

## **7.2 Departmental Standards**

University-approved standards guide evaluation of each faculty member by the department personnel committee and the department chair. These are developed in accordance with 22.1.1 of the CBA, and require approval of the dean and the office of the provost.

Departmental standards for reappointment, tenure, and promotion, and for post-tenure review shall align with the university and college standards. The department will ensure that its personnel policy document is consistent with, and in no case less stringent than college and university provisions. Periodic revision may be required. Department performance standards are posted at [www.cwu.edu/sciences-reports-and-links](http://www.cwu.edu/sciences-reports-and-links).

Modification of approved criteria for reappointment, tenure, promotion, or post-tenure review for an individual position may sometimes be warranted. The modified criteria are agreed upon by the faculty member, the department chair in consultation with the department personnel committee, and the dean; and approved in advance by the provost. Approval at all levels must be in writing (CBA, section 29.3) and the modification must be stipulated in documents such as the initial contract letter or subsequent letters of agreement.

### **7.2.9 Department of Physics**

CWU physics faculty are expected to provide student-centered teaching, scholarship activities, and service to a variety of constituencies in physics and physics-related sciences. The purpose of faculty evaluation is to ensure this goal is met.

In addition to the expectations described in the University Faculty Performance Standard and in section 7.1 (College Standards), the Department also believes the values and goals jointly developed annually by a faculty member and the Department Chair in concurrence with the Dean should be the main guide for developing expectations of the faculty member. Among other benefits, such goal development and review provides consistency of evaluation throughout the review period, provides the opportunity for peer feedback on both successes and shortcomings, and can help identify faculty resource needs to aid in carrying out their goals – all components necessary for professional growth. It is intended that these goals be used as a component in the reappointment, tenure, promotion, and post-tenure reviews.

#### **7.2.9.1. Instruction: Standard and Evaluation**

All faculty, including non-tenure-track faculty, shall be evaluated with respect to teaching effectiveness during the appropriate review period. Principal indicators used by the Physics Department to indicate teaching effectiveness include organization, clarity, and presentation of instructional material, response to student needs, and the methods used to evaluate student learning. The Physics Department recognizes mentoring of student research, mentoring of student civic engagement and service learning activities, participation in course and curriculum development as important aspects of teaching. It also recognizes the importance of on-going professional development related to instruction.

Effective teaching is characterized by writing appropriate course goals and learner outcomes; using a variety of assessment techniques; inviting critical analysis of teaching habits and reflecting on self, student, and peer feedback. Physics faculty are expected to exhibit these characteristics in courses across all levels of the curriculum, including online courses.

Artifacts that may be used to evaluate instruction include, but are not limited to, course materials, faculty self-reflections, peer review of instruction, quantitative student learning assessment tools validated in the Physics Education Research (PER) literature, and student evaluation of instruction.

#### 7.2.9.2. **Research and Scholarly Activity: Standard and Evaluation**

A significant goal of CWU Physics faculty is to provide all physics students with a faculty-mentored research experience. The Department believes that this goal is consistent with, and is supported by, active professional development in the area of scholarship. Thus, faculty in the Department of Physics are expected to develop a sustainable program of scholarly activity and to include students in a portion of their scholarly activities.

All tenure-track faculty members shall develop and present to the Department Chair and Personnel Committee a proposal for a program of scholarly activity, including targets for external funding, that is consistent with the mission and goals of the Physics Department. The program should be based on a faculty member's experience and interests, as well as departmental needs. This will occur either in their first year at CWU, their first year following tenure, or in their post-tenure review document. Subsequent years should produce evidence of continued scholarly activity, including efforts to obtain external funding (when appropriate), and peer recognition of scholarly contributions.

The Department of Physics values collaborative activity within the Department, with colleagues from other departments, and with professionals outside the university. Scholarly products resulting from such collaborations, in cases where the faculty member has made substantive contributions to the authorship and intellectual merit of such products, are as valued as contributions resulting from individual effort. In this context, substantive contributions that establish the faculty member as a co-PI are those that (1) are regarded as essential to the project design and execution, and (2) include responsibility for project oversight and reporting.

A diversity of activities may constitute scholarship and the Department encourages diverse pursuits “in order to tap the full range of faculty talent ... [and afford] flexible career paths that avoid narrow definitions of scholarship” (*Scholarship Assessed*, Glassick, et. al., 1997). The faculty member’s scholarly work should reflect continued effort, progress, and acceptance by peers as evidenced by the dissemination of scholarly products.

The Physics Department recognizes two levels of scholarship that are consistent with the definitions provided in Section 7.1.2. Both are important for student learning, for faculty vitality, and for advancing physics and related fields to professionals and the general public.

**Category A** scholarship includes products in physics, physics education, or physics-related fields that have undergone rigorous external review. Examples of Category A scholarship are provided in Section 7.1.2.1.1 and in the University Faculty Performance Standards. Additional examples of Category A scholarship, relevant to the field of Physics, include, but are not limited to,

- books that describe concepts and methods in physics, physics education or physics-related fields to the general public;
- externally published curricular materials of a substantive nature in physics, physics education, or physics-related fields;
- patents for an invention in a physics or physics-related field.

Other artifacts may be considered for inclusion in Category A with the prior approval of the Department. To be considered for Category A, the review process should be consistent with the guidelines described in Section 7.1.2.1.4.

**Category B** scholarship includes other scholarly products in physics, physics education, or physics-related fields. Typically, these are the products of scholarship that are directly related to the educational mission of CWU and are often the early stages of Category A products. Examples of Category B scholarship are provided in Section 7.1.2.2.1 and in the University Faculty Performance Standards. Additional examples of Category B scholarship recognized by the Department include, but are not limited to,

- mentorship of a student-created poster or paper presented at a venue outside the Department (e.g. a SOURCE poster);
- software products related to physics or physics education, disseminated and in use either inside or outside the Department;
- invited presentations;
- serving as a consultant either inside or outside the Department.

#### 7.2.9.3. **Service: Standard and Evaluation**

Physics faculty members are expected to contribute, through service activities, to the successful operation and the improvement of the Department and the University, to their professional discipline, and to the public good. The Physics Department recognizes the value of public outreach in promoting scientific literacy and appreciation of the richness of our field. University, professional, and public service activities are specified in Article 15.3.2 and Appendix A of the Collective Bargaining Agreement. Additional examples of service may include, but are not limited to,

- providing professional expertise to assist in community improvement or improvement to one's profession;
- providing professional expertise to improve science education;
- serving as an advisor to a student organization and pre-professional programs;
- engaging in public outreach and informal education efforts;
- service to a professional organization, including leadership roles;
- reviewing manuscripts submitted for publication or grant applications submitted to a funding agency.

Probationary faculty are expected to develop a service plan in consultation with the Chair and Personnel Committee during their first year and to revisit the plan annually to ensure that service expectations are being met while constituting an appropriate portion of the faculty's workload.

#### 7.2.9.4. **Promotion to Associate Professor with Tenure**

In addition to meeting the College standards described in section 7.1.2.3, tenure in the Physics Department, as well as promotion to Associate Professor, requires

1. demonstrated concern for student learning and effectiveness as an instructor as evidenced by the items listed in 7.2.9.1 and a record of continued improvement and growth as an educator;
2. sustained engagement in scholarly activities that generates Category A and B products relevant to the activities outlined in their research plan and agreed upon through discussions with the Department Chair and the Department Personnel Committee (and, in some cases, the Dean), as well as a demonstrated effort to pursue external funding in accordance with the needs of their scholarly program; and
3. appropriate engagement in Department activities and a demonstrated record of service relevant to the activities outlined in their annually developed workload plan (as described in section 7.2.9.3).

An example of a faculty member's typical progression toward tenure in the Physics Department is represented by the following sequence. The specific path of a faculty member's progression may vary; these details will be outlined in the annual workload plan developed by the faculty member in consultation with the Department Chair, the Department Personnel Committee, and Dean.

## **Teaching**

### First Year

1. Deliver assigned courses with satisfactory peer review. This may include course content evaluation that reflects departmental criteria for content, assessment, and teaching consistent with departmental philosophy.
2. Provide reasonable accessibility to students.
3. Participate in professional development opportunities on teaching and instruction.
4. Develop, in consultation with the Chair and Personnel Committee, a set of goals outlining their professional growth as a teacher.

### Second and Third Years

1. Same as First Year, items 1 – 3, item 4 as necessary.
2. Continued refinement and development of courses that serve the needs of the Department and fit into its long-term goals. This may or may not include the addition of new courses to the curriculum.
3. Review progress toward goals from the prior year, evaluate strengths and weaknesses, and develop goals for the next year based upon this evaluation.

### Fourth and Fifth Years

1. Same as Second and Third Years, as appropriate.
2. Continued contribution to improving and enhancing the curriculum offered by the Department of Physics.
3. In this period, faculty should begin looking beyond the standard Physics Department instruction. An example would be to demonstrate initiative in expanding their teaching experience by developing curriculum that serve the needs of the Department and fit into the long-term goals of the Department, College, and University. Examples include developing new courses, collaborating with other faculty to teach interdisciplinary courses, significantly revising existing courses to incorporate new pedagogical strategies, or adapting an existing course to an online format.

### Sixth Year

1. Same as Fourth and Fifth Years, as appropriate.
2. Develop and present a set of goals to the Physics Department outlining their professional growth as teachers during the post-tenure period. This should include goals on how their career will progress through promotion to Professor.

### **Scholarship**

#### First Year

1. By the end of the first quarter, develop a set of goals for a program of scholarly activity, based on their experience and interests, which are consistent with the goals and missions of the Department. This includes identifying funding sources appropriate for supporting their scholarly activities.
2. Present and discuss these goals with the Department Chair, the Department Personnel Committee, and the research mentor (when applicable). A CWU faculty member outside the Physics Department may serve as a research mentor to a probationary faculty member, as agreed upon by the faculty member, faculty mentor, the Department Chair and the Department Personnel Committee.
3. By the end of their first year, begin implementation of the proposed program of scholarly activity.

#### Second and Third Years

1. Review progress toward goals from the prior year, evaluate strengths and weaknesses, and develop goals for the next year based upon this evaluation.
2. The third year should see substantial work toward a particular program outcome, perhaps as part of a larger project. It is generally expected that in addition to other accomplishments, the candidate's record will include at least one relevant Category A accomplishment by the end of the third year. Specific accomplishments are outlined in the annually developed values and goals between the faculty member and the Department Chair, in consultation with the Department Personnel Committee and Dean.
3. It is expected that a significant percentage of Category B accomplishments involve the contribution of students.

#### Fourth and Fifth Years

1. Same as Second and Third Years, as appropriate.
2. It is generally expected that in addition to other accomplishments, the candidate's comprehensive record will include at least two relevant Category A accomplishments. The Department encourages student co-authorship on at least one Category A product. These target accomplishments are outlined in the annually developed values and goals between the faculty member and the Department Chair, in consultation with the Personnel Committee and Dean.

### Sixth Year

1. Same as Fourth and Fifth Years, as appropriate.
2. Develop and present a set of goals to the Physics Department outlining their professional growth as scholars during the post-tenure period. This should include goals on how their career will progress through promotion to Professor.

## **Service**

### First, Second, and Third Years

1. Attend department and general university meetings.
2. By the third year, participate in at least one college, university, or professional committee consistent with the goals and missions of the Department.

### Fourth and Fifth Years

1. Same as First, Second, and Third Years, as appropriate.
2. Participate in additional college, university, or professional committees consistent with the goals and missions of the Department. Specific activities are outlined in the annually developed values and goals between the faculty member and the Department Chair, in consultation with the Department Personnel Committee and Dean.

### Sixth Year

1. Develop and present a set of goals to the Physics Department outlining their professional and public service activities during the post-tenure period. This should include goals on how their career shall evolve through promotion to Professor which are consistent with departmental philosophy.

#### **7.2.9.5. Promotion to Professor**

The College Standards for Performance Review (section 7.1) specify that promotion to Full Professor requires “*Excellent teaching...a record of excellence in scholarship... [and] excellence in service*” (italics in original). The Physics Department defines "excellence" in these three areas as follows:

1. In addition to the criteria specified in Section 7.1.1.2, "excellence" in the area of teaching requires: a demonstrated effort to improve teaching effectiveness and a sustained effort by the faculty member to remain current in subjects associated with the faculty member's teaching responsibilities;
2. In addition to the criteria specified in Section 7.1.2.4, "excellence" in the area of scholarship requires sustained research productivity that involves significant student contributions, as evidenced by peer-reviewed publications with student co-authors, and successful efforts to obtain external funding;
3. Consistent with the criteria specified in Section 7.1.3.4, "excellence" in the area of service requires meaningful contributions to the Department and the University, as well as professional and public service that garners recognition.

Evidence used to establish Promotion to Professor should be derived from activities outlined in the annually developed values and goals between the faculty member and the Department Chair, in consultation with the Department Personnel Committee and Dean.

#### **7.2.9.6. Post-Tenure Review and Merit**

Faculty members undergoing post-tenure review are expected to provide evidence of sustained contributions in university, professional and community service appropriate to their discipline, tenure, and rank. The Department's objective regarding Post-Tenure Review is to provide a reliable process for sustaining professional development for the candidate by setting goals for the future and reviewing previous goals. This process should include identifying roadblocks to successful completion of goals and providing the resources necessary to attain those goals. Therefore, faculty members undergoing Post-Tenure Review shall develop and present a set of goals to the Physics Department outlining their

professional growth as teachers and scholars during the post-tenure period. This should include the role they see themselves playing as a member of the University community, the professional Physics (or Physics-related) community, and the general public during this review period.

Satisfactory post-tenure review requires evidence of a sustained record of

1. teaching effectiveness, as well as continued effort by the faculty member to remain current in subjects associated with the faculty member's teaching responsibilities;
2. scholarly activities over the course of a faculty member's review period; and
3. participation in relevant service activities over the course of a faculty member's review period.

Evidence used to establish satisfactory post-tenure review should be derived from activities outlined in the annually developed values and goals between the faculty member and the Department Chair, in consultation with the Department Personnel Committee and Dean.

To be nominated by the Department for a merit-based salary adjustment, faculty at the rank of Professor undergoing Post-Tenure Review must demonstrate continued excellence in the areas of teaching, scholarship, and service as defined in section 7.2.9.5.

Approved:

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Department Chair, Physics

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Date

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Dean, College of the Sciences

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Date

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Provost

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Date