

**CENTRAL WASHINGTON UNIVERSITY DEPARTMENT OF GEOGRAPHY
GUIDELINES FOR RETENTION, TENURE, PROMOTION, AND POST-TENURE REVIEW**

Spring 2025

1. INTRODUCTION

1.1 Overview

This document outlines the Central Washington University (CWU) Department of Geography criteria and standards for Retention, Tenure, Promotion, and Post-Tenure Review (Post-TR). These standards are framed by the CWU Collective Bargaining Agreement (CBA), University Faculty Criteria Guidelines, and 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 the CBA.

1.2 A Welcoming Place to Work and Learn

The Department of Geography builds and promotes access to educational opportunities, new knowledge creation, and informed participation in civic life. As a discipline that is inherently global in scope and attuned to the differences and connections among places and peoples, geography is particularly open to diverse perspectives and beliefs. The Department of Geography encourages faculty to welcome and work with the wide variety of students and people in the larger communities the department serves. Such actions could include:

- broadening curriculum topics and sources
- conducting self-inventories of bias in assessment and grading practices
- mentoring students and new faculty from diverse backgrounds
- making efforts to read and cite scholars from a variety of locations and experiences when composing research articles
- researching topics that address social and environmental challenges
- offering service to entities that promote access and opportunity on campus
- participating in educational workshops and trainings to expand understanding of different cultural contexts and lived experiences

1.3 Personnel Committee

The Personnel Committee will consist of at least 3 tenured faculty as prescribed by the rules of the CBA. The Department Chair and/or Dean have the discretion of providing additional voting members to the Personnel Committee when warranted. The department personnel committee is responsible for evaluating the faculty member's professional record and providing written recommendations to the dean according to the schedules outlined in the CBA. The faculty member up for review (the candidate) will be notified in advance by the Dean of COTS.

1.4 Criteria for Faculty Review

In conformance with the CBA and university standards, review of faculty centers on the three required performance areas: instruction, scholarship, and service.

2. INSTRUCTION: STANDARDS AND EVALUATION

2.1. Minimum Requirements for Effective Teaching

These characteristics are fundamental to effective teaching. Geography faculty must participate in all these activities.

- Maintain syllabi in accordance with the COTS policy manual and CWU policies.
- Respond to students in a timely manner, generally within one business day.
- Ensure respectful treatment of students and handle student work with confidentiality.
- Make efforts to increase students' personal awareness of the cultural contexts in which they and others work and live, and incorporate activities, assessments, and policies that are designed to facilitate success for students from a broad variety of backgrounds. Further examples can be found in §1.2
- Develop grading practices that are clear and consistent.
- Return assignments in a timely manner with feedback that facilitates student growth.
- Serve as an effective advisor for students in Geography and closely allied programs.
- Revise courses based on assessment data, critical self-evaluation of instruction, peer input, and/or student feedback.

2.2. Category A

The following activities go well beyond the minimum requirements of teaching and significantly enrich the learning experiences of our students, the careers of faculty members, and the vitality of the university community. For any review period, more than one Category A of a given type can count towards the required total. However, at least two different types of Category A products are required for tenure and promotion to associate professor, post-tenure review, and promotion to full professor.

- Developing or preparing a new course, or significantly revising an existing course based on assessment data, critical self-evaluation of instruction, peer input, and/or student feedback.
- Participating in Cultural and Environmental Resource Management (CERM) or other Graduate Program thesis committees. For the purposes of this subsection:
 - Chairing one thesis committee constitutes one Category A product.
 - Chairing two Masters of Applied Science (MAS) project committees constitutes one Category A product.
 - Serving as a committee member on three thesis committees or MAS project committees constitutes one Category A product.
 - Co-chairing a MS or MAS committee and serving as a committee member on two other committees also equals one Category A product.
 - Each of the above can be counted individually, and a faculty member can amass more than one Category A product from a single criterion above.
 - For the purposes of a review, the student does not need to have completed their degree for the faculty member to receive credit. However, a student can only be counted in one review period.
- Creating and openly sharing significant course materials for use by other instructors or continuing education students.
- Giving a presentation at a conference based on one's instructional expertise. Note that although peer-reviewed research articles are encouraged, they are counted as scholarship and are not eligible for this category.
- Taking pedagogical-focused training spanning a minimum of 20 contact hours, and documenting ways that these trainings led to improvements in instructional practice. Or the candidate should document how they relayed their training into a training for other faculty at CWU.
- Engaging of students through in-class High Impact Practices (HIP) as defined by the American Association of Colleges and Universities. The candidate should document the frequency, scope, and perceived impact of these practices to make the case that each claimed HIP activity or set of activities is commensurate with other Category A activities listed here in terms of effort by the instructor and enrichment of student experience.
- Mentoring of students through High Impact Practices outside of the classroom as defined by the American Association of Colleges and Universities. The candidate should document the frequency, scope, and

perceived impact of these practices to make the case that each claimed HIP activity or set of activities is commensurate with other Category A activities listed here in terms of effort by the instructor and enrichment of student experience.

- Mentoring of students engaged in service learning that provides educational experience while serving the community. The candidate should document the frequency, scope, and perceived impact of these practices to make the case that each claimed HIP activity or set of activities is commensurate with other Category A activities listed here in terms of effort by the instructor and enrichment of student experience.

2.3 Other Components--Review of Teaching

In addition to the Minimum Requirements and Category A products, faculty are evaluated via Student Evaluation of Instruction (SEIs) and Peer Review. Faculty may also engage in critical self-evaluation of instruction.

2.3.1 Student Evaluation of Instruction (SEI)

The department recognizes the sampling limitations inherent in SEIs. The high degree of selection bias requires any interpretation of SEI data to be sensitive to this limitation. Other limitations of SEIs include minimal response rates, which indicates that the responses do not constitute a representative sample. Further, SEI data may be unfairly biased based on race, gender, ethnicity, nationality, age, religion, personality, class content, and other factors. SEI data will be reviewed with caution, and in the context of other evidence related to instructional effectiveness.

When evaluating SEIs, the department recognizes certain categories as valuable. These include those categories that identify faculty professionalism and organization, faculty follow-through, student perception of respect/discrimination, and written comments by students that identify positive aspects of the course and cite specific areas for improvement. No specific scores are mandated. However, scores consistently more than one standard deviation below departmental averages may indicate an area for improvement and should be addressed by the candidate and evaluators in review files. Similarly, patterns of instructional deficiencies identified in the qualitative portion of SEIs should be addressed by the candidate and evaluators in review files.

2.3.2 Peer Review

Peer review of instruction provides useful feedback on content expertise, instructional design, and assessment skills. Peers are also suited to add perspectives on delivery and course management but are not usually witness to content delivery as often as students. Tenure-track faculty will undergo peer review annually. Tenured faculty will undergo peer review at least once every other year. These formative reviews may include direct observations of instruction in the classroom, lab, learning management system, and/or field. Online course reviews should similarly focus on more than just one aspect of the course.

Alternatively, reviews could address the instructional parameters outlined above as evidenced by course syllabi, assessment materials, handouts, use of technology, etc. The candidate is responsible for submitting their own peer evaluations. Faculty members are encouraged to include peer evaluations that are based on more than single classroom visits.

2.3.3 Self-Evaluation of Teaching

Faculty members may include a Critical Self-Evaluation of Teaching as a means of reflecting on their instructional practices and strategies. Such evaluations should cover both areas of strength and areas that require improvement. These evaluations can also set goals for future courses. Self-evaluation can include an analysis of course design, equity in grading practices, student engagement, evaluation of student success, and assessment methods. It is important to note that the inclusion of a critical Self-Evaluation of Teaching is optional. However, it can be a valuable tool for self-improvement and growth as an educator. Merit is defined in §5, as the standards vary somewhat based on rank.

3. SCHOLARSHIP: STANDARDS AND EVALUATION

3.1 Overview

When reviewed, faculty whose workload plans include an allocation for research are expected to show evidence of scholarly progress and productivity. The department also values collaborative efforts in scholarly activities. A diversity of activities may constitute scholarship, and the department encourages diverse pursuits “in order to tap the full range of faculty talent ... [and afford] flexible career paths that avoid narrow definitions of scholarship” (*Scholarship Assessed*, Glassick et al., 1997). The department requires faculty to pursue those activities that involve an external (off-campus) peer review and dissemination process. Scholarly products and activities are divided into two categories:

3.2. Category A

Category A outputs are discipline-recognized products, for which the faculty member is a substantive contributor, that are formally and rigorously 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. Substantive authorship as used here does not require being sole or lead author. For multiple-authored publications and other Category A products to meet the substantive authorship criteria, the candidate should briefly explain how their contribution is considered essential to the research design, execution, and dissemination.
- The candidate should articulate their contributions for each category A product. Publications in predatory journals (for more information see the COTS Policy Manual) will not be considered a Category A product.
- Category A products must be of significant scholarly content, as evaluated and reviewed by the Personnel Committee. These include:
 - Peer-reviewed journal articles.
 - Peer-reviewed technical contract reports as allowed in §7.1.2.1.1 of the COTS policy manual.
 - Scholarly books, textbooks, and chapters (a faculty member who plans to publish a book during a review period is encouraged to consult with the chair and personnel committee as soon as possible to determine whether the book will count as one, two, or three Category A publications).
 - Principal or co-PI of significant, funded, peer-reviewed external grants or contracts devoted to scholarship in geography, geography education, or another area related to candidate’s expertise (lead PI or substantive co-PI).
 - Contributions to conference proceedings that are full-length manuscripts subjected to traditional peer-review (of the entire manuscript) before acceptance.
 - Other products such as peer-reviewed published maps that may meet the criteria for Category A provided the candidate provides clear evidence of the scholarly value of the activity.

3.3 Category B

Category B research efforts include other formal activities that support a faculty member's program of scholarly effort. They include, but are not limited to:

- Category A type products (e.g., peer-reviewed journal articles) with less than substantive authorship.
- Grant proposal submitted for external peer-review (lead PI or substantive co-PI).
- Serving in a contributing role on a funded, external peer-reviewed grant, but not as a substantive co-PI (as above).
- Research presentations at conferences, scientific meetings, and workshops in area of expertise.

- Collaboration with students in scholarly activities leading to external recognition (e.g., student awards).
- Contract or grant reports and technical reports that are not peer-reviewed or subject only to minimal review (e.g., a single person checks that the report is complete but provides no substantive criticism).
- Study or field trip guides published by a recognized publisher or professional society.
- Published book reviews.
- Serving as a journal editor for a peer-reviewed publication. Each volume produced constitutes one Category B product.
- Three manuscript reviews for peer-reviewed journals.
- Other activities that may meet the criteria for Category B provided the candidate provides clear evidence of the scholarly value of the activity.

4. SERVICE: STANDARDS AND EVALUATION

4.1 Overview

Service to the department, college, university, profession, and/or public is valued and expected. Faculty members are responsible for providing documentation of service activities.

4.2. Examples

Service that is particularly encouraged by the Geography Department includes, but is not limited to:

- Serving on departmental, college, or university committees.
- Involvement with the Symposium of University Research and Creative Expression (SOURCE) (chairs sessions, judging, etc.).
- Applying for grants that benefit the department or university.
- Leading program review or other substantial assessment activities.
- Leading or contributing significantly to program or degree curriculum revision.
- Service that develops bridges between the Department of Geography and groups external to the department.
- Organizing and advising clubs associated with the Department of Geography.
- Professional service such as on grant, journal, or accreditation review boards, or as an ad hoc reviewer, in the faculty's area of expertise; as an officer in a professional society; organizing and/or chairs conferences, symposia, seminars, etc.; teaching short courses, seminars, etc. that are not regular academic courses; editing journals, books, special volumes of papers, etc.
- Other university service such as department chair, director, or program coordinator, accreditation, and/or program development.
- Public service such as educational and consultative activities that relate to a faculty member's professional expertise and further the interests or prestige of the university.

5. STANDARDS FOR REAPPOINTMENT, TENURE, POST-TENURE REVIEW, AND PROMOTION FOR TENURE-TRACK AND TENURED FACULTY

5.1 Overview

In separate sections that follow, the standards for reappointment of untenured tenure-track faculty, tenure and promotion to Associate Professor, promotion to Professor, and review of post-tenure faculty are presented.

5.2 Reappointment

During their initial probationary period (prior to tenure and promotion to associate professor), faculty will be evaluated based on criteria in place during the academic year in which they were appointed. Probationary faculty can expect reviews every two years during their probationary period as described in the CBA at dates set by the Provost and published in the Academic Calendar. Productivity during the probationary period reviews will decide whether tenure is recommended. By the middle (third- or fourth-year review) of the probationary period, it is expected the candidate will have demonstrated progress in becoming effective teachers and scholars. Service to the department is expected from the beginning of the probationary period. Additionally, by the third- or fourth-year review, service to the college, university, profession, and/or public is also expected.

5.2.1 During each review period, the personnel committee will provide a recommendation to the dean centered on the three required performance areas: instruction, scholarship, and service. The department chair and department personnel committee will conduct independent evaluations and make independent recommendations to the dean. The personnel committee and chair will meet with each tenure-track faculty member each probationary year to address any concerns the committee, the department chair, or the candidate may have about the candidate's job performance (as specified in the CBA).

5.2.2 Probationary tenure-track faculty shall be evaluated during the second, fourth, and sixth years of their probationary period. Evaluation for reappointment shall occur during fall quarter as established in the Academic Calendar and as specified in the CBA. A third- or fifth-year evaluation may be requested by the department personnel committee, the department chair, the college personnel committee, or the dean if the candidate'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 candidate shall meet with the department chair and department personnel committee to develop a plan for rectifying any noted issues. If the faculty member has a faculty mentor, the mentor is encouraged to be a part of these discussions.

5.2.3 Probationary review expectations-

The following outline provides an overview of expectations for probationary faculty as they move towards tenure and promotion.

5.2.3.1 **During years 1 and 2** minimum expectations focus on instruction and establishing a research program. The candidate's responsibilities include the development of effective instruction, identifying outlets for scholarly work already underway, finding research collaborators (ideally including CWU students), pursuing grant opportunities, and/or initiating new research at CWU.

5.2.3.2 **During years 3 and 4** the candidate should demonstrate maturity and accomplishment as a teacher, as evidenced by peer review, SEOI data, critical self-evaluation, and/or other assessment criteria (outlined in §2.2 above). Curricula for courses should be well established and challenges from previous years should be addressed. Scholarship expectations are that the candidate's research program should be maturing. Results of scholarship (e.g., grants, papers, research presentations) should begin to emerge. Service shall include, but extend beyond, the department, and may include college, university, professional, or public service.

5.2.3.3 **During years 5 and 6** expectations are that the candidate will have demonstrated effectiveness in instruction as evidenced by peer review, student conference presentations, SEOI scores, and/or any other means of assessment available (see §2.2). The candidate will have mentored students (graduate and/or undergraduate) in thesis and/or research projects to completion, with evidence in the form of presentations at SOURCE or professional meetings, submission of final reports, or student 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 entirely on work performed at CWU. Service will include contributions to the department and the college, university, public, or profession (see §2.4, above).

5.3 Tenure and Promotion to Associate Professor

The probationary period before promotion to Associate Professor typically coincides with the probationary period before tenure. The procedures for evaluating a candidate's performance in the areas of instruction, scholarship, and service coincide with those procedures related to tenure.

- 5.3.1 Teaching – Tenure for Geography faculty members, as well as promotion to Associate Professor, requires pedagogical content knowledge, and demonstrated concern for student learning, and demonstrated effectiveness as an instructor. It is expected the candidate up for tenure will have met all Minimum Requirements for Effective Teaching within the evaluation period. The candidate will provide evidence of effective instruction with peer and student evaluations showing high quality instruction with no on-going unaddressed deficiencies. The candidate will have at least six Category A instruction items during the review period. There should be a general trend of continued growth and improvement over the probationary period.
- 5.3.2 Scholarship – To receive tenure and promotion to associate professor, the candidate is expected to produce a minimum of two Category A products and establish a pattern of scholarship that indicates the promise of ongoing activity. At least one of the two Category A products must be a peer-reviewed publication based upon work done entirely at CWU. The strength and sustainability of the candidate's research program will also be evidenced by three Category B products (or by at least one additional Category A product) and by works in progress.
- 5.3.3 Service – To receive tenure and promotion to associate professor, a candidate will demonstrate sustained service to the department and college, university, profession, or public. At the time of tenure evaluation, service should focus more on quality, rather than quantity.

5.4 Post Tenure-Review

In accordance with the schedule outlined in the CBA, tenured faculty will submit their professional records for Post-TR in the fifth year following the granting of tenure, faculty (excluding those accepted into phased retirement or those who have submitted a signed notice of retirement effective at the conclusion of their review year). Faculty will submit their Professional Records for Post-TR during the fall quarter, and every fifth year thereafter, as established by the CBA. Promotion in rank 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.

- 5.4.1 Post-TR is an evaluation of tenured faculty in the three performance areas. With the understanding that faculty contributions to the university change and mature over time, expectations for the candidate's Post-TR evaluation will be based on their workload plans accumulated over the review period as defined by the CBA.
- 5.4.2 Post-TR will result in one of the following actions: a) continued, awarded merit, b) continued, or c) continued with reservations. Note that "continued, awarded merit", is only for those tenured faculty who have achieved the rank of Professor.

- 5.4.3 At the conclusion of their Post-TR, those who receive a “continued with reservations” recommendation shall construct a Professional Development Plan in accordance with the CBA.
- 5.4.4 For purposes of Post-TR, the standard of “continued” shall be demonstrated by meeting departmental performance standards in teaching, scholarship, and/or service.
- 5.4.4.1 Teaching – Satisfactory Post-TR requires a sustained effort of instructional effectiveness as well as a record of continued efforts to remain current in subjects associated with the candidate's teaching responsibilities in accordance with the weighting of teaching within approved Workload Plans. The candidate will provide evidence of effective instruction with peer and student evaluations showing no on-going unaddressed deficiencies. It is expected the candidate will have met all Minimum Requirements for Effective Teaching and will have at least four Category A items per Post-TR period.
- 5.4.4.2 Scholarship – Satisfactory Post-TR requires a sustained effort of scholarship. Because Post-TR occurs every five years (versus the six-year review period for tenure and promotion to associate professor) and because tenured faculty members typically have heavier service workloads than untenured faculty members, the “continued” expectation for research shall be a minimum of one Category A product and three Category B products within the preceding five years, or seven Category B products. Further, because Post-TR evaluation is always relative to assigned workloads, the expectations shall approximately scale with assigned workload units in teaching, research, and service during the review period.
- 5.4.4.3 Service – Satisfactory Post-TR requires a candidate to show sustained service to the department and college, university, profession, and/or public. Because the candidate is tenured, and because the research expectations at the time of Post-TR evaluation are lower, service should be substantial both in quality and quantity.
- 5.4.5 For purposes of Post-TR, excellent performance by faculty that warrants a “continued, awarded merit” action will be demonstrated by clearly exceeding departmental performance standards in teaching, scholarship, and/or service. To be considered excellent in any of these three performance areas, the candidate is 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 valuable talent, skill set, 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 would not be limited to, applying new instructional methods to the classroom, laboratory, or field; developing new research approaches; and/or integrating one’s own instruction, research and service into community service, and/or academic service learning.
- 5.4.5.1 Teaching – To achieve teaching *excellence*, the candidate will have met all Minimum Requirements for Effective Teaching, will provide the required evidence of effective instruction, and will contribute products from at least six Category A items over the Post-TR period. In addition, the candidate will have peer and student evaluations indicating excellent course design and delivery with no on-going unaddressed deficiencies.
- 5.4.5.2 Scholarship – The candidate is expected to produce a minimum of two Category A products within the preceding five years, based on work done at CWU after the granting of tenure and promotion to associate professor, and continue a pattern of scholarship that indicates the promise of ongoing activity. The Category A products must demonstrate the excellence of the candidate’s individual intellectual contribution to their field of study. Excellence in this regard may be shown in the magnitude of the products, the stature of the

outlets in which the works appear, evidence that the candidate's publications are widely cited and/or influential, letters from external experts attesting to the importance of the candidate's scholarship, and/or other evidence as may be compiled and presented by the candidate. The strength and sustainability of the candidate's research program will also be evidenced by at least three Category B products (or additional Category A products) produced during the review period and by works in progress.

5.4.5.3 Service – As described in the service requirements for Professors. The candidate is expected to make the case for excellence.

5.4.6 Professors who receive "Continued, awarded merit" recommendations will receive merit salary increases as described in the CBA.

5.5 Promotion to Professor

Promotion to Professor is based on demonstrated excellence and should not be expected on a preset timeline. The rank of Professor assumes depth, maturity, and leadership in instruction, scholarly activity, and service to the department, university, and community. For faculty hired as untenured associate professors, the standard for tenure shall be that for continued as §5.4 Post-TR. To be promoted to Professor, a candidate should fulfill the below standards. In addition, the candidate must have a minimum of ten years of professional academic experience.

5.5.1 Teaching – *Promotion to Professor*: To be promoted to Professor, the candidate must demonstrate evidence of a sustained record of teaching excellence, as well as a record of continued efforts to remain current in subjects associated with the faculty member's instructional responsibilities. Faculty should take a leadership role, such as mentoring or collaborating with other faculty in teaching and learning. It is expected the candidate up for promotion to Professor will have peer and student evaluations indicating excellent course design and delivery with no on-going unaddressed deficiencies. The candidate will meet all Minimum Requirements for Effective Teaching, will provide the required evidence of effective instruction, and will have at least six Category A items during the review period.

5.5.2 Scholarship – To be promoted to Professor, the candidate is expected to produce a minimum of two Category A products within the preceding five years, based on work done at CWU after the granting of tenure and promotion to associate professor, and continue a pattern of scholarship that indicates the promise of ongoing activity. The Category A products must demonstrate the excellence of the candidate's individual intellectual contribution to their field of study. Excellence in this regard may be shown in the magnitude of the products, the stature of the outlets in which the works appear, evidence that the candidate's publications are widely cited and/or influential, letters from external experts attesting to the importance of the candidate's scholarship, and/or other evidence as may be compiled and presented by the candidate. The strength and sustainability of the candidate's research program will also be evidenced by at least three Category B products (or additional Category A products) produced during the review period and by works in progress.

5.5.3 Service – To be promoted to Professor, a candidate should show sustained service to the department, college, university, and profession and/or public. In addition to being consistent and sustained, service activities should include leadership roles (e.g., chairing committees, initiating programs, etc.). The maturation of the candidate's service contributions 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).

5.6 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-TR 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. STANARDS FOR NON-TENURE TRACK FACULTY (NTT)

6.1 Procedure

Although we encourage all non-tenure track faculty to undergo review, only those on annual contracts will be reviewed (annually). Non-tenure track faculty on multi-year contracts will be reviewed once per contract. At dates set by the Provost and published in the Academic Calendar, non-tenure track faculty being reviewed will provide the following materials in a matter directed by the Department Chair. Review packets should align with the UFC-Provost MOU on NTT Annual Evaluation dated June 2025 and should include the following:

- complete results of student evaluations (SEOs) for all classes taught in the period under review;
- syllabi from all classes taught in the period under review and sample classroom materials;
- a reflexive statement on the faculty member's instructional accomplishments, innovations, and philosophy of education as it pertains to instruction in the Geography courses taught;
- peer review of teaching from tenured or tenure-track faculty members during the period under review (at least one per year for annual contract NTT faculty and one per contract for multiyear contract faculty);
- other instructional material submitted by the NTT faculty member;
- evidence of other work (i.e., service activities) part of the faculty member's contract with CWU.

6.2 Outcome

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 faculty member's work.

6.3 Promotion to Senior Lecturer

Eligibility requirements for faculty to apply for Senior Lecturer merit are outlined in the CBA. Additionally, the candidate must compile a demonstrated record of excellence. Excellence will be determined in relation to the faculty member's workload; those whose workloads comprise only teaching will be evaluated with respect to teaching standards only.

6.3.1 Teaching standards for excellence - The primary duty of a lecturer is teaching. To be considered for promotion to senior lecturer, the candidate must have a record of continued excellence in teaching. Continued effectiveness in instruction is defined in §2.1 Minimum Requirements for Effective Teaching. To be promoted to senior lecturer, faculty are expected to meet all teaching minimum requirements they are assigned. They will also provide the required evidence of instructional effectiveness.

6.3.2 Service standards for excellence – The candidate will show by letters of support and other evidence as appropriate demonstrably impactful performance in assigned service roles.

6.4 Senior Lecturer Merit Award

A senior lecturer faculty member may apply for a senior lecturer merit award after meeting the minimum requirements outlined in the CBA and compiling a demonstrated record of excellence during that review period. Excellence will be determined in relation to the faculty member's workload; those whose workloads comprise only teaching will be evaluated with respect to teaching standards only.

6.4.1 The standards for excellence for a senior lecturer merit are the same as for promotion to senior lecturer.

6.4.2 A senior lecturer who applies for a merit award and is judged to meet the above requirements will receive an increase in base salary as outlined in the CBA.

6.4.3 Eligibility requirements for faculty to reapply for Senior Lecturer merit are outlined in the CBA.

7. DEPARTMENT OF GEOGRAPHY GUIDELINES FOR PROFESSIONAL CONDUCT

7.1 Overview

As outlined in the CBA, 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 235-050), the Alcohol and Other Drugs Policy (CWUP 2-40-030), and Conflict of Interest in Relationships (CWUP 2-40-070).

7.2 Professional Conduct

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.

7.3 Expectations

In the Department of Geography, specific expectations for professional conduct include, but are not limited to, 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 availability for students, staff, and colleagues;
 - Respecting and complying with departmental decisions;
 - Assuming primary responsibility for in-class and independent study activities of students;
- Fostering a supportive, cooperative, and professional 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;
 - Being civil to colleagues, the Department Chair, staff, and students;
 - Assuming responsibility for one's own actions;
 - Respecting the confidentiality of faculty, staff, and students;
- Balancing professional and personal relationships (as defined in the CBA):
 - The relationship faculty have with students carries the added responsibility to both the student and the University that the relationship remain absent of abuse of power, or the appearance of abuse of power. Unless otherwise authorized in writing by the Dean, faculty shall not grade, supervise, or direct the educational endeavors of students with whom they have or have had a family or intimate relationship. Any relationship a faculty member has with such a student shall be disclosed, in writing, to the Dean. Failure to disclose a relationship will result in appropriate disciplinary action.
 - No faculty member shall participate directly in any recommendation or decision relating to grant funding, sabbatical appointments, other appointments, reappointment, promotion, or tenure at the University of any relative or person with whom the faculty member has or has had a family or intimate relationship. A faculty member shall withdraw from participation in any personnel recommendation or decision involving potential conflict of interest.

Approved By:

Megan Walsh
Chair, Department of Geography

9/2/2025
Date

Ami A. Boldi
Dean, College of the Sciences

9/2/25
Date

[Signature]
Provost/Vice President for Academic Affairs

9-2-25
Date

