

Program Standards for Biology (BIOL)

Preamble

The faculty of the Biology Program endorses the University 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. University, School, and Program standards will be used during review and evaluation of all Program faculty, including tenure-track faculty, non-tenure track faculty, and part-time faculty.

Instructors and Non-Tenure Track Teaching Professionals (NTTP) are not required to engage in scholarly or creative activity. They will be held to the same teaching and service standards outlined in sections 6.1 and 6.3 of this document.

6.0 ELABORATION OF UNIVERSITY STANDARDS FOR TEACHING FACULTY

6.1 Teaching

6.1.1 In addition to the expectations in the University and School standards, all Biology (BIOL) faculty members are expected to teach and contribute effectively to the core curriculum of the program (BIOL 1200, BIOL 1205, BIOL 1400, BIOL 1405, BIOL 2110, BIOL 2115, BIOL 2600, BIOL 4600, or Ecology (plant) courses) and/or other service-related courses (e.g., BIOL 1260, BIOL 1270, BIOL 2260, BIOL 2270, BIOL 2150, BIOL 2180, BIOL 3020). All BIOL faculty are expected to contribute to the program's upper-level offerings and develop and teach courses in the General Studies program or equivalent.

6.1.2 The BIOL program expects faculty to demonstrate teaching effectiveness by a variety of methods. There are many ways of achieving excellence in teaching, and individual faculty members may have a unique way of dealing with the challenges of teaching. In addition to traditional classroom teaching, we recognize that BIOL faculty are often involved in independent studies, internships, field and laboratory work, and other relevant instructional methods. To demonstrate teaching effectiveness, we encourage the faculty to use several indicators of successful teaching in addition to university-approved student evaluations of teaching (for example, the IDEA instrument). Examples may include but are not limited

to: peer observations, teaching philosophy, syllabi, handouts, activities, lab manuals, formative and summative assessments, student reflections, midterm evaluations, etc. The faculty self-evaluation should clearly guide the reader through the evidence of teaching effectiveness using these indicators.

In broad terms, excellence in teaching is characterized by:

6.1.2.1 Same as University and School standards.

6.1.2.2 Same as University and School standards.

6.1.2.3 Same as University and School standards.

6.1.2.4 Same as University and School standards.

6.1.3 Where appropriate, additional measures of teaching excellence are:

6.1.3.1 Same as University and School standards.

6.1.3.2 Same as University and School standards.

6.1.3.3 Same as University and School standards.

6.1.3.4 Same as University and School standards.

6.1.3.5 Same as University and School standards.

6.1.3.6 Evidence of effectiveness for alternate assignments and/or non-teaching responsibilities should be demonstrated. Alternative assignments and non-teaching responsibilities include but are not limited to externally funded grant course releases, sabbaticals, and assignments from the Dean or other administrator to fill course load requirements after an unexpected cancellation.

6.1.3.7 Evidence of Professional development training in classroom topics, such as attending workshops, seminars, or webinars on pedagogy, anti-bias/discrimination, inclusivity, or other topics pertinent to teaching. This also includes developing and/or delivering such training to others.

6.2 Scholarly and Creative Activity.

- 6.2.1 The BIOL program expects all faculty to establish and develop a research program. When establishing their research program, probationary faculty should demonstrate their expertise as independent researchers. Examples of this include, but are not limited to, senior authorship on peer-reviewed publications, grant proposals, and collaborative work. In the case of collaborations, faculty must provide evidence of their significant contributions to the collaborative effort.
- 6.2.2 Same as University and School standards.
- 6.2.3 The BIOL program recognizes a wide variety of scholarly contributions: disciplinary and interdisciplinary research, both basic and applied, pedagogical research, and grant submissions to external funding agencies. Evidence of scholarly progress and bringing research projects to completion must be demonstrated through peer-reviewed publications in scientific journals. External grants submitted and funded are evidence of scholarly progress and are valued as equal to peer-reviewed publications.
- 6.2.3.1 For submitted and unpublished manuscripts, external reviews can be used to evaluate the quality of the work.
- 6.2.3.2 Unfunded grants are also of value, but the quality of the grant proposal must be documented based on the opinion of external reviewers who are experts in the field.
- 6.2.3.3 Active scholarship may also be demonstrated through peer-reviewed conference presentations/posters and are an additional way that the results of research 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.
- 6.2.3.4 Textbooks, textbook chapters, and chapters in an edited volume may be used to indicate scholarly activity, provided these undergo a rigorous peer-review process. While contributing to a scholarly portfolio, these are generally not valued as highly as peer-reviewed publications or externally funded grants.
- 6.2.3.5 The BIOL program recognizes that the time and effort required to complete scholarly activity may vary markedly among disciplines

and subdisciplines. Faculty should provide context for the pace of research productivity.

6.2.3.6 The BIOL program recognizes the significant time and effort required to mentor student researchers. Faculty should provide clear documentation of the time spent, the research accomplishments, dissemination, and other scholarly outcomes.

6.2.4 The burden is always on the candidate to document the excellence of one's work. In cases of shared or multiple authorship, clarification of the degree of one's participation is expected. The BIOL program recognizes that selectivity varies between subdisciplines in conference presentations or proceedings. Clarification should be provided with regard to the selectivity of the review process if the conference is selective. Clarifications for the evaluation of scholarly and creative activities are as follows.

Judgments about the excellence of scholarly and creative activity should be assessed by the following guidelines as appropriate:

6.2.4.1 Same as University and School standards.

6.2.4.2 Same as University and School standards.

6.2.4.3 Same as University and School standards.

6.2.4.4 Same as University and School standards.

6.2.4.5 Just as in the case of traditional scholarship involving the discovery of new knowledge, when one's work consists of pedagogical or applied scholarship, its significance must be documented by demonstrating clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.

6.2.4.6 The University understands excellence in a variety of scholarly or creative activities to embody the following:

6.2.4.6.1 Same as University and School standards.

6.2.4.6.2 Same as University and School standards.

6.2.4.6.3 Scholarly activity that involves students as co-authors and/or co-presenters is highly valued by the program.

- 6.2.4.6.4 A presentation should be evaluated on the quality of its content and the prestige of the conference where it was delivered. In most instances, international and national conferences rank higher than regional and local conferences. Scholarly presentations should be ranked more highly than non-scholarly ones. Competitive selections and presentations receiving disciplinary acknowledgment for excellence should be noted. In most disciplines, a record of scholarship based on presentations alone will not be evaluated as highly as one, including peer-reviewed publications in scientific journals.
- 6.2.4.6.5 Same as University and School standards.
- 6.2.4.6.6 Same as University and School standards.
- 6.2.4.6.7 Same as University and School standards.
- 6.2.4.6.8 Same as University and School standards.
- 6.2.4.6.9 Same as University and School standards.
- 6.2.4.6.10 Same as University and School standards.
- 6.2.4.6.11 Same as University and School standards.

6.3 University and Community Service

- 6.3.1 The BIOL faculty's role includes contributions to the achievement of the University's mission through effective participation in governance activities, including leadership roles at the Program, School, or University-wide levels. These contributions may require the capacity to work collaboratively with other University community members, including activities related to alumni and the University Foundation or other agencies. Off-campus professional activity is also valued. The quality of the service and leadership activities is of critical importance.
- 6.3.2 Same as University and School standards.
- 6.3.3 Same as University and School standards.

6.3.4 Evaluation of achievements in this area focuses on the significance of participation, the impact of service, the scope of responsibilities, the effectiveness of participation, and contributions to the functioning, administration, and development of the University and other entities. Clear goals, adequate preparation, and appropriate methods of providing service, significant results of the service, and reflection on the contribution and its use to improve the quality of future service are all aspects of documenting achievement in campus and community service. BIOL recognizes all service, whether compensated or not, as valuable.

6.3.5 Evidence of effectiveness in University or community service may include such items as:

6.3.5.1 Same as University and School standards.

6.3.5.2 Same as University and School standards.

6.3.5.3 Same as University and School standards.

6.3.6 The BIOL program encourages faculty to direct their service efforts in areas and activities best suited to their interests, strengths, and faculty plans. BIOL members should tailor their service to fit their professional goals. The balance of effort among program, school, university, community, and professional service may shift but should result in an overall high level of service.

Examples of BIOL program/NAMS school service include but are not limited to:

6.3.6.1 Regular attendance at program meetings.

6.3.6.2 Leading or serving on BIOL subcommittees (e.g., search committees, working groups, etc.).

6.3.6.3 Participating in admissions and recruiting events (e.g., open houses, instant decision days, discover Stockton, etc.).

6.3.6.4 Serving on or leading NAMS wide committees.

6.3.6.5 Post-tenure, serving as program chair as well as on program review committees.

Examples of University service include but are not limited to:

6.3.6.6 Serving on University wide committees or task forces.

6.3.6.7 Serving on Faculty Senate.

6.3.6.8 Involvement with Union committees and/or officership.

Examples of professional service include but are not limited to:

6.3.6.9 Chairing or serving on panels at local, regional, national, or international conferences.

6.3.6.10 Serving as a peer reviewer for scientific journals.

6.3.6.11 Serving as an officer for professional organizations at the local, regional, national, or international level.

Examples of community service include but are not limited to:

6.3.6.12 Membership or leadership of local, statewide, national, or international professional boards, charities, institutions, civic, or advocacy groups.

6.3.6.13 Educating through workshops, seminars, and talks to local, statewide, national, or international professional organizations, charities, institutions, civic, or advocacy groups.

6.4 Part-Time Faculty: Expectations for part-time teaching faculty are not explicitly addressed in the University and School Standards and thus are elaborated here:

6.4.1 Teaching: Same as University and School Standards for Assistant Professor with the following modifications:

6.4.1.1 While the standards for teaching faculty include precepting, the BIOL Program typically does not require part-time faculty to act as preceptors.

6.4.1.2 While the standards for teaching faculty include General Studies teaching, part-time faculty in the BIOL program typically are needed to teach exclusively in Program courses due to enrollment demand.

6.4.2 Scholarship: Part-time faculty in the BIOL Program are not expected to engage in independent research and there are minimal resources available with which they could do so. Part-time faculty should participate in professional development activities and/or collaborative research projects to meet scholarly expectations.

6.4.3 Service: Part-time faculty are expected to engage primarily in Program-level service. Additional University or community services is valued but not expected.

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10.1 EXPECTATIONS FOR RANK OR LEVEL

The general criteria for faculty expectations have been outlined above. In addition, the University has specific expectations for each rank or level. The expectations for each specific rank or level are used to evaluate performance within that rank or level and when judging readiness for promotion or advancement to the next higher rank or level. Generally, only performance since the last promotion will be considered in the new evaluation.

10.2 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position III):

10.2.1 Same as University standards.

10.2.2 Demonstrate a record of teaching toward excellence (in both Program and/or General Studies courses, as assigned) and/or excellence in non-teaching responsibilities as assigned; consistent with the program standards. While the standards for teaching faculty include General Studies teaching, NTTP faculty in the BIOL program typically teach exclusively in Program courses due to enrollment demand.

10.2.3 Same as University standards.

10.3 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position II and I):

10.3.1 Evidence of attaining a prominent role as a biology educator may include participation in significant professional development activities related to biology teaching, assessment, diversity, and inclusivity, or other related activities.

10.3.2 Document consistent excellence in teaching (in both Program and/or General Studies courses, as assigned) and/or consistent excellence in non-teaching responsibilities as assigned.

10.3.3 Same as University standards.

10.4 Teaching/Clinical/Other Specialists (Non-Tenure-Track Position I):

10.4.1 Same as University standards.

10.4.2 In addition to 10.2.2, must also document distinction in teaching (in both Program and/or General Studies courses, as assigned) and pedagogical leadership; and/or distinction in non-teaching responsibilities and leadership as assigned.

10.4.3 Same as University standards.

10.5 Tenure-eligible Instructors:

10.5.1 Same as University standards.