



UNIVERSITY *of*  
Western States

**Faculty Handbook**  
**College of Graduate Studies**

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## Handbook Purpose

This handbook applies to university faculty members in the University of Western State (UWS) College of Graduate Studies programs.

This handbook was developed to:

- Guide understanding of the terms and expectations for faculty work.
- Promote academic freedom and life-long professional development of faculty.
- Provide information on processes that will help faculty understand how the university operates.

This handbook provides information most relevant to university faculty and does not replace information contained in the UWS Employee Handbook. This handbook is subject to revision as new and more efficient policies and procedures are adopted. University faculty members should consult [Inside UWS>Udocs](#) for UWS policies. Should the handbook conflict with existing university policy, the relevant policy will prevail.

Questions related to the *Faculty Handbook* should be directed to the vice provost/dean, college of graduate studies.

## History of University of Western States

University of Western States (UWS) offers a world-class, integrated education to students and provides the community with an unsurpassed, whole-person approach to health and wellness. Founded in 1904 as a chiropractic college, UWS has evolved into a university offering a variety of health and wellness degrees. We have been a leader in health sciences education through integrated, evidence-informed curricula grounded in our dedication to the most up-to-date health care research and practices.

### Section I: UWS Mission, Vision, Core Themes and Values

#### UWS MISSION

The mission of University of Western States is to advance the science and art of integrated health care through excellence in education and patient care.

#### VISION

Quality of life and wellness are advanced through transformative education and health care.

#### MISSION GOALS

- Student Success
- Stewardship & Sustainability
- Academic Excellence & Integrated Health

#### CORE VALUES

At UWS, we [value](#):

- Student Focus – We work for the common good of students' academic and professional success.
- Best Practices – We maintain high standards by using and integrating evidence across multiple disciplines.
- Curiosity – We are innovative, open minded, and forward thinking.
- Inclusiveness – We are respectful, mindful, and welcoming of different ways of being, thinking, and doing.
- Professionalism – We are responsible, respectful and accountable.
- Whole-Person Health – We promote physical, mental and emotional wellness in all facets of the UWS experience.

### Section II: University Governance

University of Western States facilitates a shared governance structure designed to provide students, faculty members, trustees, administrators, and staff members an opportunity to participate in university planning and decision-making. The structure promotes broad awareness of the vision, mission, and strategic planning priorities among constituencies. The process advances program quality and continuous improvement in the areas of instruction and learning, research, scholarship, and service. The governance process also facilitates informed decision-making and responsible use of resources through the analysis and use of quantitative and qualitative outcomes, promoting transparency, consistency and integrity among the constituents that make up the university.

University faculty members are actively involved in the formulation, review, and refinement of academic, faculty and faculty- related policies. They participate in university and programmatic committees, are represented at Faculty

Senate and attend regular department, division and general faculty meetings. A copy of the Faculty Senate bylaws is located [here](#).

## **ORGANIZATIONAL STRUCTURE**

The university has a centralized administration responsible for the leadership and management of the day-to-day operations ensuring appropriate planning and allocations of resources to accomplish the mission of the university. The university operates on a quarter system and the faculty is organized within the two colleges providing academic programs:

### College of Chiropractic

- Department of Basic Sciences
- Department of Chiropractic Sciences
- Department of Clinical Sciences
- Department of Clinical Education
- Department of Clinical Internship
- Department of Diagnostic Imaging

### College of Graduate Studies

- MS in Human Nutrition and Functional Medicine (HNFM)
- MS in Sports Medicine
- MS in Sport and Performance Psychology (SPP)
- MS in Clinical Mental Health Counseling (CMHC)
- Doctor of Clinical Nutrition (DCN)
- EdD in Sport and Performance Psychology
- EdD in Sport and performance Psychology, Clinical Mental Health Counseling specialization
- Certificate Programs in HNFM, SPP

### Office of Academic Affairs (Directed by the Provost)

- BS in Human Biology
- Pre-Professional Science Program

A dean, whose job description defines the position responsibilities and authority, leads each college. Deans are under the supervision of the provost who reports to the president. The university maintains an organizational chart that illustrates administrative and operational oversight for areas of responsibility. The [current chart](#) is available on the website.

## **Faculty Senate**

The Faculty Senate is the official governing body of the faculty. Faculty Senate Bylaws clarify the rules of order, officers, membership, meetings and purpose of the senate. An elected senate president represents the faculty to the administration, recommends faculty representatives to various committees, and represents the faculty in other shared governance opportunities. The senate considers matters presented from committees, faculty members, and/or the administration during senate meetings. A copy of the Faculty Senate bylaws is located [here](#).

## **Committees**

Faculty members may be appointed to serve on academic and university standing committees, task forces, ad hoc committees or other groups. Faculty members are expected to fulfill committee responsibilities. [See Policy 1010 \(B\) Committee Structure.](#)

## **Section III: Faculty Employment**

University faculty members advance the institutional mission by providing quality teaching, scholarly work, and service to the university and the higher education community. Individual faculty member responsibilities may vary depending on assigned roles and duties.

### **UNIVERSITY FACULTY MEMBER**

University faculty members in the college of graduate studies are classified as full-time or part-time faculty, ranked or non-ranked, whose primary assignment is to academic programs within the college of graduate studies.

University faculty members may have multiple appointments within the colleges, or in different programs within the same college, with the approval of their primary program director and supervising dean.

### **FULL-TIME UNIVERSITY FACULTY**

Full-time university faculty members are appointed by the administration to a program at a specified rank (e.g., assistant professor), or to a non-ranked position, and to specific duties and responsibilities within their primary program based on their qualifications and university needs. See [Rank Defined](#). When qualified, a full-time university faculty member may receive assignments or appointments within other programs, with the approval of the program director and supervising dean.

The fulltime ranked faculty in the college of graduate studies teach three courses per quarter. At the discretion of the program director, and in consultation with the dean, a faculty member's course load for a given quarter may be re-evaluated to provide course release for special projects related to program/departmental needs.

The standard workweek for full-time university faculty is 37.5 hours per week, or 1.0 FTE (full-time equivalency), during which they engage in teaching (and/or clinical supervision/mentoring), scholarship (see [Policy 1241 Research, Scholarship and Ethical Standards.](#)) and service responsibilities as a part of their full-time commitment to the university. Full-time university faculty members are classified as exempt personnel and are expected to be available for assignments during the specified workweek, which may vary according to assignment. For example, full-time online faculty may be required to work Saturdays rather than one weekday. Contact hours may vary from term-to-term. Occasionally, full-time university faculty members may be required to attend functions outside of week day business hours. Faculty will be notified in advance of anticipated functions of this nature.

When appropriate, full-time university faculty members may be invited to perform administrative responsibilities as a program director in addition to their teaching, scholarship and service duties. These responsibilities would normally accompany a corresponding adjustment of existing assignments (e.g., teaching contact hours) to balance the workload.

## **OUTSIDE EMPLOYMENT FOR FULL-TIME FACULTY**

For full-time university faculty, consulting or engaging in employment activities outside the university must be approved in writing by the program director and dean. The director, dean or provost may deny permission to engage in outside employment that is deemed in conflict with the university mission. Faculty members found in conflict by reason of outside employment may face disciplinary action including termination.

## **PART-TIME UNIVERSITY FACULTY APPOINTMENTS**

Part-time university faculty members, including adjunct positions and part-time course facilitators, are appointed to perform specified duties for a finite period. Options for part-time university faculty appointments include:

### **Annual Part-time Appointments**

Annual appointments are offered to part-time adjunct university faculty members who have demonstrated a consistent commitment to specific duties. The annual appointment letter delineates specific duties over the appointment period and whether compensation will include benefits. An annual appointment expires on the last day of the fourth quarter of its stated duration. Faculty members assigned an annual part-time appointment will be assigned rank appropriate to their qualifications.

For the purposes of calculation, the FTE percent a faculty member works will be calculated based on the number of hours they are scheduled during the contract period, divided by 1,950 hours, which is equivalent to the annual full-time university faculty commitment.

### **Quarterly Teaching Assignments**

Part-time university faculty members may be hired under an assignment that delimits the terms of employment to a single quarter. Quarterly assignments expire on the last day of the quarter. Part-time university faculty members on quarterly assignments are generally non-ranked faculty.

For the purposes of calculation, the percent FTE a faculty member works in any quarter will be calculated based on the number of hours they are scheduled to work during the quarter, divided by 487.5 hours, which is one-fourth of an annual 1,950-hour work year.

Quarterly Teaching Assignments may be terminated with or without cause, at any time.

### **Benefits Qualification for Part-time University Faculty**

Should a faculty member's quarterly FTE exceed 80 percent (1,560 hours) within one academic year, that faculty member will qualify to receive employee benefits. The cost of benefits will be prorated to the percent FTE average over the calculation period, as described in the UWS Employee Handbook. The university will cover the assigned percentage, and the faculty member will be responsible for the balance.

In general, benefited faculty members (part-time and full-time) are expected to participate in faculty meetings. Part-time university faculty are not expected to participate in committee work. Faculty who teach online may be offered teaching assignments with pay based on a per course basis or per student basis depending on the program and circumstance.

A faculty member in one college may hold adjunct status in another UWS college or program at the discretion of the provost. Arrangements for services outside the primary appointment are made on a case-by-case basis. The appointment process is described in this handbook.

## **UNIVERSITY FACULTY RESPONSIBILITIES**

Acceptance of an appointment to the faculty implies willingness on the part of the appointee to cooperate with colleagues and the administration in pursuing the university mission and to meet the requirements of the faculty member job description. Faculty members are expected to abide by the university policies and support university activities. They are expected to conduct all classroom and other academic activities in a professional manner and to fulfill certain responsibilities including:

### **Support for the University Mission, Vision and Values**

University faculty members are expected to support the mission, vision and values of the university. Nothing in this support diminishes a faculty member's right to respectfully and appropriately disagree with other members of the university community.

### **Avoidance of Conflict of Interest**

Full-time university faculty members are expected to avoid all conflicts of interest in accordance with [Policy 1005 \(B\) Conflict of Interest](#). Employment at other educational institutions may be construed as a conflict of interest. Also see [Policy 3402 Instructing at Other Institutions](#), and the conflict of interest information in the UWS Employee Handbook.

### **Intellectual Property, Patents and Copyrights**

Faculty rights and responsibilities in regard to intellectual property, patents and copyrights are addressed in [Policy 1007 Copyrights and Patents](#).

### **Use of University Name and Logo**

Use of the university name and/or logo in advertising or marketing any private enterprise is prohibited. Consistent with the university messaging and brand guide, faculty members are not allowed to advertise or list any business enterprises or advocacy positions they are a party to on university letterhead, electronic resources, or copyrighted university materials. This includes the use of personal statements, quotes, or other monikers that are not specifically approved by the university messaging and brand guide.

### **Appropriate Use of Positional Authority**

University faculty members may not engage in behavior that would, by virtue of their position, encourage, cajole, compel or otherwise influence an individual under their authority to engage in inappropriate behavior as determined by the university.

### **Professional Conduct**

University faculty members are expected to contribute to an environment of mutual respect. Conduct that violates university policies; endangers the reputation of the university; or is counter to the mission, vision and values is prohibited and punishable by disciplinary action including termination of employment.

### **General Responsibilities**

1. Prepare and submit an updated syllabus for each assigned course by the announced deadline (eight weeks prior to the new term if the course is an online course). Syllabi must follow the university format.
2. Prepare and administer exams and assignments that measure course learning objectives/outcomes and represent the rigor commensurate with the program level (undergraduate, graduate or first professional).
3. Grade exams and assignments and provide student feedback in a timely manner.
4. Enter grades into the course management system (or other required procedure) by grade reporting deadlines.

5. Collaborate with colleagues to ensure adequate instruction and assessment of required subjects to ensure successful educational outcomes.
6. Maintain an atmosphere conducive to learning in the classrooms (on campus and online).
7. Implement effective instructional strategies and methods.
8. Engage in continuous study in teaching discipline.
9. Engage in scholarly activity in the field.
10. Participate in faculty in-service programs, professional development programs, and commencement ceremonies. Full-time university faculty members only.
11. Support student learning.
12. Refrain from making oral or written derogatory remarks regarding students, colleagues, or staff members, particularly in the presence of students.
13. Accept constructive feedback and engage in continuous improvement of teaching effectiveness.
14. Report facility and equipment malfunctions, and/or damage, to the appropriate department.
15. Adhere to university procedures and policies.
16. Lend enthusiastic support to the university policies and to co-workers particularly in the presence of students.

### **Email Use**

Faculty members are assigned a university email address and are required to use this email address to communicate with students and employees for official UWS business. The use of personal email for official university communications/work is not permitted under any circumstances. All university notices and announcements will be sent to this assigned email address. University faculty members are expected to check their university email on a regular basis. University faculty members must use [only university-approved signature](#) inserts in university email correspondence.

### **Academic Freedom**

University faculty members have the right to exercise academic freedom and are expected to observe and respect the academic freedom of students and other university constituents. See [Policy 1002 \(B\) Academic Freedom](#).

### **Employee Complaint**

University faculty members may participate in the employee complaint process as defined in [Policy 3412 Employee Complaint](#).

### **FACULTY DUTIES**

University faculty member duties typically include teaching, service, and scholarly activity. Full-time university faculty member duties may also include administrative appointments and responsibilities.

#### **Teaching**

Teaching is the process of interacting with students to:

1. Facilitate the achievement of desired student learning objectives/outcomes through the acquisition of knowledge, skills, abilities, critical thinking, and the professional competencies of their program of study.
2. Instill the desire and capacity for life-long learning.
3. Assess and evaluate student achievement of competencies as they progress through their program of study.

### *Course Ratings*

Students provide confidential course ratings for course instructors at the end of each term as scheduled by the program director or dean. The dean and/or program director review course ratings results with instructors to identify and implement necessary teaching and/or curriculum improvements.

### *Course Syllabi and Exams*

A syllabus is required for every course and should follow the UWS college of graduate studies syllabus template. Syllabi for new courses or redesigned courses are required **no later than eight weeks** prior to the term the course will be offered. The office of academic affairs archives all course tests and examinations for purposes of assessment and accreditation. Faculty members are expected to submit course examinations by the deadline established each term. Online course tests and examinations are archived in the learning management system.

### **Service**

Service is defined as the university faculty member's involvement in advancing the institution above and beyond job responsibilities. Service includes and is not limited to:

1. Leadership or significant contribution to program improvement
2. Committee leadership
3. Active committee participation and corresponding work products
4. Voluntary participation in competency examination delivery and development
5. Service to profession/discipline
6. Mentoring new faculty
7. Involvement/leadership in areas that enrich campus life
8. Service and leadership in areas that enrich the community

The suitability of service opportunities should be discussed with the faculty member's supervisor to ensure there is no conflict of interest.

CGS faculty meet regularly in several different structures:

1. Bi-monthly faculty meeting with the college of graduate studies fulltime faculty and program directors; meetings are led and facilitated by the dean
2. Faculty serving in administrative appointments as program directors meet monthly as a group to discuss issues that are relevant to all departments in the college (led by dean); each director meets biweekly with the dean for ongoing program support

### **Clinical Service**

University faculty members who engage in the management of patients or clients as a part of their responsibilities are engaging in clinical service. The university establishes and communicates expectations for the standards of patient care, documentation, and other administrative factors relative to the delivery of health services in university clinics.

### **Scholarly Activity**

[Policy 1241 Research, Scholarship and Ethical Standards](#) establishes scholarly activity as the creative product of disciplined, peer- reviewed inquiry that creates new knowledge and understanding or contributes new and unique insights through synthesis, integration, or interpretation of existing knowledge. Directly or indirectly, this work is a positive contribution to healthcare and health sciences education. Within Boyer's Model of Scholarship (1997) there are seven types of activities that qualify as scholarship:

1. Discovery - original research, testing hypotheses, collecting data, and reporting the results.
2. Application - work that demonstrates theory or knowledge applied in real-life situations.
3. Integration - activities that are primarily interdisciplinary or interpretive in nature.
4. Teaching and Learning – work that involves the creation, description, evaluation, or innovation of students’ educational experience.
5. Invention - scholarly inquiry resulting in new processes, procedures, devices, or products.
6. Service and Administration – work designed to improve the academic business enterprise through evaluation, description, critique, and assessment.
7. Clinical practice activity that creates, analyses, describes, and documents the delivery of patient care.

Specific Characteristics of Scholarship within Boyer’s Model

Type of Scholarship	Purpose	Sample Performance Measures
Discovery	Build new knowledge through traditional research.	Publish in peer-reviewed forums Produce or perform creative work within an established field Create infrastructure for future studies
Integration	Interpret the use of knowledge across disciplines.	Prepare a comprehensive literature review Write a textbook for use in multiple disciplines Collaborate with colleagues to design and deliver a core course
Application	Aid society and professions in addressing problems.	Serve industry or government as an external consultant Assume leadership roles in professional organizations Advise student leaders thereby fostering their professional growth
Teaching and Learning	Study teaching models and practices to achieve optimal learning.	Advance learning theory thorough classroom research Develop and test instructional materials Mentor graduate students Design and implementing a program level assessment system
Type of Scholarship	Characteristics	Sample Performance Measures
<u>Discovery</u>  <b>Contribute to development or creation of new knowledge.</b>	Primarily empirical or historical research demonstrated by peer-reviewed publications of research, theory, philosophical essays or peer-reviewed professional presentations, grant awards in support of research or scholarship with positive peer evaluations.  Theory development, methodological studies, philosophical inquiry, research questions that deal with clinical, health services, educational sciences, or a related field.	Bibliographic citation of the accomplishments  Positive external/peer assessments of the body of work

<p><u>Integration</u></p> <p><b>Contribute to critical analysis and review of knowledge within disciplines or creative synthesis of insights contained in different disciplines or fields of study.</b></p>	<p>Inquiry that advances knowledge across a range of theories, practice areas, techniques, or methods. Includes works that interface between chiropractic and a variety of disciplines.</p> <p>May include: peer-reviewed publications of this research, integrative reviews of the literature; copyrighted works, licenses, patents, product development, books; positive peer-evaluations of contributions to integrative scholarship; interdisciplinary grant awards; reports of interdisciplinary programs or service awards; peer-reviewed/invited professional presentations; policy papers designed to influence organizations or governments; service on editorial boards or peer-review panels.</p>	<p>Bibliographic citation of the accomplishments</p> <p>Positive external/peer assessments of the body of work</p> <p>Documentation of role in editorial/review processes or other roles as described in characteristics</p>
<p><u>Application (practice)</u></p> <p><b>Apply findings generated through scholarship of integration or discovery to solve real problems in professions, industry, government, and community.</b></p>	<p>Aid society and professions in addressing problems in society through application of technical or research skills.</p> <p>This is done through activities related to the faculty member's area of expertise. Examples include: consultation, technical assistance, policy analysis, program evaluation, development of practice patterns; peer-reviewed presentations related to this practice; consultation reports; reports that compile and analyze patient or health services outcomes; products; copyrights, patents, or licenses; peer reviews of practice; grant awards in support of practice; reports of systematic reviews to solve practice problems; policy papers, reports of clinical demonstration projects; development and implementation of evaluation of protocols, care pathways, and practice guidelines.</p>	<p>Formal documentation of a record of the activity and positive formal evaluation of users of the work</p> <p>Bibliographic citation of the accomplishments</p> <p>Positive external/peer assessments of the body of work</p> <p>Documentation of role in editorial/review processes or other roles as described in characteristics</p>
<p><u>Teaching</u></p> <p><b>Contribute to development of critically reflective knowledge about teaching and learning</b></p>	<p>Application of knowledge of the discipline or specialty applied in optimal teaching and learning; development of innovative teaching and evaluation methods; program development and learning outcome evaluation; professional role-modeling</p> <p>May include: Peer-reviewed publications of research related to teaching and learning methods or outcomes; case-studies related to teaching and learning; theory development in teaching or testing of educational models/theories; successful applications of technology in teaching and learning; positive peer assessments of those innovations or applications; grant awards related to teaching and learning; published textbooks or other learning aids; peer-reviewed invited presentations related to teaching and learning.</p>	<p>Bibliographic citation of the accomplishments</p> <p>Documentation of scholarly role in creation of multi-authored evaluation reports</p> <p>Positive external/peer assessments of the body of work</p>

### Faculty Administrative Activities

Qualified university faculty members may be assigned personnel oversight, operations management, planning, and leadership within the context of a university program. University faculty members assigned to leadership roles

may be compensated separately for that work.

## **UNIVERSITY FACULTY APPOINTMENTS**

The university hiring process observes [Policy 1013 \(B\) Equal Opportunity and Non-discrimination](#). Available full-time and part-time (including adjunct) university faculty positions are announced through the office of human resources.

### **Full-time and part-time benefited university faculty positions**

The program director, in collaboration with the dean, drafts the proposed job description and coordinates the hiring process with the office of human resources. This includes organizing a search committee, identifying final candidates, and collecting current curriculum vitae and official transcripts from the candidates prior to hiring. The program director recommends the best candidates for the position to the dean. Upon approval by the dean, the office of human resources drafts an offer of employment that is subsequently sent to the candidate. Upon the candidate's acceptance of the offer of employment and following the receipt of all appropriate documents/paperwork (including successful background clearance), the dean works with the provost to review all relevant information and recommend a faculty rank, unless the position is a non-ranked faculty position such as course facilitator. The recommendation goes to the president who appoints the faculty member with a rank as appropriate to the position and qualifications. The program director prepares appropriate onboarding actions in coordination with the office of human resources. The offices of human resources and communications prepare and distribute a welcome announcement.

### **Adjunct and part-time non-benefited faculty positions**

Adjunct faculty and non-benefited part-time university faculty are hired by the program director to meet course and/or program needs on either a quarterly or yearly basis via an appointment letter from the office of human resources. Adjunct faculty and non-benefited part-time university faculty are eligible to apply for benefited full-time and part-time university faculty positions and would therefore undergo the process described above.

All applicants for university faculty positions, including non-benefited part-time faculty and adjunct faculty, are subject to hiring requirements of the university, including but not limited to, credential verification and license, insurance, and criminal/disciplinary background checks. Additional details on the hiring process are available through the office of human resources.

## **Rank Defined**

### *Rank Overview*

Each university faculty member (full-time or part-time) will be appointed and assigned as either non-ranked faculty or ranked faculty, based on the job description and the faculty member's qualifications, including but not limited to, education, experience, scholarship, and service. In general, new full-time university faculty members are hired at an initial rank of assistant professor. The program director may make a recommendation for an exception with rationale to the dean. The dean forwards a recommendation to the provost and president for a final decision. The letter of appointment will be sent from the office of the president.

### *Course Facilitator – Non-Ranked*

- Appropriate degree(s) for the discipline. A master's degree may be considered, if the degree is the highest available formal training in the discipline, or if the master's degree is the generally accepted standard of educational depth for the discipline. University faculty teaching the application of clinical procedures must have a valid Oregon license and/or certification.

- Evidence of experience in teaching or assisting in teaching within the discipline (optimally, one to three years) and/or evidence of practice experience or practice potential, if applicable.
- Evidence of service to the profession.

#### *Instructor/Adjunct – Non-Ranked*

- Appropriate degree(s) for the discipline. For faculty in the basic sciences, a PhD or MA/MS. For faculty in the clinical sciences, a MD, DO, DC, ND or other professional degree, and a corresponding valid license. For faculty in graduate programs, a PhD. A master's degree may be considered, if the degree is the highest available formal training in the discipline, or if the master's degree is the generally accepted standard of educational depth for the discipline. University faculty teaching the application of clinical procedures must have a valid Oregon license and/or certification.
- Evidence of experience in teaching within the discipline (optimally, one to three years) and/or evidence of practice experience or practice potential, if applicable.
- Evidence of service to the profession.

#### *Assistant Professor*

- A terminal or first professional degree in a relevant discipline. A master's degree may be considered, if the degree is the highest available formal training in the discipline, or if the master's degree is the generally accepted standard of educational depth for the discipline.
- Evidence of a minimum of three years' experience in teaching within the discipline. Multiple degrees or specialty certifications, with evidence of teaching in those areas, and/or evidence of practice experience may substitute for years' experience.
- Evidence of service to the profession.
- Evidence of scholarly production within the appropriate discipline. Presentations and publications are the preferred mediums for providing this evidence.

#### *Associate Professor*

- A terminal or first professional degree in the relevant discipline.
- Evidence of experience in teaching within the discipline (minimally five years), and/or evidence of successful and sustained clinical practice, if applicable.
- Evidence of sustained commitments to service within the profession and with prior employer/institution. The individual should be known outside the institution because of involvement with professionally related activities.
- Evidence of scholarly production within the appropriate discipline, such that the candidate's scholarly reputation is established from published work.

#### *Professor*

- A terminal or first professional degree in a relevant discipline
- Evidence of a minimum of 10 years of experience in teaching within the discipline, and/or evidence of successful and sustained clinical practice, if applicable.
- Evidence of service to the profession and demonstrated leadership roles in related organizations.
- Evidence of scholarly production demonstrating that the candidate is considered a scholarly authority in the candidate's field.

### **Section IV: University Faculty Performance Evaluation**

### **PERFORMANCE ENHANCEMENT PLAN (Full-Time Faculty)**

At the onset of the performance evaluation period (completed annually), each full-time university faculty member develops a performance enhancement plan (PEP) in consultation with the appropriate division chair or program director. The purpose of the plan is to establish measurable objectives and expectations for growth and performance improvement over the evaluation period.

Both parties must sign acceptance of the PEP, understanding that, in some rare instances, there may be disagreement between the parties. The program director or dean must ensure all PEPs are in alignment with program objectives and institutional priorities in support of the university mission.

### **FULL-TIME FACULTY PERFORMANCE EVALUATION PROCESS**

At the conclusion of the evaluation period, the full-time university faculty member will provide a written analysis report of their success in achieving PEP objectives to the appropriate program director or dean. Based upon the university faculty member's analysis, the program director or dean's observations, student course ratings (when applicable), and any supporting evidence, the program director or dean rates the university faculty member's performance in each area as exceeded, met, or goal area. Each faculty member is also evaluated on alignment to the university's core values and associated competencies (demonstrated or development needed).

The university faculty member and program director or dean will meet to discuss the evaluation and to set performance objectives for the next performance review period. The program director forwards copies of the completed performance evaluation to the university faculty member, human resources, and the dean.

### **PART-TIME FACULTY PERFORMANCE EVALUATION PROCESS (includes Course Facilitator/Adjunct)**

Part-time university faculty members must consistently meet expectations for best practices. See [Appendix A](#). The part-time university faculty member will complete a self-evaluation form in the spring of each academic year. See [Appendix D](#). The appropriate supervisor will review the self-evaluation form with the part-time university faculty member and assist in goal setting and appropriate supports.

### **ADVANCEMENT IN FACULTY RANK (PROMOTION)**

Full-time university faculty members with rank have the opportunity for promotion in rank. To be considered for promotion, a university faculty member must apply for promotion using the appropriate application materials, must meet the minimum requirements for advancement in rank, and must submit a comprehensive portfolio as described below.

At the time of hire, the dean may modify the time in rank required to achieve eligibility for promotion, based upon experience in rank elsewhere or other qualifications. Additionally, any full-time university faculty member may apply for promotion early, if the university faculty member's supervisor supports early promotion and provides evidence that the university faculty member has done exceptional work while in the current rank/position and meets the requirements for the rank sought.

The program director and promotion review committee will affirm the following factors prior to making a recommendation to the dean for a university faculty member's promotion (in the case of program directors who seek rank advancement, the promotion review committee will serve to make the recommendation to the dean):

- The applicant meets the minimum qualifications to be considered for the rank promotion requested (see table below).
- The applicant provides a quality and complete professional digital portfolio.

- The applicant has met or exceeded standards as per the university faculty member's performance evaluations during time since hire or last promotion.
- The applicant has a strong recommendation from the immediate supervisor (if applicable).
- If any additional evidence is provided by the university faculty member, the evidence strengthens the case for promotion.

Part-time university faculty members with rank working 0.5 FTE or more may be considered for promotion based on the same criteria. Time in rank is accrued to equal the full-time equivalent as calculated by adding the annual hours accrued in rank. When the part-time university faculty member has accrued sufficient hours to equal the time in rank requirement, the faculty member is eligible to apply for promotion, assuming other minimum requirements for rank increase are met. For example, if a full-time university faculty member must have five years of time in rank to be eligible for promotion, a .5 faculty member would need to have ten years in rank at 0.5 FTE part-time (50 percent FTE) to be eligible.

The president, in consultation with the provost, will consider the dean's recommendation, and render the final decision regarding university faculty member promotion. Following the president's approval, promotions become effective with the beginning of the next fiscal year (July 1). If promotion is denied, the president will inform the university faculty member, the dean/program director of the reason(s) for denial in writing.

## Minimum Qualifications for Advancement (promotion)

<b>Non-Ranked</b>	<b>Upon hire</b>	<b>To move rank after hire</b>
Course Facilitator	Part time or full time hired for a position that supports instruction in a course, support and/or teaching responsibility.	Must apply for and be hired for a position that is listed as a position with rank.
Adjunct/ Instructor/ Lecturer	Part time or full time hired for a position with only course preparation, support and/or teaching responsibility (no research or other university duties such as committees).	Must apply for and be hired for a position that is listed as a position with rank.
<b>Ranked</b>	<b>Upon hire</b>	<b>To move rank after hire</b>
Assistant Professor	<p>Full time university faculty with all faculty responsibilities, entry level</p> <p>Zero to five years of higher education teaching experience relevant to the position.</p> <p>May have a terminal degree in discipline. A master's degree may be considered, if the degree is the highest available formal training in the discipline, or if the master's degree is the generally accepted standard of educational depth for the discipline, or if the candidate is actively progressing toward a terminal degree.</p> <p>If hired with master's degree, must obtain terminal degree within seven years of hire and prior to any rank advancement.</p>	<p>May be hired at assistant professor rank if the rank was previously held at another university.</p> <p>To move from assistant to associate, must have completed five years at the institution by the date the rank advancement goes into effect.</p> <p>Must present to a rank committee a portfolio of work: teaching, scholarship, service, and research accomplished during the five-year period.</p> <p>Committee must approve rank advancement (see rubric and other requirements)</p> <p>Must have met all employment requirements during years of employment.</p> <p>Must present three letters of recommendation from within the university.</p> <p>President must approve rank advancement.</p>
Associate Professor	<p>Full time university faculty with all faculty responsibilities, mid-level</p> <p>Five or more years of higher education teaching experience.</p> <p>Must have a terminal degree in discipline.</p>	<p>May be hired at full professor rank on rare occasion with approval of provost if the rank was previously held at another university.</p> <p>To move from associate to full professor, must have completed five years at UWS. Must have completed five years of work at the associate professor rank by the date the rank advancement goes into effect.</p> <p>Must present to a rank committee a portfolio of work and research accomplished during the five-year period.</p> <p>Committee must approve rank advancement (see rubric and other requirements)</p>

Professor	Full time faculty with all faculty responsibilities, top level	Must have met all employment requirements during years of employment.
	Ten or more years of higher education teaching experience.	Must present three letters of recommendation from within the university.
	Must have a terminal degree in discipline.	President must approve rank advancement.

## PERFORMANCE EVALUATION TIMELINE

### Performance Evaluation Process (PEP)

**Schedule:** Occurs yearly in spring term.

- The full-time university faculty member submits PE form to program director/dean per university deadlines provided annually. PE goals should address areas defined on the PE form.
- The program director/dean schedules one-on-one PE conference with the full-time university faculty member prior to completion of the fiscal year.
- The program director/dean submits the signed PE form with program director/dean comments and recommendation to the office of human resources no later than the end of the fiscal year.

### Rank Advancement Schedule and Process

If a full-time university faculty member has met the criteria for rank advancement and would like to be considered for rank advancement, the yearly review for that year will occur in March in order to determine rank advancement prior to the start of the new fiscal year.

- The full-time university faculty member notifies program director/dean of the intent to apply for rank advancement by January 10.
- The full-time university faculty member requests one faculty committee member by January 10. Committee will be comprised of the dean, one or two university faculty members from the same college, one university faculty member of the employee's selection.
- The program director, in collaboration with dean, assembles a rank advancement committee and schedules a time for the rank advancement applicant to present the portfolio to the committee during the month of February.
- At the rank advancement presentation, the applicant is evaluated via the [Rank Advancement Rubric](#) by each member of the committee independently.
- Rubrics are collected by the program director (dean if candidate for rank is a program director) within 36 hours of the committee meeting and then reviewed to determine a score. In order to be approved for rank advancement, the applicant under review must receive a passing score for each section based on rank desired (see rubric in Appendix B for specifics).
- The program director makes a recommendation to the dean and the dean makes a recommendation to the provost.
- The provost collaborates with president who will notify the candidate of the decision.
- The faculty member has the right to view the rubric scores.

## PROFESSIONAL DIGITAL PORTFOLIO

To be considered for promotion in faculty rank, a university faculty member must compile and present to a committee a professional digital portfolio of performance and contributions to the institution, which provides evidence of achievement or advanced skills in teaching, service, scholarship, clinical practice, and/or administration (where applicable). The digital portfolio must also include evidence of leadership and mission promotion in addition to the achievement of annual performance objectives documented through the annual performance evaluation process. Incomplete or poorly constructed portfolios will not be accepted.

Files will be archived with the dean and human resources as part of the faculty member's personnel file and will be retained by the university for a period of 7 years.

### Required Digital Portfolio Elements

All elements must show evidence of support and promotion of the university and department mission and indicate the faculty member's leadership at the university and department levels. As the faculty member works to prepare the portfolio for submission, utilize the categories in the rubric criteria as a frame for demonstrating outcomes.

- 1) A title page which includes the faculty member's name, academic rank, date of hire to full-time university faculty member position (and/or part-time university faculty member position if applicable), and date of portfolio submission.
- 2) A current curriculum vita which includes:
  - a) Date
  - b) Name
  - c) Post-secondary educational history including year, degree, institution (most recent degrees listed first)
  - d) Academic employment history, including academic ranks held and dates they were achieved (most recent positions listed first), institutions, duties, etc.
  - e) Service to discipline/profession, with titles of offices held and years held.
  - f) Service to the primary program and UWS, with dates of volunteer or assigned service activities, description of contribution/s made.
  - g) Practice and/or consulting positions held and responsibilities. Please list employers, titles, and dates, with most recent first
  - h) Scholarship accomplishments/contributions (refer to [Boyer's Model](#)). List most recent accomplishments first.
- 3) Three letters of recommendation from within the university.
- 4) Teaching: Evidence of excellence in teaching since hire or last promotion:
  - a) Narrative (2-3 pages) or series of slides that describes best practice exemplars in the following areas:
    - i) Instructional innovation
      - (1) Innovations/developments created, with rationale for use and analysis and evidence of actions taken to address opportunities for improvement
    - ii) Responsiveness to student diversity and meeting students' learning needs
      - (1) Use of student feedback and course and program learning outcomes to improve teaching and learning
      - (2) Evidence of analysis of course or program outcomes that incorporate student course evaluation or other student-focused feedback (e.g. propose additions, subtractions, or revisions to existing in CLOs in response to student feedback)
      - (3) Student course ratings for each course taught, with analysis and evidence of actions taken to address opportunities for improvement

- (4) Student learning outcomes for courses taught, with analysis and evidence of actions taken to address opportunities for improvement
      - (5) Evidence of efforts to create a welcoming, inclusive, and equitable learning environment for students with diverse identities, with analysis of their outcomes
    - iii) Collaboration with colleagues and/or leadership in course development and revision
      - (1) Evidence of individually led course development or collaborative course development activities with faculty colleagues, CTL instructional designers, etc.
      - (2) Evidence of individually led improvements made to course content or collaborative improvement activities with faculty colleagues, CTL instructional designers, etc.
  - b) PEP objectives pursuant to teaching with evidence of progress towards established objectives
  - c) Documents or resources to include as evidence:
    - i) Courses taught each term
    - ii) Syllabi
    - iii) Notes/handouts provided for students
    - iv) Lecture presentations
    - v) Data on student attainment of course learning outcomes
    - vi) Student course evaluations from each of the different courses taught in the program/dept
    - vii) Copies of assessment instruments that demonstrate instructional innovation or provide evidence for activities in section
- 5) Scholarship: Evidence of scholarship since hire or last promotion – organize the presentation narrative or slides to provide examples in the various categories described by Boyer’s model referenced above in the handbook:
- a) Copies of peer-reviewed papers, chapters, and/or books published
  - b) Copies of platform presentations
  - c) Copies of poster presentations
  - d) Copies of grants submitted and outcomes, if available at submission time
  - e) Copies of IRB applications filed and outcomes, if available at submission time
  - f) Reports of progress that occurred during the evaluation period for ongoing projects that are multi- year in timeframe
  - g) Achievement of PEP objectives pursuant to scholarship with evidence of progress towards established objectives
- 6) Service and Leadership: Evidence of service and leadership since hire or last promotion that provides description of impact on the university or broader professional community:
- a) List of on-campus committees served and role on committee
  - b) List of off-campus activities on behalf of university and roles served
  - c) Other service with explanation of relation to the university mission
- Achievement of PEP objectives pursuant to service, with evidence of progress towards established objectives
- 7) Include information at the conclusion of the portfolio/presentation that provides the committee with information about desired growth, next steps, new frontiers for the next period of engagement with the university.
- 8) Mission: alignment of outcomes and goals with mission will be evaluated on the entirety of the portfolio. Ensure that attention is paid to this thread throughout the materials provided.
- 9) Evidence of clinical practice outcomes (if applicable) since hire or last promotion
- a) Data demonstrating the volume and variety of patients
  - b) Quality assurance scores, with analysis and evidence of actions taken to address opportunities for improvement

- c) Financial performance with analysis and evidence of actions taken to address opportunities for improvement
  - d) PEP objectives pursuant to clinical practice with evidence of progress towards established objectives
- 10) Evidence of administrative (if applicable) achievements since hire or last promotion:
- a) Copy of job description
  - b) Evidence of significant work products pursuant to administrative responsibilities
  - c) Annual objectives pursuant to administrative role with evidence of progress towards established objectives
  - d) Supervisor's evaluations during evaluation period

**APPEAL OF DENIAL OF PROMOTION**

An appeal process is provided to assist in resolving disagreements arising from the denial of promotion in faculty rank.

An appeal of the decision may be made in writing to the provost within five working days of the notification of denial of promotion.

- 1) The provost will appoint an appeal panel consisting of the dean as chair (non- voting) and three other individuals, two of whom will be university faculty members, and a third who will be an administrative staff member.
- 2) The appeal panel will conduct a review of the process and all relevant materials. The panel will render a decision on the appeal and communicate its decision to the relevant parties within five business days. The appeal panel will not consider matters outside the scope of the particular promotion decision in question. The panel will have no authority to make recommendations on other issues.
- 3) In the event that the faculty member is not satisfied with the panel's decision, the decision may be appealed within five working days, to the president.
- 4) The president will consider the evidence, explanations, and deliberations of the panel board, as well as any other information deemed relevant to the circumstance and will render a decision on the appeal. The president's decision will be rendered within 30 days from the date of the appeal panel's decision unless the president requires more time to consider the appeal. In the event more time is needed, the president will inform the faculty member and dean in writing. The decision of the president is final.

**Section V: Faculty Compensation INITIAL SALARY DETERMINATION**

The dean of the college of graduate studies establishes full-time and part-time university faculty initial salaries based on the salary schedule below. Initial salary is based on the new faculty member's experience, education, and qualifications, salaries of similarly qualified individuals already at the university, and market factors.

**COMPENSATION ADJUSTMENTS**

The university may adjust compensation based on economic forces that have impacted the competitiveness of university salaries in the marketplace. Compensation adjustments based on performance are subject to resources availability and will be based on performance review.

**SALARY SCHEDULE**

<b>Academic Rank</b>	<b>Minimum</b>	<b>Maximum</b>
Instructor/Course Facilitator	\$48,500.00	\$72,400.00
Assistant Professor	\$66,600.00	\$86,900.00

Associate Professor	\$79,700.00	\$115,400.00
Professor	\$99,200.00	\$135,500.00

**STEP ADVANCEMENT**

Step Advancement
<p>Faculty members are eligible for step advancement every third year with approval based on annual performance reviews and budget. The faculty member should work with the dean on the step advancement process prior to January 10 of the year eligible to determine the requested step increase (may be within the range rather than exact as indicated in chart above) and to apply for step advancement. See <a href="#">Appendix C</a>. The provost must review and approve the step advancement application.</p> <p>Step advancements that are approved are compensated with a \$3600.00 pay increase on the current salary earned.</p>

**RANK ADVANCEMENT**

A university faculty member who receives a promotion in rank will receive any accompanying increase in compensation (if applicable) at the onset of the next fiscal year (July 1).

Rank Advancement	Rank Increase for CGS
Assistant Professor to Associate Professor	\$8,000.00
Associate Professor to Professor	\$10,000.00

**Section VI: Faculty Development**

University faculty members are expected to develop and advance their knowledge and skills as teachers, scholars and/or practitioners. This includes staying current with published materials in one’s field; attending educational meetings, workshops, and conferences; interfacing and networking with leading edge members of a faculty member’s discipline. The institution expects faculty to grow and develop greater effectiveness through a variety of activities and opportunities. These include but are not limited to:

**PROFESSIONAL MEETINGS**

The university may fund and/or provide release time for university faculty members to attend seminars and professional meetings related to teaching and scholarship.

The program director and dean must approve travel requests. University faculty members are required to provide a written report of their travel activities to the program director/dean within 30 days of return. University faculty members are also expected to share valuable information gained with other colleagues, as appropriate.

**IN-SERVICE EDUCATION**

Periodically, on campus development opportunities are offered to university faculty. To the extent possible, these events are normally scheduled during times when university faculty are not involved in other university-related activities. All full- time university faculty members are expected to attend and to participate in these educational activities. In-service activities include, but are not limited to, workshops on instructional methods, seminars by visiting scholars, and lectures on other important areas of interest.

**CONCURRENT EDUCATION**

A university benefitted faculty member who wishes to pursue a degree in a discipline that is offered at the university may enroll as a part-time regular student in that program as long as the enrollment does not conflict

with the workload or teaching assignment. All entrance requirements must be met, and admission procedures followed. Requests for transfer credits must follow prescribed procedures. Release time may be considered on a case-by-case basis by the dean and provost.

#### **LIBRARY RESOURCES**

A variety of resources are available, free of charge, to all university faculty members through the library. Faculty members are encouraged to visit with the library staff for assistance and guidance.

#### **COPY CENTER AND MAILBOXES**

University faculty members may utilize campus photocopiers and/or the copy center to reproduce instructional materials.

#### **PHOTOCOPY EXPENSE CODE**

Faculty must use their badge when using university copiers.

### **Section VII: Employee Benefits**

The university provides certain benefits, as summarized below, to university faculty. More information can be found in the UWS Employee Handbook or in the office of human resources. Policies are updated regularly.

#### **VACATION**

Full-time and part-time benefited university faculty members in the college of graduate studies with CHEs of 80 percent or greater assigned to teaching, course facilitation, or clinical should take accrued vacation leave during designated academic breaks. Vacation time may be taken during the academic term with permission of the program director.

Full-time university faculty with a CHE of 80 percent or greater assigned to administrative tasks may take accrued vacation leave at any point in the year as long as it does not conflict with any assigned teaching load.

#### **SICK LEAVE**

University faculty members are eligible for paid sick leave, which is accrued in accordance with formulas contained in the UWS Employee Handbook.

UWS complies with the Oregon's paid sick leave law. See the office of human resources for details of eligibility.

#### **LEAVE**

Full-time university faculty members are permitted to take leave under special circumstances including bereavement, religious holidays, pregnancy, and disability in accordance with the information provided in the UWS Employee Handbook.

#### **PAID HOLIDAYS**

Full-time university faculty members are paid for holidays designated as such on the university's annual calendar.

#### **INSURANCE**

University faculty with annual appointments of 0.8 FTE or more are eligible to enroll in available university health and dental insurance plans. Eligibility begins the first day of the month following hire. The details of individual plans

and costs are available in the office of human resources.

Long-term disability and life insurance plans may be included in the benefits package, details of which are available in the office of human resources.

#### **RETIREMENT PLAN 403(b)**

See the UWS Employee Handbook or office of human resources for information on the retirement plan.

#### **CAMPUS STORE**

University faculty members receive a 10 percent discount on all non-food items. Other benefits and discounts may apply. Please contact the campus store manager for details.

#### **LIBRARY SERVICES**

University faculty members have access to the library's extensive learning resources including, but not limited to:

- Books and non-book materials
- Literature search assistance
- Online and electronic databases
- Inter-library loan services as well as other university archives

Please contact any member of the library staff for assistance.

#### **CLINIC SERVICE DISCOUNTS**

All university faculty members and their immediate family members may receive chiropractic services at the Campus Health Center at no cost. Reduced charges for other services such as naturopathic services, laboratory work and x-rays will be charged according to a published schedule of fees. Patients will be assigned to a student intern who is under the direct supervision of a clinic faculty member. Appointments can be made at the Campus Health Center.

#### **COMPUTER USE**

University faculty members must comply with [Policy 3601 Acceptable Use of Information and Communication Systems](#). This policy governs the use of university electronic resources. University faculty members are prohibited from adding hardware or software to university computers without the expressed consent of the university administration.

#### **CANVAS AND OTHER PORTALS**

The campus portals are password protected service applications. Employees are expected to keep passwords updated and private to protect student and other sensitive information. Under no circumstances should passwords be shared outside of the specific employment responsibilities related to UWS.

#### **AUDIOVISUALS**

University faculty members have access to audiovisual support resources for classrooms, labs, and other university facilities and applications. Assistance is available through the office of information and technology services.

#### **PARKING**

Parking is available to faculty at the main campus. Annual parking permits are available for purchase through the [UWS website](#). A current UWS parking sticker must be displayed on each vehicle.

## Section VIII: Credentialing

### FULL-TIME FACULTY

Each university faculty member must meet all credentialing requirements including the provision of official transcripts, curriculum vitae (CV), and any other requested documents such as professional licenses or certifications (see [Policy 3401 Credential Verification](#)). This may include evidence of scholarly works to support the teaching of undergraduate or graduate courses. The university may request updated CVs as needed and faculty members should keep them current to reflect their academic endeavors as professional development progresses.

### PART-TIME AND ADJUNCT FACULTY

Part-time university faculty members and adjunct faculty are credentialed faculty members employed on a part-time, as-needed basis to teach or perform other duties that are outlined or defined by the letter of appointment. Credentialing of part-time and adjunct faculty members follows the same protocol as for full-time faculty members.

## Section IX: Curriculum and Grades

### CHANGES IN CURRICULUM

The college of graduate studies has a curriculum committee with members appointed by the president. The committee has a process for submission of new courses or course changes. The dean serves as the chair of the curriculum committee.

### GRADING SYSTEM AND SCALE

University faculty members must submit grades to the registrar by the established deadline each term at [my.uws.edu](http://my.uws.edu). Failure to do so constitutes a violation of the teaching appointment and the university faculty member may be subject to disciplinary action including termination.

The university uses the following scale for the calculation of grades. **Note:** A grade of B or higher may be required within some academic programs and/or courses.

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

For details regarding the variety of grades in the UWS grading system, see [Policy 1207 Grading System](#).

### GRADING STANDARDS

University faculty members maintain consistent and fair grading standards. In the event a university faculty member's grading practices appear to be outside the norm for the course or level of academic work expected, the program director and/or dean will discuss the matter with the faculty member and attempt resolution of the matter. University faculty members engaging in unfair and/or inconsistent grading practices may be subject to disciplinary action including termination.

## **GRADE CHANGES**

An appeal of a final course grade or other final comprehensive evaluation grade must be based upon grounds that one or more of the following influenced the assigned grade to the student's disadvantage.

- Mathematical calculation or clerical error.
- Capricious or arbitrary method of grading.
- Probable discrimination based upon race, color, gender, sexual orientation, marital status, national origin, national citizenship, religion, age, disability, or veteran status of the student.
- Personal malice.
- Evidence of personal bias or other partiality.
- Retaliation.

See [Policy 1211 Grade Appeal](#).

## **Section X: Online Education**

Online education is a form of distance education used at UWS to deliver courses. Support for UWS online education is provided through the instructional design team and the office of the vice provost.

### **ONLINE EDUCATION**

The director of instructional design works with the college of graduate studies to coordinate priorities and activities related to the use of online learning tools at UWS including:

- Establishing relevant policies and procedures regarding online education and support services.
- Planning and development of online education initiatives.
- Developing support services and monitor effectiveness of the use of learning technologies.
- Ensuring that the university adheres to best practices in the delivery of online education and that the quality of courses and programs meets the expectations and requirements of UWS and accreditation standards.

### **ONLINE LEARNING GUIDELINES**

The instructional design team provides online instructors with guidelines for course development and teaching, including an online course quality checklist/guide that must be followed as course content is developed.

University faculty members who are hired or charged with creating a course must follow the UWS online course development schedule and course design guidelines. The supervising program director may authorize payment for course development only when the course meets the recommended guidelines.

### **ONLINE COURSE PARTICIPATION**

All online university faculty members must be present in their course/s on a regular basis. University faculty members who do not adequately participate in their online courses may be released from their university faculty position. Adequate participation means logging into the course a minimum of four times per week, participating in discussion forums with students, and providing timely grading and feedback on student assignments as designated by the program director and dean. More detailed expectations of faculty participation can be found in the [Online Faculty Required Best Practices](#) document.

### **COURSE SHELL**

Online courses are housed in course shells within UWS Canvas, the university's course management system. Course sites in Canvas constitute the online access point for course content, assignments, exams, gradebooks

and other course materials. Courses may be divided into two or more sections as necessary to maintain an appropriate class size or the program director may hire a course facilitator to assist the assigned instructor with course management. Additional instructors may be assigned for additional course sections as needed.

## Appendix A

### ONLINE INSTRUCTOR

#### Required Best Practices

Substantive interaction between instructors and students is an essential dynamic of the educational experience and is at the heart of instructional effectiveness. For this reason, instructors have a responsibility to ensure that students interact with fellow students, the instructor, and the course facilitator (if appropriate to the course) during the course. Instructors also need to ensure that students can contact them in designated ways within the Canvas platform. Faculty engagement is essential and expected in all UWS courses.

*\*Note- In some programs and courses, the following expectations will be shared responsibilities between instructors and course facilitators. In all cases, it is the responsibility of the instructor to assure that these expectations are being met.*

*\*Note- If your course has a unique or different design that requires an approach different from the expectations below, the Program Director must approve of the design with confidence that the design meets the regular and substantive interaction requirements and that is most beneficial to student learning.*

Engagement area	UWS Expectation
<p><b>Course Room Preparation</b></p> <p>For technical support with tasks, visit the <a href="#">Canvas Instructor Guide</a>.</p>	<p><b><u>Two weeks prior</u></b> to the start date of the course</p> <ul style="list-style-type: none"> <li>• Verify that items you want students to see are visible (not hidden)</li> <li>• Hide content you do not want students to see</li> <li>• Create and post first week welcome message in Announcements</li> <li>• Update the course description or introduction if required by the program</li> <li>• Update your faculty introduction statement and contact information</li> <li>• Validate assignment and quiz due dates. (Canvas Instructor Guide has instructions for bulk updating due dates.)</li> <li>• Ensure that all links are functional, including those for any Zoom sessions.</li> </ul>
<p><b>Course Room Presence</b></p>	<p><b><u>At least four days during each week of the course (minimally every other day, including at least one weekend day)</u></b></p> <ul style="list-style-type: none"> <li>• Post in the discussions and reply to student posts, and/or</li> <li>• Discuss classroom content via announcements and messages, and/or</li> <li>• Engage in Deliberative Discourse with your students using quality questions and discussion techniques, and/or</li> <li>• Summarize learning, and/or</li> <li>• Frontload upcoming activities.</li> </ul> <p><b><u>Hold at least three Zoom sessions during the quarter.</u></b></p> <p><b><u>Provide quality teaching material that can be used to support the course topics.</u></b></p>

<b>Grading Feedback</b>	<p><b><u>Grade and provide substantive feedback on</u></b></p> <ul style="list-style-type: none"> <li>• Discussions within 3 days of the discussion post and prior to the due date of the discussion replies and within 3-4 days after the due date of an assignment, unless otherwise specified by your Program Director.</li> <li>• Provide substantive feedback when grading discussion forums.</li> </ul> <p><b><u>If circumstances require additional time to provide feedback,</u></b></p> <ul style="list-style-type: none"> <li>• Notify the Program Director of the situation, and</li> <li>• Post an announcement (with accompanying email) to notify students of the change.</li> </ul>
<b>Correspondence with Students</b>	<ul style="list-style-type: none"> <li>• Correspond with students primarily in the Course Room (e.g., discussions, gradebook, announcements),</li> <li>• Answer all student emails within 24 hours,</li> <li>• Use UWS email, not personal email. When necessary, redirect students to use UWS email.</li> </ul>
<b>Professional Participation</b>	<ul style="list-style-type: none"> <li>• Participate in onboarding (new instructor training) if new to UWS</li> <li>• Participate in meetings, faculty development opportunities, and evaluation conferences as requested by your Program Director</li> </ul>
<b>Student Retention</b>	<ul style="list-style-type: none"> <li>• Message students who miss assignment deadlines within two days of the due date</li> <li>• Contact the Program Director and student services as soon as you discover a student is not actively participating or not keeping up with the expectations of the course.</li> <li>• Consult with the Program Director regarding student challenges or concerns.</li> <li>• If you have specific concerns that can be facilitated by Student Services, please complete the <a href="#">Request for Student Support Services</a> ticketing form</li> </ul>
<b>Course Room Absence</b>	<ul style="list-style-type: none"> <li>• Notify the Program Director if you are ill or required to be absent from the class,</li> <li>• Inform the students in your course</li> </ul> <p><b><u>The Program Director or a designee is regularly monitoring each Course Room.</u></b></p>
<p>I understand and agree to utilize the best practices detailed in this document.</p> <p>Instructor Name _____ Date _____</p> <p>Instructor Signature _____</p>	

**Appendix B**  
**RANK ADVANCEMENT RUBRIC**

Name of Faculty Member:

Date:

Each category includes a rating requirement relative to the current to proposed rank advancement standing. Please review carefully the requirement to move from assistant to associate and associate to professor.

Rating:	Teaching
	<p><b>Includes evidence from:</b></p> <ul style="list-style-type: none"> <li>A. Evaluations across a range of courses by program director and students</li> <li>B. Recent syllabi and other instructional handouts, videos, lectures, etc demonstrating effective course structure, communication and classroom management skills</li> <li>C. Assessment instruments, together with grade distribution records, indicating fairness in setting standards for and evaluating student achievement</li> </ul> <p><b>Must receive Proficient or higher to move from Assistant to Associate; must receive Outstanding to move from Associate to Professor</b></p>
<b>4</b> <b>Outstanding</b>	<b>Demonstrated</b> commitment to meeting the needs of students; Ability to motivate students, organize and communicate complex material; Willingness to experiment, evaluate and adapt various teaching methods in the classroom; Ability to work with colleagues in developing new courses or revision of existing ones; Leadership in developing new areas of expertise to be used in new courses or revision of existing ones.
<b>3</b> <b>Proficient</b>	<b>Demonstrated</b> commitment to meeting the needs of students; Ability to motivate students, organize and communicate complex material; Willingness to experiment, evaluate and adapt various teaching methods in the classroom; Ability to work with colleagues in developing new courses or revision of existing ones.
<b>2</b> <b>Progressing</b>	<b>Demonstrated</b> commitment to meeting the needs of students; Ability to motivate students, organize and communicate complex material; Willingness to experiment, evaluate and adapt various teaching methods in the classroom.
<b>1</b> <b>Needs Improvement</b>	<b>Demonstrated</b> commitment to meeting the needs of students; Ability to motivate students, organize and communicate complex material; Willingness to experiment with various teaching methods in the classroom.
<b>0</b> <b>Unsatisfactory</b>	<b>Demonstrated</b> commitment to meeting the needs of students. <b>Includes minimal evidence.</b>

Rating	Scholarship
	<p>As demonstrated through:</p> <ul style="list-style-type: none"> <li>A. Leadership roles in professional organizations</li> <li>B. Presentations at meetings of professional organizations</li> <li>C. Presentations at workshops or seminars on pedagogy</li> <li>D. Direction of or participation in research projects in the discipline or in cross-disciplinary areas</li> <li>E. Peer-reviewed publications, whether in print or online</li> </ul>

	<ul style="list-style-type: none"> <li>F. Serving industry or government as an external consultant</li> <li>G. Creative work in the discipline</li> <li>H. Discipline-related audio or video tapes, films, computer software, multimedia presentations and other new forms of information technology</li> <li>I. Developing and testing instructional materials</li> <li>J. Advising student leaders to foster their professional growth</li> <li>K. Grant writing for individual scholarly projects</li> <li>L. Creating infrastructure for future studies</li> </ul> <p><b>Must receive Progressing or higher to move from Assistant to Associate; must receive Proficient or higher to move from Associate to Professor</b></p>
<b>4 Outstanding</b>	<b>Evidence of continued professional development, with a <i>significant and superior</i> scholarly achievement</b> in 2 or more areas (teaching, discovery, integration, and/or application) since the last promotion, including some of A-L as outcomes of this work.
<b>3 Proficient</b>	<b>Evidence of continued professional development, with a <i>meaningful</i> scholarly achievement</b> in 2 or more areas (teaching, discovery, integration, and/or application) since the last promotion, including some of A-L as outcomes of this work.
<b>2 Progressing</b>	<b>Evidence of continued professional development, with <i>some</i> scholarly achievement</b> in 1 or more areas (teaching, discovery, integration, and/or application) since the last promotion, including some of A-L as outcomes of this work.
<b>1 Needs Improvement</b>	<b>Evidence of continued professional development with <i>no</i> scholarly achievement</b> (or little) in the following areas (teaching, discovery, integration, and/or application) since the last promotion, including limited demonstration of artifacts or work relevant to A-L above.
<b>0 Unsatisfactory</b>	<b>Minimal evidence of continued professional development</b>

Rating	Service and Leadership
	<p>As demonstrated through:</p> <ul style="list-style-type: none"> <li>A. Contributions fostering the vitality of the university's academic life</li> <li>B. Consistent and active involvement in meetings</li> <li>C. Department and college-wide committee work</li> <li>D. Awareness of and responsiveness to the needs of the department and its students</li> <li>E. An active role in curriculum evaluation and reform</li> <li>F. Mentoring other faculty</li> <li>G. Grant writing for department or college initiatives</li> <li>H. Academic advisement</li> <li>I. Official letters, citations, awards received, newspaper, journal articles, etc.</li> <li>J. Other service and leadership roles to which they have been invited, such as mentor or advisor to a class or student activity</li> </ul>

	<p>K. Administrative roles may demonstrate service through items such as successful accreditation reports, approval of new program or renewal of programs, evaluation forms from direct reports, student feedback, etc.</p> <p><b>Must receive Proficient or higher to move from Assistant to Associate; must receive Outstanding to move from Associate to Professor</b></p>
<b>4 Outstanding</b>	<b>Evidence of considerable and noteworthy service and leadership with an extraordinary/outstanding impact for the community or profession</b> , including substantial activity relating to all items from A-D and at least 2 from items E-K.
<b>3 Proficient</b>	<b>Evidence of significant service and leadership with a meaningful impact for the community or profession</b> , including substantial activity relating to 2-3 items from A-D and at least 1 from items E-K.
<b>2 Progressing</b>	<b>Evidence of service with developing impact for the community or profession</b> , including partial fulfillment of activities above and/or activity related to fewer than 2 items from A-D and 1 from items E-K.
<b>1 Needs Improvement</b>	<b>Minimal evidence of service</b> , including non-substantive fulfillment of activities above.
<b>0 Unsatisfactory</b>	<b>No evidence of service</b>

<b>Rating</b>	<b>Mission</b>
	<b>Must receive Proficient or higher to move up in rank.</b>
<b>4 Outstanding</b>	<b>Evidence of a personal role and contribution in promoting</b> the mission of the university and department on campus and off, as indicated in all evidence provided within the portfolio.
<b>3 Proficient</b>	<b>Evidence of a personal role and contribution in promoting</b> the mission of the university and department on campus and off, as indicated in <i>most</i> evidence provided within the portfolio.
<b>2 Progressing</b>	<b>Evidence of a support for promoting</b> the mission of the university and department on campus and off, minimally indicated in the portfolio.
<b>1 Needs Improvement</b>	<b>Evidence of a support</b> for the mission of the university and department.
<b>0 Unsatisfactory</b>	<b>No evidence of support for or contribution</b> to the mission of the university or department exhibited in the portfolio.

Rater: Please enter scores below.

<b>Teaching Score:</b>	
<b>Scholarship Score:</b>	
<b>Service Score:</b>	

<b>Leadership Score:</b>	
<b>Mission Score:</b>	

## Appendix C

### COLLEGE OF GRADUATE STUDIES STEP ADVANCEMENT APPLICATION

Faculty members are eligible for step advancement every third year with approval based on annual performance reviews and budget. The faculty member should work with the dean on the step advancement process prior to January 10 of the year eligible to determine the requested step increase (may be within the range rather than exact as indicated in chart above) and to apply for step advancement. The provost must review and approve the step advancement application.

**Directions:** Complete the following information and submit it to your dean no later than January 10. Your dean will confirm whether you meet the basic requirements to apply for step advancement and notify you within 48 hours.

---

**Name** Click or tap here to enter text.

**Department/Degree Program** Click or tap here to enter text.

**Present Rank** Click or tap here to enter text. **Present Step within Rank** Click or tap here to enter text.

**Total Years at this Rank** Click or tap here to enter text.

**Total Years at this Step** Click or tap here to enter text.

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**Date Appointed to UWS Faculty** Click or tap here to enter text. **Total Years of UWS Service** **Total Years of Service at Other Universities** Click or tap here to enter text.

---

**Please attach performance reviews for the past three years.**

Dean verification and approval to move forward with application:

Dean Signature.

Date Click or tap to enter a date.

Step advancement approved by dean:

Dean Signature

Date Click or tap to enter a date.

Submitted to the provost for review and approval

Approved effective beginning of new fiscal year

Denied (explain below) Reason for denial:  
Click or tap here to enter text.

**Appendix D**

**COLLEGE OF GRADUATE STUDIES  
Online Faculty Evaluation Form**

**Instructor** \_\_\_\_\_ **Program Director** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Purpose**

The purpose of this evaluation process is to facilitate conversation that leads to greater understanding and action to improve teaching and learning. It is not expected that you will be strong in every area. We approach this with a mindset of continuing to improve our craft.

**Process**

- 1) Complete each section of this form and return the form to your program director no later than [Click or tap to enter a date.](#)
  - a) Upon receipt of your self-evaluation, your program director will set an appointment to have a conversation with you regarding your goals and other topics that may be important from your answers below.
- 2) **Directions**
  - a) Select strength and/or area for focus based on the following categories and descriptors.
  - b) Your selected areas for focus will provide a basis for your goals for this cycle. An item may be both a strength and an area for focus.
  - c) You are not required to have an area for focus in each major category. Focus on areas that are meaningful to you and will help you improve your teaching and/or better support student learning.
  - d) In the comments area for each category, provide at least one example of one of the strengths you have selected. For example, you might provide a hyperlink to a discussion in one of your courses that will highlight your questioning techniques.

**Category 1 - Instructor Administrative Tasks**

**Communication**

Strength	Area for focus	Descriptor
<input type="checkbox"/>	<input type="checkbox"/>	I make clear my expectations at the beginning of the course and periodically throughout the course.
<input type="checkbox"/>	<input type="checkbox"/>	I provide and maintain a safe and positive learning environment for all learners by modeling and encouraging appropriate communication.

**Managing Course Facilitator (if applicable)**

Strength	Area for focus	Descriptor
<input type="checkbox"/>	<input type="checkbox"/>	I make clear my expectations for course facilitators in my courses.
<input type="checkbox"/>	<input type="checkbox"/>	I provide clear direction for course facilitators.
<input type="checkbox"/>	<input type="checkbox"/>	I monitor course facilitator activity for appropriateness, accuracy, and timeliness.

**Comments and Example(s)**

**Category 2 - Teaching and Learning**

**Subject Matter Expertise**

Strength	Area for focus	Descriptor
<input type="checkbox"/>	<input type="checkbox"/>	My knowledge of the subject is up to date and relevant.
<input type="checkbox"/>	<input type="checkbox"/>	I am able to respond readily to questions from students on the subject matter.

**Presentation**

Strength	Area for focus	Descriptor
<input type="checkbox"/>	<input type="checkbox"/>	I use correct grammar and technical terminology while teaching.
<input type="checkbox"/>	<input type="checkbox"/>	I organize content systematically and sequentially to achieve course and programmatic learning outcomes.
<input type="checkbox"/>	<input type="checkbox"/>	I carefully plan lectures, demonstrations, discussions, and activities.
<input type="checkbox"/>	<input type="checkbox"/>	I deliver material at a depth, breadth, and pace that is appropriate for the level of my students.

**Instruction**

Strength	Area for focus	Descriptor
<input type="checkbox"/>	<input type="checkbox"/>	I guide students to be independent learners.
<input type="checkbox"/>	<input type="checkbox"/>	I challenge and extend students' assumptions, competence, and understandings.
<input type="checkbox"/>	<input type="checkbox"/>	I encourage students to challenge my ideas, the ideas of other students, or those presented in textbooks or course materials.
<input type="checkbox"/>	<input type="checkbox"/>	I facilitate lively and purposeful class discussions.
<input type="checkbox"/>	<input type="checkbox"/>	I utilize a variety of teaching methods, including, but not limited to, some of the following: lecture, demonstration, group discussion, independent study projects, and hands on work.
<input type="checkbox"/>	<input type="checkbox"/>	I use a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse.
<input type="checkbox"/>	<input type="checkbox"/>	I foster quality substantive student-student interactions.

**My comments to students:**

<input type="checkbox"/>	<input type="checkbox"/>	Support – I affirm the validity of the ideas.
<input type="checkbox"/>	<input type="checkbox"/>	Connect – I offer outside resources and connections to other learner's ideas, the profession, new content, professional stories, and experiences.
<input type="checkbox"/>	<input type="checkbox"/>	Clarify – I expand the meaning, interpret, provide models.
<input type="checkbox"/>	<input type="checkbox"/>	Analyze – I pick apart the argument or topic to challenge the student to put it back together in a more meaningful way.
<input type="checkbox"/>	<input type="checkbox"/>	Elaborate – I give examples, broaden the scope of the discussion, state ideas for further exploration, encourage students to make predictions.
<input type="checkbox"/>	<input type="checkbox"/>	Integrate – I share ideas for application to professional practice and to values, and encourage integration of new learning into skill sets.

**Comments and Example(s)**

**Category 3 - Feedback/Extending Learning/Remediation****Timeliness**

Strength	Area for focus	Descriptor
<input type="checkbox"/>	<input type="checkbox"/>	I have an efficient and clear system to provide feedback to students on their progress.
<input type="checkbox"/>	<input type="checkbox"/>	I grade and offer feedback on assignments promptly.

**Content**

Strength	Area for focus	Descriptor
<input type="checkbox"/>	<input type="checkbox"/>	My feedback is substantive and content based.
<input type="checkbox"/>	<input type="checkbox"/>	I extend the understanding of the students through my purposeful feedback.

**Student Support**

Strength	Area for focus	Descriptor
<input type="checkbox"/>	<input type="checkbox"/>	I reinforce positive behaviors and progress in students.
<input type="checkbox"/>	<input type="checkbox"/>	I am fair to all students.
<input type="checkbox"/>	<input type="checkbox"/>	I exhibit understanding of student commitments and conflicts, while upholding the highest standards.
<input type="checkbox"/>	<input type="checkbox"/>	I identify underperforming students and help connect them with the resources and support they need to be successful.

**Comments and Example(s)****Category 4 - Assessment for Student Learning****Assignments**

Strength	Area for focus	Descriptor
<input type="checkbox"/>	<input type="checkbox"/>	My grading feedback fully addresses the post/assignment.
<input type="checkbox"/>	<input type="checkbox"/>	My grading feedback is specific to each individual's content and meets the criteria of actionable.

**Review of Results**

Strength	Area for focus	Descriptor
<input type="checkbox"/>	<input type="checkbox"/>	I review student performance throughout the course to assure weekly learning outcomes/objectives and course learning outcomes are achieved.

<input type="checkbox"/>	<input type="checkbox"/>	I review learning outcomes/objectives against student performance at the end of the course and consider course updates and modifications when indicated by results of review.
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**Action on Results**

Strength	Area for focus	Descriptor
In collaboration with the program director, I make modifications to my course as appropriate based on:		
<input type="checkbox"/>	<input type="checkbox"/>	student feedback.
<input type="checkbox"/>	<input type="checkbox"/>	updated information in the field.
<input type="checkbox"/>	<input type="checkbox"/>	student performance data.

**Comments and Example(s)**

**Category 5 - Technology**

I am interested in receiving more training in the following technology areas:

- Zoom     Canvas     Panopto     Other: Please list: [Click or tap here to enter text.](#)

**Category 6 – Open Ended Questions**

**Directions: Select 2 of the following questions and answer them briefly. Include examples from your courses where applicable.**

- Give a specific example of an instructional method or innovation you implemented in a UWS course in the past year. What did you learn from the implementation?
- Share ideas to help improve your course or the overall curriculum of the program. Suggestions may include, but are not limited to, improvement to rubrics, changes to assignments or assignment wording, changes to course readings, implementation of or changes to case studies, etc.
- Describe a time this last quarter when you supported a student. What was the outcome? \*Do not include student name or identifier.
- Describe a time this last quarter when you were challenged by a student. How did you respond and what was the outcome?

**Directions: Respond to each of the following items.**

**Goals and Supports**

1) Choose your top one to three “areas for focus” from your answers above and use them to write measurable goals for yourself for the coming year that will help you continue toward excellence as an online instructor.

Goal	Action Steps to achieve goal	Needs to achieve goal
• • •	• • •	•
• • •	• • •	•
• • •	• • •	•

**Notes**

**Program Director: Insert comments, plans, reflections from the conversation with the faculty member**

Faculty Member Signature	Click or tap to enter a date.
Program Director Signature	Click or tap to enter a date.