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DEPARTMENT OF BIOLOGY CRITERIA FOR ACADEMIC RANK

**Editorial revisions made to be consistent with University Policy regarding student evaluations*

Categories to be Considered

I. Teaching Effectiveness

II. Professional Growth

III. Service

Performance Levels

Outstanding

Superior

Good

Unacceptable

Minimum Performance Levels

- Professor: A rating of outstanding in one category and superior in the remaining two categories
- Associate Professor: A rating of superior in two categories (one of which is effective teaching) and a rating of good in the remaining category.
- Assistant Professor: A rating of good in all three categories.
- Non-Tenure Track Faculty: A rating of superior in both Teaching Effectiveness and Service.

Promotion to the level of Assistant Professor or above requires attainment of a Ph.D. or equivalent in a field appropriate to the position held by the faculty member.

Evaluation Period

Each faculty member may choose to be evaluated over the most recent, continuous period of time at least equal to the minimum period required for promotion to the next rank, OR over the time in the present rank (as approved by the University Promotion Committee and Provost on 10/1/01)

PREFACE

The criteria for evaluation of faculty members for promotion have been placed under three major categories: teaching effectiveness, professional growth, and service. The significance of teaching is shown by the requirement for a rating of superior to advance beyond the rank of Assistant Professor. The criteria within each category are not considered ranked, and are to be evaluated qualitatively. Teaching and Professional

Growth activities related to University Studies or other university assignments will be evaluated on the same basis as those related to the faculty member's discipline.

The primary mission of the institution is teaching; therefore the promotion criteria emphasize activities that promote and reflect effective teaching. However, the Department of Biology strongly supports the teacher-scholar model of the academic professional. Scholarship is not merely an adjunct to teaching, but an essential element in faculty professional life, contributing to teaching in a number of ways. In addition, service, both to the University in its collegial system of governance and to the region, is a part of the mission of the Department and is recognized as important in the performance of faculty members.

Due to the nature of the various aspects of professional growth and service, time and effort contributed to these categories can be sporadic. During the evaluation period, however, a candidate for promotion should distribute his/her time so that an appropriate level of performance is achieved in each major category. Activities in all categories performed at other institutions, while in rank, will be evaluated on the same basis as those occurring at Southeast. This is consistent with the Faculty Handbook.

Definitions of terms used in these criteria:

It should be noted that evaluation of eligibility for promotion rests ultimately upon the judgment of academic professionals, specifically the members of the duly constituted committees at the Department, College, and University levels, as well as the judgment of appropriate administrators and the Board of Regents. The definitions provided here for terms are intended to aid in guiding faculty toward success in their applications for promotion. It is not the intent of this document, nor is it possible, to provide criteria so complete and explicit as to obviate the need for the exercise of judgment in their interpretation.

Satisfactory: The term "satisfactory" is used only for evaluation of teaching performance (I. A). The quality and quantity of performance defined therein represent the minimum level.

Sustained: An effort that occurs more than once during the evaluation period. Sustained does **NOT** mean "continuous" or without breaks.

Achievement: A single instance (e.g., revision of one course, one publication, one grant application, leadership on one committee for one year)

Significant

Achievements: Functionally defined in each of the three areas of evaluation (teaching performance, professional growth, and service), these are activities that, in the department's judgement, represent a greater contribution to the institutional mission than achievements listed in I. C; II. B; II. C; and III. B.

I. TEACHING EFFECTIVENESS

All faculty are expected to provide evidence that they keep course content current with the discipline via an appropriate reflective narrative

A. TEACHING PERFORMANCE

The faculty member displays evidence of:

1. Student feedback on teaching performance. This may include departmental or nationally normed student evaluation data, or other evidence of students' views.
 2. Peer evaluation of teaching performance¹ (required for non-tenured faculty; optional for tenured faculty)
 3. Other documentation of teaching performance (optional)
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B. SIGNIFICANT TEACHING ACHIEVEMENTS:

The faculty member displays evidence of:

1. major revision of existing courses
2. new course development
3. program development
4. obtaining internal funding, or applying for or obtaining external funding, for the improvement of teaching
5. pedagogical, **peer-reviewed** publication (A specific achievement may be included here or under Professional Growth, but not both.)
6. including students in research, with appropriate justification of level of effort (Note: a specific achievement may be listed here or under section II. B. 10, but not both)
7. conducting readings, independent study, internships, etc., with appropriate justification of level of effort
8. Other, as documented and justified as to level of effort

C. TEACHING ACHIEVEMENTS:

The faculty member displays evidence of:

¹ Provide a reflective narrative that indicates how you have addressed student and peer evaluations.

1. attendance/participation in organized activities that contribute directly or indirectly to course improvement
2. development/ incorporation of new course materials as necessary to enhance learning experiences for students
3. development/improvement of teaching techniques as necessary to enhance learning experiences for students
4. participation in organized activities that contribute directly or indirectly to improvement in teaching techniques
5. applying for internal funding for the improvement of teaching
6. pedagogical presentation or non peer-reviewed publication (A specific achievement may be included here or under Professional Growth, but not both.)
7. including students in research (Note: a specific achievement may be listed here or under section II. B. 10, but not both)
8. conducting readings, independent study, etc.
9. sharing teaching expertise with faculty and teaching assistants. (Note: a specific achievement may be listed here or under section III. B. 10, but not both.)
10. Other, as documented

Minimum Performance Levels

Good:

- Satisfactory Teaching Performance for the majority of classes taught as evident by:
 - * student feedback indicates effective teaching²
 - * “very good” or improving to “very good” peer evaluations (not required for tenured faculty)
 - * responding to student comments or other indicators as reflected, for example, in changes to pedagogy or course content
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Summary: Keeping course content current with the discipline plus satisfactory teaching performance

Superior:

- Satisfactory Teaching Performance for the majority of classes taught as defined above under “Good”
 - **One** significant achievement (from category I. B)
 - **One** additional achievement (from category I. B or I. C)
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Summary: Keeping course content current with the discipline plus satisfactory teaching performance plus **Two** achievements total

Outstanding:

- Outstanding Teaching Performance for the majority of classes taught as evident by:
 - * student feedback indicating effective teaching²
 - * “very good” to “excellent” peer evaluations (not required for tenured faculty)
 - * responding to student comments or other indicators as reflected, for example, in changes to pedagogy or course content
 - **One** significant achievement (from category I. B)
 - **Two** additional achievements (from category I. B and/or I. C)
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Summary: Keeping course content current with the discipline plus **outstanding** teaching performance plus **Three** achievements total

NOTE: An achievement is a single instance (e.g., revision of one course)

² For example, on the IDEA evaluation report form, effective teaching as measured by “progress on relevant objectives” and “overall ratings” is indicated by scores in the upper 70% (comparison categories of “similar” “higher” or “much higher”). In our most commonly used departmental instrument, effective teaching as measured by “overall mean” is indicated by values between 1 and 2.5 (scale of 1-5, with 1 as the best score possible)

II. PROFESSIONAL GROWTH

The Department of Biology endorses the teacher-scholar model as described by Boyer:

"What we urgently need today is a more inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching. We acknowledge that these four categories—the scholarship of discovery, of integration, of application, and of teaching -- divide intellectual functions that are tied inseparably to each other. Still, there is value, we believe, in analyzing the various kinds of academic work, while also acknowledging that they dynamically interact, forming an interdependent whole. Such a vision of scholarship, one that recognizes the great diversity of talent within the professoriate, also may prove especially useful to faculty as they reflect on the meaning and direction of their professional lives."³

The nature of biological research dictates that the supervision of student research by faculty typically entails a co-investigator format. Although the student may be responsible for the planning and execution of her/his project, these must be done in conjunction with the faculty member so that the student's activities will be compatible with the total research program. Since many procedures require the use of complex equipment, the learning of new skills and/or participation by more than one individual, the student and faculty member normally work side by side at the bench or in the field. Faculty members normally make an extensive contribution to the preparation of a manuscript for publication, when co-authored with a student, regardless of the sequence of authors. Therefore, specific faculty-student research activities may be viewed either as scholarly activities under professional growth or as teaching activities with individuals under teaching effectiveness. The faculty member should make a decision regarding the appropriate place in the promotion documents to report each specific activity; different activities or achievements within a single research project may fall into different categories.

Science is an active process. The effective teacher of science will more likely be an individual who is actively engaged in the practice of science and can therefore convey the essence of this process to students of the discipline. Since research presentations and publications are the expected results of the conduct of scientific research, it is appropriate that these be expected of faculty teaching science. Furthermore, since research investigations are expected of students of science, it is appropriate that the professional equivalent (presentation and publication) be expected of those faculty who represent the role models of professional behavior for the students.

Biology is a broad field, comprising disparate disciplines. The types of research performed, organisms studied, and number of appropriate journals and meetings all influence the frequency and type of publication and presentation achieved by active researchers in a particular field. The Department of Biology recognizes and appreciates this diversity. The departmental, college, and university promotion committees, as well as pertinent university personnel and administrators, are therefore expected to evaluate the quality of research conducted and disseminated by the candidate in terms of the publication and presentation customs and opportunities in that discipline rather than merely to count the number of items under each heading. These personnel and administrators are to be equally mindful of the variability among disciplines within biology when they evaluate departmental candidates.

³ Ernest Boyer, "Scholarship Reconsidered"

A. SIGNIFICANT SCHOLARLY ACHIEVEMENTS:

The faculty member displays evidence of:

1. Publication of **peer-reviewed** original scholarly work in a journal, electronic journal, web site, book, or book chapter⁴
2. Publication of a **peer-reviewed** literature review of original research in a journal, electronic journal, web site, book, or book chapter⁴
3. Publication of a **peer-reviewed** textbook chapter, text-related web site, or ancillary materials⁴
4. Receipt of external funding to support scholarly work (this includes external contracts)
5. Scholarly work in progress (as documented by narrative with appropriate justification of level of effort)
6. Recognized national/international reputation in the discipline (e.g., as evaluated by national or international peers through letters of recommendation, citations by others in the field, etc.)
7. Other, as documented and justified as to level of effort

B. SCHOLARLY ACHIEVEMENTS:

The faculty member displays evidence of:

1. Presentation of original scholarly work at professional meetings
2. Invited presentations at other institutions or professional meetings
3. Publication/preparation of technical reports
4. Publication of non-peer reviewed articles, book reviews, or book chapters
5. Publication of manuals, brochures, web pages, etc.
6. Production or maintenance of public databases
7. Peer-review of journals, books, book chapters or grants
8. Internal funding received to support scholarly work
9. External funding applied for, but not received

⁴ For a publication involving several authors, the faculty member should clearly indicate his/her specific scholarly role with a brief annotation following the particular citation. For every publication, the faculty member should also provide information about the quality of the journal, including its scope (local, state, regional, national, international), acceptance rate if known, and other pertinent information to assist the committees in assessing the significance of the publication.

10. Participation in graduate or undergraduate student scholarly work. (Note: a specific achievement may be listed here or under section I. D. 1, but not both.)
11. Contribution to public scholarly databases (e.g., Gen Bank)
12. Other, as documented

C. CONTINUING EDUCATION ACHIEVEMENTS:

The faculty member displays evidence of:

1. Advanced study at other institutions
2. Participation in workshops and institutes
3. Other, as documented

Minimum Performance Levels for Tenure Track Faculty

Good:

- **One** achievement of items II. A1, II. A2, or II. A3, based in part on work done while employed by Southeast Missouri State University.
 - **Three** other achievements from items within any category, one of which must be II. A4 or II. B9 if appropriate⁵ and no more than **two** from category II. C.
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Summary: Four achievements total!

Superior:

- **One** achievement of items II. A1, II. A2, or II. A3, based in part on work done while employed by Southeast Missouri State University.
 - **One** other achievement from items within category II. A
 - **Four** additional achievements from items within any category, one of which must be II. A4 or II. B9 if appropriate⁶ and no more than **two** from category II. C.
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Summary: Six achievements total!

Outstanding:

- "To be consistent with what is required of other departments, there [is] a requirement of a minimum of **two** refereed publications (items A1, A2, and A3) in addition to other achievements for a rating of Outstanding in Professional Growth. If a candidate has less than that, there must be

⁵ In case no external grant application is made, justification is required and an acceptable level of scholarly activity must be ongoing.

sufficient justification from the candidate and the Department for a rating of Outstanding. However, a receipt of external funding for research purposes (not for the acquisition of lab equipment) could substitute for one of the refereed publications."⁶

- **One** other achievement from items within category II. A
- **Five** additional achievements from items within any category, one of which must be II. A4 or II. B9 if appropriate⁷ and no more than **two** from category II. C.

Summary: Eight achievements total!

NOTE: An achievement is a single instance (e.g., one publication, one presentation, one grant application).

Minimum Performance Levels for Non-Tenure Track Faculty

Not applicable as non-tenure track faculty are evaluated only in the areas of Teaching Effectiveness and Service. Items from Professional Growth may be used in Teaching Effectiveness or Service with appropriate documentation and justification.

⁶ University Promotion and Sabbatical Leave Committee, memo dated 6/19/2006.

⁷ In case no external grant application is made, justification is required and an acceptable level of scholarly activity must be ongoing.

III. SERVICE

All faculty are expected to provide service to the department in the form of committee work and basic student advising. The items listed below represent contributions beyond that minimal level.

A. SIGNIFICANT ACHIEVEMENTS IN GOVERNANCE OR SERVICE

The faculty member displays evidence of:

1. leadership on college committees
2. leadership on university committees
3. leadership on departmental committees
4. membership on the executive committee of faculty senate
5. participation on departmental committees beyond normal expectations with appropriate justification as to level of effort
6. receipt of grants in support of institutional programs
7. leadership in professional organizations
8. advising in excess of a normal load
9. other service to the university (for example, but not limited to: reviews, report writing, service on task forces, additional service assignments)
10. other, as documented and justified as to level of effort

B. ACHIEVEMENTS IN GOVERNANCE OR SERVICE

The faculty member displays evidence of:

1. participation on college committees
2. participation on university committees
3. membership in faculty senate
4. participation on committees of candidates for advanced degrees. This does not include supervision of graduate student research.
5. sponsorship of student organizations
6. representation of the Department in support of either on- or off-campus activities that promote the University
7. submission and/or receipt of grants in support of institutional programs

8. contributions to interdisciplinary programs
9. sharing expertise with other faculty members. (Note: a specific achievement may be listed here or under section I. D. 3, but not both.)
10. service to the region that utilizes his/her professional expertise
11. supportive participation in professional organizations
12. other, as documented (non-tenure track faculty may include items from section II, Professional Growth, which pertain to service in a broad context)

Minimum Performance Levels

- Good:** **One** achievement from items within category III. A, plus **two** additional achievements. (**Three** achievements total; note that all three achievements could come from the same item)
- Superior:** **Two** achievements from items within category III. A, plus **three** additional achievements. (**Five** achievements total; note that all five achievements could come from the same item)
- Outstanding:** **Two** achievements from items within category III. A, plus **five** additional achievements. (**Seven** achievements total, one of which must be from outside the department; note that all seven achievements could come from the same item)

NOTE: An achievement is a single instance (e.g., leadership on one committee for one year)