

## **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 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.

6.2.1

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

6.4.1.2 While the standards for teaching faculty include General Studies teaching, part-



10.2.2 Demonstrate a record of teaching toward excellence (in both Program

10.4.3 Same as University standards.

10.5 Tenure-eligible Instructors:

10.5.1 Same as University standards.