

7.2.6 Department of Geological Sciences

Tenure stream faculty in the Department of Geological Sciences are required to contribute in three areas: teaching, scholarly activity and research, and service to the university, profession, and community. The relative importance of these three areas is not prescribed departmentally and may change over the course of a career. The relative importance of each area is reflected in the workload of a faculty member and any evaluation of a faculty member should take into consideration that workload.

Faculty with joint appointments in other programs or departments, such as the Science Education Department, but who are evaluated for tenure and promotion in the Department of Geological Sciences, will have at least one member on their personnel committee from the program in which they hold their joint appointment.

7.2.6.1. Teaching: Standard and Evaluation

Instruction takes place in a wide variety of settings, from lecture, lab, or seminar to field courses, student research experiences and individual consultation. In general, instruction is composed of two components, teaching and student supervision.

Expectations for teaching are:

- (1) Teach classes at different program levels, including upper-division courses in their areas of expertise
- (2) Develop or update courses and/or curriculum
- (3) Contribute to department efforts to offer undergraduate and graduate programs and develop curriculum when needed
- (4) Receive and respond to peer evaluations of teaching
- (5) Demonstrate thoughtful self-evaluation of teaching and mentoring that includes both reflections on and improvements in instruction.

Expectations for student supervision are:

- (1) Mentor undergraduate students in research
and/or
- (2) Supervise graduate students (as committee chair) and serve as thesis committee member for other graduate students

Additional activities that enhance the teaching environment might include: internal and external grants supporting curriculum, involvement in interdisciplinary initiatives and programs, or participation in workshops or conferences related to teaching.

For those whose primary duties include non-teaching assignments (e.g. part- or full-time administrative reassignments), documented success in that role is required, as shown through major accomplishments and evaluations.

7.2.6.2 Research and Scholarly Activity: Standard and Evaluation

The Department of Geological Sciences values research and scholarly activities for their contributions to improving instruction, continuing professional development, and enhancing knowledge in the discipline. Faculty members are expected to maintain visibility as contributing scholars among their professional colleagues outside the university. At a minimum, refereed publications and grant proposal activity are expected. Development of research infrastructure at CWU, such as laboratory, research group, and field programs, is also a valued component of scholarship. Periodic activity is expected

in Scholarship Categories A and B outlined in the CWU University Performance Guidelines. In addition to the scholarly products listed under Category A in the University Performance Guidelines, the Department of Geological Sciences recognizes authorship of peer-reviewed geologic maps published by a professional society, recognized publisher or government agency as Category A research products.

External letters are required for candidates for Tenure and/or Promotion to Associate or Full Professor in the Department of Geological Sciences. These letters will be solicited from nationally and internationally recognized scholars in the candidate's field to evaluate the candidate's scholarly contributions and potential. The chair will solicit letters from two colleagues chosen from a list provided by the candidate. The chair and personnel committee will identify two or more additional external reviewers who are familiar with the candidate's research area and capable of providing an evaluation of the candidate's scholarship. The chair will solicit an additional two letters from people on the list of external reviewers identified by the chair and personnel committee. The letters will not be made available to the candidate, and will be solicited and handled according to the procedure outlined in the College of the Sciences Policy Manual Section 7.1.2.5. Because of this requirement, the candidate will be required to submit a list of collaborators and the scholarship portion of his/her file three months ahead of the University deadline for tenure and promotion files so that the letters are in the file by that deadline. A summary of salient points from the external letters must be transmitted by the chair and personnel committee in their letters evaluating the candidate's file.

Examples of Research and Scholarly Activities:

- (1) Peer-reviewed published research products in geological sciences or STEM education
- (2) Evidence of internal and external grant activity
- (3) Presentations of research at CWU, regional, national or international venues
- (4) Works in progress, as documented by manuscripts, correspondence, etc.
- (5) Awards for research by national, state, regional, or university organizations
- (6) Participation in workshops of topical research working groups
- (7) Research infrastructure development (e.g. laboratory or field program)

7.2.6.3 Service: Standard and Evaluation

Service is required of all tenure-track and tenured faculty. Service on university, college and/or department committees is of high priority and is required. Other significant service contributions to the university, profession, community, or to the schools are also valued. Service contributions can include, but are not limited to:

- a. Service to University
 - (1) Service on university, college and departmental committees
 - (2) Service in an administrative capacity within the department, such as Director of Graduate Program or Curriculum Committee Chair
 - (3) Expert assistance to individuals and groups within the university
 - (4) Participation in student recruiting activities
 - (5) Coordinating speaker series
 - (6) Evidence of work with student organizations or activities

b. Service to Profession (Discipline)

The following are examples of service to the profession. It is particularly noteworthy when an individual is elected to a leadership role or invited to organize or chair a meeting.

- (1) Service to a professional organization through committee, task force, or panel work
- (2) Service to a national or regional agency, including appointment to a funding panel
- (3) Editing or review of publications for a refereed journal or book
- (4) Solicited review of grant proposals from an extramural funding agency
- (5) Convener or organizer for a formal workshop, conference, or field trip for professional peers in geological sciences
- (6) Organizing or chairing a session at a national or regional professional meeting
- (7) Service as external program reviewer at another university

c. Service to Community (related to professional expertise)

- (1) Invited lectures and presentations in geological sciences to community groups
- (2) Work in K-12 classrooms
- (3) Coordination of activities and visiting speakers with the K-12 community
- (4) Provide professional expertise to organization or agency outside the university

7.2.6.4 Discipline specific standards for title, rank and tenure

The Department of Geological Sciences adheres to the standards set by the College of the Sciences for promotions and tenure.

7.2.6.5 Post-Tenure Review

Following the granting of tenure, Geological Sciences faculty are expected to maintain vibrancy in the three areas of teaching, research and service. With the understanding that faculty contributions to the university change and mature over time, expectations for each faculty member's Post-Tenure Review file will be evaluated in light of their workload plans during the review period. Due to these less frequent evaluations, more responsibility is placed on tenured faculty members to ensure that reasonable and expected levels of teaching, scholarship, and service are being maintained.

As stated in the Collective Bargaining Agreement, faculty who display excellence in two areas, one of which is teaching, qualify for a 5% salary increase while those who display excellence in one area will qualify for a 3% salary increase. We outline the proficiency requirements and standards for excellence in the three areas below. It is the responsibility of the candidate to make the case for proficiency or excellence in each area.

a. Teaching

Faculty who meet the criteria in teaching outlined in Section 7.2.6.1 will be deemed to be proficient at instruction.

In order to be considered excellent in teaching, faculty must:

- (1) Produce course materials that: a) indicate effectiveness, organization, and concern for student learning; and b) show adaptation of content as needed to

respond to for example: changing knowledge in discipline, changes in student body, changing employment landscape, etc.

and

- (2) Show a documented record of successfully mentoring undergraduate and/or graduate students in research during the review period.

Candidates can provide additional examples of activities that strengthen their case for excellence, such as:

- (1) Substantial revision of a course based on assessment, external standards, peer or student feedback, or moving to reformed teaching methods;
- (2) Development of a new course based on demonstrated need (e.g. external standards, program assessment results, or student interest);
- (3) Teaching in a new discipline or area of instruction that expands expertise (e.g. Science Education, Environmental Studies);
- (4) Leadership and success in interdisciplinary programs and instruction, such as CESME, DHC, SHRP, or STEP;
- (5) Participation in professional development workshop(s) or other activities to improve instruction and/or mentoring *and* demonstration of change in teaching or mentoring practice as an outcome;
- (6) Student co-authored presentations at professional meetings and/or journal publications;
- (7) University or external award for teaching or mentoring.

b. Research

Proficiency in research will consist of continued scholarship that includes:

- (1) a minimum of two Category B products;
 - (2) external research interactions;
- and
- (3) inclusion of students in research.

Excellence in research will consist of a continued pattern of scholarship that indicates the promise of ongoing activity, and one or more of the following (or equivalent):

- (1) at least 2 Category A products;
- (2) success in external funding;
- (3) documentation of substantial impact of research program (high impact publication, participation in a large collaborative project, development of research infrastructure, etc.);
- (4) honors, awards or fellowships of research excellence.

c. Service

Expectations for proficiency for faculty undergoing post-tenure review are outlined below. Note that the amount of service performed should be commensurate with the workload plan of the faculty member (e.g. if more workload units are dedicated to service, the minimum amount of service work expected is higher.)

- (1) Attendance at department meetings and participation in decisions made by the Department Committee as a Whole.
- (2) Contribution to department service load, including in leadership positions when needed, such as Chair of Personnel Committee, co-authoring major department policy documents, Graduate Program Coordinator, substantial role in undergraduate advising, departmental representation on College committees, etc.

- (3) Consistent service contributions to the profession or community (e.g., manuscript and proposal review, outreach activities, membership on society committees).

Excellence in Service for a faculty member undergoing post-tenure review should include one or more of the following in addition to meeting the minimum expectations. In all cases, the importance and impact of the associated service activities should be demonstrated in the candidate's professional file and reflection statement:

- (1) a leadership role in a group or committee at the college or university level that impacts academic affairs or other areas relevant to the academic mission of the University;
- (2) a leadership role in a professional group or committee. Examples include chair of professional society committees (such as AGU, GSA, etc.), elected position within a professional group or society, editorial activity in an international or national publication (e.g., Associate Editor, Editor), etc.;
- (3) service activities that have great impact, either through their importance to the profession (e.g. membership on NSF panels) or community (e.g. important and substantial outreach activity in K-12 schools);
- (4) substantial application of professional expertise and strengths to service activities that have major impact on the university, profession or community;
- (5) honors or awards for service excellence.

7.2.6.6 Chair Evaluation

The Collective Bargaining Agreement stipulates that chairs who are up for post-tenure review may also qualify for a merit raise based on their service as chair. The department values the following qualities in an effective chair:

- (1) efficient oversight of day-to-day operations of the department;
- (2) advocacy for department at college and university level;
- (3) communication with faculty of issues and opportunities relevant to the department;
- (4) leading department to consensus on decisions that require faculty input;
- (5) finding solutions to problems that arise involving students, staff, and/or faculty;
- (6) representing the department when needed outside of the university.

Chairs will be evaluated according to the procedure set out in the College of the Sciences Policies manual. That procedure allows faculty to provide anonymous feedback on the chair's performance. In addition, to evaluate chair accomplishments and shortcomings, the department will conduct an internal evaluation of the chair annually. To accomplish this, the personnel committee will meet with all faculty near the end of Spring term to discuss the chair's performance over the previous year, what has gone well and where improvements can be made. The personnel committee will provide written feedback from this meeting to the chair. If a chair wishes to be considered for merit based on his/her performance as chair, this written feedback must be included in his/her file.

Approved:

Department Chair, Geological Sciences

Date

9/23/16

Dean, College of the Sciences

Date

Provost

Date