

DEPARTMENT OF BIOLOGY
DEFINITIONS AND STANDARDS
FOR REAPPOINTMENT, PROMOTION, AND TENURE

March 24, 2014

DEFINITIONS OF TEACHING, SCHOLARSHIP, AND SERVICE

INTRODUCTION

A faculty member in Biology must actively support and promote the student-centered mission of CSUDH. We stress the importance of the key concepts of the mission, that our education is accessible and transformative, and our students will gain academic achievement and personal fulfillment, and they will be prepared for the work not only of today, but also tomorrow. The department's standards for reappointment, promotion, and tenure are closely tied to these concepts. In teaching, we seek faculty members who incorporate proven new technologies and techniques into their classes, who include new research in their teaching materials, and who inspire their students to excel. We recognize that scholarship is important not only for a faculty member's own development, but it is now an integral requirement for many students to achieve their educational goals. Scholarship must therefore involve students in a meaningful way. We also value genuine service to the department, college, university and beyond, inasmuch as it adheres to the core mission and vision of CSUDH.

TEACHING

A faculty member in Biology must demonstrate a commitment to excellence in teaching, involving not only classroom delivery, but also maintaining currency in the scholarship of pedagogy, and actively engaging in curricular development. Biology faculty are expected to teach both majors' and non-majors' classes, as needed. Satisfactory progress in teaching performance will require evidence of self-reflection based on the analysis of Perceived Teaching Evaluations, peer evaluations, and Student Learning Outcomes Assessment.

Teaching activities include the following:

- Teaching in the curriculum
- Developing course materials
- Developing curriculum
- Creating/adapting educational technology applications
- Writing/securing/implementing education program grants
- Developing pedagogical innovations and inquiries (as differentiated from the scholarship of teaching and learning).

Additional items may be identified and considered as teaching activities. Such activities must have the prior approval of both the faculty member and the Department.

The following are approved teaching activity indicators which will be evaluated:

- Course syllabi that are consistent with university established standards.

- Course learning goals and objectives and student learning outcomes that are clearly stated, consistent with the content and level of the course, and approved by the faculty-at-large.
- A demonstrated commitment to teaching and achieving and maintaining a high level of teaching performance.
- An established, clearly defined and fair grading system.
- Classes held at regularly scheduled times.
- Adherence to reasonably scheduled office hours for meeting with students and being available to students by appointment.
- Facilitation of a high level of student performance in all classes.
- Active participation in faculty meetings and events.
- Positive assessments of teaching through peer evaluations based on classroom visitations by tenured faculty members in Biology.
- A statement of formal educational philosophy which guides your teaching and enhances student learning.
- Listing of courses taught during the review period, course syllabi, teaching materials, graded assignments, teaching strategies, exams and other evaluation strategies (e.g. term papers, journals, grading rubrics, etc.),
- A demonstrated commitment to student advising.
- A meaningful discussion of Perceived Teaching Effectiveness (PTE) numerical and narrative data.
- A meaningful discussion of Student Learning Outcome Assessment data.
- A demonstrated continuing commitment to improving and maintaining the quality of teaching as indicated by workshops attended, memberships in professional organizations, and involvement in pedagogical research.

SCHOLARSHIP

A faculty member in Biology must have an active program of important and relevant research that involves students at both the undergraduate and graduate levels. All research must demonstrate intellectual merit and broader impacts; we use the guidelines of the National Science Foundation to define these criteria. Research must advance knowledge and understanding within its own field or across different fields. Ideally, it should also suggest and explore creative, original, or potentially transformative concepts. Research must have broad impacts, by promoting teaching, training, and learning. Ideally, it should broaden the participation of groups traditionally underrepresented in biology. Further, results should be disseminated broadly to enhance scientific and technological understanding outside of the academy, and it should provide identified benefits to society.

The following are approved scholarly activity indicators which will be evaluated:

- Publication of peer-reviewed articles in refereed journals.
- Publication of peer-reviewed book chapters in an edited scientific volume.
- Publication by a reputable and known publisher of a book in Life Sciences.
- Award and completion of externally funded research projects.
- Submittal of competitive proposals for external grants.
- Active mentorship of student researchers.

- Editor of a peer-reviewed scientific journal, monograph, or volume.
- Leading of workshops or short courses of instruction based on original research for other scientists. Leading of seminars or sessions based on original research at scientific meetings.
- Delivery of prepared peer-reviewed presentations at scholarly national, regional, or local conferences at which referenced abstracts are published.
- Publication of a peer review of textbooks or journal articles.
- Patents for scientific inventions or discoveries.

Additional items may be identified and considered as scholarship activities. Such activities must have the prior approval of both the faculty member and the Department.

SERVICE

The Biology Department expects faculty to be actively involved in service that contributes to the effective functioning of the department, university, community, and profession.

Service activities include the following:

University Service

- Service on standing university committees or university level search committees
- Service on College committees
- Service on Departmental committees
- Service or contribution to recognized student organizations

Community Service

- Speaking engagements
- Consulting work in the areas of teaching, program development or curriculum innovations for community groups related to the life sciences
- Offices or membership held in community organizations
- Volunteer work in the community related to the life sciences

Professional Service

- Contributions as a manuscript reviewer, editor or editorial board member of peer-reviewed journals related to the body of knowledge in biology.
- Serving as chair or member of a professional organization committee
- Organizing scholarly meetings
- Serving as chair or director special events sponsored by an organization
- Speaking engagements for professional organizations
- Holding office in a professional organization or other formal relationship with a professional organization that enhances the development of professionals

Additional items may be identified and considered as service activities. Such activities must have the prior approval of both the faculty member and the Department.

STANDARDS FOR REAPPOINTMENT

INTRODUCTION

The faculty member must adhere to the Policy for Reappointment, Tenure and Promotion Procedures which states that a written Professional Plan must be developed in the first year of appointment that includes teaching, scholarship, and service. This plan and any subsequent revisions is one of the bases for review throughout the probationary period. The faculty member should refer to the policy for details regarding the review process.

TEACHING

A probationary faculty member must demonstrate satisfactory performance in all of the teaching activities specified in the departmental RTP definitions. Demonstration of satisfactory progress, as determined by the departmental RTP committee, must be evidence-based and provide reviewers of the Supplemental Information File (SIF) and WPAF with sufficient information and discussion of progress and corrective action, if needed, to make a valid assessment. Additionally, Perceived Teaching Effectiveness (PTE) responses must have an average rating of 80% or better in the strongly agree/agree categories (combined) for each item related to the teaching role in each class evaluated. Faculty with ratings below this standard must demonstrate consistent improvement throughout the probationary period and achieve the standard by the final probationary year. Responses to all 12 of the PTE questions (corrected for N/A) are included in this standard.

SCHOLARSHIP

A probationary faculty member must demonstrate satisfactory progress, as determined by the departmental RTP committee, toward the standards for tenure required for scholarship as described in the departmental RTP definitions. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the SIF and WPAF with sufficient information and discussion of progress to make a valid assessment. This includes documentation and discussion of work in progress, particularly submissions of peer-reviewed work and grant applications and plans for resubmission of unpublished work and unfunded proposals.

SERVICE

A probationary faculty member must demonstrate satisfactory performance and progress, as determined by the departmental RTP committee, in the area of service through consistent and progressive contributions to the division, school, and college/university throughout the probationary period. Demonstration of satisfactory progress must be evidence-based and provide reviewers of the SIF and WPAF with sufficient information and discussion of progress to make a valid assessment.

It is the responsibility of the faculty member to provide concrete proof of service, including documentation and discussion of significant roles, duties, accomplishments, etc.

STANDARDS FOR TENURE

INTRODUCTION

During the probationary period, a faculty member must demonstrate a genuine desire and ability to be a fully functioning member of the academy. Evidence for this will be not only accomplishments, but also the level of self-reflection displayed and appropriate response to identified shortcomings, if any. The quality and professional significance of the evidence presented will be assessed by members of the Department RTP committee.

TEACHING

A faculty member must demonstrate a commitment to teaching excellence and successfully meet the departmental teaching requirements, as listed below. Evidence to be evaluated includes a statement of formal educational philosophy which guides the faculty's teaching and enhances student learning. There must also be a list of all courses taught during the probationary period, course syllabi, teaching materials, teaching strategies, exams and other evaluation strategies (e.g. term papers, journals, grading rubrics, etc.).

Evidence of teaching excellence will be demonstrated by the following items:

1. Course syllabi that are consistent with university established standards.
2. Course learning goals and objectives and student learning outcomes that are clearly stated, consistent with the content and level of the course, and approved by the faculty-at-large.
3. An established, clearly defined and fair grading system.
4. Classes held at regularly scheduled times. Evidence of repeated variances from the times scheduled for classes will be a strong negative in the tenure evaluation.
5. Adherence to reasonably scheduled office hours for meeting with students and being available to students by appointment.
6. Active participation in faculty meetings and events.
7. Positive assessments of teaching through peer evaluations based on classroom visitations by tenured faculty members in Biology.
8. A demonstrated commitment to student advising. This includes participation in all aspects of advising, including use of the online degree audit and graduation advising (grad checks).
9. PTE responses with an average rating of 80% or better in the strongly agree/agree categories (combined) for each of the 12 questions (corrected for N/A).
10. A meaningful discussion of Perceived Teaching Effectiveness (PTE) numerical and narrative data.
11. A meaningful discussion of Student Learning Outcome Assessment data.
12. A list of teaching workshops attended, activities for professional organizations, and advances made in pedagogical research.

SCHOLARSHIP

A faculty member must have demonstrated a significant contribution to his or her field during

the probationary period, as well significant involvement of undergraduate and graduate students in original research.

The minimum standard of scholarship for tenure includes publication of at least one peer-reviewed article in a refereed journal AND award of at least one external research grant AND demonstrated evidence of research mentoring of at least five students, which must include both graduate and undergraduate students. Evidence of research mentorship shall include, but not be limited to: participation in campus mentoring programs, co-authorship of students on presentations at conferences, co-authorship of students on publications in peer-reviewed publications, student submission of extramural grants.

In addition, the faculty member must have achieved one of the following goals:

- Publication of a peer-reviewed book chapter in an edited scientific volume.
- Publication by a reputable and known publisher of a book in Life Sciences.
- Publication of an additional peer-reviewed journal article in a refereed journal.
- Award of at least one additional externally funded research project.
- Submittal of one other competitive proposal (as ranked by its agency reviewers) for external grants.
- Editorship of a peer-reviewed scientific journal, monograph, or volume.
- Leading two workshops or short courses of instruction based on original research for other scientists, or seminars or sessions based on original research at scientific meetings.
- Delivery of three prepared peer-reviewed presentations at scholarly national, regional, or local conferences at which referenced abstracts are published.
- Obtaining one patent for a scientific invention or discovery.

Additional items can be considered the products of scholarship with prior mutual consent of the departmental RTP committee, department chair, and the faculty member.

SERVICE

A faculty member must demonstrate a consistent record of active participation in each of the three areas of service throughout the probationary period. For service to be considered satisfactory, faculty must participate in a minimum of 12 service activities throughout the probationary period with at least half of these at the division, school, and college/university levels. Faculty must provide a thorough description of the contributions made as a participant in each service activity cited. Participation is considered satisfactory when there is evidence of ongoing active involvement in the service area.

STANDARDS FOR PROMOTION

INTRODUCTION

These standards are for promotion to the level of Full Professor. The requirements to obtain promotion from Assistant to Associate Professor are the same as those for tenure.

TEACHING

Continued evidence of active engagement in teaching. Such evidence includes PTE scores


maintained at 80% or better in the strongly agree/agree categories (combined) for each of the 12 questions (corrected for N/A), evaluated in at least two classes per semester, or one class per semester if reassigned time is more than 6 units. In addition, it includes attendance at seminars or workshops designed to enhance teaching effectiveness, either as presenter or attendee, or publication of pedagogical research.

SCHOLARSHIP

The minimum requirement for promotion is publication of at least one peer-reviewed article in a refereed journal AND award of at least one competitively awarded external research grant AND demonstrated evidence of research mentoring of at least five students, which must include both graduate and undergraduate students. One of the additional goals listed under Scholarship Standards for Tenure may be substituted for the external grant.

SERVICE


A faculty member must continue to provide active service at a level commensurate with his or her standing as a tenured faculty member.



Department Chair

6/11/15


Date



Dean

6-23-15

Date



Provost and Vice President of Academic Affairs

07/29/15

Date