

11/6/19

7.2.6 Department of Geological Sciences

Tenure stream faculty in the Department of Geological Sciences are required to contribute in three areas: teaching, scholarly activity and research, and service to the university, profession, and community. The relative importance of these three areas is not prescribed departmentally and may change over the course of a career. The relative importance of each area is reflected in the workload of a faculty member and any evaluation of a faculty member should take into consideration that workload.

Faculty with joint appointments in other programs or departments, such as the Science Education Department, will have at least one member on their personnel committee from each of the programs in which they hold their joint appointment.

7.2.6.1. Teaching: Standard and Evaluation

Instruction takes place in a wide variety of settings, from lecture, lab, or seminar to field courses, student research experiences and individual consultation. In general, instruction is composed of two components, teaching and student supervision.

Expectations for teaching are:

- (1) Teach classes at different program levels, including upper-division courses in their areas of expertise
- (2) Develop or update courses and/or curriculum
- (3) Contribute to department efforts to offer undergraduate and graduate programs and develop curriculum when needed
- (4) Receive and respond to peer evaluations of teaching
- (5) Demonstrate thoughtful self-evaluation of teaching and mentoring that includes both reflections on and improvements in instruction.

Expectations for student supervision are:

- (1) Mentor undergraduate students in research and/or
- (2) Supervise graduate students (as committee chair) and serve as thesis committee member for other graduate students.

Additional activities that enhance the teaching environment might include: internal and external grants supporting curriculum, involvement in interdisciplinary initiatives and programs, or participation in workshops or conferences related to teaching.

For those whose primary duties include non-teaching assignments (e.g. part- or full-time administrative reassignments), documented success in that role is required, as shown through major accomplishments and evaluations.

7.2.6.2 Research and Scholarly Activity: Standard and Evaluation

The Department of Geological Sciences values research and scholarly activities for their contributions to improving instruction, continuing professional development, and enhancing knowledge in the discipline. Faculty members are expected to maintain visibility as contributing scholars among their professional colleagues outside the university. At a minimum, refereed publications and grant proposal activity are expected. Development of research infrastructure at CWU, such as laboratory, research group, and field programs, is also a valued component of scholarship. Periodic activity is expected in Scholarship Categories A and B outlined in the CWU University

Performance Guidelines. 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.

External letters are optional for candidates for Tenure and Promotion to Associate or Full Professor in the Department of Geological Sciences. If this option is selected, these letters will be solicited 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. The chair 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. The body of the external letters will be entered into the professional record only after authorship information (name, signature, letterhead) has been removed. Letters will be solicited and handled according to the procedure outlined in the College of the Sciences Policy Manual Section 7.1.2.2.4. 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 tenure and promotion files (at least two months ahead, or as coordinated with the department chair). A summary of salient points from the external letters must be transmitted by the chair and personnel committee in their letters evaluating the candidate's file.

Examples of Research and Scholarly Activities:

- (1) Peer-reviewed published research products in geological sciences or STEM education
- (2) Evidence of internal and external grant activity
- (3) Presentations of research at CWU, regional, national or international venues
- (4) Works in progress, as documented by manuscripts, correspondence, etc.
- (5) Awards for research by national, state, regional, or university organizations
- (6) Participation in workshops of topical research working groups
- (7) Research infrastructure development (e.g. laboratory or field program)

7.2.6.3 Service: Standard and Evaluation

Service is required of all tenure-track and tenured faculty. Service on university, college and/or department committees is of high priority and is required. Other significant service contributions to the university, profession, community, or to the schools are also valued. Service contributions can include, but are not limited to:

- a. Service to University
 - (1) Service on university, college and departmental committees
 - (2) Service in an administrative capacity within the department, such as Director of Graduate Program or Curriculum Committee Chair
 - (3) Expert assistance to individuals and groups within the university
 - (4) Participation in student recruiting activities
 - (5) Coordinating speaker series
 - (6) Evidence of work with student organizations or activities

b. Service to Profession (Discipline)

The following are examples of service to the profession. It is particularly noteworthy when an individual is elected to a leadership role or invited to organize or chair a meeting.

- (1) Service to a professional organization through committee, task force, or panel work
- (2) Service to a national or regional agency, including appointment to a funding panel
- (3) Editing or review of publications for a refereed journal or book
- (4) Solicited review of grant proposals from an extramural funding agency
- (5) Convener or organizer for a formal workshop, conference, or field trip for professional peers in geological sciences
- (6) Organizing or chairing a session at a national or regional professional meeting
- (7) Service as external program reviewer at another university

c. Service to Community (related to professional expertise)

- (1) Invited lectures and presentations in geological sciences to community groups
- (2) Work in K-12 classrooms
- (3) Coordination of activities and visiting speakers with the K-12 community
- (4) Provide professional expertise to organization or agency outside the university

7.2.6.4 Discipline specific standards for title, rank and tenure

The Department of Geological Sciences adheres to the standards set by the College of the Sciences for promotions and tenure.

7.2.6.5 Post-Tenure Review

Following the granting of tenure, Geological Sciences faculty are expected to maintain vibrancy in the three areas of teaching, research and service. With the understanding that faculty contributions to the university change and mature over time, expectations for each faculty member's Post-Tenure Review file will be evaluated in light of their workload plans during the review period, i.e. if more workload units are dedicated to an area (teaching, research, or service), the minimum amount of work expected in that area is higher. Due to these less frequent evaluations, more responsibility is placed on tenured faculty members to ensure that reasonable and expected levels of teaching, scholarship, and service are being maintained.

As stated in the Collective Bargaining Agreement, faculty who display excellence in one or more areas qualify for a salary increase. We outline the proficiency requirements and standards for excellence in the three areas below. It is the responsibility of the candidate to make the case for proficiency or excellence in each area.

a. Teaching

Faculty who meet the criteria in teaching outlined in Section 7.2.6.1 will be deemed to be proficient at instruction.

In order to be considered excellent in teaching, faculty must:

- (1) Produce course materials that: a) indicate effectiveness, organization, and concern for student learning; and b) show adaptation of content as needed to respond to for example: changing knowledge in discipline, changes in student body, changing employment landscape, etc.
and
- (2) Show a documented record of successfully mentoring undergraduate and/or graduate students in research during the review period.

Candidates can provide additional examples of activities that strengthen their case for excellence, such as:

- (1) Substantial revision of a course based on assessment, external standards, peer or student feedback, or moving to reformed teaching methods;
- (2) Development of a new course based on demonstrated need (e.g. external standards, program assessment results, or student interest);
- (3) Teaching in a new discipline or area of instruction that expands expertise (e.g. Science Education, Environmental Studies);
- (4) Leadership and success in interdisciplinary programs and instruction, such as DHC, SHRP, or STEP;
- (5) Participation in professional development workshop(s) or other activities to improve instruction and/or mentoring *and* demonstration of change in teaching or mentoring practice as an outcome;
- (6) Student co-authored presentations at professional meetings and/or journal publications;
- (7) University or external award for teaching or mentoring.

b. Research

Proficiency in research will consist of continued scholarship that includes:

- (1) a minimum of two Category B products;
- (2) external research interactions;
and
- (3) inclusion of students in research.

Excellence in research will consist of a continued pattern of scholarship that indicates the promise of ongoing activity, and one or more of the following (or equivalent):

- (1) at least 2 Category A products;
- (2) success in external funding;
- (3) Documentation of substantial impact of research program (high impact publication, participation in a large collaborative project, development of research infrastructure, etc.);
- (4) honors, awards or fellowships of research excellence.

c. Service

Expectations for proficiency for faculty undergoing post-tenure review are:

- (1) Attendance at department meetings and participation in decisions made by the Department Committee as a Whole.
- (2) Contribution to department service load, including in leadership positions when needed, such as Chair of Personnel Committee, co-authoring major department policy documents, Graduate Program Coordinator, substantial role in

undergraduate advising, departmental representation on College committees, etc.

- (3) Consistent service contributions to the profession or community (e.g., manuscript and proposal review, outreach activities, membership on society committees).

Excellence in Service for a faculty member undergoing post-tenure review should include one or more of the following in addition to meeting the minimum expectations. In all cases, the importance and impact of the associated service activities should be demonstrated in the candidate's professional file and reflection statement:

- (1) a leadership role in a group or committee at the college or university level that impacts academic affairs or other areas relevant to the academic mission of the University;
- (2) a leadership role in a professional group or committee. Examples include chair of professional society committees (such as AGU, GSA, etc.), elected position within a professional group or society, editorial activity in an international or national publication (e.g., Associate Editor, Editor), etc.;
- (3) service activities that have great impact, either through their importance to the profession (e.g. membership on NSF panels) or community (e.g. important and substantial outreach activity in K-12 schools);
- (4) substantial application of professional expertise and strengths to service activities that have major impact on the university, profession or community;
- (5) honors or awards for service excellence.

7.2.6.6 Chair Evaluation

The Collective Bargaining Agreement stipulates that chairs who are up for post-tenure review may also qualify for a merit raise based on their service as chair. 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.

Chairs will be evaluated according to the procedure set out in the College of the Sciences Policies manual.

7.2.6.7 Promotion to NTT Senior Lecturer

Eligibility is defined in the Collective Bargaining Agreement as follows:

Non-Tenure Track Lecturers are eligible for promotion to Senior Lecturer after a minimum of five (5) years' faculty experience at the University, completion of at least one-hundred thirteen (113) workload units, and demonstrated excellence as determined through a substantive review of the faculty member's cumulative performance conducted by the department and Dean. Lecturers who meet the experience requirements at the conclusion of a quarter may apply for Senior Lecturer status

according to the quarterly timelines established in the Academic Calendar. If granted, Senior Lecturer status shall take effect the following quarter.

Procedure

Faculty requesting promotion to Senior Lecturer Non-Tenure Track Faculty must submit a file to the Department Chair containing:

- (1) A letter outlining how they have met their relevant department standards for promotion to senior status (CBA 10.6.1). This should include a statement of the faculty member's philosophy of education as it pertains to instruction in the courses taught in Geological Sciences and, potentially, other related programs
- (2) Syllabi from all classes taught in the period under review and sample class materials (e.g., labs, homework assignments, tests, quizzes, class activities)
- (3) Peer reviews of teaching from tenured or tenure-track faculty members during the period under review; such reviews can include critiques of class, assessment of laboratory and/or field activities, and/or review of other course materials such as lecture content, etc.
- (4) Complete results of student evaluations (SEOI's) for all classes taught in the period under review
- (5) Other materials that highlight excellence in teaching

Standards

For promotion to Senior Lecturer, evidence of excellence includes course materials that: a) show adaptation of content as needed in response to, for example: changing knowledge in discipline, changes in student body, changing employment landscape, etc.; b) indicate effectiveness, organization, and concern for student learning; c) exemplary student evaluations (SEOIs).

Standards as outlined above will constitute the primary criteria for which promotion is evaluated. Service may be included if it is in the faculty member's letter of appointment (CBA section 10.6.2).

7.2.6.8 NTT Senior Lecturer Merit

NTT Senior Lecturers are eligible for merit-based pay increases based on demonstrated excellence in teaching and/or instructional leadership role in response to department needs and/or significant enhancement of the candidate's teaching/instructional expertise.

Procedure

Candidates must provide the materials listed under Senior Lecturer promotion, above, plus a reflection statement/cover letter that clearly provides examples of continued instructional/teaching leadership since promotion to Senior Lecturer status and/or significant enhancement of the candidate's teaching/instructional expertise. These materials should be submitted to the Department Chair.

Standards

Examples of activities that demonstrate excellence in teaching and/or instructional leadership may include:

- (1) Substantial revision of courses taught in response to changing external standards, needs of the department/college/university, changing disciplinary knowledge, peer or student feedback, and/or new/reformed teaching methods;


11/6/19

- (2) Development of a new course based on demonstrated need (e.g. external standards, program assessment results, department need, student interest);
- (3) Teaching in a new discipline or area of instruction that expands expertise;
- (4) Instruction in interdisciplinary programs, such as Environmental Studies, DHC, SCED, or STEP that involves significant new preparation;
- (5) High student evaluations (SEOIs)
- (6) Participation in professional development workshop(s) or other activities to improve instruction and/or mentoring *and* demonstration of change in teaching and/or mentoring practice as an outcome
- (7) Receipt of University, external or other awards for teaching
- (8) Other noteworthy instructional activities

Candidates may also include other activities that demonstrate a significant contribution to the department, as outlined in their letter of appointment such as:

- (1) Substantive contribution to program/course assessment
- (2) Mentoring and advising of students
- (3) Other contractual duties as appropriate


Approved:



Department Chair, Geological Sciences

12/3/19

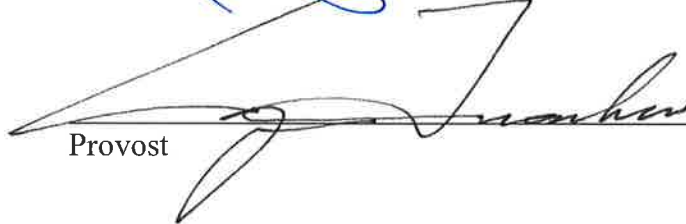
Date



Dean, College of the Sciences

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Date



Provost

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