, the **Faculty Evaluation Forms** or **Letters of Endorsement** Needing completion by each evaluator (*Self, Chair, and Peer*) are listed below:

- a. *Self:* Self completes the following:(2forms):
 - 1. Faculty Evaluation Activity Form (Faculty Candidate)
 - 2. Requests Peer and/or Chair to complete the Evaluation of Teaching Form
- b. *P & T Committee Chair:* P & T Committee Chair completes the following:
 - 1. Identifies at least four external dossier reviewers, sends instructions to complete the review, clearly details deadlines.

2. In addition to the **Faculty Evaluation Forms**, please include in your completed dossier the following items:

- a. Curriculum Vitae (CV), updated
- b. Personal statement (a maximum of 10 pages)
- c. Course syllabus or syllabi
- d. Portfolios in the areas of: teaching, scholarship, and service, including clinical, administrative, professional, Department, College, WesternU, Community Service/Consultation
- e. Distribution of Effort (FTE) as contained in all Annual Employment Agreements to date
- f. In addition to the four letters of endorsement external to the College of Health Sciences, the faculty candidate may elect to include a maximum of two (2) internal letters with reviewers holding a rank that is being sought by the candidate or higher.

- g. Lecture presentation samples (Power Point, handouts, lecture notes, etc.)
- h. Samples of exams, quizzes, projects, labs, etc.
- i. Student evaluations (Student Evaluation of Course and Faculty forms)
- j. Miscellaneous items or other supportive documentation (letters of endorsement, student comments, awards, etc.)

3. The **Faculty Evaluation Activity Form** serves as a standardized format for everyone being reviewed by the P& T Committee. Please read the directions section carefully as this further explains this form and the Faculty Evaluation process.

4. The **Evaluation of Teaching Form** has four subcategories requiring evaluation by Self, Peer and the Department Chair:

- I. Evaluation of Instructional Design
- II. Evaluation of Instructional Delivery
- III. Evaluation of Content Expertise
- IV. Evaluation of Course Management

Each subcategory should be rated on a scale of 1-5. Descriptions for the ratings of “1”, “3”, and “5” are provided at the bottom of each subcategory.

5. The **Evaluation of Service Form** subcategories are divided into behaviors involving Internal and External Service:

- I. Internal: Departmental, College, University
- II. External: Professional Activity (e.g., to a Professional Organization), Community (professionally-related)
- III. Miscellaneous: any other service activity

A minimum of 4 hours per month of Internal Service should be performed; there is no minimum requirement for external service. Each evaluation requires an overall rating at the end of the form. This rating, if more or less than “3”, must be substantiated with a rationale for the rating in the “Overall Comments” section.

6. The **Evaluation of Scholarship Form** has five subcategories:

- I. Discovery/Investigation
- II. Integration/Synthesis
- III. Application
- IV. Teaching
- V. Miscellaneous

It is not an expectation that a faculty member will have activities or behaviors in all of the subcategories listed above. A single “work in-progress” in any one of the subcategories meets the current minimum requirement for scholarship. Each evaluation requires an overall rating at the end of the form. This rating, if more or less than “3”, must be substantiated with a rationale for the rating in the “overall” general comment section.

APPENDIX C

EVALUATION TOOLS

- I. Faculty Evaluation Activity Form**
- II. Evaluation of Teaching Form**
- III. Evaluation of Service Form**
- IV. Evaluation of Scholarship Form**

I. FACULTY EVALUATION of ACTIVITY FORM

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

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

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

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

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

Name _____

Review Period _____

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.

B. Teaching

Assigned weight: _____

Responsibilities in department, CHS, and Western University:

I. FACULTY EVALUATION of ACTIVITY FORM (continued)

Primary Instructor/Coordinator:

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

Secondary Instructor/Co-Coordinator:

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

Lecturer:

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

Lab Assistant:

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

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

Comments: (related to “Teaching” activity)

C. Scholarly Activities:

Assigned weight: ___

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

Publications:

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

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

Additional Publications:

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

Year Authors Title Citation Status

Presented peer-reviewed conference papers/posters:

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

Date Authors Title Conference Poster/Platform

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/vr 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):

Name 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)

II. Evaluation of Teaching Form

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

Faculty member being evaluated: _____ Date: ____/____/20____
Evaluator (please print name legibly): _____

Evaluator’s Signature: _____

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

My relationship to the person being evaluated: Self Chair Peer →(see below)
If peer, in what capacity do you know this faculty member (faculty colleague, other organization colleague, please name organization)? _____

Directions to evaluators:

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

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

II. Evaluation of Teaching Form (continued)

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.

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

II. Evaluation of Teaching Form (continued)

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

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

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

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

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

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

II. Evaluation of Teaching Form (continued)

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.

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

II. Evaluation of Teaching Form (continued)

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

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

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

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

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

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

II. Evaluation of Teaching Form (continued)

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?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1	2	3	4	5
Unacceptable*		Meets Expectations		Outstanding*

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

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

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

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

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

II. Evaluation of Teaching Form (continued)

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?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not Applicable <i>[CHECK IF PEER]</i>	1 Unacceptable*	2	3 Meets Expectations	4	5 Outstanding*

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

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

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

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

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

II. Evaluation of Teaching Form (continued)

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

III. Evaluation of Service Form

<p>My relationship to the person being evaluated <input type="checkbox"/> Self <input type="checkbox"/> Chair <input type="checkbox"/> Peer¹</p>

CAHP Evaluation of Service

Faculty member being evaluated: _____ Date: ____/____/20__

Evaluator (print name legibly): _____

Evaluator's Signature: _____

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

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

III. Evaluation of Service Form (continued)

A. Internal Service- Departmental 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
- Collaborated with other faculty members to achieve goals in timely manner.
- Comes prepared for meetings
- Lead on special activity/project
- Member of working group (identify)_____
- Participated in special periodic activities (i.e. white coat ceremony, etc. specify below)

<input type="checkbox"/> 5 Usually exceeds expectations	<input type="checkbox"/> 4 Occasionally exceeds expectations	<input type="checkbox"/> 3 Meets expectations	<input type="checkbox"/> 2 Does not meet expectations	<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> NA
-----------------------------------------------------------------------------	----------------------------------------------------------------------------------	-------------------------------------------------------------------	---------------------------------------------------------------------------	-------------------------------------------------------------	---------------------------------------

Comments (related to “Departmental Activity”):

III. Evaluation of Service Form (continued)

B. Internal Service - College 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
- Collaborated with other faculty members to achieve goals in timely manner.
- Comes prepared for meetings
- Lead on special activity/project
- Member of working group (identify)_____
- Participated in special periodic activities (i.e. white coat ceremony, etc. specify below)

<input type="checkbox"/> 5 Usually exceeds expectations	<input type="checkbox"/> 4 Occasionally exceeds expectations	<input type="checkbox"/> 3 Meets expectations	<input type="checkbox"/> 2 Does not meet expectations	<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> NA
-----------------------------------------------------------------------------	----------------------------------------------------------------------------------	-------------------------------------------------------------------	---------------------------------------------------------------------------	-------------------------------------------------------------	---------------------------------------

Comments (related to “College Activity”):

III. Evaluation of Service Form (continued)

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

<input type="checkbox"/> 5 Usually exceeds expectations	<input type="checkbox"/> 4 Occasionally exceeds expectations	<input type="checkbox"/> 3 Meets expectations	<input type="checkbox"/> 2 Does not meet expectations	<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> NA
-----------------------------------------------------------------------------	----------------------------------------------------------------------------------	-------------------------------------------------------------------	---------------------------------------------------------------------------	-------------------------------------------------------------	---------------------------------------

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

III. Evaluation of Service Form (continued)

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) _____

<input type="checkbox"/> 5 Usually exceeds expectations	<input type="checkbox"/> 4 Occasionally exceeds expectations	<input type="checkbox"/> 3 Meets expectations	<input type="checkbox"/> 2 Does not meet expectations	<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> NA
-----------------------------------------------------------------------------	----------------------------------------------------------------------------------	-------------------------------------------------------------------	---------------------------------------------------------------------------	-------------------------------------------------------------	---------------------------------------

Comments (related to “Professional Service Activity”):

III. Evaluation of Service Form (continued)

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) _____

<input type="checkbox"/> 5 Usually exceeds expectations	<input type="checkbox"/> 4 Occasionally exceeds expectations	<input type="checkbox"/> 3 Meets expectations	<input type="checkbox"/> 2 Does not meet expectations	<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> NA
-----------------------------------------------------------------------------	----------------------------------------------------------------------------------	-------------------------------------------------------------------	---------------------------------------------------------------------------	-------------------------------------------------------------	---------------------------------------

Comments:

III. Evaluation of Service Form (continued)

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

<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> NA
Usually exceeds expectations	Occasionally exceeds expectations	Meets expectations	Does not meet expectations	Unacceptable	

Comments (please list activities):

IF RATING A COMMITTEE CHAIR:

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

Comments (related to rating a “Committee Chair”):

III. Evaluation of Service Form (continued)

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: _____

<input type="checkbox"/> 5 Usually exceeds expectations	<input type="checkbox"/> 4 Occasionally exceeds expectations	<input type="checkbox"/> 3 Meets expectations	<input type="checkbox"/> 2 Does not meet expectations	<input type="checkbox"/> 1 Unacceptable	<input type="checkbox"/> NA
-----------------------------------------------------------------------------	----------------------------------------------------------------------------------	-------------------------------------------------------------------	---------------------------------------------------------------------------	-------------------------------------------------------------	---------------------------------------

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

IV. Evaluation of Scholarship Form

My relationship to the person being evaluated
 Self Chair Peer

CAHP Evaluation of Scholarship

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

Faculty member being evaluated: _____ Date: ____/____/20

Evaluator (print name legibly): _____

Evaluator's Signature: _____

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

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

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

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

IV. Evaluation of Scholarship Form (continued)

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

<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> NA
Usually exceeds expectations	Occasionally exceeds expectations	Meets expectations	Does not meet expectations	Unacceptable	

IV. Evaluation of Scholarship Form (continued)

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

APPENDIX D

ASSESSMENT AND CURRICULUM TOOLS

I. CHS Substantive Change Form

Substantive Curriculum Change Form

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

Goal Statement of the Proposed Changes:

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

Specific Goals Include:

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

Rationale for the Proposed Changes:

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

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

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