

Retention, Promotion, Tenure, Post-Tenure, and Senior Lecturer Evaluation Criteria Physics Department (revised April 2019)

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 requires faculty to contribute to the Physics Department mission and goals and to support colleagues in accomplishing the mission and goals in a team environment.

Review Procedures

Documentation: Faculty should prepare a portfolio following University and COTS 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.

A Personal Statement should be submitted for review as part of a faculty member's professional record. 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.

Instruction: Standard and Evaluation

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. There are two levels of involvement in working toward being an effective teacher and supporting effective teaching in others.

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.

Category A: The following are the result 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.
- Developing or leading professional development opportunities for P-20 educators that span a minimum of 40 contact hours
- Receiving an official teaching award from CWU or a recognized external organization
- Participation in program-wide assessment and evaluation efforts as required

Category B: These characteristics are fundamental to effective teaching and must become habit. Physics faculty members must 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

Tenure and Promotion: 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.

Promotion to Professor: Promotion to Professor requires evidence of a sustained record of teaching effectiveness, as well as a record of continued efforts to remain current in subjects associated with the faculty member's teaching responsibilities. Faculty should take a leadership role, such as mentoring or collaborating with other faculty in teaching and learning. It is expected that faculty members up for promotion to Professor will have met all Category B criteria, will provide the required evidence of effective teaching, and will have at least two Category A items during the review period.

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 per post-tenure review period.

For *excellence* in post-tenure review, faculty members will continue to take a leadership role in mentoring other faculty to use research-based practices in teaching and learning. To achieve excellence, faculty will have met all Category B criteria, will provide the required evidence of effective teaching, and will contribute products from at least three Category A items over the post-tenure review period.

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 continued excellence in teaching along with meeting the total years of experience and workload unit requirements outlined in the CBA in effect for the candidate. Continued effectiveness in teaching is defined in a similar way to the criteria tenure-track faculty members must meet to earn tenure. In order 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 also provide the required evidence of research-based practices in teaching and at least one Category A teaching item.

Merit for Senior Lecturer: Excellence in teaching for senior lecturers may be rewarded with merit. In order to be considered for merit, senior lecturers will have been expected to take a leadership role in mentoring other faculty and/or teacher candidates to use research-based teaching and learning. To be eligible for merit, a senior lecturer will have met all Category B criteria, will provide the required evidence of effective teaching and at least one Category A teaching item.

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.

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 university standards, in either Physics or a Physics-related field such as astronomy, physics education, engineering, etc. In addition, common Category A products in Physics include:

- Peer-reviewed journals or book chapters whose primary audience is Physics researchers
- Peer-reviewed journals or textbooks whose primary audience is P-20 educators or K-12 students
- 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 equivalent to a journal article or longer (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's work at CWU, if the faculty member is a principal or co-principal investigator

Category B includes other formal activities that support a faculty member's program of scholarship. Physics faculty members may produce Category B products such as those in the 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
- 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-blind peer reviewed but vetted national clearing houses (e.g., ERIC, SERC) or Open Educational Resource repositories (e.g., OER Commons)
- Demonstrate exemplary student mentoring by student research or teaching products (e.g., SOURCE presentations; OUR grants; SURE grants; presentations at local, regional and national meetings; or lessons taught field practicums).

Promotion: 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 in residence at CWU. In residence is defined as any part of the work to produce the product being conducted while employed by CWU. In addition, the faculty 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). Promotion to Professor follows the same requirements of at least two Category A products and approximately one Category B product per full year between tenure and promotion to Professor. In both promotion cases, fewer Category B products can be justified by more Category A products.

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.

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 Senior Lecturer: For lecturers who have scholarship requirements listed in their contracts, they must have successfully met all of the scholarship duties listed in their contracts. Continued effectiveness in scholarship is defined in a similar way to the criteria tenure-track faculty members must meet to earn tenure. In order to be promoted to senior lecturer, faculty are expected to have approximately one Category A or B scholarship criteria for every 45 WLU of combined teaching and scholarship they are assigned.

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. In order to be considered for merit, faculty will participate in approximately one Category A or B scholarship effort per 45 WLU of combined teaching and scholarship since the previous review; two of these must be Category A scholarship efforts.

Service: Standard and Evaluation

Service is a critical aspect of a Physics faculty member's load. Faculty members may, with justification, substitute different service activities for those in the A and B list below provided the substitute activities promote physics in some way and take a similar amount of effort as those activities on the lists.

Category A service involves reform efforts that have a significant impact or scope on educational systems.

Examples include:

- Providing leadership by chairing or directing committees or programs with representation across departments or colleges.
- Working on external local, state, national, or international committees or professional organizations to advance the field of Physics or improve Physics education.
- 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 physics-related journal

Category B service focuses education reform efforts of a lessor 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 Physics or Physics-related journals

Tenure and Promotion: 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.

Promotion to Professor: Promotion to Professor requires a significant record of service activities including participation in approximately one Category A or B service effort every year; at least one of these efforts must be a Category A service effort.

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 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; one of these must be serving in a leadership role in at least one departmental, college or university committee for a minimum of one year and another must be one other Category A service effort during the review period.

Promotion to Senior Lecturer: For lecturers who have service requirements listed in their contracts, they must have successfully met all of the service duties listed in their contracts. Continued effectiveness in service is defined in a similar way to the criteria tenure-track faculty members must meet to earn tenure. In order to be promoted to senior lecturer, faculty are expected to have approximately one Category A or B service criteria for every 45 WLU of combined teaching and service they are assigned. In addition, promotion to senior lecturer requires yearly participation in department service efforts such as committees, field placements, or professional development.

Merit for Senior Lecturer: Excellence in service for senior lecturers may be rewarded with merit. In order to be considered for merit, faculty will participate in approximately one Category A or B service effort per 45 WLU of combined teaching and service since the previous review; one of these must be a Category A service effort.

Chair Merit: Section 7.1.4.3 describes the criteria for chair merit. The Physics Department has no additional criteria.

Approved by:



Chair, Department of Physics

7/19/19
Date



Dean, College of the Sciences

7/26/19
Date



Provost / Vice President for Academic and Student Life

8/5/19
Date

