

Appendix E: Department of Biological Sciences Criteria, Standards, and Indices for Annual Evaluations, Promotion, and Tenure

The following is an adaptation of ISU and the IDAHO STATE BOARD OF EDUCATION criteria for promotion and tenure, specifically developed for use in evaluating faculty in the Department of Biological Sciences. These unit criteria are for use in the annual evaluation of faculty as well.

PERIODIC EVALUATION OF FACULTY

- A. **Criteria.** Evaluators may consider, but shall not be limited to, whichever of the following are appropriate to the faculty member's professional obligation: mastery of subject matter; effectiveness in teaching; achievement in research, scholarly, and creative activity; effectiveness of public service; effectiveness of university service; demonstration of professional development and quality of total contribution to the university.

For purposes of evaluation at ISU, the total contribution to the university and activity in the areas outlined above will be defined by activity and excellence in the following areas: effectiveness in teaching; achievement in scholarly activity; and effectiveness of service.

B. Definitions of Criteria:

1. **EFFECTIVENESS IN TEACHING.** A central function of the university is instruction of students in formal courses and supervised study. Teaching includes those activities directly related to the formal and informal transmission of appropriate skills and knowledge to students. The nature of instruction will vary for each faculty member, depending upon workload distribution. Instruction includes actual contact in the classroom or through distance delivery methods, laboratory or field and preparatory activities, such as preparing for lectures, setting up demonstrations, and preparing for laboratory experiments, as well as tutorial sessions, evaluations, correcting papers, and determining grades. Other aspects of teaching and instruction extend to undergraduate and graduate academic advising and counseling, training graduate students and serving on their graduate committees particularly as their major advisor, curriculum development, and academic recruiting.

Excellence in teaching may be demonstrated through, but is not limited to, evidence of the various characteristics which define effective teachers. Effective teachers:

- a. are highly organized, plan carefully, use class time efficiently, have clear objectives, have high expectations for students;
- b. express positive regard for students, develop good rapport with students, show interest/enthusiasm for the subject;

- c. emphasize and encourage student participation, ask questions, frequently monitor student participation for student learning and teacher effectiveness, are sensitive to student diversity;
- d. emphasize regular feedback to students and reward student learning successes, demonstrate content mastery, discuss current information and divergent points of view, relate topics to other disciplines, deliver material at the appropriate level;
- e. regularly develop new courses, workshops and seminars and use a variety of methods of instructional delivery and instructional design;
- f. involve students, undergraduate as well as graduate, in high quality, individual investigations of ideas and problems;
- g. engage in advising and mentoring of individual students.

Effectiveness in teaching will be evaluated through information on formal and informal teaching, course and curriculum materials, recruiting and advising, training/guiding graduate students, etc., provided by:

- a. systematic student ratings (required source of data) and at least two of the following:
- b. self-evaluation which documents efforts to improve instructional performance and which analyzes the effects of those efforts;
- c. peer/head classroom observations(s);
- d. peer/head evaluation of course materials.

SPECIFIC T&P CRITERIA FOR TEACHING PERFORMANCE:

- a. **ASSISTANT PROFESSOR: Evidence of teaching ability and a commitment to a quality teaching program in the Department.**
- b. **TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: The record must show that the teaching material is contemporary and relevant and that the presentations stimulate the learning process. Evidence of the expected quality of instructional performance may include (but is not limited to) course and/or curriculum development, novel approaches to instruction, versatility in instructional assignments, effective guiding and mentoring of individual students, and superior classroom teaching performance.**
- c. **PROMOTION TO PROFESSOR: Significant contributions to the instructional program are expected. These may include contributions to major improvements in course and/or curriculum offerings, upgrading of instructional facilities, ability to motivate and/or inspire students, and exemplary training and placement of graduate students. Both faculty and students must consider the teaching performance to be of high quality.**

2. **ACHIEVEMENT IN RESEARCH AND SCHOLARLY/CREATIVE ACTIVITY.** Inquiry and originality are central functions of a university and all faculty with a research component in their assignment must remain active as scholars. Consequently, faculty are expected to conduct research or engage in other scholarly or creative pursuits and, equally important, results of their work must be disseminated through appropriate media. Furthermore, it is important to emphasize the distinction between routine production and creative excellence as evaluated by an individual's peers in the Department of Biological Sciences and elsewhere.

Whatever the contribution, research and scholarly or creative activities must have the following characteristics:

- a. They must occur in a public forum.
- b. They must be evaluated by appropriate peers.
- c. They must be evaluated by peers external to this institution so as to allow an objective judgement.
- d. They must be judged to make a contribution.

Evidence of excellence in research and scholarly or creative activity may be demonstrated through, but not limited to:

- a. Books, reviews, monographs, bulletins, articles, proceedings and other scholarly works published by reputable journals, scholarly presses, and publishing houses that accept works only after rigorous review and approval by peers in the discipline.
- b. Competitive grants and contracts to finance the development of ideas, these grants and contracts being subject to rigorous peer review and approval.
- c. Presentation of research papers before learned societies that accept papers only after rigorous review and approval by peers.
- d. Presentation of research papers before scientific societies.
- e. Scholarly reviews of publications.
- f. Citations of research in scholarly publications.
- g. Reprints or quotations of publications appearing in reputable works of the discipline.
- h. Prizes and awards for excellence of scholarship.
- i. Awards of special fellowships for research activities or selection of tours of duty at special institutes for advanced study.
- j. Development of processes or instruments useful in solving problems such as computer programs and systems for the processing of data, genetic plant and animal material, etc., and where appropriate, obtaining patents and/or copyrights for said development.

SPECIFIC T&P CRITERIA FOR RESEARCH PERFORMANCE:

- a. **ASSISTANT PROFESSOR: Evidence of the ability to establish a viable research program in the area of specialization (including a peer-reviewed**

publication record), normally a sub-discipline of the biological sciences (with the option of research in science education in certain circumstances and with approval of the Department Chair).

- b. **TENURE AND PROMOTION TO ASSOCIATE PROFESSOR:** Must have established an appropriate research program which produces significant publications in refereed professional journals. Presentation of research results at professional meetings, the submission of research proposals, and the acquisition of external research funding constitute supplementary evidence that the research program is of high quality. The faculty member must show independence and leadership by the creation of research ideas that translate into projects which involve students.
 - c. **PROMOTION TO PROFESSOR:** The research program should have produced a strong and growing publication record in the refereed professional literature, and there should be a record of student involvement. The publications should be of sufficient quality and quantity to demonstrate the existence of an on-going professional, independent research program. A national or international reputation (as demonstrated by professional activities or presentations at meetings but especially by citations of publications and/or documented opinions of other scientists in the field) is expected.
3. **EFFECTIVENESS OF SERVICE.** The notion of public service is intrinsic to universities, and is a fundamental part of the university's obligation to the people of Idaho. In this tradition, faculty providing their professional expertise for the benefit of the university's external constituency, free of charge, is identified as "public service." The tradition of the university itself provides that its faculty assume a collegial obligation for the internal functioning of the institution; such service is identified as "university service."
- a. **Public Service.** Public service is the application of teaching, research, and other scholarly and creative activity to constituencies outside Idaho State University. It includes all activities which extend the faculty member's professional, academic, or leadership competence to these constituencies. It can be instructional, collaborative, or consultative in nature and is related to the faculty member's discipline or other publicly recognized expertise. Public service may be systematic activity that involves planning with clientele and delivery of information on a continuing, programmatic basis. It may also be informal, individual, professional contributions to the community or to one's discipline, or other activities which further the goals and mission of the university and its units; such service may occur on a periodic or limited-term basis. Examples include, but are not limited to:
 - 1. Providing information services to adults or youth.
 - 2. Service on or to government or public committees.
 - 3. Service on accrediting bodies.

4. Active participation in professional organizations.
5. Active participation in discipline-oriented service organizations.
6. Editing or refereeing articles or proposals for professional journals or organizations.
7. Consulting.

Methods of delivering public service may include, but are not limited to:

1. Leadership of, or presentations at, workshops, conferences, or public meetings.
 2. Training, facilitating, and consultative services.
 3. Radio and television programs, newspaper articles and columns, publications, newsletters, films, computer applications, teleconferences, and other educational media.
 4. Judging and similar educational assistance at science fairs, state fairs, and similar competitions.
- b. University Service. University service includes those activities involving faculty members in the governance, administration, and other internal affairs of the university, its colleges, schools, and institutes. It includes non-instructional work with students and their organizations. Examples of such activity include, but are not limited to:
1. Service on university, college, school, institute, or departmental committees or governing bodies.
 2. Consultative work in support of university functions, such as expert assistance for specific projects.
 3. Service as department chair or similar part-time administrator.
 4. Participation in accreditation reviews.
 5. Service in support of student organizations and activities.
 6. Academic support services such as library and museum programs.
 7. Assisting other faculty or units with curriculum planning and delivery of instruction, such as serving as guest lecturer.
- c. Evaluation of Service. Each individual faculty member's proportionate responsibility in service shall be reflected in annual workload agreements and performance evaluations. In formulating standards and indices for evaluation, promotion, and tenure, the Department of Biological Sciences' annual load and staffing document provides examples of appropriate service activities and measures for evaluation. Effectiveness of public service is demonstrated by such things as: professionally related and publicly recognized service to constituencies external to the university, including public and private sector groups, governmental agencies, boards, commissions, committees, public interest groups, businesses, and urban and rural residents; successful design and implementation of technology-transfer programs to external constituencies; application of directed research to the needs of constituencies;

recognition, awards, and honors from constituent groups; and reputation among peer deliverers of public service. Effectiveness of university service is demonstrated by such things as work on university committees and task forces; participation in faculty governance; colleague assistance and mentoring; administrative work, and work with students beyond formal teacher-student relationships.

SPECIFIC T&P CRITERIA FOR SERVICE PERFORMANCE:

- a. **ASSISTANT PROFESSOR: Positive contributions to one or more areas of service. These contributions should not impact or supplant contributions to the teaching and research criteria.**
- b. **TENURE AND PROMOTION TO ASSOCIATE PROFESSOR: Positive contributions to Departmental and/or University matters, effective professional contributions to the public, and/or effective service to the profession are expected.**
- d. **PROMOTION TO PROFESSOR: Evidence of leadership in the service area is mandatory. Significant contributions to the development of Departmental and/or University programs are expected as is effective application of professional expertise to professional or public processes and organizations.**
- e. **Examples of service activities appropriate for faculty in the Department of Biological Sciences include:**
 - 1. **Departmental, College, and University committees and task forces.**
 - 2. **ISU faculty senate or associated committees.**
 - 3. **Departmental or programmatic leadership.**
 - 4. **Reviewing proposals, refereeing manuscripts, and editing for professional organizations or publications.**
 - 5. **Contributions to the activities of professional organizations.**
 - 6. **K-12 and/or informal science education.**
 - 7. **Presentation of science to the public.**

MEASURES OF EFFECTIVENESS OF PERFORMANCE INCLUDE (BUT ARE NOT LIMITED TO):

- a. **Accomplishments of the effort or organization to which service was provided.**
- b. **Official recognition of quality of service (e.g., awards, letters of recognition).**
- c. **Opinions of clients served and/or colleagues involved in delivery of service.**