

**GUIDELINES FOR RETENTION, TENURE, PROMOTION, AND POST-TENURE  
REVIEW  
JUNE 2019  
CWU DEPARTMENT OF GEOGRAPHY**

**1. INTRODUCTION**

**1.1 Overview** – This document outlines the CWU Geography Department criteria and standards for Retention, Tenure, Promotion, and Post-Tenure Review. These standards are framed by the CWU Collective Bargaining Agreement (CBA) Articles 13 and 22, 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 22 of the CBA.

**1.2 Personnel Committee** – The Personnel Committee will consist of at least 3 tenured faculty as proscribed by the rules of the CBA (22.5.1). 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 professional record and providing written recommendations to the dean according to the schedules outlined in the CBA. Candidates up for review will be notified in advance by the Dean of COTS.

**2. CRITERIA FOR FACULTY REVIEW**

**2.1 Overview** – In conformance with university standards, review of faculty centers on the three required performance areas: instruction, scholarship, and service. This section details the criteria considered in each of these three areas. Subsequent sections identify the standards for review applicable to tenure-track, tenured, and non-tenure-track faculty.

**2.2 Criteria for Evaluation of Teaching** – Performance as a teacher is an essential factor in evaluating faculty. The department particularly values teaching that is characterized by rigor, clarity, organization, and overall effectiveness. Further, the department encourages collaborative efforts in teaching within the department and in interdisciplinary programs.

**2.2.1** Evaluation of faculty teaching will be expressed in terms of the following parameters (based on guidelines prepared in March 2014 by the Faculty Senate Evaluation and Assessment Committee and Arreola, R. (2007) Developing a Comprehensive Faculty Evaluation System, 3rd ed. Anker Publishing): **Content Expertise** (e.g., evidence of faculty currency in the field, accuracy and appropriate level of information presented to students), **Instructional Design** (e.g., course syllabi, learner objectives, handouts, media used, content organization, grading standards and

tools), **Instructional Delivery** (e.g., ability to motivate, generate enthusiasm, and communicate effectively using various forms of transmittal—thus contributing to a conducive learning environment), **Instructional Assessment** (e.g., effective grading practices, valid and reliable exams, meaningful feedback) and **Course Management** (respectful treatment of students, handling student/course paperwork, ensuring working, useable technology, making appropriate materials available, providing timely feedback, ensuring a proper physical environment, arranging field trips, coordinating guest speakers, etc., appropriate to course content/objectives).

2.2.2 Because teaching is not limited to classroom activities, the Department of Geography expects its members 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). Teaching effectiveness may be assessed on the basis of:

2.2.2.1 Peer evaluations of teaching. Peers are considered to be in the best positions to evaluate Content Expertise, Instructional Design, and Assessment Skills, with some added perspectives on Delivery and Course Management. These formative reviews may include direct observations of teaching in the classroom, lab, and/or field. Alternatively, reviews may address teaching parameters outlined above as evidenced by course syllabi, assessment materials, handouts, use of technology, etc. Each candidate is responsible for submittal of her/his own peer evaluations. Faculty members are encouraged to include peer evaluations that are based on more than single classroom visits.

2.2.2.2 Standard student evaluations (SEOIs) and student written feedback. While required, the Department of Geography recognizes that the SEOI has utility limited primarily to judging effectiveness of instructor delivery skills. When evaluating SEOIs, the department considers not only the numeric scores but also written comments by students that identify positive aspects of the course and cite specific areas for improvement (organization, communication, etc.).

2.2.2.3 Improvement and innovation of courses taught. This includes incorporating the latest geographic research and developing and implementing innovative teaching methods and approaches that reflect current advances in education. Examples include, but are not limited to: updated labs or field activities that teach or use new techniques; new or updated case studies in the classroom; new software, computer programs or web-based tools that enhance learning, etc.

2.2.2.4 Critical Self-Evaluation of teaching. Faculty should use self-evaluation to reflect on SEOIs, peer evaluations, and other forms

of assessment. Self-evaluation may also present evidence of development activities related to teaching, 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.).

- 2.2.2.5 Contributions to curriculum, program and/or department needs. This includes playing a role in teaching key courses in our curriculum, along with developing and implementing updated curriculum in our department. Faculty may also discuss efforts to recruit majors and to summarize the results of those efforts.
- 2.2.2.6 Efforts to improve performance, such as attending teaching workshops and symposia, that are subsequently implemented in courses taught.
- 2.2.2.7 Successful mentoring of students in research (e.g., GEOG 490, GEOG 492, GEOG 493, GEOG 494, GEOG 496, GEOG 596, ENST 490, ENST 495, IEM, 290, IEM 490, IEM 495, REM 590, REM 595, REM 700) as evidenced by dissemination through student presentations at meetings, publications, or thesis/project completion.
- 2.2.2.8 Mentoring of student service learning activities.
- 2.2.2.9 Grade distributions for every class.

2.2.3 Effective student advising is an important complement to teaching and is vital in promoting student recruitment and retention. Faculty members are expected to demonstrate active participation in student advising.

**2.3 Scholarship Criteria** – 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. In accordance with the University Faculty Criteria, scholarly products and activities are divided into two categories:

2.3.1 **Category A** – 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.

2.3.1.1 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 faculty member should briefly explain how their contribution is considered essential to the research design, execution, and dissemination.

2.3.1.2 It is the responsibility of the candidate being reviewed to provide clear evidence of the formal peer-review process, and their level of contribution, for each category A product. Publications in predatory journals (see Section 7.1.2.1 of the COTS Policy Manual) will not be considered as Category A products of scholarship.

2.3.1.3 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 reports;
- 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) and which lead to other Category A products;
- Contributions to conference proceedings that are full-length manuscripts subjected to traditional peer-review (of the entire manuscript) before acceptance; and
- 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.

2.3.2 **Category B** – 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);
- Contracts that are not subject to external peer review;
- Serving in a contributing role on a funded, external peer-reviewed grant, but not as a substantive co-PI (as above);
- Presentation in conferences, scientific meetings, and workshops in area of expertise;

- Collaboration with students in scholarly activities leading to external recognition (e.g. student awards);
- 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 guides published by a recognized publisher or professional society;
- Published book reviews; and
- Other activities that may meet the criteria for Category B provided the candidate provides clear evidence of the scholarly value of the activity.

**2.4 Service Criteria** – Service to the department, college, university, profession, and/or public (CBA 15.3.3) is valued and expected. Faculty members are responsible for providing documentation of service activities.

2.4.1 Examples of service that are particularly encouraged by the Geography 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 of Geography and groups external to the department and university;
- 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 chairing 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; program development; work on recognized administrative, department, college, school or university committees; and other tasks as deemed necessary by the University; and
- Public service: such as educational and consultative activities which relate to a faculty member's professional expertise and further the interests or prestige of the University.

2.4.2 The numbers of workload units faculty members shall be allocated for standardized, recurring service activities are indicated in Appendix A.

2.5 In assembling evidence for how their records relate to the above standards, faculty members are encouraged to follow the Faculty 180 Guidelines Supporting Documentation for Tenured and Tenure-Track Faculty Evaluations distributed on April 23, 2019 by Matt Altman, president of the United Faculty of Central, and Katherine Frank, provost of CWU, or any guidelines subsequently distributed jointly by the union and university that supersede those of 2019.

2.6 The Department of Geography values a diverse student body and faculty, and encourages a learning environment that welcomes and supports all students. At every appropriate opportunity, the Department of Geography encourages faculty to promote diversity and inclusiveness in all facets of their job (teaching, research, and service). Faculty are encouraged to document and promote their efforts in these endeavors, and the Department recognizes and appreciates these efforts regardless of whether they are specifically codified or nominally recognized in subsequent chapters of these guidelines.

### **3. STANDARDS FOR REAPPOINTMENT, TENURE, PROMOTION, AND POSTTENURE REVIEW FOR TENURE-TRACK AND TENURED FACULTY**

**3.1 Overview** – In separate sections that follow, the standards for reappointment of untenured tenure-track faculty, tenure and promotion to associate professor, promotion to full professor, and review of post-tenure faculty are presented.

**3.2 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 Provost and published in the Academic Calendar. Productivity during the probationary period reviews will decide whether tenure is recommended. By the middle of the probationary period, it is expected that faculty members will have demonstrated progress in becoming effective teachers and scholars. Service to the department is expected. Additionally, service to the college, university, profession, and/or public is also expected.

3.2.1 During each review period, the personnel committee will provide a recommendation to the dean centered on the three required performance areas: teaching, scholarship, and service. The department chair will conduct an independent evaluation and make an independent recommendation 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 22.6.4 (a) of the CBA).

3.2.2 Probationary tenure-track faculty shall be evaluated during the second (2nd), fourth (4th), and sixth (6th) years of their probationary period. Evaluation for reappointment shall occur during fall quarter as established in the Academic Calendar and as specified in 22.2.1 of the CBA. 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 the department chair and department personnel committee and 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.

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

3.2.3.1 **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, and minor departmental and university, professional or public service.

3.2.3.2 **During years 3 and 4** the candidate should demonstrate maturity and accomplishment as a teacher, as evidenced by peer review, SEOI scores, critical self-evaluation, and other assessment criteria (outlined in Section 2.2 above). Curricula for courses should be well established. 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,.

3.2.3.3 **During years 5 and 6** expectations are that the candidate will have demonstrated rigor and effectiveness in teaching as evidenced by peer review, student conference presentations, SEOI scores, and any other means of assessment available (see Section 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 presentation at SOURCE or professional meetings, submission of final report, 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 entirely on work performed at CWU. Service will include contributions to the department and the college, university, public, or profession (Sec 2.4, above).

- 3.3 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 teaching, scholarship, and service coincide with those procedures related to tenure.
- 3.3.1 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 annual 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 (undergraduate and/or graduate) in research projects to completion, with evidence in the form of presentation at SOURCE or professional meetings, submission of reports, or inclusion on publications.
- 3.3.2 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 based upon work done entirely at CWU. The strength and sustainability of the candidate's research program will also be evidenced by two Category B products (or by at least one additional Category A product) and by works in progress.
- 3.3.3 Service – To receive tenure and promotion to associate professor, a candidate will have shown 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, and contribute well considered ideas in an articulate and professional manner.
- 3.4 Promotion to Full Professor** – Promotion to Full Professor is based on demonstrated excellence and should not be expected on a preset timeline. Promotion in rank to Full Professor shall be considered the equivalent of Post-TR and a subsequent Post-TR will occur as early as five (5) years following promotion to associate professor in accordance with the CBA (22.2.3). The Department of Geography builds on the University Faculty Criteria Guidelines that identify 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 the department and university, and increasing professional and/or public service. The rank of professor assumes depth, maturity, and leadership in teaching, 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 at Post-TR; the standard for promotion shall be Section 3.4 (this section). To be promoted to full professor, a candidate should fulfill



the below standards. In addition, the candidate must have a minimum of ten years of professional academic experience

- 3.4.1 Teaching – To receive promotion to full 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 bi-annual peer evaluation, SEOI scores, critical self-evaluation, mentoring of undergraduate and graduate students, and other means of assessment as outlined in departmental criteria above. 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. They will show a consistent record, beyond their last promotion or Post-TR, of mentoring undergraduate and/or graduate students in research culminating in presentations at SOURCE and/or other professional meetings, theses (Masters, Honors, etc.), reports, and/or publications with CWU students.
- 3.4.2 Scholarship – To be promoted to full professor, the candidate is expected to produce a minimum of 2 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 publications must demonstrate the excellence of the candidate's individual intellectual contribution to his or her field of study. Excellence in this regard may be shown in the magnitude of the products (e.g., a scholarly book in addition to a journal article), 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 two Category B products (or additional Category A products) produced after the granting of tenure and promotion to associate professor and by works in progress.
- 3.4.3 Service – To receive promotion to full professor, a candidate should show sustained service to the department, college, university, and profession 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 a faculty member'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).
- 3.5 Post Tenure-Review** – In the fifth year following the granting of tenure, faculty, including those in phased retirement, 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. 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 (22.2.3)

- 3.5.1 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 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.
- 3.5.2 Post-TR will result in one of the following actions: a) Continued, awarded merit, b) Continued, or c) Continued with reservations.
- 3.5.3 At the conclusion of their Post-TR, those who receive a "continued with reservations" recommendation shall construct a Professional Development Plan in accordance with section 22.2.3 of the CBA.
- 3.5.4 The standard of "continued" shall be the same as that for promotion to associate professor (Section 3.3), with the following exception. Because post-tenure review 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 1 Category A product within the preceding five years. 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 over the review period.
- 3.5.5 For purposes of Post-TR, excellent performance by faculty 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, 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 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 teaching methods to the classroom, laboratory, or field; developing new research approaches; and/or integrating one's own teaching, research and service into community service, academic service learning, and/or promoting diversity.
  - 3.5.5.1 Teaching – As described in the teaching requirements for full professors, with evidence of exceeding required performance. The candidate is expected to make the case for excellence.

- 3.5.5.2 Scholarship – As described in the scholarship requirements for full professors.
- 3.5.5.3 Service – As described in the service requirements for full professors. The candidate is expected to make the case for excellence.
- 3.5.6 Full professors who receive “Continued, awarded merit” recommendations will 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 to 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 to their base salary.
- 3.5.7 In accordance with Section 7.1.4.3 of the COTS Policy Manual and Section 16.6.3 of the CBA, a Department of Geography chair who as part of his or her post-tenure review is judged by the dean to be excellent in his or her chairpersonship shall receive a three percent (3.0%) increase in base salary. If the chair is also a full professor, then he or she shall also be eligible for the merit salary increases described in section 3.5 above. Excellence in teaching, research, and service are evaluated in a separate process involving multiple levels of review. A full professor chair judged excellent in both chairpersonship AND EITHER teaching OR research shall receive a combined six percent (6.0%) increase in base salary. A full professor chair who is judged excellent in chairpersonship AND teaching AND EITHER research OR service shall receive a combined eight percent (8%) increase in base salary.
- 3.6 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 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.

#### **4. REVIEW OF NON-TENURE TRACK FACULTY (NTT)**

- 4.1 Procedure** – Non-tenure track faculty on annual contracts will be reviewed on an annual basis. Non-tenure track faculty on multiyear 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:

- 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;
- a statement on the faculty member's instructional accomplishments and innovations and (optionally) philosophy of education as it pertains to instruction in the Geography courses taught;
- classroom observations 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 teaching material submitted by the NTT faculty member;
- evidence of other work (i.e. service activities) which are part of the faculty member's contract with CWU.

**4.2 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.

**4.3 Promotion to Senior Lecturer** – An NTT faculty member is eligible for promotion to senior lecturer after completing both five years of service and 113 workload units AND compiling 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.

4.3.1 Teaching standards for excellence - 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 annual peer evaluation, SEOI scores, critical self-evaluation and other means of assessment as outlined in the departmental criteria listed in sections 2.2.1 and 2.2.2.1 – 2.2.1.6.

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

**4.4 Senior Lecturer Merit Award** – A senior lecturer faculty member may apply for a senior lecturer merit award after completing both five years of service and 113 workload units as a senior lecturer AND compiling a demonstrated record of excellence during that time 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.

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

- 4.4.2 A senior lecturer who applies for a merit award and is judged to meet the above requirements will receive an increase in base salary of three (3) percent.
- 4.4.3 A faculty member may not apply again for a merit award until completing five years of service and 113 workload units beyond the last application for Senior Lecturer merit.

## **5. DEPARTMENT OF GEOGRAPHY 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 235-050), the Alcohol and Other Drugs Policy (CWUP 2-40-030), and Conflict of Interest in Relationships (CWUP 2-40-070).

**5.1 Overview** – 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.

**5.2 Expectations** – In the Department of Geography, 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, 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 (CBA Articles 14.9 and 14.10):

- 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.

## **APPENDIX A**

### **DEPARTMENT OF GEOGRAPHY SERVICE WORKLOAD STANDARDS**

**Assigned Time and Workload Units for Standard Service Activities.** All tenured/tenure track faculty shall engage in typical departmental service activities as outlined in Article 13 of the CBA. Service activities assigned after workload plans have been approved may require a revision/resubmission of workload plan or request for overload.

#### **Personnel Committees**

The main duties and role of departmental and college personnel committees are outlined in Article 22 of the Collective Bargaining Agreement. Additionally, the committee meets with tenure-track faculty on a yearly basis to review progress to tenure, teaching and service assignments. The committee oversees peer evaluation of teaching for all faculty members (tenured/tenure/track and non-tenure track faculty) and deals with other faculty personnel issues as they arise.

- A. Departmental Personnel Committee chair. Faculty who chair the department Personnel Committee shall be awarded a minimum of 2 WLU.
- B. Departmental non-chair Personnel Committee member. Faculty serving on the department Personnel Committee shall be awarded a minimum of 1 WLU.

#### **Search Committees**

Search committees play an instrumental role in shaping the long-term development and vitality of the department. They are tasked with recruiting individuals who will thrive in their specific positions and contribute to the success of the broader department and university.

- A. Search committee chair. The committee chair is responsible for assembly of the search committee, developing position language and identifying advertising avenues, development of screening criteria, screening of applicants, recommendation of finalists, scheduling of committee meetings, scheduling interviews and on-campus agendas for finalists, all search paperwork, and meetings with HR and EEO personnel. Faculty who chair a department or interdisciplinary program tenure-track faculty search committee will receive a minimum of 2 WLU. Faculty who chair a department or interdisciplinary non-tenure track faculty or professional staff search committee will receive a minimum of 1 WLU.
- B. Non-chair search committee member. Committee members are responsible for screening applicant files, developing rankings of applicants, and other duties as directed by the search chair. Faculty serving on department or interdisciplinary program tenure-track faculty search committees will receive a minimum of 1 WLU.

#### **Curriculum Committee**

The committee reviews new course and program proposals, reviews other changes to the department's curriculum, and liaises with the Faculty Senate Curriculum Committee and General Education Committee to ensure that the department's courses are included as appropriate in the university's general

education offerings and that the department's curriculum conforms to CWU policies. The Curriculum Committee chair shall receive 1 WLU.

### **Geography Club Advisor**

The student Geography Club enriches the academic and social lives of our students. The advisor is tasked with helping to organize activities and guide the group's development. The faculty member who serves as advisor shall receive 1 WLU.

### **Program Review**

All CWU programs and departments are required to undergo periodic, comprehensive review. The faculty member(s) responsible for oversight of program review shall receive a combined minimum of 3 WLU for this service.

### **Scholarship Committee**

The Scholarship Committee reviews student records and makes recommendations for student awards and scholarships. Additionally, the committee liaises with the CWU Foundation and with other offices on campus to ensure the good management of the endowments and other funds available for student awards. The committee also meets from time to time with donors and other stakeholders. The Scholarship Committee chair shall receive 1 WLU.

### **Program Directors**

Program directors housed in the Department of Geography, including the GIS Program Director and Geography faculty who serve as directors of interdisciplinary programs, shall receive a minimum of 3 WLU.

### **Graduate Program Coordinator**

A Geography Department faculty member who serves as co-director of the Resource Management program shall receive a minimum of 6 WLU.

### **Advisory Committees**

Department of Geography faculty members who serve on the Environmental Studies Advisory Committee or other advisory committees shall each receive 1 WLU.

### **Other Forms of Service**

For other forms of service to the department, university, or wider professional and local communities, faculty members should use the following approximate ratio when preparing workload plans: 30 hours of work = 1 workload unit. Note, however, that in order to ensure the department fulfills its primary teaching mission, not all requests for service workload units may be approved.

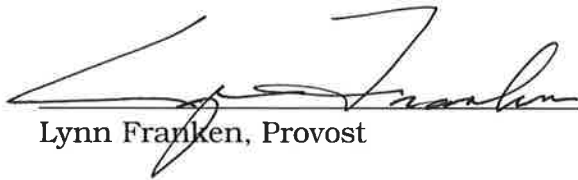


  
Mike Pease, Chair, Department of Geography

7/15/19  
Date

  
Tim Englund, Dean, College of the Sciences

7/14/19  
Date

  
Lynn Franken, Provost

8/5/19  
Date

Received  
JUL 15 2019  
College of the Sciences