



Department of Aviation

**2025 Faculty Performance Standards and Professional Record
Guidelines**

Updated February 7, 2025

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INTRODUCTION

The Department of Aviation is housed within the CWU College of Education and Professional Studies (CEPS).

As stated in the 2022 CEPS standards, faculty members contribute to the vision, mission, and core themes of the University, the College, and academic and student life in the preparation of competent professionals and enlightened leaders who, in turn, contribute to and influence their respective professions. Both the University and CEPS recognize the accomplishments of faculty members in the areas of teaching, scholarship/creative activity, and service. Faculty work is guided by the visions and missions of the University, CEPS, the respective academic departments, professional standards in one's expertise field, and specialized accreditation standards.

The Central Washington University and the United Faculty of Central Washington University Collective Bargaining Agreement, 2021-2023 (CBA) is a comprehensive document for all faculty. Be sure to review all pertinent articles in the CBA relative to all faculty appointments and evaluations most of which can be found in articles 22 and 24. It is the responsibility of the faculty member to know about future CBA changes and how they impact a performance evaluation.

CEPS faculty in year one, two, or three of their review cycle or promotion in rank will follow the most recent standards (2022). Faculty in year four or five of their review cycle or promotion in rank may choose either the previous (2014) or current standards to follow. Faculty must state which standards they want to be evaluated under at the beginning of their Personal Statement.

AVIATION DEPARTMENT/CEPS FACULTY PERFORMANCE STANDARDS

Unless otherwise specified, standards for the Department will mirror the published 2022 CEPS Standards.

Aviation Department criteria for faculty performance are presented in the sections that follow. Note that department criteria for faculty performance will align with the CBA, University, and CEPS standards. As noted, department criteria may require a higher (but not lower) standard than CEPS. In the case that a department standard is higher than CEPS, these department standards become the minimum criteria by which these department faculty will be evaluated. This document represents the required standards for the Aviation Department.

REAPPOINTMENT

Probationary tenure-track faculty are required to develop a pattern of teaching, scholarship/creative activity, and service that reflect a growing portfolio toward a positive tenure decision. A positive reappointment decision is based upon faculty performance in meeting the criteria established by the CBA, University, CEPS, and Aviation Department.

The CBA establishes criteria, evaluation cycles, and professional record requirements for reappointment. In addition, CEPS has established criteria for reappointment review in the areas of teaching, scholarship/creative activity, and service. All are presented below.

Relevant University Standards

There are no university standards for Reappointment.

University Faculty Criteria Guidelines for Reappointment, Tenure, Promotion, and Post-Tenure Review, and Merit are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Faculty 180 Guidelines Supporting Documentation for Tenured and Tenure-track Faculty Evaluations are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Relevant Aviation/CEPS Standards

Aviation/CEPS Faculty 180 Required Documentation Standards for Faculty Evaluations are in Appendix A.

CEPS Reappointment Criteria

Teaching:

The criteria for and definition of teaching excellence are outlined in Appendix B, titled "Definition of Effective and Excellent Teaching." Teaching effectiveness and excellence are evaluated based on seven categories and various elements under each category. To be considered *effective*, a faculty member must provide evidence (or specifically address how) they have met two of the elements in each of the seven categories. Faculty must also provide evidence of the following:

- **Syllabi** -- conformance with CWU syllabi requirements
 - CWUP 5-90-040(37) Academic and General Regulations (<https://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi>) and compliance with RCW 28B.137.010.

- **Currency and Relevancy of Instructional Content**
 - Alignment of instruction with contemporary education, accreditation, or industry standards and practices according to department standards.
- **Student Evaluations of Instruction (SEOI) including all Short and Long Forms must be documented in Faculty 180.**
 - Demonstrate improvement over the review period based on student qualitative feedback noted in the personal statement guidelines below.
- **Peer Teaching Observations:** One peer observation per year over the review period. Faculty should utilize at least two different observers prior to being granted tenure. The peer must be a T/TT faculty member at a same or higher rank unless otherwise approved by the department chair and dean.

Departments must develop and set standards for peer teaching observations, approved by the faculty and chair that include:

- strengths, challenges and areas for improvement
- observer qualifications for who will complete peer observations across modalities (i.e., lecture, online and other modalities)
- standardized observation form(s) for lecture, online and other modalities

Faculty must be observed based on their departmental peer observation standards when the peer is a faculty member from a different department.

- **Academic Advising Must be Documented in Faculty 180 (see Appendix A).** This includes the number of students advised and academic level (for example undergraduate, graduate, post-baccalaureate, etc.). Advising activities and responsibilities must be included in the personal statement.
 - Departments may develop and set standards approved by the faculty and chair for advising.

Scholarship:

- Demonstrate progress towards meeting Aviation Department and AVIATION/AVIATION/CEPS tenure requirements: Complete a minimum of 5 scholarship/creative activities during the review period with at least 2 from Category A (one must be a peer-reviewed publication in a professional journal related to one's teaching assignment at CWU). Category A and B activities are defined in this document in Appendix C.

Service:

- Demonstrate progress towards meeting AVIATION/CEPS tenure requirements: Serve on committees, task forces, or councils that align with a faculty member's goals and professional responsibilities at the program, department, College, University, professional, and/or community level. University-level service

includes involvement on all committees, councils, task forces, work groups, or teams listed on the University website (<http://www.cwu.edu/resources-reports/committees-councils-task-forces-and-teams>) as well as ad-hoc groups which serve the University at large.

Personal Statement:

Faculty members will prepare a personal statement that summarizes their accomplishments in teaching, scholarship/creative activities, and service. Content that should be addressed in each section of this personal statement is described below. Typically, the most effective personal statement is generally under 10 pages long. Appendices do not count towards any maximum page count. At a minimum, the personal statement must include a discussion of only the activities specified in the faculty member's workload plan over the review period as detailed below. Faculty must state which standards they want to be evaluated under (2014 or 2022) at the beginning of their Personal Statement.

Teaching

Appendix B provides guidance on how to develop the teaching area of the personal statement. The teaching area must provide evidence (where applicable) from SEOI student comments, peer observations and other relevant materials/resources demonstrating effectiveness in two of the elements in each of the seven categories from Appendix B. Attainment of elements that cannot be documented must be addressed in the self-reflection narrative. The statement should also address the following:

- New or substantially revised courses and/or materials developed (such as manuals, course packs, videos, etc.), new program development/revision, and impact on student learning if applicable.
- Peer observations based on changes made toward continuous improvement. Reference location of peer observations in Faculty 180.
- The nature of advising activities and responsibilities.
- Graduate program contributions such as program development and/or review; serving on graduate committees; and graduate student advising, supervision, and mentoring if applicable.
- Undergraduate mentoring of research and creative activities, if applicable.
- Professional development activities that contributed to teaching effectiveness.
- Honors and awards demonstrating teaching effectiveness, if applicable.
- Any additional materials required by the faculty and chair.

Scholarship/Creative Expression

- Research agenda.
- Accomplishments during review period (include in an appendix: Reference list of scholarship activities, in appropriate citation format for discipline, organized by A and B categories).
- Ways in which scholarship activities contribute to program, department, or discipline.
- Involvement of students in scholarship activities.
- Plans for future research.

Service

- Roles in service at program, department, college, university, professional, and community levels.
- Individualized efforts to expand equitable academic achievement for students through advising, coaching, and mentoring in alignment with the CWU mission.
- Major contributions and accomplishments in service roles.
- Future service goals.

EARLY TENURE

Probationary faculty are awarded early tenure when they demonstrate a pattern of development in the areas of teaching, scholarship/creative activity, and service that indicates they are exceptional. A positive early tenure decision is based upon exceptional achievements defined as surpassing the minimum standards in teaching, scholarship/creative activity, and service for tenure established by the CBA, University, CEPS, and Aviation department.

The CBA establishes criteria, evaluation cycles, and Professional Record requirements for early tenure. In addition, AVIATION/CEPS has established criteria for early tenure in the areas of teaching, scholarship/creative activity, and service. All are presented below.

Relevant University Standards

There are no university standards for Early Tenure

University Faculty Criteria Guidelines for Reappointment, Tenure, Promotion, and Post-Tenure Review, and Merit are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Faculty 180 Guidelines Supporting Documentation for Tenured and Tenure-track Faculty Evaluations are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Relevant AVIATION/CEPS Standards

AVIATION/CEPS Faculty180 Required Documentation Standards for Faculty Evaluations are in Appendix A.

AVIATION/CEPS Early Tenure Criteria

Teaching:

The criteria for and definition of teaching excellence are outlined in Appendix B, titled "Definition of Effective and Excellent Teaching." Teaching effectiveness and excellence are evaluated based on seven categories and various elements under each category. To be considered effective, a faculty member must provide evidence (or specifically address how) they have met two of the elements in each of the seven categories. Additionally, to be considered excellent/exceptional, a faculty member must provide evidence (or specifically address how) they have met all of the elements in four of the seven categories. Faculty must also provide evidence of the following:

- **Syllabi** -- conformance with CWU syllabi requirements
 - CWUP 5-90-040(37) Academic and General Regulations (<https://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi>) and compliance with RCW 28B.137.010.
- **Currency and Relevancy of Instructional Content**
 - Alignment of instruction with contemporary education, accreditation, or industry standards and practices as per department standards
- **Evaluations of Instruction (SEOI) including all Short and Long Forms must be documented in Faculty 180.**
 - Demonstrate improvement over the review period based on student qualitative feedback noted in the personal statement guidelines below.
- **Peer Teaching Observations:** One peer observation per year over the review period. Faculty should utilize at least two different observers prior to being granted tenure. The peer must be a T/TT faculty member at a same or higher rank unless otherwise approved by the department chair and dean.

Departments must develop and set standards approved by the faculty and chair that include:

- strengths, challenges, and areas for improvement
- observer qualifications for who will complete peer observations across modalities (i.e., lecture, online, and other modalities)
- standardized observation form(s) for lecture, online, and other modalities

Faculty must be observed based on their departmental peer observation standards when the peer is a faculty member from a different department.

- **Academic Advising must be documented in Faculty 180.** This includes the number of students advised and academic level (for example undergraduate, graduate, post-baccalaureate, etc.). Advising activities and responsibilities will be included in the personal statement guidelines below.
 - Departments may develop and set standards approved by the faculty and chair for advising.

Scholarship:

- AVIATION/CEPS faculty must complete a minimum of 10 scholarship/creative activities during the review period with at least 4 from Category A. Category A and B activities are defined in Appendix C.

Service:

- Serve on committees, task forces, or councils that align with a faculty member's goals and professional responsibilities at the program, department, College, University, professional, and/or community level. Faculty must serve in at least five of the six levels listed above. University-level service includes involvement on all committees, councils, task forces, work groups, or teams listed on the University website (<http://www.cwu.edu/resources-reports/committees-councils-task-forces-and-teams>) as well as ad-hoc groups which serve the University at large.

Personal Statement:

Faculty members will prepare a personal statement that summarizes their accomplishments in teaching, scholarship/creative expression, and service. Content that should be addressed in each section of this personal statement is described below. Typically, the most effective personal statement is generally under 10 pages long. Appendices do not count towards any maximum page count. At a minimum, the personal statement must include a discussion of only the activities specified in the faculty member's workload plan over the review period as detailed below. Faculty must state which standards they want to be evaluated under (2014 or 2022) at the beginning of their Personal Statement. Departments may develop and set additional requirements approved by the faculty and chair.

Teaching

Appendix B provides guidance on how to develop the teaching area of the personal statement. The teaching area must provide evidence (where applicable) from SEOI student comments, peer observations and other relevant materials/resources demonstrating effectiveness or excellence in each category from Appendix B. Attainment of elements that cannot be documented must be addressed in the self-reflection narrative. The statement should also address the following:

- New or substantially revised courses and/or materials developed (such as manuals, course packs, videos, etc.), new program development/revision, and impact on student learning if applicable.
- Peer observations based on changes made toward continuous improvement. Reference location of peer observations in Faculty 180.
- The nature of advising activities and responsibilities.
- Graduate program contributions such as program development and/or review; serving on graduate committees; and graduate student advising, supervision, and mentoring if applicable.
- Undergraduate mentoring of research and creative activities, if applicable.
- Professional development activities that contributed to teaching effectiveness.

- Honors and awards demonstrating teaching effectiveness, if applicable.
- Any additional materials required by the faculty and chair.

Scholarship/Creative Expression

- Research agenda.
- Accomplishments during review period (include in an appendix: Reference list of scholarship activities, in appropriate citation format for discipline, organized by A and B categories).
- Ways in which scholarship activities contribute to program, department, or discipline.
- Involvement of students in scholarship activities.
- Plans for future research.

Service

- Roles in service at program, department, college, university, professional, and community levels.
- Individualized efforts to expand equitable academic achievement for students through advising, coaching, and mentoring in alignment with the CWU mission.
- Major contributions and accomplishments in service roles.
- Future service goals.

TENURE OR TENURE WITH PROMOTION

Probationary tenure-track faculty are required to develop a pattern of teaching, scholarship/creative activity, and service that reflect a growing portfolio toward a positive tenure or tenure with promotion decision. A positive tenure or tenure with promotion decision is based upon faculty performance in meeting the criteria established by the CBA, University, CEPS, and department.

The CBA establishes criteria, evaluation cycles, and states that the Professional Record shall be utilized as the basis for tenure or tenure with promotion. AVIATION/CEPS has established criteria for teaching, scholarship/creative activity, and service for tenure or for tenure with promotion review. All are presented below.

Relevant University Standards

There are no university standards for Tenure or Tenure with Promotion

University Faculty Criteria Guidelines for Reappointment, Tenure, Promotion, and Post-Tenure Review, and Merit are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Faculty 180 Guidelines Supporting Documentation for Tenured and Tenure-track Faculty Evaluations are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Relevant AVIATION/CEPS Standards

AVIATION/CEPS Faculty180 Required Documentation Standards for Faculty Evaluations are in Appendix A.

AVIATION/CEPS Tenure or Tenure with Promotion Criteria

Teaching:

The criteria for and definition of teaching excellence are outlined in Appendix B, titled "Definition of Effective and Excellent Teaching." Teaching effectiveness and excellence are evaluated based on seven categories and various elements under each category. To be considered *effective*, a faculty member must provide evidence (or specifically address how) they have met two of the elements in each of the seven categories. Additionally, to be considered *excellent/exceptional*, a faculty member must provide evidence (or specifically address how) they have met all of the elements in four of the seven categories. Faculty must also provide evidence of the following:

- **Syllabi** -- conformance with CWU syllabi requirements
 - CWUP 5-90-040(37) Academic and General Regulations (<https://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi>) and compliance with RCW 28B.137.010.
- **Currency and Relevancy of Instructional Content**
 - Alignment of instruction with contemporary education, accreditation, or industry standards and practices as per department standards
- **Student Evaluations of Instruction (SEOI) including all Short and Long Forms must be documented in Faculty 180.**
 - Demonstrate improvement over the review period based on student qualitative feedback noted in the personal statement guidelines below.
- **Peer Teaching Observations:** One peer observation per year over the review period. Faculty should utilize at least two different observers prior to being granted tenure. The peer must be a T/TT faculty member at a same or higher rank unless otherwise approved by the department chair and dean.

Departments must develop and set standards approved by the faculty and chair that include:

- strengths, challenges, and areas for improvement
- observer qualifications for who will complete peer observations across modalities (i.e., lecture, online, and other modalities)
- standardized observation form(s) for lecture, online, and other modalities

Faculty must be observed based on their departmental peer observation standards when the peer is a faculty member from a different department.

- **Academic Advising Must be Documented in Faculty 180 (see Appendix A).** This includes the number of students advised and academic level (for example undergraduate, graduate, post-baccalaureate, etc.). Advising activities and responsibilities must be included in the personal statement.
 - Departments may develop and set standards approved by the faculty and chair for advising.

Scholarship:

- AVIATION/CEPS faculty members must complete a minimum of 5 scholarship/creative activities during the review period with at least 2 from Category A (one must be a peer-reviewed publication in a professional journal related to one's teaching assignment at CWU). Category A and B activities are defined in this document in Appendix C.

Service:

- Serve on committees, task forces, or councils that align with a faculty member's goals and professional responsibilities at the program, department, College, University, professional, and/or community level. Faculty must serve in at least four of the six levels listed above. University-level service includes involvement on all committees, councils, task forces, work groups, or teams listed on the University website (<http://www.cwu.edu/resources-reports/committees-councils-task-forces-and-teams>) as well as ad-hoc groups which serve the University at large.

Personal Statement:

Faculty members will prepare a personal statement that summarizes their accomplishments in teaching, scholarship/creative expression, and service. Content that should be addressed in each section of this personal statement is described below. Typically, the most effective personal statement is generally under 10 pages long. Appendices do not count towards any maximum page count. At a minimum, the personal statement must include a discussion of only the activities specified in the faculty member's workload plan over the review period as detailed below. Faculty must state which standards they want to be evaluated under (2014 or 2022) at the beginning of their Personal Statement. Departments may develop and set additional requirements approved by the faculty and chair.

Teaching

Appendix B provides guidance on how to develop the teaching area of the personal statement. The teaching area must provide evidence (where applicable) from SEOI student comments, peer observations and other relevant materials/resources demonstrating effectiveness or excellence in each category from Appendix B. Attainment of elements that cannot be documented must be addressed in the self-reflection narrative. The statement should also address the following:

- New or substantially revised courses and/or materials developed (such as manuals, course packs, videos, etc.), new program development/revision, and impact on student learning if applicable.
- Peer observations based on what changes were made toward continuous improvement. Reference location of peer observations in Faculty 180.
- The nature of advising activities and responsibilities.
- Graduate program contributions such as program development and/or review; serving on graduate committees; and graduate student advising, supervision, and mentoring if applicable.

- Undergraduate mentoring of research and creative activities, if applicable.
- Professional development activities that contributed to teaching effectiveness.
- Honors and awards demonstrating teaching effectiveness, if applicable.
- Any additional materials required by the faculty and chair.

Scholarship/Creative Expression

- Research agenda.
- Accomplishments during review period (include in an appendix: Reference list of scholarship activities, in appropriate citation format for discipline, organized by A and B categories).
- Ways in which scholarship activities contribute to program, department, or discipline.
- Involvement of students in scholarship activities.
- Plans for future research.

Service

- Roles in service at program, department, college, university, professional, and community levels.
- Individualized efforts to expand equitable academic achievement for students through advising, coaching, and mentoring in alignment with the CWU mission.
- Major contributions and accomplishments in service roles.
- Future service goals.

POST-TENURE REVIEW (Post-TR)

A positive Post-tenure review (Post-TR) decision is based upon a sustained level of performance in meeting the criteria in teaching, scholarship, and service as established by the department, college, and university. Faculty members are expected to continuously contribute to the mission and core themes of the University, Academic and Student Life, and AVIATION/CEPS.

The CBA establishes criteria, evaluation cycles, and states that the Professional Record shall be utilized as the basis for Post-TR. AVIATION/CEPS has established criteria for teaching, scholarship/creative activity, and service for tenured faculty for POST-TR. All are presented below.

Relevant University Standards

There are no university standards for Post-Tenure Review

University Faculty Criteria Guidelines for Reappointment, Tenure, Promotion, and Post-Tenure Review and Merit are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Faculty 180 Guidelines Supporting Documentation for Tenured and Tenure-track Faculty Evaluations are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Relevant AVIATION/CEPS Standards

AVIATION/CEPS Faculty180 Required Documentation Standards for Faculty Evaluations are in Appendix A.

AVIATION/CEPS Post-Tenure Review Criteria

Teaching:

The criteria for and definition of teaching excellence are outlined in Appendix B, titled "Definition of Effective and Excellent Teaching." Teaching effectiveness and excellence are evaluated based on seven categories and various elements under each category. To be considered *effective*, a faculty member must provide evidence (or specifically address how) they have met two of the elements in each of the seven categories. Faculty must also provide evidence of the following:

- **Syllabi** -- conformance with CWU syllabi requirements
 - CWUP 5-90-040(37) Academic and General Regulations (<https://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi>) and compliance with RCW 28B.137.010.

- **Currency and Relevancy of Instructional Content**
 - Alignment of instruction with contemporary education, accreditation, or industry standards and practices as per department standards
- **Student Evaluations of Instruction (SEOI) including all Short and Long Forms must be documented in Faculty 180.**
 - Demonstrate improvement over the review period based on student qualitative feedback noted in the personal statement guidelines below.
- **Peer Teaching Observations:** One peer observation per year over the review period. Faculty should utilize at least two different observers. The peer must be a T/TT faculty member at a same or higher rank unless otherwise approved by the department chair and dean.

Departments must develop and set standards approved by the faculty and chair that include:

- strengths, challenges and areas for improvement
- observer qualifications for who will complete peer observations across modalities (i.e., lecture, online and other modalities)
- standardized observation form(s) for lecture, online and other modalities

Faculty must be observed based on their departmental peer observation standards when the peer is a faculty member from a different department.

- **Academic Advising Must be Documented in Faculty 180 (see Appendix A).** This includes the number of students advised and academic level (for example undergraduate, graduate, post-baccalaureate, etc.). Advising activities and responsibilities must be included in the personal statement.
 - Departments may develop and set standards approved by the faculty and chair for advising.

Scholarship:

- AVIATION/CEPS faculty members must complete a minimum of 5 scholarship/creative activities in Category A or B during the review period. Category A and B activities are defined in this document in Appendix C.

Service:

- Serve on committees, task forces, or councils that align with a faculty member's goals and professional responsibilities at the program, department, College, University, professional, and/or community level. Faculty must serve in at least three of the six levels listed above. University-level service includes involvement on all committees, councils, task forces, work groups, or teams listed on the University

website (<http://www.cwu.edu/resources-reports/committees-councils-task-forces-and-teams>) as well as ad-hoc groups which serve the University at large.

Personal Statement:

Faculty members will prepare a personal statement that summarizes their accomplishments in teaching, scholarship/creative expression, and service. Content that should be addressed in each section of this personal statement is described below. Typically, the most effective personal statement is generally under 10 pages long. Appendices do not count towards any maximum page count. At a minimum, the personal statement must include a discussion of only the activities specified in the faculty member's workload plan over the review period as detailed below. Faculty must state which standards they want to be evaluated under (2014 or 2022) at the beginning of their Personal Statement.

Teaching

Appendix B provides guidance on how to develop the teaching area of the personal statement. The teaching area must provide evidence (where applicable) from SEOI student comments, peer observations and other relevant materials/resources demonstrating effectiveness in two of the elements in each of the seven categories from Appendix B. Attainment of elements that cannot be documented must be addressed in the self-reflection narrative. The statement should also address the following:

- New or substantially revised courses and/or materials developed (such as manuals, course packs, videos, etc.), new program development/revision, and impact on student learning if applicable.
- Peer observations based on what changes were made toward continuous improvement. Reference location of peer observations in Faculty 180.
- The nature of advising activities and responsibilities.
- Graduate program contributions such as program development and/or review; serving on graduate committees; and graduate student advising, supervision, and mentoring if applicable.
- Undergraduate mentoring of research and creative activities, if applicable.
- Professional development activities that contributed to teaching effectiveness.
- Honors and awards demonstrating teaching effectiveness, if applicable.
- Any additional materials required by the faculty and chair.

Scholarship/Creative Expression

- Research agenda.

- Accomplishments during review period (include in an appendix: Reference list of scholarship activities, in appropriate citation format for discipline, organized by A and B categories).
- Ways in which scholarship activities contribute to program, department, or discipline.
- Involvement of students in scholarship activities.
- Plans for future research.

Service

- Roles in service at program, department, college, university, professional, and community levels.
- Individualized efforts to expand equitable academic achievement for students through advising, coaching, and mentoring in alignment with the CWU mission.
- Major contributions and accomplishments in service roles.
- Future service goals.

PROMOTION TO FULL PROFESSOR

A positive promotion to full professor decision is based upon excellent performance defined as surpassing the minimum standards in teaching, scholarship/creative activity, and service for tenure as established by the department, College, and University. Faculty members are expected to continuously contribute to the mission and core themes of the University, Academic and Student Life, and AVIATION/CEPS.

The CBA establishes criteria, evaluation cycles, and states that the Professional Record shall be utilized as the basis for promotion to full professor. AVIATION/CEPS has established criteria for teaching, scholarship/creative activity, and service for tenured faculty for promotion to full professor. All are presented below.

Relevant University Standards

There are no university standards for Promotion to Full Professor

University Faculty Criteria Guidelines for Reappointment, Tenure, Promotion, and Post-Tenure Review and Merit are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Faculty 180 Guidelines Supporting Documentation for Tenured and Tenure-track Faculty Evaluations are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Relevant AVIATION/CEPS Standards

AVIATION/CEPS Faculty180 Required Documentation Standards for Faculty Evaluations are in Appendix A.

AVIATION/CEPS Promotion to Full Professor Criteria

Teaching:

The criteria for and definition of teaching excellence are outlined in Appendix B, titled "Definition of Effective and Excellent Teaching." Teaching effectiveness and excellence are evaluated based on seven categories and various elements under each category. To be considered *effective*, a faculty member must provide evidence (or specifically address how) they have met two of the elements in each of the seven categories. Additionally, to be considered *excellent/exceptional*, a faculty member must provide evidence (or specifically address how) they have met all of the elements in four of the seven categories. Faculty must also provide evidence of the following:

- **Syllabi** -- conformance with CWU syllabi requirements
 - CWUP 5-90-040(37) Academic and General Regulations (<https://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi>) and compliance with RCW 28B.137.010.
- **Currency and Relevancy of Instructional Content**
 - Alignment of instruction with contemporary education, accreditation, or industry standards and practices as per department standards
- **Student Evaluations of Instruction (SEOI) including all Short and Long Forms must be documented in Faculty 180.**
 - Demonstrate improvement over the review period based on student qualitative feedback noted in the personal statement guidelines below.
- **Peer Teaching Observations:** One peer observation per year over the review period. Faculty should utilize at least two different observers. The peer must be a T/TT faculty member at a same or higher rank unless otherwise approved by the department chair and dean.

Departments must develop and set standards approved by the faculty and chair that include:

- strengths, challenges, and areas for improvement
- observer qualifications for who will complete peer observations across modalities (i.e., lecture, online, and other modalities)
- standardized observation form(s) for lecture, online, and other modalities

Faculty must be observed based on their departmental peer observation standards when the peer is a faculty member from a different department.

- **Academic Advising Must be Documented in Faculty 180 (see Appendix A).** This includes the number of students advised and academic level (for example undergraduate, graduate, post-baccalaureate, etc.). Advising activities and responsibilities must be included in the personal statement.
 - Departments may develop and set standards approved by the faculty and chair for advising.

Scholarship:

- AVIATION/CEPS faculty members must complete a minimum of 10 scholarship/creative activities during the review period with at least four Category A activities. Category A and B activities are defined in this document in Appendix C.

Service:

- Serve on committees, task forces, or councils that align with a faculty member's goals and professional responsibilities at the program, department, College, University, professional, and/or community level. University-level service includes involvement on all committees, councils, task forces, work groups, or teams listed on the University website (<http://www.cwu.edu/resources-reports/committees-councils-task-forces-and-teams>) as well as ad-hoc groups which serve the University at large. Faculty must serve in at least five of the six levels listed above with at least one service in a leadership role (e.g., Committee Chair). Documentation of leadership roles is the responsibility of the faculty member under review.

Personal Statement:

Faculty members will prepare a personal statement that summarizes their accomplishments in teaching, scholarship/creative expression, and service. Content that should be addressed in each section of this personal statement is described below. Typically, the most effective personal statement is generally under 10 pages long. Appendices do not count towards any maximum page count. At a minimum, the personal statement must include a discussion of only the activities specified in the faculty member's workload plan over the review period as detailed below. Faculty must state which standards they want to be evaluated under (2014 or 2022) at the beginning of their Personal Statement.

Teaching

Appendix B provides guidance on how to develop the teaching area of the personal statement. The teaching area must provide evidence (where applicable) from SEOI student comments, peer observations and other relevant materials/resources demonstrating effectiveness or excellence in each category from Appendix B. Attainment of elements that cannot be documented must be addressed in the self-reflection narrative. The statement should also address the following:

- New or substantially revised courses and/or materials developed (such as manuals, course packs, videos, etc.), new program development/revision, and impact on student learning if applicable.
- Peer observations based on what changes were made toward continuous improvement? Reference location of peer observations in Faculty 180.
- The nature of advising activities and responsibilities.
- Graduate program contributions such as program development and/or review; serving on graduate committees; and graduate student advising, supervision, and mentoring if applicable.

- Undergraduate mentoring of research and creative activities, if applicable.
- Professional development activities that contributed to teaching effectiveness.
- Honors and awards demonstrating teaching effectiveness, if applicable.
- Any additional materials required by the faculty and chair.

Scholarship/Creative Expression

- Research agenda.
- Accomplishments during review period (include in an appendix: Reference list of scholarship activities, in appropriate citation format for discipline, organized by A and B categories).
- Ways in which scholarship activities contribute to program, department, or discipline.
- Involvement of students in scholarship activities.
- Plans for future research.

Service

- Roles in service at program, department, college, university, professional, and community levels.
- Individualized efforts to expand equitable academic achievement for students through advising, coaching, and mentoring in alignment with the CWU mission.
- Major contributions and accomplishments in service roles.
- Future service goals.

POST TENURE REVIEW (POST-TR) FOR FULL PROFESSOR WITH MERIT

Full professors are reappointed with merit when they demonstrate a pattern of development in the areas of teaching, scholarship/creative activity, and service that indicates they are excellent in meeting merit criteria. A positive full professor post-tenure review with merit decision is based upon excellent performance defined as surpassing the minimum standards in teaching, scholarship/creative activity, and service for post-tenure review as established by the CBA, University, College, and department.

The CBA establishes compensation and benefits, criteria, and evaluation cycles, and states that the Professional Record shall be utilized as the basis for (POST-TR) for a full professor with merit (CBA Articles 18 and 24). AVIATION/CEPS has established criteria for teaching, scholarship/creative activity, and service for (POST-TR) for a full professor with merit. All are presented below.

Relevant University Standards

There are no university standards for Post-Tenure Review for Full Professor with Merit

University Faculty Criteria Guidelines for Reappointment, Tenure, Promotion, and Post-Tenure Review and Merit are posted on Provost's website on the Provost's web page <https://www.cwu.edu/provost/>.

Faculty 180 Guidelines Supporting Documentation for Tenured and Tenure-track Faculty Evaluations are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Relevant AVIATION/CEPS Standards

AVIATION/CEPS Faculty180 Required Documentation Standards for Faculty Evaluations are in Appendix A.

AVIATION/CEPS Post Tenure Review (Post-TR) for Full Professor with Merit

Teaching:

The criteria for and definition of teaching excellence are outlined in Appendix B, titled "Definition of Effective and Excellent Teaching." Teaching effectiveness and excellence are evaluated based on seven categories and various elements under each category. To be considered *effective*, a faculty member must provide evidence (or specifically address how) they have met two of the elements in each of the seven categories. Additionally, to be considered *excellent/exceptional*, a faculty member must provide evidence (or specifically address how) they have met all of the elements in four of the seven categories. Faculty must also provide evidence of the following:

- **Syllabi** -- conformance with CWU syllabi requirements
 - CWUP 5-90-040(37) Academic and General Regulations (<https://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi>) and compliance with RCW 28B.137.010.
- **Currency and Relevancy of Instructional Content**
 - Alignment of instruction with contemporary education, accreditation, or industry standards and practices as per department standards
- **Student Evaluations of Instruction (SEOI) including all Short and Long Forms must be documented in Faculty 180.**
 - Demonstrate improvement over the review period based on student qualitative feedback noted in the personal statement guidelines below.
- **Peer Teaching Observations:** One peer observation per year over the review period. Faculty should utilize at least two different observers. The peer must be a T/TT faculty member at a same or higher rank unless otherwise approved by the department chair and dean.

Departments must develop and set standards approved by the faculty and chair that include:

- strengths, challenges, and areas for improvement
- observer qualifications for who will complete peer observations across modalities (i.e., lecture, online, and other modalities)
- standardized observation form(s) for lecture, online, and other modalities

Faculty must be observed based on their departmental peer observation standards when the peer is a faculty member from a different department.

- **Academic Advising Must be Documented in Faculty 180 (see Appendix A).** This includes the number of students advised and academic level (for example undergraduate, graduate, post-baccalaureate, etc.). Advising activities and responsibilities must be included in the personal statement.

Scholarship:

- AVIATION/CEPS faculty members must complete a minimum of 8 scholarship/creative activities during the review period with at least 2 from Category A (one must be a peer-reviewed publication in a professional journal related to one's teaching assignment at CWU). Category A and B activities are defined in this document in Appendix C.

Service:

- Serve on committees, task forces, or councils that align with a faculty member's goals and professional responsibilities at the program, department, College, University, professional, and/or community level. University-level service includes involvement on all committees, councils, task forces, work groups, or teams listed on the University website (<http://www.cwu.edu/resources-reports/committees-councils-task-forces-and-teams>) as well as ad-hoc groups which serve the University at large. Faculty must serve in at least four of the six levels listed above with at least one service in a leadership role (e.g., Committee Chair). Documentation of leadership roles is the responsibility of the faculty member under review.

Personal Statement:

Faculty members will prepare a personal statement that summarizes their accomplishments in teaching, scholarship/creative expression, and service. Content that should be addressed in each section of this personal statement is described below. Typically, the most effective personal statement is generally under 10 pages long. Appendices do not count towards any maximum page count. At a minimum, the personal statement must include a discussion of only the activities specified in the faculty member's workload plan over the review period as detailed below. Faculty must state which standards they want to be evaluated under (2014 or 2022) at the beginning of their Personal Statement.

Teaching

Appendix B provides guidance on how to develop the teaching area of the personal statement. The teaching area must provide evidence (where applicable) from SEOI student comments, peer observations and other relevant materials/resources demonstrating effectiveness or excellence in each category from Appendix B. Attainment of elements that cannot be documented must be addressed in the self-reflection narrative. The statement should also address the following:

- New or substantially revised courses and/or materials developed (such as manuals, course packs, videos, etc.), new program development/revision, and impact on student learning if applicable.
- Peer observations based on what changes were made toward continuous improvement. Reference location of peer observations in Faculty 180.
- The nature of advising activities and responsibilities.
- Graduate program contributions such as program development and/or review; serving on graduate committees; and graduate student advising, supervision, and mentoring if applicable.
- Undergraduate mentoring of research and creative activities, if applicable.

- Professional development activities that contributed to teaching effectiveness.
- Honors and awards demonstrating teaching effectiveness, if applicable.
- Any additional materials required by the faculty and chair.

Scholarship/Creative Expression

- Research agenda.
- Accomplishments during review period (include in an appendix: Reference list of scholarship activities, in appropriate citation format for discipline, organized by A and B categories).
- Ways in which scholarship activities contribute to program, department, or discipline.
- Involvement of students in scholarship activities.
- Plans for future research.

Service

- Roles in service at program, department, college, university, professional, and community levels.
- Individualized efforts to expand equitable academic achievement for students through advising, coaching, and mentoring in alignment with the CWU mission.
- Major contributions and accomplishments in service roles.
- Future service goals.

NON-TENURE TRACK (NTT) FACULTY REVIEW

NTT faculty shall be reviewed by the department chair, department personnel committee and Dean according to AVIATION/CEPS standards. Please refer to promotion to Senior Lecturer or Merit review standards if applicable. The standards for favorable versus unfavorable evaluation will be based on the contracted work performed since the previous review period or date of hire, whichever is more recent. The department chair, department personnel committee and Dean shall each write letters and/or comments in F180 stating the reason for their decision. Relevant CBA language can be found in Articles 8 and 10.

Relevant University Standards

There are no university standards for Non-Tenure Track Faculty Review.

There are no University Faculty 180 Guidelines Supporting Documentation for Non-Tenure Track Faculty. Faculty 180 Guidelines Supporting Documentation for Tenured and Tenure-track Faculty Evaluations are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Relevant AVIATION/CEPS Standards

AVIATION/CEPS Faculty180 Required Documentation Standards for Faculty Evaluations are in Appendix A.

Non-Tenure Track Criteria

Non-Tenure Track faculty will be reviewed on an individual basis per letter(s) of appointment. The following standards are required, as applicable, to document workload assignments and quality of performance.

Teaching:

The criteria for and definition of teaching excellence are outlined in Appendix B, titled "Definition of Effective and Excellent Teaching." Teaching effectiveness and excellence are evaluated based on seven categories and various elements under each category. To be considered *effective*, a faculty member must provide evidence (or specifically address how) they have met two of the elements in each of the seven categories. Faculty must also provide evidence of the following:

- **Syllabi** -- conformance with CWU syllabi requirements
 - CWUP 5-90-040(37) Academic and General Regulations (<https://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi>) and compliance with RCW 28B.137.010.

- **Currency and Relevancy of Instructional Content**
 - Alignment of instruction with contemporary education, accreditation, or industry standards and practices as per department standards
- **Student Evaluations of Instruction (SEOI) including all Short and Long Forms must be documented in Faculty 180.**
 - Demonstrate improvement over the review period based on student qualitative feedback noted in the personal statement guidelines below.
- **Peer Teaching Observations:** One peer observation per year over the review period. Faculty should utilize at least two different observers if the review period is more than one year. The peer must be a T/TT faculty member unless otherwise approved by the department chair and dean.

Departments must develop and set standards approved by the faculty and chair that include:

- strengths, challenges and areas for improvement
 - observer qualifications for who will complete peer observations across modalities (i.e., lecture, online and other modalities)
 - standardized observation form(s) for lecture, online and other modalities
- **Academic Advising Must be Documented in Faculty 180 (see Appendix A).** This includes the number of students advised and academic level (for example undergraduate, graduate, post-baccalaureate, etc.). Advising activities and responsibilities must be included in the personal statement.

Scholarship:

- Faculty members will be evaluated based on the quality of their performance in scholarship workload assignments, as applicable, on an individual basis per letter(s) of appointment.

Service:

- Faculty members will be evaluated based on the quality of their performance in service workload assignments, as applicable, on an individual basis per letter(s) of appointment. Service examples may include: committees, task forces, or councils that align with a faculty member's goals and professional responsibilities at the program, department, College, University, professional, and/or community level. University-level service includes involvement on all committees, councils, task forces, work groups, or teams listed on the University website (<http://www.cwu.edu/resources-reports/committees-councils-task-forces-and-teams>) as well as ad-hoc groups which serve the University at large. Documentation of role(s) is the responsibility of the faculty member under review.

Personal Statement:

Faculty members will prepare a personal statement that summarizes their accomplishments in teaching as well as scholarship/creative expression and service, if applicable. Content that should be addressed in each section of this personal statement is described below. Typically, the most effective personal statement is generally under 10 pages long. Appendices do not count towards any maximum page count. At a minimum, the personal statement must include a discussion of only the activities specified in the faculty member's workload plan over the review period as detailed below. Faculty must state which standards they want to be evaluated under (2014 or 2022) at the beginning of their Personal Statement. Departments may develop and set additional requirements approved by the faculty and chair.

Teaching

Appendix B provides guidance on how to develop the teaching area of the personal statement. The teaching area must provide evidence (where applicable) from SEOI student comments, peer observations and other relevant materials/resources demonstrating effectiveness or excellence in each category from Appendix B. Attainment of elements that cannot be documented must be addressed in the self-reflection narrative. The statement should also address the following:

- New or substantially revised courses and/or materials developed (such as manuals, course packs, videos, etc.), new program development/revision, and impact on student learning if applicable.
- Peer observations based on what changes were made toward continuous improvement. Reference location of peer observations in Faculty 180.
- The nature of advising activities and responsibilities.
- Graduate program contributions such as program development and/or review; serving on graduate committees; and graduate student advising, supervision, and mentoring if applicable.
- Undergraduate mentoring of research and creative activities, if applicable.
- Professional development activities that contributed to teaching effectiveness.
- Honors and awards demonstrating teaching effectiveness, if applicable.
- Any additional materials required by the faculty and chair.

Scholarship/Creative Expression (if applicable)

- Research agenda.
- Accomplishments during review period (include in an appendix: Reference list of scholarship activities, in appropriate citation format for discipline, organized by A and B categories).
- Ways in which scholarship activities contribute to program, department, or discipline.
- Involvement of students in scholarship activities.
- Plans for future research.

Service (if applicable)

- Roles in service at program, department, college, university, professional, and community levels.
- Individualized efforts to expand equitable academic achievement for students through advising, coaching, and mentoring in alignment with the CWU mission.
- Major contributions and accomplishments in service roles.
- Future service goals.

PROMOTION TO SENIOR LECTURER OR MERIT

Departments must set standards approved by faculty, Chair, and Dean for promotion to senior lecturer status or senior lecturer merit. Applicants for senior status or senior merit shall be reviewed by the department chair, the department personnel committee and the Dean according to department standards. The standards for senior status or senior merit will be based on the contracted work performed since the previous review period or date of hire, whichever is more recent. Relevant CBA language can be found in Articles 8 and 10.

Relevant University Standards

There are no university standards for promotion to Senior Lecturer Status or Lecturer Merit Review.

There are no University Faculty 180 Guidelines Supporting Documentation for Senior Lecturer Status or Lecturer Merit Review. Faculty 180 Guidelines Supporting Documentation for Tenured and Tenure-track Faculty Evaluations are posted on the Provost's web page <https://www.cwu.edu/provost/>.

Relevant AVIATION/CEPS Standards

AVIATION/CEPS Faculty180 Required Documentation Standards for Faculty Evaluations are in Appendix A.

Recommended Department Standards for Promotion to Senior Lecturer Status or Senior Lecturer Merit

Teaching:

The criteria for and definition of teaching excellence are outlined in Appendix B, titled "Definition of Effective and Excellent Teaching." Teaching effectiveness and excellence are evaluated based on seven categories and various elements under each category. To be considered *effective*, a faculty member must provide evidence (or specifically address how) they have met two of the elements in each of the seven categories. Additionally, to be considered *excellent/exceptional*, a faculty member must provide evidence (or specifically address how) they have met all of the elements in four of the seven categories. Faculty must also provide evidence of the following:

- **Syllabi** -- conformance with CWU syllabi requirements
 - CWUP 5-90-040(37) Academic and General Regulations (<https://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi>) and compliance with RCW 28B.137.010.

- **Currency and Relevancy of Instructional Content**
 - Alignment of instruction with contemporary education, accreditation, or industry standards and practices as per department standards
- **Student Evaluations of Instruction (SEOI) including all Short and Long Forms must be documented in Faculty 180.**
 - Demonstrate improvement over the review period based on student qualitative feedback noted in the personal statement guidelines below.
- **Peer Teaching Observations:** One peer observation per year over the review period. Faculty should utilize at least two different observers if the review period is more than one year. The peer must be a T/TT faculty member unless otherwise approved by the department chair and dean.

Departments must develop and set standards approved by the faculty and chair that include:

- strengths, challenges, and areas for improvement
- observer qualifications for who will complete peer observations across modalities (i.e., lecture, online, and other modalities)
- standardized observation form(s) for lecture, online, and other modalities

Faculty must be observed based on their departmental peer observation standards when the peer is a faculty member from a different department.

- **Academic Advising Must be Documented in Faculty 180 (see Appendix A).** This includes the number of students advised and academic level (for example undergraduate, graduate, post-baccalaureate, etc.). Advising activities and responsibilities must be included in the personal statement.

Scholarship:

- Faculty members will be evaluated based on the quality of their performance in scholarship workload assignments, as applicable, on an individual basis per letter(s) of appointment.

Service:

- Faculty members will be evaluated based on the quality of their performance in service workload assignments, as applicable, on an individual basis per letter(s) of appointment. Service examples may include: committees, task forces, or councils that align with a faculty member's goals and professional responsibilities at the program, department, College, University, professional, and/or community level.

University-level service includes involvement on all committees, councils, task forces, work groups, or teams listed on the University website (<http://www.cwu.edu/resources-reports/committees-councils-task-forces-and-teams>) as well as ad-hoc groups which serve the University at large. Documentation of role(s) is the responsibility of the faculty member under review.

Personal Statement

Faculty members will prepare a personal statement that summarizes their accomplishments in teaching, scholarship/creative expression, and service if each of these is applicable. Content that can be addressed in each section of this personal statement is described below. Typically, the most effective personal statement is generally under 10 pages long. Appendices do not count towards any maximum page count. At a minimum, the personal statement must include a discussion of only the activities specified in the faculty member's workload plan over the review period as detailed below. Faculty must state which standards they want to be evaluated under (2014 or 2022) at the beginning of their Personal Statement. Departments may develop and set additional requirements approved by the faculty and chair.

Teaching (if applicable)

Appendix B provides guidance on how to develop the teaching area of the personal statement. The teaching area must provide evidence (where applicable) from SEOI student comments, peer observations and other relevant materials/resources demonstrating effectiveness or excellence in each category from Appendix B. Attainment of elements that cannot be documented must be addressed in the self-reflection narrative. The statement should also address the following:

- New or substantially revised courses and/or materials developed (such as manuals, course packs, videos, etc.), new program development/revision, and impact on student learning if applicable.
- Peer observations based on what changes were made toward continuous improvement. Reference location of peer observations in Faculty 180.
- The nature of advising activities and responsibilities.
- Graduate program contributions such as program development and/or review; serving on graduate committees; and graduate student advising, supervision, and mentoring if applicable.
- Undergraduate mentoring of research and creative activities, if applicable.
- Professional development activities that contributed to teaching effectiveness.

- Honors and awards demonstrating teaching effectiveness, if applicable.
- Any additional materials required by the faculty and chair.

Scholarship/Creative Expression (if applicable)

- Research agenda.
- Accomplishments during review period (include in an appendix: Reference list of scholarship activities, in appropriate citation format for discipline, organized by A and B categories).
- Ways in which scholarship activities contribute to program, department, or discipline.
- Involvement of students in scholarship activities.
- Plans for future research.

Service (if applicable)

- Roles in service at program, department, college, university, professional, and community levels.
- Individualized efforts to expand equitable academic achievement for students through advising, coaching, and mentoring in alignment with the CWU mission.
- Major contributions and accomplishments in service roles.
- Future service goals.

**APPENDIX A:
AVIATION DEPARTMENT AND CEPS FACULTY180 REQUIRED DOCUMENTATION STANDARDS**

THIS WORKSHEET LISTS AVIATION/CEPS FACULTY180 REQUIRED DOCUMENTATION STANDARDS FOR ALL EVALUATIONS. UNLESS OTHERWISE SPECIFIED, THE AVIATION DEPARTMENT STANDARDS WILL MIRROR STANDARDS SET FORTH IN THE 2022 CEPS GUIDELINES. THE DOCUMENTATION COLUMN DOES NOT INCLUDE AN EXHAUSTIVE LIST OF POSSIBLE EXAMPLES. THESE STANDARDS FOLLOW THE ORDER OF THE FACULTY180 SECTIONS AS OF JUNE 5, 2022. DEPARTMENTS MUST CREATE FACULTY180 REQUIRED DOCUMENTATION STANDARDS FOR ALL LEVELS OF EVALUATIONS THAT MUST BE APPROVED BY THE DEAN.

For Reappointment, Tenure, Promotions, & Post-Tenure Reviews:

The 2021-2023 Collective Bargaining Agreement (CBA) Article 24 refers to the professional record for Reappointment, Tenure, Promotions, & Post-Tenure Review.

24.5: The Professional Record shall be the basis for evaluation at all levels of review. It is the responsibility of the individual faculty member to make sure that the Professional Record is complete by the deadline for submission to the college. Professional Records will contain a current CV, workload plans, annual faculty activities reports, performance evaluations, SEOs, evaluation letters from prior evaluation periods, and any additional materials required by departments and colleges. Other material reflective of a faculty member's teaching, scholarship/creative activity, or service may be included at the faculty member's discretion (e.g., peer evaluation letters, copies of papers/abstracts).

THERE ARE NO UNIVERSITY STANDARDS FOR FACULTY180 SUPPORTING DOCUMENTATION. FACULTY180 GUIDELINES SUPPORTING DOCUMENTATION FOR TENURED AND TENURE-TRACK FACULTY EVALUATIONS ARE POSTED ON THE PROVOST'S WEB PAGE [HTTPS://WWW.CWU.EDU/PROVOST/](https://www.cwu.edu/provost/).

Candidates for any evaluation must submit an updated, complete Professional Record to the department chair and the department personnel committee, according to the dates specified by the Academic Calendar published on the Provost's webpage. All portfolio articles must be submitted in the appropriate location in the Faculty 180 personnel file. Articles submitted as addendums/appendices to the personal statement will not be evaluated towards the faculty's performance.

According to CBA Article 24.7 - General Procedures, the file will be considered a working file while under review by the department. Updated information on the change in status of any listed item or activity may be forwarded to the chair for inclusion in the file. Please see all of Article 22.6 for additional information.

For Non-Tenure Track Faculty and Senior Lecturer Promotion/Senior Lecturer Merit Reviews:

For Senior Lecture/Senior Merit Faculty Reviews:

PLEASE REFER TO CBA ARTICLE 10.2 AND 18.6 FOR INFORMATION ON THE FACULTY EVALUATION PROCESS.

TEACHING DOCUMENTATION

NOTE: The documentation column does not include an exhaustive list of possible examples. These standards follow the order of the Faculty180 sections as of June 5, 2022. All files must be submitted in the appropriate category in Faculty 180 or they will not be considered for evaluation. Files attached as addendums to the personal statement Are not acceptable as documentation.

Faculty180 Category	Example or Item Description	Aviation Department and CEPS Standards Required Documentation (as applicable)	Comments/Suggestions
Courses Taught	Syllabus	<ul style="list-style-type: none"> • Syllabus for regular/arranged courses if required • Syllabi or Learning Agreements for X90 courses if part of normal practice • Permits for individual study 	<ul style="list-style-type: none"> • Upload a syllabus for every regular/arranged course into the appropriate section of F180. Ensure current syllabi meet the requirements listed in CWUP 5-90-040(37) (http://www.cwu.edu/resources-reports/cwup-5-90-040-academic-and-general-regulations#Syllabi) and is in
	Student Evaluation of Instruction (SEOI)	<ul style="list-style-type: none"> • SEOIs • (Note: SEOIs are only available for courses with 5 or more students) 	<ul style="list-style-type: none"> • Winter 2015 and later: SEOI short/long forms directly uploaded into Faculty180 or a department approved student evaluations. • Pre-Winter 2015 or SEOIs not automatically uploaded: Faculty must upload SEOIs. • Click on this link for SEOIs (http://www.cwu.edu/seoi/) for information on accessing your SEOIs. • Assure all quarters, including summers, are uploaded

Faculty180 Category	Example or Item Description	Aviation Department and CEPS Standards Required Documentation (as applicable)	Comments/Suggestions
	Peer Observation	Peer Observation Forms	<ul style="list-style-type: none"> Assure all peer observation forms are uploaded to the appropriate course, course section and quarter.
Other Instructional Activities, Accomplishments, Innovation	<p>Listed In Faculty 180 Help:</p> <ul style="list-style-type: none"> Describe any instructional activities that don't apply to Courses Taught Non-credited teaching activities including curriculum development. 	<ul style="list-style-type: none"> Copies of materials developed such as manuals, course packs, videos, etc. for use in any modality. Curriculum proposals you originated and/or developed. Images and descriptions of your innovations or accomplishments. Unsolicited testimonials from current students. Unsolicited and/or solicited testimonials from former students. Recruitment and retention efforts documentation. Programs for special on-campus event or letters of appreciation for such endeavors indicating your role. Honors and awards demonstrating teaching effectiveness (May also include in Faculty180 "Other: Honors and Awards" Section.) Graduate program contributions such as program development, curriculum development and/or review New program development/revision, and impact on student learning if applicable SOURCE student mentoring program listing Club advisor documentation Mentor to faculty member documentation from department chair explaining role and extent of 	

Faculty180 Category	Example or Item Description	Aviation Department and CEPS Standards Required Documentation (as applicable)	Comments/Suggestions
<p>Externally funded release time for instructional activities</p>	<p>Listed In Listed In Faculty180 Help:</p> <p>Provide details about grant-funded release for instructional development including curriculum, assessment, and other teaching-related activities.</p>	<ul style="list-style-type: none"> • Contract for external funding. • Include description of work being done and source of funding. • Evidence of completion of work being done. • AVIATION/CEPS Reassigned Time Agreement (if applicable) 	

Faculty180 Category	Example or Item Description	Aviation Department and CEPS Standards Required Documentation (as applicable)	Comments/Suggestions
<p>Teaching: Graduate Advising</p>	<p>Listed In Listed In Faculty180 Help:</p> <p>Input information regarding graduate advising and graduate student committees on which you serve.</p>	<ul style="list-style-type: none"> • Certificates, forms or other or other documentation approved by the department of the number of graduate students advised and/or mentored on an annual basis, or other documentation of completion of activity. • School of Graduate Studies and Research forms or other documentation approved by the department indicating the number of graduate committees served on and your role on the committee. • Evidence of completion of work being done approved by the department. • AVIATION/CEPS Reassigned Time Agreement (if applicable) 	<ul style="list-style-type: none"> • Departments must create standards for specific definitions of advising as this is different across departments.

Faculty180 Category	Example or Item Description	Aviation Department and CEPS Standards Required Documentation (as applicable)	Comments/Suggestions
Teaching: Undergraduate Advising	Advisee List	<ul style="list-style-type: none"> • Advisee(s) list showing number of undergraduate students advised on an annual basis. • Certificates or other documentation of completion of activity. • AVIATION/CEPS Reassigned Time Agreement (if applicable) 	<ul style="list-style-type: none"> • Screenshots of advisee list per quarter can be uploaded. • Department staff may provide a list of advisees if available.

SCHOLARSHIP AND CREATIVE ACTIVITIES DOCUMENTATION

NOTE: The documentation column does not include an exhaustive list of possible examples. These standards follow the order of the Faculty180 sections as of June 5, 2022.

Faculty180 Category	Example or Item Description	Aviation Department and CEPS Standards Required Documentation (as applicable)	Comments/Suggestions
<p>Scholarship and Creative Activities</p>	<p>Listed In Faculty180 Help:</p> <p>Input information about scholarly or professional works such as journal articles, books, proceedings, etc.; or creative works such as performances, exhibitions, etc.</p> <p>Additionally this area includes documentation of:</p> <p>CATEGORY A: As defined in College/Department faculty performance standards/guidelines.</p> <p>CATEGORY B: As defined in College/Department faculty performance standards/guidelines.</p>	<ul style="list-style-type: none"> • Published journal articles with full text • State, regional, national, or international peer-reviewed full article published in a conference proceeding with full text. For proceedings include program listing. • Published research monograph. • Individual book chapter full text or evidence of completion and publication. The book cover page and table of contents with your name as author may be submitted. • Juried national or international exhibitions or performances documentation including images and/or links to webpages and performances. Other documentation may be used as defined by department standards. • Juried state or regional exhibitions or performance documentation including images and/or links to webpages and performances. Other documentation may be used as defined by department standards. • For a book (not-self-published): Provide a copy of the cover and author(s)' information including publication date. Provide documentation of contribution as a primary author in order for the contribution to apply counts for at least 2 Category As. • Documents that state completion of a study guide(s), test banks, tutorials, and/or instructor manuals externally published by an academic publishing company or government agency. • AVIATION/CEPS Reassigned Time Agreement (if applicable) 	<ul style="list-style-type: none"> • Book contracts or letters/emails of invitations alone are insufficient. • PowerPoints of presentations support documentation • Predatory publications or predatory conference activities will not be reviewed or counted towards scholarship activities. It is the responsibility of the faculty member to document and ensure their activity is non-predatory.

• The following is a non-exhaustive list of specific examples of publications that qualify for **Category A** within the Department of Aviation:

- *Journal of Aviation/Aerospace Education and Research (JAAER)*
- *International Journal of Aviation, Aeronautics, and Aerospace (IJAAA)*
- *Collegiate Aviation Review International (CARI)*
- *Journal of Aviation Technology and Engineering (Purdue)*
- *Journal of Air Transportation*
- *Aviation Safety World*
- *Proceedings of International Biennial Symposium on Aviation Psychology*
- *International Journal of Professional Aviation Training and Testing Research*
- *Textbooks or scholarly books published online or in print, by the following reputable aviation publishers:*
 - *Aviation Supplies & Academics (ASA), Aviation Book Company, Iowa State University Press, Jeppesen, Zenith Press* (other publishers must be approved by the Department Chair and Personnel Committee members)

Other publications not listed above must meet the AVIATION/CEPS criteria state above (Predatory publications or predatory conference activities will not be reviewed or counted towards scholarship activities) and must be approved on a case-by-case basis by the department to be accepted as Category A. It is the responsibility of the faculty member to document and ensure their activity is non-predatory; written proof must be provided.

The following is a non-exhaustive list of specific examples of publications and presentations that qualify for **Category B** within the Department of Aviation:

Publications

- *NAFI Mentor*
- *AOPA Flight Training*
- *Aviation Safety Letter (Canada)*
- *Aviation Week*
- *Air Transport World*
- *Professional Pilot*
- *99s News* (International or Regional)
- *EAA Sport Pilot* (International)
- *WPA Wings Newsletter* and other state aviation newsletters (Regional/State/Local)

Presentations

- *International Women in Aviation Conference* (International)
- *Annual Northwest Aviation Conference & Trade Show* (Regional)
- *FAA endorsed Flight Instructor Refresher Clinics (FIRCs- State or Regional)*
- *Great Alaska Aviation Gathering* (State)
- *Annual Northwest Mountain Family Fly-in* (Regional)
- *Annual Arlington Fly-in & Sport Aircraft Convention* (Regional)
- *FAA-sponsored WINGS or Flight Review Clinics* (Regional, State or Local)
- *AOPA, WPA, 99s, EAA and other state aviation associations* (Regional, State or Local)

Other publications not listed above must meet the AVIATION/CEPS criteria state above (Predatory publications or predatory conference activities will not be reviewed or counted towards scholarship activities) and must be approved on a case-by-case basis by the department to be accepted as Category B. It is the responsibility of the faculty member to document and ensure their activity is non-predatory; written proof must be provided.

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<p>Scholarship and Creative Activities: Grants</p>	<p>Listed In Listed In Faculty180 Help:</p> <p>Provide details about grant-funded release for scholarly activities.</p> <p>Additionally, this area includes documentation of: CATEGORY A and/or B: As defined in College/Department faculty performance standards/guidelines.</p>	<ul style="list-style-type: none"> • Copy of proposal submission and acceptance for a funded larger-scale, peer-reviewed external grant as a PI or Co-PI, as defined by the department standards. • Copy of proposal submission and acceptance for a funded smaller-scale, peer-reviewed external grant as a PI or Co-PI, as defined by the department standards. • Copy of proposal submission for a large-scale, unfunded, peer-reviewed external grant as a PI or Co-PI, as defined by the department standards. • Evidence of grant review and approval process. • Evidence of role on grant and level of contribution. • AVIATION/CEPS Reassigned Time Agreement (if applicable) 	
<p>Scholarship and Creative Activities: Externally Funded Reassigned Time</p>	<p>Listed In Listed In Faculty180 Help:</p> <p>Scholarship and creative activities that are not grant funded.</p> <p>CATEGORY A and/or B: As defined in College/Department faculty performance standards/guidelines.</p>	<ul style="list-style-type: none"> • Contract of external funding. • Documentation of work completed including your role. • AVIATION/CEPS Reassigned Time Agreement (if applicable) 	

SERVICE DOCUMENTATION

NOTE: The documentation column does not include an exhaustive list of possible examples. These standards follow the order of the Faculty180 sections as of June 5, 2022.

Faculty180 Category	Example or Item Description	Aviation Department and CEPS Standards Required Documentation (as applicable)	Comments/Suggestions
<p>Service: University /College /Department /Program Committees</p>	<p>Listed In Listed In Faculty180 Help:</p> <p>Formal standing committee appointment within the academic institution. Do not list ad hoc committee, dissertation/thesis committee, informal assignment, etc. here; enter instead as Other Institutional Service.</p>	<ul style="list-style-type: none"> • Appointment letters. • A sample of meeting minutes showing your attendance (used in the absence of a letter confirming your participation). • Websites listing membership rosters. • Thank you letter documenting service and dates from organizer of committee (e.g. Faculty Senate), committee chair, department chair and/or Dean. • AVIATION/CEPS Reassigned Time Agreement (if applicable) 	
<p>Service: Other University /Professional /Public</p>	<p>Listed In Listed In Faculty180 Help:</p> <p>Provide details about university, professional, or public service that does not include committee membership. See previous section for committees.</p>	<ul style="list-style-type: none"> • Appointment letters. • A sample of meeting minutes showing your attendance (used in the absence of a letter confirming your participation). • Websites listing membership rosters. • Thank you letter documenting service and dates from organizer of committee (e.g. Faculty Senate), committee chair, department chair and/or Dean. • AVIATION/CEPS Reassigned Time Agreement (if applicable) 	

Faculty180 Category	Example or Item Description	AVIATION/CEPS Standards Required Documentation (as applicable)	Comments/Suggestions
Service: Externally Funded Reassigned Time for Service Activities	Listed In Listed In Faculty180 Help: Provide details about grant-funded release for service activities.	<ul style="list-style-type: none"> • Contract for external funding. Include description of work being done and source of funding. • AVIATION/CEPS Reassigned Time Agreement (if applicable) 	

OTHER DOCUMENTATION

Faculty180 Category	Example or Item Description	Aviation Department and CEPS Standards Required Documentation (as applicable)	Comments/Suggestions
<p>Other: Professional Development</p>	<p>Listed In Faculty180 Help: Provide details about conference, training, continuing professional education, etc. in which you participated. Do not list degrees in progress here; enter instead as Degrees in the Profile Form. Please do not submit information here that you have submitted in a different category</p>	<ul style="list-style-type: none"> • Certificate/evidence of attendance/completion of professional development. • Documentation of the description of the certification including the length of time to complete as required by the department standards. 	
<p>Other: Honors and Awards</p>	<p>Listed In Faculty180 Help: Please list any honors or awards that you've received.</p>	<ul style="list-style-type: none"> • Letters of notification or congratulations. • Award certificates. • Program of award ceremony. • Newspaper or website copies. 	

Faculty180 Category	Example or Item Description	Aviation Department and CEPS Standards Required Documentation (as applicable)	Comments/Suggestions
Faculty Evaluation: Copy of Original Signed Contract Letter	Listed In Listed In Faculty180 Help: Attach a copy of your original signed contract letter. See your department secretary or college administrative assistant if you need a copy of it. Select ongoing for the ending quarter. Original signed contract(s).	<ul style="list-style-type: none"> Original signed contract(s) 	<ul style="list-style-type: none"> Must be uploaded in Faculty180. Copy can be obtained from HR or the dean’s office. End date should be listed as “Ongoing” if not on a NTT contract. For NTT faculty, upload all contracts for the review period.
Faculty Evaluation: Personal Statement - includes teaching, scholarship and service	Attach your personal statement per AVIATION/CEPS and/or department standards. This section can also be used to upload other material to be considered in your evaluation.	<ul style="list-style-type: none"> Personal statement 	<ul style="list-style-type: none"> Title all documents in such a way that they are easily identifiable to your evaluators. The personal statement should contain explicit references to supporting documentation that is elsewhere in Faculty180. Your CV should also be uploaded here.
Faculty Evaluation: Department and College Standards	Upload your department and college standards here relevant to your review period.	<ul style="list-style-type: none"> Department Standards College standards for all review period 	<ul style="list-style-type: none"> Standards may be found on college and department websites or contact the appropriate office.
Faculty Evaluation: Prior Recommendation Letters from All Prior Reviews	Attach all letters from previous evaluations.	<ul style="list-style-type: none"> Autogenerated prior recommendation letters from all prior reviews Recommendation letters from evaluations that were not completed in Faculty180. 	<ul style="list-style-type: none"> Copies of recommendation letters should be available in the dean’s office or HR.
Faculty Evaluation: Personal Statement - includes teaching, scholarship and service	F180 Auto Generated CV Or Professional CV	<ul style="list-style-type: none"> CV 	

CONTINUED WITH RESERVATIONS RE-EVALUATION DOCUMENTATION

Used only if a tenured faculty member was continued with reservations during their last post-tenure review.

Faculty180 Category	Example or Item Description	Aviation Department and CEPS Standards Required Documentation (as applicable)	Comments/Suggestions
Faculty Evaluation: Professional Development Plan (PDP)	Attach copy of Professional Development Plan.	<ul style="list-style-type: none">• Signed professional development plan.	
Faculty Evaluation: Progress Reports for PDP	Attach documentation of progress on PDP or any other material related to the PDP.	<ul style="list-style-type: none">• Progress report, evaluations and/or meeting notes.• All documentation as identified as required documentation stated in the PDP.	<ul style="list-style-type: none">• Progress reports should be completed in accordance with the PDP and uploaded in Faculty180 by the faculty member.

**APPENDIX B:
AVIATION/CEPS DEFINITION OF EFFECTIVE AND EXCELLENT TEACHING**

Preparation of the Personal Statement

Procedure:

Faculty members are to draft a clear and succinct personal statement that includes how they provide effective and excellent teaching. That portion of the statement is to be guided by the 7-category Effective and Excellent Teaching Framework that is included below and should be 5-7 pages with evidence provided in appendices.

The teaching area of the personal statement is an opportunity for a faculty member to provide information about how they are addressing the framework's elements when they design and deliver their curriculum, advise their students, and contribute to their professional fields. The information that the faculty member provides needs to be backed by evidence that is gathered from the curriculum, peer evaluation, student comments, and other relevant materials/resources. The evidence demonstrates the actions that the faculty member has taken to increase their effectiveness or excellence as an instructor. Attainment of any elements for which no evidence is available must be clearly and fully addressed in the self-reflection narrative.

Potential Sources of Evidence:

In drafting the personal statement, a faculty member can draw from several sources to use as evidence to support their accomplishments.

There are two categories of evidence that will be used to support the faculty member's statement. Required Evidence is a list of items that need to be included in the submission and must be clearly linked to the actions described in the faculty member's statement.

Supporting Evidence includes non-required items that the faculty member can use to further support their statement.

Required Evidence:

- A sample of course syllabi
- Portions of courses from Canvas (or other platforms) that can include:
 - Announcements
 - Assignment instructions and rubrics
 - Grade books
 - Timely and effective evaluation of student work
 - If not using Canvas, the rationale for using another platform
- Qualitative student comments from SEOIs
- Peer teaching observations

Supporting Evidence:

- Emails with students
- Advisor notes
- Quantitative SEOI measures and/or other student feedback
- Assessments of student outcomes to improve instruction
- Curriculum design / revision
- Awards or other recognition
- Professional development related to teaching

Criteria:

To be considered *effective*, a faculty member must provide descriptions of the steps they have taken to meet two of the elements in each of the seven categories. Additionally, to be considered *excellent/exceptional*, a faculty member must provide descriptions of the steps they have taken to meet all the elements in four of the seven categories.

Effective and Excellent Teaching Framework	
Category	Elements
Conveys and Models Professional Standards	<ol style="list-style-type: none">Conveys commitment to learning through demonstrated effort in, and enthusiasm for, the teaching process.Explains and models common standards in language and interaction that are related to the discipline.Explains mindful, ethical, responsible behavior as it relates to the most accepted standards of the profession.Guides students in their learning and helps them understand the relevance of the curriculum to their goals.Fosters professional identity development by encouraging students to use discipline-specific customs and language.
Challenging and Supportive	<ol style="list-style-type: none">Creates learning objectives and experiences that are challenging but attainable.Models and fosters critical, analytical, and creative thinking.Encourages student curiosity, exploration, and self-directed learning.Cultivates a belief that mistakes and failed experiments further knowledge and understanding.

	<ul style="list-style-type: none"> e. Fosters a mindset where growth is always possible, and ability is not fixed. f. Provides encouragement, positive reinforcement, and support. g. Guides students to university support services according to university policy. h. Grades in a timely manner and give written feedback on the assignments.
Inclusive and Diverse	<ul style="list-style-type: none"> a. Creates an open environment conducive to intellectual risk-taking. b. Includes students' strengths, experiences, and identities in the learning process. c. Provides materials, cases, or applications that examine diverse experiences, perspectives, or populations. d. Applies multiple techniques and strategies to reach all students in an equitable way with a focus on outcomes. e. Designs curriculum that encourages outcomes achievement and removes obstacles to learning.
Relevant and Engaging	<ul style="list-style-type: none"> a. Uses content that is current, rigorous, and informed by theory, research, evidence, and context. b. Uses active learning strategies to promote development of mastery. c. Fosters transfer of learning and problem-solving skills to address real-world challenges. d. Models and requires use of multiple media and technologies aligned with learning objectives and experiences. e. Fosters student participation in academic discussions and fosters peer-to-peer collaboration, knowledge-sharing, and feedback. f. Facilitates student engagement in inquiry and/or research where relevant to the students' discipline.
Prepared and Purposeful	<ul style="list-style-type: none"> a. Uses instructional plan aligned with learning objectives that includes assessment of student prior knowledge, instruction followed by application, and shared reflection of what was learned. b. Provide opportunities for personal reflection to help students understand what they have learned and how it relates to their goals. c. Manages learning effectively: plans activities, uses routines, and manages time, behavior, and participation.

	<ul style="list-style-type: none"> d. Utilizes educational technologies (e. g., LMS) to provide students access to course materials, grades, and other feedback.
Fair and Equitable	<ul style="list-style-type: none"> a. Establishes clear expectations and learning objectives. b. Uses formative assessments to evaluate student progress, and summative assessments to evaluate mastery. c. Uses transparent assessment processes with clear criteria tied to learning objectives. d. Provides specific, regular, and timely feedback tied to performance criteria. e. Maintains clear course policies that are applied uniformly.
Evidence-Based	<ul style="list-style-type: none"> a. Independently solicits and utilizes samples of constructive feedback to inform and improve teaching practice. b. Evaluates student work and takes steps to modify courses to improve student performance. c. Pursues continuous improvement of teaching and course design by applying research-based best practices.

Adapted from: <http://cet.usc.edu/about/usc-definition-of-excellence-in-teaching/>

**APPENDIX C:
AVIATION/CEPS DEFINITION OF SCHOLARSHIP ACTIVITIES**

All scholarship activities must be related to one's teaching assignment at CWU. A teacher/scholar is encouraged to demonstrate scholarship/creative expression dissemination in a variety of methods within each category and to disseminate scholarship/creative expression in at least two categories.

Faculty members cannot claim credit for the exact same research/creative activity more than once or in both A and B categories. For example, a conference presentation with a corresponding published conference proceeding will not count for both a Category A and B activity. It is possible that a Category B activity may lead to a distinct Category A activity, and in that case, both activities would count. For example, preliminary findings from a study may be presented at a national conference, and based on feedback from the conference presentation, may lead to a journal article publication. In this case, both the Category B and A activities will count. The faculty member is responsible for demonstrating the distinctiveness between the two activities. Self-published and predatory publications or predatory conference activities will not be reviewed or counted towards scholarship activities. It is the responsibility of the faculty member to document and ensure their activity is non-predatory.

Category A Activities

Category A includes discipline-recognized products that are formally peer-reviewed and documented, are in the faculty member's field of teaching/research or creative expression, and disseminated outside the university. Some examples include the following:

- Published journal articles
- State, regional, national, or international full article published in a conference proceeding
- Published research monograph
- Individual book chapter
- Juried national or international exhibitions or performances
- Book. Demonstrated contribution as a primary author counts for at least 2 Category As.
- Funded large-scale grant as PI or Co-PI, as defined by the department standards.
- Other works that are discipline recognized, documented, disseminated outside the university, and defined in department standards.

Category B Activities

Category B includes discipline-recognized products that may not be peer-reviewed, are in the faculty member's field of teaching/research or creative expression, and disseminated outside the university (with the exception of SOURCE). Some examples include the following:

- State, regional, national, or international non peer-reviewed full article published in a conference proceeding
- Proposal submission for a large-scale, unfunded, peer-reviewed external grant as a PI or Co-PI, as defined by the department standards.
- Funded smaller-scale, peer-reviewed external grant as a PI or Co-PI, as defined by the department standards.
- Juried state or regional exhibitions or performances
- Study guide, test banks, tutorials, instructor manuals externally published by an academic publishing company or government agency that have a documented external review process. No more than two of these can count during any one review period.
- Demonstrated scholarly contribution to a presentation at SOURCE. No more than two of these can count during any one review period.
- Peer reviewed presentation at a state, regional, national or an international conference.
- Other works that are discipline recognized, documented, disseminated outside the university, and defined in department standards.