

**GUIDELINES FOR RETENTION, TENURE, PROMOTION, AND  
POST-TENURE REVIEW  
CWU DEPARTMENT OF BIOLOGICAL SCIENCES  
(approved by department May 23, 2025)**

- 1. Overview** – This document outlines the CWU Biology Department criteria and standards for Retention, Tenure, Promotion, and Post-Tenure Review. These standards are framed by the CWU Collective Bargaining Agreement (CBA) Articles 15 and 24, with University Faculty Criteria Guidelines, and with the College of the Sciences (COTS) criteria for faculty performance. The discipline-specific standards outlined herein are designed to align with COTS and University criteria as explained in article 24 of the CBA.

**Personnel Committee** – The Department Personnel Committee (DPC) will consist of at least 3 tenured members of the Department of Biological Sciences as proscribed by the CBA (24.5.1). The committee will be formed through nominations (including self-nominations), followed by ranked-choice voting by the faculty. Phased retirees and the Department Chair are not eligible to serve. Voting committee members must be at or above the rank of the faculty member under consideration. The Department Chair and Dean have the discretion of providing additional voting members of the committee when warranted. Candidates up for review will be notified in advance by the Dean of COTS. The DPC is responsible for evaluating the professional record and providing written recommendations to the dean according to the schedules outlined in the CBA.

## **2. CRITERIA FOR TENURE, PROMOTION, AND POST-TENURE REVIEW**

**2.1 Overview of Evaluation Procedure** – During their initial probationary period (before tenure is granted), faculty will be evaluated based on criteria in effect on the start date for the faculty member's tenure-track appointment. Probationary faculty will be reviewed every two years during their probationary period as described in the CBA at dates set by Provost and published in the Academic Calendar (see **3.1, Reappointment**, below). The probationary period review will decide whether tenure is recommended. By the middle of the probationary period, the department expects that faculty members will have demonstrated progress in becoming effective teachers and scholars. Service to the department, college, and/or university levels that aligns with our mission and vision is expected. Service to the professional community and local, regional or global community is also valued.

During each review period the DPC will provide a recommendation to the dean centered on the three required performance areas: teaching, scholarship, and service. The DPC and Chair will meet with each tenure-track faculty member before each review period to address any concerns the committee or the candidate may have about their job performance. At all levels (reappointment, tenure, promotion, and post-tenure review) the department expects faculty to adhere to

guidelines for professional conduct (Section 6 below) in meeting the criteria for teaching, scholarship and service.

The department chair will conduct an independent evaluation and make an independent recommendation to the dean.

**2.2 Criteria for Evaluation of Teaching** – The department values teaching that is student-centered and both challenging and supportive, with clearly articulated outcomes and clearly measured assessment.

Evaluation of faculty teaching will be expressed in terms of the following parameters: **Content and practical expertise that is relevant and engaging** (e.g., evidence of faculty currency in the field, accuracy and appropriate level of information presented to students), **Inclusive, accessible and equitable course design** (e.g., course syllabi, learner objectives, handouts, media used, content organization, grading standards and tools), **Challenging and supportive** (i.e., ability to motivate, generate enthusiasm, and communicate effectively using various forms of transmittal—thus contributing to a conducive learning environment), **Well prepared and purposeful course management that leads to positive student outcomes** (e.g., effective grading practices, valid and reliable exams, meaningful feedback) and **Course Management** (respectful treatment of students, handling student/course paperwork, use of appropriate technology, providing necessary course materials, providing timely feedback, ensuring a proper physical environment, arranging field trips, coordinating guest speakers, etc., as appropriate to course content/objectives).

The criteria outlined below summarize the many ways faculty contribute to teaching and are recognized for their efforts. Because teaching is not limited to classroom activities, the Biology Department expects its faculty to be active in multiple aspects of teaching. Individuals vary considerably in their particular teaching strengths (e.g. some may excel at mentoring undergraduate research while others are inspiring lecturers). Excellence in teaching, therefore, is the sum of performance in all areas. Faculty deemed excellent teachers must be proficient in all areas of teaching and demonstrate excellence in several areas under consideration. Teaching effectiveness will be assessed based on:

- **Peer evaluations of teaching.** Peers are considered to be in the best position to evaluate Content Expertise, Instructional Design, and Assessment Skills, with some added perspectives on Delivery and Course Management. Faculty will submit Peer Evaluation Summaries **at least once every other year**. These formative reviews will be prepared by a member of the department or from a member of a related department and will include direct observations of teaching in the classroom, lab, and/or field and overview of the course as a whole (syllabi, Canvas, etc.). Peer Evaluation Summaries should also address teaching parameters outlined above, as evidenced by course syllabi, assessment materials, handouts, use of technology, etc. Each candidate is responsible for the submission of her/his own peer evaluations. Faculty are encouraged to include peer evaluations that are based on more than single classroom visits.
- **Improvement and innovation of courses taught.** This includes developing and implementing innovative teaching methods and approaches that reflect current advances in education. Examples include updated labs or field activities that teach or use new techniques; new or updated case studies or other active student-learning in the classroom; new software, computer programs or web-based tools that enhance learning, etc.
- **Critical Self-Evaluation** of teaching. Candidates should use self-evaluation to

reflect on SEOIs, peer evaluations, and other forms of assessment. Self-evaluation should present evidence of professional development activities and implementation related to teaching (e.g., pedagogy workshops), to explain goals and objectives of courses, grade distributions, and to present evidence of success in teaching (student achievement, content expertise; instructional design, delivery, assessment, and organization etc.).

- **Contributions to curriculum and/or program needs.** This includes playing a role in teaching key courses in our curriculum, along with developing and implementing updated curriculum in our department.
- **Efforts to improve performance,** such as attending teaching workshops and symposia, that are subsequently implemented in courses taught.
- **Successful mentoring of students in research** (e.g. BIOL 295, 490, 495, 496, 595, 596, 700) as evidenced by dissemination through attendance at meetings (including SOURCE) or publications.
- **Mentoring of student service-learning activities,**
- **Standard Student Evaluations of Instruction (SEOI's)** and student written feedback.
- Our department recognizes that while student evaluations of instruction reflect students' learning experiences and learning environment in the classroom, such evaluations should not be the only criteria for teaching effectiveness. Criteria for RTP and Post-TR should consider the potential for bias within student evaluations of instruction for minoritized faculty. In addition, SEOIs are valuable when used as formative assessment to improve teaching.
- When evaluating SEOI's, the department recognizes certain categories as valuable such as:
  - those that identify level of student involvement, and welcoming and supportive student learning environment, and those that measure student success
  - written comments by students that identify successes within the course and cite specific areas for improvement (organization, communication, etc.).

### 2.3 Scholarship Criteria – Research and Scholarly Activity

Scholarship is a valuable and meaningful part of faculty professional life; it both enhances and, ideally, integrates into our teaching and service. Broadly defining scholarship embraces and validates the diversity of academic training, experiential learning, and expertise of all faculty to engage in scholarly work and to contribute to society at the local, regional, national and global levels. Recognizing that scholarship may take many forms enhances academic freedom and allows innovative approaches that have a positive effect on society.

Our department recognizes that scholarship extends beyond the traditional notion of the **scholarship of discovery**, which consists of research and hypothesis testing that leads to creating new knowledge. The **scholarship of integration** connects ideas and findings across disciplines and interprets them in ways to create new perspectives and a more comprehensive understanding. The **scholarship of application** puts theory into practice, which improves and informs discovery. The **scholarship of teaching and learning** develops new pedagogy and enhances the learning experience. The **scholarship of engagement** (also called community-engaged scholarship) develops research-informed reciprocal partnerships to benefit both the University and community. Scholarly contributions to any of these areas are equally valued as they

are all vital and contribute to our mission and vision and responsibilities as an institution of higher education.

Faculty may demonstrate **progress** in their scholarship by completing initial products, developing new scholarship activities (including innovative work that is exploratory in nature), or other formal products/activities that support their continued scholarly program (formerly "Category B" products), such as:

- Presentations of scholarly work at external meetings, workshops, and seminars
- Dissemination of faculty scholarship content through public presentations
- Articles in the popular press (e.g., newspapers, magazines) authored by the faculty member
- Presentation through other forms of media like podcasts, radio or TV interviews, etc.
- Unfunded grant submissions to competitive external sources, as principal or co-principal investigator
- Externally funded, peer-reviewed grants that support the faculty member's scholarship, in a contributing role other than PI or co-PI (such as key personnel), major technical reports (such as final reports for funded external grants and contracts) which are not peer-reviewed
- Book reviews in the faculty member's area of scholarly expertise
- Demonstrate student mentoring by student research or teaching products (e.g., SOURCE presentations; OUR grants; SURE grants; presentations at external meetings)

Faculty demonstrate **culmination** of their work through major or fundamental (Category A) products within one or more of the forms of scholarship: discovery, integration, application, teaching and learning, or engagement. Culminating products demonstrate the faculty member's expertise and are (1) available to the broader academic community, (2) amenable to critical appraisal, and (3) have some positive impact on the field and/or society as a whole.

Common Category A products in the Biological Sciences include:

- Peer-reviewed journal articles, monographs, academic books, or book chapters whose primary audience is researchers or college educators.
- Academic books, book chapters, or textbooks invited based on faculty member's expertise and whose primary audience is researchers or college educators
- Published, peer-reviewed conference proceedings (the entire manuscript, not just the abstract, must be subject to peer-review)
- Peer-reviewed curricular or teaching resources disseminated statewide, nationally, or internationally, including peer-reviewed Open Educational Resources equivalent to a journal article or longer (e.g., OpenStax, MERLOT)
- Establishment of an ongoing community-based project relevant to the faculty member's field of expertise which benefits both CWU and the community (e.g., collaborating with a state agency on a long-term biodiversity monitoring project in a natural area).
- Externally-funded, competitive grants that support the faculty member's scholarly work at CWU, as a principal or co-principal investigator at a level sufficient to sustain a large-scale project
- Projects contracted through the university that have a defined scope of work and outcomes for government agencies, NGOs, or businesses and that use the faculty's

skills and expertise to make changes in actions, processes, or policies for natural systems and/or human communities at local, national or global levels.

- Technical reports to government or non-governmental agencies or other broad platforms, in which the recommendations made by the faculty member's scholarly work are put into practice.
- Significant contributions to curated or peer-reviewed regional, national, or international databases available to external scholars (e.g., museum specimen databases, IUCN RedList).

**2.4 Service Criteria** – Service to the department, college, university and/or profession is valued and expected. Service to the community is also valued and encouraged. Faculty members are responsible for providing documentation of service activities.

Examples of service that are particularly encouraged by the Biology Department include, but are not limited to:

- Serving on departmental, college, or university committees
- Involvement with SOURCE (chairs sessions, judging, etc.)
- Applying for grants that benefit the department or university
- Projects leading to improved assessment of teaching and learning
- Projects that develop bridges between the department and groups external to the department and university
- Organizing or advising clubs associated with the department
- Professional service, including but not limited to:
  - organizing professional meetings or sessions at meetings
  - Serving on grant review panels
  - peer review of manuscripts for professional journals
  - Serving on an editorial board of a professional journal
- Community Service, including but not limited to:
  - Conservancies
  - Natural History Organizations
  - Educational groups (KEEN, for example)
  - Serving as the “local expert” in your area of expertise
  - Working with local schools

### **3 STANDARDS FOR REAPPOINTMENT, TENURE, PROMOTION, AND POST-TENURE REVIEW**

- 3.4 **Reappointment** – Probationary tenure-track faculty will be evaluated for reappointment in their second (2nd) and fourth (4th) years, followed by a tenure-application review in their sixth (6th) year. Evaluation for reappointment shall occur during fall quarter as established in the Academic Calendar and as specified in 22.2.1 of the CBA. The review periods may be extended following approved leave (e.g., Family Medical Leave Act) or other administration-approved adjustments. A third (3rd) or fifth (5th) year evaluation may be requested by the department personnel committee, the department chair, the college personnel committee, or the dean if a faculty member's performance is judged to be substandard or deficient in the second (2nd) or fourth (4th) year review cycle. Any time an evaluation is judged to be substandard or deficient, the faculty member shall meet with their faculty mentor, chair and department

personnel committee and develop a plan for rectifying any noted issues.

**During years 1 and 2** minimum expectations focus on teaching and starting up a research program. The candidate's responsibilities include the development of effective instruction, initiation of a research program that involves students, and minor departmental or college-level service.

**During years 3 and 4** the candidate should demonstrate maturity and accomplishment as a teacher, as evidenced by peer review, SEOI and other assessment criteria (outlined in sec 2.2 above). Curricula for courses taught repeatedly should be fairly well established. Challenges from previous years should be addressed. Scholarship expectations are that the candidate's research program should be maturing; students are involved in faculty member's research and presenting their research at SOURCE, as well as regional and national meetings when appropriate. Results of scholarship (e.g., grants, papers, research presentations) should begin to emerge. Service should include, but extend beyond, the department, and may include college-level, university-level, professional, or community service.

**During years 5 and 6** expectations are that the candidate will have demonstrated rigor and effectiveness in teaching as evidenced by peer review, student SOURCE presentations, self-reflection, SEOI scores, and other means of assessment (see Sec. 2.2, above). The candidate will have mentored students (graduate and/or undergraduate) in research projects, with evidence in the form of presentation at SOURCE or meetings, or inclusion on publications. By the end of the probationary period at CWU (typically year 6), the candidate will have produced 2 or more category A products, with at least one category A product based on work performed at CWU. Service will include contributions to the department, the college or university, and the community or profession (Sec 2.4, above).

**3.5 Tenure and Promotion to Associate Professor** – For non-tenured Assistant Professors, the probationary period before promotion to Associate Professor typically coincides with the probationary period before tenure. Refer to Article 24 of the CBA for details. The procedures for evaluating a candidate's performance in the areas of teaching, scholarship, and service coincide with those procedures related to tenure.

**3.5.1 Teaching:** To receive tenure and promotion to associate professor, the candidate will show clear evidence of teaching that is characterized by rigor, clarity, effectiveness, organization, and concern for student learning. These will be evidenced by peer review, SEOI scores, critical self-evaluation, mentoring of undergraduate and graduate students, and other means of assessment as outlined in departmental criteria above. Successful candidates will have mentored students (graduate and/or undergraduate) in research projects, with evidence in the form of presentation at SOURCE or meetings, or inclusion on publications.

**3.5.2 Scholarship:** To receive tenure and promotion to associate professor, the candidate is expected to produce a minimum of 2 "Category A" products and establish a pattern of scholarship that indicates the promise of ongoing activity. At least one of the 2 "Category A" products must be a peer-reviewed publication where the majority of the data was generated at CWU. The strength and sustainability of the candidate's research program will also be

evidenced by Category B products (or additional Category A products), and by works in progress.

**3.5.3 Service:** To receive tenure and promotion to associate professor, a candidate will have shown sustained service to the department, college, university, and profession. In addition to being consistent and sustained, at least some service activities should include a leadership role, such as chairing committees, etc. At the time of tenure evaluation, service should focus more on quality, rather than quantity, and contribute well-considered ideas in an articulate and professional manner.

**3.6 Post Tenure-Review** – In the fifth year following the granting of tenure, faculty, will submit their Professional Records for post-tenure review (Post-TR) during the fall quarter, and every fifth year thereafter, as established in the Academic Calendar. Evaluation for promotion to Full Professor shall be considered the equivalent of Post-TR, and a subsequent Post-TR will occur five (5) years following the promotion in accordance with the CBA (24.2.3)

Post-tenure review is an evaluation of tenured faculty in the three performance areas of teaching, scholarship, and service. With the understanding that faculty contributions to the university change and mature over time, expectations for each faculty member's Post-TR evaluation will be based on their workload plans accumulated over the review period as defined by the CBA 15.5. Due to these less frequent evaluations, more responsibility is placed on tenured faculty members to ensure that reasonable and expected levels of teaching, scholarship, and service are being maintained.

Post-tenure review will result in one of the following actions: a) Continued with recognition of excellence, b) Continued, or c) Continued with reservations. At the conclusion of their Post-TR, those who receive a "continued with reservations" recommendation shall construct a Professional Development Plan in accordance with section 24.2.3 of the CBA. Full professors who receive "Continued with recognition of excellence" recommendations will be eligible to receive merit salary increases as described in Section 16.6 of the CBA. Those who are judged to be excellent teachers or to have excelled in scholarship will receive a three percent (3.0%) increase in their base salary. Those who are judged to be excellent teachers AND to have excelled in either their scholarship or service responsibilities will receive a five percent (5.0%) increase in their base salary.

Faculty who meet the minimum criteria in teaching, research, and service (outlined in Section 2) will be deemed "proficient" and will receive a "Continued" recommendation for post-tenure review. Those who are clearly underperforming in teaching will receive a "continued with reservations" recommendation.

For purposes of Post-TR, excellent performance by faculty will be demonstrated by clearly exceeding departmental performance standards in teaching, scholarship or service. To be considered excellent in any of these three performance areas, faculty are expected to show leadership, maturity, and effectiveness, where quality of work is emphasized over quantity of output.

Each faculty member brings their own unique strengths to our department within their particular area of expertise. Faculty who are judged excellent in our department should thus fill a crucial need and provide a unique talent, skillset or

knowledge set from which they draw to contribute to our curriculum, research programs, and service. In judging excellence, we also value innovation and creativity in the performance areas, which can be demonstrated in many ways including, but not be limited to, applying new teaching methods to the classroom, laboratory, or field; developing new research approaches; integrating one's own teaching, research and service into community service, or academic service learning; promoting diversity and/or integrating interdisciplinary and/or international elements into courses and our curriculum.

- 3.6.1 **Teaching:** For purposes of Post-TR, to be considered “excellent” in teaching, the candidate will show clear evidence of teaching that is characterized by rigor, clarity, effectiveness, organization, and concern for student learning. They will have in their record bi-annual peer evaluations of teaching that demonstrate maturity, leadership, and competence in the teaching parameters outlined above in section 2.2. Their course syllabi, assessment materials and other course documents will show a commitment to updating and improving courses taught. They will have thoughtful self-evaluations that reflect on and improve their teaching practice. Evidence of excellence in teaching may also include a consistent record, beyond the last Post-TR, of mentoring undergraduate and/or graduate students in biological research culminating in presentations at SOURCE and/or other professional meetings, theses (Masters, Honors, etc.), and/or publications with CWU students.
- 3.6.2 **Scholarship:** For purposes of Post-TR, to be considered “excellent” in scholarship, the candidate is expected to produce a minimum of 2 “Category A” products, based on work done at CWU since their last review and continue a pattern of scholarship that indicates the promise of ongoing activity. The strength and sustainability of the candidate’s research program will also be evidenced by substantial Category B products (or additional Category A products), and by works in progress.
- 3.6.3 **Service:** For purposes of Post-TR, to be considered “excellent” in service, a candidate should show sustained service to the department and beyond (college, university, and/or profession). In addition to being consistent and sustained, service activities should include leadership roles (chairing committees, initiating programs, mentoring junior faculty, etc.). Excellence in service will be judged by evidence of significant effort (e.g. results and leadership on committees, not merely a presence) impact (high quality of work), and scope (broader impact is generally better).
- 3.7 **Promotion to Full Professor** – Promotion in rank to Full Professor shall be considered the equivalent of Post-TR, and a subsequent Post-TR will normally occur five (5) years following the promotion to Full Professor in accordance with the CBA (24.3). The Department of Biological Sciences builds on the University Faculty Criteria Guidelines identifying a full professor as a faculty member whose excellent teaching commands the respect of other faculty and students; who has accumulated a record of excellent peer-reviewed scholarship since the previous promotion, sustained contributions to university life, and increasing service to professional organizations and/or the community. The rank of professor assumes depth, maturity, and leadership in teaching, scholarly activity, and service to the department, university and community.

To be promoted to full professor, a candidate should fulfill the same standards as outlined above in section 3.6. In addition, the candidate should

- have a minimum of ten years of professional academic experience
- coauthor at least one of their 2 Category A products with one or more CWU students.

#### **4 REVIEW OF FULL-TIME NON-TENURE TRACK FACULTY (FTNTT)**

**4.4 Procedure** – Full-Time Non-Tenure Track Faculty will be reviewed on a regular basis (annual, biennial, or every third year, depending on the contract). Teaching effectiveness of FTNTT faculty is to be assessed by the Personnel Committee and the Departmental Chair based on a file containing:

- complete results of student evaluations (SEOI's) for all classes taught in the period under review,
- syllabi from all classes taught in the period under review and sample classroom materials,
- an optional statement on the faculty member's philosophy of education as it pertains to instruction in the biology courses taught
- a Critical Self Evaluation that addresses strengths and weaknesses in teaching (including any issues brought up in SEOIs), and strategies for improvement.
- classroom observations and other form of peer review from tenured or tenure-track faculty members during the period under review.
- other teaching material submitted by the FTNTT Faculty member

The personnel committee together with the Chair will evaluate each file and send a report to the Dean. The results of the process will be used for the purposes of rehiring and as a vehicle for improving the quality of the candidate's classroom instruction.

**4.5 Promotion from Lecturer to Senior Lecturer** - Full-Time Non-Tenure Track Faculty may apply for a promotion to Senior Lecturer after a minimum of five (5) years' teaching experience in the department and completion of at least one-hundred thirteen (113) workload units. To receive promotion to senior lecturer, the candidate will show clear evidence of teaching that is characterized by rigor, clarity, effectiveness, organization, and concern for student learning. These will be evidenced by peer review, SEOI scores, critical self-evaluation, and other means of assessment as outlined above in section 2.2. In addition to these criteria, the department expects faculty to disseminate advancements in biology in their coursework. Because biology is a dynamic and rapidly changing field, candidates for senior lecturer should show how they have updated and improved their courses by incorporating recent advancements in the field.

**4.6 Evaluation of Senior Lecturers for merit pay increases** – FTNTT Senior Lecturers may request to be evaluated for merit pay increases when they have met the criteria outlined in the current CBA. To be considered for a merit pay increase, the candidate will show clear evidence of teaching that is characterized by rigor, clarity, effectiveness, organization, and concern for student learning. They will have in their record biennial peer evaluations of teaching that demonstrate maturity, leadership, and competence in the teaching parameters outlined above in section 2.2. Their course syllabi, assessment materials and other course documents will show a commitment to updating and improving courses taught. They will have thoughtful self-evaluations that reflect on and improve their teaching practice.

### **5 Supplemental Materials**

#### **5.1. Timelines**

**5.2. Timeline to Tenure** – This timeline is largely summarized in section 3.1 (above) and is provided here as a useful guideline for the pathway to Tenure.

**Years 1 and 2.** Minimum expectations for years 1 and 2 focus on teaching and starting up a research program. The candidate's responsibilities include the development of effective instruction, initiation of a research program that involves students, and minor departmental or college-level service. During this time, it is the responsibility of the department and college to provide appropriate mentorship, and provide the facilities and resources agreed upon at the time of hire for the establishment of a productive research program in the candidate's area of expertise.

**Years 3 and 4:** Teaching: the candidate should demonstrate maturity and accomplishment as a teacher, as evidenced by peer review, SEOI and other avenues of assessment. Curricula for courses should be well established. Challenges from previous years should be addressed. Scholarship: The candidate's research program should be maturing; students are involved in faculty member's research and presenting their research at SOURCE, as well as regional and national meetings when appropriate. Results of scholarship (e.g., grants, papers, research presentations) should begin to emerge. Service should include, but extend beyond, the department, and may include college-level, university-level, professional, or community service.

**Years 5 and 6:** Teaching: Candidate will have demonstrated rigor and effectiveness in teaching as evidenced by peer review, student SOURCE presentations, SEOI scores, and any other means of assessment available. The candidate will have mentored students (graduate and/or undergraduate) in research projects, with evidence in the form of presentation at SOURCE or meetings, or inclusion on publications. By the end of the probationary period at CWU (typically year 6), the candidate will have produced 2 or more category A products, with at least one category A product based on work performed at CWU. Service will include contributions to the department, the college or university, and the community or profession.

### **5.3 Mentorship and Annual Meeting**

In an effort to enhance communication regarding expected performance in teaching, scholarship, and service, all probationary, tenure-track faculty are encouraged to communicate an *Academic Plan* for teaching, scholarship, and service to the personnel committee at their annual meeting. The candidate should provide brief descriptions of ongoing and planned work in the areas of teaching, scholarship and service together with anticipated dates of completion and expected avenues of dissemination.

The Biology Department has a formal mentorship program for probationary faculty. All probationary faculty are encouraged to participate and should contact the department chair and personnel committee chair for details.

**5.4. Faculty Hired with Tenure** – Administrators may occasionally be granted tenure as a departmental faculty member at the time of original appointment. Such appointments shall ordinarily be upon recommendation of the dean and the Provost. Faculty recommended in this manner must meet department standards for tenure upon hire. Faculty will be subject to Post Tenure-Review evaluations and will be held to department standards for continuation of tenure if their appointment becomes a faculty appointment rather than an administrative appointment.

## **6 Biological Sciences Guidelines for Professional Conduct**

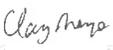
*As outlined in CBA (13.5), all members of the department are responsible for adhering to*

University policies found in the CWU Policies Manual (<http://www.cwu.edu/resources-reports>), including Professional and Research Ethics (CWUP 1-50 and 2-40-165), the Policy on Sexual Harassment (CWUP 2-35-050), the Alcohol and Other Drugs Policy (CWUP 2-40-030), and Conflict of Interest in Relationships (CWUP 2-40-070).

Professional conduct permeates all levels of faculty performance. It influences how effectively we teach, conduct our research, and serve our community. Professional conduct dictates how well we interact with students and colleagues, how we evaluate our peers, and how our peers and community view us. In the Department of Biological Sciences, specific expectations for professional conduct include the following:

- Contributing to departmental activities:
  - Assuming and carrying out a reasonable and appropriate share of departmental business
  - Reliably following through on departmental assignments
  - Taking part in departmental governance and decision-making
  - Providing a safe and supportive learning environment for students
  - Maintaining adequate accessibility to students, staff, and colleagues
  - Respecting and complying with departmental decisions
  - Assuming primary responsibility for in-class research and independent study activities of students
  
- Fostering a supportive and cooperative climate in the department:
  - Advancing a collective ethic rather than a competitive, parochial, or self-promoting environment
  - Balancing the good of the department with personal preferences
  - Demonstrating a reasonable willingness to compromise
  - Fostering a positive, constructive attitude
  - Showing flexibility and adaptability
  - Treating colleagues, Chair, staff and students with civility and respect
  - Assuming responsibility for one's own actions
  - Respecting confidentiality of faculty, staff, and students
  - Avoiding perception to students of disrespect for faculty colleagues
  - Respecting appropriate faculty-student boundaries

Approvals:

 _____	<u>27-May-25</u>
Chair	Date
 _____	<u>9/17/25</u>
Dean	Date
 _____	<u>9-25-25</u>
Provost	Date

