

September 2008

ELABORATION OF THE BIOLOGY PROGRAM STANDARDS FOR TENURE, PROMOTION, AND REAPPOINTMENT

Preamble

The faculty of the Biology Program endorses the College standards as well as those of the School of Natural Sciences and Mathematics. Both sets of standards were used as the basis of these Program standards for the Biology faculty. College, School, and Program standards will be employed in our review and evaluation of full time, part-time, and adjunct faculty for reappointment, tenure, and promotion.

6. 1 Teaching:

6.1.1. In addition to expectations as set forth in section 6.1 of the NAMS School Standards, all faculty members are expected to teach and contribute effectively to the core curriculum of the program (BIOL 1100, BIOL 1105, BIOL 1200, BIOL 1205, BIOL 2110, BIOL 2115, or plant courses) and/or specific contractually obligated course offerings (e.g. health related service courses). All faculty members are expected to contribute to the upper level offerings in the program, and to develop and teach courses in the college-wide General Studies program or equivalent.

6.1.2. The Biology Program encourages the faculty to demonstrate teaching effectiveness by a variety of methods as reflected in the Biology Program standards as well as the College and School standards for teaching faculty. There are many ways of achieving excellence in teaching, and each program and individual faculty member may have a unique way of dealing with the challenges of teaching. All faculty members are expected to develop ways, in addition to the student evaluations using the IDEA instrument, to demonstrate effective teaching. This may include testimony from outside observers, utilization of various classroom assessment techniques, development of teaching portfolios, or other methods deemed appropriate by the program. Mentoring of students in the course of Independent Studies or Internships will also be valued as a teaching contribution.

6. 2 Scholarship:

6.2.1 In addition to section 6.2 of NAMS School Standards, it is expected that all faculty will develop a research program. The following are the types of evidence that the program will consider as evidence of successful scholarship. In almost all cases, it will be

important that faculty publish their results in peer-reviewed venues (journal, monograph, edited volume). These publications may include pedagogical research as well as original research in candidate's field of study. Additionally, consideration should be given to scholarship in areas different than the candidate's specialty, if it contributes to the candidate's intellectual and scholastic development and reputation, as it is consistent with the faculty member's contract of employment and Stockton's mission as a liberal arts college.

6.2.2. Same as the College and School Standards (6.2.2)

6.2.3. Same as the College and School Standards (6.2.3)

6.2.4. Same as the College and School Standards. Clarifications of the evaluation of scholarly and creative activities are as follows.

Research grants are further evidence of an active research program, and both grants received and grants applied for may be part of the evidence used to demonstrate scholarship. The quality of grants and papers submitted will be determined by knowledgeable faculty inside and outside the Biology Program. Collaborative research is considered of equal value with solo research projects, providing the candidate provides evidence of significant contributions to the collaborative effort. In addition, the program places very high value on research that includes student collaborators, and all such work should be documented. Conference presentations are an additional way that the results of scholarship may be disseminated. Conference presentations are a valuable addition to the scholarship portfolio, however they are generally not valued as highly as peer-reviewed publications. Publication of textbooks is also an acceptable form of evidence for scholarship/creative activities. Externally funded competitive grants are considered to have equivalent weight to peer reviewed publications, the rationale being that in order for a grant to be funded it has to go through a rigorous peer-review process.

6.3 Service:

6.3.1. In addition, in concordance with the standards set forth in section 6.3 of NAMS School Standards, all faculty are expected to engage in service. Candidates for tenure and promotion are expected to have engaged in service at the program, school and/or college-wide, professional, or community level as appropriate to the personnel action under consideration.

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6.3.2 – 6.3.5. Same as the College and School Standards (6.3.2-6.3.5)