

## **Retention, Promotion, Tenure, Post-Tenure, and Senior Lecturer Evaluation Criteria**

### **Science and Mathematics Education Department**

This document describes the faculty performance criteria for the Science and Mathematics Education Department (SMED). It further qualifies the criteria found in the University and College standards for faculty review. SMED works collaboratively with other STEM departments and the School of Education (SOE) to deliver interdisciplinary, standards-based programs in contemporary STEM education. The department has a history of collaboration with Biological Sciences, Chemistry, Computer Science, Geological Sciences, Mathematics, and Physics in the College of the Sciences, as well as the SOE in the College of Education and Professional Studies.

A central pillar of SMED's philosophy is to recognize the duality of disciplinary expertise and STEM education expertise. Faculty members' teaching, scholarly, and service duties involve work in both SMED and their disciplinary departments as appropriate. Partnerships, collaborative efforts, and teamwork both within and beyond the departments and the university are highly valued. Tenure and promotion requires faculty to contribute to both SMED and disciplinary department mission and goals, if applicable, and to support colleagues in accomplishing its mission and goals in a team environment.

#### **Review Procedures**

*Criteria:* Faculty hired jointly in SMED and another department OR hired fully in SMED will be reviewed under the SMED Evaluation Criteria (this document). Faculty who were not hired under the Science and Mathematics Education criteria, and who become jointly appointed mid-review, will have the choice to complete that review period using their previous departmental criteria or the SMED criteria. All future reviews of that faculty member will be conducted using the SMED Evaluation Criteria (this document).

*Committee:* For jointly appointed faculty, the personnel committee shall consist of two tenured faculty members from SMED, two tenured faculty members from the other appropriate STEM discipline department, and a tenured faculty member from another COTS or SOE department. Faculty appointed entirely in SMED will have a personnel committee that consists of four tenured faculty members from SMED plus one additional tenured faculty member from SMED or another COTS or SOE department. Committee members must be of equal or higher rank to the faculty member under review. Any deviation from these arrangements must be approved by the SMED chair, the appropriate disciplinary department chair and the dean of COTS, as well as be in accordance with CWU policies for jointly-appointed faculty. The department chair from each department will each submit an independent evaluation aligned to the appropriate evaluation criteria (usually SMED—this document).

*Documentation:* Faculty should prepare a portfolio following University and COTS guidelines, including providing 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. Jointly appointed faculty should include both the SMED Evaluation Criteria (for primary review) and the evaluation criteria for their other department (to reference additional appropriate category products for that field). The Personal Statement should clearly delineate Category A and B accomplishments in each of the three review categories. Research-based instructional practices should be discussed in the instruction part of the Personal Statement and supported by evidence as discussed below.

#### **Instruction: Standard and Evaluation**

Effective teaching is characterized by developing appropriate learner outcomes, using a variety of

formative and summative assessment techniques, inviting critical analysis of teaching, and reflecting on productive feedback. In the review process, the department recognizes two categories for the products of effective teaching.

*Minimum Requirements for Effective Teaching:* Faculty should provide evidence for classroom teaching effectiveness through assessment of student learning, student evaluations, peer evaluations, and/or supervisor evaluations. The Personal Statement should include discussion of research-based pedagogies used in instruction and may cite references, summarize documented evidence, and discuss instructional improvements made based on evidence and/or feedback from peers and students. Examples of documented evidence include, but are not limited to, pre- and post-instruction assessment data, lessons or syllabi with outcomes linked to professional standards, peer evaluations of instruction, and student evaluations (SEOs and other evidenced-based strategies for soliciting student feedback). Student evaluations of instruction will be considered in context of their known limitations and biases, with a focus on patterns across courses; the Personal Statement should include responses to patterns of student evaluations and/or comments.

Category A: The following are the result of long-term focus on the scholarship of teaching. Items not listed here that are recognized as excellent teaching in the faculty member's STEM discipline department are also likely to qualify as Category A instruction items.

- Significant revision of a course based on assessment data, novel research-based pedagogies, external standards, student feedback, or detailed self-reflection
- Creating materials for a course that other instructors adopt and use
- Giving a presentation at a conference based on one's teaching expertise
- Development of a new course or education program based on demonstrated need (e.g., external standards or needs, program assessment results, or student interest)
- Exemplary student mentoring demonstrated through student research products (e.g., presentations at local, regional and national meetings or manuscripts published), teaching experiences (e.g. field practicums), or service learning opportunities.
- Co-designing or repeated teaching of courses in interdisciplinary programs, such as STP or DHC
- Developing or leading substantial professional development opportunities for P-20 educators
- Receiving a teaching award from CWU or external organization

Category B: These characteristics are fundamental to effective teaching and should be routine in practice. Science and Mathematics Education faculty members must participate in these activities:

- Frequent maintenance of syllabi in accordance with the COTS policy manual.
- Administration of Student Evaluations of Instruction (SEOI) or other evidence-based strategies for soliciting student feedback according to COTS guidelines.
- Routine reflection 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.
- Participation in program-wide assessment and evaluation efforts as required (e.g., include program rubrics embedded in courses).

*Tenure and Promotion:* Tenure for faculty members with a joint or full assignment in SMED, as well as promotion to Associate Professor, requires knowledge of the skills and concepts taught, pedagogical content knowledge, a student-centered teaching approach, 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 demonstrated 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.

*PTR:* 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, provide the required evidence of effective teaching, and produce at least two Category A items over the post-tenure review period.

*Promotion to Senior Clinical Faculty or Senior Lecturer:* The primary duty of a clinical faculty member or lecturer is teaching. To be considered for promotion to senior clinical faculty or 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 excellence 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 clinical faculty or senior lecturer, faculty are expected to meet all Category B teaching criteria during the review period and will provide the required evidence of research-based practices in teaching and at least one Category A teaching item.

*Merit for Senior Clinical Faculty or Senior Lecturer:* Excellence in teaching for senior clinical faculty or senior lecturers may be rewarded with merit. In order to be considered for merit, senior clinical faculty or 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 clinical faculty or senior lecturer will have met all Category B criteria during the review period, will provide the required evidence of effective teaching and at least one Category A teaching item.

### **Research and Scholarly Activity: Standard and Evaluation**

SMED recognizes two levels of scholarship. Both are important for student learning, faculty vitality, and advancing STEM education to STEM professionals and the 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 SMED may produce Category A products such as those in the university standards, in either STEM education or in a STEM discipline field. For example, an article in a refereed STEM education journal has equal weight in the retention, tenure,

and promotion process as an article in a refereed STEM journal. Any Category A product listed in a faculty member's disciplinary department (e.g., Biology, Chemistry, Computer Science, Geological Sciences, Mathematics, or Physics) will count as a Category A for SMED. In addition, common Category A products in STEM education include:

- Peer-reviewed journals or book chapters whose primary audience is STEM education researchers
- Peer-reviewed journals or textbooks whose primary audience is P-20 educators or K-12 students (e.g., National Science Teachers Association, National Council of Teachers of Mathematics journals)
- 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 activities that support a faculty member's program of scholarship. Science and Mathematics Education faculty members may produce Category B products such as those in the university standards, STEM education, and/or in their STEM field. In addition to the University, College, and STEM departments Category B products, common Category B products in STEM education include:

- Presentations of scholarly work at external meetings or colloquium/seminars
- Developing and leading professional development opportunities for P-20 educators that are related to the faculty's scholarship
- Dissemination of STEM content through public presentation, articles in the popular press, or related media
- Collaboration with students in scholarly activities leading to publication or external conference presentations
- Serving as principal or co-principal investigator on unfunded external grant submissions
- Major technical reports, such as final reports for funded external grants
- Manuscripts of curricular innovations available through national clearing houses (e.g., ERIC, SERC) or vetted Open Educational Resource repositories (e.g., OER Commons)
- Curricula or teaching resources developed through the faculty's scholarly work that have been adopted by the equivalent of at least one grade level of a school or multiple-section course at CWU

*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 in STEM or STEM Education, at least one of which is produced in its entirety while in residence at 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.

*PTR:* 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 at least half scholarship workload on average over that time. For the purposes of achieving a satisfactory post-tenure review, 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 produce at least two Category A products and at least two Category B products during the review period.

### **Service: Standard and Evaluation**

Service is a critical aspect of a SMED faculty member's load. In addition to the potential for twice as much department service, SMED faculty members may represent COTS on School of Education (SOE) committees. SMED faculty members are encouraged to make significant contributions to state and national K-12 STEM standards and assessment as well as contributing to standards and assessments for pre-service teachers. In addition to activities listed in the university and college standards, the following list includes possible service commitments that are above and beyond programmatic and committee-related service commitments that all COTS faculty members are expected to perform. Faculty members may justify different service activities for those in the A and B list below provided the substitute activities promote STEM education 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. Items not listed here that are recognized as excellent service in the faculty member's STEM discipline department are also likely to qualify as Category A service items.

Examples include:

- Providing leadership by chairing or directing committees or programs (e.g., STP working group chairs, endorsement program directors, SOE committee chairs)
- Working on external local, state, or national committees or STEM professional organizations to improve STEM education
- Participating in the organization of local, state or national pedagogical conferences
- Sustained effort to conduct professional development training for P-20 educators (e.g., multiple short workshops or one 40+ hour workshop)
- Leading activities that support pedagogical reform efforts (e.g., workshops, summits, curriculum development, journal creation or editor, and program development)
- Leading assessment efforts such as PESB accreditation and program assessment
- Sustained effort to develop, organize, and deliver STEM outreach programs

Category B service focuses education reform efforts of a lesser scope.

- Serving on department, college, and university committees
- Making public or school group presentations involving STEM or STEM Education
- Participating in activities that support pedagogical reform efforts (including but not limited to workshops, summits, curriculum development, and program development)
- Participating in or supporting professional development training for P-20 educators or students
- Reviewing for STEM education or STEM disciplinary 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.

*PTR:* 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 Clinical Faculty or Senior Lecturer:* Clinical faculty who are Master Teachers in the Science and Mathematics Education Department have a heavy service load. To be considered for promotion to senior clinical faculty or senior lecturer, faculty must have a record of meeting all of the service duties listed in their contracts. Continued excellence 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 clinical faculty or 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 clinical faculty or senior lecturer requires yearly participation in department service efforts such as committees, field placements, or professional development.

*Merit for Senior Clinical Faculty or Senior Lecturer:* Excellence in service for senior clinical faculty or 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; two of these must be Category A service efforts.

#### SMED NTT and Clinical Faculty Evaluation Standards

The Personnel Committee and Department Chair will review Full Time Non-Tenure Track (FTNTT) and clinical faculty members on an annual basis in accordance with the Collective Bargaining Agreement (CBA). At that time, each FTNTT and clinical faculty member will compile a portfolio with the following items:

- Syllabi from all classes taught in the period under review and sample classroom materials;
- Complete results of student evaluations (e.g. SEOIs) for all classes taught in the period under review;
- A brief statement that describes instructional accomplishments and provides evidence of service activities described in current workload plans.
- A classroom observation from a tenure-track faculty member during the period under review
- (OPTIONAL) Any other instructional, scholarly or service related materials the NTT/clinical faculty would like to be considered in their portfolio

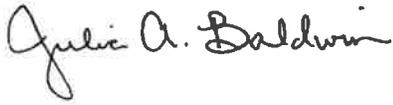
The Chair of the Personnel Committee and Department Chair will then evaluate the candidate's portfolio according to established University timelines.

Approved by:



Science and Mathematics Education Department Chair

5/9/2025  
Date



Dean, College of the Sciences

8/29/25  
Date



Provost

8-29-25  
Date

