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.

4.1 SUPPORTING DATA

Table 4.1-1 | Total Faculty

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>Volunteer Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic Science</td>
<td>Clinical</td>
<td>Basic Science</td>
</tr>
<tr>
<td>2016-17</td>
<td>19</td>
<td>47</td>
<td>0</td>
</tr>
<tr>
<td>2017-18</td>
<td>14</td>
<td>58</td>
<td>0</td>
</tr>
<tr>
<td>2018-19</td>
<td>18</td>
<td>79</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 4.1-2 | Basic Science Faculty

<table>
<thead>
<tr>
<th>Campus</th>
<th>Department</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spokane</td>
<td>Biomedical Sciences</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 4.1-3 | Basic Science Teaching Responsibilities

<table>
<thead>
<tr>
<th>Campus</th>
<th>Department</th>
<th>Medical</th>
<th>Graduate</th>
<th>Dental</th>
<th>Nursing</th>
<th>Allied Health</th>
<th>Undergraduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spokane</td>
<td>Biomedical Sciences</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>
### Table 4.1-4 | Clinical Faculty

List each of the medical school’s clinical departments and provide the number of faculty in each. 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.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Department</th>
<th>Full-Time Faculty</th>
<th>Other / Not Full-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spokane</td>
<td>Medical Education and Clinical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor/Other</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vacant</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part-Time Faculty</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td>Tri-Cities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vancouver</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everett</td>
<td>Nutrition &amp; Exercise Physiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>2</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor/Other</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vacant</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part-Time Faculty</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Spokane</td>
<td>Speech &amp; Hearing Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor/Other</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vacant</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Part-Time Faculty</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

### Table 4.1-5 | Planned Clinical Teaching Responsibilities

List each of the medical school’s clinical departments and indicate whether required courses are or will be taught for each listed student-type (Y for yes, N for no). Only list courses for which departmental faculty have or will have primary and ongoing effort (e.g., reporting final grades to the registrar). Only include interdisciplinary courses once per department. Only report Pathology data if Pathology is included as a clinical department in table 4.1-1. Add rows as needed.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Department</th>
<th>Medical</th>
<th>Dental</th>
<th>Nursing</th>
<th>Allied Health</th>
<th>Public Health</th>
<th>Other (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spokane</td>
<td>Medical Education and Clinical Sciences</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Tri-Cities</td>
<td></td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Vancouver</td>
<td></td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Everett</td>
<td></td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

### Table 4.1-6 | Protected Faculty Time

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.

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Amount (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preclerkship/preclinical Course Directors, including Directors of Clinical Skills courses</td>
<td>0.15-0.4</td>
</tr>
<tr>
<td>Clerkship Directors (actual or anticipated)</td>
<td>0.25-0.4</td>
</tr>
<tr>
<td>Chair of the Curriculum Committee</td>
<td>0.2</td>
</tr>
</tbody>
</table>
4.1 NARRATIVE RESPONSE

a. List all faculty, and the disciplines or courses they teach, with substantial teaching responsibilities who are on-site at their teaching location for fewer than three months during the academic year.

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

b. Describe changes in faculty complement (recruitment or attrition), by discipline, over the next three years. Provide the anticipated timing of the recruitments or attritions.

The ESFCOM is committed to recruiting a diverse faculty who not only meet all criteria for appointment or employment, but also meet the needs of students and the anticipated growth of the ESFCOM. Full-time faculty are defined as those with a 50% or greater appointment to the medical school, and who are required to participate in service opportunities (committees, mentorship, etc.). ESFCOM provides resources to clinical affiliates to support the medical education mission but does not directly employ those clinicians.

ESFCOM recruits clinicians with terminal degrees (physicians, pharmacists, and other healthcare professionals) and licensed in Washington state or the ability to be licensed in Washington state. As a new school, attrition is not anticipated to be a concern over the next three years.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Biomedical Sciences</td>
<td>Clinical Sciences</td>
</tr>
<tr>
<td>2018-2019</td>
<td>18</td>
<td>79</td>
</tr>
<tr>
<td>2019-2020</td>
<td>19</td>
<td>80</td>
</tr>
<tr>
<td>2020-2021</td>
<td>20</td>
<td>82</td>
</tr>
<tr>
<td>2021-2022</td>
<td>21</td>
<td>84</td>
</tr>
</tbody>
</table>

The anticipated full-time academic faculty with specialties in the disciplines within the Medical Education and Clinical Sciences Department in the year of the visit and the following 3 years:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Family Medicine</td>
<td>Internal Medicine</td>
</tr>
<tr>
<td>2018-2019</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2019-2020</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2020-2021</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>2021-2022</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>
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.

4.2 SUPPORTING DATA

<table>
<thead>
<tr>
<th>Department</th>
<th>Articles in peer-review journals</th>
<th>Published books/book chapters</th>
<th>Faculty co-investigators or PI's on extramural grants</th>
<th>Other peer-reviewed scholarship*</th>
<th>Invited Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Sciences</td>
<td>22</td>
<td>1</td>
<td>11</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>Medical Education and Clinical Sciences</td>
<td>49</td>
<td>8</td>
<td>19</td>
<td>42</td>
<td>7</td>
</tr>
<tr>
<td>Nutrition &amp; Exercise Physiology</td>
<td>25</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Speech &amp; Hearing Sciences</td>
<td>9</td>
<td>0</td>
<td>3</td>
<td>15</td>
<td>25</td>
</tr>
</tbody>
</table>

*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: 2017

4.2 NARRATIVE RESPONSE

a. Describe how and from whom the data in the above table were collected and how the data were synthesized.

The Associate Dean for Faculty Affairs collects, aggregates, monitors, synthesizes, and updates scholarly productivity data from the University’s Activity Insight/Digital Measures database, a web-based faculty activity reporting system used in the annual review process. Annual review is a retrospective process such that data collected each spring semester reflects faculty’s scholarly productivity, teaching, and service of the prior calendar year. Table 4.2-1 presents the data compiled for the 2017 annual review. Data for 2018 is to be aggregated in April 2019. The productivity reported in table 4.2-1 reflects the scholarship of 57 full-time faculty, 14 in basic sciences and 43 in clinical sciences. It does not include approximately 20 of the full-time clinical sciences faculty whose primary responsibilities are administrative. Total extramural funding for 2017 was $19,460,485.

b. Describe the institution’s expectations for faculty scholarship, including whether scholarly activities are required for promotion and retention of some or all faculty.

ESFCOM 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 ESFCOM’s commitment to promoting regional economic development, the ESFCOM encourages entrepreneurial and commercialization activities among faculty. The ESFCOM has established its own Office of Technology Development and Commercialization (OTDC), partnering closely with WSU’s offices of Commercialization and of Economic Development. The OTDC guides faculty from discovery to invention and commercialization, including the development of patent strategies, industry partnerships, licensing, and startup activities. To promote entrepreneurship, WSU revised its royalty sharing policies in 2015 to award its inventors a generous 50% of licensing revenues. WSU concurrently launched the university-wide Entrepreneurial Faculty Ambassadors (EFA) program, enlisting 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, the ESFCOM Guidelines for Promotion of Tenure Track Faculty (appendix 4-02-1), ESFCOM Guidelines for Promotion of Research Faculty (appendix 4-02-2), and the ESFCOM Guidelines for Promotion of Clinical Faculty (appendix 4-02-3). 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 ESFCOM.

Tenure-track faculty are expected to make significant contributions to the research, scholarship, teaching, and service/outreach missions of the ESFCOM. Some research faculty focus more on research and scholarship, while others also provide teaching and service but scholarly activity is required for promotion and retention of tenure-track faculty. Clinical faculty also contribute to the teaching, scholarship and service missions of the ESFCOM; 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. For the purposes of promotion and retention, each clinical faculty member is evaluated in terms of the workload of scholarship, teaching, and service outlined in the offer letter or renegotiated agreement with the chair of the respective home department.
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.

4.3 NARRATIVE RESPONSE

a. Provide a brief description of each faculty employment track, including the qualifications required for each. Describe how and when faculty members are notified of the following:

1. Terms and conditions of employment
2. Benefits
3. Compensation, including policies on practice earnings
4. Assignment to a faculty track

Terms and conditions of employment, benefits, compensation, and assignment to faculty rank are discussed in the following brief descriptions of the faculty employment tracks. There are four different tracks available for faculty members. The tracks and qualifications for each follows:

1. Probationary Tenure-Track
The faculty member is on probation during the time prior to consideration for tenure. In addition to annual performance reviews in their academic units, tenure-track faculty are reviewed annually for their progress toward tenure. In their third year (intensive review), they are evaluated to determine continuation and progress toward tenure. At a time specified in the offer letter, the university decides whether to grant tenure. Typically, tenure review occurs in the faculty member’s sixth year of employment on the tenure track. The decision to associate tenure with a position rests with the department and the ESFCOM. This decision is made at the time the job description is developed. Policies concerning advancement in rank, or promotion, are designed to encourage superior service. Tenure provisions are designed to ensure the widest possible range of freedom for scholarly inquiries in teaching, research, and service/community engagement.

2. Non-Tenure Track (Research)
   Initial Appointment: The ranks of research professor, research associate professor, and research assistant professor are the traditional academic ranks of appointment. Initial fixed-term appointment are not to exceed three years based on the needs of the department.
   Renewal of Appointment: Reappointment is contingent on satisfactory annual performance review. Evaluations of research-track faculty members are to be conducted at the department level at least once a year.
   Promotion: Promotion criteria has been developed with the ESFCOM’s Faculty Rank, Promotion & Tenure Committee (FRP&T) and is consistent with departmental criteria and the Faculty Manual.
   Dismissal: The dismissal procedures contained in the Faculty Manual were drafted to adhere to the requirements of Washington’s Administrative Procedure Act, RCW 34.05, as well to ensure that an employee’s constitutional due process rights are protected. To the extent possible, the procedures for serious disciplinary action adhere to the process recommended by the American Associate of University Professors (AAUP) for dismissal proceedings.

3. Non-Tenure Track (Clinical)
   Initial Appointment: The ranks of clinical professor, clinical associate professor, and clinical assistant professor are the traditional academic ranks of appointment. Initial fixed-term appointment are not to exceed three years based on the needs of the department.


Renewal of Appointment: For paid appointments, reappointment is contingent on satisfactory annual performance review. Evaluations of clinical-track faculty members are to be conducted at the department level at least once a year for those with paid appointments.

Promotion: Promotion criteria is outlined in the ESFCOM Guidelines for Promotion of Clinical Faculty and consistent with departmental criteria and the Faculty Manual.

Dismissal: The dismissal procedures contained in the Faculty Manual were drafted to adhere to the requirements of Washington’s Administrative Procedure Act, RCW 34.05, as well to ensure that an employee’s constitutional due process rights are protected. To the extent possible, the procedures for serious disciplinary action adhere to the process recommended by the AAUP for dismissal proceedings.

4. Clinical-Track Non-Paid Faculty

This is a subset of the clinical-track faculty; for non-paid appointments, a separate HR position number is used to annotate the non-paid status of the faculty.

Initial Appointment: Initial fixed-term appointment of three year terms, based on the needs of the department. Non-paid faculty may vote in the Faculty Council, have library privileges, and may purchase campus parking permits, among other benefits. Non-paid faculty are not eligible for medical/dental or retirement benefits. Clinician-faculty can be promoted, or transferred (with prior approval by the Provost), to part-time paid positions, as needed to fulfill their commitment in teaching medical students.

Renewal of Appointment: Reappointment of clinical-track, non-paid faculty with significant involvement in medical education during the prior calendar year is contingent on satisfactory annual performance review that is conducted at the department level at least once a year. Appointments of non-paid clinical-track faculty who have not been significantly involved in medical education during the prior calendar year are “renewed” without an annual review up until the three-year term of their initial contract.

Promotion: Promotion criteria was developed by the FRP&T Committee and is consistent with departmental criteria and the Faculty Manual.

Dismissal: The dismissal procedures contained in the Faculty Manual were drafted to adhere to the requirements of Washington’s Administrative Procedure Act, RCW 34.05, as well to ensure that an employee’s constitutional due process rights are protected. To the extent possible, the procedures for serious disciplinary action adhere to the process recommended by the AAUP for dismissal proceedings.

Candidates apply to WSU for faculty appointments in specific tracks (i.e., tenure-track, clinical-track (non-community providers), research-track, clinical-track [MD/DO]), so successful candidates are automatically assigned to the track to which they applied. According to the ESFCOM Faculty Appointment Policy, the terms and conditions for employment, compensation, as well as the assignment to a faculty track are specified in the offer letter. ESFCOM uses Offer Letter Templates for the faculty in different tracks described below. Faculty compensation is determined based on hiring plan and the AAMC Report on Faculty Salaries, as appropriate.

Faculty benefits information pamphlets are sent to faculty along with the offer letter. 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).

The ESFCOM Offer Letter, as a minimum, contains 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)
- d. Periods of appointment (term of contract, renewable contract, rolling horizon, etc.)
- e. Title (including administrative title, if applicable)
- f. Faculty Rank (e.g., instructor, assistant professor, associate professor, professor)
- g. Track – tenure-track, non tenure-track, faculty track (e.g., research, clinical, etc.)
- h. Salary - to include F&A and salary recapture, as applicable, to include conditions related to source of position
funding and timing/longevity of financial and other support
i. Scope of Service (provide approximate expected/recommended percentage of time dedicated to each area and if applicable, expected/recommended outcomes. Research and scholarship, teaching and instruction, academically-related service, clinical service
j. Reporting relationship (who is the position’s supervisor, who performs annual review of the hire)
k. Supervisory expectations (employees supervised, expectation to perform annual reviews)
l. Any special understandings, commitments or conditions; for example, expected tenure date, start-up package, track/rank change upon completion of a doctoral degree, etc.
m. Relocation expenses eligibility
n. Statement about lawfully authorized employment
o. Statement about intellectual property
p. Statement about use of university/college affiliation for private purposes
q. Statement about faculty voting, access to university/college resources and any mandatory training
r. URL location for pertinent policies and procedures (e.g., Faculty Manual, WSU Intellectual Property policy, ESFCOM bylaws, ESFCOM Faculty and Staff Guide)
s. Required training language and links (e.g., prevention of discrimination and sexual harassment, Family Educational Rights and Privacy Act, etc.)
t. Offer letters must be signed by both the Department Chair and the Dean, and for tenure-track/tenured faculty, and by the Provost.

The Department of Medical Education and Clinical Sciences also employs a large number of part-time and non-paid clinicians who are based on the four clinical campuses and precept students. For such faculty teaching in the clinical environment, the following is expected:
• Current state license
• Good standing with state regulatory board
• Credentialed at any clinical site at which they are expected to teach
• Commitment to excellence in scholarship and teaching
• Letter of support from the chair of the department hiring the candidate (for part-time, paid faculty only)
• Board certification is preferred, but not be required.

b. Describe how and when faculty members are notified about their responsibilities in teaching, research and, where relevant, patient care.

Faculty members are notified about their responsibilities in teaching, research and, where relevant, patient care, during annual reviews with their Department Chair. The Department Chairs meet annually with their 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 members work (teaching, research, scholarship, service). Significant changes in the terms of appointment are communicated in writing to the faculty member. All procedures are consistent with those specified in the Faculty Manual. The Dean meets annually with ESFCOM’s four Department Chairs (Biomedical Sciences, Medical Education and Clinical Sciences, Nutrition and Exercise Physiology, Speech and Hearing Sciences) to discuss expectations of the faculty in the upcoming year.

4.3 SUPPORTING DOCUMENTATION

1. Medical school or university policies for initial faculty appointment, renewal of appointment, promotion, granting of tenure, and dismissal. The Faculty Appointment Policy was approved 1/2/18.

Appendix 4-03-1 ESFCOM Faculty Appointment Policy
Appendix 4-03-2 New Faculty Orientation

Appendix 4-03-3 WSU Faculty Manual

Appendix 4-03-4 Business Policies and Procedures Manual, 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.

4.4 NARRATIVE RESPONSE

a. Describe how and when faculty members receive formal feedback from departmental leaders (i.e., the department head or division/section chief) on their academic performance and their progress toward promotion and, if relevant, tenure.

It is the policy of Washington State University to encourage the professional advancement of faculty members commensurate with their abilities and the effectiveness of their services. 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 performance of each faculty member is reviewed at least once a year. The criteria for annual reviews are the same as the criteria for tenure and promotion, outlined in III.C.3, III.C.4., and III.C.5 of the Faculty Manual (appendix 4-03-3). Faculty members are also evaluated according to criteria approved at the college and department level. See appendices 4-02-1 ESFCOM Guidelines for Promotion of Tenure-Track Faculty, 4-02-2 ESFCOM Guidelines for Promotion of Research-Track Faculty and 4-02-3 ESFCOM Guidelines for Promotion of Clinical Faculty. 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, 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 compensation. Results of this meeting are documented, summarized, and forwarded to the faculty member.

Faculty performance is reviewed annually through one of the following three procedures: an abridged review, a comprehensive review, or an intensive review.

**Abridged Review:** Abridged reviews are intended for established faculty who continue to perform at or above expectations. They are available only to tenured faculty and normally occur the year following a year in which the faculty member received an annual review rating of satisfactory or above on a comprehensive or intensive review.

**Comprehensive Review:** Comprehensive reviews are intended to evaluate the performance of the faculty member and to provide feedback relative to university and department expectations. Each comprehensive review considers the faculty member's accomplishments and contributions since the last comprehensive or intensive review in the context of cumulative performance. All faculty undergo comprehensive reviews either annually or biennially.

**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 are normally required to undergo one intensive review, and tenured faculty who are eligible for promotion are strongly encouraged to request an intensive review every 4-6 years.

Detailed information regarding yearly reviews is included in appendix 4-04-1.
Reviews are differentiated by tenure status as follows:

- 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 normally undergo comprehensive and abridged reviews in alternate 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 perogative 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 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 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 campus Chancellor, 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 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 ESFCOM to ensure adherence to timelines and milestones.

### 4.4 SUPPORTING DOCUMENTATION

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

Appendix 4-03-3 WSU Faculty Manual - The ESFCOM adheres to WSU policies regarding faculty appointment, renewal of appointment, promotion, granting of tenure, and dismissal. The Faculty Manual was approved Sept. 10, 2018.
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.

4.5 NARRATIVE RESPONSE

a. Describe the availability of knowledgeable individuals who can assist faculty in improving their teaching and assessment skills. Describe the organizational placement of such individuals (e.g., faculty development office, medical school dean’s office, university office. Note if faculty development is the major responsibility of these individuals. If not, do they have sufficient time for this responsibility?

Faculty Development is a strength of the ESFCOM because of the breadth and depth of knowledge and skills available for Faculty Development programs. The following table lists the individuals responsible for assisting faculty in improving their teaching, assessment and leadership skills.

<table>
<thead>
<tr>
<th>Position</th>
<th>Organizational Placement</th>
<th>Time for Faculty Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Directors of Faculty &amp; Staff Talent, Recognition and Enhancement (FSTRE) (2)</td>
<td>Reports to the Vice Dean for Student and Faculty Experience</td>
<td>100%</td>
</tr>
<tr>
<td>Associate Dean for Curriculum</td>
<td>Reports to the Vice Dean for Student and Faculty Experience</td>
<td>20%</td>
</tr>
<tr>
<td>Associate Dean for Accreditation, Assessment and Evaluation</td>
<td>Reports to the Vice Dean for Administration, Accreditation and Finance</td>
<td>25%</td>
</tr>
<tr>
<td>Director, Curriculum Accreditation and Management</td>
<td>Reports to the Associate Dean for Accreditation, Assessment and Evaluation</td>
<td>30%</td>
</tr>
<tr>
<td>Clinical Educational Directors (8) Clinical Education Specialists (3)</td>
<td>Reports to the Chair, Department of Medical Education and Clinical Sciences</td>
<td>25%</td>
</tr>
<tr>
<td>Associate Chairs (Everett, Spokane, Tri-Cities, Vancouver) (4)</td>
<td>Reports to the Chair, Department of Medical Education and Clinical Sciences</td>
<td>20%</td>
</tr>
<tr>
<td>Department Chairs (5)</td>
<td>Reports to the Dean</td>
<td>20%</td>
</tr>
</tbody>
</table>

All of the individuals listed above 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 Office of Faculty and Staff Talent Recognition and Enhancement (FSTRE) was established to address the holistic professional development of faculty and staff. The office of FSTRE is administered under the Vice Dean for Student and Faculty Experience and is headed by two directors. The directors build the infrastructure, network, and relationships necessary to accomplish the mission of the unit. For faculty, this includes instruction in teaching and assessment methods used in the MD curriculum. It also includes professional development opportunities for those interested in pursuing leadership and administrative service roles in the ESFCOM.

For staff, this office provides training in administrative processes and procedures, and development opportunities to encourage a challenging and mobile environment. This office is also a source of information for both faculty and staff on the administrative organization of the ESFCOM (i.e., function of administrative offices, work of standing
committees, etc.), the research administration and support structures, and the elements of the ESFCOM mission, values and culture.

The Department Chairs are responsible for assessing faculty talent and development needs, and for ensuring that faculty are connected with 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 are informed about the availability of faculty development programming and the steps that are and will be taken to ensure that faculty development is accessible at all instructional sites, including clinical affiliates and regional campuses. Specifically, describe how clinical faculty at all sites are being prepared for their roles in teaching and assessment during the clinical clerkships.

Faculty are informed about faculty development programming through multiple channels, including: internal communications, Department News Letters, ESFCOM updates, monthly Departmental meetings, meetings with Course and Component Directors, and community outreach through the Associate Deans for Clinical Education.

FSTRE identifies faculty development programming needs in the following ways:
1. FSTRE Directors meet with the Associate Dean for Curriculum and the Associate Dean for Accreditation, Assessment and Evaluation to gain an understanding of the teaching and assessment methods employed by the ESFCOM.
2. FSTRE Directors meet with individual Course Directors to determine additional course-specific methods of curriculum delivery.
3. FSTRE Directors solicit input from faculty teaching across the curriculum, and from each distributed campus, through annual needs assessment surveys and focus groups to determine areas of needed faculty development.
4. FSTRE Directors solicit input annually from Department Chairs and other ESFCOM leadership for additional areas of needed faculty development.

To ensure the most comprehensive faculty and staff professional development program, the FSTRE Directors seek 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.

The FSTRE leadership prioritizes the suggested topics and schedules faculty development programs and online modules accordingly. Faculty development programs are formulated annually and prioritized to include sessions that meet the needs of as many faculty members as possible. For example, FSTRE develops programs and workshops on topics in domains such as Curriculum Design and Development, Case-Based Learning Facilitation, Facilitating Large Group Active Learning, Methods of Instruction, and Student Assessment. Participation in workshops and online module/course completion is tracked and records maintained by the FSTRE.

The FSTRE meets with faculty members recognized for their talent and expertise in teaching and assessment and employs them in the creation and/or delivery of faculty development sessions and modules. Faculty development programs are instructor-led and offered as online and synchronous web-delivery, when possible.

The FSTRE prepares faculty for clinical clerkships in three ways:
1. Monthly faculty development workshops led by an Associate Deans for Clinical Education and/or Clinical
Education Directors. These workshops address core teaching and assessment skills, policies, and procedures. The workshops are delivered on-site at the regional campuses with optional simultaneous webcast.

2. Online courses are developed to coincide with each of the monthly faculty development workshops. The courses offer on-demand access to the same content presented in the live workshops and are made via the College website.

3. All faculty in the Department of Medical Education and Clinical Sciences (DMECS) are required to complete an online course title DMECS Faculty Orientation. This course provides faculty with information on the organizational structure of the college and department, the goals and mission of the department, the roles and responsibilities of faculty, relevant policies, guidelines and processes, MD program core competencies, University required training, and role-based faculty development requirements and recommendations.

c. Describe the means by which problems identified with an individual faculty member’s teaching and assessment skills are remediated.

Problems and/or challenges with a faculty member’s teaching and assessment skills are identified through formal student and peer evaluations, as well as through informal feedback from peers who attend teaching sessions. Formal evaluations of teaching and assessment skills are used by individual faculty, their Department Chair, the Course Director, and academic leadership to inform the process of faculty development and quality improvement. Identified deficiencies are remediated through targeted faculty development opportunities, including assessment workshops (MCQ writing, effective feedback), objective writing workshops, effective presentations, active learning, etc. Documentation and action plans are tracked by the faculty member’s department. In cases in which administrative action is required, the Associate Dean for Faculty Affairs ensures WSU and ESFCOM policies and guidelines are followed.

d. Describe the availability of funding to support faculty 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 ESFCOM encourages participation in annual education development activities, medical education development activities, and scholarship programs. ESFCOM supports external activities for faculty training and education which may include seminars, conferences, AAMC meetings and workshops, and other activities. According to the Staff, Faculty and Administrators Reimbursement Policy (appendix 4-05-1), it is the ESFCOM 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 discretionary Dean’s fund may be used to support these activities.

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

The ESFCOM departments provide opportunities 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 ESFCOM 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, either within or outside the state, and from sources other than the ESFCOM. Such programs must be of a concentrated, precise content and must be designed to improve the individual’s professional or technical knowledge in the performance of present or prospective duties.
The ESFCOM Office of Research provides extensive grant procurement support including, but not limited to, 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 which include topics on responsible conduct of research, research ethics, conflicts of interest, statistics, trial design, grant preparation and qualitative methodology. The Office of Research also is involved in technology transfer in the ESFCOM and at the university level both to commercialize intellectual property developed by faculty and to connect faculty to potential non-university partners and funding opportunities. See appendix 4-05-2 for Office of the Vice Dean for Research diagram.

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.

Annual reviews provide the following information: 1) an appraisal of each untenured faculty member's progress toward tenure; 2) an appraisal of each faculty member’s progress towards promotion, if the faculty member is eligible for promotion; and 3) a rating of each faculty member's annual performance in the context of cumulative work.

Pre-tenure faculty undergo comprehensive annual reviews every year prior to tenure, with one intensive review typically during the third full year of appointment. For faculty appointments with pre-tenure periods less than six years, the timing 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. 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.

It is recommended that faculty in positions that are eligible for promotion (e.g., tenured faculty at the associate professor rank) should go through an intensive review every 4-6 years.

Individual departments programs, in addition to those required by WSU assist with preparation for annual review and promotion and tenure and are to be used in tandem with a mentoring program. Mentoring programs also are ongoing in the Department of Speech and Hearing Sciences and the Department of Biomedical Sciences. These programs often include the opportunity for junior faculty to have a senior faculty member edit their grant applications and papers for publication.
4.5 SUPPORTING DOCUMENTATION

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

Instructor-Led Training (ILT)
The following faculty development events were presented by a subject matter expert (SME). SMEs are members of the ESFCOM faculty or staff, unless otherwise noted.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Invited</th>
<th>Attendance</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/11/2017</td>
<td>Multiple Choice Question Writing - Session 1</td>
<td>17</td>
<td>17</td>
<td>SAC 245</td>
</tr>
<tr>
<td>8/11/2017</td>
<td>Multiple Choice Question Writing - Session 2</td>
<td>10</td>
<td>9</td>
<td>SAC 249</td>
</tr>
<tr>
<td>9/5/2017</td>
<td>Portfolio Coach Faculty Training Retreat</td>
<td>18</td>
<td>18</td>
<td>PBS 118</td>
</tr>
<tr>
<td>9/14/2017</td>
<td>Osmosis Tutorial and Q&amp;A for 501 Faculty</td>
<td>8</td>
<td>8</td>
<td>SAC 401A</td>
</tr>
<tr>
<td>10/17/2017</td>
<td>Grand Rounds*</td>
<td>All campus</td>
<td>46</td>
<td>SAC 20</td>
</tr>
<tr>
<td>11/1/2017</td>
<td>Balint Facilitation Overview</td>
<td>20</td>
<td>20</td>
<td>PBS 105</td>
</tr>
<tr>
<td>12/11/2017</td>
<td>Library Resources: Where to Get Them and How to Use Them in Your Classroom*</td>
<td>All campus</td>
<td>6</td>
<td>SAC 345</td>
</tr>
<tr>
<td>1/25/2018</td>
<td>Integration, competence and expertise: Preparing learners for the future*</td>
<td>DMECS Faculty</td>
<td>5</td>
<td>Online</td>
</tr>
<tr>
<td>1/28/2018</td>
<td>Multiple Choice Question Writing Workshop</td>
<td>10</td>
<td>10</td>
<td>SAC 501</td>
</tr>
<tr>
<td>1/30/2018</td>
<td>Work Life Integration: Friend or Foes?*</td>
<td>All campus</td>
<td>14</td>
<td>SAC 345</td>
</tr>
<tr>
<td>2/16/2018</td>
<td>Physician Health and Wellness – Sleep, Fatigue and Burnout: The Evidence and the Methods*</td>
<td>All campus</td>
<td>No data</td>
<td>SAC 147</td>
</tr>
<tr>
<td>2/22/2018</td>
<td>How to Give Useful Feedback*</td>
<td>All ESFCOM</td>
<td>10</td>
<td>SAC 341</td>
</tr>
<tr>
<td>4/11/2018</td>
<td>Conducting Research in the ESFCOM*</td>
<td>All ESFCOM</td>
<td>11</td>
<td>SAC 345</td>
</tr>
<tr>
<td>4/12/2018</td>
<td>Email Etiquette &amp; Efficiency*</td>
<td>All ESFCOM</td>
<td>12</td>
<td>SAC 345</td>
</tr>
<tr>
<td>7/17/2018</td>
<td>Art &amp; Practice of Medicine Faculty Development - Part 1</td>
<td>10</td>
<td>10</td>
<td>SAC 345</td>
</tr>
<tr>
<td>7/24/2018</td>
<td>Art &amp; Practice of Medicine Faculty Development - Part 2</td>
<td>15</td>
<td>15</td>
<td>SAC 345</td>
</tr>
<tr>
<td>7/25/2018</td>
<td>Multiple Choice Question Writing (MCQ)</td>
<td>13 (required)</td>
<td>13 (required)</td>
<td>SAC 241</td>
</tr>
<tr>
<td>7/31/2018</td>
<td>APM Faculty Development - Part 3</td>
<td>13</td>
<td>13</td>
<td>SAC 345</td>
</tr>
<tr>
<td>8/2-3-4/2018</td>
<td>Balint Intensive Facilitator Training</td>
<td>14</td>
<td>13</td>
<td>SAC 345</td>
</tr>
<tr>
<td>8/7/2018</td>
<td>Portfolio Coach Orientation Training</td>
<td>21</td>
<td>18</td>
<td>SAC 345</td>
</tr>
<tr>
<td>8/13/2018</td>
<td>CBL Facilitator Training</td>
<td>14</td>
<td>12</td>
<td>SAC 345</td>
</tr>
<tr>
<td>11/14/2018</td>
<td>Preceptor Training (Spokane)</td>
<td>171</td>
<td>~47</td>
<td>SAC 245</td>
</tr>
<tr>
<td>11/14/2018</td>
<td>Preceptor Training (Everett)</td>
<td>Pending</td>
<td>Pending</td>
<td>Pending</td>
</tr>
</tbody>
</table>
* Available at other campuses via technologies, including Zoom video conferencing and Panopto recording and videostreaming.

**Online Courses**
The following courses have been developed exclusively for the ESFCOM and are available on the secured WSU employee training platform SkillPort. The subject matter experts for these courses are ESFCOM faculty and/or staff.

<table>
<thead>
<tr>
<th>Launch Date</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/01/2017</td>
<td>FERPA Training for ESFCOM</td>
</tr>
<tr>
<td>12/01/2017</td>
<td>Small Group Active Learning (SGAL)</td>
</tr>
<tr>
<td>4/01/2018</td>
<td>Introduction to Case-Based Learning (CBL)</td>
</tr>
<tr>
<td>11/6/2018</td>
<td>DMECS Faculty Orientation</td>
</tr>
<tr>
<td>11/13/2018</td>
<td>The ESFCOM LIC: An Overview</td>
</tr>
<tr>
<td>12/6/2018</td>
<td>Preceptor Roles &amp; Responsibilities: Creating a Great Experience!</td>
</tr>
</tbody>
</table>
4.6 RESPONSIBILITY FOR EDUCATIONAL PROGRAM POLICIES

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

4.6 NARRATIVE RESPONSE

a. If there is an executive committee or other similar medical school leadership group responsible for working with the dean to determine medical school policies, describe its membership, its charge, its authority or purpose as specified in the faculty bylaws, and how often it meets. Provide examples of the committee’s priority areas during the most recent academic year and describe how those priorities were set.

The ESFCOM Executive Cabinet is the advisory body to the Dean in all matters pertaining to the ESFCOM. The Executive Cabinet is composed of the Dean, the Vice, 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 an ESFCOM student representative. Other members may be appointed by the Dean to serve as ex officio non-voting members. The Executive Cabinet meets at least once monthly.

The Executive Cabinet acts on recommendations brought before it and presents its recommendations to the Dean. The Executive Cabinet advises the Dean on major operational and management issues and also approves all major policies and procedures. The Executive Cabinet 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.

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

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

All ESFCOM faculty are members of the Faculty Council. Voting members consist of faculty with primary academic appointments within the ESFCOM, and holding appointments outlined in Article I, Section C of the ESFCOM Bylaws (Appendix 4-06-1). The Faculty Council meets at least twice each year in fall and spring, at the call of the Chair of the Faculty Council, who is the Chair of the Faculty Council Executive Committee (FCEC). The Chair of the FCEC acts as a liaison between the Council and ESFCOM administration. To facilitate communication between the administration and the faculty, the Chair of the FCEC is a voting member of the 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.

<table>
<thead>
<tr>
<th>Department</th>
<th># of representatives</th>
<th>Term length in years</th>
<th>Renewable</th>
<th>Qualifications/requirements for representatives and officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Sciences</td>
<td>2</td>
<td>3</td>
<td>Yes</td>
<td>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</td>
</tr>
<tr>
<td>Medical Education</td>
<td>2</td>
<td>3</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Nutrition &amp; Exercise Physiology</td>
<td>2</td>
<td>3</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Speech &amp; Hearing Sciences</td>
<td>2</td>
<td>3</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>At-large</td>
<td>1</td>
<td>3</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

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 July meeting of the FCEC. Election of FCEC members is staggered so that members from the same department are elected in alternate years. The FCEC elects a chair and secretary annually from among existing members who meets at least monthly to discuss issues of concern to the faculty, and to develop recommendations to be forwarded to ESFCOM administration on behalf of the faculty. FCEC decisions are made by majority vote. Officers are elected during the FCEC’s May meeting, with terms commencing the following July 1.

The standing committees of the ESFCOM 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 Faculty Council Executive Committee, to develop these policies.

The ESFCOM Faculty Council had two primary priority areas during the 2017-2018 academic year:
1) To revise the ESFCOM Faculty Bylaws, dated 3-16-17 in response to concerns raised by ESFCOM faculty, the LCME, and the Dean.
2) To establish quarterly communications with the WSU Faculty Senate and ESFCOM standing committee chairs consistent with a communication schedule established by the FCEC and the Associate Dean for Faculty Affairs. This effort is to delineate and coordinate responsibilities within the FCEC.