POLICIES AND PROCEDURES OF THE
COLLEGE OF HEALTH SCIENCE AND
PUBLIC HEALTH (CHSPH)
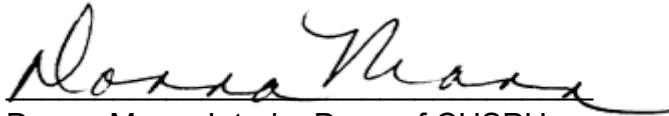
EASTERN WASHINGTON UNIVERSITY

Approvals:

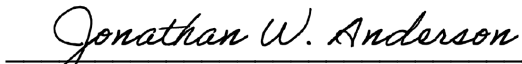Ratified by a vote of the CHSPH faculty   5/30/2023
                                                            Date

Donna Mann

Donna Mann, Interim Dean of CHSPH   5/30/2023
                                                            Date

Jonathan W. Anderson

Jonathan Anderson, Provost   Date

This document replaces all previously dated documents.

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SECTION 1: MISSION, VISION, AND VALUES

1.1. Introduction

This document provides direction and guidance to the College of Health Science and Public Health (CHSPH) and its departments and programs regarding the policies and procedures critical to the college's operations.

The College Policies and Procedures (CPP) are specific to the college, and they conform with and are subordinate to Eastern Washington University (EWU) policies and the collective bargaining agreement (CBA) between EWU and the United Faculty of Eastern (UFE).

This document takes effect upon approval by the voting college faculty, the college dean, and the provost (chief academic officer). These policies and procedures in turn serve as the basis for school/departmental policies and procedures (DPP).

When a new CBA is negotiated and ratified by the UFE membership and the EWU Board of Trustees, these CPP are reviewed and revised. The current CBA (2022-2025) expires on August 31, 2025.

1.2. Mission

The CHSPH inspires and empowers students to address the evolving health and wellness needs of the region.

CHSPH achieves this mission by:
- Recruiting and retaining a diverse student body, staff, and faculty.
- Delivering evidence-based programs led by engaged and impassioned faculty and staff.
- Integrating principles of health and wellness across the curricula.
- Embracing and responding to stakeholder feedback.
- Building and strengthening collaborative partnerships within the community and region.

1.3. Vision

With a reputation of excellence, equity, diversity, and inclusion, CHSPH is a leader in holistic community health. We are leaders in evidence-based practice and interprofessional education. Our graduates champion the reduction of disease burden through prevention, lifestyle, habilitation, and rehabilitation.

1.4. Values

The Vision and Mission of the CHSPH reflect a core set of values:
- Commitment
- Diversity
- Excellence
- Professionalism
- Social Justice

These values align with the EWU Mission to "expand opportunities for personal transformation through excellence in learning" and the university vision as a "driving force for the culture, economy, workforce, and vitality of Washington state."

1.5. Justice, Equity, Diversity, and Inclusion Statement

The College of Health Science and Public Health (CHSPH) is committed to provide and support a welcoming, safe, and inclusive environment for all students, faculty, and staff. Our commitment reflects the long-standing pledge to justice, equity, diversity, and inclusion (JEDI) within the program and professions of health science, health administration, public health, and wellness and movement sciences. Our commitment encompasses the diversity and inclusion goals of the EWU Strategic Plan 2018-2023: We EMBRACE Equity and Social Justice.[1]

CHSPH upholds the value and importance of JEDI and adheres to the principles and practices of JEDI to foster a diverse student body, faculty, and staff in a culture of inclusivity now and in the future through our recruitment efforts. Our holistic/equity admissions process demonstrates our commitment to JEDI and EWU diversity principles[2] in educating future professionals and leaders who will provide care and health services to an ever-growing and diverse community.

- Our vision and mission support JEDI though our college core values of commitment, diversity, and social justice.
- We strive to recruit and retain a diverse student body, staff, and faculty using holistic processes to assure an equitable and inclusive learning environment and workplace.
- We strive to provide meaningful content in all program curricula that supports the principles of JEDI and cultural humility.
- Our students and faculty engage in experiential learning activities with diverse populations.
- We strive to build a workplace culture that values and recognizes JEDI throughout the organization.
- We believe JEDI is one of the core responsibilities of every employee.
- We actively participate in and support the celebration of DEI on campus through participating in inclusive programming, professional development, and collaborative efforts with campus and community partnerships.
- We adhere to JEDI principles in our teaching, scholarship, and service.

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[1] https://inside.ewu.edu/strategic-planning/institutional-strategic-plan-2018-2023/
[2] https://www.ewu.edu/about/diversity/

- We adhere to the statements on DEI by our professional accrediting organizations: AACN, AOTA, APTA, ASHA, ADHA, CAATE, CoAES.[3]

SECTION 2: COLLEGE ORGANIZATION

2.1. College Structure

The CHSPH is composed of the following units:

One (1) school:

School of Nursing, which includes the Bachelor of Science in Nursing program.

Seven (7) Academic Units, which include the following programs/degrees:

1. Department of Communication Sciences Disorders
   - BA Communication Sciences and Disorders
   - MS Communication Sciences and Disorders
   - PB Communication Sciences and Disorders
2. Department of Dental Hygiene, which includes the following programs:
   - Bachelor of Science in Dental Hygiene
   - Online Bachelor of Science in Dental Hygiene degree completion
   - Bachelor of Health Science
3. Department of Occupational Therapy
   - Master of Occupational Therapy
4. Department of Physical Therapy
   - Doctor of Physical Therapy
5. Department of Public Health and Health Administration, which includes the following programs:
   - Master of Public Health (graduate)
   - BS in Healthcare Administration
   - Minor in Healthcare Administration
   - Graduate Certificate in Health Services Administration
6. Regional Initiatives in Dental Education (RIDE)
7. Wellness and Movement Sciences, which includes the following programs:
   - BS in Public Health

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[3] https://www.aacnnursing.org/Diversity-Equity-and-Inclusion/Publications-on-Diversity/Position-Statement
https://www.aota.org/about/diversity-equity-and-inclusion
https://www.apta.org/apta-and-you/diversity-equity-and-inclusion
https://www.asha.org/about/diversity-and-inclusion-at-asha/
https://www.adha.org/we-cannot-be-divided-we-must-be-united
https://caate.net/
https://www.caahep.org/committees-on-accreditation/exercise-science

- BS In Lifestyle Medicine
- in Recreation Experience Management with 4 options:
  - Option 1 Recreation and Tourism Management
  - Option 2 Outdoor Recreation Leadership
  - Option 3 Natural Resource Recreation
  - Option 4 Experiential Training and Development
- BS in Therapeutic Recreation
- BAE in Health and Physical Education/Elementary
- BAE in Health and Physical Education/Secondary
- BS in Exercise Science
- BS in Exercise Science-Pre-Athletic Training
- BS in Exercise Science Pre-Occupational Therapy
- BS In Exercise Science Pre-Physical Therapy
- Minor in Coaching
- Minor in Experiential Training and Development
- Minor in Personal Training
- Minor in Sport Management
- Certificate in Craft Beer Industry Professional
- Certificate in Gerokinesiology
- MS in Athletic Training
- MS in Wellness and Movement Sciences
  - Exercise Science Track
  - Sports and Recreation Administration Track

Three (3) Programs or Centers
1. Adaptive Athletics
2. Early Head Start
3. Eastern Washington Area Health Education Center

2.2. College Administration

2.2.1. College Office

The CHSPH has a dean, associate dean, college financial officer, and executive assistant to the dean. Job descriptions are on file with Human Resources.

2.2.2. School Directors/Chair

The college adopts no extension to the CBA guidelines. For a comparison and detailed description of the role and responsibilities of a school director/department chair, from here forward referred to as school director/chair and academic program directors, see Appendix A.

Appointment of School Directors/Chair

Program faculty identified in the DPP take nominations for election to the role of school director/chair at a faculty meeting. Those nominations are sent to the dean for approval. Once the

nominations have been approved, the dean (or designee) attends the next faculty meeting to hold a vote. Once the vote is completed, the dean's office tallies the votes, and the dean notifies the school/department of the election results. A recommendation from the dean is forwarded for approval to the provost.

School director/chairs should receive adequate training for their position. Professional development opportunities may be made available by the dean and through workshops provided by Academic Affairs. For summer appointments, the college adopts no extension to the CBA guidelines.

2.2.3. Academic Program Directors

The college adopts no extension to the CBA guidelines. For a comparison and detailed description of the role and responsibilities of a school director/chair and academic program directors, see Appendix A.

Appointment of Academic Program Directors

Program faculty identified in the DPP take nominations for election to the role of program director at a faculty meeting. Those nominations are sent to the dean for approval. Once the nominations have been approved, the dean (or designee) attends the next faculty meeting to hold a vote. Once the vote is completed, the dean's office tallies the votes, and the dean notifies the school/department of the election results. A recommendation from the dean is forwarded for approval to the provost.

Academic program directors should receive adequate training for their position. Professional development opportunities may be made available by the school director/chair or dean or through workshops provided by Academic Affairs.

2.3. Standing College Committees
2.3.1. College Executive Council

The College Executive Council is composed of the dean, associate dean, department chairs/school directors, college financial officer, executive assistant to the dean, and the college development officer. Academic program directors and others are included at the discretion of the dean. The council meets on a regular basis to advise the dean and to discuss and resolve issues relating to college operations and management. The dean serves as chair of the council. In the dean's absence, the associate dean or dean's designee serves as chair.

2.3.2. College Personnel Committee (CPC)

The primary purpose of the CPC is to review tenure and promotion files and provide recommendations for promotion and tenure to the dean.

Membership and Terms

The CPC is composed of one tenured faculty member selected from each department and one dean's appointee. If unable to select a committee member, a department may select a tenured faculty member from another discipline with concurrence of the dean. Whenever possible, committee members have staggered terms of three years. New appointments occur at the beginning of the fall academic term.

The chair of the CPC is determined by seniority of committee membership. If there is a tie in seniority, the committee elects the chair from those with seniority. If agreement is not achieved, the dean selects a chair from the senior members.

The associate dean serves as an *ex officio* member to provide support, guidance, and oversight to the committee. This role does not supersede the role and responsibility of the dean but merely serves as a support mechanism for the CPC.

CPC Promotion and Tenure Review Procedures

The CPC reads recommendations made by school directors/chairs and personnel committees (PCs). Each CPC member reviews all candidate files and makes an independent assessment of whether the candidate fulfilled the requirements of the faculty activity plan (FAP) in each category. Subsequently, the CPC meets to reach consensus on each individual candidate. When deliberations are complete, the CPC reports its recommendation in a statement that articulates whether or not the candidate fulfilled each aspect of the FAP. The recommendation and the required additional documents are prepared in accordance with the CBA and forwarded to the dean.

All deliberations of the CPC are confidential. The results of such deliberations are announced to those to whom the CPC is required to report, including the faculty member being reviewed, and then only by the committee member formally charged with that responsibility.

2.3.3. College Assessment Committee (CAC)

The CAC is composed of the associate dean, the school directors/chairs and academic program directors. The dean may appoint additional members to support college needs. The associate dean serves as chair of the committee. The CAC is

responsible for ensuring timely completion of all internally and externally mandated assessments.

2.3.4. Holistic Admissions Committee

The college is committed to seeking and admitting a diverse cohort of students into their programs. The Holistic Admissions Committee is charged with developing evidence-based methods of admitting students to all programs in the college with a focus on the high-demand health care profession programs. Furthermore, this committee's goal is to plan and implement evidence-based activities to support student persistence and retention. The associate dean serves as chair of the committee. The committee comprises at least one representative from each of the high-demand programs; other programs are invited to participate as they see fit.

2.3.5. Interprofessional Education Committee (IPEC)

A primary impetus for the creation and focus of the college is interprofessional collaboration. In alignment with that focus, the IPEC, comprising one representative from each department, coordinates, organizes, advertises, and, if needed, facilitates a variety of interprofessional offerings for both students and faculty throughout the academic year. Interprofessional collaboration efforts may be developed either by the IPEC alone or in collaboration with other agencies, organizations, and universities.

2.3.6. College Policies and Procedures Committee (CPPC)

The CPPC is an ad hoc committee consisting of school director/chairs and academic program directors as well as the associate dean, who serves as chair. The CPPC meets periodically to review the CPPs to ensure they align with university policies and with stipulations of the CBA.

At a minimum, the CPPC convenes within 12 months of a renewed CBA. The CPPC can also convene at the request of the dean, provost, or school directors/chairs and program directors to consider modifications and revisions of the CPPs.

2.3.7. Ad Hoc Committees and Work Groups

Ad hoc committees and work groups are created as needed by the college, departments/programs, or faculty for any purpose(s) that advance(s) the mission and/or governance of the unit(s) in question.

2.3.8. Community Advisory/Development Boards

The college has an advisory/development board appointed by the dean, who determines the mission of the board. Department and

program advisory boards are appointed by the school director/chair and or academic program directors. Advisory board members are selected as representatives of public and community stakeholders, who can provide advice and support to college, department, and program-related activities.

2.3.9. Rural Stipend Review Committee

The college receives funding to strengthen the workforce pipeline by encouraging EWU occupational therapy, physical therapy, and speech-language pathology student placements in NE Washington rural communities (Stevens County Providence ministries) as part of their degree completion and as a recruitment tool for much-needed healthcare providers in rural settings. This stipend offsets the expense of fuel and housing to support students who select rural clinical site placements and encourages students to accept opportunities in rural settings.

The Rural Stipend Review Committee established an application and review process and meets semi-annually to review student stipend applications. The members include the school director/chair of each department, or their designee, whose students are eligible for the stipend. The associate dean serves as a non-voting member and is charged with assuring fidelity to the spirit of the stipend and coordinating awards to students. This committee is functional as long as the stipend funding is available.

SECTION 3: COLLEGE GOVERNANCE

3.1. Decision Making

The college aims to (1.) promote transparency about important college matters with faculty and with the Board of Trustees, (2.) actively involve faculty in decision-making processes, and (3.) clearly articulate the decision-making process as well as actively involve faculty in the college's strategic priorities.

A meeting is convened to consider matters of college importance upon initiative of the dean or the faculty. All faculty members are notified via email of the time, date, place, and purpose of the meeting at least one week prior to the meeting.

Relevant documents are distributed in a timely manner. The individual or group who requested the meeting acts as chair.

3.2. Voting

If the issue requires a vote, the manner and method is determined by simple majority vote of qualified faculty. Voting pertains only to the issue for which the meeting was called.

Only full-time faculty members may vote on college issues. Voting must be anonymous.

3.3. School, Department, and Program Responsibilities

Schools, departments, and programs have many important responsibilities to fulfill with adequate university support. These diverse responsibilities include but are not limited to ensuring curricula are innovative and reflect the current state of knowledge in the relevant academic fields, ensuring students can make normal progress toward degree completion, facilitating faculty development in teaching and other professional activities, and contributing in other appropriate ways to the university and the region. Further, faculty should engage in assessment activities annually. Assessment is crucial to assure regional and specialty accreditations. School/department P&Ps address the responsibilities of the program faculty in gathering assessment data and participating in the assessment process.

SECTION 4: RETENTION, PROMOTION, TENURE, AND EMERITUS

4.1. Faculty Roles and Responsibilities

Faculty roles and responsibilities are covered in the CBA.

4.2. Faculty Activity Plans (FAP) and Workloads

Tenured, tenure track, senior lecturers, and all clinical faculty create a FAP to delineate their plans for meeting faculty responsibilities. For lecturers, a letter of appointment with a workload assignment, which typically includes only teaching, outlines their responsibilities. The FAP may be modified during a term as defined in the CBA. The faculty member works with their PC and school director/chair to modify the FAP, using the same approval process used for the original FAP.

4.2.1. FAP Development

The college provides templates per rank based on the current CBA to assist faculty in FAP development as required. The school director/chair and PC assist the faculty member in developing their FAP. When submitting the FAP, faculty should follow the required document naming convention, without spaces, keeping the name as short as reasonable:
Last Name Document Name FAP Term.
Example: Doe J FAP F2021.
The college adopts no other extensions to CBA guidelines for FAP development.

4.2.2. FAP Teaching Criteria

The college adopts no extension to CBA guidelines.

4.2.3. FAP Scholarly Criteria

The college expects the tenure-track faculty it retains, tenures, and promotes to engage in scholarly activity that contributes to their discipline. Departments specify the types of scholarly activities and accomplishments that qualify as evidence, and their DPP describe how those activities are weighted. The college recognizes the following examples of scholarly activity:

- Peer-reviewed publications. DPP clearly state the metrics used to determine the selectivity of a publication.
- Grants and sponsored research. DPP define criteria for the types of grant-related activities that count toward promotion and how they are weighted.
- Other. For example, oral presentations, book chapters, books, posters. DPP define criteria for other types of scholarly activities that count toward promotion and how they are weighted.
- Peer reviewed publications, books, and book chapter must be published or accepted for publication with no edits prior to the chair and PC review date established by the Calendar of Deadlines.

4.2.4. FAP Service Criteria

Tenured and tenure-track faculty are expected to engage in service as defined by the CBA. Service may be an FAP requirement for some special faculty and clinical faculty, with appropriate workload release. The DPP and FAP define exact service expectations.

4.2.5. Advising

DPP specify how advising is equally distributed among eligible faculty, including but not limited to number of advisees and modalities of advising. Faculty must create and post an office-hour policy.

The college recognizes there are several types of advising, all of which are vital to accurate and timely registration, leading to student retention and a reasonable timeline to graduation. EWU provides technology and tools for informed support for students.

Faculty in the college are expected to participate in academic advising, which has three main aspects:

1. Collaborating with Center for Academic Advising & Retention (CAAR) on undergraduate/general advising to assure that students have completed 90 credits, have met program prerequisites, and have developed a plan for completing the program requirements.

2. Providing programmatic advising to inform students of admission processes and to advise matriculated students about what courses to register for, as they are in a cohort. For some programs, programmatic advising may be done by administrative staff to the extent covered by their job descriptions, with faculty oversight.
3. Providing graduate advising, which may be done by administrative staff with school director/chair/program director/faculty input on admission criteria, registration, and graduation processes.

An important aspect of advising is personal support from faculty. The information and connections with students they offer can engender a positive educational experience. This support includes advising to assure persistence and graduation and to lay the foundation for healthy alumni relationships. In this type of advising, faculty may mentor students, direct students to resources, and support them through internships, practicums, and research projects. Faculty also offer career advice and networking opportunities to assure student success in their chosen field and refer students to related resources.

4.3. Evaluations, Retention, and Promotion

Retention does not guarantee subsequent reappointment or the granting of tenure; the granting of tenure does not guarantee future promotion. The following guidelines direct the FAP and workload evaluation processes:

- The school director/chair informs all faculty about performance expectations and the criteria for retention, tenure, and promotion at the time of appointment.
- The school director/chair and PC mentor tenured, tenure-track, senior lecturers, and all clinical faculty members in developing their FAP and conduct and/or have input into each annual review for retention, tenure, and promotion.
- The school director/chair assist special faculty members in developing their workload and conduct and/or have input into each annual review for retention.
- After discussing the performance review with the faculty member, the school director/chair and PC forwards recommendations for any personnel actions to the dean.

4.3.1. Retention of Tenure-track Faculty

- Performance reviews are a continuing, constructive process with the goal of helping faculty to reach higher levels of professional competency.
- Performance reviews include consideration and evaluation of any areas requiring special attention in the candidate's pursuit of tenure and promotion.

- Evaluations of tenure-track and tenured faculty in the areas of scholarship and service are cumulative and cover the period from the start of the current FAP to the time of evaluation.

4.3.2. Retention of Special Faculty on Annual Contracts

The college adopts no extension to the CBA guidelines. Annual review of lecturers must be completed to reflect performance on the workload contract for that year (normally full-time teaching). Lecturers must submit a self-assessment letter and documentation of required elements as required of all faculty. Templates are provided in the *Health Science Evaluation, Tenure, and Promotion* Canvas course. Lecturers should archive all annual evaluations if they are planning to seek promotion to senior lecturer.

4.3.3. Retention of Special Faculty on Multiyear Contracts, Clinical Assistant, Clinical Associate, and Clinical Full

The college adopts no extension to the CBA guidelines. Review of clinical faculty must be completed to reflect performance during the term of their FAP. Clinical faculty must submit an annotated FAP and documentation of required elements per their FAP.

4.3.4. Retention of Adjunct Faculty

The college adopts no extension to the CBA guidelines for defining adjunct faculty and workload and teaching responsibilities. The school director/chair (in collaboration with the program directors as appropriate) evaluates adjunct faculty on teaching and other specified duties in their contract at the completion of their contract using the adjunct faculty evaluation form. These evaluations are provided to the adjunct faculty with a recommendation for retention as needed for possible future contracts, retention with professional development, or not retaining. All evaluation documents are archived by the school/department.

4.3.5. Promotion from Lecturer to Senior Lecturer

The college adopts no extension to the CBA guidelines. A lecturer who spends a portion of the evaluation period serving in approved non-teaching duties shall receive consideration of these duties toward promotion as articulated on the workload form. Lecturers must submit a self-assessment letter and documentation of required elements as required of all faculty. Templates are provided in the *Health Science Evaluation, Tenure, and Promotion* Canvas course. Lecturers should archive all annual evaluations if they are planning to seek promotion to senior lecturer, as promotion requires documentation of teaching performance from the previous three years.

4.3.6. Promotion from Clinical Assistant to Clinical Associate

The college adopts no extension to the CBA guidelines. Clinical assistants must submit an annotated FAP, and documentation of required elements as required of all faculty.

A clinical assistant who spends a portion of the evaluation period serving in approved non-teaching duties shall receive consideration of these duties toward promotion as articulated on the workload form and in the FAP, which should be revised to reflect these duties.

4.3.7. Promotion from Clinical Associate to Clinical Full

The college adopts no extension to the CBA guidelines. Clinical associates must submit an annotated FAP, and documentation of required elements as required of all faculty.

A clinical associate who spends a portion of the evaluation period serving in approved non-teaching duties shall receive consideration of these duties toward promotion as articulated on the workload form and in the FAP, which should be revised to reflect these duties.

4.3.8. Promotion from Assistant Professor to Associate Professor

The recommendation to promote an assistant professor to associate professor rests on the candidate meeting the terms of their FAP and demonstrating the qualifications for promotion to associate professor. The terms of their FAP require that the candidate demonstrate:

- Evidence of effectiveness in teaching, curriculum development, and student advising.
- A record of continuous scholarly and/or creative accomplishment indicative of a growing reputation for contributions to the discipline or professional field and predictive of an ability to achieve future recognition through appropriate external review processes.
- Service achievements, as defined by DPP.

An assistant professor who spends a portion of the evaluation period serving in other approved duties shall receive consideration of these duties toward promotion as articulated on the workload form and in the FAP, which should be revised to reflect these duties.

An assistant professor may ask for early tenure and promotion. The college recognizes exemplary as providing evidence of exceptional achievements in all three elements of professional responsibility: teaching, scholarly/creative activity, and service.

4.3.9. Promotion from Associate Professor to Full Professor

The rank of professor signifies the highest level of professional accomplishment and is only conferred with thorough consideration of performance. The decision to promote an associate professor is based on the candidate meeting the terms of the FAP and demonstrating the qualifications for promotion to full professor. The terms of the FAP require the candidate to demonstrate the same types of evidence as for promotion to associate professor, except for scholarship/creative work, which include:

- A record of scholarly and/or creative accomplishment in the discipline or another professional field as defined in DPP.
- Appropriate external disciplinary peer recognition.
- Evidence predictive of continuing contribution.

An associate professor who spends a portion of the evaluation period serving as school director/chair or other approved duties shall receive consideration of these duties toward promotion as articulated on the workload forms and the FAP, which should be revised to reflect these duties. There is no maximum time limit for achieving this rank.

4.3.10. Post-tenure Review of Associate Professor and Full Professor

The college adopts no extension to the CBA guidelines. Post-tenure review of associate professors and full professors must be completed to reflect performance during the term of their FAP. Tenured faculty must submit an annotated FAP and documentation of required elements per their FAP. There is no maximum time limit for achieving the rank of full professor.

Full professors must demonstrate exemplary performance in the areas of teaching, scholarship, and service. Examples of exemplary performance may include, but are not limited to:

- Consistently high scores on student course evaluations
- Consistently strong peer observations of teaching
- Mentoring students to produce high-quality capstone, thesis, and or culminating research projects.
- Mentoring junior faculty to improve teaching or scholarship.
- Service to healthcare or community organizations
- Assuming a leadership role in a professional organization

An associate professor who spends a portion of the evaluation period serving as school director/chair or other approved duties shall receive consideration of these duties toward promotion as articulated on the workload forms and the FAP, which should be revised to reflect these duties.

A full professor who spends a portion of the evaluation period serving as school director/chair or other approved duties shall receive consideration of these duties in their evaluation process as articulated on the workload forms and the FAP, which should be revised to reflect these duties.

4.4. Conferring Emeritus Status

The college adopts no extension to University Policy 401-05.

SECTION 5: EVALUATION PROCESS

5.1. Preparing the Evaluation/Promotion File

Support for preparing materials for evaluation/promotion is found in the college-sponsored Canvas course, *Health Science Evaluation, Tenure, and Promotion*.[4] This course has resources to support faculty in developing a tenure/promotion file and managing required evaluation activities. Faculty members should access this Canvas resource when developing tenure/promotion materials and meet with their school director/chair for support. School director/chairs should access this file for guidance on evaluation deadlines and supporting forms. This course is updated each academic year by October 1. Announcements inform members of updates and changes.

Every effort should be made to prepare a promotion file or portfolio that clearly demonstrates the candidate's accomplishments that meet or exceed their FAP or workload. An annotated FAP along with documentary evidence organized according to the guidelines and checklists must be provided.

All faculty reviews must adhere to the Calendar of Deadlines.

5.2. Criteria of Evaluation: Teaching Effectiveness Documentary Evidence

The college adopts no extension to the CBA guidelines for teaching effectiveness.

5.2.1. Student Course Evaluations

The college adopts no extension to the CBA guidelines in terms of collecting and providing student course evaluations (Appendix B). The DPP must have a standardized policy for the administration, tabulation, and expeditious distribution (back to faculty) of student evaluation results that guarantees student anonymity.

An overall average of 3.00 out of 5.00 is the expected standard for each review period. When the overall average is below 3.00, the school director/chair or academic program director provides mentorship, including a personal development plan for improved

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[4] https://canvas.ewu.edu/courses/1252992

teaching effectiveness. Each DPP may further specify the criteria for effective teaching per student evaluation scores.

The summary for each course is included in the evaluation and promotion file and must:
- Be presented in a format that displays the average for each item, as well as the average for the overall score disaggregated for each course section.
- Group together courses taught in the same term.
- Indicate the number of responses and students enrolled.
- Provide student comments in their entirety for each course.
- Provide additional evidence necessary to demonstrate meeting specific FAP requirements.

5.2.2. Peer Observations

The college adopts no extension to the CBA guidelines regarding peer observations of teaching performance and peer observation of online teaching performance. Departments use the CHSPH peer observation of teaching form (Appendix C) and online peer observation form (Appendix D) to collect peer observation for face-to-face and online teaching, respectively. Results of all peer evaluations are communicated to the appropriate school director/chair. If peer observations note any areas of concern, the school director/chair addresses them with the faculty member. The reporting forms for each course must be included in the faculty's evaluation and promotion file.

5.2.3. Advising

The college adopts no extension to the CBA guidelines.

5.3. Criteria of Evaluation: Research/Scholarly Activity Documentary Evidence

The college adopts no extension to the CBA guidelines in terms of research, scholarship, and/or creative activity expectations. Approved activities are in the following categories:
- Publication
- Performance
- Formal presentation in the faculty member's field
- Activities leading to external funding.
- Recognition of the faculty member's current or potential contribution to their field
- Community-based research
- Scholarship of teaching and learning

The minimum number of scholarly activities for each rank is listed below. Departments may set higher standards in the DPP.

Requirement for tenure and promotion to associate professor:
- A minimum of ten activities, or the weighted equivalent as outlined by the DPP and approved by the PC.
- Of these activities, one submitted grant, one presentation, and two other activities at least the status equivalent of a refereed article are required.

Requirement for promotion to professor:
- A minimum of fifteen activities, or the weighted equivalent as outlined by the DPP and approved by the PC, *in addition* to those completed for tenure and promotion to associate.
- Of these activities, one submitted grant, one national presentation, and three other activities at least the status equivalent of a refereed article are required.

5.4. Criteria of Evaluation: Service Effectiveness
The college accepts the CBA guidelines in terms of service expectations and extends them to include service to the profession.

Evidence of service to the community and/or the profession may include:
- Discipline-connected community outreach or engagement
- Consultation to government, industry, or non-governmental or non-profit organizations
- Active membership or contributions in professional organizations
- Board memberships relevant to the profession, program, or department
- Other activities contributing to service in the profession or discipline.
- Other service recognized by the department.

Evidence of university service may include:
- Active and continuing membership in, contribution to, and leadership of departmental, college, and university committees and/or official task forces or ad hoc committees
- Active support and advising of campus groups and/or organizations.
- Contributions in an administrative capacity
- Other service recognized by the department.

SECTION 6: RECRUITMENT AND HIRING
6.1. Recruitment
The guiding principle in the college is to hire, support, and retain the best-qualified personnel.

6.2. Requests for Regular or Special Faculty Positions

The dean's office considers position requests for full-time tenure-track faculty, clinical faculty, and lecturer positions in conjunction with the provost. School directors/chairs should lead unit discussions of requests within the context of fiscal management and with attention to the most critical needs of the unit, other partnering units (if appropriate), and the college and university. School directors/chairs should develop requests in light of the impact of the potential hire on the unit's instructional coverage, program enhancement, balance of faculty ranks, diversity, research activity, and external partnership development. Requests for permission to hire are reviewed in light of strategic goals and should address these goals in a summary that establishes the major elements of the position and the criteria for evaluating candidates.

6.2.1. Justification

The position request must include a justification for the position, job summary, minimum and preferred qualifications, term of appointment, and projected workload. It should also include essential faculty and course scorecard metrics, such as Academic Performance Solutions (APS) data, which justify the continued or new need for the position. The position request should then be sent to the dean's office. The dean determines which CHSPH requests to communicate to the provost for approval.

6.2.2. Search Committee

A faculty search committee consists of at least three full-time tenured/tenure-track faculty, one of whom serves as chair of the committee. The school director or department chair serves on the search committees for positions in their department and may or may not serve as chair of the committee. The search committee chair is responsible for coordinating search committee activities. Non-voting special faculty may participate in search committees but must not be required to do so. If three full-time tenured/tenure-track faculty are not available, a request must be submitted to the dean for approval to include special faculty on the search committee. The dean may appoint faculty to serve on search committees as needed. The search committee chair works with the dean's office and Human Resources to post the advertisement and review applications.

6.2.3. Evaluation and Selection of Candidates

The procedure for evaluating and selecting final candidates must be a fair and open process consistent with the published criteria and applied equally to all candidates, including internal applicants. The recruitment process is guided by university policy, and the full recruitment process is coordinated through the dean's office in collaboration with Human Resources.

Departments and programs may provide an opportunity for candidates to interact with students, faculty, and members of the college administration as part of the on-campus interview. Departments may elect to forgo an on-campus interview with concurrence of the dean.

The search committee must provide the dean with a formal recommendation that ranks the candidates, articulating the strengths and weaknesses of each candidate. The dean consults this ranking before submitting a recommendation to hire to the provost.

Upon approval by the provost, the dean speaks with the candidate about the conditions of hire, including any variations to the standard terms, which must be approved by the school director/chair, the dean, and the provost.

6.3. Adjunct Faculty

The DPP shall describe department policy for recommending adjunct faculty assignments to the school director/chair, who is responsible for recommending adjunct faculty hires to the dean. The dean may delegate hiring selection to school director/chairs. The dean considers faculty budget allocation and workload distribution within the school/department in deciding whether to support the hire. All adjunct faculty candidates are required to apply through the Human Resources website and meet all requirements prior to receiving an appointment letter and payroll action form (PAF).

The DPP describes protocols and responsibilities for schools, departments, and programs to onboard adjunct faculty; these include orientation to providing accommodations for students who report a need for accommodation and remediation protocols. School director/chairs and/or academic program directors must conduct a review of each adjunct faculty member at the end of their appointment using the college adjunct faculty evaluation form or the clinical adjunct faculty form to document the performance of the adjunct faculty. Future adjunct faculty appointments are determined on a term-by-term basis, depending on the business needs of the department.

6.4. Requests for Staff Positions

The dean's office considers position requests for full-time administrative exempt and classified staff positions in conjunction with the vice provost. School directors/chairs should lead unit discussions of requests within the context of fiscal management and with attention to the most critical needs of the unit, other partnering units (if appropriate), and the college and university. Requests for permission to hire are reviewed in light of strategic goals and should address these goals in a summary that establishes the major elements of the position and the criteria for evaluating candidates.

6.4.1. Justification

The position request must include a justification for the position, job summary, minimum and preferred qualifications, and term of appointment. The position request should then be sent to the dean's office. The dean determines which CHSPH requests to communicate to the vice provost for approval.

6.4.2. Search Committee

A staff search committee consists of at least three full-time faculty and/or staff members, one of whom serves as chair of the committee. The search committee chair is responsible for coordinating search committee activities. Non-voting special faculty may participate in search committees but must not be required to do so. The dean may appoint faculty to serve on search committees as needed. The search committee chair works with the dean's office and Human Resources to post the advertisement and review applications.

6.4.3. Evaluation and Selection of Candidates

The procedure for evaluating and selecting final candidates must be a fair and open process that is consistent with the published criteria and applied equally to all candidates, including internal applicants. The recruitment process is guided by university policy, and the full recruitment process is coordinated through the dean's office in collaboration with Human Resources.

Departments and programs may provide an opportunity for candidates to interact with students, faculty, and members of the college administration as part of the on-campus interview. Departments may elect to forgo an on-campus interview with concurrence of the dean.

The search committee must provide the dean with a formal recommendation that ranks the candidates, articulating the strengths and weaknesses of each candidate. The dean consults this ranking before submitting a recommendation to hire to the vice provost.

Upon approval by the vice provost, the dean speaks with the candidate about the conditions of hire, including any variations to the standard terms, which must be approved by the school director/chair, the dean, and the vice provost.

6.4.4. Temporary Staff

The dean's office considers position requests for temporary employees, including non-student hourly employees and student employees. Requests for permission to hire are reviewed in light of strategic goals and should address these goals in a summary that

establishes the major elements of the position and the criteria for evaluating candidates. The recruitment process is guided by university policy, and the full recruitment process is coordinated through the dean's office in collaboration with Human Resources. The dean may delegate selection of temporary student and non-student hourly employees to the school director/chair.

Appendix A: CHSPH ORGANIZATIONAL CHART

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                              ┌──────────────┐
                              │     Dean     │
                              └──────┬───────┘
          ┌──────────────────────────┼──────────────────────────┐
  ┌───────────────┐          ┌───────────────┐          ┌────────────────────┐
  │ Dean's Office │          │ Academic Units │         │   Non-Academic     │
  └───────┬───────┘          └───────┬───────┘          │  Centers/Programs  │
          │                          │                  └─────────┬──────────┘
  ┌───────────────┐          ┌─────────────────────┐      ┌──────────────────┐
  │ Administrative│          │    Communication    │      │ Adapative Athletics│
  │   Assistant   │          │ Sciences & Disorders│      └──────────────────┘
  └───────────────┘          │     Department      │
                             └─────────────────────┘
  ┌───────────────┐          ┌─────────────────────┐      ┌──────────────────┐
  │ Associate Dean│          │   Dental Hygiene    │      │ Area Health      │
  └───────────────┘          │     Department      │      │ Education Center  │
                             └─────────────────────┘      └──────────────────┘
  ┌───────────────┐          ┌─────────────────────┐      ┌──────────────────┐
  │    College    │          │ Occupational Therapy│      │ Early Head Start  │
  │   Financial   │          │     Department      │      └──────────────────┘
  │    Officer    │          └─────────────────────┘
  └───────────────┘          ┌─────────────────────┐
                             │  Physical Therapy   │
                             │     Department      │
                             └─────────────────────┘
                             ┌─────────────────────┐
                             │ Public Health & Health│
                             │      Services        │
                             │   Administration     │
                             │     Department      │
                             └─────────────────────┘
                             ┌─────────────────────┐
                             │    RIDE Program     │
                             └─────────────────────┘
                             ┌─────────────────────┐
                             │  School of Nursing  │
                             └─────────────────────┘
                             ┌─────────────────────┐
                             │ Wellness & Movement │
                             │ Sciences Department │
                             └─────────────────────┘
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APPENDIX B: EWU STUDENT COURSE EVALUATION

COURSE EVALUATION PROCEDURES
- Departments may add to the Student Evaluation Form but may not otherwise alter the form.
- Student Evaluation Forms must be administered within the last two weeks of classes.

College of Health Science and Public Health Eastern Washington University

Course Number and Name, Term, and Year

Faculty:_____

Please use the following scale to complete the statements:

EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
5	4	3	2	1

1. The course as a whole was:	5	4	3	2	1
2. The course content was:	5	4	3	2	1
3. The instructor's (name) contributions to the course were:	5	4	3	2	1
4. The instructor's (name) effectiveness in teaching the subject matter was:	5	4	3	2	1

APPENDIX C: CHSPH PEER OBSERVATION OF TEACHING
Use Sections 1, 2, & 3 for a peer classroom observation to meet CBA requirement.

Add Sections 4,5, 6, & 7 as needed for a comprehensive peer review.

Faculty: _____ Course:_____ Date: _____ Peer Evaluator: _____

OBSERVATION OF TEACHING may address the following topics, using the 5-point scale below. Please make comments.

5 = Excellent   4 = Very Good   3 = Good   2 = Fair   1 = Poor

	Score
1. **Teaching methods/subject delivery encourages student learning**	
a. Organization, use, and/or preparation for topic, materials, equipment	
b. Communication skills, clear directions, and explanations	
c. Considers level of student knowledge and interest, and plans activities appropriately	
d. Teaching methods creative, appropriate, effective, challenging, stimulating, and up to date.	
2. **Behavior/attitude/demeanor**	
a. Has enthusiasm for student learning and/or subject area	
b. Establishes student rapport, responsibility, and respect	
c. Demonstrates respectful / appropriate behavior	
3. **Content**	
a. Presents appropriate content; requires higher order thinking in discussion and assignments	
b. Well established or documented in literature and/or research; demonstrates currency	
c. Coordinates/integrates content with other courses in the curriculum	
Comments on teaching assessment:	

COURSE OR CURRICULUM/PROFESSIONAL/TEAMWORK PEER EVALUATION

Please make comments and use the 5-point scale on the preceding page.

	Score
4. Curriculum/course development/assessment	
a. Course(s) content and syllabus consistent with goals and objectives of department	
b. Teaches appropriate rigorous current content so student can advance to next course and/or activity	
c. Has higher order thinking, rigorous and reasonable content, or assessments	
d. Curricula or course(s) development has peer collaboration	
5. Professional development/current in subject area and educational methods	
Currency in discipline, CE, educational methods, and reading academic literature	
6. Teamwork and communication	
a. Course goals, objectives, and activities calibrated with other department faculty and/or courses	
b. Effectiveness and willingness to work with other faculty members to coordinate class and curriculum	
c. Initiates integration of curriculum, content, or activity when discrepancy is found	
Comments:	
7. Overall peer assessment/ rating	
Comments:	

APPENDIX D: ONLINE PEER OBSERVATION FORM

For peer observations of online courses, the evaluee provides the evaluator with online lecture content that is approximately equivalent to a single face-to-face lecture session. The evaluee also provide examples of faculty-class interaction, including but not limited to email messages, a discussion board, video discussions, or other digital format. From CBA 7.7 (i)

Course Information:	
Instructor name and rank: Peer reviewer's name and rank: Date of review:	Course number, section, title: Term and year: URL to course home page:

Standard	Exceeds standard	Meets standard	Does not meet standard	Comments
1. Organization and Navigation				
Course home page includes instructions and resources for navigating the course.				
Course home page is well organized and engages the student.				
Module with working links is provided for access to EWU tech support.				
Course content is organized into modules.				
Instructor introduces each module in a consistent manner.				
2: Objectives and Assessment				
Course Learning Objectives are easily identified and linked to program required outcomes.				
Assignments are well designed using authentic assessment methods.				
Some assignments include opportunities for student interaction such as peer review and group projects.				
Instructor provides constructive feedback for all assignments using quantitative assignment rubrics and qualitative comments.				

3: Content				
The content and assignments are relevant to each module topic.				
The content/resources are evidence-based, reputable, and referenced.				
Module content meets accessibility standards including captions, transcriptions, and web-accessible fonts.				
Module content is varied and includes documents, presentations and a variety of media including images and videos either created by the instructor or the course developer.				
All links to resources are current and functioning properly.				
Course content includes many opportunities for student interaction including module discussion boards.				
Course content is free of grammatical errors and easy to understand.				
4: Communication/Engagement				
Instructor presence is evident with Instructor-created videos to introduce the course and each module.				
Instructor introduces themselves in a short video.				
The instructor's Canvas bio section is complete and includes a professional photo avatar.				
Students are given the opportunity to provide a personal bio in order to build an online learning community.				
FAQ and coffeeshops are used to answer student questions and concerns; instructor informs students how often they will monitor.				
Instructor provides expectations for course communication including use of LMS email, university email, announcements, and video calls.				
Opportunities for synchronous communication are available using digital communication tools.				
LMS tools that provide opportunities for students to meet are utilized to promote student engagement.				

Discussion prompts are designed to promote relevant, robust discussions on subject matter.				
Discussion prompts include initial and response posting expectations. A discussion board rubric details these expectations.				
Adequate engagement opportunities are provided on a regular basis via discussion boards and or other digital methods including synchronized discussions.				
Instructor responds at least once to all students in the discussion board, in a timely manner, and furthers discussion.				
Instructor builds rapport through responses in discussion board that are professional and show respect to students.				
Instructor monitors discussion board posts for unprofessional or inappropriate behavior and intervenes when necessary.				
Announcements are brief, professional, and timely.				

Created by Ann O'Kelley Wetmore, Professor Emerita, February 2023