

Retention, Promotion, Tenure, Post-Tenure, and Senior Lecturer Evaluation Criteria Physics Department (revised July 2025)

This document describes the faculty performance criteria for the Physics Department. It further qualifies the criteria found in the university and college standards for faculty review. Tenure and promotion require faculty to contribute to the Physics Department mission and goals and to support colleagues in accomplishing the mission and goals in a team environment.

1. Physics Department Mission

The vision of the CWU Physics Department is to be a model Physics learning community that centers equity and belonging and provides every student with a pathway to success in their Physics education. The mission of the CWU Physics Department is to prepare students to develop Physics content knowledge and strong analytical, quantitative, and problem-solving skills that can be employed in a variety of careers, and to cultivate life-long learners with an appreciation for the role of Physics in society. We strive to fulfill this mission through innovative curriculum, high impact practices such as faculty-mentored undergraduate research, and meaningful engagement with our students, our colleagues across campus, and with our broader communities. This document outlines departmental criteria for faculty tenure and promotion with specific examples of activities aligned with our mission.

2. Review Procedures

Documentation: Faculty should prepare an electronic portfolio following department, college, and university guidelines, including linked evidence to support products/efforts in all categories. Evidence that cannot be converted to an electronic form (e.g. book) should be made available to review. Evaluation cycles for full-time lecturers, probationary tenure-track faculty, and tenured faculty will follow the timeline outlined in the most recent Collective Bargaining Agreement (CBA).

A Personal Statement should be submitted for review as part of a faculty member's professional record. For tenure-track and tenured faculty, the Personal Statement should clearly delineate Category A and B accomplishments in each of the three review categories and clearly tie those accomplishments to the criteria in this document. For full-time lecturers, personal statements for regular review cycles may be brief, 2-3 page, summaries of instructional activities. For full-time lecturers applying for promotion to Senior Lecturer, and Senior Lecturers applying for Merit, a more extensive personal statement outlining a record of accomplishments and future plans is encouraged.

Unsolicited letters from other faculty members in a candidate's department must be submitted before the candidate's file closes, and prior to review of the file by the Chair and Department Personnel Committee, allowing candidates to correct any errors of fact noted in the letters.

3. Instruction: Standard and Evaluation

3.1 Standards for instruction

Effective teaching is characterized by developing appropriate learner outcomes, using a variety of teaching and assessment techniques, inviting critical analysis of teaching habits, and reflecting on productive feedback. *Minimum Requirements for Effective Teaching:* Provide evidence for classroom teaching effectiveness through assessment of student learning, SEOI, peer evaluation, and/or supervisor evaluation. The Personal Statement should include discussion of research-based pedagogies used in your instruction and may cite key references, summarize documentation available in other areas of the record, such as SEOIs or peer evaluation, or discuss

instructional improvements made as needed. Examples of documentation include, but are not limited to, pre- and post-instruction data, lessons or syllabi with outcomes linked to professional standards, or syllabi that cite Physics Education literature. The Personal Statement should also document thoughtful responses to patterns of student concerns expressed in SEOI surveys.

Use of SEOI data in personnel review: The DPC and chair will consider SEOI scores and comments. Because evidence shows that this information may be unfairly biased on the basis of race, gender, ethnicity, nationality, age, religion, personality, class content, and/or other factors, consideration of SEOI information will be informed by this understanding in the context of all other evidence related to teaching.

There are two levels of involvement in working toward being an effective teacher and supporting effective teaching in others, outlined below as Category A and Category B efforts.

Category A: The following are the results of long-term focus on the scholarship of teaching.

- Significant revision of a course based on assessment data, research-based pedagogies, external standards, student feedback, or detailed self-reflection.
- Creating significant materials for a course that other instructors adopt and use (in the department, outside the department at CWU, or outside of CWU)
- Giving an invited presentation at a conference based on one's teaching expertise
- Development of a new course or Physics program based on demonstrated need (e.g., external standards or needs, program assessment results, or student interest)
- Teaching or co-designing courses in interdisciplinary programs, such as DHC or STEP, or participating in other cross-departmental teaching efforts such as teaching or co-designing interdisciplinary courses as part of a collaborative high-impact practice (HIP) initiative.
- Developing or leading professional development opportunities for P-20 educators.
- Receiving an official teaching award from CWU or a recognized external organization
- Exemplary mentorship of student research. Exemplary mentorship can be demonstrated in multiple ways, for example: student nomination of the faculty mentor for awards such as the SOURCE Mentor of the Year Award, evidence of positive educational and career impact to students, and evidence of ongoing development of pedagogical approaches to meet the undergraduate research learning outcome of the Physics program. We note that certain products of research mentorship (such as student co-authorship on publications or presentations) may also be submitted in the same file as scholarly products, as outlined in the Scholarship section of this document.

Category B: These characteristics are fundamental to effective teaching and should become habit. Physics faculty members are expected to consistently participate in these activities.

- Frequent maintenance of syllabi in accordance with the COTS policy manual.
- Routinely reflect on at least one component of the teaching and learning experience as evidenced by the Personal Statement or other written document
- Routine participation in peer evaluation of teaching as reviewee, as described in the COTS policy manual. Faculty members should solicit peer review and input from other faculty members and consider the recommendations of their peers in the ongoing development of their teaching practices. In turn, faculty members are encouraged to serve as peer reviewers for other faculty members when invited, and to use the peer review process as part of a collaborative discussion of effective teaching approaches.

3.2. Evaluation of instruction for tenure-track and tenured faculty

Tenure and Promotion to Associate Professor: Tenure for Physics faculty members, as well as promotion to Associate Professor, requires knowledge of the skills and concepts taught, pedagogical content knowledge, demonstrated concern for student learning and effectiveness as an instructor as evidenced by the items listed above. It is expected that faculty members up for tenure will have met all Category B criteria within the evaluation period, will provide the required evidence of effective teaching, and will have at least two Category A items during the review period. There should be a general trend of continued growth and improvement over the probationary period. A typical timeline for progression toward tenure is provided below (supplemental information).

Post-Tenure Review: Satisfactory post-tenure review requires a sustained effort of teaching effectiveness as well as a record of continued efforts to remain current in subjects associated with the faculty member's teaching responsibilities in accordance with the weighting of teaching within approved Workload Plans. It is expected that faculty members will have met all Category B criteria, will provide the required evidence of effective teaching, and will have at least one Category A item over the post-tenure review period.

For *excellence* in post-tenure review, faculty members will demonstrate a sustained record of teaching effectiveness, as well as a record of continued efforts to remain current in subjects associated with the faculty member's teaching responsibilities. Faculty should take a leadership role, such as mentoring or collaborating with other faculty in teaching and learning. To achieve excellence, faculty will have met all Category B criteria, and at least three Category A items over the post-tenure review period.

Promotion to Professor: Promotion to Professor requires that a faculty member achieve the criteria for *excellence* in instruction, as outlined above, based on accomplishments completed since their promotion to Associate Professor.

3.3. Evaluation of instruction for fulltime Lecturers

Evaluation of fulltime Lecturers: Fulltime lecturers will be evaluated by the chair and department personnel committee following guidelines in the COTS Policy manual.

Promotion to Senior Lecturer: The primary duty of a lecturer is teaching. To be considered for promotion to senior lecturer, faculty must have a record of demonstrated concern for student learning and effectiveness as an instructor, with instructional effectiveness defined in a similar way to the criteria tenure-track faculty members must meet to earn tenure. To be promoted to senior lecturer, faculty are expected to meet all Category B teaching criteria for every 45 WLU of teaching they are assigned. They will provide evidence of research-based practices in teaching and at least one Category A teaching item. To be eligible for promotion to Senior Lecturer, the candidate must meet the total years of experience and workload unit requirements outlined in the CBA.

Merit for Senior Lecturer: Excellence in teaching for senior lecturers may be rewarded with merit. Excellence in teaching is defined in a similar way to the criteria for tenured faculty to achieve *excellence* in post-tenure review, as outlined above. To be considered for merit, senior lecturers are expected to take a leadership role in mentoring other faculty in teaching and learning, meet all Category B criteria, and at least one Category A teaching item.

4. Research and Scholarly Activity: Standard and Evaluation

The Physics Department recognizes two levels of scholarship. Both are important for student learning, faculty vitality, and advancing Physics to professionals and community.

4.1 Standards for scholarship

Category A products are the fundamental products of scholarship that advance the discipline and inform the teaching and research practitioners of the discipline and have been subject to formal *peer-review* processes and disseminated outside the university. Faculty members in the Physics Department may produce Category A products such as those in the college and university standards. Common Category A products in Physics include:

- Peer-reviewed journal articles, textbooks, or book chapters
- Co-author **and** mentor of student author of peer-reviewed undergraduate journal articles
- Peer-reviewed curricular or teaching resources disseminated statewide, nationally, or internationally, including peer-reviewed Open Educational Resources (e.g., OpenStax, MERLOT)
- Published, peer-reviewed conference proceedings (to count as Category A, the entire manuscript, not just the abstract, must be subject to peer-review)
- Externally funded peer-reviewed grants that support the faculty member's work at CWU, if the faculty member is a principal or co-principal investigator
- Agency contract work and applied research studies that produce significant positive change in the functioning of natural systems, communities, government agencies, NGOs or businesses, may constitute a Category A accomplishment. The product must be subject to peer review by individual(s) with expertise in the relevant field, and the review process must be of similar rigor to that of other Category A products, as documented in the faculty member's portfolio.

Category B includes other formal activities that support a faculty member's scholarly program. Physics faculty members may produce Category B products such as those in the college and university standards. In addition to the university and college Category B products, common Category B products in Physics include:

- Presentations of scholarly work at external meetings or colloquium/seminars, including presentations where a student is the primary presenter, and the faculty member is a co-author.
- Dissemination of STEM content through public presentation, articles in the popular press, or related media
- Mentor of student author of peer-reviewed undergraduate journal articles
- Principal or co-principal investigator on unfunded external grant submissions
- Major technical reports, such as final reports for funded external grants
- Manuscripts of research (with or without student collaborators) available through non-peer-reviewed but vetted national clearing houses (e.g., ERIC, SERC) or Open Educational Resource repositories (e.g., OER Commons)
- Non-peer-reviewed (or internally reviewed by a CWU committee) scholarly accomplishments that are the product of faculty-mentored student research (e.g. SOURCE presentations; OUR grants; SURE grants; presentations at local, regional and national meetings). We note that exemplary mentorship of student research may also be recognized as an instructional accomplishment in the same review, as outlined in section 3.1.
- Evidence of significant impact of the scholarly activities on the faculty member's teaching and/or curriculum

4.2. Evaluation of scholarship for tenure-track and tenured faculty

Tenure and Promotion to Associate Professor: To receive tenure and promotion to Associate Professor, the faculty member is expected to meet the COTS Standards of at least two Category A products created while employed by CWU. In addition, the faculty member is expected to average one Category B product per full year during the tenure timeline (e.g., 5 Category B products for a five-year tenure timeline).

Post-Tenure Review: Satisfactory post-tenure review with *effective* scholarship requires evidence of a sustained record of scholarly activities over the course of a faculty member's career in accordance with the weighting of scholarship within approved Workload Plans. Such evidence includes a Category A product during the review period for faculty who have received the typical scholarship workload on average over that time. Multiple category B products could be justified as a substitute for a Category A in certain circumstances. Examples include: (1) if the faculty member's activities include evidence of progress toward a Category A research accomplishment (for example, a manuscript under review at a peer reviewed journal or a grant proposal that was not funded); and (2) scholarly activities that demonstrate an exemplary level of impact to students through substantial mentorship of undergraduate research and/or incorporation of scholarship into curriculum.

For *excellence* in post-tenure review, faculty members will accomplish at least two Category A products and at least four Category B products during the review period. In post-tenure review cases, fewer Category B products can be justified by more Category A products.

Promotion to Professor: Promotion to Professor requires that a faculty member achieve the criteria for *excellence* in scholarship, as outlined above, based on scholarly accomplishments completed since their promotion to Associate Professor.

4.3. Evaluation of scholarship for fulltime Lecturers

Evaluation of fulltime Lecturers: Fulltime lecturers will be evaluated by the chair and department personnel committee following guidelines in the COTS Policy manual. For lecturers who have scholarship requirements in their contracts, this review will include an evaluation of the scholarly activity relative to the duties described in the contract.

Promotion to Senior Lecturer: Lecturers who have scholarship requirements listed in their contracts must have successfully met all the scholarship duties listed in their contracts. Effectiveness in scholarship is defined in a similar way to the criteria tenure-track faculty members must meet to earn tenure. Lecturers with WLU for scholarship in their workload plan will be evaluated based on the proportional weight of activities in their workload plan.

Merit for Senior Lecturer: For lecturers who have scholarship requirements listed in their contracts, *excellence* in scholarship for senior lecturers may be rewarded with merit. Senior Lecturers with scholarship in their workload plan will be evaluated based on the proportional weight of activities in their workload plan.

5. Service: Standard and Evaluation

Service is a critical aspect of a Physics faculty member's load. We recognize that a faculty member's service activities may take a variety of forms and that new service initiatives may be developed in response to the changing needs of the department and the institution. Faculty members may choose to pursue service activities that align with their own strengths, interests, and priorities within the broader context of the departmental and university mission. Therefore, the items listed below are meant only as examples of common service activities that align with the scope of Category A and Category B service contributions. For this reason, faculty members may be recognized for service activities that do not appear on these lists, provided they justify how the activities contribute to the departmental and university mission.

5.1 Standards for service

Category A service involves significant contributions to the department, college, university, profession, or public. Category A service activities involve taking a leadership role or making a sustained contribution in an area of service. Examples include:

- Providing leadership by chairing a committee at the department, college, or university level. Committee membership in which the faculty member made a substantial contribution, but was not the committee chair, may also be considered a Category A service activity with justification.
- Serving as a department chair or program director
- Working on external local, state, national, or international committees or professional organizations on work that aligns with the departmental and university mission.
- Participating in the organization of local, state, national, or international conferences
- Leading activities that support pedagogical reform efforts (e.g., workshops, summits, curriculum development, journal creation, and program development)
- Sustained effort to development, organize, and deliver STEM outreach programs
- Serving as an editor for a peer-reviewed journal
- Providing substantial service as a referee for peer-reviewed journals or grant programs (e.g. peer review roles that require a substantial time commitment reviewing multiple documents and providing detailed input).
- Serving as a faculty mentor for a student club
- Sustained effort to develop, organize, and facilitate opportunities for students to explore career possibilities through interaction with industry professionals.
- Participation in college, university, or national assessment and evaluation efforts, such as serving as a COTS Assessment Coordinator or participating in a national department assessment project (e.g. through recognized organizations such as AIP, APS, or AAPT).
- A sustained record of leadership in promoting diversity, equity, and inclusion (DEI) in the department, college, or university. Evidence of a sustained record may include examples such as leadership on college/university committees, leadership of departmental reform efforts, or development of curriculum.
- Receiving an official award from CWU or a recognized external organization based on service contributions

Category B service focuses on contributions to the department, college, university, profession, or general public of a lesser scope.

- Serving on department, college, and university committees
- Making public or school group presentations involving STEM or Physics
- Participating in activities that support pedagogical reform efforts (including but not limited to workshops, summits, curriculum development, and program development)
- Reviewing for peer-reviewed journals or grant panels.
- Planning events that create opportunities for students to interact with industry professionals. This could include arranging on-campus seminars with guest speakers, supervising or facilitating student travel to conferences, or facilitating alumni engagement with students.
- Contributing to the planning and implementation of department events and activities that promote a sense of community and belonging. This could include leading department activities during the Week of Welcome, planning department social events, and planning Sigma Pi Sigma induction ceremonies and department award ceremonies.
- Serving as a faculty mentor for a probationary tenure-track faculty member or fulltime lecturer as part of the Physics Department mentorship program (outlined in supplemental materials)
- Service activities that promote diversity, equity, and inclusion (DEI) in addition to the examples listed above.

5.2. Evaluation of service for tenure-track and tenured faculty

Tenure and Promotion to Associate Professor: To receive tenure and promotion to Associate Professor, the faculty member is expected to participate in an average of at least one Category A or B service effort every year during the probationary period. In addition, tenure and promotion to Associate Professor requires participation in departmental committees and service on a college or university committee for at least one year.

Post Tenure Review: Satisfactory post-tenure review with *effective* service requires evidence of a sustained record of significant service activities over the course of a faculty member's career in accordance with the weighting of service within approved Workload Plans. This includes participation in approximately one Category A or B service effort every year during the review period. At least one of these activities during the review period must be a Category A service effort.

For *excellence* in post-tenure review, faculty members must participate in approximately one Category A or B service effort every year. Excellence in service requires participation in departmental committees and service on a college or university committee for at least one year. At least one of these efforts during the review period must involve a leadership role in one aspect of service.

Promotion to Professor: Promotion to Professor requires that a faculty member achieve the criteria for *excellence* in service, as outlined above, based on scholarly accomplishments completed since their promotion to Associate Professor.

5.3. Evaluation of service for fulltime Lecturers

Evaluation of fulltime Lecturers: Fulltime lecturers will be evaluated by the chair and department personnel committee following guidelines in the COTS Policy manual. For lecturers who have service requirements in their contracts, this review will include an evaluation of the service activity relative to the duties described in the contract.

Promotion to Senior Lecturer: Lecturers who have service requirements listed in their contracts must have successfully met all the service duties listed in their contracts. *Effectiveness* in service is defined in a similar way to the criteria tenure-track faculty members must meet to earn tenure. Lecturers with WLU for service in their workload plan will be evaluated based on the proportional weight of activities in their workload plan..

Merit for Senior Lecturer: For lecturers who have service requirements listed in their contracts, *excellence* in service for senior lecturers may be rewarded with merit. Senior Lecturers with service in their workload plan will be evaluated based on the proportional weight of activities in their workload plan.

6. Chair Merit: The COTS Policy Manual describes the criteria for chair merit. The Physics Department has no additional criteria.

Supplemental Materials

Timeline to Tenure

Detailed requirements for tenure and promotion are outlined in the above sections on instruction, scholarship, and service expectations. This timeline is provided as a useful guideline for the pathway to tenure. It is not required or expected for every faculty member to reach all these milestones on the same timeline. Probationary tenure-track faculty will be evaluated during the second (2nd), fourth (4th), and sixth (6th) years of their probationary period, as outlined in the CBA. A faculty member may, when circumstances make it justifiable, be considered eligible for tenure prior to the expiration of a six (6) year probationary period with the university, as outlined in the CBA.

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

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

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

Mentorship and Annual Meeting

The Physics Department will pair each probationary, tenure-track faculty member and each fulltime lecturer in their first two years with a faculty mentor who is not a member of the personnel committee. The faculty mentor will meet with the probationary faculty member at least once per quarter to provide advice, to serve as a sounding board, and to answer questions the faculty member may have as they grow in their professional role. Participation in the mentorship program is an optional resource to support the faculty member. Continuation of the mentorship program beyond year 2 may take place, formally or informally, at the mutual agreement of the faculty member and faculty mentor.

To enhance communication regarding expected performance in teaching, scholarship, and service, all probationary, tenure-track faculty are encouraged to discuss their academic plan for teaching, scholarship, and service during an annual meeting with the personnel committee. The candidate should provide brief verbal descriptions of ongoing and planned work in the areas of teaching, scholarship and service. The purpose of this meeting is for the personnel committee to provide guidance to the faculty member as they progress on their pathway to tenure.

Approved by:

Erin Craig Ricketson

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7/1/25

Date

Andrew M. Hamm

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Date

[Signature]

Provost / Vice President for Academic and Student Life

7-10-25

Date

