

CWU CHEMISTRY DEPARTMENT

1.2 REAPPOINTMENT, PROMOTION AND TENURE

Accepted as policy 6/2015; updated 10/15/2018; updated 9/30/2019; updated 2/14/2022

1.2.1 Departmental Standards

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

1.2.1.1 Departmental standards for reappointment, tenure, and promotion, and for post-tenure review shall align with the university and college standards.

1.2.1.2 The department will ensure that its personnel policy document is consistent with, and in no case less stringent than, college and university provisions.

1.2.1.3 Periodic revision may be required.

1.2.2 Modification of approved criteria for reappointment, tenure, promotion, or post-tenure review for an individual position may sometimes be warranted. A split appointment between science education and a discipline department is a typical example. The modified criteria are agreed upon by the faculty member, the department chair in consultation with the department personnel committee, and the dean; and approved in advance by the provost. Approval at all levels must be in writing and the modification must be stipulated in documents such as the initial contract letter or subsequent letters of agreement.

1.2.3 Department of Chemistry

All faculty members in the Chemistry Department must conduct themselves in a collegial, nondiscriminatory and professional manner while exhibiting excellent communicative and interactive skills.

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 Chemistry, 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
 - Advising and providing support and assistance to students
 - Maintaining adequate accessibility to students, staff, and colleagues
 - Respecting and complying with departmental decisions
 - In cases where a faculty member will be unable to meet contractual commitments due to leave, extended illness, or other circumstances, it is expected that the faculty member,

department chair, curriculum committee, Dean's office and other faculty and staff will work together to develop a satisfactory plan to minimize the impact on student learning.

- Fostering a supportive, cooperative and safe climate in the department:
 - Advancing a collective ethic rather than a competitive, parochial, or self-promoting environment
 - 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
 - Following departmental safety policies in research and teaching laboratories, including maintaining appropriate SOP's

All recommendations for reappointment, promotion, tenure and post-tenure shall be made according to procedures in the CWU – UFC CBA, the College of the Sciences Policy Manual, and this document, and shall be based on evaluation of teaching effectiveness, scholarship, and service as indicated below. Separate recommendations shall be submitted, in writing, by the Chemistry Department Chair and by the Personnel Committee.

In the case of changes to the university, college or department Reappointment, Promotion and Tenure criteria, the Dean will discuss implementation with the department chair, and notify faculty of the ways in which those changes will be applied to pending probationary and Post-TR periods. The Chemistry Department chair will consult with the department Personnel Committee prior to discussing implementation of said changes with the Dean. The Department of Chemistry considers this policy document to apply to faculty who's next major review period (tenure, promotion, or post tenure review) begins on or after June 2022.

Newly hired Tenure Track (TT) and Non-Tenure Track (FTNTT) faculty in the Chemistry Department will be assigned a mentor in their first academic year, as described in Section 1.5 below.

1.2.3.1 Instruction – Standard and Evaluation

All faculty, including temporary and part-time faculty, shall be evaluated with respect to teaching effectiveness during the appropriate review period. The evaluation will include organization and clarity of presented instructional materials, methods used to assess student learning, and incorporation of a variety of teaching methods to meet student needs. Faculty should demonstrate a general trend of continued growth and improvement over the review period. Faculty will document instruction activities

in their Structured Performance Record and include in their review file appropriate documentation of the activities. The two levels of involvement in working toward being an effective teacher and supporting effective teaching are listed as Category A and Category B below.

Tenure for faculty members in the Chemistry Department, as well as promotion to Associate Professor, requires knowledge and skills of the material that is taught, demonstrated concern for student learning and effectiveness as an instructor as evidenced by the items listed below. It is expected that faculty members up for tenure will have met all required Category B criteria and will produce two Category A items during the review period at CWU.

Promotion to Professor requires evidence of a sustained record of teaching effectiveness as well as a record of continued efforts to remain current in subjects associated with the faculty member's teaching responsibilities. It is expected that faculty members up for promotion to Professor will have met all required Category B criteria and will average two Category A items during the review period at CWU.

Satisfactory post-tenure review requires a sustained record of teaching effectiveness as well as a record of continued efforts to remain current in subjects associated with the faculty member's teaching responsibilities. It is expected that faculty members will have met all required Category B criteria and at least two Category A items during the post-tenure review period. The nature of these activities should be commensurate with the faculty member's workload plan.

For promotion and tenure an evaluation of "exceptional" in the category of Instruction is reserved for candidates who exhibit a sustained record of producing Category A products during the review period.

For post-tenure review, an evaluation of "exceptional" in the category of Instruction is reserved for candidates who have met the standards that are required for promotion.

Category A: The following are some examples that demonstrate a record of effective teaching. Candidates are encouraged to submit other meritorious artifacts that they believe demonstrate effective teaching.

- Demonstrate teaching effectiveness by performance of students:
 - on ACS exams that are at or above national mean,
 - student comments consistently reflect a positive teaching, and learning environment, and Student Evaluation of Instruction (SEOI) values that are consistently above college mean
- Demonstrate exemplary student mentoring by student research products (e.g., presentations at regional and national meetings, Science Honors theses, submitted/published manuscripts in national or international publications)
- Substantial revision of a course based on external ACS standards, student feedback on SEOI, and/or peer evaluation of teaching
- Lead activities that support pedagogical reform efforts (including but not limited to workshops, summits, curriculum development, and program development)

- Accepted curriculum-related contribution in a national or international peer reviewed science education publication (e.g., lab experiment, lecture activities) Publication of a textbook for undergraduate coursework by a recognized publisher
- Publication of a study guide by a recognized publisher or professional society
- Presenting curriculum-related contributions at a national or international professional conference or venue
- An MS thesis or project, upon completion, be counted as $\frac{1}{2}$ or $\frac{1}{4}$ of a Category A teaching product for the advisor. Therefore two successful MS thesis defenses or four successful MS projects in a five-year review period will count as Category A.

Category B: These characteristics are fundamental to teaching effectiveness and student learning. All Chemistry faculty are expected to participate in these activities during the review period.

Required Category B Products:

- Effective mentoring of student research, as demonstrated by meaningful and sustained student participation resulting in student research products (e.g. student research reports, SOURCE presentations)
- Maintain quarterly syllabi in accordance with COTS and department policy manual
- Maintain quarterly curriculum documents (e.g., examinations, hand-outs, assignments, and laboratory exercises)
- Report American Chemical Society exam scores for courses, including course mean, national mean and national percentile. These scores will be offered as evidence of student learning for the department and are important for ACS Accreditation. Some ACS exams are intended for use with semester-based courses and include material that is not covered in the CWU quarter-based courses. Instructors are therefore encouraged to include an explanation of the material covered on the exam relative to their course, and are required to report any accommodations that are made in reporting the test scores.
- Report SEOI comments and scores for all courses according to COTS guidelines for all regular instruction courses with an enrollment greater than five
- Peer reviews will be used as part of the documentation for effective and excellent teaching during tenure, promotion, post-tenure, senior lecturer, and merit reviews.
- The department requires annual peer reviews during the academic year for all probationary tenure track faculty and non-tenure-track, non-senior lecturers on annual contracts.
- Peers will evaluate all tenured faculty and senior lecturers in at least three different academic years per five-year review period.
- Additional peer reviews are encouraged to help develop excellent teaching.
- Peer review can take many formats, including direct observations of teaching

in the classroom or lab (in-person, hybrid, or online), review of course curriculum including syllabi, assignments, and/or other course materials, and review of assessment practices and materials.

- Evaluations from multiple evaluators and a mixture of the aforementioned formats must be included in a faculty member's portfolio for each review period.
- If a faculty member prefers to be reviewed by a peer with the appropriate expertise from outside of their department, then the faculty member is expected to include a rationale for the choice in their teaching reflection for the review period.
- Peer review of instruction may include both commendations of strengths and suggested pedagogical strategies for improvement or suggestions of possible alternative methods of instruction.
- For faculty needing to address repeated concerns, self-reflection is an excellent way to acknowledge the concerns, develop and implement a plan to address the concerns, and document the changes and improvements to instructional practice.
- Reviews of faculty efforts in mentoring student research (CHEM 295/395/495/595) do not satisfy the requirement for peer review of instruction. While faculty effort in mentoring undergraduate research is highly valued in the department, effectiveness should be documented through evidence of student presentations, student grant proposals, honors theses, MS theses, and student co-authorship on published manuscripts.
- Department Chairs or Department Personal Committees (DPC) should assist faculty in finding peer evaluators if necessary and only if requested by the faculty member.
- Faculty with dual appointments should not have to double the number of peer-evaluations during the review period.
- It is the faculty member's responsibility to make sure peer review documentation is available to evaluators in their portfolio in Faculty 180.

The following scenarios will be considered with respect to timeline for implementation of the policy on peer review of teaching:

- Tenured faculty who are one year from review when the document is approved are expected to have one peer-reviewed teaching product.
- Tenured faculty who are two years from review when the document is approved are expected to have two peer-reviewed teaching products in separate years.
- Tenured faculty who are three years from review when the document is approved are expected to have three peer-reviewed teaching products in separate years.
- Tenured-track faculty, senior lecturers, and lectures are expected to have one peer-reviewed teaching product per year.

For cases where faculty have leave during this time frame (sabbatical, service appointments, etc.), the number of peer-review products will be adjusted to reflect the length of the leave.

- Write a teaching reflection based upon evidence such as ACS standardized exams, student feedback on SEOI, and/or peer evaluation of teaching to identify areas of strengths and weaknesses within a review period. The reflection should include specific steps to improve teaching and learning
- Document student advisees during the review period
- Work as a team within each chemical specialty to update and maintain a list of common content and skills that are then taught in both lecture and teaching laboratory to ensure consistency across all sections

Additional Category B Products:

- Document effective mentoring with student research products (e.g., quarterly research reports, SOURCE presentations, submitted/published manuscripts in regional publications)
- Participate in activities that support pedagogical reform efforts (including but not limited to workshops, summits, curriculum development, and program development)
- Presenting curriculum-related contributions at a regional professional conference or venue
- Accepted curriculum-related contribution in a regional peer reviewed science education publication (e.g., lab experiment, lecture activities such as case studies)

Structured Performance Record: Teaching

In addition to the information requested in Faculty 180 form, candidates should include in their Personal Statement a comprehensive Teaching Reflection that considers the candidate's development as a teacher, as well as responses to SEOI and peer evaluations. In addition, relevant ACS scores should be reported that include a comparison to department and national means. The candidate should also include sample exams and other relevant teaching materials.

1.2.3.2 Research and Scholarly Activity: Standard and Evaluation

It is anticipated that faculty in the Department of Chemistry will develop a sustainable program of scholarly activity. Some portion of this program shall be accomplished on the CWU campus and will involve students as collaborators. During the first probationary year at CWU, faculty members shall develop and present to the department a proposal for a program of scholarly activity, including targets for external funding, that is consistent with the mission and goals of the department. The program should be based on a faculty member's experience and interests, as well as departmental needs. Subsequent years should produce evidence of continued scholarly activity, including efforts to obtain external funding, and peer recognition of scholarly contributions. The Department of Chemistry also values collaborative activity within the department, with colleagues from other departments, and with professionals outside of the university. Scholarly products resulting from such

collaborations, in cases where the faculty member has made substantive contributions to the authorship and intellectual merit of such products, are as valued as contributions resulting from individual effort. In this context, substantive contributions that establish the faculty member as a Co-Principal Investigator (Co-PI) are those that (1) are regarded as essential to the project design and execution, and (2) include responsibility for project oversight and reporting. Faculty will document research and scholarly activities in their Structured Performance Record and include in their review file appropriate documentation of the activities. The two levels of involvement in an effective research and scholarly program are in accordance with University Faculty Performance Standard and listed as Category A and Category B below.

The faculty member's scholarly work during the probationary period should reflect continued effort, progress, and acceptance by peers as evidenced by the dissemination of research results. To receive tenure and promotion to associate professor, the faculty member is expected to produce at least two Category A products, one of which is a peer-reviewed research article, from work performed primarily at CWU, in a national or international scientific publication in their research discipline that includes at least one CWU student as a co-author. If the faculty member's scholarly work is represented by brief peer-reviewed articles (communications, notes, letters, etc.) it is expected that they have significance comparable to or exceeding full publications. The chemistry department will be responsible for determining if research articles meet those criteria. Within the first two years of a tenure candidate's probationary period a grant must be submitted to an external funding agency to fund the candidate's independent research program. This grant can be co-written with other principle investigators but the candidate must demonstrate that their contribution to the grant is essential to the grant receiving funding. If the grant is not funded the candidate is expected to address issues raised in reviewer feedback and resubmit the grant. The grant does not have to be resubmitted to the same agency if a more promising funding agency has been identified. Regardless of the success in obtaining external funding, the candidate is expected to demonstrate strategic vision for acquiring future funding during the probationary period and beyond. While participation in writing grants for departmental instrumentation is encouraged during the probationary period, it is not a substitute for grants funding the candidate's independent research program and will not be viewed as satisfying this tenure requirement. Finally, the strength and sustainability of the candidate's research program should be evidenced by additional Category B products. In particular, it is expected that the faculty member will continue to pursue external funding in accordance with the needs of their scholarly program. A faculty member who has successfully achieved these benchmarks has met the requirements for tenure.

Promotion to Professor requires at least two Category A products, one of which is a peer-reviewed research article, from work performed primarily at CWU, in a national or international scientific publication. The faculty member will demonstrate work with CWU students through externally disseminated scholarly products. The faculty member is also expected to submit at least one external grant proposal (PI or substantive Co-PI) in support of their research program during the review period. Finally, the strength and sustainability of the candidate's research program should be evidenced by additional Category B products. In particular, it is expected that the

faculty member will continue to pursue external funding in accordance with the needs of their scholarly program. A faculty member who has successfully achieved these benchmarks has met the requirements for promotion to Professor.

Satisfactory post-tenure review requires evidence of a sustained record of scholarly activities over the course of a faculty member's career. The nature of these activities should be commensurate with the faculty member's workload plan.

For promotion and tenure an evaluation of "exceptional" in the category of Scholarly Activity is reserved for candidates who exhibit a sustained record of producing Category A products during the review period.

For post-tenure review an evaluation of "exceptional" in the category of Scholarly Activity is reserved for candidates who meet the standards that are required for promotion.

Category A are discipline-recognized products, for which the faculty member is the primary contributor, and that are formally peer-reviewed and disseminated outside the university. Products resulting from collaborative work for which the faculty member has made a substantive contribution to the authorship and intellectual merit and/or design also fall into Category A:

- Refereed (peer reviewed) articles in national or international journals
- Textbooks
- Scholarly books and chapters
- Funded external grants that are awarded based on peer-review (lead PI or substantive Co-PI). Neither the amount of funding nor the funding agency are considerations when distinguishing these Category A products. If a faculty member applies for a grant supplement for an expiring funded external grant and receives a separate award letter that clearly indicates new financial support for the upcoming year(s), this will count as a separate category A product. The faculty member is required to upload the new award letter to Faculty 180.
- Industrial research partnerships and contracts. Although not subject to traditional peer-review, such contracts are highly competitive and regarded as Category A products by the Department of Chemistry
- Contributions to conference proceedings that are full-length manuscripts subjected to traditional peer-review before acceptance. Conference proceedings that are accepted based solely on an abstract are not considered Category A

Category B includes other formal activities that support a faculty member's program of scholarly effort:

- Refereed articles in regional journals
- Accepted manuscripts in which the candidate is listed as a co-author but is not regarded as having met the requirements of "substantive contribution"
- Funded peer-reviewed external grants in which the candidate is listed as a co- PI but is not regarded as having met the requirements of "substantive

contribution”

- Proposal submission for a peer-reviewed external grant (lead PI or substantive Co-PI)
- Authoring publicly available research and technical papers
- Funded internal research grants
- Grant reports and technical reports
- Conference presentations
- Successful patent applications
- Book reviews
- Conference proceedings that do not fall into Category A of this document

Structured Performance Record: Scholarship

In addition to the information requested in Faculty 180, candidates should include a brief discussion of their role in collaborative research efforts involving multiple investigators that clearly defines how their effort meets the requirement of a substantive contribution to the work. This should appear in the Research Reflection of the Personal Statement. In the supplemental material the candidate should include copies of all Category A and B products, and Standard Operating Procedures (SOP). In the Personal Statement, candidates should include a Research Reflection commenting on past accomplishments and future goals in the area of scholarship.

1.2.3.3 Service: Standard and Evaluation

All tenured and tenure-track faculty in the Chemistry Department are expected to provide service to the department, the university, the public or community, or to their profession. Faculty will document service activities in their Structured Performance Record and include in their review file appropriate documentation of the activities (e.g., committee products, acknowledgment letters, conference programs). Faculty should demonstrate a general trend of continued growth and engagement over the review period.

Service involves efforts that promote the mission and goals of the Chemistry Department at the University, in the region, or nationally. Category A service is distinguished by providing leadership as department chair, or chair or director of committees and programs. Leadership service that is unremunerated with workload credit is especially deserving of Category A status. Candidates are encouraged to submit other meritorious artifacts that they believe demonstrate excellence in service. Category B service involves participating as a working member on committees.

Tenure in the Chemistry Department, as well as promotion to Associate Professor, requires sustained Category B contributions including yearly membership on departmental committees and service on at least one college or university committee for a minimum of one year. Promotion to Professor requires evidence that the faculty member has remained active in university, public, and/or professional service, and has taken at least one leadership role (Category A) in service activities. Satisfactory post-tenure review requires a sustained record of participation in service activities over the course of a faculty member's career commensurate with their workload plan, in particular faculty are expected to routinely contribute to departmental service needs.

For promotion and tenure an evaluation of “exceptional” in the category of Service is reserved for candidates who exhibit a sustained record of producing Category A products during the review period.

For post-tenure review an evaluation of “exceptional” in the category of Service is reserved for candidates who meet the standards that are required for promotion.


Category A and B service activities are distinguished by the role taken by the faculty member, where Category A is reserved for leadership roles. Examples of service activities include, but are not limited to the following:

- State or national professional committees
- Organization of state, regional or national conferences
- University, College, or Department committees
- Officer or board member in a professional organization
- Reviewing proposals submitted to federal programs (e.g., NSF, NIH)
- Providing professional expertise to assist in community improvement
- Outreach efforts, such as supporting Chemistry Club presentations or demonstrations or local schools and communities demonstration activities
- Local community committees related to professional expertise
- Making presentations regarding science to the local public
- Pre-professional advisor (e.g. Pre-Medicine Advisor, Pre-Pharmacy Advisor, etc.)
- Providing professional expertise to improve science education
- Advisor to a student organization
- Interviews for local or regional media (differentiated by venue)

Structured Performance Record: Service

In addition to the information requested in Faculty 180, in the Personal Statement candidates should include a Service Reflection commenting on past accomplishments and future goals in the area of service. Copies of substantive products (e.g. reports, manuals, etc.) should also be included.

Approved



Dr. Timothy Englund, Dean COTS

9/29/2022
Date



Dr. Michelle DenBeste, Provost

10/3/2022
Date