

Standard 4: Faculty Preparation, Productivity, Participation, and Policies

The faculty members of a medical school are qualified through their education, training, experience, and continuing professional development and provide the leadership and support necessary to attain the institution's educational, research, and service goals.

4.1 Sufficiency of Faculty

A medical school has in place a sufficient cohort of faculty members with the qualifications and time required to deliver the medical curriculum and to meet the other needs and fulfill the other missions of the institution.

Supporting Data

Table 4.1-1 Total Faculty						
Provide the total number of full-time, part-time, and volunteer faculty in the basic science and clinical departments for each listed academic year (as available).						
Academic Year	Full-Time Faculty employed by the Medical School or Clinical Affiliate		Part-Time Faculty involved in Teaching Medical Students		Volunteer/Non-Paid Faculty involved in Teaching Medical Students	
	Basic Science	Clinical	Basic Science	Clinical	Basic Science	Clinical
2018-19	18	79	1	32	0	395
2019-20	15	84	0	57	0	635
2020-21	16	85	0	77	0	1310

Table 4.1-2 Basic Science Faculty				
List each of the medical school's <i>basic science</i> disciplines and provide the number of faculty in that discipline who are teaching medical students. Only list those disciplines (e.g., pathology) included in the basic science faculty counts in table 4.1-1. Schools with one or more regional campus(es) should also provide the campus name. Add rows as needed.				
Campus	Discipline	Full-Time Faculty	Full-Time Vacant	Part-Time Faculty
Everett		0	0	0
Spokane	Immunology/Genetics	0	0	3
	Microbiology	0	0	0
	Neuroscience	5	0	0
	Genetics/Cell Biology	2	0	0
	Pathology	0	0	5
	Physiology	1	0	0
	Pharmacology	1	0	0
	Gross Anatomy	2	0	0
	Histology	2	0	0
Biochemistry	1	0	0	
Tri-Cities		0	0	0
Vancouver	Ethics	1	0	0

Table 4.1-3 | Clinical Faculty

List each campus, list the medical school's *clinical departments* and provide the number of faculty in each discipline/specialty. Only list departments included in the faculty counts in table 4.1-1. Schools with one or more regional campus should provide the campus name in each row. Add rows as needed.

Campus	Department	Discipline/Specialty	Full-Time Faculty	Full-Time Vacant	Part-Time Faculty	Volunteer/ Non-Paid Faculty
Everett	Medical Education & Clinical Sciences	Anesthesiology	0	0	0	5
		Dermatology	0	0	0	3
		Dentistry	0	0	0	2
		Emergency Medicine	0	0	0	24
		Family Medicine	0	0	1	35
		Internal Medicine	1	0	1	47
		Neurological Surgery	0	0	0	1
		Obstetrics and Gynecology	0	0	0	11
		Ophthalmology	0	0	0	1
		Orthopedic Surgery	0	0	0	7
		Otolaryngology – Head and Neck Surgery	0	0	0	3
		Pediatrics	0	0	0	7
		Physical Medicine and Rehabilitation	0	0	0	1
		Plastic Surgery	0	0	0	1
		Psychiatry and Neurology	0	0	0	6
		Radiology	0	0	0	1
		Surgery	0	0	1	20
		Urology	0	0	0	1
	Other (e.g., electrophysiology, oral-maxillofacial surgery, physician assistant, psychology)	0	0	0	17	
Everett	College of Medicine ¹	Surgery	1	0	0	0

Campus	Department	Discipline/Specialty	Full-Time Faculty	Full-Time Vacant	Part-Time Faculty	Volunteer/ Non-Paid Faculty
Spokane	Medical Education & Clinical Sciences	Anesthesiology	0	0	2	8
		Colon and Rectal Surgery	1	0	0	0
		Dermatology	0	0	1	0
		Emergency Medicine	1	0	0	12
		Family Medicine	5	0	4	29
		Internal Medicine	4	0	14	40
		Neurological Surgery	0	0	0	2
		Nuclear Medicine	0	0	0	0
		Obstetrics and Gynecology	1	0	1	6
		Ophthalmology	0	0	1	3
		Orthopedic Surgery	0	0	1	9
		Otolaryngology – Head and Neck Surgery	0	0	0	6
		Pathology	0	0	4	4
		Pediatrics	4	0	4	21
		Physical Medicine and Rehabilitation	0	0	0	9
		Psychiatry and Neurology	1	0	0	6
		Radiology	0	0	3	12
		Surgery	0	0	2	17
		Thoracic Surgery	0	0	0	1
	Urology	0	0	0	5	
	Other (e.g., cell and molecular biology, clinical ethics, dentistry, pharmacology, physical therapy, podiatry, psychology, public health, simulation)	30	0	17	34	
	College of Medicine ¹	Emergency Medicine	0	0	0	0
		Family Medicine	0	0	0	0
		Internal Medicine	3	0	0	0
		Oral-Maxillofacial Surgery	1	0	0	0
		Pediatrics	1	0	0	0
		Psychiatry and Neurology	1	0	0	0
		Radiology	0	0	0	0
Surgery		0	0	0	0	
Other (i.e., behavioral pharmacology, biochemistry, education, public health)		4	0	0	0	
Nutrition and Exercise Physiology	Nutrition; Dietetics; Exercise Physiology; Physical Activity; Epidemiology; Spatial Epidemiology; Health Inequities; Metabolism; Twins	13	0	1	9	
Speech and Hearing Sciences	Speech-Language Pathology; Speech, Language, Voice, and Swallowing Disorders Associated with Neurodevelopmental and Neurodegenerative Disorders; Speech Neurophysiology; Central Auditory Processing Disorder	11	0	1	9	

Campus	Department	Discipline/Specialty	Full-Time Faculty	Full-Time Vacant	Part-Time Faculty	Volunteer/ Non-Paid Faculty
Tri-Cities	Medical Education & Clinical Sciences	Anesthesiology	0	0	0	2
		Emergency Medicine	0	0	0	12
		Family Medicine	0	0	0	25
		Internal Medicine	0	0	0	19
		Obstetrics and Gynecology	0	0	0	5
		Ophthalmology	0	0	0	1
		Orthopedic Surgery	0	0	0	4
		Otolaryngology – Head and Neck Surgery	0	0	0	3
		Pediatrics	0	0	0	15
		Psychiatry and Neurology	0	0	0	1
		Radiology	0	0	0	5
		Surgery	0	0	0	7
		Urology	0	0	1	0
		Other (e.g., pharmacology, psychology)	0	0	0	15
	College of Medicine ¹	Family Medicine	1	0	0	0
Vancouver	Medical Education & Clinical Sciences	Dermatology	0	0	0	2
		Emergency Medicine	0	0	0	6
		Family Medicine	0	0	1	18
		Internal Medicine	0	0	1	36
		Obstetrics and Gynecology	0	0	0	8
		Ophthalmology	0	0	0	1
		Orthopedic Surgery	0	0	0	1
		Otolaryngology – Head and Neck Surgery	0	0	0	1
		Pathology	0	0	0	0
		Pediatrics	0	0	0	9
		Plastic Surgery	0	0	0	1
		Psychiatry and Neurology	0	0	0	4
		Radiology	0	0	0	1
		Surgery	0	0	1	6
Other (e.g., pain management, social work)	0	0	0	7		
Vancouver	College of Medicine ¹	Family Medicine	1	0	0	0

¹ Thirteen clinical faculty are appointed to the college rather than to a department. These faculty serves in administrative positions.

Table 4.1-4 Protected Faculty Time¹		
Provide the amount of protected time (i.e., time with salary support) that the following individuals have for their educational responsibilities (include a range if not consistent within each group). Add rows as needed.		
	Amount (% FTE)	Check if a member of the dean's staff*
Pre-clerkship/preclinical course directors, including directors of clinical skills courses	0.15-0.4	
Clerkship directors	0.25-0.4	
Chair of the curriculum committee	0.00	
Chair of the admissions committee	0.00	

* The individual has an administrative title.

¹ Preclinical courses encompass multiple content areas simultaneously. The FTEs listed in the table include effort associated with content leadership (like discrete courses in other environments). The clinical years include FTEs assigned to leadership of the longitudinal integrated clerkship (LIC), as well as block rotations in the fourth year. The chairs of the respective committees have fully protected time for administration, teaching and service as part of their faculty appointments.

Narrative Response

- a. Provide general definitions, as used by the school, for the categories of full-time, part-time, and volunteer faculty.

Faculty with appointments of 50% FTE or greater are considered full-time employees. Part-time faculty hold appointments less than 50% FTE. Volunteer faculty perform assigned and authorized teaching, scholarship, or service for the College; however, they receive no monetary compensation nor benefits.

- b. List all faculty with substantial teaching responsibilities who are on site at their teaching location fewer than three months during the academic year.

There are no College faculty who are on-site at their teaching location for fewer than three months during the academic year.

- c. Describe any situations where there have been recent problems identifying sufficient faculty to teach medical students (e.g., to provide lectures in a specific content area, to serve as small group facilitators). Note how these problems have been/are being addressed.

The College has not had any problems identifying sufficient faculty to teach medical students. Course and Component Directors meet regularly with the Curriculum Office team to ensure all aspects of upcoming sessions in the MD program are fully planned, including who will teach the content. If last-minute cancellations are required by an instructor, the Component Director is prepared to deliver the content. The Component Director is involved in the design of the learning objectives, assessment, and instruction methods, and are subject matter experts themselves. Course or Component Director vacancies are communicated well in advance to provide sufficient time to identify, recruit, and train an appropriate replacement.

- d. Describe anticipated attrition in the basic science and clinical faculty over the next three years, including faculty retirements. Note if attrition will involve faculty who participate in the medical education program.

The College expects four full-time clinical faculty retirements over the next three years. Of these four, three participate in the medical education program. All will be replaced. In addition, approximately 5% of the part-time medical education program teaching faculty will move or retire. Existing faculty are sufficient to reduce the effects of attrition on the medical education program.

- e. Describe faculty recruitments, by discipline, planned over the next three academic years and provide the anticipated timing of these activities. Note if these are new recruitments or to replace faculty who have retired/left the institution.

Over the next three academic years the College will recruit 5 new full-time and 6 full-time replacement positions. There are 38 new part-time positions and 9 part-time replacement positions planned as well.

Of these, 1 full-time replacement position, 38 new part-time positions, and 9 part-time replacement positions will be in Medical Education and Clinical Sciences. Three new full-time positions and 2 full-time replacement positions will be in Biomedical Sciences. One new full-time position and one replacement position will be in Speech and Hearing Sciences and 1 new full-time position will be in Nutrition and Exercise Physiology.

Academic Year	Department	Discipline/Specialty	Full-Time New	Full-Time Replacement	Part-Time New	Part-Time Replacement
2020-2021	Biomedical Sciences	Cancer	1	1	0	0
	Medical Education & Clinical Sciences	Healthcare Admin.	0	0	3	0
		Various/ Clinical Portfolio Coaches	0	0	12	0
		Practice Plan Faculty: Pediatrics, Internal Medicine, Family Medicine	0	0	3	0
		Residency Program Director: Internal Medicine	0	0	1	0
		Residency Program Director: Family Medicine	0	0	1	0
		Various	0	1	0	3
	Nutrition & Exercise Physiology	Nutrition & Exercise Physiology	1	0	0	0
2021-2022	Biomedical Sciences	Neuroscience	1	1	0	0
	Medical Education & Clinical Sciences	OB/GYN	0	1	0	0
		Health Care Admin.	0	0	3	0
		Practice Plan Faculty: Pediatrics	0	0	1	0
		Practice Plan Faculty: Internal Medicine	0	0	1	0
		Practice Plan Faculty: Family Medicine	0	0	1	0
		Residency Program Director: Internal Medicine	0	0	1	0
		Residency Program Director: Pediatrics	0	0	1	0
		Residency Program Director: Family Medicine	0	0	1	0
		Various	0	0	0	3
Speech and Hearing Sciences	Speech-Language Pathology/Speech Science	0	1	0	0	
2022-2023	Biomedical Sciences	Neuroscience	1	0	0	0
	Medical Education & Clinical Sciences	Healthcare Admin.	0	1	3	0
		Practice Plan Faculty: Pediatrics	0	0	1	0
		Practice Plan Faculty: Internal Medicine	0	0	1	0
		Practice Plan Faculty: Family Medicine	0	0	1	0
		Residency Program Director: Surgery	0	0	1	0
		Residency Program Directors: Family Medicine	0	0	2	0
		Various	0	0	0	3

	Speech and Hearing Sciences	Speech-Language Pathology/Speech-Language Sciences	1	0	0	0
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- f. Basic science faculty teaching responsibilities – List the disciplines in which basic science faculty have primary and ongoing teaching responsibilities for students other than medical students. Only include interdisciplinary courses once per department.

The following disciplines have basic science faculty with primary and ongoing teaching responsibilities for students other than medical students:

1. Pharmacology
2. Cell Biology/Genetics
3. Biochemistry

- g. Clinical faculty teaching responsibilities – List the departments in which clinical faculty have primary and ongoing teaching responsibilities for students other than medical students.

The Department of Nutrition and Exercise Physiology has primary and ongoing teaching responsibilities to their BS in Nutrition and Exercise Physiology, MS Coordinated Program in Dietetics, and MS and PhD in Nutrition and Exercise Physiology degree programs.

The Department of Speech and Hearing Sciences has primary and ongoing teaching responsibilities to their BA in Speech and Hearing Sciences and MS in Speech and Hearing Sciences/Speech-Language Pathology degree programs.

4.2 Scholarly Productivity

The faculty of a medical school demonstrate a commitment to continuing scholarly productivity that is characteristic of an institution of higher learning.

Supporting Data

Table 4.2-1 Scholarly Productivity					
Provide the total number of each type of scholarly work, by department (basic science and clinical), from the most recently completed year (academic or calendar year, whichever is used in the medical school’s accounting of faculty ¹ scholarly efforts). Only count each article/book chapter once per department.					
Tenure/Department/Appointment Home	Articles in Peer-Review Journals	Published Books/ Chapters	Faculty PIs or Co-Investigators on Extramural Grants ⁵	Other Peer-Reviewed Scholarship	High Profile Invited Talks ⁶
Biomedical Sciences ²	19	6	15	25	7
College of Medicine ^{3,4}	49	15	6	6	8
Medical Education & Clinical Sciences ³	73	8	28	67	17
Nutrition & Exercise Physiology ³	37	0	2	5	4
Speech & Hearing Sciences ³	14	2	4	17	4
*Provide a definition of “other peer-reviewed scholarship,” if this category is used: Peer-reviewed presentations at national and international scientific and professional conferences; peer-reviewed abstracts and conference proceedings.					
Provide the year used for these data: 2019					

¹ The productivity reported in table 4.2-1 reflects the scholarship of 99 full-time faculty, 15 in basic sciences and 84 in clinical sciences. Of the 99, 24 are appointed director, assistant dean, associate dean, or vice dean with primarily administrative responsibilities.

² Basic Science

³ Clinical Science

⁴ Reflects the scholarly productivity of 13 clinical science faculty with administrative duties who are appointed to the College, not to a department, and report directly to the Dean.

⁵ 35 faculty were awarded \$19,364,928 in 2019, including multiple year awards.

⁶ Include keynotes, plenary addresses, featured presentations, methodology workshops and comparable talks delivered at national and international conferences/meetings of non-profit professional associations and societies.

Narrative Response

- a. Describe the medical school’s expectations for faculty scholarship, including whether scholarly activities are required for retention, promotion, and the granting of tenure for some or all faculty.

Academic faculty are expected to demonstrate original research, scholarship and creative activities that involve efforts to examine, acquire, produce, disseminate, and interpret new and existing ideas, knowledge, and artistic expression. The precise nature of scholarship, scholarly activities, research, and equivalent professional activities varies significantly across the disciplines; therefore, these terms must be understood in their broadest context.

Consistent with WSU’s land-grant mission and the College’s commitment to promoting regional economic development, the College encourages entrepreneurial and commercialization activities among faculty. The College partners with WSU’s Office of Commercialization, which guides faculty from discovery to invention and commercialization, including the development of patent strategies, industry partnerships, licensing, and startup activities. WSU royalty sharing awards inventors 50% of licensing revenues. WSU has an Entrepreneurial Faculty Ambassadors (EFA) program and seasoned faculty entrepreneurs to mentor junior faculty along the path to commercialization.

Candidates for promotion and/or tenure are evaluated in accordance with the guidelines outlined in the WSU Faculty Manual (Appendix 4-02-01), the Guidelines for Promotion of Tenure Track Faculty, Research Faculty, and Clinical Faculty. Specific expectations and criteria are outlined in departmental tenure and promotion guidelines. Tenure-track faculty are expected to make significant contributions to the research, scholarship, teaching, and service/outreach missions of the College. In some units, tenure-track faculty may also play a significant role in the important missions of clinical service/practice. As with all tracks, a tenure track faculty member must always be assessed in accordance with their appointment (e.g., expectations relative to research/scholarship and/or creative activity must be concordant with the percentage of the faculty member's appointment assigned to these areas).

Some research faculty focus more on research and scholarship, while others also provide teaching and service; however, scholarly activity is required for promotion and retention of all tenure-track faculty. Clinical faculty also contribute to the teaching, scholarship, and service missions of the College; depending on their role, contributions may differ. Each department that appoints clinical faculty has detailed policies and expectations regarding clinical faculty roles and responsibilities. All clinical faculty are encouraged to contribute to teaching, scholarship, and service. It is understood that varying roles may place more or less of an emphasis on one or more of these areas. For instance, some clinical faculty may focus primarily on teaching while others may focus primarily on scholarship or patient care. For the purposes of promotion and retention, each clinical faculty member is evaluated in terms of the workload of scholarship, teaching, patient care, and service outlined in the offer letter or renegotiated agreement with the chair of the respective home department.

The WSU Faculty Senate approved a revised set of non-tenure tracks (i.e., career tracks) in spring 2020 for implementation July 2020. These tracks better differentiate and align with faculty responsibilities. Non-tenure track faculty appointments will be realigned to one of four career sub-tracks: clinical, research, scholar, or teaching. Career track faculty may hold continuous, one (1) to five (5) year fixed term (with or without a rolling horizon), or contingent contracts. The responsibilities for each career track are included in appendix 4-02-02.

4.3 Faculty Appointment Policies

A medical school has clear policies and procedures in place for faculty appointment, renewal of appointment, promotion, granting of tenure, remediation, and dismissal that involve the faculty, the appropriate department heads, and the dean, and provides each faculty member with written information about his or her term of appointment, responsibilities, lines of communication, privileges and benefits, performance evaluation and remediation, terms of dismissal, and, if relevant, the policy on practice earnings.

Narrative Response

- a. Describe how and when faculty members are notified of the following:
 1. Terms and conditions of employment, including privileges
 2. Benefits
 3. Compensation, including policies on practice earnings
 4. Assignment to a faculty track

1. Terms and conditions of employment, including privileges: Both paid and nonpaid faculty receive an Offer Letter before their appointment begins which contains, as a minimum, the following information:

- a. Effective date(s)
- b. Position number (if applicable)
- c. Basis of service – appointment period (e.g., 9-month, 10-month, 12-month); percentage appointment, and for non-tenure-track offers overtime eligibility status
- d. Periods of appointment (term of contract, renewable contract, rolling horizon, etc.)
- e. Title (including administrative title, if applicable)
- f. Faculty rank (e.g., assistant professor, associate professor, professor)
- g. Track – tenure-track, career sub track (e.g., clinical, research, scholar, teaching)
- h. Location (i.e., campus)
- i. Salary - to include F&A and salary recapture, as applicable; conditions related to source of position funding and timing/longevity of financial and other support
- j. Scope of work/workload (nature of the work expected and approximate expected/recommended percentage of time dedicated to one or more of the following areas, and if applicable, expected/recommended outcomes: research and scholarship (appointments with primary duties in research with grant funding must additionally include statements/conditions related to changes in grant funding resources and dates), teaching and instruction/precepting, academically related service, clinical service/patient care
- k. Reporting relationship (who is the position's supervisor, who performs annual review)
- l. Supervisory expectations (employees supervised)
- m. Any special understandings, commitments, or conditions (e.g., expected tenure review date, start-up package, track/rank change upon completion of a doctoral degree, etc.)
- n. Relocation expenses eligibility
- o. Statement about lawfully authorized employment
- p. Statement about intellectual property
- q. Statement about use of University/college affiliation for private purposes
- r. Statement about faculty voting, access to University/college resources
- s. URL location for pertinent policies and procedures (e.g., Faculty Manual, WSU Intellectual Property Policy, Bylaws, Faculty and Staff Guide)
- t. Required training language and links (e.g., prevention of discrimination and sexual harassment, Family Educational Rights and Privacy Act, etc.)
- u. Offer letters for paid positions must be signed by both the Department Chair, the Dean, and the Vice President of Health Sciences; and for tenure-track/tenured faculty, also signed by the Provost. Offer letters for nonpaid positions are signed by the Department Chair and the Dean.

2. *Benefits:* Faculty benefits information pamphlets are sent to faculty along with the offer letter, before their appointment begins. Faculty benefits are the same for all tracks, and part-time appointments are pro-rated per time commitment. Faculty with .50FTE or above receive full benefits. Upon hire, WSU Human Resource Services and campus human resources offer in-person seminars as well as online training materials for faculty benefits, recommended training, and university required training (e.g., discrimination and sexual harassment prevention).

3. *Compensation, including policies on practice earnings:* Faculty compensation is specified in the offer letter which is distributed before the appointment begins.

4. *Assignment to a faculty track:* Candidates apply to WSU for faculty appointments in specific tracks (e.g., tenure-track, career sub-tracks (i.e., clinical track [non-community providers], research track, scholar track, teaching track), and clinical -track (community [MD/DO] providers). Therefore, successful candidates are automatically assigned to the track to which they applied. According to the Faculty Appointment Policy (Appendix 4-03-01), the terms and conditions for employment, compensation, as well as the assignment to a faculty track are specified in the offer letter.

If the faculty rank for a non-paid faculty is above the assistant professor level, the candidate's documentation is reviewed by the hiring department and forwarded to the FRPT Committee for review and recommendation. Final faculty rank is determined by the Department Chair and the Dean. Following the determination of faculty rank, an offer letter is provided to the candidate, using the appropriate offer letter template.

Once the offer letter is signed and returned, payroll contacts the candidate to initiate the onboarding process by creating their profile, WSU number, and network ID/email address. Each new hire is scheduled for an online orientation session and optional campus tour via the Human Resources Office. The electronic orientation platform provides the candidate with a module and resource guide on their first day of appointment. The orientation module provides an overview of the College, departmental structure, leadership team and College mission. The resource guide also provides the candidate with information on the College's policies and procedures. The new hire meets with a member of the payroll team on or before the first day of their appointment to complete the required I-9 form. The Department Chair develops an itinerary for their first week on campus which includes WSU sessions on benefits and retirement. Payroll updates a digital checklist to ensure timely completion of all onboarding processes.

- b. Describe how and when faculty members are initially notified about their responsibilities in teaching, research and, where relevant, patient care and whether such notification occurs on a regularly scheduled basis.

Faculty members are initially notified about their responsibilities (i.e., scope of work) in teaching, research and, where relevant, patient care in their position offer letters. The Department Chairs meet annually with academic faculty to discuss evaluation from the previous year including expectations, growth opportunities, and goals for the upcoming year. The annual evaluation meeting includes discussion of changes in the faculty member's work (teaching, research, scholarship, patient care, service). Significant changes in the terms of appointment are communicated in writing to the faculty member. The Dean meets monthly with College's four Department Chairs (Biomedical Sciences, Medical Education and Clinical Sciences, Nutrition and Exercise Physiology, Speech and Hearing Sciences) and those discussions include faculty expectations. Department Chairs are responsible for communicating expectations to their faculty members.

Supporting Documentation

1. Medical school or university/parent organization's policies describing the qualifications required for each faculty track. Note when and by whom these policies were last reviewed and approved.

Appendix 4-02-01 Faculty Manual Section III

2. Procedures for initial faculty appointment, renewal of appointment, promotion, granting of tenure (if relevant), and dismissal. Note when and by whom these procedures were last reviewed and approved.

Appendix 4-02-01 Faculty Manual Section III C. 2 regarding initial employment, Section III C. 3 regarding annual review, Section III C. 4 and 5 for advancement in rank and tenure.

Appendix 4-03-01 Faculty Appointment Policy

Appendix 4-03-02 BPPM Recruitment and Selection of Faculty Personnel

4.4 Feedback to Faculty

A medical school faculty member receives regularly scheduled and timely feedback from departmental and/or other programmatic or institutional leaders on his or her academic performance and progress toward promotion and, when applicable, tenure.

Narrative Response

- a. Describe how and when faculty members receive formal feedback from departmental (i.e., the department chair or division/section chief) or other programmatic or institutional (e.g., center directors, program leaders, senior administrators) leaders on their academic performance, progress toward promotion and, if relevant, tenure.

Faculty members receive formal feedback from departments and other institutional leaders annually in the form of performance reviews. Annual reviews focus on individual merit relative to assigned responsibilities. Faculty members are recognized for activities that fulfill WSU's responsibilities in teaching, research, scholarship and creative activity, and service. The criteria for annual reviews are the same as the criteria for tenure and promotion, outlined in the WSU Faculty Manual. Faculty members are also evaluated according to criteria approved at the College and department level. In addition, each faculty member is subject to evaluation for contributions to the effective functioning of the department, or equivalent unit, and for adherence to high ethical and professional standards.

The Department Chair meets with tenure-track and non-tenure track faculty annually to review percentage effort for education, research/scholarship, clinical/patient care, and service. This annual review also provides guidance for continuing and meaningful faculty development and professional skills development. It also serves to determine any changes in workload and compensation. Results of this meeting are documented, summarized, and forwarded to the faculty member.

Per the WSU Faculty Manual, all faculty are reviewed annually, except faculty who have served at WSU for less than one year. This exception does not apply to pre-tenured faculty who must have a record of review from the start of their appointment.

Annual review for full-time faculty is conducted through one of the following three procedures: an abridged review, a comprehensive review, or an intensive review. Annual reviews are intended to evaluate the performance of the faculty member and to provide feedback relative to university and department expectations in teaching, research, and service. At a minimum, faculty are required to: 1) update their annual teaching, research/scholarship, and service activities, as well as the status of goals set for the year under review and goals set for the coming year in the University's online system (Activity Insight); and 2) provide an updated curriculum vitae and summary of annual accomplishments.

Abridged Review: Abridged reviews are intended for established tenured and non-tenure track faculty who continue to perform at or above expectations. Annual reviews for tenured and non-tenure track faculty will alternate between abridged reviews and comprehensive reviews for faculty who continue to perform at or above expectations.

Comprehensive Review: Pre-tenured faculty receive a comprehensive review every year prior to tenure. Tenured faculty and non-tenure track faculty receive a comprehensive review every other year, provided their performance meets or exceeds expectations. Comprehensive review considers the faculty member's accomplishments and contributions since the last comprehensive or intensive review in the context of cumulative performance.

Intensive Review: The intensive review is a two-part review that includes a comprehensive review and a career progress review. The comprehensive review is the same as that described above. The career progress review evaluates the progress of the candidate towards tenure and/or promotion, provides feedback relative to university and department expectations, identifies relevant deficiencies, and offers recommendations that may assist the candidate

in determining future work. Untenured faculty typically undergo one intensive review with the remainder of the reviews being comprehensive. An intensive review is required during the third full year of appointment. For faculty appointments with pre-tenure periods less than six years, the time of the intensive review is negotiated at the time of appointment. For faculty appointments with pre-tenure periods less than three years, the intensive review is optional. Tenured faculty and non-tenure-track faculty who are eligible for promotion are strongly encouraged to request an intensive review every 4-6 years.

If a faculty member receives an annual review rating of less than satisfactory, all subsequent annual reviews will be comprehensive or intensive until a rating of satisfactory or better is achieved. In the years in which a faculty member is due an abridged review, it is the prerogative of the faculty member or the chair, in consultation with the Dean, Academic Director, or other supervisor, to elect a comprehensive review, as warranted.

The career progress report is prepared by the Department Chair and should reflect the views of the faculty eligible to vote on the candidate's tenure and/or promotion. The report highlights the candidate's strengths and areas for improvement and includes recommendations for likelihood for tenure and/or promotion. In the case of untenured faculty, the candidate should be advised according to the following categories:

- Well prepared: The candidate is encouraged to seek tenure and/or promotion at the next opportunity
- Satisfactory: The candidate appears to be building an appropriate profile but has not yet achieved the standards expected for tenure and/or promotion
- Improvement needed: The candidate should review the criteria for tenure and/or promotion and the career progress report carefully, and seek advice from other faculty in the university and discipline
- Unsatisfactory: The candidate is not on track for tenure and/or promotion

The Department Chair provides the candidate with a copy of the career progress report prior to the face-to-face meeting.

For untenured faculty, the career progress report is sent to the Dean and to the Vice President of Health Sciences and follows the same procedures as that for the final tenure review, except that external professional evaluations are not required. A determination that the progress toward tenure is unsatisfactory can lead to non-reappointment as described in section III.G.1 of the WSU Faculty Manual. In this event, the faculty member may, within 30 calendar days after notification of non-reappointment, petition the Faculty Status Committee to review the decision upon allegations either of inadequate consideration, violation of academic freedom, or substantial procedural irregularity.

The Associate Dean for Faculty Affairs oversees and coordinates the annual review and promotion and tenure processes for the College to ensure adherence to process and timelines.

Upon annual review completion, the faculty review is forwarded to the Dean and Vice President of Health Sciences. After receiving the annual review report, the chair shall provide the faculty member a minimum of ten (10) business days to sign the report, indicating that he or she has had the opportunity to read the report and to discuss it with the Department Chair and/or appropriate faculty supervisors. A faculty member's dissent regarding contents of the report may be appended to the signed report. When a dissent is appended, the faculty member must receive written acknowledgement within fifteen (15) business days that the statement has been reviewed by the Department Chair's immediate supervisor (normally the Dean) and Vice President of Health Sciences or designee (e.g., Vice Chancellor for Academic Affairs). At the same time that a response is sent to the faculty member, the Department Chair's supervisor will forward to the Provost the annual review, the faculty member's response to that review, and the supervisor's response to the faculty member. After receiving these materials, the Provost has an additional fifteen (15) business days to provide a written acknowledgement to the faculty member and Department Chair's supervisor that he or she has reviewed all the statements.

The teaching of all faculty interacting with students in the medical education program, regardless of percent effort, is included in the Program of Evaluation which is administered through the Office of Accreditation, Assessment, and Evaluation (AAE). All teachers in the medical education program receive feedback in two areas: the quality of their teaching and the overall quality and outcomes of the courses in which they are engaged. The quality of teaching is monitored primarily through standardized teaching evaluation surveys. The Evaluation Unit has developed standardized teacher evaluations for all learning environments including large group active learning, small group learning, and clinical learning environments (i.e., preceptorships). These evaluations are completed by students and provide information about the quality of teaching, the quality of learning, and the quality of the learning environment. Faculty receive both qualitative and quantitative feedback through these evaluations. Teaching evaluations are distributed as follows: for lecturers in large group teaching sessions, teaching evaluations are administered immediately following each session; for facilitators for small group work (Case-Based Learning, Evidence Based Medicine, Art and Practice of Medicine), teaching evaluations are distributed at the end of each course; for clinical preceptors, teaching evaluations are distributed at the end of each clinical campus week (in years 1 and 2) and every 8 weeks during Year 3.

The AAE Office also developed and administers course evaluations to provide feedback to faculty who are involved in developing and delivering courses. Course evaluations capture qualitative and quantitative feedback that is used to assess the overall quality and outcomes of each course. Course evaluations undergo a rigorous stakeholder review and are distributed to Course/Component Directors, teaching faculty, Information Technology, Assessment Office, enabling units within the College as well as the Curriculum Committee and its subcommittees.

Supporting Documentation

1. Medical school or university/parent organization policies that require faculty to receive regular formal feedback on their performance and their progress toward promotion and, if relevant, tenure, including when and by whom these policies were last reviewed and approved.

Appendix 4-04-01 Guidelines for the Promotion of Clinical Sub-Track Faculty

Appendix 4-04-02 Guidelines for the Promotion of Research Sub-Track Faculty

Appendix 4-04-03 Guidelines for the Promotion of Scholar Sub-Track Faculty

Appendix 4-04-04 Guidelines for the Promotion of Teaching Sub-Track Faculty

4.5 Faculty Professional Development

A medical school and/or its sponsoring institution provides opportunities for professional development to each faculty member in the areas of discipline content, curricular design, program evaluation, student assessment methods, instructional methodology, and or research to enhance his or her skills and leadership abilities in these areas.

Narrative Response

- a. Describe the availability and organizational placement (e.g., faculty development office, medical school dean’s office, university office) of knowledgeable individuals who can assist faculty in improving their teaching and assessment skills. Note if faculty development is the primary responsibility of each of these individuals. If not, provide the percent of effort allocated by each to faculty development activities.

There are designated personnel throughout the College to assist faculty in improving their teaching and assessment skills. All the individuals listed below have time specifically dedicated for faculty development in their job descriptions and all are provided with sufficient time and space to engage with faculty and staff in development opportunities.

The following table lists the individuals responsible for assisting faculty in improving their teaching, assessment, and leadership skills.

Position	Organizational Placement	Time for Faculty Development
Interim Associate Dean for Faculty Development	Reports to the Dean	20%
Associate Dean for Accreditation, Assessment and Evaluation	Reports to the Chief Operating Officer	25%
Coordinator, Faculty & Staff Programs	Reports to the Interim Associate Dean for Faculty Development	50%
Director, Curriculum Accreditation and Management	Reports to the Associate Dean for Accreditation, Assessment and Evaluation	30%
Clinical Education Directors (8) <ul style="list-style-type: none"> • Art & Practice of Medicine • Emergency Medicine • Internal Medicine • Family Medicine • Mind, Brain, and Behavior • OB/GYN • Pediatrics • Surgery 	Report to the Chair, Department of Medical Education and Clinical Sciences	25%
Director, Simulation Based Training	Reports to the Dean	50%
Associate Chairs/Associate Deans for Clinical Education (4) Everett Spokane Tri-Cities Vancouver	Report to the Dean	20%
Director, Leadership & Organizational Development	Reports to the Dean	25%

Position	Organizational Placement	Time for Faculty Development
Director, Longitudinal Integrated Clerkship	Reports to the Associate Dean for Curriculum	2.5%
Education Technology Specialist 1	Reports to the Education Technology Specialist 3	20%
Clinical Education Specialists (2)	Report to the Chair, Department of Medical Education and Clinical Sciences	20%
Education Technology Specialist 3	Reports to the Director of Education and Information Technology	15%
Information Technology Technician 2	Reports to the Education Technology Specialist 3	40%
Department Chairs (4) <ul style="list-style-type: none"> • Biomedical Sciences • Medical Education and Clinical Sciences • Nutrition and Exercise Physiology • Speech and Hearing Sciences 	Report to the Dean	20%

The Office of the Associate Dean for Faculty Development oversees the holistic professional development of faculty as educators. This includes instruction in teaching and assessment methods used in the MD curriculum. It also includes professional development opportunities for those interested in pursuing education leadership roles in the College. The Office of Faculty Affairs is administered by the Interim Associate Dean for Faculty Affairs. This Office oversees professional advancement (e.g., promotion and tenure).

The Coordinator of Faculty and Staff Programs also oversees an employee experience program, which is the source of information for staff on the administrative organization of the College (i.e., function of administrative offices, work of standing committees, etc.) and the elements of the mission, values and culture.

The Director of Leadership and Organizational Development oversees leadership initiatives and training for faculty, and volunteer-led culture initiatives. The Director also provides executive leadership coaching for faculty.

The Department Chairs are responsible for assessing faculty talent and development needs, and for ensuring that faculty have the necessary development resources to optimize performance. The Associate Deans for Clinical Education, who also serve as Associate Chairs in the Department of Medical Education and Clinical Sciences, share the responsibility with Department Chairs to ensure faculty have access to professional development. The Clinical Education Directors and specialists in the Department of Medical Education and Clinical Sciences assess faculty talent and development needs, as well as provide one-on-one, small, and large group faculty training in the areas of curriculum, assessment, and functional skills.

- b. Describe how faculty members are informed about the availability of faculty development programming. How does the medical school ensure that faculty development is accessible by faculty at all instructional sites, including clinical affiliates and regional campuses?

Faculty are informed about faculty development programming through multiple channels, including internal communications, department newsletters, departmental meetings, meetings with course leaders, and community outreach through the Associate Deans for Clinical Education at each regional campus and Department Chairs.

Faculty development programming needs are identified through regular meetings of faculty development stakeholders. To ensure the most comprehensive faculty educator development, the Interim Associate Dean for Faculty Development seeks input from Department Chairs, Associate Deans, Course Directors, faculty teaching across the curriculum, and key staff members. Faculty and staff have opportunities to propose additions and suggestions and identify high priority events. Faculty development programs and ad hoc just-in-time development sessions are instructor-led and offered via a multiple methods: one-on-one meetings with the Interim Associate Dean for Faculty Development (and others), small and large group in-person and video-streamed sessions, and self-paced web-delivery. Participation in workshops and online module/course completion is tracked and records maintained by the Coordinator of Faculty and Staff Programs.

Faculty are prepared for clinical clerkships in two ways. Quarterly faculty development workshops led by an Associate Deans for Clinical Education and/or Clinical Education Directors. Workshops address core teaching and assessment skills, policies, and procedures. Workshops are delivered on-site at the regional campuses with simultaneous webcast.

All faculty in the Department of Medical Education and Clinical Sciences (DMECS) have access to online courses to support self-paced learning about the principles and design of the MD program, the principles of the Longitudinal Integrated Clerkship, and core skills in clinical supervision, feedback, and completion of workplace-based assessments. The same content is delivered via one-on-one or small group sessions face-to-face on the regional campuses as faculty are recruited to serve as clinical preceptors in the clinical curriculum.

- c. Describe how problems with an individual faculty member's teaching and assessment skills are identified and remediated.

Problems and/or challenges with a faculty member's teaching and assessment skills are identified through formal student evaluations from individual sessions, formal student evaluations from longitudinal experiences, informal feedback from peers who directly observe teaching sessions, course evaluations, and the anonymous feedback channel maintained by the Office of Accreditation, Assessment and Evaluation. Data regarding teaching and assessment skills are used by individual faculty, their Department Chair, the Office of Faculty Development, and academic leadership to inform the process of faculty development and quality improvement. Identified deficiencies are remediated through written professional development plans, targeted faculty development opportunities (collaboratively developed by individual, supervisor and/or supporting colleagues), external continuing professional development (e.g. professional society education opportunities), and institutional global faculty development opportunities (e.g., including MCQ writing, effective feedback, objective writing workshops, effective presentations and active learning, workplace-based assessment and direct observation, small group facilitation, 1:1 teaching). Key aspirations and deficiencies are included in a faculty member's action plan, tracked by their department, and reviewed/renewed on a regular basis.

Following each mastery exam, student performance by component is reviewed. Any component that has poor performance triggers a review for quality of questions and alignment of questions with teaching. This review provides for early identification of a need for faculty development for question writing.

- d. Describe the availability of funding to support faculty members' participation in professional development activities related to their respective disciplines (e.g., attendance at professional meetings) and to their roles as teachers (e.g., attendance at regional/national medical education meetings).

The College of Medicine encourages participation in annual education development activities, medical education development activities, and scholarship programs. The College supports external activities for faculty training and education which may include seminars, conferences, AAMC meetings and workshops, and other activities. It is the College policy to reimburse eligible employees for college-related, pre-approved, and documented expenses related to employment, contingent on available funds. In addition, monies from the Dean's discretionary fund may be used to support these activities. Professional development is also a standing line item in the annual budget request that each supervisor and area manager submit.

- e. Provide examples of formal activities at the departmental, medical school, and/or university/parent organization level used to assist faculty in enhancing their skills in research methodology, publication development, and/or grant procurement. List the categories of personnel (e.g., biostatisticians, grant reviewers) available to assist faculty in acquiring and enhancing such skills.

The departments within the College provide research and scholarly activity support opportunities that are specific to their faculty. All departments provide mentoring for junior faculty, which typically includes reviewing manuscripts for publication and grant and contract proposals for submission. Individual employees may be selected by the Department Chair to participate in training and development programs outside of the College if those trainings cannot be offered in-house. Outside programs may include workshops, seminars, institutes, college, or university courses (with or without credit), and other special programs as appropriate.

The Office of Research provides extensive grant procurement support including editorial services, budget creation, and application completion and submission. The Office of Research also has experts in regulatory compliance, biostatistics and clinical design, technology transfer and post-award management. The Office of Research provides the following services to all faculty:

- Editorial support in preparing grant applications, publications, and presentations
- Biostatistical and research design assistance
- Electronic processing of grant applications, subcontracts, industry contracts
- Regulatory assistance in preparing Internal Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), Drug Enforcement Administration (DEA), and Food and Drug Administration (FDA) applications.

The Office of Research invites all faculty to research seminars. A seminar, occurring monthly on the fourth Wednesday, entitled "Responsible Conduct of Research" covers topics such as research ethics, conflicts of interest, statistics, trial design, grant preparation and qualitative methodology. The Office of Research also is involved in technology transfer at the College and University levels to commercialize intellectual property developed by faculty and to connect faculty to potential non-university partners and funding opportunities. The College's Office of Research invites clinical colleagues to a bi-monthly Clinician Researcher Series, which highlights research being done in the clinical community, and offers opportunities to network and foster collaboration amongst faculty. The Office of Research also hosts bi-monthly Research Grand Rounds which brings in experts from across the country to present and meet on-on-one with faculty regarding their area of expertise.

- f. Describe the specific programs or activities offered to assist faculty in preparing for promotion.

The university has a comprehensive annual performance review process in place, as well as regularly scheduled progress toward tenure and promotion reviews. In addition, WSU offers annual tenure and promotion workshops.

Annual reviews give faculty the opportunity to highlight, reflect on, and obtain feedback about accomplishments over the past year. The review provides guidance for continuing and meaningful faculty development; assists faculty to enhance professional skills and goals and refocus academic and professional efforts and assures that faculty members are meeting responsibilities to WSU.

The Departments within the College also have informal mentoring programs that connect junior faculty with a small mentoring committee (2-3 faculty). The junior faculty and the mentoring team meet one-to-two times per year to discuss the faculty members progress and any requirements for support and guidance in preparation for promotion and tenure. The mentoring meetings are recorded as part of annual the review process.

Supporting Documentation

1. Provide a list of the faculty development programs (e.g., workshops, lectures, seminars) that were provided during the most recent academic year, including general topic and attendance, and the locations where these programs were offered.

Appendix 4-05-01 Faculty Development Programs for 2019-2020 Academic Year

4.6 Responsibility for Medical School Policies

At a medical school, the dean and a committee of the faculty determine the governance and policymaking processes within their purview.

Narrative Response

- a. What processes are in place for the dean and a committee with faculty representation, such as an executive committee, to determine the governance and policy-making processes of the medical school? Describe the committee's membership, charge or purpose, and how often it meets.

The Dean's Executive Cabinet is the advisory body to the Dean in all matters pertaining to the College. The Dean's Executive Cabinet is composed of the Dean, Vice, Senior Associate, Associate, and Assistant Deans (when appropriate), the Chair of each academic department, others in designated administrative and committee positions, the Chair of the Faculty Council, and a student representative. Other members may be appointed by the Dean to serve as ex officio non-voting members. The Dean's Executive Cabinet meets at least once monthly.

The Dean's Executive Cabinet acts on recommendations brought before it and presents its recommendations to the Dean. It advises the Dean on major operational and management issues and approves all administrative policies, the policy statements of policies emanating from faculty led standing committees, and procedures. It assists with dissemination of information to the faculty, administration, and staff on medical school policies and practices, and provides reports to the semi-annual meetings of the faculty on policy and procedural changes, and on issues that require a vote of the full faculty.

The Faculty Council serves faculty, student body, and administration as a forum for discussion and a source of opinion in all College affairs. The Faculty Council, through its standing committees, serves the College by:

- Establishing admission criteria for medical students
- Establishing evaluation and promotion policies for medical students
- Approving appointment and promotion policies for College faculty
- Establishing and evaluating the medical curriculum
- Encouraging, stimulating, and assisting faculty research efforts
- Approving MD candidates for degrees
- Recommending compositions of standing committees
- Advising and engaging in discussion with the Dean on matters for the welfare of the College
- Establishing a culture of excellence, inclusion, and diversity worthy to be emulated by the student body.

All faculty are members of the Faculty Council. Voting members consist of faculty with primary academic appointments within the College, and holding appointments outlined in Article I, Section C of the College Bylaws (appendix 4-06-01). The Faculty Council meets at least annually, at the call of the Chair. The Chair of the Faculty Council Executive Committee (FCEC) acts as a liaison between the Council and College administration. To facilitate communication between the administration and the faculty, the Chair of the FCEC is a voting member of the Dean's Executive Cabinet. The Chair of the FCEC also reports on actions of the Executive Cabinet to the Faculty Council.

The membership, term, and qualifications for service on the FCEC is outlined in the following table.

Department	# of representatives	Term length in years	Renewable	Qualifications/requirements for representatives and officers
Biomedical Sciences	2	3	Yes	Assistant professor or higher on any track; Faculty member for 1 year or longer; Chair and secretary elected annually within FCEC; Chair of FCEC serves as chair of Faculty Council; Chair of FCEC or designee attends College Executive Cabinet meetings
Medical Education & Clinical Sciences	2	3	Yes	
Nutrition & Exercise Physiology	2	3	Yes	
Speech & Hearing Sciences	2	3	Yes	
At-large	1	3	Yes	

Members of the FCEC are elected by the voting members of the faculty in their respective departments. The entire Faculty Council elects the member at large. Terms begin with the May meeting of the FCEC. Election of FCEC members is staggered so that members from the same department are elected in different years. The FCEC elects a chair and secretary annually. Officers are elected during the FCEC’s May meeting, with terms commencing the following October. The FCEC meets at least monthly to consider amendments to the Bylaws, to discuss issues of concern to the faculty, and to develop recommendations to be forwarded to administration on behalf of the faculty. FCEC decisions are made by majority vote.

The standing committees of the College are charged with developing policies in their respective areas. Standing committees include: Curriculum Committee; Admissions Committee; Faculty Rank, Promotion, and Tenure Committee; Student Evaluation, Promotion & Awards Committee; Scholarship Committee; and the Equity Committee. In addition to those programmatic areas, there may be college-wide policies that are outside the charges of the respective committees. In such cases, the Dean works closely with the Vice/Associate/Assistant Deans, as well as with the FCEC, to develop these administrative policies. All policies are reviewed by a central policy team and undergo multiple review steps before being finally approved.

b. Briefly describe how the faculty have input to this committee.

Each department in the College has two representatives on the FCEC. The FCEC representatives are elected by the faculty of their respective departments and are responsible for bringing departmental and college concerns to the FCEC.

c. Provide examples of the committee’s priority areas during the most recent academic year and how those priorities are set.

The FCEC priorities for the 2019-2020 academic year were:

1. To revise the Faculty Bylaws, dated 3-9-19 in response to concerns raised by faculty, the LCME, and the Dean.
2. To organize, call for nominations, and execute standing committee, WSU Faculty Senate, and FCEC annual elections, ensuring representation from all campuses on standing committees, as defined in the Faculty Bylaws.
3. To communicate with WSU standing committee chairs and WSU Faculty Senate representatives to inform the FCEC of faculty activities.
4. Communicate ideas and initiatives from the faculty to the College Executive Cabinet.