

Department of Geological Sciences Reappointment, Tenure, Promotion, Post-tenure review, Senior Lecturer, and Chair Merit Evaluation Criteria (revised 10/15/2025)

This document describes the faculty performance criteria for the Department of Geological Sciences. Tenure-track faculty in the Department of Geological Sciences are required to contribute in three areas: instruction, scholarship, and service. The relative importance of these three areas is not prescribed departmentally and may change over the course of a career. Not all professional activities fit neatly into one of these categories, but the candidate should assign each contribution to one category for purposes of review using examples in this document for guidance. Non-tenure track (NTT) faculty are expected to contribute as described in their faculty appointment letter(s).

The criteria described below are based on a workload assignment of 36 WLU teaching, 6 WLU scholarship, and 3 WLU service and all criteria refer to the review period. For faculty with a different workload distribution, these criteria are scaled accordingly.

Faculty should refer to the following documents in preparing for review. These documents are available from Faculty Relations, Office of the Provost. The Department Chair is responsible for ensuring that faculty are aware of and have access to the relevant documents.

- Collective Bargaining Agreement
- University Faculty Criteria Guidelines
- COTS Policy Manual
- NTT Annual Evaluation
- Faculty180 Guidelines

We follow COTS standards for promotion and tenure. This document elaborates on these criteria and provides examples. For the reappointment procedure for pre-tenure faculty, see COTS standards. For the annual evaluation procedure for NTT faculty, see the NTT Annual Evaluation document.

Review Procedures

Faculty should prepare their professional record following University and COTS guidelines, including linked evidence and/or explanations and descriptions as needed in their personal statement to support products/efforts in all categories following University documentation standards.

The faculty member's Personal Statement should clearly tie accomplishments to the criteria in Department, College, and University performance criteria in the context of the faculty member's workload distribution.

Faculty with joint appointments in other programs or departments will follow committee composition and criteria for their joint appointment, if defined. If not defined by a separate document, they will have at least one member on their personnel committee from each of the programs in which they hold their joint appointment.

Instruction: Standard and Evaluation

Instruction takes place in a wide variety of settings, from lecture, lab, or seminar to field courses, student research and internship experiences and other one-on-one interactions. In general, instruction comprises two components, teaching and student mentorship. We value teaching contributions both within our own program and as part of other programs and interdisciplinary initiatives.

Criteria for effective instruction

- Develop or update courses and/or curriculum to remain current in the subject and adapt to student needs
- Receive and respond to peer evaluations of teaching
- Demonstrate thoughtful self-evaluation of teaching and mentoring that includes both reflections on and improvements in instruction

and

- Mentored instruction of undergraduate students in research and/or supervision of graduate students (as committee chair and/or as thesis committee member).

Excellence in instruction requires:

- a documented record of successful mentored instruction of undergraduate and/or graduate students in research during the review period

and

- either at least one item on List A or at least three items from List B

List A: Any item on this list constitutes evidence supporting excellence in instruction

- A pattern of excellent course delivery as documented by a combination of student feedback, peer or external evaluation, self-reflection, class artifacts, and/or other evidence as discussed in the faculty member's personal statement
- A pattern of the use of practices that support the educational advancement of underrepresented student groups, documented by a combination of professional development (workshops, continuing education, etc) on this topic, course evaluations and redesign, class artifacts, letters from alumni, and/or peer or external evaluation and reflected in the faculty member's personal statement
- Significant revision of a course based on assessment, research-based teaching methods, student feedback, or self-reflection
- Developing and effectively delivering a new course
- University or external award for teaching or mentoring
- Funded external grant proposal supporting instruction (a grant can only be allocated to demonstrate excellence in one category, instruction or scholarship)

List B: Three or more items on the list below provide evidence of excellence in instruction

- Giving a presentation at a conference based on one's teaching expertise
- Student co-authored presentations at professional meetings and/or journal publications
- Internal or external student grant proposals
- Record of recruiting research students from underrepresented groups, and leading these students to complete a project under the faculty's mentorship

- Moving a course to a different modality to meet departmental needs
- First time teaching a pre-existing class in a new discipline or area of instruction (e.g. Science and Mathematics Education, Environmental Studies)
- Changes in teaching or mentoring practice as an outcome of participation in professional development workshop(s) or other activities to improve instruction and/or mentoring
- Changes in teaching or mentoring practices that support equity and inclusion as an outcome of participation in professional development workshop(s) to promote equity and inclusion in the classroom
- Funded internal grant proposals supporting curriculum or any unfunded external grant proposals supporting instruction
- External letters supporting excellence in instruction, including those from alumni (see below for the procedure for the Chair to solicit external letters)
- Nomination for a CWU or external teaching award
- Other items of equivalent significance as explained in the candidate's personal statement with supporting documentation.

Tenure and promotion to Associate Professor: Tenure as well as promotion to Associate Professor requires faculty to demonstrate all of the characteristics of effective instruction listed above and described in COTS standards.

Promotion to Professor: Promotion to Professor requires faculty to demonstrate excellence in instruction as described in COTS standards. Examples of evidence for excellence in instruction recognized by the Department of Geological Sciences are listed above.

Post-tenure Review: Satisfactory post-tenure review requires a sustained record of instruction effectiveness following the criteria above. *Excellence* in post-tenure review requires faculty to demonstrate excellence in instruction as described in COTS standards. Examples of evidence for excellence in instruction recognized by the Department of Geological Sciences are listed above.

Promotion to Senior Lecturer: Promotion to Senior Lecturer requires faculty to demonstrate the characteristics of effective instruction listed above and described in COTS standards (the same as promotion to Associate Professor), with the exception that Lecturers are not typically expected to engage in mentored instruction of research students.

Senior Lecturer Merit: Senior Lecturer Merit requires faculty to demonstrate excellence in instruction as listed above and described in COTS standards, with the exception that Lecturers are not typically expected to engage in mentored instruction of research students. Examples of evidence for excellence in instruction recognized by the Department of Geological Sciences are listed above.

Scholarship: Standard and Evaluation

The Department of Geological Sciences values scholarship for its contribution to improving instruction, continuing professional development, and enhancing knowledge in the discipline. Development of research infrastructure at CWU is also a valued component of scholarship. In addition to the scholarly products listed under Category A in the University Performance

Guidelines, the Department of Geological Sciences recognizes authorship of peer-reviewed geologic maps published by a professional society, recognized publisher or government agency as Category A research products. In addition to the scholarly products listed under Category B in the University Performance Guidelines, the Department of Geological Sciences recognizes major technical reports, such as final reports for funded external grants, as Category B research products.

Criteria for effective scholarship

- At least two Category B products
- External research interactions (collaborative research, conference participation, or other outside activities)

and

- Student participation in research (CWU or non-CWU undergraduate or graduate students, or K-12 students)

Excellence in scholarship requires either:

- At least 2 Category A products

or

- 1 Category A plus 1 or more items from this list:
 - A sustained pattern of engaged research— defined as at least 10 Category B publications, 5 external research interactions, and 5 students included in research, or other equivalent activities.
 - Documentation of substantial impact of research program (high impact publication, participation in a large collaborative project, development of research infrastructure, etc.)
 - Honors, awards or fellowships of research excellence

Tenure and promotion to Associate Professor: Tenure as well as promotion to Associate Professor requires faculty to meet the COTS standards of at least two Category A products while in residence at CWU. In residence is defined as any part of the work to produce the product being conducted while employed at CWU. Faculty are additionally expected to meet the criteria for effective scholarship described above to demonstrate a trajectory towards a sustained record of scholarship.

Promotion to Professor: Promotion to Professor requires faculty to demonstrate excellence in scholarship as described in COTS standards. Examples of evidence for excellence in scholarship recognized by the Department of Geological Sciences are listed above.

Post-tenure Review: Satisfactory post-tenure review requires a sustained record of effectiveness in scholarship following the criteria above. For *excellence* in post-tenure review, faculty will additionally demonstrate excellence in scholarship as described in COTS standards. Examples of evidence for excellence in scholarship recognized by the Department of Geological Sciences are listed above.

Service: Standard and Evaluation

We value service contributions within the university, to the profession, and to the community. We recognize that service contributions can take on myriad forms, and impactful service can be demonstrated through List A activities and/or a portfolio of List B activities. In all cases, the importance and impact of the associated service activities should be demonstrated in the candidate's professional file and reflection statement.

Criteria for effective service

- Attendance at department meetings and participation in decisions made by the Department Committee of the Whole.
 - Consistent service contributions to the profession and/or community (e.g., manuscript and proposal review, outreach activities, membership on society committees).
- and
- Contribution to department service load at a rank-appropriate level. In general, as faculty advance from Assistant Professor, to Associate Professor, to Full Professor, they are expected to increase the leadership component and/or impact level of their service responsibilities.

List A: Any item on this list constitutes evidence supporting excellence in service

- A leadership role
 - in a *group or committee* at CWU
 - or in a *professional group or committee*, such as within a professional group or society, or editorial activity in an international or national publication (e.g., Associate Editor, Editor)
- Service activities that have great impact through their importance to
 - the *department, college or university*, such as but not limited to mentoring colleagues, meeting with lawmakers, serving as Graduate Program coordinator, coordinating the department seminar series, or coordinating College in the High School instructors. For duties with additional workload associated with them, the candidate should describe how their service provided a positive impact in that role.
 - or the *profession*, such as but not limited to membership on funding agency panels, professional working groups, or advisory committees, a convener or organizer for a formal workshop, conference, or extended field trip for professional societies, or external program reviewer at another university
 - or the *community*, such as but not limited to a pattern of community, K-12, 2-year college, or media outreach, or outreach leadership. The candidate should describe the scope of their outreach and its impact on the community.
- A pattern of efforts that support student recruitment, retention, and completion, demonstrated through the candidate's statement, that includes mentorship of students about careers, classes, majors, etc. and some *combination* of the following:
 - Membership on internal or external committees related to equity and belonging
 - Regular participation in university and/or off-campus student recruiting activities

- Participation in efforts to increase participation of underrepresented students in undergraduate and/or graduate programs (AGU Bridge Program, targeted outreach to underserved communities and community colleges, etc).
 - One-on-one support of students during times of hardship to help them succeed academically. *Given potential confidentiality needed for this item, no documentation is expected in the professional record, however faculty should describe the quantity and type of support in their personal statement. The Department Personnel Committee, Department Chair, or other faculty can vouch for the faculty's contribution if requested at any level.*
 - Other items of equivalent significance as explained in the candidate's personal statement with supporting documentation.
- Honors or awards for service excellence
 - External letters supporting excellence in service
 - Other items of equivalent significance as explained in the candidate's personal statement with supporting documentation.

List B: Three or more items on the list below provide evidence of excellence in service

- Any one of the efforts that support student recruitment, retention, and completion listed above
- Pattern of efforts that support students' success after graduation, such as connection with jobs/internships/graduate programs, letters of recommendation for current or former students, or other career-related activities/advice
- Serve on university, college and/or departmental standing or ad-hoc committees or search committees, faculty senator, etc.
- Present a public comment at BOT meetings addressing a matter of significant concern to students, faculty, or academics at the university
- Regularly judge student presentations at a professional conference or SOURCE
- Mentor a student club for at least 1 year
- Equity and belonging related professional development (e.g., trainings, workshops, certification, reading groups)
- Serve on a committee, task force, or panel for a professional organization
- Organize or chair a session at an international, national, or regional professional meeting
- Frequent and substantive reviews for journals and/or funding agencies; the candidate's statement should make the case that their contributions are "substantive"
- Serve as an external personnel case reviewer for another university
- Provide professional expertise or build partnerships within the university and/or an organization or agency outside the university. Evidence of this could include grants, MOUs, or letters of collaboration with partnering organizations or agencies, or could include joint fieldwork, student projects, presentations, publications, or outreach activities that result from collaboration.
- Lead or contribute to the nomination of someone for a university or professional award (current or former student, staff or faculty colleague, professional colleague) that requires significant effort on that part of the faculty, including coordinating multiple letter writers, writing a detailed nomination letter, etc.

- Serve as an external research committee member for undergraduate, MS and/or PhD students at another university
- Invited lectures and presentations in geological sciences to community groups or schools
- Outreach activities that raise the profile of the department, university, or discipline
- Other items of equivalent significance as explained in the candidate's personal statement with supporting documentation.

Tenure and promotion to Associate Professor: Tenure as well as promotion to Associate Professor requires all of the characteristics of effective service listed above and described in COTS standards.

Promotion to Professor: Promotion to Professor requires faculty to demonstrate excellence in service as described in COTS standards. Examples of evidence for excellence in service recognized by the Department of Geological Sciences are listed above.

Post-tenure Review: Satisfactory post-tenure review requires a sustained record of service effectiveness following the criteria above. For *excellence* in post-tenure review, faculty will additionally demonstrate excellence in service as described in COTS standards. Examples of evidence for excellence in service recognized by the Department of Geological Sciences are listed above.

Promotion to Senior Lecturer: For Lecturers who have service requirements listed in their contracts, promotion to Senior Lecturer requires faculty to demonstrate the characteristics of effective service listed above and described in COTS standards.

Senior Lecturer Merit: For Senior Lecturers who have service requirements listed in their contracts, Senior Lecturer Merit requires faculty to demonstrate excellence in service as described in COTS standards. Examples of evidence for excellence in service recognized by the Department of Geological Sciences are listed above.

Chair Evaluation

Chairs will be evaluated according to the procedure set out in the COTS Policy Manual. The department values the following qualities in an effective chair:

- (1) efficient oversight of day-to-day operations of the department;
- (2) advocacy for department at college and university level;
- (3) communication with faculty of issues and opportunities relevant to the department;
- (4) leading department to consensus on decisions that require faculty input;
- (5) finding solutions to problems that arise involving students, staff, and/or faculty;
- (6) representing the department when needed outside of the university.

Procedure for External Letters

External letters are optional for candidates for promotion or merit in the Department of Geological Sciences, and may be used to support the candidate's case as described above. In all

cases, the body of the external letters will be entered into the professional record by the chair only after authorship information (name, signature, letterhead) has been removed. A summary of salient points from the external letters must be transmitted by the chair and Department Personnel Committee in their letters evaluating the candidate's file.

Letters evaluating instruction: Letters from alumni will be solicited by the chair from a list provided by the candidate. The candidate will be required to submit this list ahead of the University deadline for personnel files (at least two months ahead, or as coordinated with the department chair).

Letters evaluating scholarship: The chair will solicit letters from nationally and internationally recognized scholars in the candidate's field to evaluate the candidate's scholarly contributions and potential. The chair will solicit letters from two colleagues chosen from a list provided by the candidate, and will solicit additional letters from two external reviewers identified by the chair and personnel committee as familiar with the candidate's research area and capable of providing an evaluation of the candidate's scholarship. Letters will be solicited and handled according to the procedure in the COTS Policy Manual. The candidate will be required to submit to the department chair a list of collaborators, CV, and a detailed summary and examples of their accomplishments ahead of the University deadline for personnel files (at least two months ahead, or as coordinated with the department chair).

Letters evaluating service: The chair will solicit letters from a list provided by the candidate. The candidate will be required to submit this list ahead of the University deadline for personnel files (at least two months ahead, or as coordinated with the department chair).

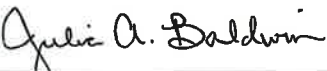
Approved:



Department Chair, Geological Sciences

15 Jan 2026

Date



Dean, College of the Sciences

1/15/26

Date



Provost

1-20-26

Date