

Unit Evaluation Plan

Department of Environmental Sciences

Huxley College of the Environment

This departmental Unit Evaluation Plan (UEP) provides additional guidance with respect to departmental expectations for faculty appointments, promotions, and reviews and is intended to supplement those standards and expectations in the Huxley College Unit Evaluation Plan.

Adopted by the Department of Environmental Sciences on 24 April 2017.

Introduction

A successful faculty member in the Department of Environmental Sciences will demonstrate participation in and contribution to three areas: teaching, scholarship, and service. In following sections, the indicators of success in each of these areas at each career step for tenure-track faculty and the expectations for non-tenure track faculty are broadly described. These indicators are intended to provide guidance for persons conducting an evaluation and are not necessarily considered to be comprehensive in describing the broadest range of contributions to the three areas.

Participation by Faculty in the Review Process

All tenured faculty members are expected to participate in the review of their departmental colleagues. A faculty member may be excused from participation if the review is to occur during a quarter in which the faculty member is on leave. Leave status does not preclude participation, but advance arrangements must be made if the faculty member is away from campus. Probationary faculty, non-tenure-track faculty, and staff do not vote. Spouses and domestic partners may not participate in decisions that affect each other's appointment, promotion or salary.

General Principles

Those faculty members participating in a review should evaluate the candidate using the criteria for the three categories: teaching, scholarship, and service described in the ESCI-UEP, the *Huxley College Evaluation Plan*, and the statement of standards and qualifications for rank and tenure in Section 7 of the UFWW Contract.

The emphasis given to each category in relation to the other two varies according to the candidate's stage of career. Also, when weighing the three categories, evaluators may consider not only status but trends in performance the candidate has demonstrated during the period being evaluated. Tenure with promotion to Associate Professor requires a record of excellent teaching and substantial scholarship. In exceptional cases, an outstanding record of achievement in one of these, with evidence of service contributions, may be sufficient. Promotion to Professor requires evidence of excellent teaching, sustained scholarship, and significant service. The achievements of part-time faculty are to be assessed proportionally in quantity.

Teaching

Undergraduate instruction is the primary concern of this University and of this faculty. To be successful, a member of the faculty must be considered by his or her colleagues to be a good teacher both in specialty courses and in courses that serve a broader audience. The Department of Environmental Sciences also highly values its Master's program and expects faculty to participate as teachers, advisors, and thesis committee members. Judgment of teaching effectiveness at the undergraduate level should be based in part upon direct classroom observation by other faculty and teaching evaluations by students. Teaching effectiveness at the graduate level may include formal classroom instruction as well as provision for independent study, offering of topical seminars, and non-formal teaching opportunities.

Contributions to department curriculum, such as redeveloping all or a portion of a teaching lab, developing new courses, and preparing teaching assistants are valued. The creation of new courses or new curricular materials is a significant contribution to the department and university. The contribution may be made as an individual or as a member of a group within the university body charged with such responsibility. Activities resulting in acquisition of instructional equipment and funding for curriculum development and improvement are also significant contributions to teaching when they result in new teaching and learning opportunities for faculty members and students.

Scholarship:

Faculty members in Environmental Sciences are expected to be engaged in scholarship relevant to the mission of Huxley College to advance knowledge in a given field; keep the faculty member current as to the state of knowledge in a given field; provide training for undergraduate and graduate students; and enhance the reputation and underscore the recognition of the department as a center for scholarly activity to facilitate obtaining high quality students and faculty, funds, grants, equipment, and other support.

Scholarly accomplishment may be demonstrated in several ways but the most specific and compelling evidence is publications resulting from work undertaken while a member of the faculty of Western Washington University. Prominent examples of such publications are original papers in refereed journals, scholarly monographs, books, and review articles. Activities and publications which involve undergraduate and graduate students are especially valued.

Also considered significant publications are the authorship of textbooks and relevant instructional materials, software, patents, awards of research grants, presentations at professional meetings, and seminar presentations. Scholarly contributions may be made as an individual or as a member of a group.

Service:

Faculty members in Environmental Sciences are expected to participate in service to the Department, the scientific community, and the region. Membership on departmental, college and university committees and active participation in university affairs is valued and deemed important. Activities on behalf of professional organizations are encouraged and valued. Scientific contributions, communications, and other

participation in environmental initiatives in communities outside the University are also valued and deemed important. Work that advances community and other stakeholder partnerships, public engagement, and activities that similarly contribute to public environmental discourse and measures to address environmental problems are recognized as contributing to the Department's mission.

Departmental Review Process

The procedure for review processes is:

1. At the beginning of the academic year, the Huxley College Dean's office provides a time line for submission of materials by each of the candidates for the academic year. This time line is conveyed to all potential candidates for that academic year.
2. At the appropriate time, the candidate submits materials to the Department Chair demonstrating activities and contributions in the three areas: teaching, scholarship, and service.
3. If the candidate is being considered for promotion, after consultation with the candidate, the Chair arranges for three external reviews of the merit and success of the candidate. The Chair will provide the appropriate and relevant material to the external reviewers, conveying the general expectations of faculty members at this institution to aid reviewers in evaluating the faculty member's activities. Upon receipt of external evaluations, the Chair will make them available to members of the department eligible to participate in the review. Candidates do not have access to these confidential evaluations.
4. The candidate will invite all tenure-track faculty in the department and the Huxley College Personnel Subcommittee to access the eDossier. The Chair will provide the external review letters to participating faculty members. Faculty members will submit evaluations to the Department Chair or designee.
5. The Chair may elect to call a meeting of participating faculty members to discuss the qualifications of the candidate.
6. The Chair will tally the numerical results of the evaluation forms and prepare a departmental evaluation and summary of the candidate. The Chair will provide a recommendation for action and a basis for that recommendation.
7. The Chair will submit the tally, summary, and recommendation to the candidate for review. The candidate has up to five days to address any errors of fact.
8. The external letters the faculty reviews, and the Chair's summary and recommendation are forwarded to the Dean of Huxley College.

Standards and Practices for Confidentiality of Materials Provided for Reviews

Definitions

Peer Evaluations

Internal peer evaluation: an evaluation from any faculty member employed at Western Washington University, whether in the candidate's department or not.

Internal peer evaluations are not subject to disclosure to the public. They remain available only to the chair, review committees, and others making the evaluation. After the review procedure is complete, the candidate may obtain access by submitting a written request to the dean of the college or library.

External Evaluation: an evaluation from a person at another university, or elsewhere outside of Western Washington University.

Practices

External evaluations, provided as part of the retention, promotion, or review process, will be treated as confidential as required by the *Huxley College Evaluation Plan*. They are made available to the faculty members of the department that are evaluating the candidate, the Huxley College Tenure and Promotion Subcommittee, and the Dean of Huxley College, and become part of the materials forwarded to the next levels for review. The external evaluations are removed by the Dean of Huxley College or designee before returning the dossier to the candidate. After a final decision has been rendered, the external evaluations are destroyed.

Informal exchanges (email)

There is no place in the probationary review, tenure, promotion, and post-tenure review processes for unofficial communication with the Department chair about the letter from the Provost regarding the outcome or the process. If there are concerns or questions that need to be addressed, the process prescribed in the Collective Bargaining Agreement should be followed. These formal communications are then part of the official record of the review.

Materials Available to Candidates (following decision)

A faculty member wishing to examine his/her own internal peer evaluations may make this request to the Dean of Huxley College. The Dean or designee will coordinate with the faculty member to find a mutually convenient time to examine the records in a secure and private setting. The faculty member may choose to bring another person to assist in the records examination. Although making photocopies of file documents is not allowed, the faculty member may make notes during the review.

A Union representative, with written authorization from the faculty member concerned, and subject to the University's duty to provide for security of the records, may examine and receive a copy of all or part of the official file of that faculty member. This does not include copies of the Internal Peer Evaluations as they are not part of the official file.

Records Retention Schedule for Documents Supporting Probationary Review, Tenure Promotion, and Post-Tenure Review

Once a final decision regarding Probationary Review, Tenure, Promotion or Post-Tenure Review is completed, all internal peer evaluations shall be:

- i. Retained in a restricted, secure envelope in the office of the Dean of Huxley College.
- ii. The Dean's office will take every precaution to maintain the secure envelope in accordance with these rules.
- iii. Any copies residing outside this envelope shall be destroyed.
- iv. The Dean shall retain this envelope until the end of the next academic year following the personnel action, after which
- v. The Dean shall transfer the envelope to the University Archives and Record Center with a closing date reflecting time of transfer (not decision rendered).
- vi. The University Archives and Record Center shall retain this envelope for six years.
- vii. After six years, the University Archives and Record Center shall destroy the envelope and its contents.
- viii. Exceptions: all legal holds, public records requests, audits, or other formal procedures mandate a suspension of the retention schedule. Once a final decision regarding the formal procedure that has interrupted the schedule has been rendered, the Retention Schedule outline above shall be restarted.

Notification to Faculty to Review a Candidate's Materials

The following language shall be included in the notification from the Department Chair to faculty that a candidate's materials are available for review:

Washington State law requires that the peer evaluations collected in the Probationary Review, Tenure and Promotion, and Post-Tenure Review processes must be open to requests from individuals for their own records. The law has been interpreted in two subsequent cases in WA, including one at the Supreme Court.

The WWU Administration and the UFWW take faculty peer review very seriously and have worked hard to ensure that faculty reviews are meaningful. This is outlined in section 7 of our Collective Bargaining Agreement. Thoughtful and thorough reviews ensure the continued excellence of Western's faculty and they provide compensation rewards at every stage in a faculty member's career.

Evaluation Criteria

Annual Evaluation of Tenure-Track Probationary Faculty

Rank: Assistant Professor

Qualifications: A Ph.D. or terminal degree in a science field is required. The candidate will also have shown evidence of research and demonstrated the potential for substantial achievement in teaching and research.

When weighing the three categories of 1) teaching, 2) research and scholarly activity, and 3) service, the Department considers the first two categories of primary importance to demonstration of success for retention and eventual promotion to Associate Professor with tenure. Service is expected, but demonstrated proficiency in the first two categories is essential.

Also when weighing the three categories, evaluators should consider the year the candidate is in during the probationary period and consider trends in performance the candidate has demonstrated during this period.

In anticipation of tenure and promotion of probationary faculty to Associate Professor, the candidate must have the appropriate terminal degree and the candidate must meet the standards set forth by the Department and the College. The rank of Associate Professor requires a record of excellent teaching and substantial scholarship, and the candidate should demonstrate a trend toward these goals during the probationary period. In exceptional cases, an outstanding record of achievement in one of these may be sufficient. Candidates for promotion to Associate Professor are also expected to present evidence of service but typically not in a leadership role. The achievements of part-time faculty are to be assessed proportionally in quantity.

Teaching

Evidence of excellent teaching or improvement in teaching may include:

- Evaluations of courses by students and consistent indications that performance was satisfactory with respect to the instructor's effectiveness in teaching the subject matter and contributing to the course, and the quality of the course overall. The department will consider these evaluations in light of the size of a class, whether a class is required, whether a course is experimental, and the grade distribution, among other factors.
- Preparation of teaching materials regarded by peers as appropriate to the level and type of courses taught, including but not limited to notes, syllabi, exams and other instructional handout material.
- Selection of appropriate texts and preparation of appropriate evaluation processes, including examinations.
- Identification and explanation of appropriate and challenging educational goals for his/her students and evidence, within reason, of achievement of those goals.
- Demonstration of proficiency in a range of teaching methods appropriate to the types of courses taught.

- Effective application of methods of learner-centered instruction. Evidence of student learning (should include statement of learning goals/objectives for each class and self-assessment of achievement of those goals).
- Peer evaluations by faculty members of the courses taught by the faculty member being evaluated.
- Contributions to the educational program(s) of the department, such as by participating in curriculum development, review, and innovation; by enhancing the quality of existing courses; and by developing new courses.
- Preparation of teaching assistants.
- Mentoring of undergraduate students in department programs.
- Mentoring of graduate students such as through advisement and participation on thesis research committees.

This list characterizes the Department's expectation for demonstration of success in the teaching role of a faculty member in undergraduate and graduate programs of the department. However, it does not preclude submission by the candidate of other evidence of effective teaching.

Scholarship

The candidate shall, during the probationary period, demonstrate evidence of scholarly work. Evidence of achievement in scholarship may include:

- Peer-reviewed publications in scientific journals. Publication with student co-authors based on work performed at WWU is valued.
- Publication of other science-related materials, such as software, monographs, review articles, patents, textbooks, books, book chapters, reports, and instructional materials.
- External review letters that demonstrate contributions to the field.
- Preparation of proposals and receipt of externally funded grants that may lead to establishment of an active research program involving students.
- External faculty fellowships (for example, at a national laboratory or research center).
- A research agenda that may include collaboration with undergraduate and graduate students in research resulting in masters' theses, and posters and presentations at scientific meetings.
- Applied work that results in tangible outcomes in one's scholarly field such as model creation and development and impacts to the public sector.
- Other evidence that the candidate's scholarship is important to the larger scientific and educational community, such as:
 - Serving as a book editor.
 - Leadership in and development of professional conferences and meetings.
 - Editorial leadership of scholarly and professional journals, including roles as executive and consulting editors.
 - Review of scholarly contributions to journals.
 - Publicly presented, published or distributed materials documenting

scientific work such as environmental management, conservation, restoration, and remediation plans.

- Scientific contributions to public policy.
- Development of products to support environmental solutions.
- Creation of media for education about environmental science.

This is not intended to be an exhaustive list; other scholarly activities may provide evidence of scholarship in the candidate's portfolio.

It is the responsibility of the candidate to convey to Department colleagues the nature of scholarship in the candidate's field and the standards of achievement that are current in the field.

Service

Service to the College and Department is expected, including attendance at and contributions to faculty meetings, programs, and activities, and participation through committee membership. Advising of students and associated activities, such as writing letters of recommendation, are also expected. Other evidence of service may include:

- Participation in the University community through other contributions that serve faculty, staff, and students.
- Participation in professional organizations.
- Participation as a representative of the Department, College, or University and their respective missions to the larger community.

This is not intended to be an exhaustive list; other service activities may provide evidence of service in the candidate's portfolio.

Evaluation for Tenure and Promotion to Associate Professor

Rank: Assistant Professor

The Chair's annual evaluations of each untenured tenure-track faculty member shall be used to guide and assist the candidate in preparing the materials for tenure and promotion.

For appointment or promotion to the rank of Associate Professor, a candidate must be judged to be an excellent teacher in courses that he or she has taught during the review period. In addition, substantial scholarly accomplishment is expected; this typically takes the form of publications resulting from work undertaken while a member of the faculty of Western Washington University. Further, the candidate must have demonstrated contributions in service.

Department standards for tenure and promotion to Associate Professor are:

Teaching

Evidence of excellent teaching may include:

- Evaluations of courses by students and consistent indications that performance was satisfactory with respect to the instructor's effectiveness in teaching the subject matter and contributing to the course, and the quality of the course overall. The department will consider these evaluations in light of the size of a class, whether or not a class is required, whether a course is experimental, and the grade distribution, among other factors.
- Preparation of teaching materials regarded by peers as appropriate to the level and type of courses taught, including but not limited to notes, syllabi, exams and other instructional handout material.
- Selection of appropriate texts and preparation of appropriate evaluation processes, including examinations.
- Identification and explanation of appropriate and challenging educational goals for his/her students and evidence, within reason, of achievement of those goals.
- Demonstration of proficiency in a range of teaching methods appropriate to the types of courses taught.
- Effective application of methods of learner-centered instruction. Evidence of student learning (should include statement of learning goals/objectives for each class and self-assessment of achievement of those goals).
- Peer evaluations by faculty members of the courses taught by the faculty member being evaluated.
- Contributions to the educational program(s) of the department, such as by participating in curriculum development, review, and innovation; by enhancing the quality of existing courses; and by developing new courses.
- Preparation of teaching assistants.
- Mentoring of undergraduate students in department programs.
- Mentoring of graduate students such as through advisement and participation on thesis research committees.

This list characterizes the department's expectation for demonstration of success in the teaching role of a faculty member in undergraduate and graduate programs of the department. However, it does not preclude submission by the candidate of other evidence of effective teaching.

Scholarship

Evidence of substantial achievement in scholarship may include:

- Peer-reviewed publications in scientific journals. Publication with student co-authors based on work performed at WWU is valued.
- Publication of other science-related materials, such as software, monographs, review articles, patents, textbooks, books, book chapters, reports, and instructional materials.

- External review letters that demonstrate contributions to the field.
- Preparation of proposals and receipt of externally funded grants that may lead to establishment of an active research program involving students.
- External faculty fellowships (for example, at a national laboratory or research center).
- A research agenda that may include collaboration with undergraduate and graduate students in research resulting in masters' theses, and posters and presentations at scientific meetings.
- Applied work that results in tangible outcomes in one's scholarly field such as model creation and development and impacts to the public sector.
- Other evidence that the candidate's scholarship is important to the larger scientific and educational community, such as:
 - Serving as a book editor.
 - Leadership in and development of professional conferences and meetings.
 - Editorial leadership of scholarly and professional journals, including roles as executive and consulting editors.
 - Review of scholarly contributions to journals.
 - Publicly presented, published or distributed materials documenting scientific work such as environmental management, conservation, restoration, and remediation plans.
 - Scientific contributions to public policy.
 - Development of products to support environmental solutions.
 - Creation of media for education about environmental science.

This is not intended to be an exhaustive list; other scholarly activities may provide evidence of scholarship in the candidate's portfolio.

It is the responsibility of the candidate to convey to Department colleagues the nature of scholarship in the candidate's field and the standards of achievement that are current in the field.

Service

Service to the College and Department is expected, including attendance at and contributions to faculty meetings, programs, and activities, and participation through committee membership. Advising of students and associated activities, such as writing letters of recommendation, are also expected. Other evidence of service may include:

- Participation in the University community through other contributions that serve faculty, staff, and students.
- Participation in professional organizations.
- Participation as a representative of the Department, College, or University and their respective missions to the larger community.

This is not intended to be an exhaustive list; other service activities may provide evidence of service in the candidate's portfolio.

Evaluation for Promotion to Full Professor

Rank: Associate Professor

Promotion to the rank of professor is recognition that the candidate has achieved significant stature within the academic community. The candidate must provide evidence of excellence in teaching and mature scholarship. Significant contributions in the area of service such as to the Department, College, University and community are expected as well.

Teaching

Evidence of excellence in teaching may include:

- Evaluations of courses by students and consistent indications that performance was satisfactory with respect to the instructor's effectiveness in teaching the subject matter and contributing to the course, and the quality of the course overall. The department will consider these evaluations in light of the size of a class, whether or not a class is required, whether a course is experimental, and the grade distribution, among other factors.
- Preparation of teaching materials regarded by peers as appropriate to the level and type of courses taught, including but not limited to notes, syllabi, exams and other instructional handout material.
- Selection of appropriate texts and preparation of appropriate evaluation processes, including examinations.
- Identification and explanation of appropriate and challenging educational goals for his/her students and evidence, within reason, of achievement of those goals.
- Demonstration of proficiency in a range of teaching methods appropriate to the types of courses taught.
- Effective application of methods of learner-centered instruction. Evidence of student learning (should include statement of learning goals/objectives for each class and self-assessment of achievement of those goals).
- Peer evaluations by faculty members of the courses taught by the faculty member being evaluated.
- Contributions to the educational program(s) of the department, such as by participating in curriculum development, review, and innovation; by enhancing the quality of existing courses; and by developing new courses.
- Preparation of teaching assistants.
- Mentoring of undergraduate students in department programs.
- Mentoring of graduate students such as through advisement and participation on thesis research committees.

This list characterizes the department's expectation for demonstration of success in the teaching role of a faculty member in undergraduate and graduate programs of the department. However, it does not preclude submission by the candidate of other evidence of excellence in teaching.

Scholarship

Evidence of mature scholarship may include:

- Peer-reviewed publications in scientific journals. Publication with student co-authors based on work performed at WWU is valued.
- Publication of other science-related materials, such as software, monographs, review articles, patents, textbooks, books, book chapters, reports, and instructional materials.
- External review letters that demonstrate contributions to the field.
- Preparation of proposals and receipt of externally funded grants that may lead to establishment of an active research program involving students.
- External faculty fellowships (for example, at a national laboratory or research center).
- A research agenda that may include collaboration with undergraduate and graduate students in research resulting in masters' theses, and posters and presentations at scientific meetings.
- Applied work that results in tangible outcomes in one's scholarly field such as model creation and development and impacts to the public sector.
- Other evidence that the candidate's scholarship is important to the larger scientific and educational community, such as:
 - Serving as a book editor.
 - Leadership in and development of professional conferences and meetings.
 - Editorial leadership of scholarly and professional journals, including roles as executive and consulting editors.
 - Review of scholarly contributions to journals.
 - Publicly presented, published or distributed materials documenting scientific work such as environmental management, conservation, restoration, and remediation plans.
 - Scientific contributions to public policy.
 - Development of products to support environmental solutions.
 - Creation of media for education about environmental science.

This is not intended to be an exhaustive list; other scholarly activities may provide evidence of mature scholarship in the candidate's portfolio. It is the responsibility of the candidate to convey to Department colleagues the nature of scholarship in the candidate's field and the standards of achievement that are current in the field.

Service

Service to the College and Department is expected, including attendance at and contributions to faculty meetings, programs, and activities, and participation through committee membership. Advising of students and associated activities, such as writing letters of recommendation, are also expected. For the rank of Professor, one is expected to have made a significant contribution in some aspect of service. Other evidence of service may include:

- Service to the Department, College, and the University, including the faculty union, as demonstrated by active participation and leadership in any of various venues such as committees, task forces, and working groups.
- Participation in the University community through other contributions that serve faculty, staff, and students.
- Participation in professional organizations.
- Participation as a representative of the Department, College, or University and their respective missions to the larger community.

This is not intended to be an exhaustive list; other service activities may provide evidence of service in the candidate's portfolio.

Evaluation for Five-Year Post-tenure Review

Rank: Associate Professors and Professors

Priorities of individual faculty members evolve over time ("career life cycle" in United Faculty of Western Washington contract section 7.8.3). As a result, an individual is not always engaged equally in all areas. However, the performance of a faculty member must be at least satisfactory in each of the three areas: teaching, scholarship or creative activity, and service to the institution and profession. Faculty members are to evaluate a colleague's discrete responsibilities (teaching, research, service) in light of the whole. Less activity than that expected in the Department's Evaluation Plan does not automatically signify "unsatisfactory" performance.

The university already expects that probationary faculty members are less engaged in service than tenured members, and some faculty members approaching retirement are less engaged in scholarship than young faculty members. Neither group is necessarily "unsatisfactory" in those areas as a result of different stages of "career life cycles."

Tenured faculty members usually have achieved the appropriate terminal degree and meet the standards set forth by the Department and the College. The academic rank of Associate Professor or Professor requires a record of excellent teaching and substantial scholarship. In exceptional cases, the establishment of a superior record in one of these areas may be sufficient. The achievements of part-time faculty are to be assessed proportionally in quantity.

Expectations are commensurate with academic rank.

Teaching

Evidence of satisfactory or superior teaching performance may include:

- Evaluations of courses by students and consistent indications that performance was satisfactory with respect to the instructor's effectiveness in teaching the subject matter and contributing to the course, and the quality of the course overall. The department will consider these evaluations in light of the size of a class, whether or not a class is required, whether a course is experimental, and the grade distribution, among other factors.

- Preparation of teaching materials regarded by peers as appropriate to the level and type of courses taught, including but not limited to notes, syllabi, exams and other instructional handout material.
- Selection of appropriate texts and preparation of appropriate evaluation processes, including examinations.
- Identification and explanation of appropriate and challenging educational goals for his/her students and evidence, within reason, of achievement of those goals.
- Demonstration of proficiency in a range of teaching methods appropriate to the types of courses taught.
- Effective application of methods of learner-centered instruction. Evidence of student learning (should include statement of learning goals/objectives for each class and self-assessment of achievement of those goals).
- Peer evaluations by faculty members of the courses taught by the faculty member being evaluated.
- Contributions to the educational program(s) of the department, such as by participating in curriculum development, review, and innovation; by improving the quality of existing courses; and by developing new courses.
- Preparation of teaching assistants.
- Advisement of undergraduate students in department programs.
- Mentoring of graduate students such as through advisement and participation on thesis research committees.

This list characterizes the department's expectation for demonstration of success in the teaching role of a faculty member in undergraduate and graduate programs of the department. However, it does not preclude submission by the candidate of other evidence of effective teaching.

Scholarship

Evidence of satisfactory or superior scholarship may include:

- Peer-reviewed publications in scientific journals. Publication with student co-authors based on work performed at WWU is valued.
- Publication of other science-related materials, such as software, monographs, review articles, patents, textbooks, books, book chapters, reports, and instructional materials.
- External review letters that demonstrate contributions to the field.
- Preparation of proposals and receipt of externally funded grants that may lead to establishment of an active research program involving students.
- External faculty fellowships (for example, at a national laboratory or research center).
- A research agenda that may include collaboration with undergraduate and graduate students in research resulting in masters' theses, and posters and presentations at scientific meetings.
- Applied work that results in tangible outcomes in one's scholarly field such as model creation and development and impacts to the public sector.

- Other evidence that the candidate's scholarship is important to the larger scientific and educational community, such as:
 - Serving as a book editor.
 - Leadership in and development of professional conferences and meetings.
 - Editorial leadership of scholarly and professional journals, including roles as executive and consulting editors.
 - Review of scholarly contributions to journals.
 - Publicly presented, published or distributed materials documenting scientific work such as environmental management, conservation, restoration, and remediation plans.
 - Scientific contributions to public policy.
 - Development of products to support environmental solutions.
 - Creation of media for education about environmental science.

This is not intended to be an exhaustive list; other scholarly activities may provide evidence of satisfactory or superior scholarship in the candidate's portfolio. It is the responsibility of the faculty member to convey to department peers the nature of scholarship in the candidate's field and the standards of achievement that are current in the field.

Service

Service to the College and Department is expected, including attendance at and contributions to faculty meetings, programs, and activities, and participation through committee membership. Advising of students and associated activities, such as writing letters of recommendation, are also expected. Other evidence of service may include:

- Participation in the University community through other contributions that serve faculty, staff, and students.
- Participation in professional organizations.
- Participation as a representative of the Department, College, or University and their respective missions to the larger community.

This is not intended to be an exhaustive list; other service activities may provide evidence of satisfactory or superior service in the candidate's portfolio.

Evaluation of Non-Tenure Track Faculty

Instructor

Instructors shall be reviewed annually on the basis of expectations defined in the letter of offer. The Department Chair or designee will provide the review.

Expectations for Instructors with an annual FTE of 0.5 or greater are proportional to the percent FTE of the faculty member.

Teaching

Evidence of satisfactory teaching or improvement towards that goal, recognizing risks that may be taken for curriculum development, may be provided by:

- Evidence of student learning (should include statement of learning goals/objectives for each class and self-assessment of achievement of those goals).
- Peer observation by faculty members. Syllabi and course materials.
- Student evaluations for classes taught during that academic year at WWU.

This is not intended to be an exhaustive list; other evidence indicating satisfactory teaching may enhance the candidate's portfolio.

Scholarship

Instructors are encouraged to participate in scholarly activities, but this is not required.

Service

Basic departmental service is welcomed, including attendance at department faculty meetings and contributions to academic program development, but this is not required.

Senior Instructor

Promotion from Instructor to Senior Instructor is based on the demonstration of excellence in teaching. Promotion can occur after five years of teaching at 0.5 FTE or more at the University, but length of service is not the primary criterion.

Senior instructors shall be reviewed at three-year intervals on the basis of expectations defined in the letter of offer. The Department Chair or designee will provide the review.

Evidence of excellence in teaching may be provided by:

- Student evaluations of teaching for the courses taught at WWU.
- Engagement with students as may be demonstrated by exceptional advising and mentoring of independent studies and senior research.
- Peer observations of teaching.
- Measures of effectiveness of student learning.
- Contributions to the WWU curriculum, including enhancement of existing courses and development of course resources or other materials used in regular lecture or laboratory sections.

- Development of new courses.
- Ability to teach a wide range of existing courses.

This is not intended to be an exhaustive list; other evidence indicating excellence in teaching may enhance the candidate's portfolio.