Department of Biology Promotion and Tenure Criteria

Preamble

The members of Biology have created the following document for achieving promotion and/or tenure. The department members, in good faith, have created a document that would be fair and clear in terms of the criteria necessary for promotion and/or tenure, but it should be recognized that this document is different than the document used previous to this document's creation. It was not the intention of the department to place anyone at a disadvantage. The document ventures into uncharted territory in terms of the requirements and has not been tested or validated in any way. With this in mind, we recognize that there may be special circumstances unforeseen by the creators of this document. Therefore, we suggest that in certain cases, a candidate is welcome to "make the case" for promotion and/or tenure and the department and college promotion and tenure committees will take any special circumstances into consideration as they deliberate the candidate's position.

If the candidates review period be such that a full time period has not been achieved for the new criteria, a method of pro-rating the criteria should be used so as to be as fair as possible to the candidate.

The department plans to review the use and effectiveness of this document annually until the department is comfortable with its use and then periodic reviews will continue. The department promotion and tenure committee will provide a report to the department chair indicating any areas of concern after reviewing portfolios each year. The department chair may then charge the department with considering any changes to the document. Changes may occur and these changes will be implemented in such a way as to give any benefit of the doubt to the candidate in all cases.

Summary of Department of Biology Promotion and Tenure Criteria

The Faculty Handbook states that each department must define the criteria for meeting and exceeding expectations in each of the three areas of evaluation (teaching, service, scholarship/professional development). A successful candidate must exceed expectations in two areas of evaluation and meet expectations in one area. Tenure will be evaluated at the person's current rank if he/she is not seeking a promotion with tenure or the rank for which he/she is applying if he/she is seeking a promotion with tenure. The Biology Department has selected the following criteria:

Associate Professor Level Tenure/Assistant to Associate Professor Promotion

- Meets Expectations: Two credits in an evaluation area serves to meet expectations. The 2 evidentiary categories must include any **required** evidentiary category (shown in bold).
- Exceeds Expectations: Three credits in an evaluation area serves to exceed expectations. The 3 evidentiary categories must include any **required** evidentiary category (shown in bold).
- Exemplary: Four credits in an evaluation area serves as exemplary. The 4 evidentiary categories must include any **required** evidentiary category (shown in bold).

Full Professor Tenure/Associate to Full Professor Promotion

- Meets Expectations: Three credits in an evaluation area serves to meet expectations. The 3 evidentiary categories must include any **required** evidentiary category (shown in bold).
- Exceeds Expectations: Four credits in an evaluation area serves to exceed expectations. The 4 evidentiary categories must include any **required** evidentiary category (shown in bold).
- Exemplary: Five credits in an evaluation area serves as exemplary. The five evidentiary categories must include any **required** evidentiary category (shown in bold).

Post Tenure Review at any level

- The candidate must simply meet expectations in all three areas of review at his/her rank and must publish one refereed article (per the CAS requirements).

COLLEGE OF ARTS & SCIENCES TENURE/PROMOTION & POST-TENURE EVALUATION FORM

NAME OF FACULTY MEMBER _____ **FACULTY RANK** _____

CHECK APPROPRIATE CATEGORY

☐ Promotion Evaluation ☐ Tenure Evaluation ☐ Promotion & Tenure Evaluation ☐ Post-Tenure Review

DEPARTMENT/COLLEGE REVIEW LEVEL

☐ Department P&T Committee ☐ Chair ☐ College P&T Committee ☐ Dean

PERIOD OF EVALUATION From _____ Through _____

SECTION I. EVALUATION FOR PROMOTION AND/OR TENURE OR POST-TENURE

NORMATIVE EVALUATION (This section is to be completed by the department chair or associate dean only. Deans, Departmental, College and University committee members omit this section.)

	Annual Evaluations Total Points	Total points of annual evaluations of other faculty in department holding the rank for which the candidate is being considered		
		Number of Faculty Holding Rank	Mean of Total Points of Faculty in Rank	Median of Total Points of Faculty in Rank
One Year Ago				
Two Years Ago				
Three Years Ago				
Four Years Ago (if applicable)				

SECTION II. SUMMARY OF EVALUATION BASED ON CAS CRITERIA FOR PROMOTION/TENURE or POST-TENURE

	Evaluation Area	Criteria	Rating Awarded	Meets Overall Criteria*
Associate Professor	Superior Teaching	Demonstration of significant contributions as a teacher and a strong likelihood of continuing effectiveness in teaching with evidence from student evaluations.	☐Meets ☐Exceeds ☐Exemplary ☐None	☐ Yes ☐ No
	Outstanding Service to the institution	Demonstration of significant contributions in service to the institution and a strong likelihood of continuing effectiveness in such service	☐Meets ☐Exceeds ☐Exemplary ☐None	
	Scholarly Activities and Professional Development	Demonstration of significant contributions to the candidate's discipline and a strong likelihood of continuing effectiveness.	☐Meets ☐Exceeds ☐Exemplary ☐None	
Professor	Superior Teaching	Demonstration of a clear and convincing record of a high level of sustained effectiveness with evidence from student evaluations.	☐Meets ☐Exceeds ☐Exemplary ☐None	☐ Yes ☐ No
	Outstanding Service to the institution	Demonstration of a clear and convincing record of a high level of sustained effectiveness in service to the institution.	☐Meets ☐Exceeds ☐Exemplary ☐None	
	Scholarly Activities and Professional Development	Demonstration of a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline.	☐Meets ☐Exceeds ☐Exemplary ☐None	
Post-Tenure	Superior Teaching	Demonstration of a clear and convincing record of satisfactory performance and significant growth & development, with evidence from student evaluations.	☐ Meets ☐Exceeds ☐Exemplary ☐None	☐ Yes ☐ No
	Outstanding Service to the institution	Demonstration of a clear and convincing record of a high level of sustained effectiveness in service to the institution.	☐Meets ☐Exceeds ☐Exemplary ☐None	
	Scholarly Activities and Professional Development	Demonstration of a clear and convincing record of a high level of professional activity and accomplishment in the candidate's discipline.	☐ Meets ☐Exceeds ☐Exemplary ☐None	

***** Faculty member must achieve a "**Meets"** expectations rating or higher in one area of evaluation and be awarded a rating of either "**Exceeds"** expectations or **"Exemplary"** performance in the other two areas in order to earn tenure/promotion. Post-tenure decisions require either **"meets"** or **"exceeds"** ratings in all areas of evaluation.

EVIDENTIARY CATEGORIES

One credit per area below for which the faculty member meets the criterion for promotion/tenure or two credits if the evaluator fees that the candidate excels beyond the norm in a given category. One credit is required in all **bold** categories.

Areas of Evaluation	Evidentiary Categories	Credits
Superior Teaching	**Evidence from Student Evaluation of Instructor (required)**	
	New course development	
	Significant revision of existing course(s)	
	Program or curriculum development (if credit awarded here it cannot count in service)	
	Innovative teaching methods	
	Positive peer or mentor evaluation(s)	
	Direction of individual student research	
	Direction of individual student internships	
	Special recognitions for teaching accomplishment(s)	
	Implementation of programs in K-12 schools (if credit awarded here it cannot count in service)	
	Other teaching activities approved by Department/Dean _____	
Outstanding Service to the Institution	**Committee Service (required)**	
	Significant service as a mentor to full-time faculty and/or part-time faculty	
	Advisement or career mentorship of students	
	Development of advisement or mentorship materials that are distributed to advisors and/or departments	
	Support to student organizations and/or campus activities	
	Coordination or chairing department, school or university-wide programs	
	Management of department, school or university-wide budget(s)	
	Contributions to system or regional accreditation program(s)	
	Program development (if counted here it cannot count in teaching)	
	Contributions to the improvement of community life (if counted here it cannot count in teaching)	
	Raising funds that benefit the department, college and/or university (if credit awarded here it cannot count in scholarship)	
	Service or leadership award	
	Other service activities approved by Department/Dean _____	
Scholarly Activities and Professional Development	**Publications, artistic performances or creations as appropriate to the discipline (required; refer to A&S Guidelines)**	
	Membership and/or service in professional societies	
	Receipt of competitively awarded grant(s), fellowship(s) or contract(s)	
	Development of new grant proposal(s), contract(s) or fellowship application(s) (that are under review or were not funded)	
	Research activities	
	Presentations before learned societies, professional organizations or public institutions	
	Consulting or other applications of professional expertise	
	Professional license(s) or certification(s) related to discipline	
	Development of professional application(s) of technology	
	Participation in professional development training related to one's discipline, scholarship and/or creative activities	
	Honors and awards for research, scholarship or other creative activities	
	Other professional activities approved by Department/Dean _____	

PROMOTION/TENURE RECOMMENDATION

_____ AWARD PROMOTION

_____ AWARD TENURE

_____ AWARD PROMOTION and TENURE

_____ DO NOT AWARD PROMOTION and/or TENURE

COMMENTS (required):

APPENDIX

The Department of Biology felt it was necessary to provide guidance/clarification for obtaining one and two credits in some evidentiary categories. Below we have provided some guidance. In most cases the committee and evaluators will need to deliberate whether or not an evidentiary category should be awarded zero, one or two credits.

Superior Teaching

SEI (one credit required): The faculty handbook indicates that the candidate must show an overall positive assessment in his/her courses as evidenced by the Student Evaluation of Instructor (SEI) instrument. Faculty must include evaluations from the fall and spring semesters but do not need to include summer scores on the SEI for evaluation. Because the purpose of SEI ratings is to gauge teaching effectiveness, they should be examined carefully numerous factors, not necessarily related to teaching effectiveness, can impact the scores. SEI scores from classes that have low response rates should be viewed skeptically as they would not meet requirements to calculate meaningful descriptive statistics. Because scores averaged across different courses are difficult to interpret, more attention should be paid to the distribution of scores from like courses. To determine teaching effectiveness, SEI scores should be examined in the context of student comments, course design, and the candidate's engagement and effort in providing a space for learning to take place. A pattern of negative comments made by students on the SEI should be addressed and presented in the context of how the candidate carried out his/her teaching responsibilities. Evidence that a candidate may show that addresses negative comments include documentation on implementing best practices in teaching, peer evaluations, a narrative from the candidate explaining what he/she is doing to improve his/her teaching methods, and/or negative comments that disappear over time. The Promotion and Tenure Committee will review the candidate's evidence and will determine if the SEI does indeed provide a valid and overall positive assessment and whether it reflects accurately on the candidate's teaching. The Promotion and Tenure Committee will determine the number of credits earned by the candidate in this area.

Significant revision of an existing course: Credit can be granted if the candidate highlights the **significance** of the revision. Changing to a new edition of a textbook would not normally be considered a significant revision, for example, unless the candidate can accurately describe the significance and highlight the specific revisions.

Program or curriculum development (if credit awarded here it cannot count in service): Credit can be granted if a candidate played a **significant leadership role** in developing the curriculum for an existing or new program. This can be counted in the area of service if it is not counted in teaching.

Innovative teaching methods: If a candidate develops innovative teaching method(s) and consistently employs that/those method(s) in his/her class(es) and does not count this innovation in course development and revision then he/she can be granted credit in this evidentiary category. Examples of innovative teaching may include: flipping a course, developing problem-solving activities,

Direction of individual student research and Direction of individual student internship projects: Individual evaluators must decide how much credit to give in this category. However, past candidates have received credit in this area if they demonstrated direction of three (when evaluated over a 4 year period) or four (when evaluated over a 5 year period) distinct internship or research projects.

Special recognitions for teaching accomplishments: The candidate has to demonstrate that the recognition was for teaching activities and not for service or scholarship. Nominations can certainly count if the candidate can demonstrate that the actual nomination was competitive and/or noteworthy.

Superior Service

Committee Service (one credit required): The individual evaluators and the committee would decide numbers of credits based on service. However, on average past candidate have received a credit for service on an average of 3 committees (at any level) per year for 3 years (when evaluated over a 4 year period) or 4 years (when evaluated over a 5 year period). The candidate is expected to provide evidence for his/her service on the committee by providing a letter of the chair of the committee or another committee member. Demonstrating committee service by simply providing a printout of the committee structure from a webpage would not be adequate evidence for this category.

Significant service as a mentor to full-time faculty and/or part-time faculty: The candidate is expected to show evidence for this mentorship by providing peer teaching evaluations he/she provided to the mentee that include the mentee's signature. For more significant service, the mentor should provide a letter from the mentee that documents what additional services were provided by the mentor.

Advisement or mentorship of students: Since this area is difficult to document without violating FERPA regulations it is important that faculty members document this in a way that does not violate those regulations. This could include asking advisees/mentees for letters documenting the mentor/advisor service, documenting meetings with students with a sign-in sheet, documenting requests for letters of recommendation (without the specific letter), etc.

Management of department, school or university-wide budgets: Credit can be granted for management of university or grant budgets.

Contributions to system or regional accreditation programs: One credit would be granted for significant contributions to accreditation programs (leadership, report writing, etc.).

Program development: Credit can be granted if a candidate played a **significant leadership role** in developing the curriculum for an existing or new program. This can be counted in the area of service if it is not counted in teaching.

Raising funds that benefit the department (if credit awarded here it cannot count in scholarship): In some cases a faculty member raises funds when he/she did not submit a grant proposal that would count in scholarship. A candidate who successfully raises funds or receives donations in the form of services, money, or supplies/equipment will be granted a credit in this area.

Service or leadership award: The candidate has to demonstrate that the recognition was for service activities and not for teaching or scholarship. Nominations can certainly count if the candidate can demonstrate that the actual nomination was competitive and/or noteworthy.

Scholarship/Professional Development

Publications, artistic performances or creations as appropriate to the discipline (one credit required): The College of Arts and Sciences has defined what constitutes one credit at each rank for this category. Two credits can be granted in this area if the candidate exceeds the requirements defined by CAS at his/her rank. http://www.clayton.edu/Portals/5/PTFinalReport_APPENDIX_A.pdf Since it can take a long period of time for an accepted publication to be published once it is accepted and is *in press,* a refereed publication counts as soon as it is accepted for publication. However, if an accepted publication was counted during a previous evaluation period (when it was *in press* or accepted, but not yet published) then it cannot also count in the next evaluation period.

Receipt of competitively awarded grants, fellowships or contracts and Development of new grant proposals, contracts or fellowship applications (that are under review or were not funded): Extramural grants would normally receive more credit than internal grants. The P&T Committee and evaluators would determine credits given.

Research activities: This can be challenging to document. The candidate should consider how he/she will document his/her research activities. Examples that have been used in the past include: drafts of research papers or papers that have been submitted, presentations made on his/her research, IRB proposals submitted for data collection, etc. While many of these items listed above are typically tabulated in separate tabs for separate credit the candidate should point out in his/her narrative where their evidence exists within their portfolio so that reviewers do not miss the evidence for this category.

Presentations before learned societies, professional organizations or public institutions: These are external presentations made by the candidate or his/her research students.

Honors and awards for research, scholarship or other creative activities: The candidate has to demonstrate that the recognition was for scholarship and not for service or teaching. Nominations can certainly count if the candidate can demonstrate that the actual nomination was competitive and/or noteworthy.