

**PROGRAM PERSONNEL STANDARDS**

**APPROVAL FORM**

**Discipline:**

**BIOLOGY**

 5/10/2018  
RTP Committee Chair                      Date

 5/20/18  
Provost    Date

# **BIOLOGY PROGRAM**

## **Program Personnel Standards (PPS)**

### **I. INTRODUCTION**

The Biology Program is committed to achieving excellence in teaching, student learning, scholarship, and service. The Program encourages peer collaboration and review, faculty experimentation and assessment, and continuous evaluation of academic quality.

Consistent with the mission of the University, the Program places a high value on the promotion of service learning/ civic engagement, interdisciplinary, and international and multicultural perspectives. The Program values engaging students in undergraduate research, collaboration, and innovation.

This document provides guidelines for the retention, tenure and promotion process for Biology Program faculty members. Except where noted, the same standards apply to tenure and promotion to Associate Professor and promotion from Associate Professor to Professor. Faculty members should also review the current University RTP Policy and the CFA/CSU Collective Bargaining Agreement before beginning the review process. For specific requirements regarding the Professional Development Plan (PDP) and the Portfolio, please refer to the current University RTP document.

This document shall be reviewed every five years or earlier at the request of the University President or by simple majority vote of the Biology full-time tenure-track faculty. This document will go into effect when approved by the University RTP Committee and the Provost.

#### **Program Personnel Committee (PPC):**

A three member Program Personnel Committee (PPC) shall be elected by the probationary and tenured faculty unit employees of the Biology program in the first full month of the Fall semester of each year for the purpose of reviewing and recommending faculty unit employees who are being

considered for retention, award of tenure, and promotion. If there are insufficient eligible members to serve on the peer committee, the program shall elect members from a related academic discipline. Members of the Biology PPC shall be elected by simple majority vote of the full-time, tenure-track Biology Program faculty.

In promotion considerations, Biology PPC members shall have a higher rank than those being considered for promotion.

## **II. EVALUATION CRITERIA FOR RETENTION, TENURE, AND PROMOTION (RTP)**

Evaluation of Biology faculty members for retention, tenure and/or promotion shall be based on the following criteria.

### **A. TEACHING**

Teaching is the central mission of this student centered-university and is the primary responsibility of every faculty member. In the Biology program, teaching includes classroom instruction in lecture and teaching laboratory settings as well as supervision and mentorship of classroom student research. To exceed standards of achievement, faculty must provide evidence in their portfolio and narrative that demonstrates teaching effectiveness in the required element and in one or more of the additional elements described below.

#### **Required Element #1: Effectiveness in Classroom Instruction**

Development of robust materials and methods, that are appropriate to the respective course content and objectives and reflect current issues/scholarship in the field, is expected.

*Evidence for effectiveness in classroom instruction shall be demonstrated by:*

a) Syllabi include student learning outcomes, course requirements, class schedule, assignments and grading policies.

b) Other course materials including but not limited to assignments, projects, assessments, laboratory experiments and other supplementary materials as well as the candidate's narrative on teaching.

c) Evaluations by peers and students

i) Peer evaluations: A written evaluation by a tenured member of the faculty with a higher rank shall be conducted to assess instructional effectiveness, teaching methodology, course materials and classroom presentation. For tenure and promotion to associate professor, a minimum of one peer observation of classroom teaching from each probationary year is required. For promotion from associate to full, a minimum of two peer observations is required in the portfolio.

ii) Student evaluations: Student evaluations shall be conducted each semester to demonstrate the candidate's ability to successfully organize and present course material and to engage students.

**Additional element: In addition to required element #1, additional evidence to support teaching effectiveness is required.**

*Additional evidence may include, but not be limited to:*

- Awards recognizing excellence in teaching
- Curriculum/course development including the creation of new courses and/or the significant revision of existing courses, curricula, or Programs
- Engagement of students in research projects as part of classroom activities
- Participation in teaching workshops and/or other faculty development activities
- Development or utilization of assessment tools
- Authorship of grants designed to improve teaching effectiveness
- Utilization of emerging technologies to enhance teaching effectiveness in science.
- Development of new teaching laboratory and/or field methodology
- Participation/development of interdisciplinary courses

- Development/implementation of online tools for collaboration and social engagement with course material

## **B. SCHOLARLY ACTIVITIES**

To exceed standards of achievement, faculty must provide evidence in their portfolio and narrative for required elements #1 and #2 plus some of the additional elements described below.

### **Required Element #1: All faculty members must mentor undergraduate students in scientific research projects.**

Involvement of undergraduates in faculty research projects is highly regarded by the program. The biology program requires that faculty provide opportunities for students to participate in scientific research and provide mentorship and training in laboratory and/or field settings. Students who are directly exposed to research gain a deep understanding of science and acquire important skills through this experiential learning opportunity.

Because of the import the program places on mentoring undergraduates in research, it shall be viewed as an essential element of the scholarly activities performed by a Biology faculty member and shall be viewed as scholarship for the purposes of evaluation of the faculty member.

*Evidence for inclusion of undergraduate students may include, but not be limited to:*

- Enrollment of students in Biology 494 and/or Biology 497 (Independent Research/Directed Studies) on a regular basis.
- Student presentations of work conducted under the mentorship of the faculty member in student-driven venues (e.g. SAGE poster presentations, capstone project presentations, SCUR, SACNAS, etc.)

- Student presentations of work conducted under the mentorship of the faculty in discipline-based local, statewide, national or international venues
- Peer-reviewed faculty publications with student co-authors
- Posters/presentations by faculty with student co-authors at local, regional, national, international venues.

**Required Element #2: Dissemination of the candidate's research in peer reviewed publications.**

By having two articles published or accepted for publication in a reputable, discipline-based, peer-reviewed, scientific journal during the course of his or her probationary period, as well as by showing the will and effort to perform publishable research on a continuous basis, the candidate will make clear their personal commitment to scientific inquiry. For faculty who received service credit, at least one of the two articles shall be published while employed as a tenure-track faculty at CSU Channel Islands. This research may or may not be directly related to mentored projects described in required element one. Full credit shall be given to all authors of a publication. For promotion from associate to full professor, one additional publication is required in the portfolio.

**Additional elements: In addition to required elements 1 and 2, additional evidence to support scholarly engagement is expected.**

*Additional evidence to support scholarly engagement may include, but not be limited to:*

- Publication or acceptance of articles in peer-reviewed, scientific journals, in addition to Element #2.
- Awarded grants or other funding (internal or external)
- Preparing applications for grants and research fellowships
- Publications in proceedings of professional meetings, conferences, and workshops
- Earning patents or establishing copyrights

- Presentations at professional meetings, conferences, and workshops
- Leadership of professional organizations, conferences or workshops
- Reviewing manuscripts, book chapters, or grant applications
- Publication of materials aimed at improving teaching and learning.
- Reports of applied research and/or technical reports
- Receiving prizes or other awards
- Invited talks and presentations, including campus presentations
- Development and dissemination of software and/or online tools.
- Writing a book/book chapter/textbook.

### **C. SERVICE**

Maintaining and improving the quality of the learning environment, the profession, the University, and the community are dependent upon active participation of faculty in various organizations and governance tasks. The quality of a faculty member's service can be demonstrated through both leadership and/or participation roles, the degree of initiation and/or consistency of the commitment to a task or tasks, impact of the service on the University and/or other constituencies, positive feedback from colleagues and others, and tangible products, results, or concrete accomplishments from the service provided. It is the responsibility of the candidate to articulate the quality and quantity of service in his or her narrative.

Untenured faculty members in their first two years of appointment are encouraged to focus on developing their teaching and scholarly and creative activities and, as a result, the service expectation of these faculty will be limited. Faculty are expected to show an increasing engagement in a range of service activities after their first two years of appointment. Tenured faculty will be expected to engage in substantial service activities.